

2021-2022

**WWD
SSS**

**WALLACEBURG DISTRICT SECONDARY SCHOOL
STUDENT
HANDBOOK**

920 Elgin Street
Wallaceburg, Ontario
N8A 4E1
(519)627-3368

KEEP CONNECTED TO WDSS & LKDSB
www.lkdsb.net

Twitter: @wdsstartans
@lkdsb
@lkdsblearning

WALLACEBURG DISTRICT SECONDARY SCHOOL

WELCOME TO TARTAN COUNTRY

At Wallaceburg District Secondary School we take pride in our cooperative attitude, caring community and respect for diversity. We challenge you to put forth a strong consistent effort and to take advantage of the many opportunities to get involved in school activities. Take pride in your work and your school. Remember, your personal level of growth and satisfaction are directly related to your effort and involvement.

To every student we extend our best wishes for a successful and enjoyable school year.

Please take an opportunity to visit our website <http://wdss.lkdsb.net>. The Tartan website is updated weekly to provide the WDSS community with the latest news, information and pictures related to school life.

Principal,

Ms. M Mallette

Make Everyday Count!

DAILY SCHEDULE

Classrooms Open	7:45
Warning Bell	7:55
PERIOD 1	8:00-9:20
Break	9:20-9:27
PERIOD 2	9:27-10:42
LUNCH	10:42-11:33
Warning Bell	11:27
PERIOD 3	11:33-12:48
Break	12:48-12:55
PERIOD 4	12:55-2:10

Pandemic

Classrooms Open	7:45
Warning Bell	7:55
Period A	8:00-10:42
LUNCH	10:42-11:33
Period B	11:33-2:10

CLUBS AND ACTIVITIES

Arts Fest	ART DEPT
Drama Club	J. LANE
Environmental Club	L. THOMAS L. NETHERY
Future Elders	L. O'NEIL
Equity and Inclusion	T. WOOD & L. O'NEIL
Intramurals	J. DAY
Film Club	D. BABBITT
Fitness Club	R. EBERE
Open House	H. KARDAS
Student Art Show	S. LALONDE
Student Athletic Association	J. DAY & MILLARD
Student Parliament	J. DAY & MILLARD
Yearbook	CLASS COURSE

SCHOOL TEAMS

Badminton	D. GOODING & B. MAXIM
Baseball	L. NETHERY
Basketball	J. DAY & L. O'NEIL
Cross Country	T. BRIDGEARNOLD & K. LEIDL
Curling	P. ROUNTREE
Football	R. MACHLACHLAN
Golf	D. GOODING
Girl's Rugby	R. EBERE
Hockey	S. O'DONAHUE & S. SMITH
Soccer	J. DAY & S. O'DONOHUE
Swimming	N. SCHINKELSHOEK
Tennis	S. O'DONOHUE
Track and Field	B. WARRING, C. DUNDEE & D.GOODING
Volleyball	TBD

STUDENT SUCCESS

Student Success is a Ministry of Education endorsed program, supported by the Lambton Kent District School Board and promoted at Wallaceburg District Secondary School. Student Success is several initiatives designed to improve student outcomes and increase credit accumulation. The goal is an increase in graduation rates and decrease in the number of early school-leavers.

A program pathway is more than just the combination of courses that make up a student's educational program. It is the purpose that motivates students to make their course selections. In short, a program pathway is designed to lead a student to a destination.

Students have far more options than ever before.

Combining their interest, skill and strengths into a trade or profession of their liking is well within reach. Entry level positions into business and the world of work, university, post-secondary training, apprenticeship, college programs, the skilled trade, vocational certification; any of these opportunities can provide personal satisfaction, a livelihood, and professional challenges.



Each student, along with their family is encouraged to explore the options available long before they enter high school. Once here, the staff at Wallaceburg District Secondary School can provide assistance, counselling and direction required regardless of any academic bumps in the road. There are many paths to the same destination. Student Success is the first step.

A student's program pathway is their educational program and reflects the goals that help motivate them.

Students, parents, and school personnel play a significant role in fostering personal growth and promoting lifelong learning. Parents can help by encouraging regular and punctual attendance.

Program Pathway				
A student's interests, skills, goals, needs and expectations to a successful transition	+	Appropriate courses and <u>their</u> curriculum expectations	+	The knowledge, skills and experiences necessary to make a successful transition to a specific post secondary destination

IMPORTANT INFORMATION FOR PARENTS

1. Students, parents, and school personnel play a significant role in fostering personal growth and promoting lifelong learning. Parents can help by encouraging regular and punctual attendance.
2. If a student has been absent, please send a signed dated note or place a phone call to attendance specifying the reason and the length of the absence. WDSS now uses the Safe Arrival automated system for absence reporting. Parents can now reply to the system as it places calls to Guardians. Similarly, if a student is to be excused during regular school hours, please send a signed, dated note indicating the reason and time they are to be excused, and whether they will be returning to school.
3. Parents will be contacted should a student become ill.
4. Limit the student's out-of-school activities through the week, encourage the formation of good study habits at home and insist that homework be completed. Homework and assignments will be assigned on a regular basis.
5. **Please plan your holidays so that they do not conflict with regular school days and/or examination days.** This is especially important in view of our increased emphasis on attendance.
6. Please familiarize yourself with our Code of Conduct included in this handbook. It was developed cooperatively by parents, students and teachers and presents the official policies of the school relating to all aspects of student behaviour. Revisions occur annually through our School Council.
7. See that necessary supplies such as gym equipment and student identification cards are acquired during registration. Textbooks will be supplied. The \$35.00 registration/activity fee will support student activities, lock, locker rental and includes a printing throughout the entire school. Due to the pandemic, registration fees are not being collected. **It is non-refundable.** Some courses may require additional costs for field trips, workbooks and specialty supplies. A \$6.00 fee will be charged for lock replacement. Faulty locks will be replaced free of charge. Consideration will be given to any parent, guardian, or student experiencing financial hardship that may limit a student's access to participating fully.
8. Read the student dress code guidelines. Student dress is important at school. What a student wears can affect attitude and the attitude of others at school. We compare school to a place of business and ask for your help in assuring that students dress accordingly. Inappropriate clothing could result in the student being sent home.
9. If you need to reach your child for a serious matter during the school day, please contact them through the Main Office. **Students should not receive cell phone calls or text messages during class time.**
10. **INCLEMENT WEATHER -**
As per HR memo #18, *Update to Inclement Weather Protocol for Secondary Schools*, secondary school teachers and students, including ALLP and Medically Fragile classes, will pivot to a virtual learning platform on Inclement Weather days when buses are cancelled in individual zones or in all zones. All secondary school teachers will be expected to utilize the virtual learning environment established for their classes at the start of the Semester to provide remote teacher-led learning. Radio stations and various electronic media will provide information of decisions resulting from inclement weather conditions. Buses that have been cancelled in the morning will not return students in the afternoon. Buses that have been cancelled in the morning due to fog will operate in the afternoon to return students to their homes.

If inclement weather necessitates the early dismissal of students, the buses will only make one run home and will not come back at the regular dismissal time.

11. ALLERGIES/ASTHMA/ANAPHYLAXIS

Students with allergies/asthma/anaphylaxis are on-going concerns. Students who use epi-pens should provide the main office with one to be kept in the vault in the event of an emergency. Parents should report to the school if their child has one of the prevalent medical conditions for the school to support students in a safe, accepting and healthy learning environment. Because of student allergies the following are not to be brought to school:

- * latex, (balloons, gloves)
- * peanuts, fish (due to food allergies)

We also request that perfume, cologne and other heavily scented products are not used in the school building.

LKDSB CODE OF CONDUCT

The Lambton Kent District School Board *Code of Conduct* is established in keeping with the requirements of the provincial Code of Conduct and the standards of behaviour as set forth by the province of Ontario. The Lambton Kent District School Board Code of Conduct sets clear standards of behaviour to ensure the rights and responsibilities of all members of the school community.

W.D.S.S. promotes responsibility, respect, civility and academic excellence in a safe learning and teaching environment. All students, parents, teachers and staff have the right to be safe, and feel safe, in their school community. With this right comes the responsibility to be law-abiding citizens and to be accountable for actions that put at risk the safety of others or oneself.

Respect, Civility and Responsible Citizenship

All participants involved in the school system - students, parents or guardians, volunteers, teachers and other staff members - are included in this Code of Conduct whether they are on school property, on school buses or at school-authorized events or activities. All members of the school community are to be treated with respect and dignity. All members of the school community must:

- respect and comply with all applicable federal, provincial and municipal laws;
- demonstrate honesty and integrity
- respect and treat others fairly, regardless of race, ancestry, place of origin, colour, ethnic origin, citizenship, religion, gender, sexual orientation, age, or disability
- respect the rights of others;
- exercise self-discipline;
- take appropriate measures to help those in need;
- seek assistance from a member of the school staff, if necessary, to resolve conflict peacefully
- respect the need of others to work in an environment that is conducive to learning and teaching
- show respect for school property; and
- respect all members of the school community, especially persons in positions of authority.

Safety

All members of the school community including students, parents and guardians, teachers and other staff members, volunteers and visitors must NOT:

- engage in bullying behaviours;
- commit sexual assault;
- traffic weapons or illegal or restricted drugs;
- give alcohol to a minor;
- commit robbery;
- be in possession of any weapon, including firearms or replicas;
- use any object to threaten or intimidate another person;
- cause injury to any person with an object;
- be in possession of, or be under the influence of, or provide others with alcohol, cannabis, or illegal or restricted drugs;
- inflict or encourage others to inflict bodily harm on another person;
- engage in hate propaganda and other forms of behaviour motivated by hate or bias;

commit an act of vandalism that causes extensive damage to school property or to property located on the premises of the school.

Students

Students are to be treated with respect and dignity. In return, they must demonstrate respect for themselves, for others, and for the responsibilities of citizenship through acceptable behaviour. Respect and responsibility are demonstrated when a student:

- comes to school prepared, on time, and ready to learn;
- shows respect for themselves, and for those in authority
- refrains from bringing anything to school that may compromise the safety of others;
- follows the established rules and takes responsibility for his or her own actions.

Parents

Parents play an important role in the education of their children, and can support the efforts of school staff in maintaining a safe and respectful learning environment for all students. Parents fulfill their role when they:

- show an active interest in their child's work and progress;
- communicate regularly with the school;
- help their child be neat, appropriately dressed, and prepared for school;
- ensure that their child attends school regularly and on time;
- report promptly to the school their child's absence or late arrival;
- show that they are familiar with the provincial Code of Conduct, the Board's Code of Conduct, and school rules;
- encourage and assist their child in following the rules of behaviour;
- assist school staff in dealing with disciplinary issues involving their child.

Community Partners and the Police

Through outreach, partnerships already in place may be enhanced and new partnerships with community agencies and members of the community (e.g., Aboriginal Elders) may also be created. Community agencies are resources that Boards can use to deliver prevention or intervention programs. Protocols are effective ways of establishing linkages between boards and community agencies, and of formalizing the relationship between them. These partnerships must respect all applicable collective agreements.

BULLYING

Bullying is typically a form of repeated, persistent, and aggressive behaviour that occurs in a context of a real or perceived imbalance of power between individuals. In any form, bullying adversely affects a student's well-being and ability to learn, undermines healthy relationships and compromises the school climate.

Bullying means aggressive and typically repeated behaviour by a pupil where, the behaviour is intended by the pupil to have the effect of, or the pupil ought to know that the behaviour would be likely to have the effect of, causing harm, fear or distress to another individual, including physical, psychological, social or academic harm, harm to the individual's reputation or harm to the individual's property, or creating a negative environment at a school for another individual, and

Behaviour occurs in a context where there is a real or perceived power imbalance between the pupil and the individual based on factors such as size, strength, age, intelligence, peer group power, economic status, social status, religion, ethnic origin, sexual orientation, family circumstances, gender, gender identity, gender expression, race, disability or the receipt of special education

Bullying behaviour may occur using physical, verbal, electronic, written, or other means.

Bullying by electronic means (cyber-bullying) includes but may not be limited to:

1. Creating a web page or a blog in which the creator assumes the identity of another person;
2. Impersonating another person as the author of content or messages posted on the internet;
3. Communicating material electronically to more than one individual or posting material on a platform that may be accessed by one or more individuals.

Social Aggression: May be intentional or unintentional, direct or indirect. It can take many forms, sexist, racist, homophobic, or transphobic comments. If it is social or relational aggression, it is more subtle and may involve such behaviours as gossiping, spreading rumours, excluding others from a group, humiliating others with public gestures or graffiti, and shunning or ignoring. Social aggression may also occur using technology.

Students are responsible to:

1. Refrain from bullying behaviour.

2. Report incidents of bullying behaviour to the principal, teachers, or other school staff.
3. Refuse to participate in circumstances involving bullying behaviour.
4. Remove themselves immediately from circumstances involving bullying behaviour.
5. Seek adult intervention for circumstances involving bullying behaviour

PROGRESSIVE DISCIPLINE

The principal or designate will use a progressive discipline strategy to address student infractions if a student has engaged in inappropriate behaviour. School leaders practice progressive discipline as part of a whole-school approach that involves a continuum of prevention programs, strategies for fostering and reinforcing positive behaviour and helping students make good choices, and age-appropriate interventions, supports, and consequences used to address inappropriate student behaviour.

A teacher or the principal or designate, as appropriate, will utilize early and/or ongoing intervention strategies to prevent unsafe or inappropriate behaviours and to guide students to more appropriate choices. For students with special education needs, this includes referring to their Individual Education Plan (IEP) and consulting with appropriate staff to determine the best possible approaches.

Interventions may include:

- Contact with student's parent(s)/guardian(s);
- Oral reminders;
- Review of expectations;
- Written work assignment addressing the behaviour, that has a learning component;
- Volunteer services to the school community;
- Conflict mediation and resolution;
- Peer mentoring;
- Referral to counseling; and/or consultation.
- Meeting with the student's parent(s)/guardian(s), student and principal;
- Referral to a community agency for counseling or intervention related to anger management, substance abuse, or other
- Detentions;
- Withdrawal of privileges;
- Withdrawal from class;
- Restitution for damages;
- Restorative practices;
- Safe schools transfer

In some cases:

- a. Suspension may be considered an appropriate step
- b. Contact with CAS where required
- c. Contact with police services where required

A bias-free approach is one that respects all people and groups and reflects human rights principles. A bias-free approach helps build and foster a positive, safe, accepting, and respectful school culture and climate and helps students and their families, school staff, and other members of the school community.

SUSPENSION

Students under suspension are not to be on Lambton Kent District School Board property or within the vicinity of the school. Students are not permitted to access bus transportation provided by the Board or operators hired by the Board. Suspended students are responsible for all classroom work

EMERGENCY RESPONSE:

During any school year, there are several situations that can occur which require us to use Emergency Procedures. These may include a fire, a tornado warning, and a drug search by police officers or an intruder. There are procedures for each situation that the students will practice. Although real situations are rare, students, staff, parents and visitors need to be aware of what is expected.

HOLD AND SECURE

Used for: ongoing situation OUTSIDE that is not related to the school occurs i.e. bank robbery, community tragic event, etc.

Staff assigned to monitor exits move to their area

Any students on athletic fields should return to the school immediately

Exterior doors are locked and monitored by staff

Unassigned staff to the office

All staff and students within the school are to remain within the classrooms until further notice

No one is allowed outside; emergency response crews can enter. Staff quick look, halls adjacent to classrooms cleared wait for directions

SHELTER IN

PLACE

Used for: when it is necessary to keep all occupants within the school to protect them from an external situation involving environmental or weather-related factors i.e. chemical spills, blackouts, explosions or extreme weather conditions an announcement is made to "Shelter in Place"

All staff and students within the school are to remain within the classrooms until further notice. Students in hallways or washrooms must return to class immediately.

Staff adjacent to washrooms should do a quick check.

Students on study periods should report to the nearest classroom

All students on athletic fields should return to the school immediately to an area designated by the Principal.

Exterior doors locked/ windows closed/ ventilation systems turned off.

Note: To safeguard students and staff inside the building, exterior doors need to remain closed during a shelter in place situation. Travel to a school through conditions requiring a shelter in place creates its own risk. Efforts to pick-up children can complicate already challenging circumstances, so parents are asked to wait until conditions improve. In the meantime, coordinated efforts to communicate ongoing updates to families and the community will be made. Once the all-clear has been given, access to the school can once again be provided.

LOCKDOWN

Used for: major incident or threat of school violence within the school or in relation to the school an announcement is made to " Lockdown" to notify staff and students. Once inside a secure area:

All students remain in classrooms; clear the halls

Classroom doors and windows will be locked, curtains drawn, lights off cover the window of the classroom door;

be aware of sight lines stay away from doors and windows; take cover if available (get behind something solid);

communicate regarding the incident.

Students and staff remain away from windows and doors until further notice, cells phones are to be put on quiet mode and only use them if it is necessary to communicate regarding the incident

If in the washrooms and it is possible, get to an area which can be safely locked down and if trapped, enter and lock stall and climb on toilet
Everyone should be on the floor if gunshots are heard have attendance taken by a staff member;

When the potential for danger is over, administration and/or Police will move room to room to indicate it is the lockdown is over and that the threat no longer exists. For a Shelter in Place and Hold and Secure situations an announcement will come on informing the school that it is safe to resume activities as usual and the threat no longer exists.

** In Emergency Situations anyone in the building needs to respond immediately and co-operatively.
- respect the need of others to work in an environment that is conducive to learning and teaching;
- not swear at a teacher or at another person in a position of authority;

ACCIDENTS

If you are involved in an accident or have been injured, report immediately to the teacher in charge.

ASSESSMENT AND EVALUATION POLICY

Assessment and evaluation at WDSS are based on Ministry guidelines:

1. The primary purpose of assessment and evaluation is to improve student learning.
2. A detailed description of the assessment and evaluation process for each course will be clearly communicated to each student early in September.
3. Assessment and evaluation will be based on the provincial curriculum expectations and the achievement levels outlined in the curriculum policy documents.
4. Assessment is the process of gathering information from a variety of sources including assignments, demonstrations, projects, performances and tests. As part of assessment, teachers provide students with descriptive feedback that guides their efforts towards improvement.
5. Evaluation refers to the process of judging the quality of student work based on established criteria.
6. Evaluation should reflect each student's most consistent level of achievement.
7. Seventy percent of the final marks in grade 9, 10, 11, and 12 will be based on assessments and evaluations conducted throughout the course. Thirty percent of the final grade will be based on a final evaluation in the form of an examination, performance, essay and/or other method of evaluation suitable to the course content.
8. Assessment and evaluation of student achievement also provides teachers with an opportunity to think critically about their methods of instruction and the overall effectiveness of their program. This in turn provides improved opportunities for student learning.
9. Interim reports will be distributed approximately six weeks into the course. Mid-semester reports will be issued at the midpoint of each semester and will provide an indication of progress to that date. Semester end reports will indicate the final grade.

HOMEWORK POLICY

Homework is defined as learning activities assigned to students by teachers and completed during non-classroom hours.

Homework is instrumental in building lifelong learning skills. It is valuable in ways including:

- To guide students in taking initiative and responsibility;
- To assist students in the development of self-discipline;
- To promote in students the sense of task commitment and time management, which will build self esteem;
- To assist students in the development and practice of problem solving;
- To guide students in decision-making processes and in learning to accept the consequences of not completing work;
- To expose students to a variety of settings for learning;
- To encourage perseverance and resource fullness in task completion;
- To develop rapport between parents and children;
- To give parents a clear idea of their children's areas of strength and difficulty;
- To increase academic achievement.

Types of Homework

Preparation - advance preparation for the next day's lesson.

Practice - provides students with the needed review and reinforcement about materials or skills presented in a previous lesson.

Extension - gives students an opportunity to expand on concepts that were taught in class.

Creative - includes analysis, synthesis and evaluation where students use resources to investigate their own ideas.

Administrator's Role

The principal will facilitate staff awareness of the policy and ensure that students and parents have access to the policy. The principal will also support the teachers in encouraging students to do their homework, as applicable.

Teacher Role

The teacher will vary the content and type of homework to promote students' interest and learning as well as to acknowledge the wide range in student abilities. The teacher may include both mandatory and voluntary assignments so that students will have the opportunity to make educational choices. The teacher will stress the importance of homework to students as outlined in the rationale section. The teacher may assist students in being organized by requesting the use of planners or logs. Students will also get feedback from the teacher about their homework as well as opportunities for remediation.

Student's Role

The student will be aware of the extent to which homework is a component of each course and will do his or her best to complete the homework satisfactorily and on time. Students are responsible for ensuring that they understand what work has been assigned, when it is due and asking for assistance when they have trouble. All students are presented with this daily planner to assist them with time management and the organization of homework, tests and assignments

Parent's Role

Parents should be familiar with the homework policy of the school as well as the expectations of each of the teachers involved in teaching their child. Parents should encourage their child to do their homework by helping them find a suitable workplace and ensuring that sufficient time is set aside. Parents should communicate any concerns or questions about their child's homework to the appropriate teacher, guidance counselor or administrator.

Guidelines Governing the Amount of Homework

Because students vary in their needs, abilities, interest, involvements and family priorities, the amount of time a student can be expected to spend on the completion of class work, homework, and home study will also vary. Most students in grade 9 should spend no more than 75 minutes daily in order to complete work outside of class. This may increase to as much as 90 minutes per night in grade 10. The amount of work, which students in senior grades should do outside of class, depends on the student's course selection and abilities. Because of the wide variations in students and programs, no uniform guideline for maximum time spent on homework by senior students is possible, but two hours per evening is not unusual.

ACADEMIC HONESTY

Academic Dishonesty: is the act of gaining an unfair advantage. Students are expected to demonstrate academic honesty by relying on their own efforts and by doing their own work to the best of their ability.

Examples of Academic Dishonesty: (This is a partial list and should not be considered complete.)

- * Copying from another student or making information available to another student
- * Submitting another individual's assignment, in whole or in part, and representing it as your own
- * Preparing an assignment for submission by another student

Plagiarism is the act of taking the ideas or words of another and presenting them as your own.

- * Using direct quotations, or any section of paraphrased material without acknowledgement
- * Copying an assignment/essay from any electronic or hard copy source, or knowingly allowing one's assignment/essay to be copied by another student
- * Purchasing/accepting or distributing/selling assignments/essays in partial fulfillment of course requirements

Academic Discipline Procedure:

If a teacher suspects academic dishonesty or plagiarism, they will refer the matter to their Curriculum Leader. The Curriculum Leader/class teacher will then interview the student. Once accidental or intentional academic dishonesty or plagiarism can be established, the Curriculum Leader/teacher will meet with the Principal/Vice Principal to determine the appropriate course of action. Parents will be contacted. **All written assignments will be completed using prescribed format.**

Consequences for Academic Dishonesty:

Consequences for plagiarism and other forms of academic dishonesty will depend on the grade and academic level of the student and course. It may include, but is not limited to;

- Rewrites within a specified time limit
- Letter signed by parent(s) acknowledging the dishonesty
- Deductions for all or part of the evaluation, after revisions
- A grade of zero

ATTENDANCE POLICIES

24 Hour Attendance Line 519-627-3368 - Press #1

The greatest predictor of student success is regular attendance. Students must make every effort to attend school punctually and regularly. Students are required to attend all classes. More than 10 absences could put course accreditation in jeopardy.

The only valid reasons for absence are:

- Personal illness
- Family emergency/bereavement
- An appointment certified by the parent and approved by the Principal/Vice Principal

Students with Non-Assigned Class Time

Students with a study period/spare must be in the Cafeteria, the Library or off school property.

DRESS CODE

To support and provide a healthy and respectful academic learning environment for our school community, the following dress code has been developed in partnership with staff, students and parents.

While at school, or attending school related functions, students are expected to use good judgment in selecting the clothes that they wear and take pride in their appearance, dressing cleanly, neatly and appropriately whenever attending or representing WDSS.

Inappropriate dress includes, but is not limited to, clothing not acceptable in a workplace, such as:

- Clothing displaying drug or alcohol use, sexist behaviour, vulgarity, profanity, violent or racist images.
- Hats may be worn within school . Hats must be removed for the national anthem.
- Hoods must be removed upon entering the school. They are not to be worn at any time.
- Dresses, skirts, and shorts that are excessively short.
- Tops with bare midriffs, bare backs, excessively low necklines or see-through tops and/or exposed undergarments
- Coats and backpacks are NOT allowed in classrooms.
Bandanas or identifying symbols, logos or clothing items must not be worn or displayed as per Safe School Legislation.

ADMINISTRATION, TEACHING AND SUPPORT STAFF HAVE THE RESPONSIBILITY TO REQUEST A CHANGE OF CLOTHING IF THE DRESS CODE IS NOT BEING FOLLOWED.

FEES

Consideration will be given to any parent, guardian, or student experiencing financial hardship that may limit a students' access to participating fully.

GUESTS

All visitors to the school must report to the main office to obtain permission to be in the school. If a visitor refuses to respect our policy, please report their presence to the main office. Students are reminded that visitors are not permitted in the school on a casual basis.

GUIDANCE

College and University applications will be done online. Counselors will conduct seminars in the fall to show students how to complete and send their own applications.

Students must take responsibility to ensure that they are aware of the academic, vocational and post-secondary information necessary to their future. Information may be attained by:

- Attending group College or University sessions provided by the school.
- Conducting research on the internet.

- Utilizing College and University calendars and other resources available in the WDSS Career Centre.
- Using resources available at the public libraries.
- Contacting post-Secondary institutions.
- Visiting College & University Campuses

Scholarship and bursary information is available in the Career Centre. OSAP applications must also be completed on-line at www.osap.gov.on.ca.

Important Dates: See Guidance for dates on the following items

Early October	College Information Program—Windsor and Chatham
Mid October	Practice SAT (PSAT) @ WDSS-Cost \$20 US
November	University Information Program
Mid-January	Last date for University applications to be received at OUAC for equal consideration
February 1	Last date for College applications to be received at OCAS for equal consideration

CHANGING OR DROPPING COURSES

Once the school's timetable is completed, course changes will be permitted ONLY in very unusual circumstances. Students in Grades 9, 10 and 11 will take 8 courses each year. Students in Grade 12 who have completed 23 credits, who wish to drop a course, must request permission to do so through their guidance Counselor. Students are expected to continue in attendance in all timetabled courses until the consultation interviews and approvals are obtained. Students are considered truant if they fail to attend all assigned classes.

CELL PHONES AND OTHER PERSONAL ELECTRONIC DEVICES

This category includes, but is not limited to cell phones, cameras, and other media/social media devices. Any devices that are brought into the school by a student are the responsibility of that student. The LKDSB is not liable for any broken, lost or stolen devices. All electronic devices must be used in accordance with the LKDSB "Acceptable Use of Technology Policy & Procedures", which can be found at www.lkdsb.net. Electronic devices must be used in accordance with classroom, school and board policies always. Inappropriate use of electronic devices, as determined by administration, may be subject to progressive disciplinary action in accordance with LKDSB policies and procedures.

LIBRARY

The library is open from 7:30 a.m. - 3:00 p.m. Staff and students have unlimited borrowing privileges. Fiction, non-fiction and graphic novels may be borrowed for a three-week period and may be renewed if requested. Materials from the First Nations, Métis and Inuit collection are also available for borrowing. Students will be charged a replacement fine for any lost, stolen or damaged library materials.

Computers in the library are for school and leisure use. Leisure computer use must be suitable for a school setting. Priority for computer access is given to e-learning students and classes who have booked the library. Food and drink by the computers are not permitted.

Staff and students are encouraged to utilize the resources available on the library catalogue called Destiny Quest, which can be accessed on school computers. Off-site access to the library catalogue may be found at <http://destiny.lkdsb.net/>. Students may login to Destiny Quest by using their student number for both the username and password. Please see Librarian for further assistance.

LOCKERS

1. Each student will be assigned a locker and must pay the rental charge of \$5.00 to use the locker for the school year. Students must use and will be responsible for the contents and conditions of his/her assigned locker. Students requiring a replacement lock will be charged \$5.00. **Students are not to switch or share lockers. Lockers are not being used at this time.**
2. Students are to use only the lock assigned to the locker. The combination of this lock must be on file in the Office.

Always keep your locker closed and locked. Lockers are school property and must be maintained in good condition. Report any damage to your locker to the Office.

3. Students should not bring large amounts of money or valuables to school. If this is occasionally unavoidable, valuables should be left in the School Office and never in the change room during Physical Education periods.

PARKING

Student parking is a privilege not a right. Due to limited parking space in the immediate vicinity of the school, student parking is on a first come first served basis. Students are not to park in the back-parking lot – this is a safety issue as students in grades 7 and 8 use the entrance near the north parking lot behind the school. Parking is also available on neighboring streets. If you are parked in a restricted area or blocking an emergency access your vehicle will be removed at your expense.

SMOKING/VAPING

Smoking/vaping on school property, including buildings and grounds is prohibited. Respecting the privacy of neighboring homes and businesses and not smoking on, or around, their premises is also an expectation for staff and students.

Anyone caught smoking/vaping on school property will be reported to the Tobacco Control Officer at the Chatham-Kent Health Unit. Potential fines range from \$300 for the first offence to \$5000 for recurring offences. Parents will be contacted, and suspensions could result.

TECHNOLOGY FOR STUDENTS

Personal Safety

- When using the Internet, students must never give out their or anyone else's personal information such as first and last name, home address, and phone number.
- Students must report to a teacher or school administrator any message they receive that requests personal information, is inappropriate or makes them feel uncomfortable.

Illegal Activities

- Students are responsible for respecting and adhering to the LKDSB code of behaviour, and all local, provincial, federal, and international laws. The onus is on the user to know and to comply with these laws and regulations.
- It is unacceptable for any student to attempt to gain unauthorized access to a computer network or resource databank.

System Security

- Students must respect the integrity of the computers and networks in the schools, by not altering any hardware, software or wiring configurations.
- Students must not develop, or activate programs that harass others, or attempt to infiltrate a computer system or alter the software components of a computer or a computer system. These include, but are not limited to viruses, forging e-mail, hacking, and attempting to use administrative commands.
- Students must not change or delete computer files or directories that do not belong to them.
- Students who identify a breach of security should report it immediately to the supervising teacher or site administrator.

- All CDs, DVDs, USB keys and any other media brought from home must be scanned for viruses before use. Currently all supported workstations within the LKDSB are automatically scanned for viruses.
- Students will only use the network account assigned to them. Assigned passwords must be protected, not shared and should be changed on a regular basis.
- Any student who loses their password, or feels that an unauthorized person has accessed their account, must report it to a teacher or school administrator immediately.

Inappropriate Behaviour

- Students must not violate the rules that govern the general use of technology and Internet etiquette (including but not limited to cell phones, digital cameras, PDA's). This might include the following topics: harassment, profanity and threats. These rules, including copyright infringement, will be reviewed with students on an annual basis.
- Students should always be supervised when using the LKDSB network.
- No electronic devices will be connected to the wired network for any reason without the written permission of the

Information Technology Department of the Lambton Kent District School Board.

- Computer privileges will be withdrawn if computers/technology is used inappropriately.

**Freedom of Information Notice to Parents
regarding
Consent for Imaging or Audio Recording of Students**

During the school year, your child(ren) will be involved in a variety of school related activities consistent with the purpose of educating students in accordance with the Education Act.

Examples may include but are not limited to:

- School Yearbook
- School Plays/Art Exhibits
- Field Days/Athletic Functions
- Science Fairs
- Annual Report of the Director
- School/Board Curriculum Presentations or Teaching Aids
- School and Class Photographs
- Public Speaking Contests
- Education Week events
- School/Board memorabilia.

In addition, public media organizations, upon notification, may be present to cover these events by photographing, audiotaping or videotaping students involved in the above-mentioned routine in-school activities.

A **Special Event Student Release Form** is required for the imaging or audio recording of specific programs or activities of the School or Board which are **not** considered part of routine activities and which may be shared outside of the jurisdiction of the School or Board.

Special Event Student Release forms will be sent home for students participating in these types of out-of-school / special Board-sponsored activities, or special projects, as they occur.

A signed release is also required for images or audio recordings to be included on School or Board websites.

Consent will be obtained each year on student profile sheets for elementary students and through the grade 8 to 9 and subsequent years' option sheet process for secondary students.

These procedures are designed to ensure the privacy of students in the school and for students within the jurisdiction of the Lambton Kent

Adult students (over 18 years of age) are also requested to inform the Principal, in writing, if they do not wish to be photographed, audiotaped or

videotaped during the school year.