



# NAEC

## Secondary School Handbook

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Cloyne, ON  
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(613) 336-8991 or 1-800-565-2911  
Fax: (613) 336-8209  
[noras@limestone.on.ca](mailto:noras@limestone.on.ca)  
[naec.limestone.on.ca](http://naec.limestone.on.ca)

Revised September 2018

*Our mission is to provide a positive, caring learning environment, which enables all students to acquire the attitudes and self-confidence needed to live independent, fulfilling, and meaningful lives, as happy and productive members of society.*

### **We Believe:**

- In meeting individual needs of students and preparing them to make a worthwhile contribution to our complex society
- In developing students' resourcefulness, adaptability, and creativity in learning and living
- In establishing goals and setting directions through collaboration with students, staff, parents, and the community
- That the learner is the focal point in a learning environment that fosters the development of confidence and a sense of self-worth
- In providing stimulating opportunities for all students and staff to learn in a supportive environment
- That education must promote core values of honesty, responsibility, acceptance, caring, respect for people and the environment
- That education is a life-long learning process
- That the LDSB should be constantly accessing and adapting its programs to meet the changing social, emotional, intellectual, and physical needs of the whole child
- In achieving excellence in education by ensuring effective, caring, and dedicated staff
- That our policies, practices, and procedures should reflect equitable opportunities for all

*'A caring community providing excellence in education'*

## Message from Administration

Welcome to the 2018/19 school year at North Addington Education Centre. We are excited to begin another school year. Whether this is your first year as a North Addington Viking or you have been part of the North Addington community for years, we hope you are ready for a wonderful learning experience.

*James Bonham-Carter, Principal*

*Bill Dowling, Vice Principal*

## Limestone District School Board Information

Ms. D. Rantz - Director of Education

Mrs. S. Sartor

Mrs. K. McGregor

Phone (613) 544-6925 or 1-800-267-0935

Fax (613) 544-6321

[www.limestone.on.ca](http://www.limestone.on.ca)

## Tri-Board Student Transportation Service

1-866-569-6639

Fax (613) 354-1279

## NAEC Staff List

Mr. James Bonham-Carter – Principal

Mr. Bill Dowling – Vice Principal

Mrs. J. Dunham

Mrs. A. Beeg

Ms. C. Bovard

Ms. S. Bumstead

Mr. P. Defosse

Mrs. J. Fuller

Mrs. M. Harnden

Mrs. B. Hasler

Mr. J. Hasler

Mrs. N. Goodfellow

Mrs. C. Kellar

Mr. D. Kerr

Ms. K. Ohlke

Ms. L. Ohlke

Mrs. R. Dunphy

Mr. D. Rewbotham

Mr. T. Reynolds

Ms. L. Shepherd

Mrs. K. Sissons

Mr. D. Sissons

Mrs. R. Snider

Mrs. S. Sproule

Ms. R. Yanch

Ms. T. Halfpenny

Mr. E. Borger

Ms. A. Parks

Mrs. V. Brough

Mrs. M. Jones

Mrs. A. Decou

Ms. B. Kavanaugh

Mr. D. Oliver

Mrs. C. York

Ms. S. Wilson

Mr. K. Ryan

Ms. D. Dacuk

Mrs. J. Nowell

Mrs. C. Wise

Mrs. C. Wagner

Mr. J. Goodfellow

Ms. M. Gray

Mrs. A. Wagar

Ms. C. Jones

Mrs. L. Roantree

MS. A. Latourell

Ms. M. Wilkes

Ms. R. Wilson

## Secondary Daily Schedule

8:30 – 9:45	Period 1 (75 minutes)
9:45 – 9:55	Break (10 minutes)
9:55 – 11:10	Period 2 (75 minutes)
11:10 – 12:00	Lunch (50 minutes)
12:00 – 1:15	Period 3
1:15 – 1:25	Break (10 minutes)
1:25 – 2:40	Period 4 (75 minutes)
2:40	Dismissal
2:50	Bus departure
4:20	Late Bus departure (M, T, W, T) * When sufficient sign-up

## Message from Student Council President

The 2018/19 school year is going to be filled with lots of exciting days and activities! Student Council has planned two spirit weeks - one each semester. Throughout each week, we have lunch time events planned and at the end of each week, we have Frosty and Frisky Fridays, that consist of a full day each of fun & games. The day ends with our formal dances, featuring a live DJ. We also have other school dances throughout the year; such as the Halloween dance. Hope you all are as excited for this school year as much as we are!

*Rachel Cumming* - President, 2018-19

### 2018-19 Student Council Members

Bradley Kavanaugh-Sweeney  
Jessie Cumming

Avery Cuddy  
Lainie Snider

Rachel Cumming  
Kayla Newman

## How to get involved?

<ul style="list-style-type: none"> <li>• Badminton</li> <li>• Track and Field</li> <li>• Cross Country</li> <li>• Basketball</li> <li>• Volleyball</li> <li>• Softball</li> <li>• Archery</li> </ul>	<ul style="list-style-type: none"> <li>• Choir</li> <li>• Students' Council</li> <li>• Eco-Team</li> <li>• Yearbook</li> <li>• Frisky Friday</li> <li>• Frosty Friday</li> <li>• Political Studies Club</li> </ul>	<ul style="list-style-type: none"> <li>• Mathematics Contests</li> <li>• Safe Society</li> <li>• Skills Competition</li> <li>• Leadership Conferences</li> <li>• Graphics Club</li> <li>• Art Club</li> <li>• Chess and Games Club</li> </ul>
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## Where to Turn for Support?

Consult the chart below if you have a question or concern. See Student Services if your question or concern is not on the chart, and they will be pleased to help you.

Question or Concern	Where to Find Support
Need general information about messages, daily announcements, handouts, lockers, or appointments with the Vice-Principal or Principal.	Main Office
<ul style="list-style-type: none"> <li>To sign in</li> <li>To sign out</li> <li>To explain an absence of any kind</li> </ul>	Student Services Office (If Ms. Decou is unavailable, please sign in at the Main Office)
Need information about: <ul style="list-style-type: none"> <li>Academic, personal and career counselling,</li> <li>Appointments with a Public Health Nurse</li> <li>Referrals to outside agencies and other professionals</li> <li>Information about community service hours</li> <li>Information about exchanges</li> <li>Employment and volunteer opportunities</li> <li>Post-secondary planning</li> </ul>	Student Services Office <ul style="list-style-type: none"> <li>Head of Student Services - Ms. Yanch</li> <li>Student Services Secretary – Mrs. Decou</li> </ul>
Need help with: <ul style="list-style-type: none"> <li>School work</li> <li>Homework</li> <li>Finding a tutor</li> <li>A quiet place to work</li> </ul>	Subject teacher Lead Success Teacher – Mrs. Hasler (Rm. B20) Learning Program Support Teacher – Mrs. Goodfellow (Rm. C23)
<ul style="list-style-type: none"> <li>Need help with research</li> <li>A quiet place to work</li> </ul>	Library Resource Centre – Mrs. Dacuk (lower library)
Information about dates, events, school teams, clubs	Monthly Newsletter Website – <a href="http://www.naec.limestone.on.ca">www.naec.limestone.on.ca</a> Twitter - @NAEC_LDSB @LimestoneDSB
Need a meal or snack?	Lunch Program (B13), 11:10-11:25 Cafeteria: 8:30-1:00pm Subject teacher
Need information about buses? Is your bus cancelled today?	Visit <a href="http://www.triboard.on.ca">www.triboard.on.ca</a>

## What do I need to graduate?

In order to earn an Ontario Secondary School Diploma (OSSD), students must:

- Earn 30 credits
- Complete 40 hours of community involvement
- Complete the provincial literacy requirement

### Credits:

#### ***18 Compulsory Credits:***

- 4 credits in English
- 3 credits in Mathematics
- 2 credits in Science
- 1 credit in Canadian History
- 1 credit in Canadian Geography
- 1 additional credit in English, a third language, Social Studies and the Humanities, Canadian and World Studies, or Guidance and Career Education or Co-operative Education
- 1 additional credit in Health and Physical Education, The Arts, Business Studies, or Co-operative Education
- 1 additional credit in Science, or Technological Education, or Co-operative Education
- 1 credit in The Arts
- 1 credit in Health and Physical Education
- 1 credit in French as a Second Language
- 0.5 credit in Career Studies
- 0.5 credit in Civics

#### ***12 Optional Credits***

### Community Involvement:

#### ***40 Hours Voluntary Community Service***

- Required to be completed outside class-time and verified by supervisor by signing of form
- Volunteer hours forms are available and can be submitted at Student Services

### Literacy Components:

#### ***Ontario Secondary School Literacy Test (OSSLT)***

- April 10, 2018
- OSSLT is to be written by all students working toward an OSSD
- Normally written in grade 10
- Graduation requirement
- Students receive detailed feedback and results in the same year
- If student is unsuccessful on the OSSLT, they can register in the Ontario Secondary School Literacy Course

#### ***Ontario Secondary School Literacy Course (OSSLC)***

- Equivalent to OSSLT for literacy component
- Cannot register for the OSSLC prior to attempting the OSSLT

## ***Communication***

Communication between school and home is important to ensure the success of all students. Staff will attempt to contact home via telephone, email, or formal letter to update the parents about student academic performance and classroom behaviour. Parents can contact the students' teachers directly if there are questions or concerns. If concerns are unresolved, the parent, student and teacher may meet with administration.

Newsletters are sent home regularly with updates. The newsletter is also posted on the school website <http://naec.limestone.on.ca/>, and you can follow NAEC on twitter @NAEC\_LDSB.

## ***Attendance***

Students under the age of 18 must attend school as mandated by the Education Act. Students are expected to follow their timetable and be in class at the start of each period for the duration of the period. Students with a spare are expected to be in the library, cafeteria, or room B20. Students are required to catch-up on missed work when absent. NAEC monitors attendance and will notify parents when attendance become a concern to discuss attendance support strategies. Attendance rates that drop can result in a referral to the Attendance Counsellor.

If students need to leave during the school day, they are to give their signed note to the office prior to 8:30am. Students are not to sign-out until the person picking them up has arrived at the office. Students who have signed out will not remain on school property.

Students who become ill during the day should speak with their teacher, and then go to the office to make arrangements to go home.

Parents should encourage regular attendance. Every effort should be made to book appointments outside of the school day. Students who are ill in the morning should not come to school. When a student is absent, parents are encouraged to call the school to leave a message regarding absenteeism.

## ***Notes***

Notes are required after absence from school (unless telephone contact was made with the school); to leave school early; to be excused for the day; or to have an alternate bus drop-off location (to issue a bus pass).

Notes require the date the note was written, the date that school was missed, the reason for the absence, the student's FULL NAME, the name and signature of the parent (or signature of the student if they are over 18).

## ***Visitors***

All visitors are required to report to the Main Office and get a visitor's badge. Student visitors must be approved in advance with teachers and administrators. There will be no student visitors on "special" days.

## ***Buses***

Bus routes are generated by Tri-Board Transportation. For more information about busing, contact Tri-Board at 1-866-569-6638.

School rules still apply on daily buses and when being bused for extra-curricular activities. Students must follow the instructions of the driver, conduct themselves in an orderly manner, and respect the safety of other students. Bus drivers are required to report poor behaviour to the Principal. Failure to comply with bus safety rules, may result in suspension of bus (and/or other) privileges.

Students wishing to have an alternative stop for a day, must have a bus note signed. Buses can only stop at scheduled stops.

Students who need to sign-up for late bus, must sign-up by the end of lunch hour. Students not living directly on the late bus route, must arrange their own transportation from the main bus route to their home.

## ***Reports***

Secondary students receive anecdotal reports near the beginning of the semester. Additionally, mid-term reports are completed in November and April each year. Final reports are completed after exams, in January and June.

## ***Fire Drills / Lock-Down Drills***

Drills are held periodically throughout the year. All students must participate. In order to be safe in the event of an emergency drill or emergency, students are required to wear footwear at all times. Students are expected to move quickly and quietly, following their teacher's instructions to the designated exit route. Exit routes are posted in each room. Students are expected to meet their teacher in their arranged location and to stay with their teacher at this location.

Students are not to use devices to communicate during a lock down.

Accidental tripping of the alarm must be reported to the office. It is a criminal offense to intentionally set off a false alarm.

## ***Course Selection***

Students select their courses in February each year for the following school year. The Student Services Department meets with each grade, and then again makes appointments to meet with each student individually to assist with course selection. Students are expected to discuss their choices with their parents/guardians and return a signed course selection sheet.

Students wishing to make course changes need to have an appointment with Ms. Yanch to discuss their plan. Parents are required to approve of any course changes.

Some changes may be restricted due to necessary prerequisites and/or availability.



### ***Specialist High Skills Major (SHSM): Construction***

The SHSM is an innovative program that enables students to customize their high school experience. NAEC students have the opportunity to pursue a SHSM in Construction. This program allows students to earn sector specific certifications. Students who earn a SHSM are better able to make informed career decisions and are better prepared for their post-secondary destination. If you are interested in learning more about SHSM, please contact Mr. Hasler.

### ***Student Records***

Personal information will be collected about each student to register students, allocate staff and resources, and to assist staff in instructing students. The information will be used in accordance with the Education Act. The information may be used to deal with matters of health and safety or discipline, and that may be required to be disclosed in compelling circumstances.

Each student, and the parent/guardian of a student who is not an adult, may request a meeting to review the contents of the Ontario Student Record (OSR).

### ***Exams***

Exams are written at the end of each semester. Exam dates are distributed at the start of the semester, with the specific schedule circulated prior to the end of the semester. Changes to an exam time can only be made with permission of an administrator and for extenuating circumstances, provided that proof (e.g. doctor's note) is given. Exams form part of the culminating mark (up to 30%), and a credit will not be awarded if an exam is not written.

### ***EQAO***

EQAO assessments occur for grade 9 applied and academic classes. They occur over two days near the end of the semester, prior to exams. The specific dates selected will be shared with students by their teacher. If a student is away on the date of the assessment, then the student will write the assessment the day that they return to school. The assessment may be used as part of the culminating mark (final 30%), and the percentage used will be communicated on the First Day Handout by the teacher.

### ***OSSLT***

There is a literacy requirement to graduate with a Ontario Secondary School Diploma. The Ontario Secondary School Literacy test fulfills this requirement. This assessment is written on Wednesday March 27, 2019 for this academic year. Results for the assessment arrive at the school in June. Students who are successful on the assessment, have fulfilled the literacy requirement for graduation. Students who are unsuccessful on the assessment, may choose to attempt the assessment again, or may register in the Ontario Secondary School Literacy Course. Completion of this credit also fulfills the literacy component.

### ***Lockers***

Students will be assigned a locker to use for the year. Lockers are to be clean and neat, and are not to be defaced. Anything posted in lockers needs to be in good taste. All items stored or posted in lockers need to be removed in June. Lockers are school property and may be entered by school personnel. Lockers should be used and may be purchased at the office. Lockers not being used will be bolted shut.

### ***Cafeteria***

Food and drinks are to be consumed in the cafeteria. Students are expected to clean-up their area after eating and place their waste in the appropriate bin. The cafeteria is open for secondary students from 8:20-8:30; 9:45-9:55; and 11:10 to 12:00.

### ***Parking***

Students or visitors can bring cars, trucks, or motorcycles to school and must park in the North lot. Students should only be in vehicles when arriving to and leaving from school. NAEC and the LDSB assume no responsibility for vehicles parked on school property.

### ***Scent Awareness***

Staff and students need to be mindful that scented products are problematic for many individuals. Staff, students, and guests of NAEC are asked to refrain from using scented products.

### ***Valuables***

Students should not bring large sums of money or valuables to school. The school is not responsible for lost or stolen items. Valuables should not be left unattended (e.g. in bags in hallway, changerooms, or unlocked lockers).

### ***Library Resource Centre***

The Library Resource Centre is open from 8:20 to 2:40, Monday to Friday. Students can use the library to research, study, complete assignments or word process assignments, or for other school related activities. Students must follow the acceptable computer use policy when using library computers.

### ***Textbooks/Library Books***

Books are loaned to students from NAEC. Students are expected to care for the books and return them in good condition at the end of the semester. Students will be required to pay for damaged or lost books.

### ***Dance Rules***

Regular school rules apply at school dances. If you leave the dance without staff permission, you will not be allowed to return to the dance. If you return, your parents will be contacted to pick you up. There is absolutely no smoking or drinking during the dance.

Doors open at 7:00 pm and the dance is over at 10:00 pm. No one is allowed to enter before 7:00pm or after 9:00pm without prior staff permission.

NAEC students may sign in one guest. The sign-in list will be located in the Main Office, and sign-ins must be complete by the end of the day prior to the dance. The host student assumes responsibility for, and shares in the consequences of any violation of rules (if his/her guest breaks the rules or policies).

The principal or designate reserves the right to deny admission to any guest or student.

All bags are to be placed in the foyer upon entry to the dance. The school assumes no responsibility for lost/damaged items.

### ***Field Trips***

Regular school rules apply on field trips. Parents will be given permission forms with a letter detailing the information for any trip off of school property. The signed consent form needs to be returned, and constitutes permission for the student to participate. A form for local trips (walking) is signed in September and kept on file in the office.

If student behaviour at school, or on trips, is unacceptable, they may be denied the opportunity to participate in future trips.

### ***Extra-Curricular Activities***

Representing NAEC on a club or team is a privilege and responsibility. School rules apply when attending games, events, competitions, conferences, and other events. Students are expected to behave as an ambassador of our school. Failure to behave appropriately may result in suspension or removal for an extra-curricular activity or subsequent activities.

Late buses are sometimes provided for extra-curricular activities. Students who need to sign-up for late bus, must sign-up by the end of the lunch hour. Students not living directly on the late bus route, must arrange their own transportation from the main bus route to their home.

Insurance is required for participation in any extra-curricular athletics. This available for purchase at the beginning of the school year.

## Expectations Enabling Success at NAEC

The code of behaviour sets out the standards of behaviour which are expected of all members of the school community, in order to create a safe and effective learning environment in a positive climate in the school. **Respect, responsibility, civility, and academic excellence** are promoted so that all members of the school community feel safe. The purpose of this code of behaviour is to:

- Ensure all members of the school community are treated with respect and dignity
- Foster an environment that promotes our beliefs in life-long learning and that all students can be successful
- To assist student in their efforts to learn successfully and safely
- To create responsible, respectful and courteous members of society by encouraging appropriate participation in the civic life of the school community

All members of the school community - parents, guardians, staff, students and guests - must comply with the behaviour expectations while on school property, at school-related activities, or in other circumstances, wherein engaging in the activity will have an impact on the school climate.

Parents/Guardians/School Staff have a responsibility:

- To be supportive and encouraging
- To be positive role models, and to provide a safe, positive atmosphere for learning
- To provide consequences that are consistent and fair, which promote positive change
- To communicate with the school community members and support each other in a manner that is based on student needs and is solution based
- To promote and support the aspirations of students through academic achievement and development of social skills

Students have a responsibility to:

- Attend school prepared for the day and ready to participate and learn
- Complete assignments to the best of their ability and by the date due
- Show respect for themselves, for others and for all school staff
- Support and participate in school activities
- Demonstrate care and pride in our school, and the materials provided for use in class
- Respect and comply with all applicable federal, provincial, and municipal laws
- Demonstrate these responsibilities and follow established rules within our hallways and while away on field trips and sporting events

**NOTE: Staff are teachers, administration, office workers, custodians, cafeteria staff, or any other employee in the building.**

## Expectations Enabling Success at NAEC

Expectation for Behaviour	Reason	Possible Consequences for Misbehaviour
<p><b>Respect for Self and Others</b></p> <ul style="list-style-type: none"> <li>• Respecting opinions, ideas, and work of others</li> <li>• Expressing yourself to all staff and students in a polite and considerate manner</li> <li>• Following the instructions of staff members</li> </ul>	<p>An atmosphere of respect is important to allow everyone to feel they can contribute to the learning environment.</p> <p>Treating others in a polite and considerate manner and following instructions are skills required for success in school in school and after graduation.</p>	<ul style="list-style-type: none"> <li>• Consequence (e.g. detention) assigned by teacher</li> <li>• Notification to parent/guardian or administration</li> <li>• Referral to administration, and consequence by administration</li> <li>• Continuous conduct affecting the moral tone of the school may lead to other consequences, including removal from the environment to an alternate location (removal from class, removal from school, expulsion)</li> </ul>
<p><b>Language</b></p> <ul style="list-style-type: none"> <li>• Maintaining a tone that is respectful</li> <li>• Using profanity (swearing or rude words) is not permitted at any time</li> <li>• Using body part and function words inappropriately</li> <li>• Swearing at staff members</li> </ul>	<p>Using language appropriate to a situation is a skill to be used in school, post-secondary education, work life and social life.</p> <p>Being polite is the best way to reach your desired outcome. Using aggressive tones and profanity are not acceptable.</p> <p>Staff in any work environment have the right to safe workplace.</p>	<ul style="list-style-type: none"> <li>• Consequence (e.g. detention) assigned by teacher</li> <li>• Notification to parent/guardian or administration</li> <li>• Referral to administration, and consequence by administration</li> <li>• Continuous conduct affecting the moral tone of the school may lead to other consequences, including removal from the environment to an alternate location (removal from class, removal from school, expulsion)</li> </ul>

Expectation for Behaviour	Reason	Possible Consequences for Misbehaviour
<p><b>Respect for the School Environment</b></p> <ul style="list-style-type: none"> <li>• Keeping your school premises clean and free from litter</li> <li>• Taking care of your textbooks, locker, and school equipment</li> <li>• Refraining from engaging in theft and vandalism</li> </ul> <p><b>Respectful activity in hallways</b></p> <ul style="list-style-type: none"> <li>• Be in the library, the cafeteria, or B20 if you do not have class</li> <li>• Do not make loud noises, run, or play physical games in halls or front foyer (this includes use of speakers or phones to play music)</li> <li>• Do not use skateboards or other wheeled devices on school property</li> </ul>	<p>Staff and students have the right to feel safe in a healthy environment which is neat, clean, safe, litter-free, smoke-free and crime-free.</p>	<ul style="list-style-type: none"> <li>• You will be directed by staff to follow rules, failure to do so will result in referral to administration</li> <li>• If you litter you will be expected to clean up</li> <li>• If you lose or damage school equipment, you may be expected to pay to replace the equipment. Serious vandalism will result in possible suspension and potential police involvement</li> <li>• Subsequent occurrences will result in interview with vice-principal or principal, a call home, or confiscation of devices or equipment</li> </ul>
<p><b>Dress and Personal Appearance</b></p> <ul style="list-style-type: none"> <li>• Showing respect for yourself and others in the way that you dress</li> <li>• Dressing in clothes which are appropriate to the school setting – reflects respect for the public nature of the school environment</li> <li>• Wearing clothes which do not make anyone feel uncomfortable</li> <li>• Not wearing clothes with offensive, vulgar or suggestive language, symbols, or slogans</li> <li>• Dressing in appropriate clothing for specialized classes – technology (long pants and shoes), physical education (running shoes, shorts, t-shirt)</li> </ul>	<p>Your appearance reflects your respect for yourself and for others. Wearing inappropriate clothing demonstrates insensitivity and lack of respect for others. As well, such behaviour interferes with the best interests of the school, which seeks to provide educational opportunities for all students in a positive, respectful and non-threatening environment.</p> <p>Wearing appropriate clothing is necessary to be safe in classes.</p>	<ul style="list-style-type: none"> <li>• If your clothing is considered by a teacher or administrator to be inappropriate to the school setting or offensive to others, you may be asked to change into something else and not to wear the offending article to school in the future</li> <li>• If your clothing is not suitable for specialized classes, you will be assigned an alternative work location</li> <li>• Non-compliance will result in meeting with the principal or vice-principal and could result in phone call home, being sent home, or possible suspension</li> </ul>

Expectation for Behaviour	Reason	Possible Consequences for Misbehaviour
<p><b>Technology Use – School Computers, Devices, Electronic Equipment</b></p> <ul style="list-style-type: none"> <li>• Following established school and LDSB guidelines for computer use</li> <li>• All computer use must be in accordance with the Criminal Code of Canada, the Ontario Education Act, and the policies and procedures of the Limestone District School Board</li> <li>• <b>See 'Computer Use Summary', for more details</b></li> </ul>	<p>All users of the school’s Internet service are bound by the Board’s Appropriate Use Policy, which is available in full in our library.</p>	<ul style="list-style-type: none"> <li>• The school reserves the right to review, edit or remove any material stored on school computer or network facilities</li> <li>• Should any user fail to abide by computer guidelines, they risk losing their right to access school technology</li> <li>• School disciplinary and/or legal action may occur</li> </ul>
<p><b>Technology Use - Cellphones and Other Personal Electronic Devices</b></p> <ul style="list-style-type: none"> <li>• Following established school and LDSB guidelines for computer use</li> <li>• All computer use must be in accordance with the Criminal Code of Canada, the Ontario Education Act, and the policies and procedures of the Limestone District School Board</li> <li>• Teachers will direct students how to use or store the phones ore devices in their class.</li> <li>• The device will remain in the specified location until the end of class or until you are instructed by a teacher to use it</li> <li>• The devices will not be out during assemblies</li> <li>• <b>See 'Computer Use Summary', for more details</b></li> </ul>	<p>LSDB supports the use of personal devices as aides in classroom instruction. With this policy comes an expectation that you use this responsibility and properly.</p> <p>For example, according to the Safe Schools Act, photographs or videos cannot be taken without consent of the individual being recorded.</p>	<ul style="list-style-type: none"> <li>• Students will be directed where to store their device</li> <li>• Refusal to put your device in this location could lead to a referral to administration and disciplinary action</li> <li>• If a device is not being used properly, it could be confiscated and taken to the office</li> <li>• For repeated infractions, students will not be permitted to bring devices to class for a period of time</li> <li>• Devices may be given to the administration and returned at the end of the day, or taken for the day and returned to your parent/guardian</li> <li>• Continued improper use may result in removal from the wireless network and/or suspension</li> </ul>

Expectation for Behaviour	Reason	Possible Consequences for Misbehaviour
<p><b>Come to Class Prepared and On-time, Remain in class</b></p> <ul style="list-style-type: none"> <li>• Students are expected to arrive and be seated in class prior to the bell (P1 – 8:30, P2, 9:55, P3 – 12:00, P4 1:25)</li> <li>• Students are expected to come class prepared with all materials (pen, pencil, paper, calculator, etc.)</li> <li>• Students are not to be wandering during class time; there are no bathroom breaks the first and last 20 minutes of each class and only one student may leave at a time</li> </ul>	<p>Regular attendance is necessary to ensure success. Being late disrupts class and also reduces your learning time.</p>	<ul style="list-style-type: none"> <li>• Consequence (e.g. detention) assigned by teacher</li> <li>• Notification to parent/guardian or administration</li> <li>• Students who do not comply with consequences from the teacher, will be referred to administration</li> </ul>
<p><b>Complete Assessments on Time</b></p> <ul style="list-style-type: none"> <li>• All assessments are expected to be submitted on time, unless prior arrangements have been made with the teacher</li> </ul> <p>See 'Assessment, Evaluation and Reporting Supplement' for more details</p>	<p>Assessments are how students demonstrate learning and understanding. Teachers need to receive assessments to give feedback. Habitual tardiness with assessment due dates does not prepare students for post-secondary.</p>	<ul style="list-style-type: none"> <li>• Late or missing assessments will be assigned a consequence by teacher</li> <li>• Notification to parent/guardian and Student Success Team</li> </ul>
<p><b>Academic Honesty</b></p> <ul style="list-style-type: none"> <li>• Students are expected to complete their own work and to properly cite sources</li> <li>• Plagiarism is unacceptable</li> </ul> <p>See 'Assessment, Evaluation and Reporting Supplement' for more details</p>	<p>Students are expected to demonstrate their own learning.</p>	<ul style="list-style-type: none"> <li>• Teachers will document academic dishonesty and report to administration</li> <li>• Conference with administration, student, parent/guardian</li> <li>• Counselling and academic assistance</li> <li>• Reduced mark on assessment, up to 0%</li> <li>• Completion of ethics package</li> <li>• Suspension</li> <li>• Loss of credit due to insufficient evidence of achievement</li> <li>• Consequences will vary depending on age of student and number of offenses</li> </ul>



Expectation for Behaviour	Reason	Possible Consequences for Misbehaviour
<p><b>Safe Environment</b></p> <ul style="list-style-type: none"> <li>• Students refrain from bullying, harassment, physical intimidation, sexual and physical assault, physical assault, and/or discrimination</li> <li>• Weapons (real, toy, replica) or any other objects that could inflict or threaten bodily harm, including all types of knives, are not permitted at school</li> <li>• Fighting is not permitted at school</li> </ul>	<p>All students, parents, teachers and staff members have the right to be safe, and feel safe, in their school community.</p> <p>Schools should be places that promote responsibility, respect, civility, and academic excellence.</p> <p>To pursue this goal, students and staff need an environment where they are safe from harm.</p>	<ul style="list-style-type: none"> <li>• Any instance of these acts will be reported immediately to administration</li> <li>• Parent/guardian will be informed, and consequences will be discussed</li> <li>• Weapons will be confiscated</li> <li>• Police will be notified</li> </ul>
<p><b>Alcohol and Drugs</b></p> <ul style="list-style-type: none"> <li>• Alcohol and drugs are not permitted on school grounds, including events at other schools, buses, etc.</li> <li>• Prescription medication can be at school provided the appropriate procedures are followed</li> <li>• Please contact the school if you require your child to have/take prescription medication at school</li> </ul>	<p>The use of alcohol and other drugs (tobacco products, illicit drugs, inhalants, non-authorized prescription drugs) at school or at school-sponsored activities is detrimental to education, injurious to the moral tone of the school, and harmful to the health and well-being of students, staff and families.</p> <p>Our school is committed to delivering age appropriate programming that encourages a healthy lifestyle free from drug and alcohol use.</p>	<p>When a student is believed to be under the influence of, or found to be in possession of alcohol or drugs:</p> <ul style="list-style-type: none"> <li>• Administration will be notified</li> <li>• Parents/guardians will be contacted</li> <li>• Suspension and other consequences will be discussed</li> <li>• Referral to substance abuse counselling available</li> <li>• Police may be contacted</li> </ul>
<p><b>Tobacco Use</b></p> <ul style="list-style-type: none"> <li>• Students are not to use tobacco products <i>on school property</i></li> </ul>	<p>Staff, students and guests have the right to feel safe in a clean, smoke-free environment.</p>	<ul style="list-style-type: none"> <li>• First time offenses for smoking could result in a one-day suspension and could result in a fine from the Tobacco Enforcement Officer</li> <li>• Repeated offenses may result in longer suspensions</li> </ul>

# Computer Use Summary

All users of the school's Internet service are bound by the Board's Appropriate Use Policy, which is available in full in our library.

## Bring Your Own Device (BYOD)

The Limestone District School Board supports the use of BYOD. At NAEC, cell phones and other devices are to be away during instructional time in the specified location in the classroom, unless the classroom teacher gives explicit instructions to use the device. Phones may not be used (and be powered off) during assemblies. Speakers are not permitted at school or on buses. Students are expected to demonstrate responsibility for the proper use of their devices. For example, according to the Safe Schools Act, photographs cannot be taken without consent of the individual being photographed.

If a device or accessory is not being used properly, it will be confiscated. Refusal to surrender the device or accessory will lead to referral to administration and disciplinary action. For repeated infractions, students will not be permitted to bring devices for an extended period of time. Continued improper use will result in suspension. The BYOD Policy represents a great opportunity for engaging instruction provided guidelines are followed.

## *Computer Use and Internet Policy*

1. Network access is for educational purposes only, including research, intellectual exchanges, educational projects, and like purposes. Understand that commercial (for profit) and recreational use of the network is not permitted.
2. Users must abide by all federal and provincial laws regarding copyright, threatening or obscene material, racism and sexism or all other immoral, unethical or illegal activities. Users must be responsible for respecting intellectual property rights and the laws which govern them.
3. Users will not assist others in breaking these rules or be a party to others breaking these rules.
4. Users will not intentionally seek information about, browse, obtain copies of, or modify files, passwords, belonging to other people, whether at school or elsewhere.
5. Users must refrain from using or introducing to the school computer environment, whether network or stand-alone, files, programs, or portable data known to contain viruses. In this spirit, users must regularly check their files and removable storage devices for viruses and endeavour to keep computing systems virus-free.
6. Users will not try to obtain system privileges to which they are not entitled.
7. Users will not share their login and password with others, nor attempt to learn or use logins and passwords which are not their own.
8. Users must not exploit any gaps in security, and furthermore, will report these gaps immediately to their teacher.
9. At any time during the use of the Internet users must be willing able to explain to a supervisor or teacher their activities, and for what purpose they are accessing certain files.
10. If users encounter any material which is inappropriate, obscene, abusive, offensive, harassing, or illegal or which counsels illegal activities, they must report it to their teacher immediately.

***Users who do not follow the computer policy will lose their right to access school technology.***

## Safe Schools

### *Threats to School Safety*

Staff and students will be trained in how to implement the procedures for Shelter in Place, Hold and Secure, Lockdown, and Evacuation.

**Shelter in Place** – Used for an environmental or weather-related situation where it is necessary to keep all occupants within the school (protecting them from an external situation). Examples: chemical spills, blackouts, bear sightings, or extreme weather.

**Hold and Secure** – Used when it is desirable to secure the school due to an ongoing situation outside, but not related to, the school. Example: bank robbery occurring near a school but not on school property. School functions normally with exterior doors locked until the situation is resolved.

**Lockdown** –Used only when there is a major incident or threat of school violence within the school. One to two lockdown drills will occur annually.

**Evacuation** – Used in the event that students and staff must leave a school building due to some environmental concern in the school, for example: fire.

### *Child in Need of Protection*

In April 2000, the amended Child and Family Services Act came into effect. The legislation has an impact on everyone in our community. For Children’s Aid Societies, the definition of a child in need of protection because of suspected child abuse or neglect has been expanded. For the school system, every person who has a reason to believe that a child is or may be abused or neglected must report his/her suspicions immediately to the Children’s Aid Society. The LDSB is fully committed to supporting staff in meeting the legal requirements of the act.

This law means that:

School staff do not have a choice if they suspect that a student is or may be in need of protection. They **MUST** report their suspicions to the Children’s Aid Society. When staff report concerns to the Children’s Aid Society, they must also share with the Children’s Aid Society any information about the concern which might otherwise be confidential. It is not the school’s responsibility to investigate suspicions, evaluate the situation, or to assign blame.

### *Bully Awareness, Prevention, and Intervention*

Bullying will not be accepted on school property, at school-related events, on school buses, or in another circumstance (online) where engaging in bullying will have a negative impact on the school climate.

Staff are teaching students to identify bullying behaviour and giving them tools to respond and to stop it from happening. Bullying is typically a form of repeated, persistent and aggressive behaviour directed at another person that is intended to cause (or should be known to cause) fear, distress, and/or harm to that person’s body, feelings, self-esteem or reputation. Bullying occurs when there is a real or perceived imbalance of power. Bullying can be physical, verbal, social, or may occur through electronic (cyber) communication.

When someone experiences or observes bullying behaviour, he/she is expected to report it to a staff member immediately. Bullying behaviour will be addressed using a progressive discipline approach with a range of interventions and consequences.

### ***Progressive Discipline and Consequences for Inappropriate Behaviour***

Progressive discipline is a whole school approach that utilizes a continuum of interventions, support, and consequences that include opportunities for reinforcing positive behaviour, while helping students make good choices. The focus is on a corrective and supportive approach.

Students who behave inappropriately, will receive age and developmentally appropriate consequences based on the situation. Consequences include opportunities for students to learn from their mistakes, and to focus on improving behaviour. The frequency, severity, and type of behaviour will be considered. Mitigating and other factors will be taken into consideration. In specific circumstances, suspension must be considered as a consequence for behaviours. In the case of serious incident, long-term suspension or expulsion must be considered.

#### ***Activities Leading to Possible Suspension or Suspension Pending Expulsion***

- Uttering a threat to inflict serious bodily harm on another person
- Possessing alcohol or illegal drugs
- Being under the influence of alcohol
- Swearing at a teacher or at another person in a position of authority
- Committing an act of vandalism that causes extensive damage to school property
- Bullying
- Persistent truancy
- Persistent opposition to authority
- Habitual neglect of duty
- Breaches of board conduct
- Breaches of computer use policy
- Conduct injurious to the moral tone of the school
- Conduct injurious to the physical or mental well-being of others in the school
- The use or possession of tobacco or tobacco related products
- Being in possession of, or being under the influence of, or providing others with legal drugs without a prescription for the drugs
- Being under the influence of alcohol or illegal drugs
- The use of profane or improper language
- Infractions of school property, where the student's conduct negatively impacts on the school
- Dress that contravenes the established dress code
- Any other activity identified by school board policy

#### ***Activities Leading to Possible Suspension or Suspension Pending Expulsion***

- Possessing a weapon (including firearm)
- Using a weapon to cause or threaten bodily harm
- Committing physical assault on another person
- Committing sexual assault
- Trafficking of weapons
- Trafficking of illegal drugs
- Committing robbery
- Giving alcohol to a minor
- A pattern of behaviour so refractory that the student's presence is injurious to the effective learning of others
- Repeated and serious breaches of the Board Code of Conduct where all previous interventions and sanctions have been proven ineffective
- A course of serious harassment of another person
- A course of serious invasions of another person's privacy by the use of mechanical/electronic technology or communications
- Any other activity identified by school board policy

# ***Assessment, Evaluation and Reporting***

## ***Assessment***

Assessment is the process of collecting and interpreting data regarding student progress on learning skills and work habits, and on the overall expectations of each course. Teachers use assessment to give feedback by describing your strengths and next steps as a learner so that you know how to improve.

### Diagnostic Assessment

- Occurs at the beginning of the learning cycle
- Helps to determine what students already know and gaps in knowledge to assist teachers in planning what students need to learn
- E.g. pre-test, DRA

### Formative Assessment

- Occurs throughout a learning cycle or unit
- Is not used to determine grades or marks
- Prepares students for summative assessments
- Does not include an assigned grade or level, but takes the form of specific feedback offering strengths and next steps related to the learning goal and task
- Tasks will not be assessed if submitted late
- E.g. practice writing, exit card, sample question

### Summative Assessment

- Occurs at the **end** of the learning cycle
- Is used to determine grades
- Provides feedback on the level of achievement of the course's overall expectations
- Penalties may be assigned for late assessments
- E.g. test, essay, presentation

## ***Evaluation***

The process of judging the quality of your learning skills and work habits and academic achievement of the overall expectations of the course, and assigning a mark or grade to reflect the quality of work.

## ***Reporting***

The communication to the student and parent/guardian of the student about the student's most consistent level of achievement across overall curriculum expectations and the learning skills and work habits. The grade a student receives indicates the most consistent level of achievement. Teachers evaluate student work in relation to Provincial Standard (Level 3). The teacher gives consideration to most consistent evidence of achievement and will take into consideration growth in demonstrated achievement. Academic achievement is reported in the form of a numerical grade, while learning skills and work habits are reported as letter grades – E (excellent), G (good), S (satisfactory), N (needs improvement).

Reporting occurs with formative reports at the start of the semester, midterm reports in November and April, and final reports after exams in January and June. A copy of the report is sent home and a copy is kept on file in the Ontario Student Record (OSR).

Level	Description		Percent Range for Report Card	Suggested Grade
<b>Level 4 Achievement exceeds the provincial standard</b>	Demonstrates knowledge and understanding of content to ...	<i>a high degree</i>	80-100%	<b>4++ 100%</b> <b>4+ 95%</b> <b>4 90%</b> <b>4- 86%</b> <b>4-- 80%</b>
<b>Level 3 Achievement meets the provincial standard</b>	Uses planning and processing skills and critical/creative thinking processes with ....	<i>considerable effectiveness</i>	70-79%	<b>3+ 78%</b> <b>3 75%</b> <b>3- 72%</b>
<b>Level 2 Achievement approaches provincial standard</b>	Expresses and organizes ideas and information with .... Communicates from different audiences and purposes with ....	<i>some effectiveness</i>	60-69%	<b>2+ 68%</b> <b>2 65%</b> <b>2- 62%</b>
<b>Level 1 Achievement is far below the provincial standard</b>	Applies knowledge and skills in familiar contexts with ... Transfers knowledge and skills to new contexts with ....	<i>limited effectiveness</i>	50-59%	<b>1+ 58%</b> <b>1 55%</b> <b>1- 52%</b>
<b>Below level 1 (R)</b>	The student has not demonstrated the required knowledge and skills. Additional instruction and assessment is required before a credit can be granted.			<b>Code "35"</b>
<b>Insufficient evidence</b>	There is outstanding summative evidence that must be submitted			<b>Code "25" (gr. 11 and 12)</b> <b>Code "I" (gr. 9 and 10)</b>

### **Full Disclosure**

Failing grades at the junior level (grade 9 and 10) will not appear on the transcript. At the senior level (grades 11 and 12), grades will not be included if a student withdraws from a course after midterm. If the withdrawal occurs after this time, the grade will remain on the transcript.

### ***Academic Achievement***

Academic achievement is determined by student performance on term work and on final culminating assessments.

### ***Term Work***

70% of the grade will be based on summative assessment conducted throughout the course. It is critical that students complete summative assessment tasks to ensure that teachers have adequate evidence of learning for grading purposes. Teachers assign a limited number of summative assessment tasks, so it is imperative that students complete all of them to demonstrate to the teacher what they have learned. Refer to the course outline for a tentative list of summative assessment task \s in each of the subjects.

Due dates are designed to help ensure that students are successful and that they complete the course requirements. It is the responsibility of the student to plan ahead. Student success in this area will be reflected through the learning skills and work habits section on the report card. In cases of illness, religious holiday, or other extenuating circumstances, due dates can be adjusted as determined by meeting with school staff.

Summative assessment tasks are not optional, and it is expected that students will submit all summative assessment tasks on the date that they are due. Penalties may be assigned for late assignments. Failure to complete a summative assessment task will result in a failing grade.

**In advance of and throughout the learning the teacher will**

- limit the summative assessment tasks in a course to a reasonable number
- communicate the number and nature of summative tasks at the beginning of the course
- clearly communicate the success criteria for summative assessment tasks
- collect appropriate formative assessment evidence to ensure that students are prepared for the summative assessment task
- provide time in class for summative assessment task completion
- proactively contact student success and parent/guardians of students who are struggling

**If a summative assessment task is not submitted on the due date, the teacher will**

- require the students to complete either an alternative summative assessment task or the unfinished portion of the summative assessment task in class immediately, through academic detention, or through Student Success
- communicate with parents/guardians that a due date has been missed and share the consequences and next steps
- ensure that the report on learning skills and work habits achievement is an accurate reflection of the student's most consistent behaviour (evidence of growth must be considered)
- refer the student to administration when due dates are consistently missed

**Only in the case of non-compliance with the above process**

- the teacher will communicate with administration
- the administration will meet with the student to determine the process for completion of the summative assessment task
- the teacher will decide if a mark penalty is to be applied to the assignment once submitted (upto and including its full value). Any mark penalty will not result in a mid-term or final grade that, in the professional judgement of the teacher, misrepresents that student's actual achievement
- ensure that the report on learning skills and work habits achievement is an accurate reflection of the student's most consistent behaviour (evidence of growth must be considered)



### ***Final Summative Assessment Tasks***

30% of the grade will be based on final summative assessment tasks, in the form of an examination, culminating activity and/or any other method of assessment suitable to the course's overall expectations. These tasks are administered toward the end of the semester.

Summative assessment tasks must be completed as scheduled. The examination period dates are assigned at the start of the school year, plans for holidays, appointments, or employment are not acceptable reasons for missing a final summative assessment task. The only exception will be for conflicts due to medical reasons or court order. If a student misses a final summative assessment for medical reasons, they will need to see an administrator and may require a medical note. The parent/guardian should contact the principal.

Missing a final summative task will result in a failing grade.

### ***Accommodations***

All students need support from teachers, classmates, family, and friends to achieve success in their course work. Some students require supports beyond the typical supports provided. These needs may be met through accommodations that are set out in Individual Education Plans (IEPs) to meet the needs of exceptional students. Accommodations may include instructional accommodations, environmental accommodations, and/or assessment accommodations.

## ***Learning Skills and Work Habits***

Learning skills and work habits are assessed and evaluated separately from academic achievement. Students are assessed frequently on their level of achievement on the following six learning skills and work habits. Learning skills and work habits are evaluated by the following letter grades - E (excellent), G (good), S (satisfactory), N (needs improvement).

- |                                |   |
|--------------------------------|---|
| <b><i>Responsibility</i></b>   | <ul style="list-style-type: none"><li>● Fulfils responsibilities and commitments within learning environment</li><li>● Completes and submits class work, homework, and assignments according to agreed-upon timelines</li></ul>   |
| <b><i>Organization</i></b>     | <ul style="list-style-type: none"><li>● Takes responsibility for managing own behaviour</li><li>● Devises and follows a plan for completing work and tasks</li><li>● Establishes priorities and manages time to complete tasks and achieve goals</li><li>● Identifies, gathers, evaluates and uses information, technology and resources to complete tasks</li></ul>  |
| <b><i>Independent Work</i></b> | <ul style="list-style-type: none"><li>● Independently monitors, assesses, and revises plans to complete tasks and meet goals</li><li>● Uses class time to complete tasks and complete tasks</li></ul>   |
| <b><i>Collaboration</i></b>    | <ul style="list-style-type: none"><li>● Follows instructions with minimal supervision</li><li>● Accepts various roles and an equitable share of work in a group</li><li>● Responds positively to ideas, values, opinions and traditions of others</li><li>● Builds healthy peer-to-peer relationships through personal and media-assisted interactions</li><li>● Works with others to resolve conflicts and build consensus to achieve group goals</li><li>● Shares information, resources, and expertise</li></ul>                     |
| <b><i>Initiative</i></b>       | <ul style="list-style-type: none"><li>● Promotes critical thinking to solve problems and make decisions</li><li>● Looks for and acts on new ideas and opportunities for learning</li><li>● Demonstrates the capacity for innovation and a willingness to take risks</li><li>● Demonstrates curiosity and interest in learning</li><li>● Approaches new tasks with a positive attitude</li></ul>   |
| <b><i>Self-Regulation</i></b>  | <ul style="list-style-type: none"><li>● Recognizes and advocates appropriately for the rights of self and others</li><li>● Sets own individual goals and monitors progress toward achieving them</li><li>● Seeks clarification or assistance when needed</li><li>● Assesses and thinks critically on own strengths, needs and interests</li><li>● Identifies learning opportunities, choices, and strategies to meet personal needs and achieve goals</li><li>● Perseveres and makes and effort when responding to challenges</li></ul> |

## **Academic Honesty Policy**

If students submit work or parts of work that are not their own, they have not demonstrated that they can demonstrate the curriculum expectations. A breach of academic honesty is the theft of intellectual property and is treated seriously. To avoid this, teachers will help students plan their work. If students find that they require assistance to complete assignments properly, see the teacher prior to the due date. Teacher will help students establish a reasonable timeline in which to complete assignments.

All sources need to be cited according to the formal (APA, MLA) assigned by the teacher. Students must cite another person's ideas or opinions, whether they are quoted directly or paraphrased. Facts, statistics, illustrations, images, figures, graphs or other information that is not common knowledge, needs to be cited.

Providing work to another student for the purpose of academic dishonesty is a violation of our Code of Conduct. If students intentionally allow other students to use their work and present it as their own, they will be referred to administration and serve an academic detention where a paper on academic ethics may be assigned. A record will be kept centrally and consequences will be more severe for subsequent infractions, which may include suspension from school.

### **Breach of Academic Honesty**

