



Chatham Kent Secondary School



Scientia Per Usam
"Knowledge Through Experience"

STUDENT HANDBOOK

2014-2015

285 McNaughton Avenue, East
Chatham, ON N7L 2G7

<http://ckss.lkdsb.net>

Tel: (519) 352-2870
Fax: (519) 352-2908

This Agenda belongs to:

NAME _____

ADDRESS _____

CITY _____ POSTAL CODE _____

PHONE _____ HOMEROOM _____

map

Chatham Kent Secondary School

WELCOME TO THE HOME OF THE HAWKS

At Chatham Kent 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.

CKSS staff and the Lambton Kent District School Board continue to strive to create an exciting learning environment for all our students. We know that students learn best when they are excited and motivated about their work. The commitment, ingenuity and creativity of our teachers are only matched by the enthusiastic response of our CKSS students.

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

We warmly welcome all students for an exciting and stimulating year.

Mrs. M. Mancini
Principal

DAILY SCHEDULE

Classrooms Open	7:45
Warning Bell	7:55
PERIOD 1	8:00 – 9:21
Break	9:21 – 9:29
PERIOD 2	9:29 – 10:44
LUNCH	10:44 – 11:38
Warning Bell	11:33
PERIOD 3	11:38 – 12:53
Break	12:53 – 1:02
PERIOD 4	1:02 – 2:17

STUDY HALL (detention)	10:50 – 11:15
----------------------------------	---------------

**2014-2015
IMPORTANT DATES**

SEMESTER ONE		SEMESTER TWO	
September		February	
1	Labour Day Holiday	2	Semester II begins
2	First Day of School	11	SEM. 1 FINAL REPORTS
2, 5	Camp Hawk	11-15	Quebec Field Trip
8	Grade Assemblies	16	Family Day Holiday
10	Niner's Night	13-20	Interact Club Fundraiser
11	PHOTO DAY	19-22	Seussical the Musical
19	P. A. Day	23-27	Sears Drama District Festival
19-20	Red Feather event		
October		March	
tba	Gr. 9 Geography Field Trip	16-20	March Break
13	Thanksgiving Holiday	24	INTERIM REPORTS
16	UNDERGRAD CEREMONIES	26	OSSLT
17	PHOTO RETAKES (a.m.)		
22	MARKBOOK REPORTS		
24	P.A. Day		
30	Parent's Night		
November		April	
3-14	Grad Photos	1	Parent's Night
5	Last day for term 1 of .5 credit	3	Good Friday Holiday
5	'Take Your Kids to Work'	6	Easter Monday Holiday
17-20	Anti-Bullying Week	8	"Pink Shirt Day"
20	WE DAY – Waterloo Interact	14	Last day for term 1 of .5 credit
20	MIDTERM REPORTS	21	Track pre-meet #1
21	P.A. Day	23	MIDTERM REPORTS
24	Full Disclosure	28	Track pre-meet #2
December		May	
1	Goodfellows Porchlight (tentative)	1	Full Disclosure
11	ARTS FEST	1	CK Relays
19	Last day of classes/Talent Show	5	Environment club to Bird's Canada
		6-8	Arts Trip to Chicago
		11-15	Gr. 8 Orientation
		15	MARKBOOK REPORTS
		18	Victoria Day Holiday
		20-21	SWOSSAA
		21	ARTS BANQUET
		23	25 Years of CK Musicals Revue Show
January		June	
5	Return to school	5	Last day ISU's
tba	EQAO Math Testing (Gr. 9)	8	P. A. Day
9	Last day for ISU's	9	SAA Athletic Banquet
14	MUSIC NIGHT	10	MUSIC NIGHT
22	Last day of classes	tba	EQAO Math Testing (Gr. 9)
23-29	Exams	18	Last day of classes
30	P. A. Day	19-25	Exams
		24	GRADUATION
		26	P. A. Day

ADMINISTRATIVE & SUPPORT STAFF

Administration

Mary Mancini, Principal
Murray Hunt, Vice Principal (gr. 9-10)
Mike McDonald, Vice Principal (gr. 11-12)

Clerical Staff

Kim Jeffrey, Office Supervisor
Betti Elgie, Clerk
Simone Johnston, Reception
Alcede Teixeira, Attendance
Karen Swain, Student Services

Custodial Staff

Karen Travis, Head Custodian
James Payne, Day Staff

Curriculum Leaders

Christine Baribeau	Social Sciences and Humanities (Family Studies, General Social Science, Philosophy, World Religions) Arts,(Music, Visual Arts)
Gerry Bossy	Math, Business, EQAO Math
Julie Anne Costello	Resource/Special Education/Learning Strategies
Dennis Dutry	Geography, History Civics, Economics, Law, Native Studies and Politics
Dan Harwood	Technology
Marlys McCallum	Guidance (Student Services, Career Studies, Designing Your Future, Leadership and Peer Support) Co-op/Library
Jessica Skipper	Science
Jason Pettipiece	Computer Site Administrator
Tara Pettipiece	Health and Physical Education/Arts (Dance)
Laura Sabourin	English/Drama, Media Arts
Janet Smith	Languages (Classical and International, French, Native)

STUDENT ASSISTANCE & CLUBS

Administration:

Mrs. Mancini, Principal
Mr. Hunt (gr. 9-10)
Mr. McDonald (gr. 11-12)

Anti-Bullying Team:

Mrs. Lesy

Arts Advisors:

Mrs. Baribeau – music
Mrs. Myers
Mrs. St. Peter-Catton
Ms. Melanie Randall
Ms. Hillary Randall

Athletic Contacts:

Mrs. Pettipiece
Mrs. Crow
Mr. Poirier

Camp Hawk:

Mr. Wood

Club Contacts:

Arts Council – Mrs. Lesy
Choir – Mrs. Baribeau
Christian Fellowship – Mrs. Derynck
Dance Team – Miss M. Randall
Environmental Club – Mr. Williams
GSA – Gay/Straight Alliance-
Mrs. Mayne
Improv Team – Mrs. St. Peter Catton
Interact Club – Mrs. Rankin

Math Club – Mr. VanHorn

Musical – Mrs. Baribeau

Peer Tutors – Mrs. Lesy

Sears Drama – Mrs. St. Peter Catton

Student Athletic Assoc. – Mrs. Crow

Student Council- Mrs. Bradley

Yearbook Club – Mrs. Myers

There are several other clubs/teams at CKSS. Just listen to daily announcements for more info.

Coaches: *Please see list on bulletin board outside athletic office*

Mentorship:

See Student Services

Resource:

Mrs. Bradley, Rm. 117, a.m.
Mrs. Costello, Rm. 117, p.m.

Student Services:

Miss McCallum, Head
Mrs. Lesy
Mr. Wood

Student Success:

Mrs. Rankin, Rm. 118

Tutoring:

See Student Services

**CHATHAM KENT SECONDARY SCHOOL
2014-2015**

Mancini, Mrs. M.	McDonald, Mr. M.	Hunt, Mr. M.
Barei, J. Baribeau, C. – CL Barrett, J. Beatty, J. Belanger, J. Bergsma, P. Bossy, G. – CL Bourassa, K. Bradley, C. Coates, K. Costello, J. – CL Crow, K. Derynck, L. Dundee, G. Dutry, D. – CL Eberle, B. Fung, C. Gilbert, R. Goodall, R. Grainger, M. Green, J. Harwood, D. – CL Haskell, S. Hughes, J. Johnston, J. Kennedy, I. Kennedy, S. Kominek, B. Kucera, D. Lambert, J. Leidl, B. Leidl, T. Lesy, S. Livingstone, D. MacDougall, J. Mayne, D.	McCallum, M. – CL McMullin, N. Myers, T. Page, D. Parisien-Robert, L. Pettipiece, J. – CL Pettipiece, T. – CL Piercey, S. Poirier, M. Pugh, C. (sem. II) Quigley, D. Randall, H. Randall, M. Rankin, J. Rich, C. Rich, J. Rowden, J. Sabourin, L. – CL Saklak, G. Sass, W. Saunders, K. Sharpe, S. Skipper, J. – CL Smith, E. Smith, J. – CL Smith, L. St. Peter-Catton, K. St. Pierre, R. Tunks-Myers, H. Van Horn, J. VanMiddelkoop, L.(sem II) Williams, G. Willmore, K. Wood, T. Zakaria, D.	<p>EDUCATION ASSISTANTS Jeffries, D. Ryan, D. Warren, S.</p> <p>OFFICE STAFF Elgie, B. Hosfeld, M. Jeffrey, K. Johnston, S. Swain, K. Teixeira, A.</p> <p>CUSTODIAL STAFF <i>(Day)</i> Travis, K. Ms. Payne, J. Mr. <i>(Night)</i> Browning, C. Faubert, P. Hebert, A. Kozlof, L. Payne, J. Suthen, R.</p> <p>OPTIONS (St. Clair College) Lisa Fisher (Teacher) Teresa Caldwell (E.A.)</p> <p>SWAC Heather Burk</p>

SCHOOL COUNCILS

The *School Council* is an advisory panel consisting of parents, students, community representatives and school staff. Meetings are generally held the first Wednesday of each month, in our school library. Check the school website <http://ckss.lkdsb.net> for more information.

STUDENT COUNCIL, SAA EXECUTIVE & ARTS COUNCIL			
<i>STUDENT COUNCIL EXECUTIVE</i> Mr. Hughes/Mrs. Bradley		<i>STUDENT ATHLETIC ASSOCIATION</i> <i>EXECUTIVE</i>	
<i>Prime Minister</i>	<i>Lauren Poulin</i>	<i>Co-Presidents</i>	<i>Kara Hueniken & Lee Kucera</i>
<i>Deputy P.M.</i>	<i>Amy Skodak</i>	<i>Co-Vice Presidents</i>	<i>Payton Pugh, Pinky Siddiqui, Brittany McLaren</i>
<i>Secretary</i>	<i>Rachel Heo</i>	<i>Executive Officers</i>	
<i>Minister of Finance</i>	<i>Alok Chopra</i>	<i>Staff Reps</i>	<i>Tara Pettipiece, Kristen Crow, Donna Kucera, Jamie Beatty</i>
<i>Minister of Fundraising</i>	<i>Deanne Lo</i>		
<i>Ministers of Social Activities</i>	<i>Zainab Sultan</i>		
<i>Minister of Dance</i>	<i>Keren Zingman</i>		
<i>Minister of Communications</i>	<i>Ben Shore & Jessica Chinnick</i>		
<i>Minister of Community Affairs</i>	<i>Payton Pugh</i>		
<i>Class Reps</i>	Gr. 9: ? Gr. 10 – Carly Bell & Lauren Fuoco Gr. 11 – Jenna Urquhart & Pinky Siddiqui Gr. 12 – Rabeea Ahmad & Victoria Martin		
<i>United Way Ambassador(s)</i>	<i>Amy Skodak, Sienna Gagner & Payton Pugh</i>		
<i>ARTS COUNCIL</i>		<i>Names</i>	
<i>Co-Chairs for the Council</i>		<i>Amy Skodak & James Thompson</i>	
<i>Event Planning Co-Chairs</i>		<i>Pinky Siddiqui & Brittany McLaren</i>	
<i>Decorating Chairperson</i>		<i>Jacklyn Janssen & Keren Zingman</i>	
<i>Fundraising Chairpersons</i>		<i>Josh Wenner, Tristan Stewart & Nicole Millard</i>	
<i>Food Chairperson</i>		<i>Lauren Fuoco & Zainab Sultan</i>	

EMERGENCY SITUATIONS

Fire
 When the alarm rings, ALL students and staff must vacate the building immediately according to the evacuation plan. The re-entry signal is three short bells.

Tornado
 A tornado warning to take cover will be given over the PA. All students and staff must proceed to the lower level of the building and gather in the designated areas. An “all clear” signal is three short bells.

Emergency Codes

LOCKDOWN	
Major Incident or threat of school violence within the school or in relation to the school.	<ul style="list-style-type: none"> • Announcement over the PA announcing the lockdown. • If outside, do NOT re-enter the school (go to the arena). • If a fire alarm is pulled, do NOT respond. • Emergency response personnel will direct further movement.
HOLD AND SECURE	
Used when an ongoing situation OUTSIDE that is not related to the school occurs. ie. bank robbery, community	<ul style="list-style-type: none"> • Announcement will be made to indicate the need to hold and secure. • Staff assigned to monitor exits move to the designated exit. • Ensure anyone outside enters the building immediately and enters a classroom.
SHELTER IN PLACE	
Major Incident or threat of school violence within the school or in relation to the school.	<ul style="list-style-type: none"> • Announcement over the PA announcing the lockdown. • If outside, do NOT re-enter the school (go to the arena). • If a fire alarm is pulled, do NOT respond. • Emergency response personnel will direct further movement.

GENERAL INFORMATION

ACCIDENTS & ACCIDENT INSURANCE

Students who are injured during the school day or while participating in a school activity must report the accident to the supervising teacher. The supervising teacher will be responsible for making sure the injury is addressed according to Board procedures. Specifically, an *Incident Report* form (available in the main office) and OSBIE form must be completed and reported to the Principal within 24 hours. The *Student Insurance Plan* (distributed on opening day) is designed to provide supplemental coverage to Health coverage and is recommended for all students especially those who participate in competitive sports. All claims must be sent by the student directly to the insurance company (copy to Principal).

ADULT STATUS

A student 18 years of age or older, may assume certain responsibilities accorded an adult. **Adult students assume full responsibility for their schooling and are subject to the same expectations as those students under the age of 18.**

ANNOUNCEMENTS & OPENING EXERCISES

Classrooms will be opened at 7:45 a.m. Students are expected to be in their homerooms *prior to the 7:55 a.m. bell*. School will begin each morning with opening exercises in accordance with the Education Act. Students are expected to stand quietly in all areas of the school until announcements are over. Announcements will be at the start of period 1.

Any student wishing to make an announcement about a school related activity, must complete a “*Daily Announcements*” form and the message pre-approved by an administrator.

ASSEMBLIES

School assemblies are meant to be informative and/or entertaining and must be approved by administration. Students are always expected to attend if their class is scheduled to do so.

ATTENDANCE POLICY

The Ministry of Education and Training states that a student must have at least 110 hours of classroom instruction before a credit is granted. There are no partial credits granted for high absenteeism. **Students who are absent for more than 15 classes, risk losing their credits.**

Students must make every effort to attend school punctually and regularly. Students are not to miss class to do homework, avoid tests, or report for part time work. The only valid reasons for absence are:

- personal illness
- bereavement
- important appointments or family commitments certified by the parent and approved by administration
- approved school activity (field trip, athletic contest, college and university visits)

All students must report to the attendance office before leaving or after arriving to school at non-prescribed times.

Students who reach the age of 18 may sign for their own absence. They may sign out only for the same valid reasons applying to students younger than 18. In certain circumstances, adult students may have to obtain proof to assess the validity of their absence.

Attendance Procedures

Every student returning from an all day absence must bring a note to the attendance office **prior** to entering their first class. Notes must be signed by a parent/guardian, including dates and reasons for absence. If the student does not have a note, he/she **must still sign in** at the attendance office before 8:00. Students have a 1 day grace period to bring a note from home to explain their absence. If no valid note is produced, the absence will be regarded as truancy.

All notes from home must:

- indicate the date(s) of the absence
- the reason for the absence
- signature of the parent/guardian

Students who have missed a period 1 class **must** sign in at the attendance office prior to attending classes. Students with a period 1 spare **must** sign in at the attendance office prior to going to class each day.

Illness at School: If you become ill at school, YOU MAY NOT LEAVE SCHOOL without first reporting to the Attendance Office.

Planned Absences During the Day: If you are to be excused for a part of the day (e.g., doctor/dentist appointment) bring an authorized note to the Attendance Office, prior to 8:40 a.m. and obtain an “*Excused Slip*”. If/when you return to school on the same day, report to the Attendance Office to sign in, and receive an “*Admit Slip*”.

Absence From Tests And Examinations

Students who miss scheduled term tests or formal examinations without a valid reason, including truancy, may receive a “zero” for that test or examination. There will be no opportunity for make-up tests or make-up examinations. If a student misses a scheduled term test or a formal examination for a valid reason (medical, family emergency) they will be given a “non-grade”. A non-grade will not count against the student’s term or final mark, and an opportunity to complete a make-up test or a make-up examination will be provided, if it is in the best interest of the student.

Extended Leave

All requests for extended leave from school must be made in writing to school administration, on the appropriate form, at least two weeks prior to the planned absence. The approval process includes notification to the teachers and parents.

Lates

Students are to be on time to class, which means in their seats and prepared for work.

If a student arrives more than ten (10) minutes following the start of the period, the student should report to the Attendance Office for a “*Late Slip*”; lates less than 10 minutes will be dealt with by the teacher and recorded on the attendance record. Teachers are responsible for assigning consequences for lates. If a pattern continues, teachers will contact the student’s parents/guardians and make a “*Late Referral*” to a vice principal. Subsequent lates will result in parent contact and progressive disciplinary action.

BICYCLES, SKATEBOARDS, ROLLER BLADES

Bicycles should be locked at the front of the school. Roller blades must be removed before entering the school, and should not be used for performing stunts on school property. **Skateboards may not be used on school property.**

CAFETERIA

Cafeteria service is available during regular school days. Please keep the following in mind when using the cafeteria:

- the cafeteria is not to be used during class time
- use the cafeteria with care, courtesy and respect for others
- sit on the chairs provided
- place garbage and recyclables in the appropriate containers
- food purchased in the cafeteria must be eaten in the cafeteria or at select teacher-supervised functions
- food brought into the school must be eaten in the cafeteria

C. K. STORE FRONT

Hawk Shop – This school store sells gym attire, school jackets, sweaters, caps, etc. It is operated by the Student Athletic Association, under the supervision of a teacher-advisor. It is open as needed or upon request.

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 in order to ensure the rights and responsibilities of all members of the school community.

Chatham Kent Secondary School 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, 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 himself or herself, 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,

a) 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,

i. 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

ii. Creating a negative environment at a school for another individual, and

b) 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 through the use of physical, verbal, electronic, written, or other means.

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

- a. Creating a web page or a blog in which the creator assumes the identity of another person;
 - b. Impersonating another person as the author of content or messages posted on the internet;
 - c. Communicating material electronically to more than one individual or posting material on a website 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 through the use of 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 progressive discipline 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.

EMERGENCY RESPONSE:

During any school year, there are a number of 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 are allowed to 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 an area designated by the Principal.
- 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.
- Principal determines whether to bring in students from the portables based on the seriousness of the situation.
- Assign one staff member to monitor each exit.
- 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 pickup 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.

Lock Down

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
Once inside a secure area, staff and students should:

- 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);
- Students and staff remain away from windows and doors until further notice, cell 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, an announcement of “Deactivate Lock Down” will be made to indicate it is safe to resume activities as usual and that the threat no longer exists.

** In Emergency Situations anyone in the building needs to respond immediately and co-operatively.

Computer And Internet Use – Acceptable Use Policy LKDSB

The Lambton Kent District School Board provides students with access to technology to support their educational and learning experiences. Since students have access to technology, they have a role to play in maintaining a secure environment. The purpose of these Regulations is to set out the expectations with respect to the use of technology and the responsibilities of each individual in maintaining a secure environment.

Scope

These Regulations apply to all students of the Lambton Kent District School Board.

System Integrity

- The computer system including computer files, documents and electronic communications are the property of the LKDSB.

- There is no expectation of privacy in using LKDSB technology. The LKDSB may monitor and may at any time access any and all files, documents, electronic communications and use of Internet to ensure integrity of the system and compliance with these Regulations.
- Students will only use the network account assigned to them.
- The student will be responsible for any activity using his/her password, including any time the computer is left unattended. Students must not share passwords nor use the passwords of others.
- The initial password will be assigned by the Help Desk. Users will be required to change the initial password to a minimum of 8 characters, including upper and lower case letters as well as numbers. Users will avoid using any published information within a password that could potentially identify the user. Passwords should be changed regularly. If a student loses his/her password or feels that an unauthorized person has accessed his/her account, he/she must report it to a teacher or school administrator immediately.
- Students must not try to hack into the computer system or gain access to any unauthorized databank.
- Students must not access or delete computer files or directories of others.
- Students must respect the integrity of the computer system by not altering hardware, software or wiring configurations.
- Computer viruses and related problems can cause extensive damage to computer systems. Viruses can be spread in a variety of ways including downloading files from the Internet, email attachments, infected diskettes, USB keys. Students should use caution when opening email attachments from unknown senders.
- All diskettes, 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 must not connect any electronic devices in any way (wired or wireless) for any reason to the LKDSB network without the written permission of the Information Technology Department of the LKDSB.
- Students must not download or install any unauthorized materials such as programs, games or files from any source, or cause a denial of service for others.

Personal Safety

- When using the Board supported networks, students must not reveal any personally identifying information (such as first and last name, picture, address, telephone number, physical description, etc.) about themselves or others.
- Web pages should not contain any personal information about students (ex: address, telephone number).
- Students must NEVER agree to meet with keypals unless supervised by a teacher.
- Students must report to a teacher or school administrator any messages they receive that request personal information, are inappropriate, or make them feel uncomfortable.

Appropriate Use

- Board supported network accounts are granted to students to further their academic goals. The LKDSB system may not be used for personal reasons.
- Students must respect the rights of other users by avoiding the waste of limited resources such as paper, print supplies, hard drive space, bandwidth and time.
- Students must use language appropriate to the school setting.

Unacceptable Use

- Students must not access director or proxy sites, that circumvent the security measures put in place by the Lambton Kent District School Board.
- Students must immediately exit any site that is transmitting inappropriate or offensive material. Students must immediately report accidental access to such a site to a teacher or school administrator.
- Students must not encourage the use of controlled substances, such as illegal drugs, alcohol or tobacco. Accessing sites promoting such products is considered an unacceptable use.
- Students must not access or distribute material that advocates prejudice or hatred towards any identifiable group (for example, gender, ethnic, religious, minority etc.).
- Students must not create, access, download, transmit, store, distribute or print any files, messages or graphics that are profane, harassing, discriminatory, offensive or degrading (this includes posting material on social networking sites).

- Students must not access, download, store, distribute or print any files, messages or graphics that are illegal or advocate illegal acts, facilitate unlawful activity or are not consistent with the philosophy of the Lambton Kent District School Board.
- Students must not propagate chain letters or other junk mail.
- Students must not attempt to hide, disguise or misrepresent their identity as the sender.
- Students must not cause damage to computers and/or equipment including, but not limited to, computer hardware, keyboard, monitor, mouse, cables.
- Students must not use LKDSB technology for purposes unrelated to educational and curricular activity.
- Students must not use inappropriate language in files/filenames or in email communication.
- All software license agreements must be honoured. It is against the law to copy commercial software that has not been placed in the public domain or distributed as “freeware”.
- Under copyright laws all material remains the property of the author/creator and therefore permission is required for its use.
- Do not take and present the work of others (for example, writings, images) and present them as yours. If using the work of others proper credit must be given and permission obtained if copyright materials are used.

Consequences

- Any violation of these Regulations may result in sanctions being imposed, including the loss of computer privileges, disciplinary action and legal action or police involvement.

DANCE POLICY

School dances are a co-curricular activity organized for the pleasure of CKSS students and their guests. Dances at CKSS are restricted to CKSS students and their guests. All tickets are sold in advance. There will be no ticket sales at the door. A dance may be cancelled if there are insufficient ticket sales. In order to maintain high calibre dances, the following regulations are in effect:

- Students may be denied participation if they have not been diligent in their duties as a student.
- Guest passes are available if gym space permits.
- Students are permitted to bring one guest with administration approval; guest passes must be purchased 2 days in advance of the dance.
- Entry to the dance is by admission ticket and Student Activity Card.
- Upon entry to the dance, coats, jackets, purses and backpacks may be checked/searched and must be left in the coat check. Students are not permitted to go to their lockers. The school is not responsible for any loss or stolen property.
- A student leaving the school building during a dance, will NOT be readmitted.
- Inappropriate behaviour will be dealt with according to the seriousness of the incident. Each CK student is permitted one guest, and must accompany the guest on arrival. The CK student is responsible for the guest's behaviour.

DRESS CODE

Positive clothing projects a positive image. The decision of what to wear is a learning experience, however the final decision on matters of taste rests with the administration. 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. Students must dress cleanly, neatly and appropriately whenever attending or representing CKSS.

Inappropriate dress includes, but is not limited to:

- Suggestive and revealing clothing including tube tops, spaghetti straps, halter tops, muscle shirts, tank tops with straps less than 2.5 cm or 1 inch.
- Tops with bare midriffs, bare backs, excessively low neck lines or see-through tops and/or exposed undergarments
- Pajama pants or “beach attire”.
- Dresses, skirts and shorts that are too short (*ie. Fingers touching skin when arms are extended while standing*).
- Hats and other headgear including headbands and hoods are to be removed upon entering the building.
- Clothing displaying or promoting:

- Materials or themes which are demeaning to any racial, gender, culture, and/or religious group;
- Drug or alcohol use/products;
- Matters of a sexually suggestive nature;
- Vulgarity, profanity (including near or implied profane or improper words);
- Violence and/or gang related activities;
- Bandanas or identifying symbols, logos or clothing items must not be worn or displayed as per Safe School Legislation;
- Choke collars, spiked wristbands and chains;
- Coats and backpacks are NOT to be worn in classrooms or the cafeteria.

ADMINISTRATION, TEACHING STAFF AND SUPPORT STAFF RESERVE THE RIGHT TO REQUEST A CHANGE OF CLOTHING IF THE DRESS CODE IS IN VIOLATION.

ELECTRONIC DEVICES

This category includes, but is not limited to, cell phones, pagers, bluetooth devices, digital cameras, laptops, PDA's, MP3 players, and other personal listening devices used for non-medical purposes.

- Personal electronic devices (cell phones, mp3 players, etc.) are not to be used during tests, exams or other assessment activities. It is up to the teacher's discretion during non-evaluative classroom activities.
- Cell phones, cameras and other digital imaging devices are **NOT** permitted in change rooms or washrooms at any time.
- Due to health and safety concerns, listening devices must not be worn covering both ears when moving through the halls.
- Students are not to connect to the school's network (wired or wireless) without the permission of the Principal (or designate).
- The choice to bring these devices to school rests upon the student. The CKSS staff is not responsible for any damage or loss with respect to these items.

Failure to abide by these expectations will result in parent contact and progressive disciplinary action.

Wireless "hotspots" are available in the school for students to access the internet. Students may use the wireless connection at any time during the day and during class time with teacher permission using the following information:

Username: lkdsb Password: guest

EMERGENCY CONTACT for students is available through the school office. If a family situation requires the use of a pager, or other communication device, the student must see a Vice Principal for approval.

EQUITY & INCLUSION

It is a public policy in Ontario to recognize the dignity and worth of every person and to provide for equal rights and opportunities without discrimination based on race, national or ethnic origin, colour, religion, sex, gender, sexual orientation, age or mental or physical disability. CKSS is a school where Lesbian, Gay, Bisexual and Transgender and Questioning (LGBTQ) youth can learn and develop in a safe, harassment-free, equity-based environment.

To accommodate both students and staff, the room off the main library has been set aside for personal religious observance. The room has been made available because CKSS respects the diverse religious beliefs and practices of students and staff within the school and the community. CKSS will always make every reasonable effort to provide for personal daily prayer/meditation and we welcome all dialogue about how we can best accommodate specific religious observances.

All members of the CKSS community are expected to follow the Code of Human Rights. It is the **law** in the Province of Ontario. Discrimination is against the law. Slurs, jokes, name-calling, graffiti, insults, threats, humiliation, intimidation, exclusion and written or physical abuse including fighting and any other form of harassment are a form of discrimination.

Examples include:

Verbal Harassment – includes derogatory, abusive and undermining comments; demeaning jokes, sexual suggestions or innuendo; threats and racial or ethnic slurs.

Physical Harassment – disorderly behaviour, unnecessary touching, impeding or blocking movement; and interference with work.

Visual Harassment – derogatory or degrading posters, cartoons, graffiti, gestures, written or computer text; sexually suggestive pictures or images, including such images on a computer screen.

Sexual Harassment – verbal abuse or threats; unwelcome remarks, jokes, innuendos or taunting; displaying pornographic or other offensive or derogatory pictures; practical jokes which cause awkwardness or embarrassment.

FULL-TIME STUDENT POLICY

Part-time programs are not conducive to appropriate preparation for post-secondary education and the work world. All CKSS students are expected to be enrolled full-time, with a minimum of three (3) courses per semester. Students are eligible for a “spare” only when they have completed 24 credits.

FUNDRAISING and advertising school and/or community events, must be approved by the Principal through a Staff Advisor.

GUEST PASSES (Student Shadowing)

A completed “*Student Guest Pass Application*” must be approved by Ms. McCallum in Student Services before a Guest Pass is issued. All student guests must have written parental permission, plus home school permission. CKSS students must also get the approval of their individual teachers, in advance of the guest’s attendance.

HALLS

During class time students are expected to be in classes and not in the hallways. If travel through the hall is required please keep in mind that classes are in progress. Students should move quickly and quietly to their destination and return promptly.

During non-class time students are to keep the following in mind when traveling through the school hallways:

- Please do not consume food/drink while walking;
- Please ensure that noise level maintains a reasonable level;
- Please do not gather in numbers or locations that would impede the flow of traffic or cause individuals to feel uncomfortable.

LOCKS & LOCKERS

Lockers and locks are the property of the school. Lock combinations will be kept on file in the main office, however, for your own protection, do not disclose your lock combination to anyone else. Students are expected to observe the following guidelines for use of lockers:

- Lockers are provided for the use of books and clothing.
- Only school-supplied locks are permitted. All others will be removed at the student’s expense.
- The school does not assume any responsibility for alleged loss of articles from lockers. Students should not bring large sums of money or expensive jewellery/equipment to school. If this is occasionally unavoidable, please request these items be kept in the vault in the main office, and never in your locker or the physical education change room.
- The student to whom the use of a locker has been granted must assume responsibility for any damage to the locker.
- The administration of the school reserves the right to examine (in the presence of the student, whenever possible) any locker, at any time it is deemed necessary.
- In order to maintain a quiet atmosphere in the classroom areas of the school, students should use their lockers only when classes are *not* in session.

LOST AND FOUND

All lost and found articles should be turned in to the office, with the exception of gym equipment that is turned in to the physical education office. A box is located in Main Office - Please check here if you have lost anything. The school will not assume responsibility for lost or stolen items. Items will be given to a charity at the end of the year.

LOST STUDENT CARD

Non-picture replacement cards are available in the main office. Replacement cards will cost \$2.00 each.

PARKING AND STUDENT DROP OFF

Student parking is available along the East side of the school in the first two rows of parking. Parking at the South East corner of the parking lot (corner of McNaughton and Taylor Trail) is reserved for visitors. **PLEASE DO NOT PARK IN THESE AREAS.** Motorcycle parking is the solid-lined area. The **speed limit in the parking lot is 10km per hour.** Students are not to drive behind the school in the technology area next to the track.

All students are expected to "Park It, Lock It, Leave It" when using the school parking lot. Loitering in the parking area is not permitted at any time of the day. Cars must not be used as 'lockers.' Theft and/or damages will *not* be the responsibility of the school.

NOTE: BECAUSE THE CIRCULAR DRIVEWAY AT THE FRONT OF THE SCHOOL IS THE DESIGNATED FIRE ROUTE, THERE IS ABSOLUTELY NO PARKING IN THIS AREA, AT ANY TIME.

Students are NOT to be dropped off in front of the school between 7:30 a.m. a - 8:05 a.m. and 2:00 p.m. – 2:40 p.m. The **side entrance** as well as the arena parking lot are to be used for student drop off and pick up during these times. Also, idling engines on the east side of the school creates a toxic environment in our Science labs. Please abide by posted signs and arrange for student pick up in less congested areas if possible.

PROGRESSIVE DISCIPLINE

Students who choose to disregard any aspect of the code of conduct will be subject to a continuum of corrective of corrective and supportive interventions. Consequences include learning opportunities for reinforcing positive behaviour and assisting pupils to make good choices.

Mitigating factors will determine the level of progressive discipline. Strategies to promote positive behaviour may include:

- Contact with parent(s)/guardian(s);
- Oral reminders
- Review of expectations
- Written work assignment addressing the behaviour
- Volunteer services to the school community
- Conflict mediation and resolution
- Peer mentoring
- Referral to counselling
- Detentions and/or withdrawal of privileges
- Withdrawal from class
- Restitution for damages
- Suspension
- Transfer
- Expulsion

RELEASE OF STUDENT PHOTOGRAPHS

Unless the student files a denial of permission with school officials, it is deemed that any photograph taken in a school related activity, in which the student appears, may be used for school use, including display, yearbook, webpage, newsletters, etc. *****IMAGING OR AUDIO RECORDING OF STUDENTS AND/OR EMPLOYEES AND/OR GUESTS IS STRICTLY PROHIBITED.**

SAFE LEARNING ENVIRONMENT

Every member of our school community has the right to a safe learning environment. Any of the following serious violent incidents infringe upon that right.

- Engaging in bullying behaviours. Bullying is typically a form of repeated, persistent and aggressive behaviour directed at an individual or individuals that is intended to cause (or should be known to cause) fear, distress and/or harm to another person's body, feelings, self-esteem, or reputation. Bullying occurs in a context where there is a perceived power imbalance;
- Possession of weapons
- Trafficking in drugs or weapons
- Use of a weapon to cause bodily harm, or to threaten serious harm
- Threats of serious physical injury
- Physical assaults causing bodily harm
- Sexual assault
- Robbery or extortion
- Any hate motivated violence (incidents involving racism, homophobia)
- Vandalism
- Providing alcohol to minors

The consequences of the above serious violent incidents will include police involvement and a progressive discipline approach will be instituted which may include a suspension for up to 20 days and may result in an expulsion inquiry.

SCHOOL BUSES & CANCELLATION OF SERVICE

C.K.S.S. is located in Bus Zone 8.

While travelling on a bus provided by the school board, students are governed by all regulations of the school. Misconduct and/or failure to co-operate with the driver may result in a student's riding privileges being withdrawn for an indefinite period of time.

Chatham-Kent Administrative School Services has a transportation web site www.schoolbusinfo.com. It is suggested that parents and students review this web site if students are utilizing the transportation system to attend CKSS.

The left side of the web page contains headings which include Safety First and Policies. Safety First outlines the Safety Rules for students, parents, as well as bus drivers. The Policies section outlines the Transportation Policies detailing the eligibility process for transportation services and the Inclement Weather Policy.

The middle section of the main web page contains zone information. Double clicking on a zone will enable you to view if a school bus is running or delayed, the zone boundaries and the schools located in the zone.

The right hand side of the page allows you to view specific transportation information about your child and request courtesy seating. A student number is necessary to utilize these tools, if you do not have this number please contact your school.

The decision to cancel any or all bus runs is the responsibility of the Manager of Transportation Services. The Transportation Manager/designate will notify radio stations and update the website no later than 6:20 am. If buses are cancelled on an exam day, *all exams will be added on to the first day following the regular exam schedule.*

SMOKING

Smoking on school property, including buildings and grounds is prohibited. If a student chooses to smoke during break or lunch times they are expected to do so on the west side of the building, in the designated area. Students must vacate the area once the 5 min warning bell has sounded so as to ensure timely arrival to class. For safety reasons students are **not** permitted to smoke at or near the parking lot entrance to the school on the east side of the building. Respecting the privacy of neighbouring homes and businesses and not smoking on, or around, their premises is also an expectation for staff and students.

Anyone caught smoking 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.

SPARE PERIODS

Senior students *over* the age of 18, with spare periods, must be in the library, the cafeteria or away from the school grounds. Students *under* 18, and eligible for a spare, will be assigned to a study room. Students may NOT be in the halls or stairways during class time. Students are to be in their chosen area when the bell rings at the start of the spare and must remain in that area until the bell rings to end the spare. A spare period is a privilege and can be removed if it is abused.

STUDENT ACTIVITY FEES & STUDENT IDENTIFICATION CARD

All students are required to pay \$35.00 during registration. This entitles each student to a student ID/activity card, a lock and locker rental, and enhanced learning activities.

In addition, the following fees may apply:

\$45.00	for a 2014 – 2015 yearbook
TBA	picture packages
\$35.00	for a Phys. Ed. uniform

There may be a minimal cost for recommended supplies, to cover the cost of consumable items in some credit courses. The cost of field trips will vary, however all field trips are optional.

Financial support is available to any parent, guardian, or student experiencing financial hardship that may limit a student's access to participating fully.

STUDENT PROGRESS CONFERENCE

Student/parent/teacher conferences may be arranged at the request of either the parents or school administration.

SYNERVOICE

In order to improve communication between C.K.S.S. and parents, the Attendance Office uses an automated call home system called Synervoice. This computerized system will inform parents of a student's absences during the school day.

TELEPHONES

Public pay telephones are located in the front hall. Cost is \$0.50. The office telephones are **not** to be used for personal calls by students.

The office will accept telephone messages for students from parents only. We ask parents to limit their messages to emergency situations.

TEXTBOOKS & LIBRARY BOOKS

Each student is responsible for the prompt return, in good condition of library books and textbooks. Textbooks are the property of the school and are on loan to the students, for their use.

Textbooks MUST BE RETURNED to the subject teacher:

- at the end of each semester
- when a student drops a course
- when a student retires from school

It is the responsibility of the student to sign the "*Textbook Return*" sheet to ensure that he/she has proof of return. **Students will pay for books damaged or not returned.** The cost will be the **current replacement value** of the textbook. Students may not be issued report cards, transcripts, or diplomas until all outstanding book accounts are honoured.

TRESPASSING

During the school day, the school grounds and building are out of bounds to all, except CKSS students, their parents or guardians, Board of Education employees or persons having business with the administration or staff. This access is governed both by the Trespass to Property Act and the Access to School Premises, Education Act. (Reg. 474)

All visitors must register at the Main Office.

VALUABLES

Students must exercise caution with their valuables (bikes, jewellery, wallets, electronic devices, etc.) If at all possible, please leave valuables at home. The student assumes complete responsibility for the belongings.

WITHDRAWING FROM A COURSE

Students who desire to withdraw from a course will make an appointment with a Student Services counsellor. They will remain in the course until all the necessary paper work is completed. Students under 18 years of age must have parental and administrative permission to withdraw from a course. If you drop a course after 'full disclosure', the mark for that course will appear as a withdrawal on your transcript.

WEBSITE

CK's website is <http://ckss.lkdsb.net>

WIRELESS NETWORK

SERVICES FOR STUDENTS

Library

The C.K.S.S. library and media centre provides students with print and electronic resources to support the curriculum, Ministry of Education learning expectations, and the diverse interests and learning styles of our staff and students. The library media program assists students and staff to identify, locate, evaluate, and use needed materials in a variety of formats. The program helps students with their curricular, informational, and recreational needs. In addition, the library program and staff work to develop positive attitudes toward libraries and information sources that will promote the lifelong use of libraries and other resources to help students stay informed in a rapidly changing world.

The C.K.S.S. library and media centre is staff by qualified teachers and support staff in order to provide students with assistance in their various learning endeavours.

The C.K.S.S. library is open for students before school each day, throughout the day (including breaks and lunch) and after school, usually until 2:45. Occasionally, the library will be closed because of use by large groups. Classes booked in to the library by their teachers are given preference with regard to computers, seating, and other resources.

The borrowing period for the C.K.S.S. library is 2 weeks. Students are responsible for the books they borrow. Books should be returned on time and in good condition.

Food and drinks are permitted at the tables in the main room of the library, but should not be taken in to the computer lab.

Library computers are for educational use only. Students should not play games on library computers or attempt to access blocked sites.

Resource Enrichment Centre

The Resource Enrichment Centre is a resource centre designed for assisting identified students to cope with the academic demands of the regular classroom. These students will have been referred by the Board's Identification Placement Review Committee (IPRC).

The Resource Teacher will assist these students by:

- exploring the nature of their learning differences
- planning a support program incorporating teaching strategies and coping techniques
- counselling and recommending alternatives
- acting as a liaison between parents, staff and other students
- by providing a positive learning environment and assistive technology
- and by accessing enrichment opportunities

Public Health Services At Ckss

Did you know that Public Health Nurses are assigned to each school in Chatham-Kent? Do you know what they can do for you? Read on to find out.

Public Health Nurses act as a link to all Public Health Unit programs and resources. Public Health services aim to promote Healthy Living amongst the student population. The nurses provide counseling, resources, consultation and referrals related to;

- sexual health information and counselling
- support and counselling for LGBT students
- birth control and pregnancy testing
- quit smoking programs
- immunizations
- substance abuse prevention
- healthy eating and physical activity promotion

A Public Health nurse is available once a week throughout the school year. Students are welcome to arrange confidential and private appointments as needed.

Presentations are offered to all Grade 9 Physical Education classes as part of the mandatory education in the area of sexual health.

Every year Public Health Nurses review the immunization records of all students attending school. Any student who has an incomplete record will be notified.

An incomplete record occurs when;

1. a student is overdue for an immunization (shot) or
2. the record of an immunization (shot) given by a doctor, ER or other health care provider was not called into Public Health or
3. a student has recently moved to Chatham-Kent and the parents have not forwarded the immunization records to Public Health.

Please protect the health of our community by keeping immunizations (shots) up to date and by “calling in the shots” to our immunization intake line at 519-355-1071 ext. 5900 or by visiting our website at www.chatham-kent.ca/vaccinations. Your Public Health Nurse is **Nicole Lund**. She can be reached by phone, e-mail or voice mail.

Nicole Lund R.N, BScN
Public Health Unit Clinic Services
177 King Street East, Suite 2
Chatham, ON N7M 3N1
Tel: 519-355-1071 ext 5491
Fax: 519-355-0848
E-mail: nicolel@chatham-kent.ca

Student Services

Counsellors in Student Services offer a wide range of academic and personal counselling services. Each student in the school is assigned a guidance counsellor. Students may request an interview with a counsellor at any time, by making an appointment in our office. In most cases, an appointment can be scheduled that day. Parents are invited to phone the counsellors, during school hours, at 352-2870.

All discussions between a counsellor and a student are held in strict confidence. Your counsellors are available and qualified to assist you in resolving personal and academic concerns.

- **In-School Information** such as course selection, educational goals, study methods and optimum achievement.
- **Vocational Choices** including both information about careers and understanding of oneself in relation to career possibilities.

- **Educational Opportunities and Requirements** for post-secondary education, including apprenticeships, community college and university.
- **Interpersonal Relationships:** While counsellors attempt to see all students once a year, they depend on student requests to enable them to be of assistance when they are most needed. In some cases, outside community agencies may be asked to assist with personal counselling issues.

ACADEMIC PERFORMANCE INFORMATION

Academic Honesty

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 (the act of gaining an unfair advantage):

- 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
- Using unauthorized materials/aids during a test

Please note that the above examples are only a partial list and should not be considered complete.

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

- Using direct quotations, or large sections 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 will then interview the student. Once accidental or intentional academic dishonesty or plagiarism can be established, the Curriculum Leader will meet with administration and the consequences, as outlined below, will be applied. Parents of students under the age of 18 will be contacted.

Consequences for Academic Dishonesty:

Essays and Assignments

Grade 9 and 10 – Student rewrites assigned work and hand back within one week. The student will receive a 25% deduction on their essay or assignment. If assignment is not completed and handed in within the specified time frame, a mark of zero will be recorded. Subsequent occurrences may result in a mark of zero.

Grade 11 - Student rewrites the assigned work within one week. The student will receive a 50% deduction on their essay or assignment. If assignment is not completed and handed in within the specified time frame, a mark of zero will be recorded. Subsequent occurrences may result in a mark of zero.

Grade 12 - a mark of zero will be assigned. There will be no opportunity for the assignment to be re-evaluated.

Note: Consequences are applied based on the grade level of the student or level of the course taken, whichever is greater.

Tests

- Teacher has a conversation with the student about the incident.
- If cheating has been determined, the student is assigned a mark of zero.
- Parents are informed if student is under 18 years old.
- Administration is informed if situation is not resolved.

Exams

- Student is allowed to complete exam.
- Parents are informed if student is under 18 years old.
- Conference with administration, teacher, and student to discuss the adjustment of the mark.

Appeals Process

Appeals will be requested through the teacher to the Curriculum Leader, and finally to the administration if the situation is not resolved.

Achievement Level Categories

An achievement chart for each discipline is included in the curriculum policy document for that discipline. Each chart is organized into four broad categories (KICA). Further, the course outline for all courses at CKSS will identify the percentage breakdown for each of the four learning categories, as they relate to that course.

- Knowledge/Understanding
- Thinking/Inquiry
- Communication
- Application

Assessment & Evaluation Criteria

The primary purpose of assessment and evaluation is to improve student learning.

- **Assessment** is the process of gathering information from a variety of sources (including assignments, demonstrations, projects, performances and tests) to provide students with feedback that guides their efforts towards improvement.
- **Evaluation** refers to the process of judging the quality of work on the basis of established criteria and assigning a value to represent that quality.

Learning Skills

Although learning skills have a significant impact on student achievement, Ministry policy requires that the evaluation of learning skills **not** be included in the determination of the student's percentage grade. The specific learning skills, as identified on the provincial report card, are:

Responsibility, Organization, Independent Work, Collaboration, Initiative,
Self-Regulation

Term Work

Term work will make up 70% of the final percentage for Grade 9 – 12 courses. Term work will be a combination of assignments, demonstrations, projects, performances and tests that are either levelled or graded numerically. Each course will have a minimum of two performance task that will be levelled.

Late Assignment Policy

The staff and students of Chatham-Kent Secondary School recognize that deadlines need to be in place to help students develop time management skills and strategies.

Students and parents/guardians can expect that:

- *Students will be given an acceptable amount of time to complete an assignment;*
- *Due dates and expectations will be clearly defined (eg. Classroom/class websites);*
- *Teachers will employ a variety of strategies to aid the student in learning the value of planning, time management and punctuality as described in Growing Success, 2010 and will involve the student success team where necessary;*
- *Students who are struggling with the timely completion of assignments will be addressed individually and contact will be made with a parent/guardian where appropriate;*
- *Assignments that are common in nature can only be handed in for evaluation prior to the return of the evaluated assignments to the class;*
- *When appropriate, an alternative assignment may be given in place of an evaluation that has already been completed and returned to students.*

The following guideline is used when assigning consequences relating to the late submission of assignments. Teachers are encouraged to use an extension process for students who, for various reasons, know that he/she will not be able to meet the assignment deadline. This is at the teacher's discretion to accept the proposal and allow an extension.

Essential/Life Skills Classes (all grade levels)

Students are expected to submit all assignments within the time frame specified by the teacher. Teachers will consider extenuating circumstances when assignments are late. Once assignments have been returned to students, any late submissions may receive a mark of zero.

Open and Workplace Classes

Students are expected to submit all assignments within the time frame specified by the teacher. Teachers will consider extenuating circumstances when assignments are late. Once assignments have been returned to students, any late submissions may receive a mark of zero.

Academic/Applied 9 and 10

Students are expected to submit all assignments with the time frame specified by the teacher. Teachers will consider extenuating circumstances when assignments are late. If an assignment is late, 5% may be deducted per school day, up to a maximum of 50%. **Once assignments have been marked and returned to students, any late submissions may receive a mark of zero.**

College, University and M level

Students are expected to submit all assignments with the time frame specified by the teacher. Teachers will consider extenuating circumstances when assignments are late. If an assignment is late, 10% may be deducted per school day, up to a maximum of 50%. **Once assignments have been marked and returned to students, any late submissions may receive a mark of zero.**

Missed Test Policy

Students who miss scheduled term tests without a valid reason, including truancy, will receive a 'zero' for that test. There will be no opportunity for make-up tests.

All students in attendance at CKSS on the day of a test but leave the school before the scheduled test **MUST** sign out with attendance before leaving. Failure to do so, will be considered a truancy and a mark of zero will be assigned.

In extenuating circumstances, where a test cannot be written for a valid reason (medical, family emergency) students will be given a 'non-grade'. A non-grade will not count against the student's term for final mark. Parents or students over the age of 18, are required to notify the school before or on the day of the absence.

For the benefit of the student, an opportunity to complete a test missed for a valid reason, will be provided.

When a student misses an evaluation procedure because of a school sponsored absence, such as a field trip or an athletic event, alternate arrangements shall be made for that assessment and feedback. It is the responsibility of the student to make arrangements with the teacher ahead of time. Compulsory units of work must be clearly noted on the evaluation outline. Independent studies are compulsory units of work.

Type of Homework

Homework is defined as those learning activities that are assigned to students by teachers to complete during non-classroom hours. Homework is seen as an integral part of a department's course of study, specifically planned and designed to enhance student learning. Homework is instrumental in building lifelong learning skills. Generally there are four purposes for homework, namely:

1. **Practice Homework:** This provides students with the needed review and reinforcement opportunities about materials or skills presented in a previous lesson. Research illustrates that practice homework is effective when it is spaced over time and interspersed with previously learned material.
2. **Preparation Homework:** This is given to students to gain maximum benefit from subsequent lessons. To be useful, this type of homework must be followed up and extended in class. This type of homework allows for more class time to be devoted to class participation and discussion.

3. **Extension Homework:** This gives students an opportunity to expand or transfer a familiar set of skills or concepts to a new situation.
4. **Creative Homework:** This goes one step beyond extension homework and requires student to integrate many skills and concepts in the process of producing a response that is inventive and resourceful. It includes analysis, synthesis and evaluation, where students use resources to investigate their own ideas.

Amount of Homework Guidelines

Because students vary in their needs, abilities, interests, 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. The following provides a rough guideline for the amount of daily homework:

Gr. 9	approximate maximum of 75 minutes daily
Gr. 10	75 – 90 minutes
Gr. 11 & 12	~ 2 hours (varies with program)

Once in high school, students are responsible for ensuring that they understand what work has been assigned and when it is due, as well as asking for help when they experience difficulty. All students are presented with a daily planner to assist them with time management and the organization of homework, tests and assignments.

Student Role: The student will be aware of the extent to which homework is a component of each course and will do his or he best to complete the homework on time and satisfactorily.

Parent's Role: The parent(s) 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 setting aside sufficient time for them to do their homework.

Examinations/Final Evaluations

A number of days will be allotted for the scheduling of formal examinations at the end of each semester. The exam schedule will be made available and posted about the school, prior to the exams beginning. The exams will be conducted according to the policies and procedures of *Education Statutes and Regulations of Ontario, O.S.I.S. O.S,S. 1999 and the Policies of the Lambton Kent District School Board*. These are not vacation days. Parents are requested to plan family vacations around these exam dates. Students should plan to start their summer jobs after these dates.

Absence from any exam

Students are expected to write all their final assessments. If a student cannot write a component of the final assessment because of unique circumstances which may include illness (supported by a medical note), bereavement or legal matters (supported by a lawyers letter or court documents), parents may request, in writing within 24 hours of the scheduled exam, alternative arrangements by contacting the Vice Principal in charge of the final examinations. Failure to write a final assessment will result in a mark of “zero” for that assessment.

Note: Family vacations, early exit to seek employment and/or summer camp attendance are NOT acceptable reasons to be excused from the final exams.

Evaluation Reports

- | | |
|---------------------------|------------------------------|
| 1. Mid Semester Report | 9 weeks into semester |
| 2. End of Semester Report | exam + term mark combination |
| 3. Discretionary Report | at any time by the teacher |

Parents/guardians may contact the school during regular business hours to make an appointment with administration, student services, or the individual teacher(s), should concerns arise regarding the progress of their son/daughter.

Community Involvement: Ontario Secondary Schools, Grade 9 - 12: Program and Diploma Requirements, 1999 states: that every student who begins secondary school during or after the 1999-2000 school year must complete 40 hours of community involvement activities as part of the requirements of an Ontario Secondary School Diploma. (OSSD)

The purpose of the community involvement requirement is to encourage students to develop awareness and understanding of civic responsibility, and the role they can play and the contributions they can make in supporting and strengthening their communities.

There are two basic kinds of community involvement: activities that take place in the school itself and those which serve the wider community. As a form of educational enrichment, community involvement offers young people the chance to take on new responsibilities and allows them to "earn by doing". This is active learning in a real-life context. Students will receive a package of information which gives details about the requirements. If you have additional questions, please contact the Student Services.

ATHLETICS

Eligibility

Full time students (3 or more credit courses per semester) are allowed to participate a maximum of five (5) consecutive years of high school sport.

According to the OFSAA constitution, students who are entering their sixth year of high school are automatically ineligible to play **all** school sports. Students, who are changing schools, are also automatically ineligible to play all school sports, but have a right to appeal their eligibility. There is no guarantee that the appeal will be successful. All transfer students must apply for eligibility to the Board of Reference.

Code of Behaviour for Student Athletes

1. Open try-outs are held for every varsity sport, and student athletes are selected on the basis of ability, dedication and reliability. Co-curricular teams are formed on the basis of "signing up" and the students' willingness to participate.
2. Students who play on varsity, or co-curricular teams have the responsibility to attend every practice and/or game. Students who have a valid reason for not attending must notify the coach/teacher in charge.
3. Students who participate in co-curricular activities **MUST** fulfil the following requirements:
 - a. **NUMBER ONE PRIORITY** is the student's scheduled classes. The student's schoolwork must not suffer due to the participation in any school co-curricular program.
 - b. Every student must cooperate in all aspect of school life and be a worthy representative of CKSS at all times.
 - c. The time given to co-curricular activities from scheduled classes for any activity must be honoured. Do not ask your teacher for extra time away from class. It is your responsibility to catch up on lessons and assignments missed due to co-curricular participations.
 - d. Student athletes who do not attend school on "practice/game" day may not participate in the practice or game scheduled for that day or evening.
4. Be proud of your school and display the qualities of good sportsmanship and excellence.

THE WRITTEN WORD: Acceptable procedures

CITATIONS

When you borrow another writer's words and ideas in your research paper, you must acknowledge that work whether it is a direct quotation or a restatement of an idea. Failure to do so is a form of dishonesty known as plagiarism. Summaries and paraphrases must be written in your own words. Do not use quotation marks.

Quotations should be used selectively. Borrow words, phrases and sentences only if they add essential support to your paper.

Quotations must be copied verbatim, including all punctuation marks. Use quotation marks for exact quotes.

Modern Language Association (MLA) In-Text Citations

The Modern Language Association (MLA) recommends in-text citations that refer the reader to a list of Works Cited.

AUTHOR IN SIGNAL PHRASE, PAGE NUMBER IN PARENTHESES

Ordinarily, you should introduce the material being cited with a signal phrase that includes the author's name. In addition to preparing readers for the source, the signal phrase allows you to keep the citation within the parentheses brief.

Harriet Beecher Stowe once wrote: "I am trying to cultivate a general spirit of kindness towards everybody. There is a Heaven – a Heaven – a world of love, and love after all is the life blood of existence, the all in all of mind"(7).

Note that at the end of a short quotation the parenthetical citation goes inside the final mark of punctuation.

LONG QUOTATION

When you quote more than four typed lines of prose, set off the quotation by indenting it ten spaces from the left margin. Use the normal right margin. Long quotations should be introduced by an informative sentence, usually followed by a colon. Quotation marks are unnecessary because the indented format tells readers that the words are taken directly from the source.

Lacy asserts that D. Martin Luther King's "I have a Dream" speech was inspired by DuBois. He points to an essay by DuBois as evidence:

I believe in God, who made of one blood all nations that on earth do dwell. I believe that all men, black and brown and white, are brothers, varying through time and opportunity, in form and gift and feature, but differing in no essential particular, and alike in soul and the possibility of infinite development. (76)

Note that at the end of an indented quotation the parenthetical citation goes outside the final mark of punctuation.

DIALOGUE WITHIN A QUOTATION

To indicate dialogue within a quotation that you are citing, use double quotation marks for the quotation and single quotation marks to identify the dialogue. See the NOVEL entry below for an example of this.

AUTHOR AND PAGE NUMBER IN PARENTHESES

If the signal does not include the author's name (or if there is no signal phrase), the author's last name must appear in parentheses along with the page number.

Yet by May, 1940, only 23% of Americans displayed true isolationist sentiments, and by September, 1940, the figure had dropped to 12% (Jonas 213).

LITERARY SOURCES

For a NOVEL, put the page number first and then indicate the part or chapter in which the passage can be found.

Matthew cautions Anne not to renounce her youth entirely: "Don't give up all your romance, Anne, 'he whispered shyly,' a little of it is a good thing – not too much, of course – but keep a little of it, Anne, keep a little of it" (242; ch.28).

For a VERSE PLAY, list the act, scene, and line numbers. Use Arabic numerals, and separate the numbers with periods.

Re-entering with blood on her hands too, Lady Macbeth quickly dismisses the entire murder by stating, "A little water clears us of this deed:/How easy is it then" (2.2 66-67).

For a POEM, cite the line numbers.

Irving Layton uses the following allusion in "The Bull Calf". "He was too young for all that pride." /I thought of the disposed Richard II" (8-9).

MLA LIST OF WORKS CITED

Works Cited is an alphabetized list of works cited which appears at the end of your research paper. A Bibliography is a list of resources used in researching your project. Consult your teacher as to the format required. At C.K.S.S. the Modern Language Association (MLA) format is the style used. Begin the list of works cited on a new page at the end of the paper.

Centre the title Works Cited about one inch from the top of the page. Double space throughout. Do not indent the first line of each works cited entry, but indent any additional lines one-half inch.

WEB ADDRESSES

Do not insert a hyphen when dividing a Web address at the end of the line. **Insert angle brackets around the URL.** If your word processing program automatically turns Web addresses into hot links (by underlining them and highlighting them in colour), turn off this feature.

BASIC FORMAT FOR A BOOK

Author Surname, Author First Name. Title and subtitle. The place of publication, the publisher, and the date.

McLean, Stuart. Welcome Home. Toronto: Penquin, 1992.

TWO OR MORE AUTHORS

Author #1 Surname, Author #1 First Name, and Author #2 First Name
Surname. Title. City: Publisher, Year of Publication.

*Messenger, William E., and Peter A. Taylor. Elements of Writing: A Process Rhetoric for Canadian Students.
Scarborough: Prentice-Hall Canada, 1984.*

The names of three authors are separated by commas:

Smith, Margaret, Sharon Jones, and Harry Brown.

For four or more authors, cite only the first one, followed by "et al."

Davison, Joan, et al.

ENCYCLOPEDIA OR DICTIONARY

Author Surname, Author First Name. "Article Title." Encyclopedia (or Dictionary)
Title. Year ed.

Baker, Carlos. "Hemingway, Ernest." Academic American Encyclopedia. 1986 ed.

MAGAZINE/NEWSPAPER ARTICLE

Author Surname, Author First Name. "Article Title." Magazine Title volume or issue number (Date of Issue) : page numbers.

Hersch, Hank. "High Hopes." Sports Illustrated 23 (25 Mar. 1996): 83-84.

Abbreviate names of months except May, June and July. If the article appears on pages 50-53 and 78-84, write "50+".

EDITOR(S)

Editor Surname, First Name, ed. Title. City: Publisher, Year.

Kingston, E.D., ed. Poems to Remember. Toronto: J.M. Derk, 1951.

For multiple editors, use the abbreviation "eds."

INTERVIEW

Interviewee Surname, First Name. Personal Interview. Interview date.

Hanson, Taylor. Personal interview. 12 Sept. 1999.

INTERNET

Begin with (1) the name of the author or corporate author (if known) and (2) the title of the site, underlined. Then give (3) the names of any editors, (4) the date of publication or last update, (5) the name of any sponsoring organization, (6) the date of access, and (7) the URL in angle brackets. Provide as much of this information as is available. In the following example, items 3 and 5 were not available.

Note: When a Web address in a works cited entry must be divided at the end of a line, MLA recommends that you break it after a slash. Do not insert a hyphen.

Peterson, Susan Lynn. *The Life of Martin Luther*. 1999. 9 Mar. 2001

<<http://pweb.netcom.com/~supeters/luter.htm>>.

FORMATTING THE PAPER

Use good-quality letter-sized white paper. Secure the pages with a paper clip. Unless your instructor suggests otherwise, do not staple or bind the pages, or use a folder of any sort.

TITLE AND IDENTIFICATION

MLA does not require a title page. On the first page of your paper, place your name, your instructor's name, the course title, and the date on separate lines against the left margin. Then center your title. Do not use a title page unless your instructor requires one.

PAGINATION

Put the page number preceded by your last name in the upper right corner of each page, one-half inch below the top edge. Use Arabic numerals (1, 2, 3, and so on).

MARGINS, LINE SPACING, PARAGRAPH INDENTS

Leave margins of one inch (2.5 cm) on all sides of the page. **Double-space** throughout the paper. Do not add extra lines of space above or below the title of the paper or between paragraphs. Indent the first line of each paragraph one-half inch from the left margin.

LONG QUOTATIONS

When a quotation is longer than four typed lines of prose or three lines of verse, set it off from the text by indenting the entire quotation a full inch from the left margin. Double-space the indented quotation, and don't add extra space above or below it. Quotation marks are not needed when a quotation has been set off from the text by indenting.