



LOYALIST COLLEGIATE AND VOCATIONAL INSTITUTE

STUDENT HANDBOOK 2019 - 2020

Principal:	Ms. Anne Marie McDonald
Vice-Principal:	Ms. Jen Grasse
Vice-Principal:	Ms. Kate Myers
Office Manager:	Ms. Sandra Thomlinson
Head Custodian:	Mr. Ken McDonald
Trustee:	Mr. Garrett Elliott
School Council Chairs:	Ms. Sabena Islam

153 Van Order Drive Kingston, Ontario K7M 1B9

VALUES

The Loyalist Collegiate & Vocational Institute community values the opportunity to provide students with a positive learning environment. We encourage success for students learning at all levels by focusing on the individual learning style of each student. We challenge our students to be involved in the life of the school and our staff role model this expectation by being involved in all aspects of extra-curricular activities. Our role is to educate the 'whole' student as we blend lessons through our classroom experiences, field studies, and our extra-curricular activities. Our school is one that is inclusive, celebrates diversity and our students' successes. Our collegial approach to education invigorates us and creates an effective staff team which in turn directly supports the students. We seek an active partnership with parents and guardians to support student learning. We are passionate about student learning; fairness and compassion to ensure that we treat everyone with the highest regard.

VISION

The vision at Loyalist revolves around the concept that we believe in taking care of ourselves, each other, and our school. We want to ensure that our school is a respectful and safe place for all students to grow emotionally, socially and academically while pursuing a healthy lifestyle. We want our school to help students become responsible citizens engaged with their community, country and the world.

PURPOSE

Our purpose is to serve as agents of hope, helping all of our students to learn in a variety of ways about becoming responsible, global and contributing citizens. We help our students' form a strong foundation, from which they are able to successfully pursue rewarding challenges and reach their potential. Our students will leave with the confidence and the skills to be successful, lifelong learners.

OUR MOTTO

Take care of yourself. Take care of each other. Take care of this place.

WHERE TO TURN?

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

QUESTION OR CONCERN	WHERE TO TURN
<input checked="" type="checkbox"/> Need general information about messages, daily announcements, handouts, lockers or appointments with the Principal or a Vice-Principal?	The Main Office, located to the left of the main entrance. Call 613-546-5575 or visit our website at http://lcvi.limestone.on.ca
<input checked="" type="checkbox"/> Need to sign in or out? <input checked="" type="checkbox"/> Need to explain absences of any kind? <input checked="" type="checkbox"/> Need to get handouts if you have a first period spare?	<p>The Attendance Office, located directly across from the Main Office.</p> <p>613-546-2050, extension 341, 24 hours a day, 7 days a week.</p>
<input checked="" type="checkbox"/> Need information about academic, personal and career counselling, appointments with a Public Health Nurse, referrals to outside agencies and other professionals, information about community services hours, exchanges, employment opportunities, post-secondary planning?	Student Services, located adjacent to the Main Office. Sign up for an appointment in the Student Services office or call 613-546-5575 ext. 303 for an appointment.
<input checked="" type="checkbox"/> Having difficulty in class? <input checked="" type="checkbox"/> Need some help with school work? <input checked="" type="checkbox"/> Need help with homework? Need a tutor?	You are encouraged to speak to your teacher about difficulties, or contact the Lead Student Success Teacher (Room 108), Learning Program Support (Room 110) or Student Services.
<input checked="" type="checkbox"/> Need help with research or a quiet place to study?	<p>Library Commons, entrance under the stairs in the main foyer</p> <p>Open from 8:00 a.m. until 3:00 p.m.</p>
<input checked="" type="checkbox"/> Need information about dates, events, school teams and clubs?	<p>Visit: lcvi.limestone.on.ca</p> <p>See your home form teacher, athletic board, the announcement board or school website.</p>
<input checked="" type="checkbox"/> Need to use a telephone?	Come to the Main Office
<input checked="" type="checkbox"/> Need a meal or a snack? <input checked="" type="checkbox"/> Forgotten your lunch?	<p>Cafeteria, open daily for breakfast/lunch and break (full lunch available for \$4 or less). Debit machine is available. Or, go to the Lancer Lair before period one for breakfast and at the beginning of lunch.</p>
<input checked="" type="checkbox"/> Need information about buses? <input checked="" type="checkbox"/> Is your bus cancelled today?	<p>Come to Student Services</p> <p>visit www.triboard.on.ca or follow us on Twitter</p>

2019-2020 ECCLESIA

The Ecclesia is your student government and its members are your representatives. Ecclesia supports school events such as Leadership Camp, Grade 9 Orientation, spirit days, dances and other school wide events. We coordinate student fundraising initiatives for various charities and for distributing to extracurricular clubs and events. Ecclesia meets every Tuesday at lunch and all meetings are open to all students.

Student Activity cards are sold by Ecclesia and provide picture identification and valuable discounts at local stores. **They are required for all students participating in extra-curricular activities at LCVI.**

Suggested clubs, athletics and extra-curricular activities for you to participate in:

Badminton	Rugby	Alpine Skiing
Track & Field	Concert Band	GSA
Multicultural Club	Cross Country	Improv Club
Volleyball	Spirit Committee	Technical Sound & Lighting
Basketball	Academic Contests	Yearbook
Ecclesia (Students' Council)	Jazz Club	Field Hockey
Best Buddies	Swim Team	Chess Club
Arts Council	LCAC – Athletics Council	Yearbook
Evening of the Arts Character	Curling	Choir
Education	Golf	Social Justice
Blood Donor Clinic	United Way Events	Soccer
	Football	Robotics

This is a list of activities that have been offered in the past. Have an idea? Please speak to Administration.

LOYALIST ATHLETICS

Loyalist Collegiate Athletic Council (LCAC) will provide an environment where students can participate in safe and competitive sport. To ensure that this is viable, all athletes and coaches, both on and off the field of play, will display, through their behaviour, the philosophy and ideals of LCVI's Code of Behaviour and Code of Athletic Conduct.

LCVI students are also expected to follow the OFSAA Code of Behaviour for Spectators, which includes attendance at all exhibition, league and playoff competitions. This code requires all spectators to cheer in a positive manner; to respect officials' decisions; to not interfere with the competition; to keep off the playing area and to be courteous and respectful.

Players ejected from KASSAA sanctioned competitions for malicious and/or unsportsmanlike behaviour will be ineligible for future competition until the sports convener reviews the situation and makes a ruling re: further sanctions. The minimum sanction for ejections of this nature will be a one-game suspension. A second ejection of this nature will result in suspension for the remainder of the season. Ejections in this regulation include:

- 1) Attempts to injure an opponent.
- 2) 'Trash Talk' including racial and ethnic slurs.
- 3) Fighting.
- 4) Abusive Language - swearing, name calling.
- 5) Intimidation Tactics - finger pointing, gestures.

In order to ensure a balanced Athletic Budget, each team member will be assessed an Athletic Fee which will assist in offsetting expenses such as: KASSAA/EOSSAA/OFSSAA fees, referees, transportation, championship events, equipment, and first aid supplies. Fees only cover partial costs of programming and a full season commitment is expected. Therefore, should a participant not finish the season the expectation is that fees are not returned unless circumstances warrant a return of fees. Such circumstances are to be communicated, and all arrangements made are to be between the Athletic Director and the parent/guardian. All uniforms are supplied and are expected back in good condition.

Families who need assistance with the fees, please speak to the coach.

WHAT DO I NEED TO GRADUATE?

Students must earn the following compulsory credits to obtain the Ontario Secondary School Diploma (OSSD):

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 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

- 1 additional credit in English, or a third language, or social sciences and the humanities, or Canadian and world studies, **or guidance and career education, or cooperative education***
- 1 additional credit in health and physical education, or the arts, or business studies, **or cooperative education***
- 1 additional credit in science, or technological education, **or cooperative education***

* A maximum of 2 credits in cooperative education can count as compulsory credits.

IN ADDITION TO THE COMPULSORY CREDITS, STUDENTS MUST COMPLETE:

12 optional credits, 40 hours of community involvement activities, the provincial literacy requirement (OSSLT Grade 10)

40 HOURS VOLUNTARY COMMUNITY SERVICE

40 hours of voluntary community service is required in order for a student to graduate. The program, which is the responsibility of the parents and students to complete independently, is managed by the Student Services department, and when the completion of 40 hours of community service has been verified officially, this requirement will be recorded and checked off on the student's report card. A complete guide is available in Student Services.

THE ONTARIO SECONDARY SCHOOL LITERACY TEST (OSSLT) – MARCH 31, 2020

The **OSSLT** is to be written by all students working towards an Ontario Secondary School Diploma. This test is normally written in grade 10 or at a later time when a student is ready to do so. It is a graduation requirement. Students who are unsuccessful on the may either enroll in the Ontario Secondary School Literacy Course (OSSLC) or attempt the OSSLT the following year. Further information can be found at www.eqao.com.

OSSLT (ONTARIO SECONDARY SCHOOL LITERACY TEST) INFORMATION SESSIONS

The OSSLT (Ontario Secondary School Literacy Test) Information Sessions provide additional information on the test format, structure and requirements and are scheduled prior to each test date in accordance with EQAO guidelines. Please also visit www.egao.com for student materials.

SPECIALIST HIGH SKILLS MAJOR (SHSM): CONSTRUCTION, HOSPITALITY, ARTS & CULTURE, SPORTS, HEALTH & WELLNESS, AND MANUFACTURING

The SHSM is an innovative program that enables students to customize their high school experience. LCVI students will have the opportunity to qualify for an SHSM in Construction, Hospitality, Arts and Culture, Sports, Health and Wellness, and Manufacturing. An important component of an SHSM diploma is the earning of sector-specific certifications associated with different industries (for example, Fall Arrest, Smart Serve, WHMIS). Students who earn an SHSM diploma are better able to make informed career decisions and ultimately be better prepared for their post-secondary destination of choice (apprenticeship training, college, university, or direct entry into employment). More information on the SHSM diploma can be found by visiting our Student Services department.

ONTARIO SECONDARY SCHOOL CERTIFICATE (OSSC)

The Ontario Secondary School Certificate will be granted on request to students who leave school before earning the OSSD provided they have earned a *minimum* of 14 credits distributed as follows:

SEVEN (7) COMPULSORY CREDITS

- **2** English
- **1** Canadian geography or Canadian history
- **1** Mathematics
- **1** Science
- **1** Health and Physical Education
- **1** Arts or Technology

Plus an additional Seven (7) Optional Credits
There is no Literacy test requirement

CERTIFICATE OF ACCOMPLISHMENT

Students who leave school before fulfilling either the Ontario Secondary School Diploma (OSSD) or the Ontario Secondary School Certificate (OSSC) may be granted a **Certificate of Accomplishment** which will recognize achievement for those students who plan to find employment or take future training after leaving school. There is no literacy test requirement.

DAILY ATTENDANCE ROUTINE

ATTENDANCE

If you are going to be absent or late arriving, your parent or guardian must contact the school through the School Messenger App. Parents/Guardians should provide information ahead of a planned absence or that day for a sudden absence. If you are over 18, contact the school yourself, through the School Messenger App prior to 8:30 a.m. Students with unexplained absences may be assigned a detention.

Your attendance will be taken each period and reported to the office. As with all classes, it is important that you are on time. If you arrive late, please go directly to your class and sign the classroom late log. If you arrive with parental approval, please sign in at the Attendance Office upon arrival.

LATE LOGS

When you arrive late for class you must sign the late log. Your teacher will discuss the late arrival with you after reviewing the log. After five late arrivals, students could be referred to administration and asked to serve a detention to make up for missed time. This will occur each time you are now late for the given class. Persistent lateness will result in further consequences as outlined in the Code of Behaviour. Late blitzes will be run on a random basis. On the given late blitz day, students will be automatically referred to administration if late for that class.

SAFE SCHOOLS

LCVI has an automated call home system for attendance and school-wide announcements. It calls out at 6:00 p.m. It will contact your primary phone number. Parents/Guardians may change the number or ask to be notified by email by contacting the Attendance Office or by updating the student demographic sheet sent home the first week of school (unless you are over the age of 18, in which case this information can be changed by you).

The automated phone system allows you to provide an immediate response to the absence notification, as well as giving you instructions on how to follow up directly with the school if needed.

Notes for Parents

1. **You may request a PIN number that must be entered in order to hear the automated attendance message thus ensuring that the message is delivered to the parent/guardian.**
2. **The system will not leave a message on answering machines that require more than 3 rings before answering.**

SIGN OUT

When you leave the school during the school day, **you must sign out at the attendance office.** If you are under 18, the attendance secretary will contact your parent/guardian to get their permission for you to leave, to assist them in making arrangements to get you home. Students are encouraged to make appointments outside of school hours. However, if you know ahead of time that you will need to leave early (e.g. dental appointment), present a note of explanation to the attendance secretary before classes start in the morning so that she may record this for the teachers' attendance print-out. You must leave the premises at the time your sign-out goes into effect.

If you are at school, you may not sign out, or have your parent sign you out, to another part of the building. You must be in your regularly assigned schedule or related, teacher-approved activity. If you are 18 years of age or older, you are to follow the same routine; you contact the attendance secretary yourself. If you fail to do so, you will be considered truant.

EXTENDED ABSENCES

If you know you are going to be away from school for three or more days for reasons other than medical concerns, you must have your **parents complete an Extended Absence Form**. This form will allow the school and your family to outline an educational plan for the time that you are away, and requires the signature of the principal. This form can be found in the main office. Upon your return, you may be required to meet with a member of the student success team to ensure that you have completed the educational plan outlined on the prolonged absence form. Prolonged absences of more than two weeks may require a change to your timetable, and should be avoided if at all possible.

MISSED SUMMATIVE ASSIGNMENTS AND TESTS

Students who are ill on the day of a scheduled summative task should be sure to have their parent/guardian call the school by 8:30 a.m. Please see Academic Integrity Policy for course implications when a summative test/assignment is missed (page 19).

GENERAL INFORMATION

BUSING

Students who live more than 3.2 kilometres from LCVI are bused by Tri-Board Student Transportation (yellow buses). All secondary students have access to free Kingston Transit bus passes. Students travelling from the QECVI area can take routes 2 / 16 / 701. Routes 2 and 701 drop students at the Transfer Point at the Kingston Centre (650 m walk). Route 16 drops students at 125 Van Order Dr., a 110 m walk to LCVI. Take Route 702 going home.

ACQUIRING TEXTBOOKS

All textbooks will be issued to you during the first week of school. You are responsible for the care of all books issued to you. If you lose or damage any text or library book, payment for the replacement cost of the book(s) will be required.

STUDENT CARDS

Student cards are required by all students to be eligible to participate in extra-curricular clubs, activities and teams. There is a fee of \$5.00. This fee will be collected by Eclessia at the beginning of each semester. Student groups are able to apply to Eclessia for partial funding support for their clubs, teams and/or activities.

RETURNING TEXTBOOKS

All textbooks are to be returned before or immediately following your final semester exam. Textbooks are to be returned to the Library staff only.

LOCKS AND LOCKERS

Locks and lockers will be issued at the start of the school year. School locks must be purchased for \$8.00. When returned in good condition, you will receive a refund. School locks are the only locks permitted for use, unless alternative arrangements are made.

SECURITY

Students are reminded not to store valuable items or cash in lockers. While theft is not a common occurrence, it is upsetting to lose items in this fashion. Also, do not share locker combinations with other students, as sometimes this information could get passed on to additional parties.

LOCKER AND DESK

If you are assigned a locker and/or desk they are school property and should be kept clean and in good condition. The locker and/or desk are being loaned to you, and the school has the right to access all lockers/desks and withdraw locker/desk privileges if necessary. Remember that items such as alcohol, drugs, weapons, or substances which threaten health or safety are prohibited on school property including lockers. If there is suspicion that a locker contains any of these items, it will be opened and searched. Consequences will apply if a prohibited substance or weapon is found and police will be contacted. It is also important that students occupy the lockers assigned to them, as they will be responsible for items found in those lockers. You may only use a locker that has been assigned to you. You are not permitted to share lockers. Locks that have been placed on unassigned lockers will be cut off, and the contents of the locker removed.

We hope that you will take pride in keeping your locker and/or desk in good condition. When lockers are open, their contents are on display to everyone. Students are not to post pictures or slogans that are inappropriate or of bad taste. You may be asked to remove material and repeated offences will result in more serious consequences. Graffiti which is written or scratched into lockers or on desks are acts of vandalism and will be treated accordingly. The school is not responsible for lost or stolen goods. Do not store valuable items or money in lockers or desks. Only locks bought through the school are allowed unless approved by the school administration. These practices are intended to help keep our school safe for everyone.

STUDENT RECORDS

Over the course of the school year as part of its mandate to educate its students, the Limestone District School Board under the authority of the Education Act, as amended, will collect personal information about each student from both the student and his/her parent(s)/guardian(s). The information collected may be written, oral or visual. This personal information will be used to register and place the student in a school or for a consistent purpose such as the allocation of staff and resources and to give information to other employees to carry out their job duties. In addition, 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 or for law enforcement matters or in accordance with any other Act. The information will be used in accordance with the Education Act, the regulations, and guidelines issued by the Minister of Education governing the establishment, maintenance, use, retention, transfer and disposal of pupil records. For more information regarding Ontario Student Records (OSR) and mandated components of these records, please go to <http://www.edu.gov.on.ca/eng/document/curricul/osr/osr.pdf> For questions about this collection of information for the OSR, please speak to your school principal or the LDSB Manager of Information Technology Services & Planning, Alistair McLeod, at 613-544-6920.

ACCESSING STUDENT RECORDS

Each student and the parent/guardian(s) of a student who is not an adult (that is, a student who is under the age of eighteen) may request a meeting to review the contents of the Ontario Student Record (OSR). If the student or the parent/guardian(s) of a student who is not an adult (that is, a student who is under the age of eighteen) reviews the OSR and wants something removed, they may formally appeal to the principal. For more information, please go to <http://www.edu.gov.on.ca/eng/document/curricul/osr/osr.pdf>

POSTED MATERIALS

Posters or visual displays should not violate any aspect of our Human Rights Education Policy or be offensive to others in the school. Likewise, graffiti which is written or scratched into lockers are acts of vandalism and will be treated accordingly. All posters and printed material must be approved by a member of the administration.

LOST AND FOUND ARTICLES

Articles that are found should be turned in at the Main Office or the gym area from where owners may retrieve them. If you lose an article, you are advised to consult the teacher who supervised the classroom from which the article was lost. Speak with a Vice-Principal and the Head Custodian immediately. Later, check the "Lost and Found" at least twice.

CELL PHONE AND ELECTRONIC COMMUNICATION DEVICES

Class should not be interrupted by students to make or receive communication on a personal device. It is an unnecessary distraction that detracts from the learning environment. Cell phones and similar types of communication devices are to be turned off and put away **during class time**. Students may use their cell phones in the school during break times (between classes and at lunch). Misuse of electronic communication devices could result in the confiscation of the device. The cell phone or electronic device may be given to a vice-principal and stored in the school vault for the duration of the day or may be kept for parent pick-up. Repeat offenders will be referred to a vice-principal and may result in loss of cell phone or electronic device privileges.

BRING IT

The Bring IT (Information Technology) initiative allows students to use many of their own technology devices in their classrooms to support and enhance their learning. Schools are now able to incorporate the use of such items as laptops, iPads, netbooks and tablets with browsing capabilities for educational purposes. Students are never required to bring in outside technology to school. All students will continue to be able to utilize our school equipment and will continue to be fully supported in the instructional process. The BringIT initiative is designed to support and enhance student learning in areas like collaboration, critical thinking, engagement, independent learning and experiential learning.

THEFT

If you believe that an article of yours has been stolen, inform the Vice-Principal **immediately** to improve your chances of recovering the property and to complete a report form.

PARKING

There are two parking lots for cars; one on the south side, and one on the north side of the school. No parking passes are required for these lots. Student parking in the school lot is a privilege that will be denied or taken away if driving behavior on school property warrants it. Sitting in your car during the school day and or smoking in your car in the parking lot is prohibited. The school is not responsible for loss, damage or stolen property in the parking lot.

BICYCLES, IN-LINE SKATES AND SKATEBOARDS

We encourage students to pursue healthy active lifestyles. Using a bicycle, skateboard, or in-line skates is healthy choice for you, and for the environment. Bicycles must be secured to the bicycle racks located at various points around the school. These racks are located in view of security cameras. Skateboards and in-line skates must be carried into the school and stored in student lockers. The school is not responsible for loss, damage or stolen property.

MOTORCYCLES

Motorcycles shall be parked on the south side of the school on the cement to the right of the south-west entrance.

VISITORS TO THE SCHOOL

Students are not permitted to have guest visitors. This is for everyone's security and safety.

Parents/Guardians visiting the school should use the Main Entrance and check in with the Main Office.

ACCIDENTS

Any accident, no matter how minor, should be reported to the supervising teacher of a class. Each accident resulting in an injury must be reported to the Main Office immediately and an accident form completed by the teacher in charge. If you observe any unsafe conditions or hazards, report them to the Main Office immediately.

ASSEMBLIES

There are several assemblies for such purposes as conveying important information to students, providing educationally significant experiences (high impact), and promoting school groups and activities. Attendance is mandatory (unless previously excused), and students are expected to exhibit responsible, courteous behaviour. Failure to do so will result in a referral to the administration and a possible loss of privileges.

FOR PARENTS/GUARDIANS AND STUDENTS

SAFE SCHOOLS: A SAFE PLACE TO LEARN, WORK, AND GROW

CHILDREN IN NEED OF PROTECTION

In April 2000, the amended Child and Family Services Act came into effect. This 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 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 Limestone District School Board is fully committed to supporting staff in meeting the legal requirements of the act.

This law means that:

- School staff does 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 Children's Aid, they must also share with Children's Aid any information about the concern which might otherwise be confidential.

IT IS NOT THE SCHOOL'S RESPONSIBILITY TO INVESTIGATE SUSPICIONS, EVALUATE THE SITUATION, OR ASSIGN BLAME.

THREATS TO SCHOOL SAFETY

As part of the Safe Schools requirements for schools and the amended Threat Assessment Protocols for the Limestone District School Board, this is information in a condensed form to give you an overview of the efforts made to provide the safe and inclusive education opportunities our students deserve. It is important for all students and parents to be aware of these school safety procedures.

All schools have established procedures for Shelter in Place, Hold & Secure, Lockdown, and Evacuation. Staff and students will be trained in how to implement the procedures. As with fire drills, lockdown drills will be held without the prior awareness of students and/or staff.

In order to facilitate common understanding among all community partners, school boards across Ontario, police services, Emergency Medical Services, and fire safety officials are using the following terminology:

- **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, explosions 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 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. Overuse or misuse of this high level might result in not taking the lockdown seriously, so please note that two lockdown drills for each school year will occur.
- **Evacuation** - used in the event that students and staff must leave a school building due to some environmental concern in the school. Example: gas leak in the school or fire.

BULLYING AWARENESS, PREVENTION, AND INTERVENTION

Staffs are teaching students to identify bullying behaviour and giving them tools to respond and to stop it from happening as part of our awareness and prevention strategies. 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. When someone experiences or observes bullying behaviour, he/she is expected to report it to a teacher, teaching assistant or school administrator immediately. Students may report concerns anonymously by going to the LCVI website at <http://lcvilimestone.on.ca/> and clicking on the "Report Bullying or Safety Issues" icon. **Emergencies should be reported immediately to an adult or call 911.** Bullying behaviour will be addressed using a progressive discipline approach with a range of interventions and consequences as outlined in our school code of conduct.

ACADEMIC POLICIES

Full Time Program

All students, grades 9 to 12, should be registered in a full-time program in any given semester. In grades 9 and 10 students must take a minimum of 4 credits each semester. In grades 11 and 12 students must take a minimum of 7 and 6 courses per year respectively. Students in Grade 9 and 10 are not permitted to have spares. Participation in KASSA Athletics requires full time status.

34 Credit Threshold

Beginning September 2013, the Ministry of Education has implemented a 34 credit threshold for school board funding for students who are in their 5th year or beyond in high school. It is important to note that this is not a "cap" and that students may continue to enrol in credits beyond 34 in number with permission from the Principal. Students will work with Student Services to ensure a well-planned secondary program that best meets the needs of the student, which could include the option of part-time studies, night school, and/or e-learning.

Changing / Dropping Courses

Any program change for students under 18 years of age requires parental permission, and consultation with Student Services, and the classroom teachers, where applicable. Program changes may be permitted only up to three weeks into the beginning of a semester, unless exceptional reasons exist, and the Principal approves.

If a student withdraws from a course after five instructional days following the issue of the first provincial report card in a semestered or a non-semestered school, the withdrawal is recorded on the Ontario Student Transcript by entering a "W" in "Credit" column. The student's percentage grade at the time of the withdrawal is recorded in the "Percentage Grade" column.

Permission to reduce to a part-time program will be granted only after an administrative consultation and must be approved by the Principal or Vice Principal. If this occurs, the student is not eligible to play on school teams.

Examination Policy

Examinations are held in the last two weeks of a semester. Students must write examinations **at the scheduled times**. The only exceptions will be conflicts in the schedule, or medical reasons verified by a doctor's certificate, or a court order. **Students must not make any plans, or travel reservations which conflict with the examination time period.** Students are informed at the beginning of the school year of the exact dates of the examination period. Audio aids or lap-top computers are not permitted in examinations except where students are accommodated through Learning Program Support (LPS).

Honour Roll Policy

The purpose of the Honour Roll is to recognize the academic achievement of full-time students in Years 1, 2, 3 and 4. To qualify for the Honour Roll, students must achieve an average of 80% in a full program of studies. A full program of studies is defined as:

- Year 1 8 credits;
- Year 2 8 credits;
- Year 3 7 credits; or
- Year 4 a minimum of 6 credits.

A student's average will be calculated on all subjects taken.

Ontario Scholars – Grade 12 Only

A student who has earned at least 480 marks on at least six grade 12 credits will be designated an Ontario Scholar.



ASSESSMENT, EVALUATION, AND REPORTING

WHAT IS ASSESSMENT?

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

The three types of assessment are described below.

	HAPPENS...	IS IMPORTANT BECAUSE IT...
Diagnostic Assessment	at the beginning of a learning cycle or unit.	helps to determine what you already know to assist teachers in planning what you need to learn.
Formative Assessment	throughout a learning cycle or unit.	does not factor into grade determination. prepares you for summative assessment. may not include a grade, but takes the form of specific feedback offering strengths and next steps related to the learning goal.
Summative Assessment	at the end of a learning cycle or unit.	is used to determine your grade. provides feedback on your level of achievement of the course's overall expectations.

Think of it this way:

- *Diagnostic assessment tasks let both you and the teacher know where you are and what you need to learn next. You can use the information generated by these tasks to determine your next steps for learning.*
- *Formative assessment tasks give you a chance to get feedback to help you do well on the summative assessment task. Not doing the work would be like arriving at a championship game or a musical recital without practicing beforehand. The most important part is the feedback; grades are not necessarily assigned to these tasks; they do not contribute to your final grade because they focus on learning and less on achievement.*
- *Summative assessment tasks are used to confirm what you know or are able to do at the end of a unit of study. A summative assessment task consolidates your learning in that unit of study. The formative assessment tasks and activities will have helped you to prepare for the summative assessment tasks. The rubrics or checklists that the teachers give to you will help you to see exactly what you need to know to do well on the task. Feedback offered on summative tasks helps you to be successful on summative assessment tasks that you'll complete later in the semester, including the final summative assessment task.*

WHAT IS EVALUATION?

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

Think of it this way:

After you have experienced opportunities through formative assessment, you then have the opportunity to complete an assessment task that allows you to demonstrate what it is you know and can do. When your teacher assigns a mark to the assessment, this is referred to as evaluation as it is the information that teachers use to determine your final grade.

WHAT IS REPORTING?

Reporting is the communication to you as well as to your parents/guardians of your most consistent level of achievement across the overall expectations and of the six learning skills and work habits. The grade you get will indicate the most consistent level of achievement at the time of the report. Teachers will evaluate your work in relation to the provincial standard (Level 3). Your teacher will give consideration to the most consistent evidence of achievement across the expectations, and will take into consideration growth in your demonstrated achievement. Your academic achievement is reported in the form of a numerical grade while the learning skills and work habits are reported as a letter grade: E (excellent), G (good), S (satisfactory), or N (needs improvement).

When Does Reporting Occur?

Reporting happens at least twice per semester. Mid-term and final reporting are done on the provincial report card, which is kept in your Ontario Student Record (OSR).

What Is Full Disclosure?

Failing grades at the junior level (grades 9 and 10) will not appear on your transcript. At the senior level (grades 11 and 12), grades will not be included if you withdraw from a specific course within five instructional days after the mid-semester reporting period. If the withdrawal occurs after this time, the grade will remain on the transcript. This policy is provincially mandated and is referred to as "full disclosure."

ACADEMIC ACHIEVEMENT

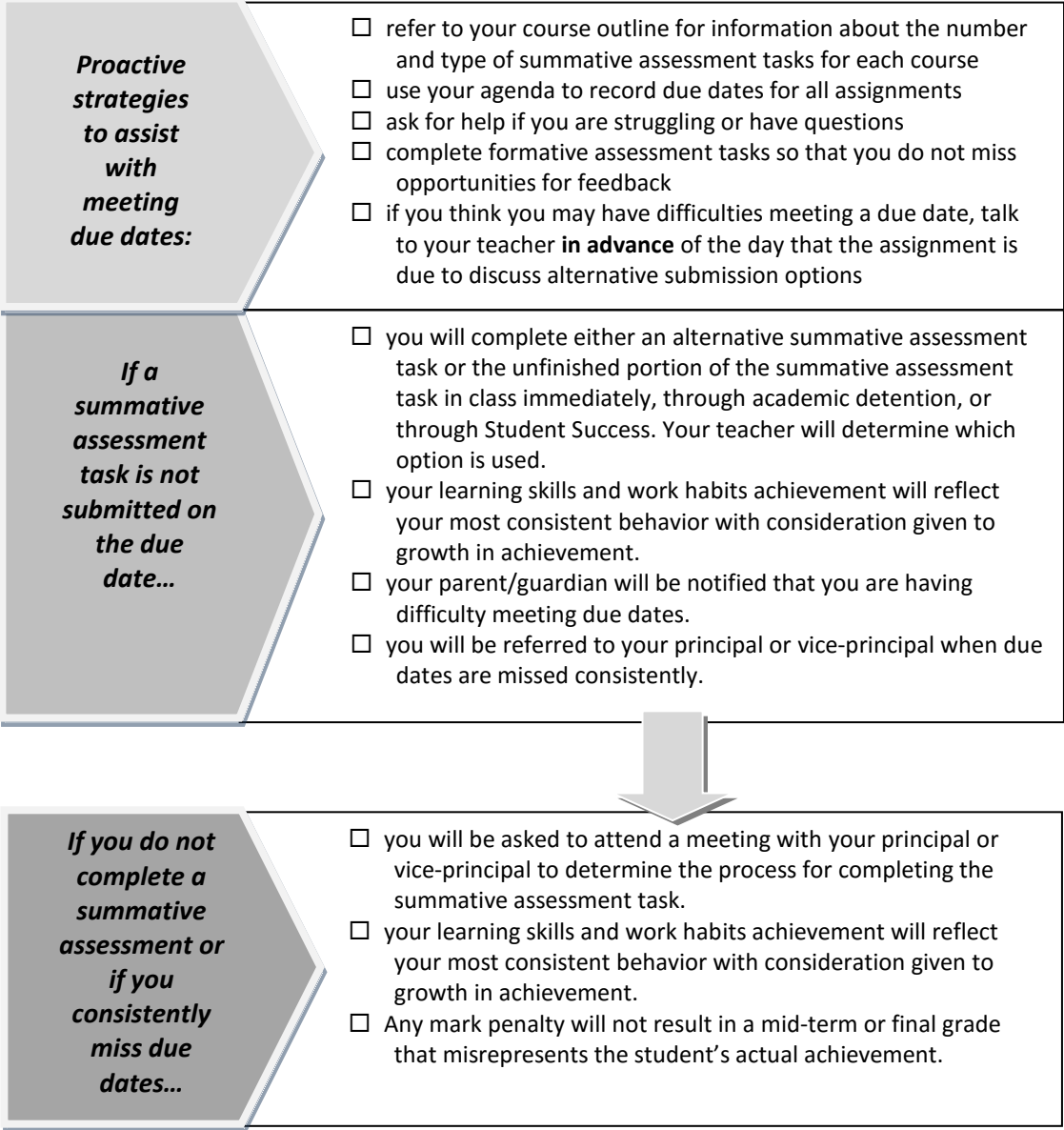
Your academic achievement is decided by your performance on your **term work**, as well as on your **final summative assessment task(s)**.

Term Work:

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

Due dates for Term Work:

Due dates are designed to help ensure that you are successful and that you complete all course requirements. It is your responsibility to plan ahead. Your success in this area will be reflected in the learning skills and work habits section of the report card. In cases of illness, religious holiday, or other extenuating circumstances, due dates will be adjusted as determined by the school staff. In cases where you are aware that you may have difficulties meeting a due date, it is expected that you speak to the teacher in advance of the day that the assignment is due to discuss alternative submission options. Summative assessment tasks are not optional and it is expected that you will submit all summative assessment tasks on the date that they are due. Credits will only be granted once all summative assessment tasks have been submitted.



Final Summative Assessments Task(s):

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

Completion of Final Summative Assessment Task(s):

You must complete all final summative assessment tasks at the scheduled times. You are informed at the beginning of the school year of the exact dates of the final summative and examination period. Plans for holidays or employment are not acceptable reasons for missing a final summative assessment task. The only exceptions will be conflicts in the schedule, medical reasons, or a court order. If you miss a final summative assessment for medical reasons, you will need to see an administrator. In the case of extenuating circumstances, your parent/guardian should contact the principal.

Accommodations:

All students need support from teachers, classmates, family, and friends to achieve success in their course work. Some students require supports beyond those typically provided in the school setting. These needs may be met through accommodations. Accommodations are set out in Individual Education Plans (IEPs) to meet the needs of exceptional students. There are three types of accommodations:

- Instructional accommodations are changes in teaching strategies, like presentation styles, organizational methods, and technology use, that support student learning and success.
- Environmental accommodations are changes in the classroom setting, like preferential setting, or special lighting, that support student learning and success.
- Assessment accommodations are changes in the way that student work is assessed, like allowing extra time for students to complete work, and permitting students to offer oral responses to test questions, to support student learning and success.

Accommodations allow all students to achieve to their full potential in their course work.

Use of Aids in Summative Assessments

Audio aids and lap-top computers are not permitted in examinations nor should they be used during the term to complete summative assessment assignments unless such aids are listed in the accommodation portion of the IEP. The use of any personal devices (where permitted) will be closely monitored by supervisors.

Electronic dictionaries are not permitted in summative assessment situations or in examinations. The use of a paper bilingual dictionary may be acceptable when approved by a teacher.

WHAT ARE LEARNING SKILLS AND WORK HABITS?

Learning skills and work habits are assessed and evaluated separately from your academic achievement. You will be assessed frequently on your level of achievement of the following six learning skills and work habits (through conferences with your teacher, observation during class activities, and completion of assignments where specific learning skills are addressed), and evaluated at mid-term and again at the end of the semester with a letter grade (E=excellent, G=good, S=satisfactory, N=needs improvement):

- **Responsibility** (e.g. fulfils responsibilities and commitments within the learning environment, completes and submits class work, homework, and assignments according to agreed-upon timelines; takes responsibility for managing own behaviour)

- **Organization** (e.g. devises and follows a plan for completing work and tasks; establishes priorities and manages time to complete tasks and achieve goals; identifies, gathers, evaluates and uses information, technology and resources to complete tasks)
- **Independent Work** (e.g. independently monitors, assesses, and revises plans to complete tasks and meet goals; uses class time appropriately to complete tasks; follows instructions with minimal supervision)
- **Collaboration** (e.g. accepts various roles and an equitable share of work in a group; responds positively to the ideas, values, opinions and traditions of others; builds healthy peer-to-peer relationships through personal and media-assisted interactions; works with others to resolve conflicts and build consensus to achieve group goals; shares information, resources, expertise, and promotes critical thinking to solve problems and make decisions)
- **Initiative** (e.g. looks for and acts on new ideas and opportunities for learning; demonstrates the capacity for innovation and a willingness to take risks; demonstrates curiosity and interest in learning; approaches new tasks with a positive attitude; recognizes and advocates appropriately for the rights of self and others)
- **Self-regulation** (e.g. sets own individual goals and monitors progress towards achieving them; seeks clarification or assistance when needed; assesses and thinks critically on own strengths, needs and interests; identifies learning opportunities, choices, and strategies to meet personal needs and achieve goals; perseveres and makes an effort when responding to challenges)

Think of it this way:

Learning skills and work habits are important to cultivate. First, well-developed learning skills and work habits can often help improve your academic achievement. As you develop the ability to understand how you learn, recognize areas for improvement, and set goals for yourself you become more involved in your learning. Remember, school is not happening to you; rather, you are in charge of your success. Second, focusing on learning skills and work habits helps prepare you for success beyond school. For instance, your learning skills and work habits achievement will be of interest to employers who are considering you as a potential employee. Sometimes you may need help with a learning skill, for example organization. If you do need help, see your teacher, come to School Aid (after school on Tuesdays or Thursdays) or come to Student Services-for ideas.

WHAT ABOUT ATTENDANCE AND PUNCTUALITY?

Your grades are determined by your most consistent level of achievement across the overall expectations of the provincial curricula. Your learning skills and work habits are important because they support your academic achievement of these expectations. In much the same way, attending regularly and arriving punctually are important for success in your course work. Your teachers will expect you to attend regularly and arrive on time, prepared to work.

Think of it this way:

Your teachers want you to do your best. Arriving on time and attending regularly show your teachers that you are interested in doing your best. Remember that your report card captures all measures of achievement; information about attendance and arriving on time is included on your report to communicate their importance in terms of your success at school.

EXTENDED ABSENCE

There are times when prolonged absence from school is necessary. When this situation is not due to an unexpected medical procedure or emergency, it is necessary to plan ahead. It is your responsibility to plan ahead for an absence by completing and following the long term absence rules on the form which is available from an administrator/main office. Once complete, this form will outline an educational plan for the time you are absent.

Think of it this way:

In a semestered school, every day missed it is like missing two days in a non-semestered school because the semester is only five months long. It is not possible to have the same experience out of the classroom as in the classroom. It will be necessary to work hard to ensure that you are completely aware of any missed work or content covered during your absence. You should expect to be independent about completing work and you will need to take responsibility for this absence by for example arranging to get notes for the missed days or accessing the on-line supports when they are available. You may need to meet with a student success team leader to ensure that you were able to complete the outlined plan.

ACADEMIC INTEGRITY

ACADEMIC HONESTY POLICY

Academic honesty is a core value at LCVI. If you submit work or parts of work that are not your own, you have not shown that you can demonstrate the curriculum expectations. A breach of academic honesty is the theft of intellectual property and is treated with the utmost seriousness. To avoid this, your teachers will help you plan your work. If you find that you require assistance in order to complete the assignment properly, see your teacher well in advance of the due date. Your teacher can help you to establish a reasonable timeline to complete an assignment and/or strategies to do your research and write your final submission. Remember when you do research, that you must cite all sources.

Unauthorized sharing of work:

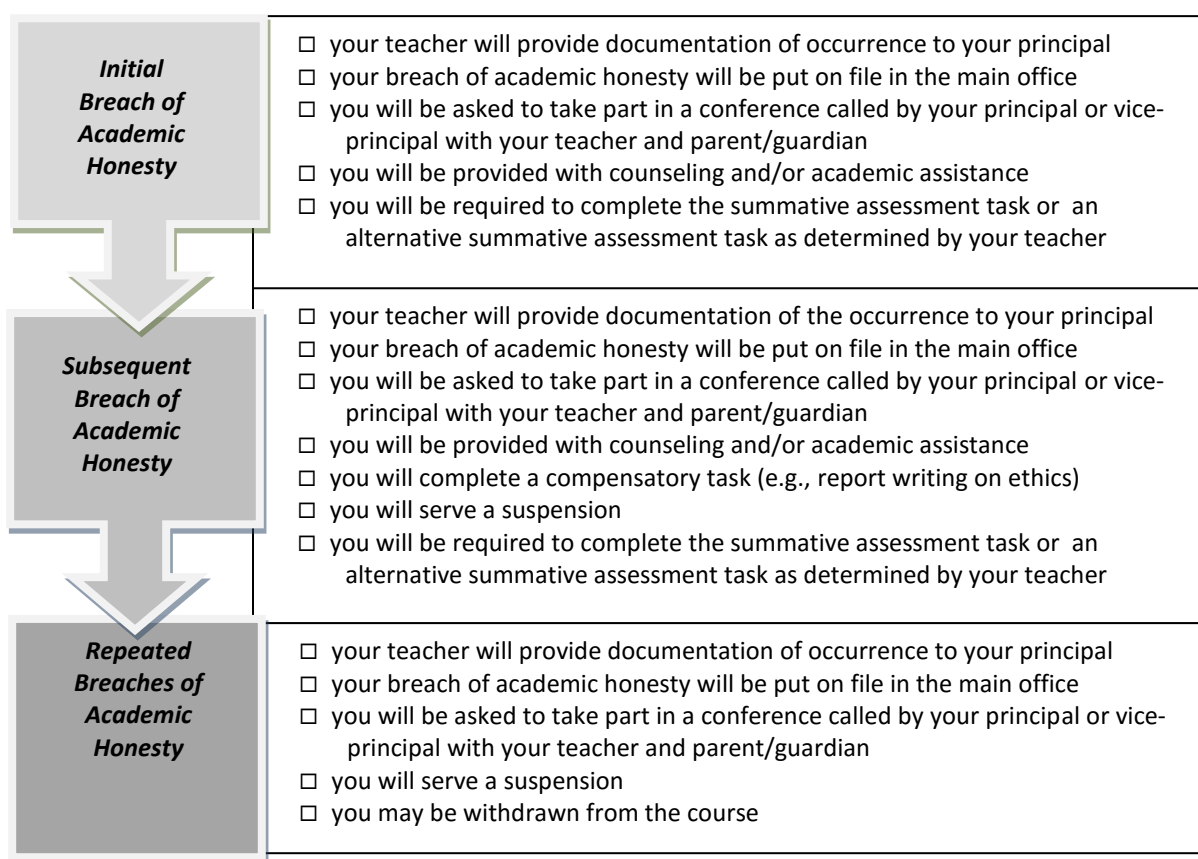
Providing work to another student for the purposes of academic dishonesty is a violation of our code of conduct. If you intentionally allow another student to use your work and present it as his or her own, you will be referred to administration and serve an academic detention where a paper on academic ethics may be assigned. A record will be kept centrally in the main office and consequences will be more severe for subsequent infractions, which may include suspension from school.

Proper Citation Rules: What is a citation?

A citation is a brief reference to someone else’s work embedded in the body of your paper that acknowledges and gives credit for sources of information that you have used. You must cite another person’s ideas or opinions (whether they are quoted directly or paraphrased), as well as any fact, statistic, illustration, image, graph, or information that is not common knowledge. Talk to your teacher or teacher librarian to learn more about the conventions of appropriate citation.

Breach of Academic Honesty

Breaches of academic honesty are intentional attempts to gain credit for work that is not your own. For intentional cases where you have submitted work that is clearly not your own, your teacher will speak to you and the following steps will apply:



Think of it this way:

If you do not mention where you got your information, you are giving the impression that you are the source of the information. If you do not say where you got something and it is not yours, you are stealing ideas, concepts, pictures, or data. Research is the act of gathering and presenting information in a new way. This is what you are learning to do in high school. Sometimes you will create or present new ideas but if you are using existing information from other sources you must identify these sources.

SCHOOL MOTTO AND CODE OF BEHAVIOUR

School Motto

The motto at LCVI is “**take care of yourself, take care of each other, take care of this place**”. The Code of Behaviour explains the expectations of the school. These expectations exist to ensure that we follow the motto. What does the motto mean?

Take care of yourself: We encourage each person to do his or her very best, and to act in a civil and respectful way.

Take care of each other: We celebrate our differences and work together to make the school a positive and welcoming place to work and learn.

Take care of this place: We work together to ensure that the school itself is clean, safe and comfortable for all.

We want to ensure that our school is a respectful and safe place for all students to grow emotionally, socially, and academically while pursuing a healthy lifestyle. We will help our students make appropriate choices through the use of progressive discipline.

PROGRESSIVE DISCIPLINE

The school encourages, supports and recognizes acceptable behaviour in our students through a variety of positive practices. Progressive discipline is an approach that makes use of a continuum of interventions, supports and consequences, building upon strategies which promote positive behaviours. We encourage students to take responsibility for their behaviour and to accept the consequences of their actions. A progressive discipline approach will be used to deal with inappropriate behaviour. This may include: oral reminders, review of expectations, contact with parent(s)/guardians(s), written reflection, volunteer services in the school community, conflict mediation and resolution, peer mentoring, and/or referral for support services.

We recognize that each student is a unique individual and that every situation that requires disciplinary action has its own set of extenuating circumstances. All factors that may have affected the student's behaviour will be considered before progressive discipline is applied. Students who behave inappropriately will receive an age and developmentally appropriate consequence. For a student with special education or disability-related needs, all progressive discipline approaches will be consistent with his or her Individual Education Plan and his or her demonstrated abilities.

In accordance with the Criminal Code and Limestone DSB procedures, certain activities require a principal to consider a suspension, and certain activities require the principal to consider a suspension leading to a possible expulsion. The consequences of the following actions and behaviours may include some or all of the following: suspension, suspension leading to possible expulsion, referrals to district support and counseling teams, police involvement, and ultimately, for serious or repeated offences, expulsion from your school or all schools in the Board.

ACTIVITIES LEADING TO POSSIBLE SUSPENSION: LDSB PROCEDURE 358

- Uttering a threat to inflict serious bodily harm on another person;
- Possessing alcohol or illegal drugs;
- Being under the influence of alcohol or illegal drugs;
- Swearing at a teacher or at another person in a position of authority;
- Committing an act of vandalism that causes damage to school property at the student's school or to property located on the premises of the student's school;
- Bullying;
- Persistent truancy;
- Persistent opposition to authority;
- Habitual neglect of duty;
- Conduct injurious to the moral tone of the school and/or physical or mental wellbeing of others in the school;
- Any other activity that is an activity for which a Principal may suspend a student under a policy of the Board.

SUSPENSION LEADING TO POSSIBLE EXPULSION: LDSB PROCEDURE 358

A student engaging in any of the following activities while at school, a school-related activity, or in other circumstances where engaging in the activity will have an impact on the school climate may face consequences up to a suspension of 20 days. In addition, the Principal shall conduct an investigation to determine whether or not a recommendation to the Board be made that the pupil be expelled from his/her school or the all schools of the Board.

- Possessing a weapon, including possessing a firearm;
- Using a weapon to cause or to threaten bodily harm to another person;
- Committing a physical assault on another person that causes bodily harm requiring treatment by a medical practitioner;
- Committing a sexual assault;
- Trafficking in weapons or illegal drugs;
- Committing a robbery;
- Giving alcohol to a minor;
- Giving drugs to a minor;
- The student's pattern of behaviour is so refractory that the student's presence is injurious to the effective learning and/or working environment of others;
- The student has engaged in activities that cause the student's continuing presence in the school to be injurious to the physical or mental well-being of other students or persons in the school;
- The student has demonstrated through a pattern of behaviour (i.e. neglect of duty, truancy or opposition to authority) that he/she has not prospered by the instruction available to him/her and that he/she is persistently resistant to making the changes in behaviour which would enable him/her to prosper;
- Bullying, if, (i) the pupil has previously been suspended for engaging in bullying, and (ii) the pupil's continuing presence in the school creates an unacceptable risk to the safety of another person;

- Any activity outlined in 1.2.0 that is motivated by bias, prejudice or hate based on race, national or ethnic origin, language, colour, religion, sex, age, mental or physical disability, sexual orientation, gender identity, gender expression, or any other similar factor; and
- Any other activity that is an activity for which a Principal must suspend a student under a Policy of the Board and, accordingly, must also conduct an investigation to determine whether to recommend to the Board that the student be expelled.

The referenced procedures may be accessed on the Limestone District School Board's web-site at: www.limestone.on.ca.

TAKE CARE OF YOURSELF

We will do everything we can to know you as a learner and we expect that you will self-advocate (or learn how to become a self-advocate over time) and be an active participant in your education.

Work Habits	
Expectation	Progressive Discipline Response:
<p>Come to class prepared: On-time Homework complete Ready to participate Prepared for in-class assessments With necessary materials (e.g. pen, pencil, notebook, assistive technology)</p>	<p>Teacher discussion Phone call home Interview with VP, call home Support from Student Success Team Detention Suspension</p>
<p>Hand in assignments on time</p> <p>Due dates are designed to help ensure that you are successful and that you complete all course requirements. It is your responsibility to plan ahead. If you know you cannot meet a deadline, speak to your teacher ahead of time. All summative assessment tasks must be completed for a credit to be granted.</p>	<p>Your teacher will make a phone call home that a deadline was missed. Your teacher will direct you to complete the assignment immediately upon return to class – “Park and Produce” Referral to VP Referral to Student Success Team if support needed Academic Detention to complete work</p>
<p>Do your own work/ Properly cite other’s work</p> <p>Give credit for sources of information that you have used.</p>	<p>Administration documentation of academic dishonesty Conference with administration, student, parent/guardian Counseling/academic assistance Completion of an ethics package Suspension Loss of credit due to lack of sufficient evidence of achievement</p>
Attendance	
Expectation	Progressive Discipline Response:
<p>Go to class</p> <p>Have your parent/guardian call the school attendance line at 613-546-2050 (ext. 341) or bring a note to report an absence or to sign you out if you need to leave school early.</p>	<p>Phone call home by Nancy & automated calling system Detention, if absence is unexplained or skipped the class Interview with VP Suspension for truancy Referral to LDSB Attendance Counsellor</p>
<p>Explain lateness</p>	<p>Lates are tracked in class late log Teacher calls home after three lates Interview with VP; Detention after 5 lates Late Blitzes Suspension</p>
<p>Avoid prolonged absences</p>	<p>Consult with student services Complete long term absence form; see Nancy in Attendance Prolonged absences may require a timetable or teacher change</p>

Dress Code	
Expectation	Progressive Discipline Response:
<p>School is a professional setting where we strive to create an inclusive environment that feels welcoming to a diverse group of students, and is a safe and respectful learning environment. All school members must respect the need of others to work in a setting that encourages learning and teaching.</p> <p>Wear proper clothing for the setting and tasks you are involved in, such as technical shops, science labs, kitchens, physical education settings, field trips, etc. Individual classroom teachers will make you aware of the personal protective equipment and proper clothing required.</p> <p>Wear clothing that is free from offensive language, symbols or slogans.</p> <p>Be open to guidance from your parents/guardians about how to properly dress for school. They too play an important role in maintaining a respectful environment.</p>	<p>Teacher/ACW/VP discussion</p> <p>Change clothes immediately</p> <p>Phone call home</p> <p>Possible send home to change</p> <p>Suspension</p>
Smoking	
Expectation	Progressive Discipline Response:
<p>Do not smoke in the school, on the field, in the bus shelter, or on the school bus.</p> <p>Use the designated off-property smoking area (if of age to do so). This is in the pathway through the south gateway. Do not smoke on the front sidewalk or block the driveway. Do not litter or leave cigarettes on the ground.</p>	<p>Interview with VP</p> <p>Phone call home</p> <p>Possible 1 day suspension</p> <p>Fine and court appearance given by KFL&A Health Unit Tobacco Enforcement Officer</p> <p>Participate in the Tobacco Cessation Program</p>
<p>Do not smoke if you are under 19 years old</p>	<p>Cigarettes may be taken from you</p> <p>Phone call home</p> <p>Fine- KFL&A Health Unit Tobacco Enforcement Officer</p> <p>Random visits will occur.</p>
<p>Do not give/sell your cigarettes/tobacco to anyone who is less than 19 years old</p> <p>Providing tobacco products to anyone under 19 years of age is illegal.</p>	<p>VP Interview</p> <p>Phone call home</p> <p>Fine - KFL&A Health Unit Tobacco Enforcement Officer</p> <p>Random visits will occur.</p>
Alcohol and Drugs	
Expectation	Progressive Discipline Response:
<p>Never use or bring drugs and/or alcohol including</p>	<p>Interview with VP and call home</p>

<p>prescription drugs</p> <p>Possessing drugs and/or alcohol as well as drug paraphernalia is an activity for which suspension will be considered. Drug-related paraphernalia that can be used for substance abuse are not permitted on school property.</p>	<p>Suspension Completion of suspension package Counselling referral – KAIROS Police involvement – all drugs and paraphernalia must be seized by the police.</p>
<p>Never give or sell drugs or alcohol</p> <p>Possessing, using, trafficking in, or providing others with restricted drugs and/or alcohol is illegal and is unacceptable at the school, on Limestone property or at any school-related event or activity at any time.</p>	<p>Interview with VP and call home Up to 20 day suspension Possible expulsion Police involvement</p>
Weapons	
<p>Expectation</p>	<p>Progressive Discipline Response:</p>
<p>Never bring weapons of any kind to school</p> <p>Possessing or displaying weapons of any kind, including real, toy or replica, and all other objects that could inflict or threaten bodily harm, including all types of knives, are not permitted at the school, on any Limestone Board property, or at any school-related event or activity at any time.</p> <p>Any weapon found will be confiscated, and potentially involve police contact, forfeiture of the item, and disciplinary consequences.</p>	<p>Interview with VP and call home Suspension Possible expulsion Police involvement</p>

TAKE CARE OF EACH OTHER

Although your first responsibility is to yourself, there are things you can do or not do to look after each other. Be responsible by acting in a civil way and have empathy for those around you.

To report concerns and take a stand against inappropriate behaviour towards yourself or others go to the LCVI website at <http://lcvilimestone.on.ca/> and click on the following icon.



Report emergencies immediately to an adult or call 911.

Cell Phones and Electronic Devices	
Expectation	Progressive Discipline Response:
<p>Turn off any electronic devices (e.g. cell phones) during class time and in the library</p> <p>Cell phones and other electronic devices can be a distraction to yourself and others in your class and can detract from the learning environment. "Bring IT" use is at the discretion of each classroom teacher for educational purposes only.</p>	<p>Conversation and warning from teacher Teacher confiscates phone and reports to VP Interview with VP and phone call home Confiscation of device; stored in vault until end of day Documentation of incidence After 3 times, parent must pick up device Loss of cell phone or electronic device privileges</p>
Language	
Expectation	Progressive Discipline Response:
<p>Maintain a school tone that is respectful</p> <p>Profanity (swear words or rude language) is not permitted at any time</p>	<p>Staff intervention Warning Interview with VP Call home Detention Suspension</p>
Respect for Authority	
Expectation	Progressive Discipline Response:
<p>Follow directions from staff members</p>	<p>Warning Interview with VP Call home Detention Suspension</p>
Conflict Resolution and Interpersonal Relationships	
Expectation	Progressive Discipline Response:
<p>Conduct yourself in a civil manner</p> <p>Do not harass others (directly, indirectly through others, or through on-line communication) by:</p> <ul style="list-style-type: none"> • making unwanted physical contact such as touching, grabbing, patting • making rude or inappropriate jokes • making negative comments about another's race, religion, sexual orientation, gender, or disabilities • writing anything on walls, desks, or other school and/or community property • making people uncomfortable with unwanted attention • forcing others to do something they don't want to do • physically or emotionally harming anyone 	<p>Conversation with a staff member Interview with a VP Phone call home Interview with ACW Detention Suspension Expulsion</p> <p>NOTE: Any discrimination, harassment, or human rights violations will be reported according to the LDSB Administrative Procedures 139 and 350.</p>
Expectation	Progressive Discipline
<p>Do not bully others</p> <p>Bullying is typically a form of repeated, persistent and</p>	<p>Conversation with a staff member Interview with a VP Phone call home</p>

<p>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.</p> <p>Bullying occurs when there is a real or perceived imbalance of power.</p> <p>Go to http://lcvi.limestone.on.ca and click on the "Report Bullying or Safety Issues" Icon</p>	<p>Mending Conversation Interview with ACW Detention Suspension Expulsion</p>
Expectation	Progressive Discipline
Do not fight with others	<p>Interview with VP Phone call home Detention Suspension Expulsion</p> <p>Possible Police Involvement</p>

TAKE CARE OF THIS PLACE

We are lucky to have a clean, safe facility that promotes learning. All students and staff are expected to help maintain the high standards of cleanliness and safety at our school. We can also promote a positive learning environment by the being careful of our behaviours.

Respect for Property, Premises and School Environment	
Expectation	Progressive Discipline Response:
Clean up garbage, recycle if you can	Assigned clean-up of the mess
Respect school property by not damaging or destroying it	<p>Pay for the damage or replacement costs Interview with VP Detention</p>
Respect community and neighbourhood properties by not littering	<p>Suspension Possible police involvement</p>
Activity in the School Halls	
Expectation	Progressive Discipline Response:
Be in the library, the cafeteria or the Resource room if you do not have a class	<p>Reminder by staff Interview with VP Call home</p>
Do not make loud noises, run or play physical games in halls or front foyer	<p>Reminder by staff Interview with VP Call home Suspension of hall pass privileges Suspension</p>
Do not skateboard, rollerblade, or bike inside the school	<p>Reminder by staff Interview by VP and confiscation of item Call home</p>
Activity in the School Halls	
Expectation	Progressive Discipline Response:
Park in designated areas Drive in a safe and defensive manner Do not sit in or move your car at any time during the school day including safety drills	<p>Reminder by staff Interview with VP Permission to park on property revoked</p>