

# MADAWASKA VALLEY DISTRICT HIGH SCHOOL



## Student Handbook 2017-2018

### Daily Schedule

Warning Bell	8:15 a.m.
Period 1	8:20—9:35
Period 2	9:45—11:00
Lunch	11:01—11:44
Period 3	11:45—1:00
Period 4	1:05—2:20
Buses Leave	2:40 p.m.
Late Buses	5:00 p.m.



# **Madawaska Valley District High School**

**341 John Street, South, Hwy. 62, R. R. 1  
Barry's Bay, ON  
K0J 1B0**

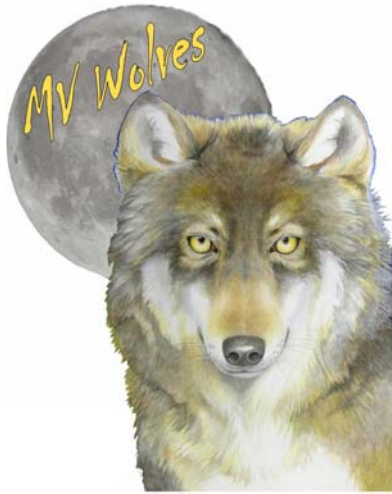
**Telephone: 613-756-3048**

**Fax: 613-756-1783**

**Principal: Mr. Dave Bishop/ Mr. Dean Zadow**

**Vice-Principal: Ms. Krista Recoskie**

# **STUDENT HANDBOOK 2017-2018**



# STUDENT ACTIVITIES COUNCIL 2017-2018

## Senior Executive

**President:** Tiffany Herron

**Trustee:** Sean McCloskey

**Senate Rep:** Erin Browne

## Committee Chairs

**Athletics/Intramural:** Robyn Dombroski, Brooke-Lyn Lundy, Brittany Yantha,

**School Spirit:** Erin Browne, Julia Gutz, Anna Juhasz, Holly Phanenhour, Evey Yantha, Laura Yantha

**Dances:** Sydney Armstrong, Ashley Brotton, Eve Cuddy, Sarah Grace Kerr, Michelle Lepinskie

**Fundraising:** Michael Ridout, Katie Weatherbed, Kristen Ziebarth

**Community Initiatives:** Julie Beggs, Emma Klawitter, Selina DeCarle, Kirsten Recoskie

**Communications:** Erin Browne, Meghan Kelley, Laura Yantha, Maria Ziebarth

## Link Crew Leaders

Casey Billings, Claudia Bruder, Sofie Coulas, Robyn Dombroski, David Faulkner, Hannah Glofcheskie, Skyler Glofcheskie, Erika Jeffrey, Matthew Kelley, Elisa Kilgannon, Emma Klawitter, Dylan Kuehl, Haley Kuehl, Alysha Kutshaw, Brooke-Lyn Lundy, Kathryn McNichol, Tina Norlock, Alison Pecarskie, Megan Phanenhour, Matthew Somes, Dominic Spina, Matthew Sullivan, Regan Yaraskavitch

### VISION

A learning community that provides **opportunity, success, and growth** for all.

### MISSION

To create the culture, programs, policies, and practices that will allow all members of the M.V. community to experience on-going **opportunity, success, and growth.**

### **Madawaska Valley DHS Student in Good Standing Policy**

A student must be in good standing in order to participate in all extracurricular programs. The purpose of the policy is to improve student achievement by ensuring that students attend class, complete assigned work, and behave in an appropriate manner. Students must comply with the conditions listed below to maintain their good standing status.

If good standing status is revoked it can be restored once the conditions are met again. Students who are not in good standing can continue to participate in afterschool practices/activities but cannot participate in games or events until good standing status has been restored.

This policy **does not** apply to curricular activities such as field trips, nor to school wide activities and initiatives, nor to clubs that meet outside of the school day.

- Absenteeism must not exceed 20%. Students can restore their good standing status by attending school. Students will be excused from this condition if they are achieving at Level 3 or higher in all courses.
- Submitting Summative Assignments on time. If there are missing summative assignments students can restore good standing status by completing the work to an acceptable level.
- Passing all courses. Students can restore good standing status by working with the teacher and Student Success to improve the grade.
- Appropriate behaviour within the school or classroom. Students can restore good standing status by improving behaviour.
- All fees are paid. Students can restore their good standing status by paying their fees or making alternate arrangements with administration.

*In extenuating circumstances students may appeal good standing decisions to a school committee consisting of administration, guidance, and the athletic director.*

## **PROGRESSIVE DISCIPLINE**

MV uses progressive discipline to address student behaviours that go against our Code of Conduct.

In addressing inappropriate behaviours, progressive discipline must be used. Progressive discipline makes use of a continuum of prevention programs, interventions, supports and consequences, and builds upon strategies that promote positive behaviours.

A positive school climate is crucial to prevention. A positive climate exists when all members of the school community feel safe, comfortable and accepted.

To meet the goal of creating a safe, caring and respectful school environment, MV uses positive practices for prevention of inappropriate behaviour and for effective behaviour management. Positive preventative practices include bullying prevention and intervention plans, student success strategies, character education, citizenship development, student leadership and healthy lifestyles initiatives.

System and school leaders recognize that, in some circumstances, positive practices may not be effective or sufficient to address student behaviour that is contrary to district and school Codes of Conduct. In such circumstances it is expected that the principle of progressive discipline, consistent with Ministry of Education direction and Policy/Program Memorandum No. 145, will be applied as appropriate.

Progressive discipline is never solely punitive. Progressive discipline is an approach that makes use of a continuum of interventions, supports, and consequences, building upon strategies that promote positive behaviours. The range of interventions, supports, and consequences used must be clear and developmentally appropriate, and must include learning opportunities for students in order to reinforce positive behaviours and help students make good choices.

## STUDENT SUCCESS

At all times during the school year, MV has at least one teacher who is dedicated to Student Success. This teacher may work with students who may be experiencing difficulty with concepts or work completion, and in general are a support to students to help ensure academic success. Student Success support can be accessed in room 200 or through asking any staff member. Room 200 is also staffed with a teacher each lunch hour. This space is a quiet work space with access to computers, and with the support of a teacher is an excellent choice for students to complete tasks, review material or even get ahead!

### LATE OR MISSING ASSIGNMENTS

The timely submission of assessment tasks is a Work Habit. As educators, our role is to support the development of learning skills and work habits. Teachers will use a variety of strategies to ensure that work is submitted on time. However, if work is late a teacher may require a student to complete the task through academic detention and will notify his/her parents to discuss consequences and next steps. In addition, the Student Success Team will be involved in providing support to both the student and teacher in the completion of this work. Any issues with non-compliance, regarding the submission of work will be referred to the Principal of the school.

## LATE SUMMATIVE PROCEDURE

### **Summative is Late**

Teacher conferences with student to create plan for completion or review extenuating circumstances

Teacher notifies the parent of the plan for completion if the student is under the age of 18

E-Mail to Admin - student is no longer considered to be in good standing

### **If the student refuses to co-operate, or if the plan goes off track immediately**

Teacher refers the student to Student Success by completing the Late Summative Reporting Form in the First Class Conference

Student Success Teacher makes initial contact with the student to create a plan for completion and also contacts the parents if the student is under 18 years of age. The plan **will** include working in Student Success (or with the classroom teacher if the teacher prefers) at lunch for up to **5 days**

### **If after the 5 days, the assignment has not been submitted**

The student will receive an alternate assignment provided by the teacher

A plan for completion will be created

Failure to meet the timelines of the new plan will result in the students being submitted for credit rescue at the end of the semester. Teacher will document the missing expectations for Credit Rescue and provide them to Student Success.

Student Success or an Administrator will notify parents of this action.

For students with special education needs, interventions and consequences must be consistent with the student's Individual Education Plan.

In deciding whether or not to choose a progressive discipline action, consideration must be given to all mitigating and other factors as listed in Ontario Regulation 472/07. Mitigating factors could include, but are not limited to: age, history of student, IEP considerations, impact on ongoing education, past use of progressive discipline, whether the incident was related to harassment of the student, severity of the behaviour and the impact on school climate.

### **Early and Ongoing Intervention Strategies**

Progressive discipline may include early and/or ongoing intervention strategies, such as: contact with the pupil's parent(s)/guardian(s), oral reminders, review of expectations, a written work assignment with a learning component, volunteer service to the school community, peer mentoring, referral to counselling, conflict mediation and resolution and consultation.

### **Interventions, Supports and Consequences**

Progressive discipline may also include a range of interventions, supports and consequences that focus on improving behaviour, such as one or more of the following: a meeting with the student, student's parent or guardian, and principal, referral to a community agency for anger management or substance abuse counselling, detentions, withdrawal of privileges, withdrawal from class, restitution for damages, restorative practices, and transfer, with appropriate support for a new start in the receiving school.

Parents or guardians should be actively engaged in the progressive discipline approach. MVDHS will strive to provide for on-going dialogue with parents on student achievement and behaviour at any step of the progressive discipline continuum.

### **Suspension and Expulsion**

Suspension and expulsion are further along the continuum of progressive discipline. Details about the infractions and procedures related to these disciplinary actions are found in Administrative Procedure 358 - Student Discipline: Suspension and Administrative Procedure 359 - Student Discipline: Expulsion. In every case where a principal considers whether to suspend a student or to recommend expulsion to the Board, mitigating and other factors must be considered, as required by the *Education Act* and as set out in Ontario Regulation 472/07 and the administrative procedures named above.

When a principal has reasonable grounds to believe that a student has committed one or more infractions outlined below on school property, during a school-related activity or event, and/or in circumstances where the infraction has a negative impact on the school climate, the principal may suspend the student.

### **Suspension Infractions**

- uttering a threat to inflict serious bodily harm on another person;
- possessing alcohol or restricted drugs;
- being under the influence of alcohol or 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 student's school or to property located on the premises of the student's school;
- bullying;
- any act considered by the principal to be injurious to the moral tone of the school;
- any act considered by the principal to be injurious to the physical or mental well-being of any member of the school community; and
- any act considered by the principal to be contrary to the Board or school Code of Conduct.

## **Expulsion Infractions**

The principal shall suspend a student pending an investigation (for or against expulsion) if he or she believes that the student has engaged in any of the following activities:

- 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 restricted drugs;
- committing robbery;
- giving alcohol or drugs to a minor;
- an act considered by the principal to be significantly injurious to the moral tone of the school and/or to the physical or mental well-being of others;
- a pattern of behaviour that is so inappropriate that the student's continued presence is injurious to the effective learning and/or working environment of others;
- activities engaged in by the student on or off school property that cause the student's continuing presence in the school to create an unacceptable risk to the physical or mental well-being of other persons in the school or district;
- activities engaged in by the student on or off school property that have caused extensive damage to the property of the Board or to goods that are/were on Board property;
- a pattern of behaviour that demonstrates that the student has not prospered by the instruction available to him or her and that the student is persistently resistant to making changes in behaviour which would enable him or her to prosper; or
- any act considered by the principal to be a serious violation of the district or school Code of Conduct.

## **TOBACCO PRODUCT POLICY**

Renfrew County District School Board prohibits the use of tobacco products on school property. It is illegal to smoke or hold lit tobacco **anywhere** on school grounds. The Authorized smoking area is the **gravel area** below and to the right of the steps leading from the Cafeteria. Loitering and smoking on these steps is **NOT** permitted. A second smoking area is also available adjacent to C-Wing. If you smoke on school property you may be fined by the Health Unit or suspended from school for a period of time not less than **one** day.

Tobacco products include chewing tobacco. Chewing a tobacco product is prohibited on school property. If you chew tobacco on school property you may be suspended from school for a period of time not less than **one** day.

## **ALCOHOL AND RESTRICTED DRUGS**

The School Board's Policy applies to the regular school day, dances and any school sponsored activity on or off the school property. **Students and parents are advised that school personnel may conduct locker searches if warranted.**

Students suspected of or found using or in possession of alcohol or restricted drugs will be suspended.

Students found in possession of Alcohol or Restricted Drugs for the purpose of *trafficking* are subject to an immediate suspension.

*In incidences of drugs or alcohol, parents and police will be notified.*

## **BULLYING/HARASSMENT PREVENTION AND INTERVENTION**

Bullying adversely affects healthy relationships, the school climate, and a school's ability to educate its students. Bullying will not be accepted on school property, at school-related activities, on school buses, or in any other circumstances where engaging in bullying will have a negative impact on the school climate.

**Bullying:** means aggressive and typically repeated behaviour 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's reputation or harm to the individual's property or
- Creating a negative environment at a school for another individual, and
- The behaviour occurs in a context where there is a real or perceived power imbalance between the pupil and the individual based on factors such as size, strength, age, intelligence, peer group power, economic status, social status, religion ethnic origin, sexual orientation, family circumstances, gender, gender identify, gender expression, race, disability or the receipt of special education.

**Harassment:** Harassment is words, conduct or action that is directed at an individual and serves no legitimate purpose and which annoys, alarms or causes that individual emotional distress. Harassment occurs when an individual is repeatedly singled out for serious mistreatment, which may include threats, bullying, verbal assault, taunting, ostracizing or violent gestures and actions.

Both bullying and harassment are related to real or perceived power over others. Students may attain or maintain power over others in the school through real or perceived differences. Some areas of difference may be size, strength, age, intelligence, economic status, social status, solidarity of the peer group, religion, ethnicity, disability, need for special education, sexual orientation, family circumstances, gender and race.

Bullying and harassment are dynamics of unhealthy interaction that can take many forms. Bullying or harassment can be physical (e.g., hitting, pushing, tripping); verbal (e.g., name calling, mocking, or making sexist, racist, or homophobic comments); or social (e.g., cyber bullying - spreading rumours, images, or hurtful comments through the use of email, cell phones, text messaging, Internet websites, or other technology).

### **WHAT DO I DO IF IT HAPPENS TO ME?**

***There are three options you can take to deal with harassment or bullying.***

1. If possible, you can talk to the person who is harassing you. Tell the person clearly and firmly that you find such behaviour offensive and you want it to stop immediately.
2. You can request help and support to stop the harassment or bullying. Report the harassment incident to the school administration or school support counsellor in person.
3. Report by calling or sending a text to our School Support Counsellor at 613-756-3048 x534, our VP at 613-756-3248 x 504 .

**To anonymously report an issue or incident, call our school hotline at 613-756-3048 ext 360.**

***A student who engages in harassing behaviour may warrant:***

- Counselling to modify the behaviour.
- Detention or other in-school disciplinary activities.
- Parents notified, suspension and/or police involvement.



**Bullying and harassment are serious offences that will not be tolerated, and for which a student may be suspended. It is important to know that bystander behaviour is also a significant contributor to bullying incidents. It is hoped that bystander encouragement will continue to be reduced and that positive interventions by bystanders will continue to be increased as Team Lionheart and MV staff and students learn and share more about this important issue.**

### **COMPUTERS: NETWORK, INTERNET AND ELECTRONIC DEVICES**

The RCDSB Administrative Procedure 141 addresses the implications of the use of technology in terms of safety, privacy and intrusion into district schools. The procedure states clear expectations for all Users who access the Board network or who use Board or Personal-owned devices while on Board property. The full Procedure is published at the RCDSB website:  
[www.renfrew.edu.on.ca](http://www.renfrew.edu.on.ca)

Users are required to promote responsible use of board resources and to refrain from unauthorized access or abuse. Users are expected to make every attempt to avoid inappropriate materials. They are required to use computers and electronic devices as educational, business and communications tools and to avoid any use which has a negative impact on safe, caring and orderly schools/administrative buildings.

Users in the RCDSB may have access to the Internet, an unregulated world-wide network of computers, to the RCDSB's network and in-school wired and wireless networks. The RCDSB network is maintained by network systems administrators who may from time to time intercept electronic communication. There can be no assumption of privacy when using the network.

Personal technological devices may be used during instructional time for educational purposes.

Personal technological devices may be used outside of instructional class time, so long as the use of these devices does not distract from instructional class time, extracurricular activities, co-curricular activities and the use of the device does not violate any other school or RCDSB policy or negatively impact the network.

The school and or RCDSB is not responsible for personal technological devices in the event of loss,, damage or theft. They are not to be carried or be in the possession of students during examinations and/ or other major assessments unless the Principal has given permission for students to do so.

If a student violates this administrative procedure, their personal technological device may be confiscated and returned to the parent or guardian, or to an adult student or 16/17 year old withdrawn from parental control, after the instructional day, or as appropriate to the circumstances.

## **All Users Will:**

Use only the passwords and accounts assigned and refrain from sharing accounts and passwords and from using another person's account.

Report immediately any security problem to a person in authority (who shall notify a network system administrator) and refrain from sharing the problem with others.

Refrain from the use of the networks for any of the following specifically prohibited purposes:

- to access resources or data of others for any purpose without authorization, including passwords, files or tapes, whether at school or elsewhere;
- to send messages or files containing digital information likely to result in loss or disruption of the recipient's work or system ("viruses"), or to load such messages or files onto the networks;
- to transfer commercial software, materials protected by trade secret or other copyright protected material;
- to commit any illegal act;
- to intentionally obtain or send any materials which are or might be considered inappropriate, obscene, abusive, offensive, harassing, illegal, or counsel to illegal activities;
- to obtain or attempt to obtain any material or item prohibited by the RCDSB;
- to use the networks for commercial purposes, or for non-sanctioned gaming, and; download and/or use software designed to circumvent the user agreement and or other security measures implemented by the RCDSB.

Penalties for violation of these procedures may include temporary or permanent withdrawal of access to technological devices and network privileges, suspension from school, and/or prosecution under the law.

All Student users (Grades 4-12) will have a parent or guardian sign an agreement acknowledging an understanding of this procedure, Form 141-1 Appropriate Use Contract for Students. Adult student users (18) or users who are 16 or 17 and have withdrawn from parental control shall also sign Form 141-1 Appropriate Use Contract for Students. All Users will follow the guidelines regarding appropriate use of networks, especially for the purposes of e-mail and chat activities outlined in this policy. The signature will also demonstrate a commitment to abide by this procedure, as well as knowledge of the range of consequences for failing to do so.

Cyber bullying is using electronic means to intimidate, harm, shun, attack or ruin a reputation. Cyber bullying includes the use of e-mails and instant messaging, text or digital imaging sent on cell phones, web pages and web logs (blogs), chat rooms and discussion groups. Cyber bullying may include but is not limited to:

- using a chat group, gaming or social networking site to attack the person's character; impersonating someone by breaking into his or her e-mail account, posing as that person and sending
- damaging messages;
- denigrating someone by sending or posting cruel rumours to damage his or her reputation;
- misusing an electronic device to take embarrassing photos and electronically sending them to others;
- outing or trickery, which involves revealing someone's secrets or embarrassing information online or tricking someone into revealing secrets while online;
- setting up polling sites by developing web pages so that peers can vote on who is the "dumbest" or "ugliest" student or staff member in the school; and
- creating hate sites, such as pages on social networking sites, designed to insult others.

These activities, when taking place off the school/work site or outside school/work hours normally are not school/work matters. However, these activities can have an impact on the school/work and negatively affect the safety, climate and the learning environment at the school/work. In such cases, the use of the Internet and electronic messaging for bullying or harassment may be dealt with by the Principal.

Using an electronic device to violate the privacy or integrity of someone else is prohibited in all areas, especially those where there is an increased expectation of privacy, such as washrooms or change rooms (ex. taking a camera or recording sound or video).

The taking of photographic images of a person or persons on school property, at school events, and during school activities and/or school hours is prohibited without the permission of the person or persons being photographed unless it is for a school sanctioned activity (i.e. yearbook, school paper).

The electronic transmission or posting of photographic images of a person or persons taken on school property, at school events, and during school activities and/or hours, is prohibited without the permission of the person or persons being photographed, and where the student is below the age of eighteen (18), the consent of the parent or guardian or consent of the student if he/she is 16 or 17 and has withdrawn from parental control.

Replacement resulting from willful or malicious damage, or theft of equipment or software shall be the responsibility of the perpetrator and/or parent or legal guardians. Malicious damage includes but is not limited to the deliberate introduction of a virus, or noxious program.

Online correspondence between staff and students must be related to course work, or school-sanctioned clubs/activities.

## Dress Code

Students are free to express their individuality within the confines of modesty and good taste.

All students attending schools in the County are to present a neat, clean and acceptable appearance according to the regulations.

For safety reasons, shoes must be worn at all times.

The following clothing is **NOT** allowed:

- Clothing that incorporates logos that may be interpreted as offensive by some members of the school community, specifically logos that depict racist, sexist, violence, drugs or alcohol, or religiously degrading themes.
- Clothing that is considered to be too revealing, such as low-cut tops, tops without straps, very short shorts or skirts, see through garments or clothing that reveals private undergarments. Students may be asked to cover up or change and/or counselled about future choices.

## Physical Behaviour

Students are expected to show respect for each other at all times. Kissing and embracing are not socially acceptable in the school setting. In general, all students are expected to conduct themselves in a responsible, disciplined manner and thereby promote **MV Pride** and a caring school community.

## Bus Policy

Students are expected to behave on the bus as they would in the school. It is part of the school day. Incidents will be investigated. Sanctions such as a suspension of bus privileges or a suspension from school are possible. Bus privileges may be removed if a student is truant.

## Attendance

Attendance at school is compulsory unless you are unable to attend due to sickness or other unavoidable cause.

If you are absent, or know you will be, you must notify the school office. The easiest method of notifying us is to have your parent/guardian contact the office by telephone to verify your absence. If we do not receive a phone call you must bring a note signed by your parent/guardian upon your return to school. You need to bring the note to the office **before** the start of classes.

*If you are 18 years of age or older you may sign your own excuse notes, but please note that your absence must qualify under sickness or an unavoidable cause. You must also see an administrator before you leave school.*

You may have to leave during the school day for a scheduled appointment or because you have become ill. The **Safe Schools Act** makes it necessary to have an accurate record of people in the building so you need to report to the office and officially sign out before leaving the school. **Parental permission, in advance of signing out**, is needed for you to leave the school during class time.

## MEDICATION

Students are to have prescribed medication administered at home. Students who must have medication administered at school will require completion of the "Request for Administration of Medication at School" form. **No medication will be administered without it. This form needs to be updated annually.**

## IMPORTANT INFORMATION

### EXTRA-CURRICULAR ACTIVITIES:

*Membership on a competitive team automatically means **Fair Play** but does not guarantee **Equal Play**.*

In order to participate in extra-curricular activities there are a number of expectations. They include:

- Academic eligibility
- Attendance
- Behaviour / fair play
- A commitment to the program
- Payment of Student Fee & any fees associated with the activity

Student fees are not meant to limit participation, but rather to subsidize the high cost of operating these programmes. For students and families with financial challenges, some **sponsorships are available**. Inquiries may be made at the Main Office or to Administration.

### TRANSPORTATION:

Students must ride to and from extra-curricular activities in transportation arranged by the school. No student will drive him or herself or drive with another student **to or from** any sporting event under any circumstances. Failure to ride to in school arranged transportation will result in the player being prohibited from play at that event.

### FORMS:

All necessary forms must be completed before the event ('Activity Permission Form and Eligibility Requirements Contract', 'Excursion Permission Form', and/or 'Volunteer Drivers Form'). All extra-curricular activities will include a participation fee. Coaches can be contacted regarding practice times and games and will distribute a copy of game schedule (when available) to players. Participation Eligibility forms must be completed and submitted to Staff Advisor or coach by all participants.

### SCHOOL DANCES:

High school dances are meant to be a comfortable and safe environment for students. In order to ensure this, these are the following expectations:

- Only attending high school students are allowed to attend MVDHS dances.
  - Students wanting to bring a guest to a dance, must apply to the Vice Principal in writing, using the Guest Pass form which is available at the main office. Applications must be submitted well in advance of the dance date to provide school administration time to review the application.
  - There will be teacher/parent/administrative chaperones at all school-sanctioned dances. OPP officers will be in attendance, as well.
  - Students will conduct themselves in a manner that is respectful and in keeping with the policies of MVDHS.
  - Once you come into the dance you cannot leave. There will be no unsupervised smoke breaks.
  - All students will have a search of their belongings done at the door prior to entering the dance.
  - Only students attending the dance will be permitted to use the late bus.
- To attend the school dances, students must have an up-to-date MVDHS Student Card.**

**TELEPHONE CALLS FOR STUDENTS:**

Students will not be called out of class to receive phone calls except in extreme circumstances.

**TEXTBOOKS:**

The school supplies each student with registered textbooks. A single textbook can cost as much as \$105.00. The student is responsible for these texts and must return them or pay their monetary value.

**LOCKERS AND LOCKS:**

The school assigns lockers to all students. Students are expected to maintain their lockers in good condition and not display any material that is offensive or sexist. Administration reserves the right to inspect lockers. MVDHS is not responsible for loss due to theft. Students should maintain security of their locker by not sharing their lock combination with others. Students will **not** share a locker with another student.

**School Locks** are to be used and purchased from the office for \$5.00 (new) and \$3.00 (used, if available). Locker numbers and lock combinations will be recorded in the office. Students may request a second locker after the second week of school by making a written request at the office. The same rules of lock combination disclosure apply.

**School bags** or personal belongings are not to be left unattended in the cafeteria or hallways.

**STUDENT FEES:**

A student fee of **\$25.00** is collected from all students to assist the Student Activities Council and Administration to run activities in the school. Once a student has paid their student fee and had their photo taken, they will receive a Student Card for the year.

**THE CAFETERIA and FOOD:**

Students are expected to eat lunches, hot food, and snacks in the cafeteria or other designated areas based on permission of teachers. Snacks may be eaten at your locker. Wherever students eat, they are required to clean up after themselves. Food or drink is not allowed in the gym or library at any time. Glassware must not be taken out of the cafeteria. Proper use of the recycling receptacles is expected.

**PLAGIARISM**

Plagiarism is presenting the words, work or ideas of another person as your own. Plagiarism may exist if the work submitted was done in whole or in part by someone other than the one submitting the work: parts of a work are taken from another source without reference to the original author or if the whole work (such as an essay) is copied from another source.

Allowing others to copy your work is a form of plagiarism and subject to the same consequences.

**Examples:****Plagiarism**

- copying from another student
- cutting and pasting from the internet or magazine article summary
- copying from any other source
- using someone else's work or design and claiming it as your own
- rewording someone else's ideas and presenting them as your own
- having someone else revise your draft

### **Not Plagiarism**

- common knowledge (e.g. WWII started in 1939)
- having someone else help you with proofreading or editing
- quoting a source
- working in a group as assigned and sharing ideas

### **How to Avoid Plagiarism:**

1. Your writing should contain only words you understand.
2. Recognize the difference between assigned individual and group work, and follow your teacher's guidelines regarding the amount of research you do.
3. If you use someone else's ideas, either directly quoted or paraphrased<sup>1</sup>, acknowledge the source.
4. When researching, read the materials first, close the book, and then make point-form notes or summarize the information in a different format (such as a chart or diagram).

### **Consequences of submitting plagiarized work may include:**

1. The student will be required to complete an alternate assignment.
2. The student's parents will be notified.
3. All of the student's teachers will be advised that the offence occurred.
4. Suspension of Student.



The Renfrew County District School Board is now subscribing to the online service *turnitin*. All high school students and teachers will benefit from this software that checks for originality in assignments.

This is another strategy in our ongoing program to educate students about academic integrity. Students will hand in major assignments electronically and, through the feedback they receive in *originality reports*, supplement their learning on how to avoid plagiarism by citing sources, using quotations correctly and putting ideas into their own words.

Integrity in research means that students do not "present another's work or ideas as their own" (RCDSB, 2010). Using this tool, teachers can help students manage their time and resources to create original material. Parent/ Guardian consent for students to use [turnitin.com](http://www.turnitin.com) will be assumed for the duration of the 2017-18 school year.

If you have any questions about this product or process, feel free to discuss them with administration. You can also check out [www.turnitin.com](http://www.turnitin.com).

#### Reference

RCDSB. (2010). *Plagiarism Policy and Procedures*

### **LATE BUS:**

Transportation is provided some nights to accommodate students participating in extra-curricular activities and academic pursuits. Sign up is at the main office and must be done prior to 1:10 pm. At 2:20 pm you must pick up a Late Bus Ticket at the main office in order to get on the bus. Students staying after school to do work for a subject may take the late bus but only if prior arrangements have been made with a staff member. Buses leave around 5:00pm and travel to Round Lake, Killaloe, Old Barry's Bay Road, Combermere, Quadeville, Palmer Rapids and Hardwood Lake. Students should check the weekly Wolf Call posted in all classrooms and on the Student Council bulletin board as well as the school's website: [www.mvd.rcdsb.on.ca](http://www.mvd.rcdsb.on.ca)

**THE SICK ROOM:**

Students who become ill during the school day must report to the Main Office. Under **no** conditions should students stay in the washroom, cafetorium or go outside. Failure to follow this procedure will result in referral to the Vice Principal.

**POSTERS**

Any form of advertising MUST have prior approval from administration.

**SNOWBOARDING, SKATEBOARDING or ROLLER BLADING**

is not allowed on school property at anytime.

**M.V.D.H.S. STUDENT USER FEES**

<b><u>DEPT./ COURSE</u></b>	<b><u>COST</u></b>	<b><u>REASON</u></b>
ADMINISTRATION & STUDENT COUNCIL	\$25 \$5	Activity Fee School Lock
SPORTS FEES  Major Sports - \$65 each \$35 for second Major Minor Sports - \$35 each \$20 for second Minor	<u>Major Sports</u>  Soccer Volleyball Basketball	<u>Minor Sports</u>  Archery Cross-Country Running Track & Field Tennis Badminton Softball- Coed Nordic Ski Team – cost recovery basis Hockey - cost recovery basis
TECHNICAL STUDIES - TTJ (Transportation) - TCJ (Woodworking)  - IDC (Yearbook) - TXJ (Hairstyling)	Varies Varies  None None	Project Material Costs Project Material Costs only if op- tional project is selected



## **ASSESSMENT, EVALUATION AND REPORTING IN THE RENFREW COUNTY DSB**

The Renfrew County District School Board believes that the purpose of assessment, evaluation and reporting is to improve student learning for all and provide on-going communication about students' learning throughout the school year. To this end, Assessment and Evaluation practices shall:

- be focused upon clearly identified curriculum expectations and the achievement chart;
- provide opportunity for students to demonstrate learning to the best of their ability;
- be fair, transparent and equitable to all students;
- address the needs of all students, while appropriately recognizing relevant student differences;
- enhance learning by building on previous successes;
- identify next steps for students to improve their learning;
- include provisions for student self-assessment and goal setting;
- address both what a student learns and how well a student learns;
- be preceded by a clear description of the expectations and standards.

Specifically, the RCDSB has an Assessment and Evaluation procedure that: provides for ongoing, varied assessment that :

- provides students with multiple opportunities to demonstrate their learning,
- regards assessment as an opportunity to guide instruction, thereby meeting the needs of individual students,
- ensures communication with parent/guardians regarding their child's progress and development,
- provides timely feedback to students to help students set appropriate learning goals,
- addresses the needs of students with an Individual Education Plan (IEP),
- ensures that students clearly understand what the curriculum expectations are as well as what the evaluation criteria are before beginning a task and/or course,
- provides in-class time for students to work on assessment tasks,
- requires the gathering of data on learning skills and provides feedback and progress updates to students and parents in regards to the student's progress in these skills.

Reporting:

- Provincial report cards will be issued twice a semester. Reports will include an indication of a student's development of the Learning Skills and Work Habits as well as the student's achievement of the curriculum expectations.
- Students in Grade 9 – 12 can expect their achievement to be reported as a pegged percentage mark at midterm and a percentage mark on the final report card.
- Students in grades 9 and 10, who have not been able to demonstrate their competency in a specific subject area, due to such instances as prolonged absence or illness will receive a mark of "I". This indicates that there is insufficient evidence to provide a mark at that time. According to Ministry Policy, a mark of "I" is not permitted in grade 11 and 12.
- Students who receive a mark below 50% on their final report card, may be eligible for Credit Recovery. This will be determined through the Student Success Team at the school, in consultation with the subject teacher.