



SYDENHAM HIGH SCHOOL



STUDENT HANDBOOK 2018 - 2019

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Sydenham, Ontario K0H 2T0

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Twitter: @SydenhamHS_LDSB

Website: <http://sydenhamhs.limestone.on.ca>

Attendance (24/7): School Messenger Website <http://go.schoolmessenger.ca> or
School Messenger App or Call 1-855-257-9349
613-376-3612 (daytime only)

Principal: Mrs. Roxanne Saunders

Vice Principal: Mr. Paul Roantree (grades 10 and 12)

Vice Principal: Mrs. Maureen Bartlett (grades 9 and 11)

Office Manager: Mrs. Sandra Sands

Trustee: Ms. Suzanne Ruttan

DAILY TIMETABLE

Slot A 8:20 - 9:35

Break 9:35 - 9:45

Slot B 9:45 - 11:00

Nutrition Break: 11:00 - 11:15

Slot C 11:15 - 12:30

Lunch 12:30 - 1:20

Slot D 1:20 - 2:35

OUR VISION

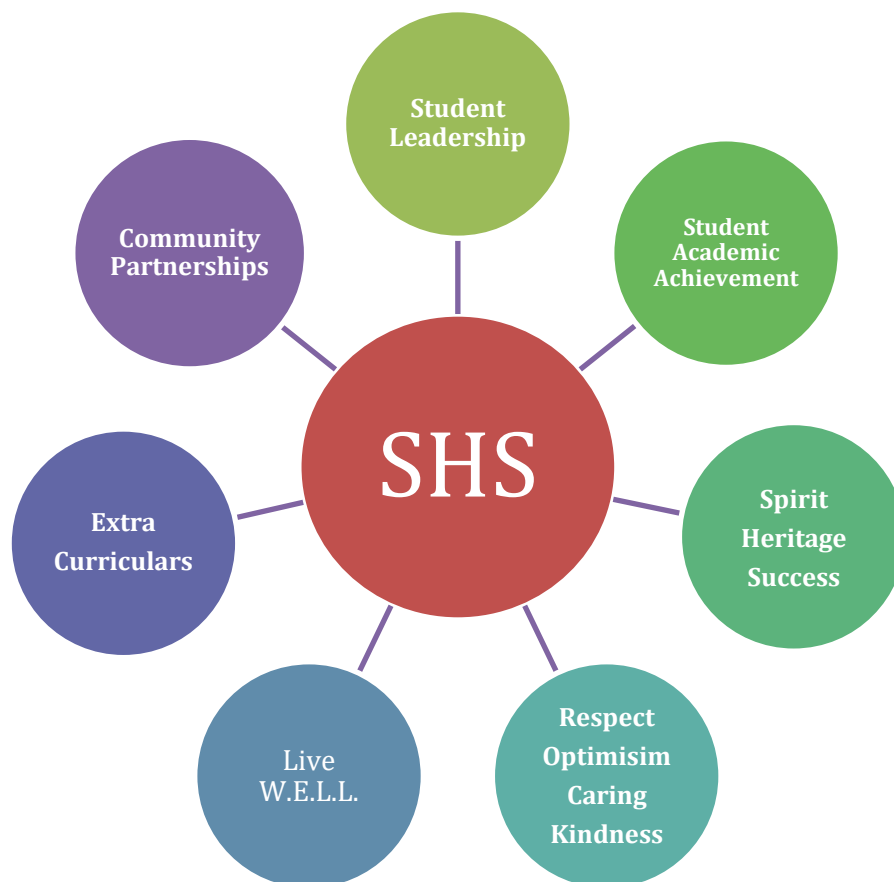
Providing innovative learning opportunities for all students

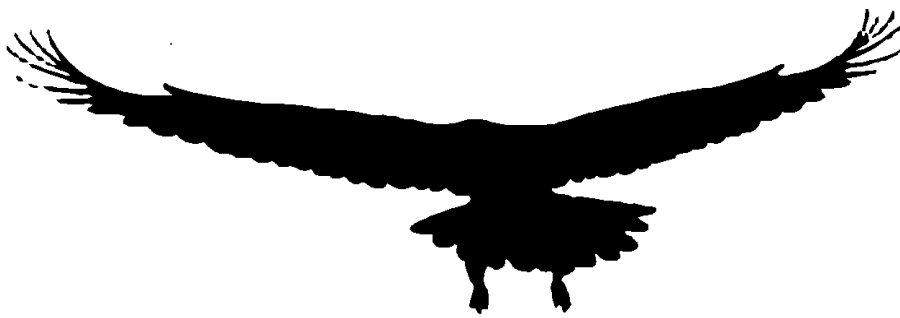
OUR MISSION STATEMENT

At Sydenham we foster a safe and inclusive community which celebrates spirit, tradition and success for all

Sydenham High School lives its motto of “**Spirit, Heritage and Success**”. Every individual is an important, contributing member of our school community.

- Our **Spirit** comes from the incredible enthusiasm generated by the students and staff towards all school activities.
- Our **Heritage** is the tradition of excellence in academics, and a positive learning environment that is shared between staff and students.
- Our **Success** comes from the dedication, perseverance, hard work, and commitment to excellence that students and staff contribute to classroom and extra-curricular activities.





Live W.E.L.L.
Work. Exercise. Love. Learn.

LIVE

Work
Exercise
Love
Learn

The SHS Live W.E.L.L. initiative was planned to coincide with the Spring 2014 opening of our school's new addition. The Wellness team envisioned Sydenham High School as a place where students and staff are always encouraged to lead healthy and active lifestyles. The Team provides multiple opportunities for staff and students to be physically active, to learn about the importance of physical activity and nutrition, and to engage in activities that promote both mental and physical wellness.

Some examples of Live W.E.L.L. activities may include:

- Eating breakfast is important for a healthy lifestyle and learning!
- Jingle Bell Run
- May Marathon
- Beat-the-Band

STUDENTS' COUNCIL EXECUTIVE 2018-19

Co-presidents: Jillian Bandy and Gabrielle Coens

Ministers of:

- **Communications:** Sophia Coens, Grace Swinton
- **Special Events:** Jessica Reilly, Grady Westwater
- **School Clothing:** Kendyl Guenette
- **Executive Secretary:** TBD
- **Finance:** TBD
- **Outreach and Charity:** Grayce Vandewal, Mila Neufeld

Staff Advisor: Ms. Bartlett

Recreational Leadership

Staff Advisor: Mr. Richards

SYDENHAM HIGH SCHOOL

2018-2019 CODE OF BEHAVIOUR

The Sydenham High School code of behaviour sets out the standards of behaviour which are expected of all members of our school community in order to create a positive climate in the school. Respect, responsibility, civility, safety, bullying prevention and academic excellence are promoted so that all members of our school community will feel safe, comfortable and accepted. A positive school climate is necessary to support an inclusive, responsive learning environment for all students and to maximize student success. The “Whole School Approach” including parents, students, staff and community partners is critical to promote a positive school climate. The purpose of our code of behaviour is to:

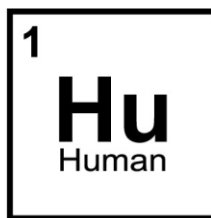
- ensure that all members of our school community are treated with respect and dignity
- promote responsible citizenship by encouraging appropriate participation in the civic life of the school community
- maintain an environment where conflict and difference can be addressed in a manner characterized by respect and civility
- encourage the use of non-violent means to resolve conflict
- ensure the safety of all members of the school community
- discourage the use of alcohol and drugs

Everyone is to be treated with respect and dignity. In return, they must demonstrate respect for themselves, for others and for the responsibilities of citizenship through acceptable behaviour. Respect and responsibility are demonstrated when a student: comes to school prepared, on time, and ready to learn; shows respect for himself or herself, for others and for those in authority; refrains from bringing anything to school that may compromise the safety of others; and follows the established rules and takes responsibility for his or her own actions. Students are to comply with the behaviour expectations while at school, at school-related activities or in other circumstances where engaging in the activity will have an impact on the school climate.

**Respect, Optimism, Caring, Kindness, Success
Sydenham ROCKS!**

CODE OF BEHAVIOUR

Respect	
Expected Behaviour	Reasons for Expected Behaviour
<ul style="list-style-type: none">• respect differences in people, their ideas, and their opinions• respect all members of our school community• always treat one another with dignity and respect, and especially when there is a disagreement• respect and treat others fairly, regardless of race, ancestry, place of origin, colour, ethnic origin, citizenship, religion, gender, sexual orientation, body image, age, or disability• wear appropriate clothing• respect the rights of others• respect self, building and others	<p>All members of our school community have the right to:</p> <ul style="list-style-type: none">• be treated with respect and dignity• an environment where conflict and differences can be addressed in a manner characterized by respect and civility• have a right to the use of non-violent means to resolve conflict• a learning environment free from the influences of drugs and alcohol• an environment conducive to learning• be treated with dignity and courtesy as conduct injurious to the mental and physical well-being of others is not conducive to school morale.• understand that effective expression in correct and tasteful language is a personal skill of great value in all aspects of your life. When language is offensive to others, hard feelings are often generated which may lead to further unacceptable conflict.



THE
CRITICAL ELEMENT

CODE OF BEHAVIOUR

Civility and Responsible Citizenship

Expected Behaviour

- demonstrate honesty and integrity
- participate appropriately in the civic life of the school community
- not use inappropriate language (i.e., swearing, racist or homophobic remarks) toward any individual
- seek assistance from a member of the Sydenham High School staff, if necessary, to resolve conflict peacefully
- show proper care and regard for school property and the property of others
- comply with health and safety regulations regarding smoking
- comply with LDSB bus regulations while travelling on the bus to and from school (i.e., appropriate language and behaviour)
- comply with all regulations surrounding the use of school owned lockers
- SHS has a 'no student visitor' policy. Students from other schools wishing to tour SHS should contact Students Services.
- gambling is not permitted (students are permitted to play card games during their free periods)
- comply with reasonable requests and instructions from all staff members
- comply with the school's electronic devices policy
- not be in the halls during spare or free periods
- respect and comply with all applicable federal, provincial, and municipal laws

Reasons for Expected Behaviour

Responsible citizenship involves:

- appropriate participation in the civic life of the school community. Active and engaged citizens are aware of their rights, but more importantly, they accept responsibility for protecting their rights and the rights of others.
- taking care of our school buildings, furniture and supplies
- understanding that the costs associated with vandalism and theft are an additional financial burden to students, their parents/guardians and other taxpayers
- understanding that staff of your school have been given responsibility by your parents, through the school board, for creating a pleasant atmosphere for you to learn in while at school. They have been given the authority to make reasonable demands to ensure the public expectations are met, both in the classroom and all other areas of the school.

CODE OF BEHAVIOUR

Academic Excellence	
Expected Behaviour	Reasons for Expected Behaviour
<p>Each student is expected to maintain good work habits by:</p> <ul style="list-style-type: none">• completing all homework, assignments, and projects as directed by the required deadline• making up missed summative work• coming to class prepared and ready to participate (with the necessary books, pens, calculators, gym wear etc., as appropriate)• participating constructively in class• seeking academic, social or emotional assistance where needed	<ul style="list-style-type: none">• students who are engaged in the learning process are more successful• good work habits learned and practised in school will be valuable throughout life
<p>Each student is expected to maintain regular attendance by:</p> <ul style="list-style-type: none">• being punctual and prepared (arrive on time to each class with appropriate materials for that class)• notify the school in case of absences and late arrivals (in advance if possible)	<ul style="list-style-type: none">• good attendance helps you achieve goals and benefit from all school activities and services• arriving late interrupts the learning of others
<p>Each student is expected to maintain academic integrity by:</p> <ul style="list-style-type: none">• submitting work which represents your own efforts and acknowledges the source of information used in completing your work	<ul style="list-style-type: none">• students have the right and responsibility to be assessed and evaluated on their own work

CODE OF BEHAVIOUR

Safety	
Expected Behaviour	Reasons for Expected Behaviour
<p>All members of the Sydenham High School community must not:</p> <ul style="list-style-type: none"> • loiter in the washroom, stairways, halls or near doorways • obstruct hallways or thoroughfares • use electronic forums in an inappropriate manner at home and at school (i.e., internet use at school, web-site creation, on-line games, first class email, blogs, chat rooms, cell phones, pagers and text messaging) in accordance with LDSB Computer Use Policy. • take or post photographic images or videos of any person(s) on school property without the consent of that person and the principal • commit assault or sexual assault • traffic weapons or illegal drugs • give alcohol or tobacco or tobacco products to a minor • commit robbery • be in possession of any weapon (or replica), including but not limited to, knives, laser pointer, firearms • engage in activities which would intimidate or threaten another person • use any object to threaten or intimidate another person • cause injury to any person with an object • be in possession of, or be under the influence of, or provide others with alcohol or illegal drugs • be in possession of, or use non-prescription drugs or drugs not prescribed to you. • inflict or encourage others to inflict bodily harm on another person (i.e., fighting) • engage in hate propaganda and other forms of behaviour motivated by hate or bias • commit an act of vandalism that causes damage to school property or to property located on the premises of the school 	<ul style="list-style-type: none"> • All members of our school community have the right to be safe and to feel safe in their school community. • Fighting never solves issues. The expectation is that our school is a safe place for everyone, and students are expected to show responsibility and self-control.

CODE OF BEHAVIOUR

Bullying Awareness, Prevention, and Intervention

Bullying will not be accepted on school property, at school-related activities, on school buses, or in any other circumstances (e.g., 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 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. Bullying can be physical, verbal, social, or occur through electronic (cyber) communication.

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

CODE OF BEHAVIOUR

Progressive Discipline and Consequences for Inappropriate Behaviour

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

As part of progressive discipline, the school may also use suspension and/or expulsion for serious incidents as outlined in the Limestone District School Board's Safe Schools Policy. Before considering whether to impose a suspension or make a recommendation for an expulsion, a principal must consider mitigating and other factors.

Suspension and Expulsion

A principal or vice principal shall consider whether to suspend a pupil if he or she believes that the pupil has engaged in any of the following activities while at school, at a school-related activity or in other circumstances where engaging in the activity will have an impact on the school climate:

- Uttering a threat to inflict serious bodily harm on another person
- Possessing alcohol or illegal drugs
- Being under the influence of alcohol
- Being under the influence of drugs
- 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 at the pupil's school or to property located on the premises of the pupil's school
- Engaging in another activity that, under a policy/ procedure of the Board, is one for which a suspension may be considered – specify
- Any other activity that is an activity for which a principal may suspend a pupil under a policy of the Board 2007, 2007, c. 14, s.4.
- Discriminating against another person's race, sexuality or religion
- Persistent Truancy
- Opposition to authority, Board and school policy
- Habitual neglect of duty, Board and school policy
- The willful destruction of school property
- Conduct injurious to the moral tone of the school or to the physical or mental well-being of others in the school
- Smoking on school property
- Bullying
- Medical/immunization
- Profanity/swearing, Board and school policy
- Fighting/violence, Board and school policy

For the following incidents the principal will suspend and will also consider recommending to the Board's Discipline Committee that a student be expelled:

- Possessing a weapon, including possessing a firearm
- Using a weapon to cause or to threaten bodily harm to another person
- Committing physical assault on another person that causes bodily harm requiring treatment by a medical practitioner
- Committing sexual assault
- Trafficking in weapons or in illegal drugs
- Committing robbery
- Bullying, if, the pupil has previously been suspended for engaging in bullying, AND the pupil's continuing presence in the school creates an unacceptable risk to the safety of another person
- Any activity listed in subsection 306(1) 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
- Giving alcohol to a minor
- Giving drugs to a minor
- Behaviour is so refractory that the pupil'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 others in the school
- The student has engaged in activities that cause extensive damage to Board property or to goods that are on school Board property
- The student has demonstrated through a pattern of behaviour 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
- Any other activity that under a policy of a Board, is an activity for which a principal must suspend a pupil and, therefore in accordance with this part, conduct an investigation to determine whether to recommend to the Board that the pupil be 2007, c. 14, s. 4; 2012, c. 5, s. 14.

SAFE SCHOOLS

Building Positive Places to Grow and Learn Together.

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.

THREATS TO SCHOOL SAFETY

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.

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.

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 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.

INFORMATION TECHNOLOGY SYSTEMS AND CYBERSAFETY

**Expected Behaviour:**

You are expected to use school Information Technology Systems (ITS) - computers, networks in accordance with the LDSB Computers Use Policy. No food or drinks are permitted around computers. It should be noted that computer use is monitored.

Reasons:

The misuse of computers and electronic networks can infringe on the rights of others, result in loss of revenue to business and can be illegal.

Consequences:

If you use any part of a school information technology system in an unacceptable way, you will be referred to a Vice-Principal, your parents/guardians notified, your ITS use privileges may be taken away and you may be suspended.

The World Wide Web is not regulated; it contains both true information as well as false, misleading information and hoaxes. Be aware that it contains hateful, sexist, racist, violent and dangerous sites. Learn to distinguish between the two by reading information critically. Never give out personal information on the Internet.

Respect Copyright laws when surfing the net. Everything may appear to be free for the taking on the World Wide Web but you do not have the right to copy and use everything. Copying and pasting from the Internet and presenting it as your own work is *plagiarism*.

Reliable Web Sites: Do not trust everything that you find on the internet. Evaluate websites carefully. Make sure that websites have an author's name attached to it. Find out when it was last updated, evaluate the URL address, and verify your facts based on the same information on another website.

Cyberbullying involves the use of information and communication technologies such as e-mail, cell phone and pager text messages, instant messaging, defamatory personal Web sites, and defamatory online personal polling Web sites, to support deliberate, repeated, and hostile behaviour by an individual or group, that is intended to harm others.

Cyberbullying has been recognized by the Ministry of Education as an offense that could lead to a suspension or expulsion. Bullying someone using a computer or a cellular phone will be dealt with by the Limestone District School Board *even if the offense did not take place on school property but involves members of the school or school board and is directed towards students, staff or teachers*. Internet Service Providers are required by law to provide transcripts to the police of questionable social media conversations.

ELECTRONIC COMMUNICATION POLICIES

On-Line Games are prohibited on school computers unless authorized by your classroom teacher.

On-Line Purchasing is prohibited on school computers. If you purchase products on-line at home, make sure it is from a reputable merchant and that the site is secure before giving out any personal information or credit card information.

File Sharing is not permitted in school. If you share files at home, be careful because this opens up your hard drive to strangers and could lead to viruses. Sharing movie, music and video files breaks most copyright laws.

Office 365 email accounts are to be used for educational purposes only. The Limestone School Board monitors students' use and will revoke privileges for inappropriate or recreational use. This is the only permitted email use by students while on school computers.

Blogs can be fun, but they can also be dangerous. Do not reveal any personal information about yourself because it may be used against you.

Cyber Predators:

Chat rooms, instant messaging and discussion forums have become a place where predators can lurk. Adult strangers can lie about their age and personal information to lure young adults. Do not give out personal information and do not agree to meet with anyone that you have only met on-line. Sexual predators also surf the net looking for victims. If someone makes you feel uncomfortable and strikes up conversations of a sexual nature, end the contact immediately and change your email or instant messaging address. Notify your parents or a teacher. Never agree to use a webcam with an on-line stranger.

Access to Laptops

All students now have access to laptop computers for Educational Purposes. Any student needing a laptop can sign one out from Student Services for the day, weekend or semester.

Please see Mrs. Myers in student services if you would like to access a laptop.

CELL PHONE

Expected Behaviour:

Cell phones and similar types of personal communication devices are to be turned off and kept out of sight in classrooms **during instructional times**. Unless permission is given by the classroom teacher.

Reasons:

Class should not be interrupted for students to make or receive communication on a personal device. It is an unnecessary distraction that detracts from the learning environment. Students bringing personal cell phones to and from school may use them during breaks and during the lunch hour.

Consequences:

Misuse of electronic communication devices will result in the confiscation of the device by the classroom teacher. The cell phone or electronic device will 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 privileges.

Laser Pointers

When laser pointers are mis-used they can pose as a risk to the physical well-being of others. Laser pointers are not permitted on school property. Any student misusing this tool will face disciplinary actions which may include a suspension

USE OF ALCOHOL AND DRUGS

Expected Behaviour:

Drugs and alcohol are detrimental to your health and the learning process. Possession or use of any non-prescription drugs, prescription drugs not prescribed to you, or alcohol is forbidden during school hours or on school property at any time. The Limestone District School Board (LDSB) works in conjunction with Kingston Police/O.P.P. to be sure that school environments are drug free. Anti-drug initiatives may be utilized to assist in this goal.

Reasons:

Using, possessing or being under the influence of drugs or alcohol at school or during school activities violates the policy of the LDSB which aims to protect all students.

Consequences:

You will be dealt with according to the requirements of the law, and the Drug and Alcohol Policy of the LDSB. Students may receive a one to three-day suspension for the first offence.

SMOKING or VAPING TOBACCO OR CANNABIS PRODUCTS

Expected Behaviour:

The LDSB believes that a cannabis/tobacco-free environment is desirable for its students and all employees. There is NO smoking or vaping within 20 meters of school property. This includes the use of tobacco or cannabis products. This Ontario regulation called "SMOKE-FREE ONTARIO ACT 2017" is governed by the Kingston Frontenac Lennox and Addington Health Unit (KFL&A Health Unit) Tobacco and Cannabis Enforcement Officer.

Reasons:

Smoking or Vaping tobacco or cannabis products constitutes a health hazard and the school does not condone its use.

Consequences:

The Public Health Officer can come to the school at any time and issue a ticket for smoking or vaping within 20 meters of school property. A representative from the school may inform the enforcement officer of an offence and have the Enforcement Officer issue a ticket for smoking or vaping within 20 meters of school property. Smoking on school property may also result in a one-day suspension for persistent opposition to authority. Repeat offences could result in suspensions of increased length. The fine for smoking, vaping or holding a lighted cigarette or e-cigarette on school property is \$305. Students fifteen and under have a mandatory court appearance if cited.

RIDING ON BUSES

Transportation is a privilege provided to all students of SHS where necessary. Students are required to ride on their assigned buses. All school expectations of student behaviour also apply to students when they are riding on the bus. Behavioural infractions on the bus will result in school consequences that could include removal of the privilege of riding the bus. If a student anticipates riding another bus, he/she is to bring a note from a parent/guardian which is to be signed by the Vice Principal before getting on the bus.

STUDENTS ON STUDY PERIOD

These students are to report to the cafeteria or the library and are not to be in the halls or loitering outside the school (i.e. in school parking lot).

LOCKERS

You will be assigned a locker and lock which is school property and the locker should be kept clean and in good condition. The locker and lock are being loaned to you, and the school has the right to access all lockers and / or withdraw locker 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. On occasion, the administration will conduct searches of school halls, and if a locker is identified as containing drugs, it will be opened and searched, and consequences will apply if a prohibited substance or weapon is found. **It is also important that students occupy the lockers assigned to them, as they will be responsible for items found in those lockers.** Do not use a locker that has not been assigned to you. Non-school locks that have been placed on lockers will be cut off, and the contents of the locker removed.

We hope that you will take pride in keeping your locker 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 be dealt with more severely. Graffiti which is written or scratched into lockers are acts of vandalism and will be treated accordingly. **The school is not responsible for lost or stolen goods.** Please do not store valuable items or cash in lockers.

SCHOOL GUESTS

Sydenham High School has a '**No Visitor Policy**' where students from other schools are not permitted to visit during the school day. Should a prospective student want a tour of the school, they should contact Student Services. It is at the discretion of the Principal / Vice-Principal whether they will be permitted to stay.

SKATEBOARDS

Skateboards are not permitted on buses. In addition, skateboarding is not permitted in the school or on school property. Skateboarding is not an acceptable activity on Rutledge Road, or on Wheatley Street for obvious safety reasons.

GAMBLING

Students are permitted to play card games during study periods or during breaks. However, gambling is not permitted.

CLOTHING GUIDELINES

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.

Expected Behavior:

- Wear clothing that is appropriate to a school setting.
- Wear proper clothing for the setting and tasks you are involved in, such as technical shops, science labs, kitchens, physical education settings, etc. Classroom teachers will make you aware of personal protective equipment and proper clothing required.
- Wear clothing that is free from offensive language, symbols, slogans, violent, anti-social cultures, unlawful or unwholesome lifestyles, including but not limited to, drugs and alcohol
- Be open to guidance from your parents/guardians about how to properly dress for school.

STUDENT PARKING

Student parking at Sydenham High School is on a first come first served basis in the north parking lot directly behind the school. There are no “reserved” parking spots. Students using the parking facilities are expected to accept and following rules which includes but is not limited to:

- students are not allowed to loiter in their vehicle parked on school property during class time
- students are not allowed to smoke in their vehicle parked on school property
- students are not allowed to sit on the roof of a vehicle parked on school property
- students must obey all traffic signs related to the lot
- no right turns onto Wheatley St. between 2:30pm-3:00 pm

REGARDING ATTENDANCE AND PUNCTUALITY

SCHOOL ATTENDANCE

Full Time Student

Students in grades 9 and 10 are expected to take a full program (4 credits per semester). Students in grade 11 and above are considered full-time students if they are taking three or more credits per semester. Students in Grade 11 or 12 are not eligible for a study period if their credit count is below what is expected (i.e. 16 credits for students starting grade 11 or 24 credits for students starting grade 12. Students who are not full time are only to be at school during their class time if possible.

Truancy

Under Ministry Regulation, irregular attendance patterns may result in a student being referred to the board’s attendance counsellor and/or withdrawn from SHS.

PUNCTUALITY

You are expected to arrive at school and at class on time. Punctuality is a form of courtesy towards the teacher and your classmates. Punctuality is a learned skill in making good use of your time at home, at school, and at your place of work. On some occasions lateness is unavoidable and may be excused. However, if repetitive lateness appears to be becoming a problem, the lateness will be treated as a discipline problem.

- When you arrive late to school - go directly to the attendance office to sign-in even if you are on time for your next class. Bring a note from home if your absences has not already been reported.
- After three lates, your teacher will call home. After 5 lates, you will receive a detention and meet with a VP.
- When you are ill while in school - go directly to the main office. Your parents will be called. If you cannot go home, you will be helped by the office staff to find a suitable place to be.

DAY ABSENCES – NOTES

You will need a note under the following circumstances:

1. Absence from school where the school has not had telephone contact with the parent/guardian
2. Permission to sign-in or out
3. In support of reason given in an attendance interview
4. Upon the request of a teacher

Notes should be given to the Attendance Secretary and will be kept on file in the main office.

A student who wishes to leave school early must bring a note to the office. The note, signed by a parent or guardian, should request that the student be excused at a particular time for a particular reason. If a student wishes to be excused for an emergency or illness and does not have a note, the student must report to the office and parents will be called.

CLASS ATTENDANCE

Expectations:

Studies have demonstrated that there is a very strong relationship between school attendance and academic success. It is very important that students are at school every day and attend each class. Teachers will check attendance every period. During the period all teachers will send reports to the office listing students, who were late or absent for class. The attendance secretary will collect the data and be able to identify any concerns.

School Messenger

Missed classes will be transferred to our automated system. If a student misses a class this information will be relayed home for safe arrival by 10:30 AM and by the period for the day at 6 PM. This system can call, email or text (if opted in). Parents and 18 years can set-up an account using the School Messenger App/website. Student emails are already on file. Each

individual parent wanting an account must first call the school and provide the email they will use to create this account. This is a security feature. Safe Arrival calls/messages all contact numbers/emails given by the first two listed parents/guardians with access. The system calls four times in twenty minutes in an attempt to reach a guardian. Parents can select how they are contacted by creating an account and setting preferences. Students who are eighteen should also create an account.

Consequence:

If you have missed a class without an acceptable explanation, your classroom teacher will call home and the Vice Principal will assign a lunch hour detention in which students are expected to complete school work. If you miss a detention you are assigned a further detention. A student who continues to skip classes or detentions will have a parent interview and may be suspended and could eventually be withdrawn from SHS.

Detention Room Rules

1. Detentions start at 12:30. If you are 5 or less minutes late you will make that time up that day. If you are over 5 minutes late you will be referred to a VP.
2. No Electronics (i.e., no cellphone, computers, tablets, Ipods, electronic music players etc.)
3. No music (i.e., no headphones).
4. No talking.
5. You will be assigned a seat by the staff member supervising the room.
6. Bathroom breaks are not allowed. However, if you absolutely must go, you will be permitted to use the staff washroom across the hall.
7. Any school work is permitted where you do not need any electronics to complete and are doing so quietly.
8. Reading books or magazines is acceptable.
9. ***If you break any of these rules you will be immediately referred to the VP.***

REMOVAL FROM CLASS

If you are asked to leave class, you are to report directly to the main office where you may be asked to fill out an incident report and remain in the office until the Vice Principal or Principal can see you.

ATTENDANCE PROCEDURES

Signing In	Report to the attendance desk to sign in with the attendance secretary. If you are under 18, then you need a note from a parent/guardian.
Signing Out	If you leave the school during regular school hours, you must sign out at the attendance desk. A note, signed by a parent/guardian, should state the date, the time you must leave and the reason for signing out. If you return to school before classes end, you must sign in at the attendance desk. If you wish to be excused for an emergency or illness and do not have a note, you must report to the attendance desk where a telephone call will be made to contact your parent/guardian.
Absent The Attendance Number at SHS is 1-855-257-9349 24/7 or 613-376-3612 (daytime only)	If you know you will be away ahead of time, please inform your teachers and have your parent/guardian report the absence. School Messenger (App or website account) accepts attendance info from families until 9PM the day of the absence. If you are 18 or older, you should create an account and report the attendance. If your parent/guardian is unable to contact the, upon your return you need to bring a dated note, signed by a parent/guardian, to the attendance secretary. If you are going to be absent for an extended period (i.e. extended holiday) parent/guardian contact the attendance secretary at the school. Complete a prolonged absence form signed by all teachers.
Late for Class	Five lates will result in a detention.
Ill or Injured	If you feel ill, you must report to the main office. Missing class because you are ill, requires you to report to the office. If you are injured, please report to the main office or seek help from a staff member. All accidents must be reported to the main office, and an accident report must be completed.
Change of Address or Telephone Number	If an emergency arises, we will need to contact your parent/guardian. In order to do this, we need accurate personal information: address, home phone number, work phone number, and an emergency contact. If any of these change during the school year, you must provide the office with the up-dated information.

ATHLETICS CODE OF CONDUCT

All students of Sydenham High School are expected to follow the school's Code of Conduct. In addition, the following guidelines have been outlined for members of SHS sports teams.

- ✓ Sydenham H.S. athletes should strive to understand that winning is desirable but to win at any costs defeats the PURPOSE of the game.
- ✓ All athletes should exhibit the qualities of good SPORTSMANSHIP, dedication, pride, team spirit and leadership.
- ✓ The athlete should show RESPECT for all participants, fellow competitors, officials, coaches, spectators and self.
- ✓ The athlete should strive to gain a good knowledge and understanding of the RULES of the game.
- ✓ When visiting another school, athletes should behave appropriately and have respect for the students, staff and the building of that school.

The consumption of any ALCOHOLIC BEVERAGE by competitors or spectators at any time during an athletic event or championship is inconsistent with the goals of education and school sport and is expressly forbidden. It is a violation of school and board policy and consequences consistent with the school's code of conduct will be applied.

DRUGS, other than those prescribed by a medical doctor for a specific competitor, are expressly forbidden to be taken by competing athletes. It is a violation of school and board policy and consequences consistent with the school's code of conduct will be applied.

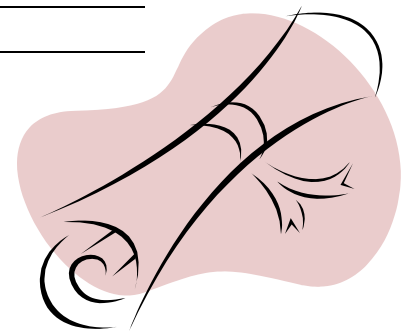
The athlete should understand the VALUES derived from playing the game fairly without fighting or the use of inappropriate language.

Regular school ATTENDANCE is expected for all students who participate on a SHS Sports team. All student athletics must be a full-time student (minimum 3 courses in the semester which they are competing).

S.H.S. HONOUR ROLL POLICY

The purpose of the Honour Roll Policy is to recognize the high achievement of full-time students. To qualify for the Honour Roll, students must have an average of at least 80% in all courses taken.

- Students in grades 9 and 10 must have final marks in eight credits or more
- Students in grade 11 must have final marks in at least seven credits.
- Students in grade 12 must have final marks in at least six credits (3 credits if they only attend one semester)
- Students who spend one semester in another school must meet the above criteria.
- Students may count one non-day school credit towards the Honour Roll.





STUDENT SERVICES

Do you have questions or concerns? Don't know where to turn? Then the Student Support Team may be of help. The SHS Student Support Team consists of a team of Guidance Counsellors, Learning Program Support Teachers, Student Success teachers, Educational Assistants, an Adolescent Care Worker and teachers of Career Education and Leadership and Peer Support. We look forward to working with students and parents. Please feel free to contact our Student Support Team Secretary at 376-3612 ext. 308 or visit our website at http://sydenhamhs.limestone.on.ca/Student_Services

Guidance Counsellors

Provide support for students throughout their high school years in a variety of areas such as; career education, transition to high school, transition to post-secondary, short term counselling and academic support.

Learning Program Support

Provide support for students (through resource programs, learning strategies programs, IPRCs, and IEPs) who require extra academic assistance.

Student Success

The Student Success initiative at Sydenham H.S. works with students who are struggling academically in order to give all students a greater opportunity for success.

Career Studies

The compulsory Grade 10 Career Course.

Adolescent Care Worker

Provides support for all students dealing with personal, peer, family and behaviour concerns.

Educational Assistants

Work with student in classes as well through withdrawal support to provide additional academic assistance where needed.

KAIROS Worker

Provides counselling, consultation and education with alcohol or other drugs and other addictive behaviour problems.

Mental Health Workers in School

Provides counselling, consultation and education with behavioural, emotional and social issues.

Autism Itinerant Support

Weekly support can be provided on a referral basis.

MY S.H.S. EDUCATIONAL PLAN

Year 1	Year 2	Year 3	Year 4
English	English	English	English
Mathematics	Mathematics	Mathematics	
Science	Science		
Geography	Civics (.5) Careers (.5)		
French	History		
Health and Physical Education			
Integrated Tech			
Arts (Drama, Art, Music, Guitar)			

Requirements for OSS Diploma Checklist

In order to earn an OSSD a student must:

- Earn 30 credits (18 compulsory and 12 optional credits)
- Complete 40 hours of community involvement activities
- Successfully complete the provincial Ontario Secondary School Literacy Requirement



Compulsory Credits

Students must earn the following 18 compulsory credits in order to obtain the Ontario Secondary School Diploma:

- 4 credits in English (1 credit per grade)
- 1 credit in French as a second language
- 3 credits in Mathematics (at least 1 credit in Grade 11 or 12)
- 2 credits in Science
- 1 credit in Canadian History
- 1 credit in Canadian Geography
- 1 credit in Arts
- 1 credit in Health and Physical Education
- 0.5 credit in Civics
- 0.5 credit in Career Studies
- 1 additional credit in English, or a third language, or Social Sciences and the Humanities or Canadian and World Studies (group 1). A coop credit may also be used in some cases.
- 1 additional credit in Health and Physical Education, or the Arts, or Business Studies (group 2)
- 1 additional credit in Science (Grade 11 or 12) or Technological Education (Grade 9 - 12) (group 3)

Optional Credits

In addition to the 18 compulsory credits, students must earn 12 optional credits selected from the courses listed in the school calendar.

40 Community Involvement Hours

Completing 40 hours of community involvement is a requirement for graduation. Many students find that it is easier to complete a number of hours each year so that when they reach grade 12, they have already achieved that graduation requirement. There are many activities that a student can do in order to reach their 40 hours, but there are also activities which are ineligible.

Students should pick up a Community Involvement Activity Record form from the Student Services office to track their community involvement hours. Students **MUST** complete 40 hours of **eligible** Community Involvement prior to graduation, or they will not graduate.

Some examples of **eligible** activities include:

- an event or activity designed to be of benefit to the community
- volunteer work with Seniors
- community events, such as helping to organize winter carnivals, parades, and fairs
- volunteering to assist someone with light snow removal, as a reading buddy, or tutoring
- participation as a volunteer coach
- community projects, such as participating in a food drive

Some examples of activities which are **not eligible** include:

- any activity which must be completed as a result of a class (i.e. Co-op, work experience)
- any activity that would normally be performed for wages by a person in the workplace
- any activity that involves the operation of a vehicle, power tools or scaffolding
- any activity that consists of duties normally performed in the home (i.e. chores), or personal recreational activities (i.e. belonging to an athletic team)

Library Commons

Reading, writing, or researching: *welcome* to the world of the Library at SHS. Whether your goal is information or producing report of every kind, you'll find solutions right here. And if you should be in doubt, just shout: the excellent resource staff can help you find it, make sense of it and make it work for you. Check out our website at <http://sydenhamhs.limestone.on.ca/Library/>



ASSESSMENT, EVALUATION & 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.

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.

Proactive strategies to assist with meeting due dates:

- refer to your course outline for information about the number and type of summative assessment tasks for each course
- use your agenda to record due dates for all assignments
- ask for help if you are struggling or have questions
- complete formative assessment tasks so that you do not miss opportunities for feedback
- if you think you may have difficulties meeting a due date, talk to your teacher **in advance** of the day that the assignment is due to discuss alternative submission options

If a summative assessment task is not submitted on the due date...

- you will 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. Your teacher will determine which option is used.
- your learning skills and work habits achievement will reflect your most consistent behavior with consideration given to growth in achievement.
- your parent/guardian will be notified that you are having difficulty meeting due dates.
- you will be referred to your principal, vice-principal, or assistant vice principal when due dates are missed

If you do not complete a summative assessment or if you consistently miss due dates...

- you will be asked to attend a meeting with your principal, vice-principal or assistant vice-principal to determine the process for completing the summative assessment task.
- your learning skills and work habits achievement will reflect your most consistent behavior with consideration given to growth in achievement.
- your teacher will decide if a mark penalty is to be applied to the assignment once submitted (up to and including its full value).

Think of it this way:

There are times when circumstances in your life will create challenges for meeting due dates. If such a circumstance were to arise, communication with your teacher is important so that s/he knows why the due date is posing a problem. If you don't talk to your teacher about solutions, then s/he may assume that there isn't a reasonable excuse for you not to meet the due date. On your course outline there is a list of summative assignments so that you are able to anticipate the demands of each course and plan accordingly. Your teachers need evidence of what you have learned to grant the credit and the credit can't be granted until such evidence is provided.

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 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, organisational 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.

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 other; 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, and 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.

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.

Academic Honesty Policy

Academic honesty is a core value in our school. 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 strategy 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:

