



*Student Handbook 2019 - 2020*

**Clarington Central Secondary School**  
**A Caring Community for Student Success**

"CCSS is a caring community of active leaders united in developing character, valuing diversity, and building spirit and pride. We strive to achieve student success and to inspire learning by promoting rich and innovative educational experiences."

Jeff Watt  
PRINCIPAL

Skye Jordan  
VICE-PRINCIPAL

Kerry Zinkiewich  
VICE-PRINCIPAL

200 Clarington Blvd.  
Bowmanville, ON L1C 5N8  
Telephone: 905-697-9857 Fax: 905-697-0452

[www.claringtoncentralss.ca](http://www.claringtoncentralss.ca)

<http://facebook.com/clarington.central>



***CCSS is a scent-free and nut sensitive school***

**SCHOOL TIMETABLE**

<b>WARNING BELL</b>	<b>8:12</b>
<b>PERIOD 1</b>	<b>8:17 - 9:32</b>
<b>TRAVEL TIME</b>	<b>9:32 - 9:37</b>
<b>PERIOD 2</b>	<b>9:37 - 10:52</b>
<b>LUNCH</b>	<b>10:52 - 11:47</b>
<b>PERIOD 3</b>	<b>11:47 - 1:02</b>
<b>TRAVEL TIME</b>	<b>1:02 - 1:07</b>
<b>PERIOD 4</b>	<b>1:07 - 2:22</b>

Please note that **Period 3** and **Period 4** flip on a **Week 1** and **Week 2** basis. Bells will ring at the start and end of each class period. There will also be a warning bell at the start of the day and the end of lunch to let staff and students know it is time to start moving to class.

**MY TIMETABLE**

	<b>Semester 1</b>	<b>Semester 2</b>
<b>Period 1</b>		
<b>Period 2</b>		
<b>Period 3</b>		
<b>Period 4</b>		

## IMPORTANT DATES 2017-2018

September 3	First Day of Class
September 27	Professional Activity Day
October 14	Holiday - Thanksgiving
October 25	Professional Activity Day
November 22	Professional Activity Day
December 23 to January 3	Winter Holidays
<b>January 23 to January 30</b>	<b>Exam Days*</b>
February 3	First Day of Semester 2
February 17	Holiday – Family Day
March 13 to 20	March Break
March 27	OSSLT (Gr 10 Literacy Test)
April 10	Holiday – Good Friday
April 13	Holiday – Easter Monday
April 24	Professional Activity Day
May 18	Holiday – Victoria Day
<b>June 18 to 25</b>	<b>Exam Days</b>

\*inclement weather may cause an exam day to be moved

### STUDENT GOVERNMENT and STUDENT LEADERSHIP

**STUDENT GOVERNMENT:** To encourage the development of students' leadership qualities and to provide for direct input into the school, an active student government is led by two elected co-prime ministers and 14 elected and appointed executive members each year. Student government is a crucial link between the students and staff. Student government activities include: fundraising, co-coordinating all student activities, establishing and maintaining a financial budget, and organizing dances and spirit events. Student government is an extracurricular activity. Elections and appointments happen in May and June, and when needed in September and February.

**STUDENT LEADERSHIP GROUP:** Elected representatives meet with representatives from other schools and the student trustee approximately six times per year. The student trustee is responsible for taking your concerns and issues to the Board of Trustees.

### **PROMOTING RESPECT THROUGH STUDENT CLUBS AND ACTIVITIES:**

In keeping with the Board's Equity, Diversity and Inclusion policy (B-3.2) and administrative regulation (B-3.2.1), all schools within the Kawartha Pine Ridge District School Board, including Clarington Central Secondary School, support students who wish to lead or participate in school clubs, groups, or activities that promote safe, accepting, equitable, positive, diverse and inclusive environments. This includes activities that promote anti-racism, gender equity, respect for people living with disabilities, and for people of all sexual orientations, gender identities and expressions (including clubs, groups or activities with the name Gay-Straight Alliance or GSA).

**SCHOOL COUNCIL** A school advisory council is elected each September. The council is comprised of members of the community. At the first meeting on September 27, we will select our School Council executive for the school year. Parents are encouraged to attend.

KAWARTHA PINE RIDGE DISTRICT SCHOOL BOARD  
 1994 Fisher Drive, P.O. Box 719  
 Peterborough, ON K9J 7A1  
 Telephone Toll Free: 1-877-577-7048

**CCSS Local Trustees:**

Cathy Abraham  
 4 Doncaster Cres.

Newcastle, ON K0A 1H0  
 905-987-1833

[Cathy\\_Abraham@kprdsb.ca](mailto:Cathy_Abraham@kprdsb.ca)

Sarah Bobka

105 Guildwood Dr.

Bowmanville, ON L1C 5C7  
 289-356-2133

[Sarah\\_Bobka@kprdsb.ca](mailto:Sarah_Bobka@kprdsb.ca)

**SCHOOL PRINCIPLES AND CORE BELIEFS**

We have established some operating principles to guide our school throughout everyday school life.

**Core Beliefs:**

We, the staff, students, parents and community partners of CCSS, are proud of our school and its place in the community. We will demonstrate our pride through our commitment to these core beliefs:

We wish to create within our school a sense of Respect, Responsibility, Self, Community and Pride;

We have the right to learn, achieve and work in a safe environment;

We value individual differences and diversity;

We are committed to excellence.

**Principles in Practice:**

In addition, our teachers are committed to making the highest possible professional contribution to Clarington Central Secondary School.

The principles that guide our practice are:

**Quality teaching**

Teachers will:

- Implement a variety of teaching methods to meet individual learning needs
- Focus on making learning real and meaningful
- Provide encouragement and direction for students to achieve and succeed
- Be available to provide extra help and support as needed

**Making connections with students**

Teachers will:

- Create open and inviting classrooms
- Be positive in their outlook in working with students
- Be flexible and understanding in meeting individual student needs
- Take the time to get to know students as people

### **Communicating effectively**

Teachers will:

- Regularly update students on their progress
- Maintain open lines of communication with parents
- Listen to students
- Communicate positively with the public

### **Exemplary role models to our students**

Teachers will:

- Lead by example
- Respect students
- Be consistent and fair with rules and expectations
- Be professional in their approach to staff, students and public

### **ATTENDANCE POLICY**

We believe and know:

- Regular attendance is essential to student success.
- There are individual and confidential issues relating to student attendance that must be respected.
- Students who are eighteen or over are adults and will be given the opportunity to assume responsibilities regarding their attendance.

#### **Policies and Procedures:**

Students must attend all classes and assemblies. Students must remain under the care and direct supervision of their classroom teacher.

1. A student who is absent from school *must bring a note to the main office* or have a parent contact the office (email or phone) ahead of time. The note must indicate the date of and reason for the absence, and be signed by the parent/guardian.
2. A student who must leave school during the day *must bring a note to the main office* or have had a parent make prior arrangements ahead of time with the office. The note must indicate the time of the departure and be signed by the parent/guardian. Students who are not well should report to the MAIN OFFICE. The office will contact a parent/guardian to have the student sent home or in case of an injury or more serious illness, to the hospital. It is the parents' responsibility to transport their sick child home.
3. Students 18 years of age or older may write their own note in explanation of absence or early departure. **ADULT STUDENTS MUST NONETHELESS FOLLOW ALL SCHOOL PROCEDURES OUTLINED IN THIS HANDBOOK.** The only acceptable reasons for signing out are: medical/legal appointment, illness and family emergency. **ABUSE OF THIS PRIVILEGE WILL RESULT IN ITS LOSS.** All notes are subject to verification.
4. Students involved in extra and co-curricular activities, including prom, are expected to perform to the best of their ability, which means: complete assignments, attend class, and demonstrate good conduct. Students must notify teachers in advance of any absences due to their participation in extra and co-curricular activities (subject to their teacher's approval).
5. Students who skip classes without a valid reason will have consequences with their teachers and/or administration.

**LATENESS POLICY:**

We believe and know:

- Late entry to class is disruptive to the teaching/learning process.
- On-time attendance and preparedness is a habit essential for future employability.

**Policy and Procedures:**

Arriving on time and being ready to work are essential skills for student success. All students are expected to arrive to class on time. C.C.S.S. has scheduled a 5-minute travel time between classes to support this. Students may be sent to the office for a late slip. Chronic lateness will result in consequences from teachers, parent/guardian contact and/or referral to administration.

**20/20 rule** - in an effort to limit the amount of distractions at the start and end of classes, students are expected to remain in their class to support the instructional environment of all students. Students must remain in their classes for the first 20 minutes and last 20 minutes.

**COMMUNITY AND SCHOOL CLIMATE**

We believe and know:

- We are vital members of our community and seek to create positive connections wherever possible.
- Our relationship with our community affects our reputation.

All school members will:

- support a safe and secure environment promoting non-violence, inclusiveness, personal responsibility and accountability;
- aspire to demonstrate respect, responsibility, fairness, empathy, courage, honesty, integrity, initiative, perseverance and optimism;
- respect fellow students, staff and school and community property;
- take appropriate measures to help those in need;
- dress in a manner that is appropriate to school activities with regard to exposure, cleanliness and message;
- expect fair, clear and consistent consequences;
- support practices that promote pride and environmental stewardship (e.g., recycling, re-using, etc.)

**CODE OF CONDUCT****1 Rationale**

The Ministry of Education requires that all schools develop a code of conduct, which communicates to all the members of the school community the standards of behaviour expected from them. Members of the school community include: students, staff, parent(s)/guardian(s) and others such as visitors and volunteers. The Board recognizes that all students, parents, teachers and staff have the right to be safe, and feel safe in their school community. This school code of conduct has been developed in accordance with the guiding principles of the Safe Schools Policy in order to create a common understanding upon which safe learning and working environments can be maintained for all school community members.

**2 Responsibilities**

In order to uphold the right of all school members to have a safe school community, there are a number of corresponding responsibilities for which all school members must be accountable to ensure a safe and positive learning environment.

**2.1 Common School Community Member Responsibilities**

Everyone has the responsibility to:

- contribute to making the school environment safe and conducive to learning/working, free from discrimination, physical and/or psychological abuse;
- be a partner in the school community and to work co-operatively with each other; and

- model appropriate behaviour and to support the school code of conduct by upholding the standards of behaviour.

## **2.2 Student Responsibilities**

Each student has the additional responsibility to:

- exercise self-discipline, follow the established rules and accept responsibility for their actions based on age and individual ability;
- come to school prepared, on time and ready to learn;
- show respect for themselves, for others and for those in authority; and
- refrain from bringing anything to school that may compromise the safety of others.

## **2.3 Teaching Staff Responsibilities**

Teaching staff have the additional responsibility to:

- help students work to their full potential and develop their self-worth;
- assess, evaluate and report student progress;
- communicate regularly and meaningfully with parents;
- discipline fairly and consistently in a manner in keeping with the Administrative Regulation of Discipline and the school code of conduct;
- be on time and prepared for all classes and school activities;
- prepare students for the full responsibilities of citizenship; and
- safeguard students from persons or conditions which interfere with the learning process.

## **2.4 Parent/Guardian Responsibilities**

Parent(s)/guardian(s) has/have the additional responsibility to:

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

# **3. Standards of Behaviour**

## **3.1 Respect, Civility and Responsible Citizenship**

All school members must:

- respect and comply with all applicable federal, provincial and municipal laws;
- demonstrate honesty and integrity;
- respect differences in people, including their ideas and opinions;
- treat one another with dignity and respect at all times, and especially when there is disagreement;
- respect and treat others fairly, regardless of their race, religion, ancestry, place of origin, colour, ethnic orientation, sexuality, age or disability;
- respect the rights of others;
- show proper care and regard for school property and the property of others;
- take appropriate measures to help those in need;
- use non-violent means to resolve conflict;
- dress in a manner that is appropriate to school and school activities with regard to exposure, cleanliness and/or message;
- respect persons who are in a position of authority; and



- respect the need of others to work in an environment of learning and teaching.

### **3.2 Physical and Emotional (or Psychological) Safety**

The following will not be tolerated:

#### **Weapons**

- possession of any weapon or replica weapon, including but not limited to firearms;
- the use of any object to threaten or intimidate another person;
- the use of any object to cause injury to another person.

#### **Alcohol and Drugs**

- possession of, or being under the influence of, alcohol, drugs, or illegal substances;
- providing others with alcohol, drugs, or illegal substances.

#### **Physical Aggression**

- inflicting or encouraging others to inflict bodily harm on another person, and/or intimidation.

*Further to all these standards of behaviour, it is expected that all school members will seek staff assistance, if necessary, to resolve conflict peacefully.*

### **4. School Code of Conduct Rules**

Students must be allowed to learn;

Teachers must be allowed to teach;

- Physical, verbal (oral or written), sexual or psychological abuse, bullying, or discrimination on the basis of race, culture, religion, gender, language, sexual orientation, or any other attribute is not permitted; and
- Damage to property in the school environment (including school grounds, school buses, on school excursions) is not permitted.
- In-line skates, roller skates/shoes and skateboards are not to be used in or on the school property.
- Laser pointers are NOT allowed in classrooms and will be confiscated by teachers and / or administration.

### **5. School Code of Conduct Procedures**

Signs are posted that state visitor(s) must begin their visit at the office.

#### **Dress Code**

We believe and know:

- How you dress is a reflection of yourself and your individuality; however, it is important that the way you dress does not disrespect yourself, others and the values of the school and society in general.
- Students are to dress neatly, in good taste, and in a manner appropriate for the school, workplace, or an out of school activity. Students are not to wear clothing or jewellery that condones or advertises drugs, intoxication, sex, racism or violence. Halter or strapless tops, bare midriffs, muscle shirts and clothing that expose undergarments or clothing considered to be too revealing are inappropriate. Inappropriate dress will be addressed by staff and / or the administration; a parent/guardian of the student will be notified. Clothing or jewellery that could be injurious (e.g. sharp studs) will not be permitted. Students may be asked to change, cover, or remove the inappropriate article or be sent home.
  - Shorts, skirts and dresses are to be no shorter than the fingertips, with arms at rest standing at attention.

## 6. Strategies to Promote Acceptable Behaviour and Safe Communities

### Prevention Strategies

- establish positive school climate
- maintain effective classroom management
- use of encouragement, reinforcement, and rewards
- promote social skills development
- provide anger management programs
- utilize peer counseling and conflict resolution
- use of home-school communication.

### Supportive Intervention Strategies

- use of teachable moment
- use of verbal redirection, reminders and reinforcement
- use of active listening
- use of choices
- use of problem solving techniques
- use of behavioural contracts
- use of interviews/discussion
- use of restorative circles
- use of community resources and agencies (e.g., John Howard, Durham Regional Police)
- use of school or Board resources, such as restorative practice

### Community Threat Assessment Protocol

KPRDSB also has a Community Threat Assessment Protocol (CTAP) in place with many local agencies and police services. When student behaviours pose a potential threat to safety or there is a risk of serious harm, the CTAP helps principals take immediate steps to protect student well-being and respond to threatening incidents. Please speak with the principal for further information on this protocol.

## 7. Consequences for Unacceptable Behaviour

Consequences for unacceptable behavior are appropriate to the individual, the circumstances and the actions. CCSS uses progressive discipline, with a range of responses, supports and restorative practices. Consequences are firm, fair, clear and appropriate to the student's age and development, and mitigating factors are considered. Consequences will be most successful in changing student behaviour when combined with home support. Consequences may include one or more of the following:

- warnings,
- time-outs,
- time-owed,
- restricted privileges,
- apology,
- restitution (e.g., paying for damage, doing community service, etc.),
- suspension, and
- expulsion.

## 8. Suspensions and Expulsions

The following are grounds for **suspension**:

(Suspension is from the school and lasts 1-20 days)

- a) Swearing at a teacher or at another person in a position of authority
- b) Uttering threats to inflict bodily harm on another person
- c) Possessing alcohol or illegal drugs
- d) Being under the influence of alcohol or illegal drugs
- e) Committing an act of vandalism that causes extensive damage to school property at the student's school or to property located on the premises of the student's school
- f) Assault
- g) Being involved in a physical altercation
- h) Engaging in another activity that, under Board policy, is one for which a suspension must be considered, such as:
  - inappropriate physical contact
  - persistent opposition to authority
  - use of profane or improper language
  - habitual neglect of duty
  - conduct injurious to the moral tone of the school or to the physical or emotional well-being of self or others (e.g., shoplifting during school day, possession of drug paraphernalia, taking a photo of a student / staff and distributing it, etc.)
- i) Bullying, harassment and/or cyber bullying.

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

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

**Cyber-bullying** includes bullying by electronic means, including:

- creating a webpage or blog in which the creator assumes the identity of another person
- impersonating another person as the author of content posted on the internet
- communicating inappropriate material electronically to more than one individual or posting material on a website that may be accessed by one or more individuals

The following are grounds for **expulsion**:

- a) Possessing a weapon (including a firearm)
- b) Using a weapon to cause or threaten bodily harm to another person
- c) Committing physical assault on another person that causes bodily harm requiring treatment by a medical practitioner
- d) Committing sexual assault
- e) Trafficking in weapons or in illegal drugs
- f) Committing robbery
- g) Bullying (if the student has been previously suspended for bullying and the student's continuing presence creates an unacceptable risk to the safety of another person)
- h) Any activity listed in subsection 306 (1) of the Education Act that is motivated by bias, prejudice or hate
- i) Giving alcohol to a minor
- j) Engaging in any other activity for which a student may be expelled in KPR board policy

(including extensive damage to Board property or to goods on Board property).

### **GENERAL INFORMATION FOR STUDENTS**

#### ***CCSS is a scent-free and nut-sensitive school***

#### **1. SCHOOL BUS TRANSPORTATION POLICY**

We believe and know:

- Safety is always our main concern in transporting students.
- Student conduct on the bus is as important as conduct in any aspect of school life.

Buses are considered to be the property of KPRDSB and all rules of behaviour apply to students while being transported. School buses are provided to transport students from their designated bus stop to school and back to their designated stop. Students who walk to school shall not use school buses. Since riding the school bus is a privilege, **students with inappropriate behaviour will be reported to the office and may lose bus privileges. In this event, parents will be required to provide their child's transportation to and from school.**

#### **2. LOCKS AND LOCKERS**

We believe and know:

- Lockers are school property.
- Students are responsible for lockers assigned to them.
  - i. Students will be assigned a locker for the length of time that they remain a student at C.C.S.S. Students are expected to remain in their assigned locker unless otherwise approved by school administration.
  - ii. All lockers require a combination lock. The students will report locker combinations to homeroom teachers. The school is not responsible for lost, missing or stolen belongings. All assigned lockers must have a lock. School administration has the authority to search personal property and lockers.
  - iii. All students will demonstrate pride and responsibility toward school property by taking care of their lockers and not displaying inappropriate materials. Any damage done to the assigned locker may lead to students being required to pay for damages.
  - iv. Students are responsible for the contents of their assigned lockers and must clean them out at the end of each school year.

#### **3. STUDENT ACTIVITY CARD, PHOTOS, AND YEARBOOK**

Students wishing to become involved in any activities must have a current student card. The student card has the student's picture, birthdate and house clearly displayed so that it is a valid legal ID for all trips, teams, dances and community use. The card sells for \$15. The Yearbook is for sale in September; the price increases in October and the first 150 orders receive free personalization. Students are encouraged to buy their yearbook early. Photo package prices will be sent out to homerooms during the first few weeks of school and advertised throughout the school. All students will be required to have their photo taken for school records during picture day, but they are not required to purchase a picture package. Students must not wear a hat or hoodie for the school picture. **Fees:** There are no longer fees charged for course workbooks or materials. All schools still charge for field trips within courses. Students are loaned textbooks and library books; if lost or damaged, students will pay the cost for replacing these materials. **Extra-curricular sports teams: minimum \$50.00 per team** (for referees and transportation).

#### **4. VALUABLES**

The school will not be held responsible for valuables; therefore,

- a. **Do not bring large sums of money or valuable personal items (such as jewelry, phones and electronic devices) to school.**

- b. **Do not carry wallets, cell phones, watches or jewelry to gym or fitness classes.**
- c. **Do not wear or carry outerwear to classes.**

## 5. **PARKING**

Students are reminded that parking on school property is a **privilege**, not a right. Students are encouraged to use school bus transportation since parking on school property is **VERY LIMITED**. Students are to park in the North parking lot furthest from the building. Students are expected to drive on school property in a safe and responsible manner. Students not adhering to safe driving practices will lose their parking privilege and may be charged by the police.

**All students are required to have a parking pass to park on school property. A Parking Pass can be obtained by filling out an application form in the Main Office. The school assumes no responsibility whatsoever for vehicles and/or property in vehicles parked on school property.**

**Note: School administration will not supervise students in their vehicles. Consequently, all parked vehicles must be vacated by students.**

## 6. **CAFETERIA**

The school cafeteria is maintained to provide early morning snacks and lunch. In consideration of students who have a life-threatening nut allergy, it is important that we ensure that we are a **peanut/nut free school**. Students shall not bring such products to school. *Students are to deposit litter in the waste and recycle bins. Students are to keep the halls clear of garbage by using the garbage containers. Students are encouraged to bring garbage-less lunches to school and use personal water bottles.*

## 7. **STUDY PERIODS**

Study periods are assigned to senior students only upon legitimate request. Study periods are to be used to support student efforts in assigned classes. Students who have an assigned study period on their timetable may leave the school premises or use the school facilities such as the LIBRARY or the CAFETERIA, or if available, a computer room. **STUDENTS SHOULD NOT BE LOITERING IN HALLS.** Students are not permitted to be in the smoking area during this time. Students who do not use this time appropriately may be re-assigned by the Principal.

### **Re-Assigned Classes**

Occasionally senior classes may need to be re-assigned to independent study. Students must be in the LIBRARY during these occasions.

## 8. **PUBLIC ADDRESS ANNOUNCEMENTS**

The public address system is used to communicate with teachers and students. It is important that students stop what they are doing during announcements to hear the messages clearly.

## 9. **VISITORS**

Visitors must sign in at the Main Office and be issued a guest pass. Student guests (family and/or friends) are not permitted to visit during school hours. Visitors must leave the school grounds if directed to do so by staff or administration.

## 10. **EMERGENCY DRILLS**

a) Each room has a posted fire exit route. When the fire alarm sounds, move quickly and quietly to the indicated exit. **DO NOT RUN.** Once outside, students are to remain in class groupings with their teacher. Move well away from the building and keep the roadways clear for emergency vehicles. There are six mandatory fire drills per school year.

b) Two mandatory lockdown practices will take place during each school year. Students are to follow instructions from their teachers and from signs posted in classroom.



## 11. COMPUTER ETIQUETTE

The computer can be a very valuable learning tool. KPRDSB provides a network of resources specifically developed to support the academic pursuits of its students. Students may only access files and programs that have been assigned by staff. Computer access is a privilege that will be **revoked** in cases of:

**a) Breach of Security** - Security on any computer system is a high priority, especially when the system involves many users. Do not use or access another student's account. If you feel that you can identify a security problem on the network, promptly notify a teacher or administrator.

**b) Vandalism** - Vandalism will result in the immediate cancellation of computer privileges. Vandalism is defined as any malicious attempt to harm or destroy computer hardware, software, data or networks. This includes, but is not limited to, the uploading or creation of computer viruses. *Students may not download or use programs from external devices on the network.* Any user who violates this condition is financially responsible for any repair costs to revert the network to its original state.

**c) Misuse** - With the sole intention of education, computers used for alternate purposes will lead to loss of computer privileges. Running programs from USB devices or downloading music to the network is prohibited. Using the internet bandwidth inappropriately is also in violation of the KPRDSB Network Agreement. Using alternate web browsers and proxy servers to access internet resources is also forbidden. Students may not play online games, listen to or watch streamed media from the internet unless directed to do so by the teacher.

**d) Netiquette** - Misconduct carried out over the internet –including Edsby- may be subject to school discipline, whether carried out at home, at a school or elsewhere. Students are NOT allowed to post photos, videos or derogatory remarks regarding their peers or staff. In addition, students cannot use cell phones in washrooms or change-rooms. Furthermore, students must use appropriate language when naming files on the school's computer network.

**e) Violations** - Any violation of the above may result in the loss of computer privileges and/or school disciplinary actions.

## 12. ELECTRONIC DEVICES

The use of personal mobile devices during instructional time is permitted under the following circumstances:

- for educational purposes, as directed by an educator
- for health and medical purposes
- to support special education needs

The privacy, dignity and safety of others must be maintained through the appropriate use of cell phones and devices. Students may NOT take or post photos or videos of staff or students.

Laser pointers are not permitted in the school.

## 13. DROPPING COURSES

Senior students should be aware that in order to avoid having to remain in a course which they do not intend to complete, drops must be made before the deadlines which will be provided by the Guidance Department. Senior students wishing to drop a course they do not want appearing on the official transcript must complete the drop process within 5 school days after they receive the mid-term report card. **Withdrawals made after the 5<sup>th</sup> day will remain on the transcript with the mark as it was at the time of withdrawal.** Courses cannot be dropped within the last 4 weeks of the semester without the approval of administration.

## 14. SAFE SCHOOLS

### a) TOBACCO POLICY

The Smoke-Free Ontario Act, 2017 prohibits the smoking of tobacco, the use of electronic cigarettes (e-cigarettes) to vape any substance, and the smoke of cannabis (medical and recreational) on school grounds or within 20 metres of any point on the perimeter of the grounds of the school.

### b) DRUGS AND ALCOHOL:

Any student in possession of, under the influence of, or distributing any alcohol or drug substance or paraphernalia will be subject to appropriate police action, suspension, and/or expulsion from Clarington Central Secondary School.

## 15. SCHOOL DANCES

- A student on suspension the day of a dance **will not** be permitted to attend.
- No smoking is permitted at dances.
- Coats must be left in the designated area at student's own risk.
- **All** lockers are out of bounds, **including** lockers in the dance area.
- Students are strongly discouraged from bringing valuables to the dance.
- The school will not be responsible for student property that is lost or missing.
- Once a student leaves the dance, he / she may **not** re-enter.
- Students will not be admitted into the dance after 7:30 p.m. If it is necessary for a student to arrive after 7:30 p.m. (work commitment), his/her ticket must be signed by an administrator by 3:00 p.m. on the day of the dance.
- Anyone suspected of intoxication before entering the dance won't be admitted and a phone call will be made to the parent/guardian to take them home.
- Any student who is found to have been drinking alcohol or partaking of illegal drugs prior to or during the dance will be suspended from school. Parents/guardians will be contacted and charges may be laid at the discretion of the Durham Regional Police.
- A guest **must** come in with his/her CCSS sponsor and **show photo identification**.
- Guests must be registered on the guest list 2 days prior to the dance to receive a guest pass. To be registered on the guest list, sponsors must fill in a Dance Permission Form and give it to their guest. The guest needs to submit the form to their Principal/Vice-Principal for approval and bring it back to CCSS two days ahead of the dance at CCSS.
- Sponsors are responsible for the behaviour of their guests. Guests and their sponsors must follow guest pass procedures as outlined by the school.
- A sponsor may only bring **one guest** to the dance.
- **Prom Guests** must complete a special Guest form (see main office) and have an interview with the vice principal or principal at least two weeks prior to the prom.

## 16. STUDENT RULES FOR ASSEMBLY

- Students must remain seated during the assembly.
- All students must remain in the gym/cafeteria for the duration of the assembly.
- Students must be respectful of presenters by remaining quiet and attentive.
- No food or drink allowed in the gym or cafeteria during assemblies.
- No public display of affection allowed during assemblies.
- No throwing of objects during assemblies.
- Cell phones, iPods and any other personal device must be shut down.
- Students who fail to comply with the above will be referred to the administration.



## C.C.S.S. ASSESSMENT AND EVALUATION POLICY

We believe and know:

- All students can learn and achieve.
- Students learn differently and require a variety of learning experiences.
- Students require multiple opportunities to master their learning.
- Students need regular and up-to-date feedback in order to improve.

### A. RATIONALE

The intent of this policy is to promote communication among students, parents/guardians, and teachers by ensuring clear and consistent student assessment and evaluation practices at CCSS. Assessment and evaluation practices will be consistent with Ministry policy as outlined in *Growing Success: Assessment, Evaluation & Reporting in Ontario Schools, 2010* and with Kawartha Pine Ridge Policy ES-4.1. Assessment and evaluation will be used to support student learning and to provide information to students, teachers, parents, and others about that learning. Assessment and evaluation practices are clear and consistent, and provide ongoing feedback to students and parents/guardians.

### B. ASSESSMENT STRATEGIES

A variety of strategies will be used to allow students the opportunity to demonstrate the full extent of their achievement of the curriculum expectations, across the four Achievement Chart categories (Knowledge/Understanding, Thinking/Inquiry, Communication, and Application). Marks will be determined by the collection of data gathered from a variety of assessment methods which may include: essays, oral examinations, tests/quizzes, worksheets, performance assessments and presentations, projects, portfolios, journals, demonstrations, role playing, debates, profiles, case studies, conferencing, discussions, research inquiries, labs, etc. Teachers will make professional judgments on the assessment data collected and individual circumstances affecting students, including the accommodations and modifications outlined in a student's Individual Education Plan (I.E.P.). The Individual Education Plan will be implemented to address individual student learning needs.

### C. GRADE DETERMINATION

Each curriculum department will provide a common course outline for each course, which clearly states the breakdown of the term mark and final evaluations. The final grade in each course will be reported on the report card as a percentage grade and determined as follows:

- 70% of the grade will be based on evaluations conducted throughout the course (tests, performances, assignments, etc.). This portion of the grade will reflect the student's most consistent level of achievement throughout the course, although special consideration should be given to more recent evidence of achievement.
- 30% of the grade will be based on a final evaluation administered at or towards the end of the course. This evaluation will be based on one or a combination of the following: an examination, a performance, an essay, and/or other method of evaluation suitable to the course content.

### Department Guidelines:

Assessment and evaluation practices may vary according to the subject area. Subject departments may develop additional guidelines to achieve consistency within courses or within their departments. These additional guidelines may include the following:

- weighting categories
- weighting by type of activity
- weighting and nature of final examination or assessment
- use of common rubrics or scoring guides
- standard format for particular assignments (e.g., lab reports, oral presentations, etc.)
- common assessments.



## D. LEARNING SKILLS AND HOMEWORK EXPECTATIONS

### Learning Skills

The development and demonstration of strong, effective learning skills are critical to each student's achievement of curriculum expectations. As well, positive learning skills are essential for personal success in the workplace and post-secondary endeavors. Learning skills will be reported separately from percentage grades. Learning skills include the following:

- \* Responsibility            \* Initiative            \* Independent work
- \* Organization           \* Collaboration       \* Self-Regulation

The Progress Report Card specifically assesses these skills early in the semester to ensure the student is on the path to success.

### Homework

At the grades 9-12 levels, homework assignments are considered an essential component of student learning. Homework assignments incorporate a wide variety of activities and involve the reinforcement, application and extension of concepts taught, as well as the study of new concepts in preparation for the next day's learning. As such, the completion of assigned work (both in-class and homework) is important to the student's demonstration and successful achievement of course expectations. The Homework Club is available after school in the library.

## E. COMMUNICATING AND REPORTING ACHIEVEMENT

Clarington Central Secondary School teachers are committed to providing ongoing feedback to students and parents/guardians regarding progress in the subject areas studied. Students are expected to maintain a record of achievement in each class to personally track their success. If a student has any questions about his/her progress or a particular assessment, the protocol is: the student (and parents / guardians) should speak with the teacher first. Communication of student progress to parents will include a variety of the following: email or telephone contact or Edsby; a Progress Report, Mid-term and Final Report Card each semester; an opportunity for interviews with teachers on Parents' Night each semester; and the issuing of credit endangerment letters to students at risk in each semester. Parents are also welcome to contact subject teachers regarding student progress at any time.

## F. EXTRA HELP

Teachers may provide students with extra help or homework assistance at a variety of times throughout the school day. Students are encouraged to make use of any extra help sessions provided.

## G. MISSED EVALUATIONS

All course assessments are considered important opportunities for students to demonstrate their achievement of the course expectations. To foster a culture of responsibility and ensure fairness to all students, the following will take place in the event of missed assignments/assessments.

### 1. Late/Missed Assignments:

These guidelines refer to assignments determined by the teacher to be significant assessments for evaluation (*assessment of learning*) that have a suggested course value of 5 % or more. This applies to all grades, all levels.

Students who are aware of absences in advance (doctor or specialist appointment, school trip or activity ) need to discuss expectations with their teachers *before their absence*. It is the student's responsibility to inform their teacher and make the necessary arrangements in advance.

### i) Teachers will Clearly Set Due Dates for Assignments

All assignments (assessments of learning):

- are due at the BEGINNING of class
- have clearly laid out success criteria (e.g., marking scheme, rubric, etc.)
- have been divided into "chunks" or stages with feedback provided
- include a reasonable amount of time to complete the assignment (in class and at home)

- consider IEP needs

### **ii) Late Assignments**

- Students and parents will be informed of a missing or late assignment and the consequences for it. Where applicable, the student success teacher or special education resource teacher will be informed.
- Teachers may deduct marks for lateness; they will ensure that mark deductions will not result in a final percentage grade that misrepresents the measurement of a student's attainment of the overall learning goals.

### **iii) Assessments of Learning More Than 3 days Late**

- assignment still needs to be completed in front of the teacher or designate
- teacher and student will arrange a schedule of time(s) to complete assignment (e.g., lunch, after school, Homework Club)
- teacher informs the parent/guardian of the schedule and the opportunity student has to complete work for evaluation (note, email, or phone call)
- if student fails to show up for extra support and / or does not complete the work after these arrangements have been made, the teacher can assign a zero

### **What if I am Absent The Day an Assignment is Due?**

- parent/guardian or adult student (18+) will phone the school or email the teacher that morning to inform the teacher why the student is legitimately absent
- the student (or parent/guardian) needs to submit the assignment to the classroom teacher, if the assignment can be dropped off during the school day or emailed.
- For family emergency: drop off assignment to your teacher on the next school day
- if absent and no contact made: it will be the teacher's professional judgment to decide if the assignment is late or submitted on time

## **2. In-class assessments (tests, quizzes, presentations, writing assignments):**

Students who miss in-class assessments without a valid reason (a note signed by or phone call from a parent) will be considered to have forfeited the opportunity to demonstrate the expectations for that particular assessment. As such, a mark of zero ("0") may be anticipated. However, students who bring in a written note (or phone call) from a parent outlining a valid reason for the absence will not be assigned a mark of zero ("0"). Valid reasons may include but are not limited to the following: student illness, documented appointments, approved school activities/sports. In such cases students will, at the teacher's discretion, be given either an opportunity to demonstrate the expectations or given a No Mark (in which case, the missed assessment will not be counted into the student's mark).

Students who are aware of absences in advance need to discuss expectations with their teachers before their absence.

Students, who miss a test with a valid reason, can expect to write the test on the day of their return to school or in certain circumstances (i.e. extended illness/absence) at a time negotiated between the student and teacher.

## **H. ACADEMIC HONESTY POLICY**

Students at CCSS are expected to demonstrate academic honesty and integrity in all work completed. It is in the best interests of each student to build habits which contribute to genuine academic, personal and social growth. Beginning in Grade 9, students will be taught the need for academic honesty, as well as how to document appropriately.

Incidents of plagiarism and cheating will be given serious consequences. Any student caught cheating on a quiz, test or exam may receive a mark of "0" (zero) on that quiz, test or exam. The student may be required to complete a second assessment in front of the teacher to demonstrate their learning. Students will not represent someone else's work as their own, and they will acknowledge their use of another's intellectual property through proper documentation.

**Definitions**

Plagiarism is defined in the Kawartha Pine Ridge DSB's Assessment and Evaluation Policy as "using words, numbers, graphics, photos, music, ideas or any work of another as one's own without proper referencing. Students must always acknowledge others' work (writing, ideas, graphics, data, music, etc.) by citing sources, even those from the internet, correctly." Cheating is defined in the Policy as, "dishonest behaviour or attempted dishonest behaviour during tests, examinations, or in the creation of assignments for evaluation."

**Procedures**

When plagiarism is suspected, the teacher will keep the original work in question while reviewing the situation. In order to demonstrate clearly that the work is his or her own, the student must provide his or her sources to the teacher, as well as show the stages of research, such as developing and supporting a thesis, research notes, draft copies, and any other supporting materials. Following review of the situation and depending on the scope and extent of the incident, one or more of the following steps will be taken:

- a) Teacher interviews the student (with parent/guardian as needed)
- b) Teacher must call and inform the parent/guardian of the results of investigation and consequences of the student's actions. Administration must also be informed.
- c) Lead Teacher and/or school administrator reviews information and makes decision regarding consequences.

**Consequences**

Depending on the scope and extent of the incident, one or more of the following consequences will be applied:

- a) Oral or written warning or reprimand plus parent/guardian contact (under age 18)
- b) For anything other than a minor infraction, a written report, with course name, the nature and extent of the infraction and the consequences, will be made and kept on file for the duration of the student's secondary school career.
- c) Any assignment or part of an assignment that is plagiarized or copied from someone else cannot be evaluated. This may result in a student not achieving course expectations. A make-up or re-write of the assignment may be required.
- d) In cases of a repeated offence and/or where it is a major assignment and/or the plagiarism is substantial and/or time lines prohibit other considerations, a mark of "0"(zero) may be recorded for the assignment.

**Appeals**

An appeal regarding consequences may be made to the Lead Teacher and school administrator who will jointly review the situation.

**I. EXAMINATION/EVALUATION DAYS**

According to the *Ontario Schools: Kindergarten to Grade 12: Policy and Program Requirements (2011)*, "Thirty per cent of the grade will be based on a final evaluation in the form of an examination, performance, essay, and/or other method of evaluation suitable to the course content and administered towards the end of the course."

**Examination/Evaluation Schedule:**

The Kawartha Pine Ridge D.S.B. has assigned ten (10) exam/evaluation days to each secondary school to schedule into their school year calendar. All exams/evaluations are held in the morning, starting at 8:30 a.m..

**Unforeseen Events During the Examination Schedule:**

In the event of inclement weather, power failure or unforeseen situations that cancel an exam day, each exam day will simply roll over to the next. For example, if the period two examination scheduled for Friday doesn't occur due to bus cancellations, the period two exam will be scheduled for the Monday (next available day). The period three exam will happen on the Tuesday, and the period 4 exam will happen on the Wednesday.



**Alternative Arrangements for Final Evaluations/Examinations:**

When a student cannot complete the final evaluation as scheduled due to extraordinary circumstances (i.e., medical issues, bereavement), a parent/guardian (or the adult student 18 and older) must submit a written request to the principal. This needs to be (when possible) ahead of time so exams can be re-arranged.

**Exemption from Final Evaluation:**

According to Ministry policy, students cannot be exempted from their final evaluation. Where a student cannot take advantage of alternative arrangements and does not participate in the required components of his/her evaluation, they may receive a mark of zero ("0") which will be weighted into their final grade.