

KINGSTON COLLEGIATE AND VOCATIONAL INSTITUTE



235 Frontenac Street
Kingston, Ontario
K7L 3S7

Phone: (613) 544-4811
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Attendance: (613) 544-9051

E-mail: kicvi@limestone.on.ca
Website: <http://kcvilimestone.on.ca>

Principal:
Vice-Principal:
Vice-Principal:

Mr. Ted Holden
Mr. Lonny Gibson
Ms. Margaret Connelly

About the Cover: The cover design is the work of Jenny Li. It was chosen from several other submissions for this year's cover.

This agenda belongs to:

NAME _____

ADDRESS _____

CITY/TOWN _____

POSTAL CODE _____ PHONE _____

STUDENT NO. _____ HOMEROOM _____



PLEASE NOTE: The front cover is sensitive to extreme heat. Do not leave in direct sunlight!

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MISSION STATEMENT

KCVI is a school dedicated to learning for all students and staff, and to serving young people. We embrace certain values:

- we honour the traditions of our past, and seek to prepare ourselves for the challenges and responsibilities of the future,
- we endeavor to grow intellectually, emotionally, and spiritually through the pursuit of academics, athletics, and the arts,
- we value differences in our midst, and treat each other with dignity and respect.

SCHOOL SCHEDULE

8:20	Warning Bell - Music
8:25 - 8:31	Home Form
8:31 - 9:46	Period A
9:46 - 9:53	Break
9:53 - 11:08	Period B
11:08 – 11:59	Lunch
11:59 - 1:14	Period C*
1:14 - 1:21	Break
1:21 - 2:36	Period D*

* KCVI operates on an afternoon tumbling timetable alternating weeks. Please see the enclosed calendar for the order of the afternoon periods (CD or DC).

WHEN YOU NEED HELP, CALL....

KCVI Student Services 613-544-4811 (128)
T.A.L.K. 613-544-1771
Children's Aid Society 613-542-7351
Sexual Assault Crisis Centre 613-544-6424
K.A.I.R.O.S. (Substance Abuse) 613-548-4535
KFL&A Public Health 613-549-1232
Kids Help Phone...Youth Line 1-800-668-6868
Kingston Community Counseling Centre
613-549-7850
Sexual Health Clinic (Public Health)
613-549-1232 (1275)
Street Health Centre 613-549-1440

KEEPING KCVI CARING AND SAFE

ATTENDANCE (613-544-9051)

Parents can reach our attendance office by calling the above number and speaking to the attendance clerk, leaving a voicemail (24 hrs.), emailing us at kcv.attendance@limestone.on.ca or by sending a note to the Attendance Office.

STUDENT SERVICES

If you are having difficulty of any kind, the staff in Student Services will be glad to help. Go to the secretary in the Student Services' office, who will put you in touch with a counselor. They can help with:

- Career Counseling
- Personal Counseling
- Program Planning
- Job-Finding Techniques
- List of Possible Tutors
- Studies/Exchanges
- Study Skills Assistance
- Course Program Information
- Post-Secondary Programs
- Summer School Programs
- Enrichment

Student Services Staff (and extensions):

Department Head:

Bonney Morris-Pocock (157)

Teacher/Counselors:

C. Van Luven (163)

H. Davis (IB) (155)

K. Kippen (132)

H. Huskilson (142)

Adolescent Care Worker

Emma-Jane Hamilton (145)

Lead Student Success Teacher

J. Ambury (170)

Secretary: C. Lux (128)

Other People who may be able to help

Teachers, Parents, Clergy, Doctors

Peer abuse stops within 10 seconds if a bystander intercedes in a constructive manner on behalf of the person being abused.

Difference between Reporting and Rattling

Everyone has the right to live, learn, work and play in a safe, caring, welcoming and respectful environment free from fear.

Reporting unsafe, dangerous, mean and nasty behaviours to an adult is the right thing to do, because it could...

- Save your life
- Protect your feelings and your body
- Save someone else's life
- Keep K.C.V.I. safe.

To Report or Not to Report

- Is the behaviour cruel, mean and nasty?
- Is someone scared?
- Is someone in danger of being hurt or killed?
- If you don't report, how might you feel, if someone is seriously injured or harms his or herself?
- Is it against the law?

Remember, telling an adult may help your fellow student.

KCVI'S WEBSITE <http://kcvilimestone.on.ca>

The site includes: Important Dates Calendar, Athletic Schedules/Team Results, School Council Meeting Dates, School Program Information, Teams & Clubs, Departments, KCVI Radio Station - CKVI "The Cave" 91.9 FM, Library - Resources & Links, Teacher Links

COURSE OUTLINES

Ask to see Course Outlines which contain information about course content, learning skills, evaluation, and other course requirements.

CONTACTING TEACHERS

A teacher can be contacted directly (613-544-4811), through Student Services, or by email (kicvi@limestone.on.ca). Messages can be re-directed to specific teachers at this e-mail.

PARENT/GUARDIAN NIGHTS

Conferences are by appointment from 6:30 – 9:00 p.m. scheduled through an online booking service available on the KCVI website.

Semester I - October 29 (Sign-up begins October 21)

Semester II - April 6 (Sign-up begins March 30)

REPORTING DATES

Early Reports for Grade 9 & 10 will be distributed on October 8th and March 10th. Mid-Term Report Cards will be distributed to students on November 24th and May 3rd. Final Report Cards will be distributed to students on February 17th and available for pick up during the second week of July in the Main Office.

CULMINATING ACTIVITIES AND EXAMINATIONS

Parents and students should note the culminating activities, final summative evaluations and examination dates as listed, and be certain to avoid scheduling other activities that might conflict. **All students are expected to write their culminating activities and exams as scheduled.** Medical documentation will be required if a culminating activity or exam is missed due to illness. **Do not plan holidays or accept employment during summative and examination periods. Please note that attendance is critical for the entire period.**

Review/Summative Evaluation days and Exam Periods:

Semester I:	January 25 – February 2, 2016
	Inclement Weather Day – Feb. 3 rd
Semester II:	June 20 - June 28, 2016

TEXTBOOKS

Any student taking a **Grade 12** course, regardless of the grade they are in, must bring in a cheque for \$100 (made payable to KCVI) post-dated for March 1, 2016. The cheque will only be cashed in the event that a book is lost or damaged. At the end of the year (or semester, whichever is applicable), the cheque will be returned to the student, so long as their record is in good standing.

Textbooks used in **Grade 9 to Grade 11** courses are the property of the Limestone District School Board. Textbooks in each course must be returned on or before the day of the final exam for the course. Books are loaned to students using a bar code

system and students are responsible for those specific books signed out to them. If a book is lost or damaged to an extent that it can no longer be used, the replacement cost will be charged. Please treat your books with care and do not loan them to other students.

LOCKERS AND LOCKS

Students are assigned individual lockers on the first day of school. All students are required to use a KCVI lock. Students should keep personal belongings in their lockers and lockers should be locked at all times. It is also important that students occupy the lockers assigned to them, as they will be responsible for items found in those lockers. These practices are intended to help keep our school safe for everyone.

Lockers are the property of the Limestone District School Board and Administration has the authority to open lockers. Items such as alcohol, drugs, weapons, or substances which threaten health or safety are prohibited on school property, including lockers. If there is suspicion that a locker contains any of these items, it will be opened and searched. Consequences will apply if a prohibited substance or weapon is found.

The school cannot be responsible for items stolen from lockers. Do not give your locker combination to any other student! You are vulnerable to break in and theft if you do so.

Lockers must not be written on, either inside or out. *Graffiti* which is written or scratched into lockers constitutes an act of vandalism and will be treated accordingly. Remember that all pictures, posters, etc. displayed inside your locker will be seen when the door is open. Such pictures must be in good taste and should not violate any aspect of the LDSB Human Rights Education Policy.

At the end of the year, all lockers must be cleaned out by the exam return day. While the school will do its best to hold personal possessions for a short period of time, we cannot guarantee the return of any belongings left in lockers past that date. By the end of the summer, all useable materials will be donated to community organizations.

MONEY AND VALUABLES

Theft can be a problem in any large school; KCVI is no exception. Please be aware that you should not

bring large sums of money or valuable personal items to school. Above all, you should not leave money or valuables in your locker or change rooms. Students are to keep such items on their person, or in special circumstances leave them at the Main Office for safe keeping or, better still, leave them at home!

EMERGENCY PROCEDURES/THREATS TO SCHOOL SAFETY

The following procedures have been developed, in consultation with students, staff, parents, and community members, to respond to a major incidence of violence or a severe environmental incident in or around the school. These procedures will be practiced during the school year.

There are four general responses:

Emergency Evacuation: Everyone must leave the building due to a serious incident such as a fire or gas leak in the school or a chemical spill in close proximity to the school.

Instructions regarding evacuation due to fire are posted in each room. Exits are indicated. Students are asked to proceed to the designated exit and stay with your class. Your attendance will be taken. Once outside, move away from the building and clear the fire lanes.

The Criminal Code states that anyone who willfully, without reasonable cause, by outcry, ringing bells, using a fire alarm, telephone, or in any other manner, makes or circulates or causes to be made or circulated an alarm of fire is guilty of an offence punishable upon conviction.

Shelter in Place: Shelter in place is a response to an environmental or weather related situation, such as a chemical spill, blackout, or extreme weather, where it is necessary to keep all building occupants within the school.

Hold and Secure: Hold and Secure (formerly "Lockout") is a response to a threat in the general vicinity of a school such as a police pursuit, crime in progress, or an active search by local police for a known dangerous offender. Staff, students and

visitors are considered to be safe inside the school. Staff/students/visitors are brought inside the school. External doors are locked as quickly as possible.

Lockdown: Lockdown is a response to a major incident or threat of school violence within the school or in relation to the school. Building occupants remain in the building in secured locations. Interior doors are locked while exterior doors remain locked or unlocked as per normal practice.

STUDENT PARKING

There are a limited number of permanent semester parking passes available for students each semester. These passes are allocated on the basis of need using an application process. Please go to the main office for applications early in the semester. These student parking passes are for one semester only. Students who obtain a permanent semester pass must park in the main lot. Parking passes are non-transferrable.

There are ten parking spaces designated for temporary student parking along the Alfred Street fence. Students wishing to use these spaces must complete a temporary student parking application to receive a pass. Obtaining a temporary student parking pass grants access to these spaces on a first-come, first-served basis. Students with temporary student parking passes can only park in one of these ten spaces providing one is available.

Please read the applications carefully. Misuse of a parking pass will result in immediate loss of the pass and possible suspension.

BICYCLES

Students are advised to lock their bicycles in the racks provided outside of the school. Students should not lock their bicycles to handrails at the entrances to the school. The school and the board accept no responsibility for bicycles on school property.

STUDENTS' ASSOCIATION

The KCVI Students' Association advises the Administration and staff on school policy and school improvement. It is responsible for school spirit activities such as BBQs, social events, and

orientation activities. In addition, they provide funding (through the activity cards) to clubs, teams and school initiatives. The Students' Association meets every Wednesday at 3 pm in the Centennial Room. Any student who wishes to offer ideas or comments is invited to see his/her grade representative or any other member.

KCVI Students' Association 2015-16

Head Girl	Emma McGugan
Head Boy	Allen Lai
Secretary	Kiersten Runte
Treasurer	Sophia DeBruin
Deputy Treasurer	Applications in September
Chair	Hayden Taylor
Vice Chair	Kaelyn McGinty
Grade 12 Girl	Gabrielle Anagnostopoulos
Grade 12 Boy	Will Simpson
Grade 11 Girl	Michelle Jang
Grade 11 Boy	David Sahai
Grade 10 Girl	Anna Holden
Grade 10 Boy	Mason Christiaans
Grade 9 Girl	Elections held on September 22
Grade 9 Boy	Elections held on September 22
Arts Reps	TBD
Athletics Rep	Alex Drover

Musicians' Guild

The Musicians' Guild is a group of students who organize events involving any or all of the arts at KCVI. Some events include the *KC Coffee Houses* and an *Evening in the Courtyard*. Many of our events are fundraisers and are designed to support events and projects such as the school musical and student art gallery. Our goal is to make places and times for the arts to happen in our school. Anyone is welcome to join; our structure is open and student-driven.

ATHLETIC ASSOCIATION

The Athletic Association plans various events and activities throughout the school year. Executive meetings take place every other Wednesday at 11:15 a.m. in Room 32. Open Forum meetings take place the first Wednesday of every month at 11:15 a.m. in Room 32.

KCVI Athletic Association Executive 2015 - 2016

- Co-Chairs** Gabrielle Anagnostopoulos
Joel Tod
- Secretary** Vista Behjat
- Treasurer** Sidonie Chard
- Communications** Yolie Watungwa, Zinta Upitis
- School Spirit** Maggie Whitmore, Kiko Kelway
- Intramurals** Madeline Malcolm, David Sahai
- Clothing** Tarrah Ethier , Sophie Grogan
- Photographer** Ryan Peddigrew
- SA Rep** Alex Drover, Emily Thomson
- Marketing** Maddie Love, Imogen Moore
- Tournaments** Lily Wheeler-Dee, Jack Lott

Culture of Peace	Outdoors Club
Debating	Robotics Club
DECA	Science Olympics
Drama Club	Senior Band
Environment Club	Students' Association
Improv Team	Yearbook
Knitters' Anonymous	Youth in Action

Athletic Clubs and Teams

Archery Club	Rowing
Badminton	Rugby
Baseball	Nordic Skiing Club
Basketball	Alpine Skiing
Cross-Country	Soccer
Field Hockey	Swimming
Football	Tennis
Hockey	Track & Field
Golf	Ultimate Frisbee
Mountain Biking	Volleyball

ATHLETIC POINTS AND AWARDS

Athletic Awards will be given to student athletes who have accumulated the required points before their graduation from KCVI. The required points and corresponding awards are as follows:

- "K" crest** **80 points**
- "A" crest** **55-79 points**
- Member of a KASSAA sanctioned team 15 points
- First Place Individual Sport 5 points
- Second Place Individual Sport 3 points
- Third Place Individual Sport 1 point
- KASSAA Championship 5 points
- EOSSAA Championship 7 points
- Ontario Championship 10 points
- Sports Manager 3 points
- Minor Manager 5 points
- CSSRA Championship 10 points

KCVI STUDENT RUN ACTIVITY POLICY

School activities run by the Students' Association, Athletic Association, Arts Council, individual teams or clubs are done to enhance your experience while at high school. Providing you with the opportunity to meet your peers at such events, which are outside the regular classroom and regular extra-curricular activities, is valued by the school staff and supported by the School Council. Many of these activities are also major fundraising activities for individual groups. It is expected that you will conduct yourself as you would at school. Failure to do so could jeopardize future activities and limit the funds available to support your student activities.

CO-CURRICULAR ACTIVITIES

Students are strongly encouraged to participate in any of the wide range of activities available at KCVI. Other groups may be formed if sufficient interest is shown, and a club application form is submitted by the deadline in September.

Non-Athletic:

Athletic Association	Mathletes
Blues Crew	Model UN
Blood Club	Musicians' Guild

In order to run such activities, you will need to have a staff advisor and permission from the Principal. All posters displayed in the school must be approved and signed by an administrator. **For any event, an appropriate number of staff supervisors must be obtained. The Principal must be notified, in writing, one week prior to the event, with the names of all supervisors.**

No student will be admitted to such events one hour after the start unless otherwise arranged with Administration. You are required to show your KCVI student card at the door for the following activities: coffee houses, movie nights, or similar events. Once

you have left an event, you may not be permitted to re-enter. If you know you are going to be arriving late, you must obtain permission from Administration prior to 12:00 p.m. the day before the event.

KCVI students may sign in one guest who attends another secondary school. You must register the name of your guest, their school and phone number with the group organizing the event, by 12:00 p.m. (the end of lunch) **2 days** prior to the event. All information must be provided. No guest will be admitted to the event unless accompanied by the KCVI student who signed them in and you are responsible for the actions and behaviour of your guest. All guests must provide identification at the door (eg. student card from another school). The school reserves the right to refuse admission to any guest.

All students are required to check their coats and bags. You will not be permitted to take your bag from the coat check without a staff supervisor. **The organizing group cannot be responsible for any lost or stolen items.** Please do not bring valuables. Students are not permitted to go into other parts of the school before, during or after the event (e.g. students cannot go to their lockers).

Students' Association sanctions may be imposed in response to inappropriate behaviour and violations of the behaviour code. **Your student card may be revoked until you complete 20 hours of community service or you may be suspended from future S.A. events for one calendar year.** Students must hold a valid SA card to participate in a number of athletic and school activities.

If your guest behaves inappropriately, your guest's school will be contacted and your guest will not be permitted back at any future events. You will be subject to the Students' Association sanctions as if you were in violation.

STUDENT RECORDS

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

For questions about this collection of information for the OSR, please speak to your principal or the LDSB Manager of Information Technology Services and Planning, Wayne Toms, at 613-544-6920.

Accessing Student Records

Each student and the parent/guardian(s) of a student who is not an adult (that is, a student who is under the age of eighteen) may request a meeting to review the contents of the Ontario Student Record (OSR). If the student or the parent/guardian(s) of a student who is not an adult reviews the OSR and wants something removed, they may formally appeal to the principal. For more information,

please go to <http://www.edu.gov.on.ca/eng/document/curricul/osr/osr.pdf>

KCVI'S CODE OF BEHAVIOUR

This code of behaviour sets out the standards of behaviour which are expected of all members of the school community in order to provide a safe, effective learning environment in a positive school climate. Respect,

responsibility, civility and academic excellence are promoted so that all members of the school community will feel safe, comfortable, and accepted. The purpose of this code of behaviour is to:

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

All members of the school community must comply with the behaviour expectations while on school property, at a school-related activity or in other circumstances where engaging in the activity will have an impact on the school climate.

This code has been amended as of July 14, 2010, and complies with changes brought about by the Education Amendment Act, passed in June 2007, and related policies and regulations. Amendments will continue to be made to coincide with changes to Board and Provincial policy. The code is included with the student agenda so that students, parents, and staff may be fully informed as to their roles and responsibilities.

Respect, Civility and Responsible Citizenship		
Expectation for Behaviour	Reason	Consequences for Misbehaviour
<p>1. Respect for Self and Others <i>You are responsible for:</i> respecting the opinion, ideas and work of others; expressing yourself to all staff and students in a polite and considerate manner; and, exercising self-discipline at all times with respect to language and conduct.</p>	<p>All staff and students have the right to learn and work in a friendly, supportive environment where they are trusted with responsibility and treated with respect.</p>	<p>If you choose to practice behaviour which disrupts the learning environment of yourself or others you will be counselled by your teacher to make other choices. Continued infractions will lead to a meeting with the Administration and may result, where appropriate, in counselling, detentions and/or possible suspension.</p>
<p>2. Dress and Personal Appearance <i>You are responsible for:</i> dressing in clothes which are appropriate to the school setting, i.e. clothing that reflects respect for the public nature of the school environment. Your clothing should be such that it does not demean others, is not vulgar or suggestive in nature nor causes undue distraction for teachers or students.</p>	<p>Your appearance reflects your respect for yourself and for others. Wearing inappropriate clothing demonstrates insensitivity and lack of respect for others. As well, such behaviour interferes with the best interests of the school, which seeks to provide educational opportunities for all students in a positive, respectful and non-threatening environment.</p>	<p>If your clothing is considered by a teacher or the administration to be inappropriate to the school setting or offensive to others, you may be asked to change into something else and not to wear the offending article of clothing to school in the future. Non-compliance could result in suspension.</p>
<p>3. Respect For The School Environment <i>You are responsible for:</i> keeping your school premises clean and free from litter; using the recycle bins and waste receptacles</p>	<p>Staff and students have the right to feel safe in a healthy environment which is neat, clean, safe, litter-free, smoke-free and free from crime.</p>	<p>If you litter, you will be directed to clean up the litter. If you lose or damage equipment, you will be expected to pay to replace the equipment. Serious vandalism or theft</p>

<p>provided under our recycling program; taking proper care of your textbooks, locker and equipment which are the property of the Board; refraining from engaging in any type of theft or vandalism; not using tobacco products on school property; not using skateboards and roller blades in the school; and, following the guidelines established for computer use.</p>		<p>will result in police involvement and/or possible suspension. If you violate computer guidelines, you could lose access to the computers and could be suspended.</p> <p>First time offenses for smoking will automatically result in a one-day suspension and could result in a fine from the Tobacco Enforcement Officer. Repeated offenses may result in longer suspensions.</p>
<p>4. Technology Use <i>You are responsible for:</i> being accountable for your behaviour during school hours, as well as off school property, such that your actions do not have a negative impact on the school environment. the activity and content on the Internet accessed by your password. Do not share your password with other users. Seeking permission from the appropriate staff member to use recording devices (eg: camera, video/DVD recorder, etc.) at school or a school event. You are not permitted to take, electronically transmit or post a photographic image of a person without the permission of the person being photographed and/or the parent/guardian if the student is under 18 years of age.</p>	<p>The world-wide-web has changed our world, offering an unparalleled educational resource, but also challenges. As the technology has expanded at an astounding rate, so have the implications related to your safety, privacy, and intrusion into your school and community. You are expected to use the network responsibly and follow “Net Etiquette” as it appears in the Network User Guideline.</p> <p>If you use technologies to threaten, harass or demean another member(s) of the school community, and where this action interferes with the member(s)’ safety or ability to function in the school, you will be subject to the school’s code of conduct, Board policies and procedures, as well as Provincial and Federal Acts or codes (eg. Criminal Code of Canada).</p>	<p>Individual cases involving this type of behaviour will be dealt with according to the school’s code of conduct, Board policies and procedures, and Ministry of Education Safe Schools protocols, as determined by school administration. Your access to school computers, networks and the Internet may be revoked until an appropriate time as determined by administration. You may be suspended and/or expelled under the above named policies. When necessary, police will be involved.</p>
<p>5. Cell Phones & Other Electronic Devices (any cell phone or device with calling/texting capabilities): No cell phone use in class unless permitted by the teacher. Cell Phones must be turned off and not be seen/heard during class time and assemblies (leave in your locker or turned off and put away). Phones can be used in the halls, cafeteria, etc. only during scheduled breaks and at lunch Cell Phones and other electronic devices cannot be used in changerooms, washrooms, etc. and are not permitted during examinations and/or other summative assessments.</p>	<p>Cell phones and other electronic devices are becoming more prevalent in the school community. Some rules and guidelines are needed to encourage the courteous and responsible use of such devices and to ensure that their use does not disrupt the learning environment for students.</p>	<p>The cell phone/electronic device may be confiscated by a staff member, who may forward it to the main office.</p> <p>First Offense: You will need to see a Vice-Principal at the end of the day to retrieve your phone from the main office</p> <p>Second Offense: Your phone will be returned to your parent/guardian after a Vice-Principal has a discussion with them regarding your phone/electronic devices privileges.</p>

<p>Attendance - 613-544-9051 kcvl.attendance@limestone.on.ca <i>You are responsible for:</i> attending every day and all classes throughout the day; having your parent notify the school by phone or in writing of your absence providing a reason for that absence (Students who are 18 or older may write their own notes.); reporting to the attendance office if you wish to leave the school during the school day. having your parent contact the Principal in writing at least one month prior to an upcoming planned extended absence and fill out the assignment sheet from the Main Office; and arriving to class on time.</p> <p>In the event of an emergency, it is imperative that the school has an accurate list of all occupants of the building. For this reason, students must sign in if they arrive to the school late or are returning from an appointment. If a student signs out, they must then leave the building.</p>	<p>Ontario provincial law requires that “a pupil shall attend class punctually and regularly and is excused from attendance ... if he or she is unable to attend by reason of sickness or other unavoidable cause.” Regular attendance offers you the opportunity to achieve your credits. It is expected that parents will notify the school in advance of any planned absence (doctor’s appointment, family vacation, etc.) and that students take on the responsibility for assignments and tests missed during their absence. Unexplained absences will be reported to parents using SYNREVOICE, an automated telephone messaging service. Students may be excused for extended vacations upon written request to the Principal, but this practice is not encouraged. Forms are available in the Main Office. If possible, work will be sent home in cases of serious illness.</p>	<p>Consequences - Attendance Problems Each day unexplained absences are reported to parents using SYNREVOICE, an automated telephone messaging service and e-mail. If truancy is discovered, you will be reported to the Vice-Principal.</p> <p>Subject teachers regularly communicate with parents about student absenteeism. In most cases diminished progress and lower marks are the natural consequences of absence from classes.</p> <p>If you skip classes, you may be given detentions and your parents will be notified. If the truancy continues, a number of things could happen: you may be given detentions; your parents may be invited in for an interview with you, the Vice-Principal and/or your teachers; a referral may be made to the Student Services Department; you may be placed on an attendance contract; you may be removed from the course; the Board’s attendance counsellor may become involved; or, as last resort, you may be suspended from school.</p>
<p>7. Safe Environment Prohibited Items/Weapons No student may be in possession of any item, whether “Prohibited” or “Non-Prohibited” under the Criminal Code, that could be classified as a weapon. A weapon is any other device or instrument used to intimidate, threaten or inflict harm.</p> <p>Possessing or displaying weapons of any kind, including real, toy or replica, and all other objects that could inflict or threaten bodily harm, including all types of knives, are not permitted at the school, on any Limestone Board property, or at any school-related event or activity at any time.</p> <p>Please Note: Prohibited items includes Laser Pointers.</p>	<p>You, along with other students and staff, have the right to a safe learning environment. Any conduct which threatens our safe learning environment and the mental, emotional or physical well-being of our staff and students will not be tolerated.</p>	<p>Individual cases involving this type of behaviour will be dealt with under the guidelines of the LDSB Safe Schools Policy. The use of force or threatened use of force is an assault and is a criminal offence. Intimidation for the purpose of compelling someone to do something they do not want to or should not do or preventing someone from doing something which they are entitled to do is also an offence under the criminal code. Disciplinary actions could include suspension, police involvement and expulsion from school.</p> <p>Possession of a weapon(s) will result in suspension pending expulsion, as well as police involvement and possible criminal charges.</p>

<p>8. Tobacco Products, Alcohol and Drugs The school recognizes the benefits of a tobacco-free environment to all persons. By law, smoking is not permitted at the school, on Board property, on school buses or while attending any school-related activity. School property includes cars that are on school grounds and all lands to the edge of the street. Other tobacco products also may not be used on school property. Providing tobacco products to anyone under 19 years of age is illegal.</p> <p>Alcohol and restricted drugs may be addictive and represent a health hazard. Possessing, using, trafficking in, or providing others with restricted drugs and/or alcohol is illegal and is unacceptable at the school, on Limestone property or at any school-related event or activity at any time. Lighters and drug-related paraphernalia that can be used for substance abuse are not permitted on school property.</p>	<p>A student under the influence of, or in possession of illicit drugs or alcohol negatively impacts the school environment.</p>	<p>Students found to be under the influence of drugs or alcohol will be subject to the LDSB Drug and Alcohol policy and will be referred to Administration. Suspension and KAIROS referral will be considered for instances of possession/impairment/consumption. Penalties increase with further infractions to include: increased duration of suspensions, police involvement, and expulsion.</p>
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Intruders/Trespassers on School Property

All visitors to the school are required to report to the Main Office. The presence of unfamiliar/suspicious persons on school property poses a personal threat to students and staff. Since the possible motives/responses of such persons are unknown, it is important that students report the location of the intruder to the first staff member available and not approach or try to communicate with intruders. Following this procedure will help ensure the safety of all members of the KCVI learning community.

SAFE SCHOOLS: In Diverse and Inclusive Communities

Ensuring the safety of all students and staff is of utmost concern. A positive school climate is necessary to support an inclusive, responsive learning environment for all students and to maximize student success. A positive school climate exists when all members of the school community feel safe, included, and accepted, and actively promote positive behaviours and interactions. The Whole School Approach including parents, students, staff, and community partners is critical to promote a positive school climate and acceptance for all.

Bullying Awareness, Prevention, and Intervention

Bullying will not be accepted on school property, at school-related activities, on school buses, or in any other circumstances (e.g., online) where engaging in bullying will have a negative impact on the school climate.

Staff are teaching students to identify bullying behaviour and giving them tools to respond and to stop it from happening as part of our awareness and prevention strategies.

Bullying is typically a form of repeated, persistent and aggressive behaviour directed at another person that is intended to cause (or should be known to cause) fear, distress and/or harm to that person's body, feelings, self-esteem or reputation. Bullying occurs when there is a real or perceived imbalance of power. Bullying can be physical, verbal, social, or occur through electronic (cyber) communication.

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

Progressive Discipline

The school encourages, supports and recognizes acceptable behaviour in our students through a variety of positive practices. Progressive discipline is an approach that makes use of a continuum of interventions, supports and consequences, building upon strategies which promote positive behaviours.

We encourage students to take responsibility for their behaviour and to accept the consequences of their actions. A progressive discipline approach will be used to deal with inappropriate behaviour. This may include: oral reminders, review of expectations, contact with parent(s)/guardians(s), written reflection, volunteer services in the school community, conflict mediation and resolution, peer mentoring, and/or referral for support services.

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

Suspension and Expulsion

As part of progressive discipline, the school may also use suspension and/or expulsion for serious incidents as outlined in the Limestone District School Board's Safe Schools Policy.

Before considering whether to impose a suspension or make a recommendation for an expulsion, a principal must consider mitigating and other factors.

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

- swearing (written or verbal) at a teacher or at another person in a position of authority
- bullying
- uttering a threat to inflict serious bodily harm on another person
- committing an act of vandalism that causes extensive damage to school property
- possessing alcohol or restricted drugs
- being under the influence of alcohol or restricted drugs
- Committing any act considered by the principal to:
 - have a negative impact on the moral tone of the school
 - have a negative impact on the physical or mental well-being of one or more
 - be contrary to the school or Limestone Board Codes of Conduct.

A principal shall suspend a pupil if he or she believes that the pupil has engaged in any of the following activities while at school, at a school-related activity, or in other circumstances where engaging in the activity will have an impact on the school climate. For the following incidents the principal will suspend and will also consider recommending to the Board's Discipline Committee that a student be expelled:

- physically assaulting another person causing bodily harm that requires medical treatment
- possessing a weapon or using a weapon to threaten or frighten another person
- trafficking in restricted drugs or weapons
- giving alcohol to a minor
- committing robbery
- committing sexual assault
- bullying, if the student has been previously suspended for engaging in bullying **and** the student's continuing presence in the school creates an unacceptable risk to the safety of another person
- any activity that a principal or vice principal shall consider for suspension that is motivated by bias, prejudice, or hate
- Behaviour that:
 - is significantly detrimental to the school climate and/or to the physical or mental wellbeing of others, whether the incident occurred at school or outside of the school

- causes extensive damage to school property
- causes his/her continued presence at the school to pose an unacceptable risk to other members of the school community
- a pattern of behaviour so inappropriate the student's continued presence is detrimental to the effective learning or working environment of others
- demonstrates a persistent resistance to changes in behaviour that would enable him or her to be successful
- is a serious violation of the school or the Limestone Board Codes of Conduct.

Children in Need of Protection

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

This law means that:

School staff do not have a choice if they suspect that a student is or may be in need of protection. They MUST report their suspicions to the Children's Aid Society.

When staff report concerns to Children's Aid, they must also share with Children's Aid any information about the concern which might otherwise be confidential.

It is not the school's responsibility to investigate suspicions, evaluate the situation, or assign blame.

Ensuring the safety of all students and staff is of the utmost concern. A safe environment is required for students and for school staff.

ASSESSMENT, EVALUATION & REPORTING

WHAT IS ASSESSMENT?

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

	HAPPENS...	IS IMPORTANT BECAUSE IT...
Diagnostic Assessment	<i>At the beginning of a learning cycle or unit.</i>	<i>Helps to determine what you already know to assist teachers in planning what you need to learn.</i>
Formative Assessment	<i>Throughout a learning cycle or unit.</i>	<i>Does not factor into grade determination.</i> <i>Prepares you for summative assessment.</i> <i>May not include a grade, but takes the form of specific feedback offering strengths and next steps related to the learning goal.</i>
Summative Assessment	<i>At the end of a learning cycle or unit.</i>	<i>Is used to determine your grade.</i> <i>Provides feedback on your level of achievement of the course's overall expectations.</i>

Diagnostic assessment tasks lets both you and the teacher know where you are and what you need to learn next. You can use the information generated by these tasks to determine your next steps for learning.

Formative assessment tasks give you a chance to get feedback to help you do well on the summative assessment task. Not doing the work would be like arriving at a championship game or a musical recital without practicing beforehand. The most

important part is the feedback; grades are not necessarily assigned to these tasks; they do not contribute to your final grade because they focus on learning and less on achievement.

Summative assessment tasks are used to confirm what you know or are able to do at the end of a unit of study. A summative assessment task consolidates your learning in that unit of study. The formative assessment tasks and activities will have helped you to prepare for the summative assessment tasks. The rubrics or checklists that the teachers give to you will help you to see exactly what you need to know to do well on the task. Feedback offered on summative tasks helps you to be successful on summative assessment tasks that you'll complete later in the semester, including the final summative assessment task.

WHAT IS EVALUATION?

Evaluation is the process of judging the quality of your learning skills and work habits or academic achievement of the overall expectations of the course, and assigning a mark or grade to reflect that quality. After you have experienced opportunities through formative assessment, you then have an opportunity to complete an assessment task that allows you to demonstrate what it is you know you can do. When your teacher assigns a mark to the assessment, this is referred to as evaluation as it is the information that teachers use to determine your final grade.

WHAT IS REPORTING?

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

When Does Reporting Occur?

Reporting happens at least twice per semester. Mid-term and final reporting are done on the provincial report card, which is kept in your Ontario Student Record (OSR). In addition, early reports for grade 9 and 10 are mailed home in October and March. Final report cards are distributed at school in February for semester one courses and are available for pick up at the main office during the second week of July for semester two courses.

What Is Full Disclosure?

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

ACADEMIC ACHIEVEMENT

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

Term Work:

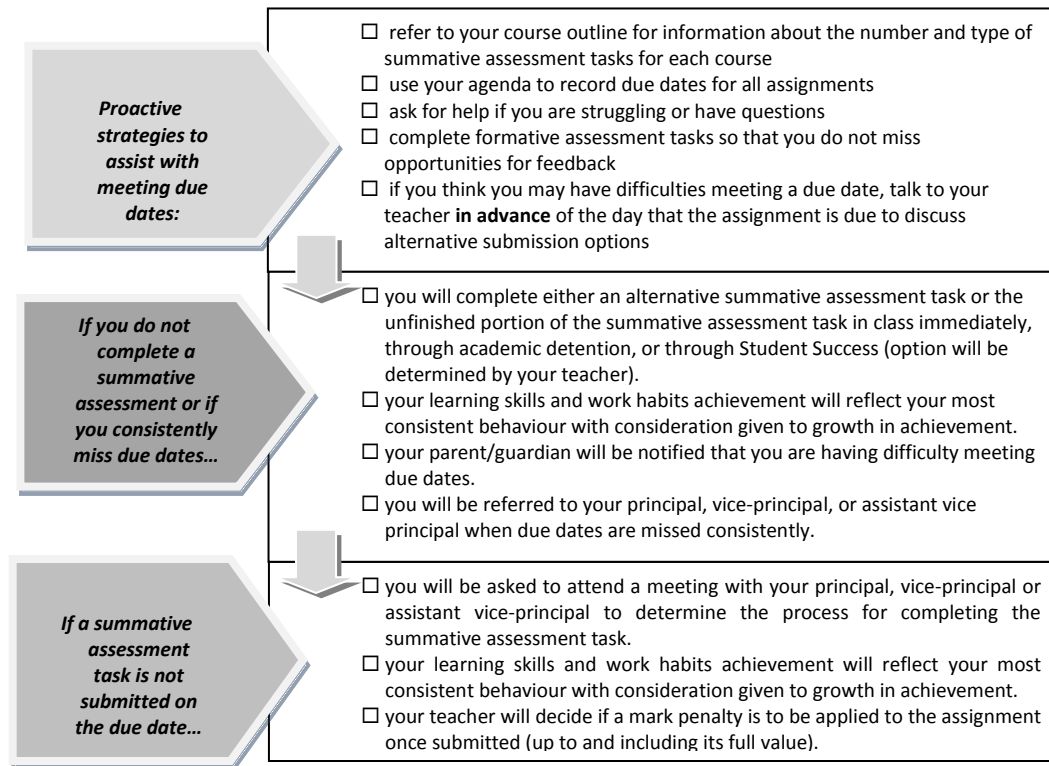
70% of your grade will be based on summative assessment conducted throughout the course. It is critical that you complete summative assessment tasks to ensure that your teachers have adequate evidence of your learning for grading purposes.

Teachers assign a limited number of summative assessment tasks, so it is imperative that you complete all of them to demonstrate to your teacher what you have learned. Refer to your course outline for a tentative list of summative assessment tasks in each of your subjects.

Due dates for Term Work:

Due dates are designed to help ensure that you are successful and that you complete all course requirements. It is your responsibility to plan ahead. On your course outline there is a list of summative assignments so that you are able to anticipate the demands of each course and plan accordingly. Your success in this area will be reflected in the learning skills and work habits section of the report card. In cases of illness, religious holiday, or other extenuating circumstances, due

dates may be adjusted as determined by the school staff. In cases where you are aware that you may have difficulties meeting a due date, it is expected that you speak to the teacher in advance of the day that the assignment is due to discuss alternative submission options. **Summative assessment tasks are not optional and it is expected that you will submit all summative assessment tasks on the date that they are due. Credits will only be granted once all summative assessment tasks have been submitted.** The following is a list of proactive strategies to assist you with meeting summative assessment tasks and potential consequences that will result:



Final Summative Assessments Task(s):

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

Completion of Final Summative Assessment Task(s):

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

Accommodations

All students need support from teachers, classmates, family, and friends to achieve success in their course work. Some students require supports beyond those typically provided in the school setting. These needs may be met through

accommodations. Accommodations are set out in Individual Education Plans (IEPs) to meet the needs of exceptional students. There are three types of accommodations:

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

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

WHAT ARE LEARNING SKILLS AND WORK HABITS?

Learning skills and work habits are assessed and evaluated separately from your academic achievement. Learning skills and work habits are important to cultivate. First, well-developed learning skills and work habits can often help improve your academic achievement. As you develop the ability to understand how you learn, recognize areas for improvement, and set goals for yourself you become more involved in your learning. **Remember, school is not happening to you; rather, you are in charge of your success. Second, focusing on learning skills and work habits helps prepare you for success beyond school. For instance, your learning skills and work habits achievement will be of interest to employers who are considering you as a potential employee.**

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

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

Organization (e.g. devises and follows a plan for completing work and tasks; establishes priorities and manages time to complete tasks and achieve goals; identifies, gathers, evaluates and uses information, technology and resources to complete tasks)

Independent Work (e.g. independently monitors, assesses, and revises plans to complete tasks and meet goals; uses class time appropriately to complete tasks; follows instructions with minimal supervision)

Collaboration (e.g. accepts various roles and an equitable share of work in a group; responds positively to the ideas, values, opinions and traditions of others; builds healthy peer-to-peer relationships through personal and media-assisted interactions; works with others to resolve conflicts and build consensus to achieve group goals; shares information, resources, and expertise, and promotes critical thinking to solve problems and make decisions)

Initiative (e.g. looks for and acts on new ideas and opportunities for learning; demonstrates the capacity for innovation and a willingness to take risks; demonstrates curiosity and interest in learning; approaches new tasks with a positive attitude; recognizes and advocates appropriately for the rights of self and others)

Self-regulation (e.g. sets own individual goals and monitors progress towards achieving them; seeks clarification or assistance when needed; assesses and thinks critically on own strengths, needs and interests; identifies learning opportunities, choices, and strategies to meet personal needs and achieve goals; perseveres and makes an effort when responding to challenges)

WHAT ABOUT ATTENDANCE AND PUNCTUALITY?

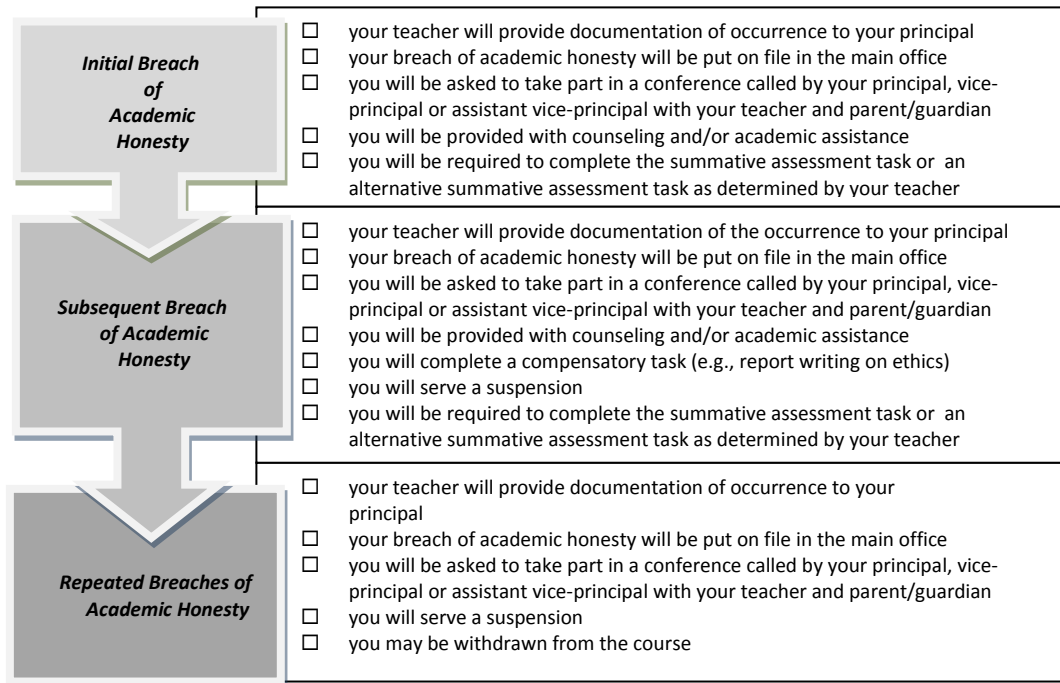
Your grades are determined by your most consistent level of achievement across the overall expectations of the provincial curricula. Your learning skills and work habits are important because they support your academic achievement of these expectations. In much the same way, attending regularly and arriving punctually are important for success in your course work. Your teachers will expect you to attend regularly and arrive on time, prepared to work. Remember that your report card captures all measures of achievement; information about attendance and arriving on time is included on your report to communicate their importance in terms of your success at school. Please see KCVI Code of Behaviour for attendance procedures.

ACADEMIC HONESTY POLICY

Academic honesty is a core value in our school. If you submit work or parts of work that are not your own, you have not shown that you can demonstrate the curriculum expectations. A breach of academic honesty is the theft of intellectual property and is treated with the utmost seriousness. To avoid this, your teachers will help you plan your work. If you find that you require assistance in order to complete the assignment properly, see your teacher well in advance of the due date. Your teacher can help you to establish a reasonable timeline to complete an assignment and/or strategies to do your research and write your final submission. **Remember when you do research, that you must cite all sources. If you do not mention where you got your information, you are giving the impression that you are the source of the information. If you do not say where you got something and it is not yours, you are stealing ideas, concepts, pictures, or data.** Research is the act of gathering and presenting information in a new way. This is what you are learning to do in high school. Sometimes you will create or present new ideas but if you are using existing information from other sources you must identify these sources.

Breach of Academic Honesty

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



Unauthorized sharing of work:

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

Proper Citation Rules: What is a citation?

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

knowledge. Talk to your teacher or teacher librarian to learn more about the conventions of appropriate citation. See the information below for citation rules and methods.

Helpful Websites: *Citation machine*

Bibme.org

Referencing Using the Modern Language Association (MLA) Format

For English, History and Modern Languages

There are two important components of the MLA format. The first is the in-text citation. This means that you must place a citation (in brackets) within your text whenever you quote, paraphrase, or otherwise use information produced by someone else.

e.g. The cheetah has been classified as endangered because of its small population size and its lack of genetic diversity (Baldauf 204).

Baldauf is the last name of the author whom you are sourcing.

The number 204 indicates the page on which the information can be found.

The following formats should be used when constructing your citations.

One author

Isaac (201) indicated in his research

In a recent study, research indicated (Isaac 201)

Two or more authors

Always cite both names every time you refer to work generated by two authors. For works with three or more authors, cite all authors the first time the reference occurs. In all further citations, include only the last name of the first author followed by et al.

No authors

Cite the first few words of what appears first for the entry in your references list (usually the title) and the year.

The second component of MLA format is the list of all materials you cited throughout your paper, entitled "Works Cited". This list will give more detail on publisher, journal title, etc. for each source that was given throughout your paper. Only include sources you cited in your Works Cited list. The following formats should be used when creating your references list at the end of your paper.

Begin the reference list on a new page, with the title, Works Cited, centred in the top middle of the page.

If the list takes up more than one page, do not re-title each page.

Use one space after all punctuation.

Double space between items.

Double space with hanging indent (after the first, additional lines are indented five spaces) within citations.

Italicize titles of book, journals etc.

Arrange entries in alphabetical order.

Journal Article, One Author

*Simon, A. "Perceptual comparisons through the mind's eye". *Memory and Cognition*, 23 (2000): 635-647.*

Journal Article, Two Authors

*Becker, M.M. and Rozek, S.J.. "Welcome to the energy crisis". *Journal of Social Issues*, 32 (1995): 230-343.*

Magazine Article

*Garner, H.J. "Do Babies Have a Universal Song?". *Psychology Today*, 10 July 1997: 70-77.*

Newspaper Article

*Fletcher, I.M. "Study Finds Free Care Used More." *Wall Street Journal*, 10 Dec. 1996, pp. A1, A25.*

Newspaper Article, no author

"Study Finds Free Care Used More." *Wall Street Journal*, 10 Dec. 1996, pp. A1, A25.

Book

Strunk, W. *The Elements of Style* (3rd ed.) New York: Macmillan, 1979.

Edited Book

Letheridge, S. and Cannon, C.R., eds. *Bilingual education*. New York: Praeger, 1980. 24-26.

Entry in an Encyclopedia

"Imago". *World Book Encyclopedia*. Vol. 10, p. 79, 2000.

Report from a Private Organization

Kimberly-Clark. *Kimberly-Clark (Annual Report)*. Dallas, Texas: I.M Fletcher, 2002.

Dissertation

Olsen, G.W. "Campus child care within the public supported post-secondary educational institutions in the state of Wisconsin (dare care)." *Diss. University of Wisconsin-Madison*, 1985.

Videotape/DVD

Mass, J.B. (Producer), and Gluck, D.H. (Director). *Deeper into hypnosis. (Motion Picture)* 1979.

Internet Article Based on Print Source

(The citation is done as if it were a paper article and then followed by a retrieval statement that identifies the date retrieved and the source.)

Smith, R. "Achoo!" *Better Nutrition*. January 1999. Retrieved September 17, 2001.

Web Page with Private Organization as Author

Midwest League. *Pitching, individual records*. 1 October 2003,
<http://www.midwestleague.com/indivpitching.html>

Chapter or Section in an Internet Document

Thompson, G. "Youth coach handbook". In *Joe Soccer*. 17 June, 2001,
<http://www.joesoccer.com/menu.html>

Web Page, Government Author

Wisconsin Department of Natural Resources. "Glacial Habitat Restoration Areas." 1 September, 2001
<http://www.dnrstate.wi.us/org/land/wildlife/hunt/hra.htm>

Referencing Using the American Psychological Association (APA) Format

For the Sciences and Social Sciences

There are two important components of the APA format. The first is the in-text citation. This means that you must place a citation (in brackets) within your text whenever you quote, paraphrase, or otherwise use information produced by someone else.

e.g. *The cheetah has been classified as endangered because of its small population size and its lack of genetic diversity (Baldauf, 1986, p. 204).*

Baldauf is the last name of the author whom you are sourcing.

*The number 1986 indicates the year in which the source material was published.
The number 204 indicates the page on which the information can be found.
The commas separate these pieces of information.*

The following formats should be used when constructing your citations.

One author

Isaac (2001) indicated in his research
In a recent study, research indicated (Isaac, 2001)

Two or more authors

When a work has two authors, always cite both names every time the reference occurs. For works with three, four, or five authors, cite all authors the first time the reference occurs. In all further citations, include only the last name of the first author followed by et al.

No authors

Cite the first few words of what appears first for the entry in your references list (usually the title) and the year.

The second component of APA format is the list of all materials you cited throughout your paper, entitled "References". This list will give more detail on publisher, journal title, etc. for each source that was given throughout your paper. Only include sources you cited in your References list. The following formats should be used when creating your References list at the end of your paper.

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If the list takes up more than one page, do not re-title each page.

Use one space after all punctuation.

Double space between items.

Single space, hanging indent (after the first, additional lines are indented five spaces), within citations.

Italicize titles of book, journals, etc.

Arrange entries in alphabetical order.

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*Simon, A. (2000). "Perceptual comparisons through the mind's eye". *Memory and Cognition*, 23, 635-647.*

Journal Article, Two Authors

*Becker, M.M. and Rozek, S.J. (1995). "Welcome to the energy crisis". *Journal of Social Issues*, 32, 230-343.*

Magazine Article

*Garner, H.J. (1997, July). "Do babies have a universal song?" *Psychology Today*, 102, 70-77.*

Newspaper Article

*Fletcher, I.M. (1982, April 3). "Study finds free care used more." *Wall Street Journal*, pp. A1, A25.*

Newspaper Article, no author

*"Study finds free care used more" (1982, April 3). *Wall Street Journal*, pp. A1, A25.*

Book

*Strunk, W. (1979). *The elements of style* (3rd ed.) New York: Macmillan.*

Edited Book

*Letheridge, S. and Cannon, C.R. (Eds.). (1980) *Bilingual education*. New York: Praeger.*

ERIC Document

Peterson, K. (2002). *Welfare-to-work programs: Strategies for Success* (Report No. EDO-JC-02-04). Washington D.C.: Office of Educational Research and Improvement. (ERIC Document Reproduction Service No. ED467985)

Entry in an Encyclopedia

"Imago". (2000). In *World Book Encyclopedia* (Vol. 10, p. 79). Chicago: World Book Encyclopedia.

Report from a Private Organization

Kimberly-Clark. (2002). *Kimberly-Clark (Annual Report)*. Dallas, Texas: I.M Fletcher.

Dissertation

Olsen, G.W. (1985). "Campus child care within the public supported post-secondary educational institutions in the state of Wisconsin (dare care)." (Doctoral dissertation, University of Wisconsin-Madison, 1985). *Dissertations Abstracts International*, 47/03, 783.

Videotape/DVD

Mass, J.B. (Producer), and Gluck, D.H. (Director). (1979). *Deeper into hypnosis*. (Motion Picture).

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Smith, R. (1999, January). "Achoo!" *Better Nutrition*, 61, 24. Retrieved September 17, 2001.

Web Page with Private Organization as Author

Midwest League. (2003). *Pitching, individual records*. Retrieved October 1, 2003, from <http://www.midwestleague.com/indivpitching.html>

Chapter or Section in an Internet Document

Thompson, G. (2003) "Youth coach handbook." In *Joe soccer*. Retrieved June 17, 2001 from <http://www.joesoccer.com/menu.html>

Web Page, Government Author

Wisconsin Department of Natural Resources. (2001). "Glacial Habitat Restoration Areas." Retrieved September 1, 2001 from <http://www.dnrstate.wi.us/org/land/wildlife/hunt/hra.htm>

Company Information from Database Company Information from Database

Ripon Pickle Company Inc. (company profile). (2004). Retrieved September 18, 2002, from *Business and Company Resource Centre*.

HONOUR ROLL POLICY

Students must exhibit consistently high academic performance and must satisfy the following requirements:

Year 1 A total of 640 marks out of 800 marks from courses taken in the regular day program during the current school year.

Year 2 A total of 640 marks out of 800 marks from courses taken in the regular day program during the current school year.

Year 3 A total of 560 marks out of 800 marks from courses taken in the regular program during the current school year.

Year 4 A total of 480 marks out of 600 marks from courses taken in the regular day program during the current school year with the only exception being as follows: 1 Continuing Education credit may be used to provide 100 of the above 600 marks provided that the student is taking 5 courses in the regular day program to provide the other 500 marks. A student who is taking fewer than 5 credits will not be allowed to include any Continuing Education credits.

Notes:

Summer School credits will not be used for Honour Roll purposes.

KCVI students who take a course at another secondary school because it is not offered at KCVI may have that course included for consideration on the Honour Roll.

Students who take a Focus Program may have the courses considered for KCVI Honour Roll purposes. Royal Conservatory of Music credits will not be considered for KCVI Honour Roll purposes.

DIPLOMA PLANNER

To earn an Ontario Secondary School Diploma, you must successfully complete:

- 4 credits in English (1 per grade)
- 1 credit in French as a second language
- 3 credits in Mathematics (at least 1 in Gr. 11 or 12)
- 2 credits in Science
- 1 credit in Canadian History
- 1 credit in Canadian Geography
- 1 credit in the arts
- 1 credit in Healthy & Physical Education
- 0.5 credit in Civics
- 0.5 credit in Careers

Group 1:

- 1 additional credit in English
- Or a third language
- Or Social Sciences and the Humanities
- Or Canadian and World Studies
- Or Guidance and Career Education
- Or Cooperative Education*

Group 2:

- 1 additional credit in Health & Physical Education
- Or Business Studies
- Or the Arts
- Or Cooperative Education*

Group 3:

- 1 additional credit in Science (Gr. 11 or 12)
- Or Technological education (Gr. 9 to 12)
- Or Cooperative Education*

12 Elective Credits

- Chosen from available courses.
- Note that these courses
- should be selected by considering
- the requirements of the possible
- post-secondary destinations

- 40 Hours of Community Involvement

- Successful Completion of OSSLT - Ontario Secondary School Literacy Test

*Maximum of 2 credits in Cooperative Education

AUGUST 2015

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
						1
2	Civic Holiday	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24					
30	Student Timetable Changes	25	26	27	28	29
	31					

SEPTEMBER 2015

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
Leadership conference leaders meet every Monday at lunch in room 225		All Day SA Meeting 9 am Student Timetable Changes	Grade 9 8:30-12:00 pm PAR Meeting 1 pm Leadership Conference Leaders – All Day Retreat Student Timetable Changes	PA DAY	Board Designated Holiday	
		1	2	3	4	5
CD WEEK	Labour Day	Classes Begin: Streetsmart Registration Grade 9 Assembly SA Card Sales Begin SA (Various Roles)-Forms Available Grade 12 Timetable Changes	Grade 10, 11, 12 Assemblies Grade 11 Timetable Changes Streetsmart Registration	Grade 10 Timetable Changes Streetsmart Registration New Student Welcome & Information Session AA Applications Available	Grade 9 Timetable Changes Streetsmart Registration	
6	7	8	9	10	11	12
DC WEEK	Rosh Hashanah Leadership Conference Leaders Meet at lunch Room 225	School Council 7 pm	Deputy Treasurer Applications Due First AA Executive Meeting Devised Theatre Auditions 3-5 pm	Picture Day AA Applications Due Evening In the Courtyard Wilfrid Laurier University 11:00 am 1000 Islands Playhouse Matinee	Fall BBQ Nomination Forms for Gr. 9 Rep. Due Terry Fox Run University of King's College 11:00 am	
13	14	15	16	17	18	19
CD WEEK	PAR Meeting 3pm Ivey School. of Business –Western University 11:00 am	Clubs Carousel Gr. 9 Orientation, Grass Creek Park Gr. 9 SA Rep. Speeches & Election St. Lawrence College 11:00 am	Grade 9 Profile Night 7:00 pm Autumnal Equinox Yom Kippur University of Waterloo 11:00 am Devised Theatre Rehearsal 3-8 pm	Course Outlines Due to Main Office Daily SA Card Sales End University of Western 11:00 am Devised Theatre Auditions 3-5 pm KCVI Cross Country Invitational	PA DAY	
20	21	22	23	24	25	26
DC WEEK	DECA President's Summit Carleton University 11:00 am Atlantic Provinces Carousel 6:30-8:00 pm	Pep Rally Huron University 11:00 am	SA Retreat Day Leadership Conference permission forms Available in Main Office Devised Theatre Rehearsal 3-8 pm	SA Meeting Wednesdays at 3 pm AA Meeting: Alternating Wednesdays at Lunch in Room 32 All University and College Visits are in the Centennial Room unless otherwise specified		
27	28	29	30			

OCTOBER 2015

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
SA Meeting: 3:00 pm Wednesdays in Centennial Room AA Meeting: Alternating Wednesdays at Lunch in Room 32 Leadership conference leaders meet every Monday at lunch in room 225 DC WEEK				Academic Awards Night 7 pm Loyalist College 11:00 am 1	Redeemer College University 11:00 am 2	Improv Workshops 3
Improv Workshops CD WEEK 4	Staff Meeting 3 pm 5	6	University of Toronto 11:00 am Ultimate Tournament Devised Theatre Rehearsal 3-8 pm 7	Early Reports Distributed 8	Leadership Conference Permission Forms DUE KCVI Clothing Orders Due 9	Ontario-Quebec Exchange Oct. 10-17 10
DC WEEK 11	Thanksgiving Day 12	School Council 7 pm Leadership leaders meeting 13	Devised Theatre Rehearsal 3-8 pm 14	McMaster University 11:00 am 1000 Islands Playhouse Matinee 15	University of Ottawa 11:00 am KASSAA Cross Country 16	17
CD WEEK 18	PAR Meeting 3 pm 19	Leadership Conference mandatory participants meeting- Auditorium at lunch 20	Parents' Night Online Sign Up Begins At 9 am Humber College 11:00 am Devised Theatre Rehearsal 3-8 pm 21	Parents' Night Online Sign Up 22	Parents' Night Online Sign Up 23	Parents' Night Online Sign Up 24
Parents' Night Online Sign Up DC WEEK 25	Leadership Conference @ Opemikon – departs at 3 pm Parents' Night Online Sign Up 26	Leadership Conference Parents' Night Online Sign Up 27	Leadership Conference Returns at 2:15 pm Parents' Night Online Sign Up DECA Online Testing Devised Theatre Rehearsal 3-8 pm 28	Parents Night 6:30-9:00 pm EOSSAA Cross Country 29	30	Halloween OFSAA Cross Country 31

NOVEMBER 2015

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
Daylight Saving Time Ends CD WEEK 1	Staff Meeting 3 pm Trent University 11:00 am 2	Guelph-Humber University 11:00 am Picture Re-take Day 3	Take a Grade 9 Student To Work Day Devised Theatre Rehearsal 3-8 pm 4	Sun Life Math Competition University of British Columbia 11:00 am 5	KCVI Elementary Volleyball Tournament 3 pm 6	KCVI Elementary Volleyball Tournament 7
DC WEEK 8	Algonquin College 11:00 am 9	School Council 7 pm Last Day of Term 1 10	Remembrance Day Assembly Term 2 Begins Devised Theatre Rehearsal 3-8 pm 11	Coffee House 12	PA DAY 13	 14
DECA North East Region Qualifier CD WEEK 15	PAR Meeting 3 pm 16	Auditions For KC Musical 3-6 pm 17	Brock University 11:00 am Devised Theatre Rehearsal 3-8 pm Auditions For KC Musical 3-6 pm 18	Auditions For KC Musical 3-6 pm 19	 20	 21
DC WEEK 22	Devised Theatre Rehearsal 3-8 pm 23	Midterm Reports Distributed Semester 1 Culminating Activity & Exam Schedule Distributed Drama/English Field Trip to Toronto 24	Canadian Senior and Intermediate Mathematics Contest Drama/English Field Trip to Toronto 25	Recognition Assembly 26	 27	 28
CD WEEK 29	Grad Photos 30	SA Meeting: 3 pm Wednesdays in Centennial Room AA Meeting: Alternating Wednesdays at Lunch in Room 32				

DECEMBER 2015

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
		Grad Photos Leadership Conference Reunion lunch 1	Grad Photos Devised Theatre Rehearsal 3-8 pm 2	Grad Photos 3	Semi-formal Grad Photos 4	5
CD WEEK 6	Staff Meeting 3 pm Hanukkah Grad Photos 7	Last Day For Course Withdrawal without Full Disclosure Grad Photos 8	Streetsmart Winter Holiday Feast Band Concert – 7:30 pm Grad Photos Devised Theatre Rehearsal 3-8 pm 9	10	11	12
CD WEEK 13	PAR Meeting 3 pm 14	15	Locker Clean Out Devised Theatre Rehearsal 3-8 pm 16	17	Holiday Show 18	19
20	HOLIDAY BREAK 21	Winter Solstice HOLIDAY BREAK 22	HOLIDAY BREAK 23	Christmas Eve HOLIDAY BREAK 24	Christmas HOLIDAY BREAK 25	Kwanzaa Boxing Day 26
27	HOLIDAY BREAK 28	HOLIDAY BREAK 29	HOLIDAY BREAK 30	New Year's Eve HOLIDAY BREAK 31		

JANUARY 2016

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
SA Meeting: 3 pm Wednesdays in Centennial Room AA Meeting: Alternating Wednesdays at Lunch in Room 32					New Year's Day HOLIDAY BREAK	
					1	2
DC WEEK 3	Staff Meeting 3 pm 4	Culminating Activities Begin 5	Devised Theatre Rehearsal 3-8 pm 6	7	8	9
CD WEEK 10		Gr. 9 EQAO MATH School Council 7 pm 12	GR. 9 EQAO MATH Devised Theatre Rehearsal 3-8 pm 13	14	15	16
DC WEEK 17	PAR Meeting 3 pm 18	IB Grade 8 Information Night Review/Summative Evaluation Day 19	Devised Theatre Rehearsal 3-8 pm Review/Summative Evaluation Day 20	Review/Summative Evaluation Day 21	Review/Summative Evaluation Day 22	23
CD WEEK 24	Review/Summative Evaluation Day	Review/Summative Evaluation Day	EXAM DAY 1	EXAM DAY 2	EXAM DAY 3	
DC WEEK 31	25	26	27	28	29	30

FEBRUARY 2016

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
DC WEEK	EXAM DAY 4 1	EXAM DAY 5 2	EXAM INCLEMENT WEATHER DAY GRADE 8 Day 3	PA DAY Staff Meeting 4	First Day of Semester 2 Exam Return (PM) 5	 6
DECA Provincials Toronto (Feb. 7 th -Feb. 9 th) CD WEEK 7	Chinese New Year Grade Assemblies DECA Provincials - Toronto 8	DECA Provincials – Toronto School Council – 7 pm Drive For Life 9	Grade 8 Parent Information Night Drive For Life Devised Theatre Rehearsal 3-8 pm 10	 11	Locker Clean Out KCVI Elementary Basketball Tournament 12	KCVI Elementary Basketball Tournament Ontario-Quebec Exchange (Feb. 13-20) 13
Valentine's Day DC WEEK 14	Family Day 15	Wellness Week Feb. 16-19 16	Semester 1 Report Cards Distributed Devised Theatre Rehearsal 3-8 pm 17	Phys-Ed Ski Trip Devised Theatre Matinee KC Devised Theatre Performance 7 pm 18	 19	 20
 CD WEEK 21	PAR Meeting 3 pm 22	 23	Pascal Contest (Gr. 9) Cayley Contest (Gr. 10) Fermat Contest (Gr. 11) 24	 25	 26	 27
 DC WEEK 28	 29	SA Meeting: 3 pm Wednesdays in Centennial Room AA Meeting: Alternating Wednesdays at Lunch in Room 32				

APRIL 2016

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
SA Meeting: 3 pm Wednesdays in Centennial Room AA Meeting: Alternating Wednesdays at Lunch in Room 32					Parents' Night On-line Sign Up	Parents' Night On-line Sign Up
DC WEEK					1	2
Parents' Night On-line Sign Up	Parents' Night On-line Sign Up Semester 2 Intramurals Begin	Parents' Night On-line Sign Up	Parents' Night 6:30 -9:00 pm	Recognition Assembly		
CD WEEK	3	4	5	6	7	8
	Soccer & Rugby Tournaments	Soccer & Rugby Tournaments School Council 7 pm	Model UN Soccer & Rugby Tournaments Business Studies Trip to NYC	Model UN Soccer & Rugby Tournaments SA Executive Nominations Close Business Studies Trip to NYC	Model UN Soccer & Rugby Tournaments Leadership Conference leader applications available Business Studies Trip to NYC	
DC WEEK	10	11	12	13	14	15
	PAR Meeting 3 pm Last Day of Term 1	Term 2 Begins	SA Executive Speeches	DECA – International Career Development Conference (Nashville) April 21-28	DECA – ICDC (Nashville) Track & Field Invitational Meet	DECA – ICDC (Nashville) Passover
CD WEEK	17	18	19	20	21	22
DECA – ICDC (Nashville)	DECA – ICDC (Nashville)	Leadership Conference leader applications due DECA – ICDC (Nashville)	DECA – ICDC (Nashville) Band Concert – 7:30 pm	AA Chair Applications Available DECA – ICDC (Nashville)	SA Grade Rep Nominations Open Track & Field Invitational Meet	
DC WEEK	24	25	26	27	28	29
						30

MAY 2016

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
CD WEEK 1	Staff Meeting 3 pm IB Exams May 2-20 ^h 2	Midterm Reports Distributed Semester 2 Culminating Activity Schedule Distributed 3	4	5	Track & Field Invitational Meet 6	Oarsome Fundraing Regatta 7
Mother's Day DC WEEK 8	9	School Council 7 pm School Musical Performance 7 pm Matinee Performance to Family of Schools 10 am 10	SA Grade Rep. Speeches and Election Valedictorian, Class Poet & Class of 48 Speeches and Elections KASSAA Track & Field (afternoon) School Musical Performance 7 pm 11	KASSAA Track & Field School Musical Performance 7 pm 12	School Musical Performance 7 pm 13	School Musical Performance 7 pm 14
CD WEEK 15	PAR Meeting 3 pm Rainbow Week May 16-20 ^h 16	Last Day For Course Withdrawal without Full Disclosure KASSAA Tennis 17	Combined 2015/2016 and 2016/2017 SA Meeting Presentation to Incoming Grade 8s 18	EOSSAA Track & Field 19	PA DAY EOSSAA Track & Field 20	21
DC WEEK 22	Victoria Day 23	Graduating Class Meeting at 11:15 am in Auditorium EOSSAA Tennis 24	Blue Bear Birthday Bash BBQ Grade 8 Show 25	East Regionals Track & Field 26	Relay For Life East Regionals Track & Field Southern Ontario Youth Theatre Festival 27	Relay For Life King of the Cataragui Regatta Southern Ontario Youth Theatre Festival 28
Southern Ontario Youth Theatre Festival CD WEEK 29	30	31	SA Meeting: 3 pm Wednesdays in Centennial Room AA Meeting: Alternating Wednesdays at Lunch in Room 32			

JUNE 2016

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
SA Meeting: 3 pm Wednesdays in Centennial Room AA Meeting: Alternating Wednesdays at Lunch in Room 32 CD WEEK			Field Trip Moratorium Begins 1	Canadian Secondary School Rowing Championships OFSAA Track & Field 2	Canadian Secondary School Rowing Championships OFSAA Track & Field 3	Canadian Secondary School Rowing Championships 4
Canadian Secondary School Rowing Championships 5	Staff Meeting 3 pm 6	Grade 9 EQAO MATH Ramadan Athletic Banquet 5 pm 7	Grade 9 EQAO Math Final 2014/15 SA Meeting 8	 9	 10	 11
CD WEEK 12	PAR Meeting 3 pm 13	School Council – 7pm Review/Summative Evaluation Day 14	Athletic Banquet First 2015/2016 SA Meeting Review/Summative Evaluation Day 15	Locker Clean Out Review/Summative Evaluation Day 16	Review/Summative Evaluation Day 17	 18
Father's Day 19	Review/Summative Evaluation Day Summer Solstice 20	Review/Summative Evaluation Day 21	EXAM DAY 1 22	EXAM DAY 2 Streetsmart Graduation 1:00 pm 23	EXAM DAY 3 24	 25
 26	EXAM DAY 4 27	EXAM DAY 5 Vanier Graduation 28	Semester 2 Exam Return (am) Graduation 7:00 pm 29	PA DAY 30	SA Meeting: 3 pm Wednesdays in Centennial Room AA Meeting: Alternating Wednesdays at Lunch in Room 32	

JULY 2016

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
					Canada Day	
					1	2
				Eid al-Fitr		
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

AUGUST 2016

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
	Civic Holiday					
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

