

# KINGSTON COLLEGIATE AND VOCATIONAL INSTITUTE



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Kingston, Ontario  
K7L 3S7

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Website: <http://kcvl.limestone.on.ca>  
Twitter: @talyamckenna/KCVI



Principal: Ms. Talya McKenna  
Vice-Principal: Mr. Lonny Gibson  
Vice-Principal: Ms. Margaret Connelly  
Vice-Principal: Ms. Stacey Robb

**About the Cover:** The cover design is the work of Melina Wang.  
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. (Telephone Aid Line Kingston) 613-544-1771  
Family & Children Services 1-855-445-3227  
Sexual Assault Crisis Centre 613-544-6424  
K.A.I.R.O.S. (Substance Abuse) 613-542-6559  
KFL&A Public Health 613-549-1232  
Kids Help Phone...Youth Line 1-800-668-6868  
K3C (Kingston Community Counselling Centres) 613-549-7850  
Sexual Health Clinic 613-549-1232 (1275)  
Kingston Youth Shelter 613-766-3200  
Street Health Centre 613-549-1440  
KFL&A Addictions & Mental Health Services 613-544-4229

### 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](mailto: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):

#### Teacher/Counselors:

Ms. Bonney Morris-Pocock (157)  
Mr. Chris Van Luven (163)  
Ms. Tamiko Ferguson (169)  
Ms. Helen Davis (IB) (155)  
Ms. Kim Kippen (132)  
Ms. Helena Huskilson (142)  
Ms. Kim James (129)

**Secretary:** Ms. Cindy Nolan (128)

#### Adolescent Care Worker

Ms. Emma-Jane Hamilton (145)

#### Co-op Teacher

Ms. Julie Ambury (129)

#### Lead Student Success Teacher

Ms. Beth Ford (170)

#### Other People who may be able to help

Teachers, Parents, Clergy, Doctors

## KEEPING KCVI CARING AND SAFE

***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 Ratting

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: A link to report a bullying/safety issue, 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 – November 2 (Sign-up begins Oct. 26)

Semester II – March 28 (Sign-up begins March 21)

## REPORTING DATES

Early Reports for Grade 9 & 10 will be distributed on October 12<sup>th</sup> and March 8<sup>th</sup>. Mid-Term Report Cards will be distributed to students on November 21<sup>st</sup> and May 1<sup>st</sup>. Final Semester 1 Report Cards will be distributed to students on February 15<sup>th</sup> and Semester 2 Report Cards will be 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 18 – January 31 <sup>st</sup> , 2018 Inclement Weather Day – Feb. 1 <sup>st</sup>
Semester II:	June 14 - June 27, 2018

## 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, 2018. 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, bomb threat, 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 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**

Due to an increasing staff size, there are fewer parking spaces available for students. There may be a limited opportunity for student parking in the 2017-2018 school year. Applications for student parking permits, if space permits, will be available during the first week of each semester.

#### **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 3:00 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 2017-18**

##### **Head**

**Representatives:** Garrison Mack & Zeke Wilson

**Secretary:** Rana Girgirah

**Chair:** Anber Tarbouchi

**Vice Chair:** Miles Brackenbury

**Treasurer:** Ian Chan

**Deputy Treasurer:** Applications in September

**Grade 12 Reps:** Mason Christiaans & Ethan Flanagan

**Grade 11 Reps:** Grace Jackson & Criswyn Paul

**Grade 10 Reps:** Farida El Sharkawy & Connor McAllister

**Grade 9 Reps:** Elections held on September 19

**Arts Reps:** TBD

**Athletics Reps:** Katie Drover & Nathan Pilkey

**Communications:** Blythe Dujardin

##### **Deputy**

**Communications:** Meradith Korteweg

#### **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 2017 - 2018**

**Co-Chairs:** Toban Bradlynn, Yolie Watungwa

**Secretary:** Andie Siemens, Maddy Standage

**Treasurer:** Danielle Adam & Mackenzie Campbell

**Communications:** Grace Jackson & Arielle Kaplan

**School Spirit:** Miles Brackenbury & Neva Parsons-Sheldrake

**Marketing:** Jocelyn Danby, Sophie Whitehead

**Intramurals:** Wail Osman, Zoe Spronk

**Clothing:** Reegan Tod & Zinta Upitis

**Tournaments:** Emmett Brundage & Hannah Stillwell

**SA Rep:** Katie Drover, Nathan Pilkey

**Photographer/** Hunter Leonard, Rana Girgirah

**Videographer:**

**Archives:** Sammi Holland, Anna Workman

**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:

<b>“K” crest</b>	<b>80 points</b>
<b>“A” crest</b>	<b>55-79 points</b>
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

**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
Blood Club	Model UN
DECA	Lake Effect Robotics Club
Drama Club	Senior Band
Environment Club	Students’ Association
Gender & Sexuality Alliance	Yearbook
Link Crew	Youth in Action

**Athletic Clubs and Teams**

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

**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.

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 Planning Officer 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.

<b>Respect, Civility and Responsible Citizenship</b>		
<b>Expectation for Behaviour</b>	<b>Reason</b>	<b>Consequences for Misbehaviour</b>
<p><b>1. Respect for Self and Others</b>  <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><b>2. Dress and Personal Appearance</b>  <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><b>3. Respect for the School Environment</b>  <i>You are responsible for:</i>            keeping your school premises clean and free from litter;            using the recycle bins and waste receptacles 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>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 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><b>4. Technology Use</b>  <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><b>5. Cell Phones &amp; Other Electronic Devices (any cell phone or device with calling/texting capabilities):</b>  <b>No cell phone use in class unless permitted by the teacher.</b> 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 <b>scheduled</b> 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><b>6. Attendance - 613-544-9051</b>  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 <b>parents will notify the school in advance</b> 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><b>Consequences - Attendance Problems</b>  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><b>7. Safe Environment</b>  <b>Prohibited Items/Weapons</b>  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><b>8. Tobacco Products, Alcohol and Drugs</b> 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:

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

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:

- Possessing a weapon, including possessing a firearm
- Using a weapon to cause or to threaten bodily harm to another person
- Committing physical assault on another person that causes bodily harm requiring treatment by a medical practitioner
- Committing sexual assault

- Trafficking in weapons or in illegal drugs
- Committing robbery
- Bullying, if, the pupil has previously been suspended for engaging in bullying, AND the pupil's continuing presence in the school creates an unacceptable risk to the safety of another person
- Any activity listed in subsection 306(1) that is motivated by bias, prejudice or hate based on race, national or ethnic origin, language, colour, religion, sex, age, mental or physical disability, sexual orientation, gender identity, gender expression, or any other similar factor
- Giving alcohol to a minor
- Giving drugs to a minor
- Behaviour that is so refractory that the pupil's presence is injurious to the effective learning and/or working environment of others
- The student has engaged in activities that cause the student's continuing presence in the school to be injurious to the physical or mental well-being of others in the school
- The student has engaged in activities that cause extensive damage to Board property or to goods that are on school Board property
- The student has demonstrated through a pattern of behaviour that he/she has not prospered by the instruction available to him/her and that he/she is persistently resistant to making the changes in behaviour which would enable him/her to prosper
- Any other activity that under a policy of the Board, is an activity for which a principal must suspend a pupil and, therefore in accordance with this part, conduct an investigation to determine whether to recommend to the Board that the pupil be 2007, c. 14, s. 4; 2012, c. 5, s. 14

#### 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.

### 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.

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

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

*Formative assessment tasks give you a chance to get feedback to help you do well on the summative assessment task. Not doing the work would be like arriving at a championship game or a musical recital without practicing beforehand. The most important part is the feedback; grades are not necessarily assigned to these tasks; they do not contribute to your final grade because they focus on learning and less on achievement.*

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

#### **WHAT IS EVALUATION?**

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

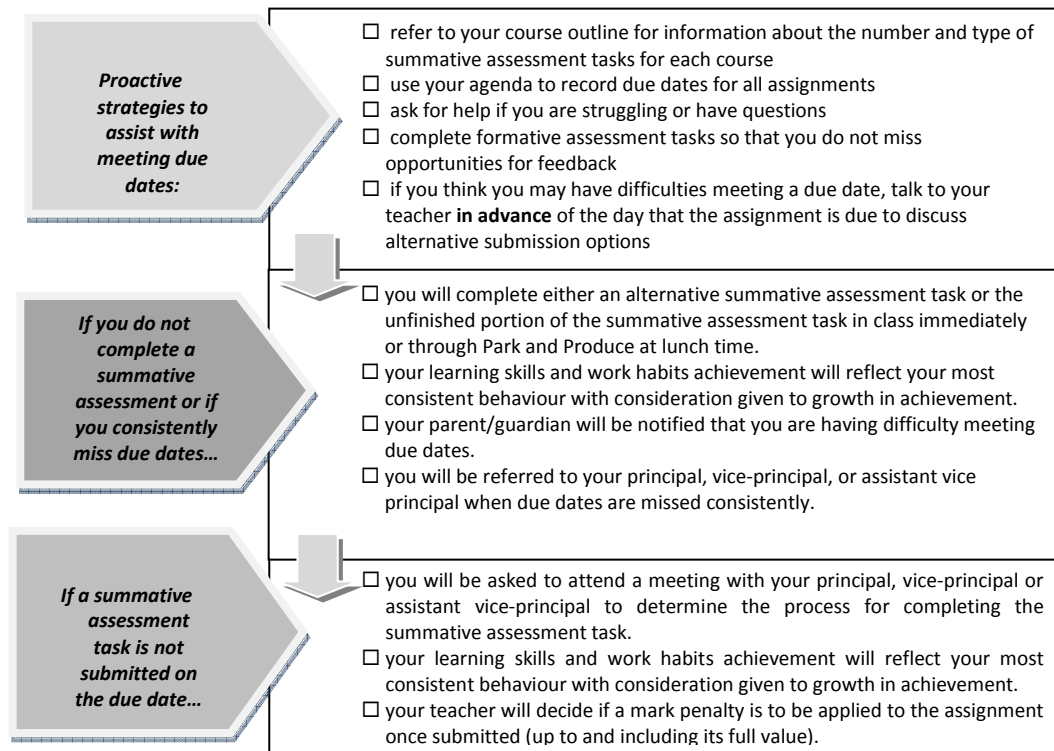
70% of your grade will be based on summative assessment conducted throughout the course. It is critical that you complete summative assessment tasks to ensure that your teachers have adequate evidence of your learning for grading purposes.

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.



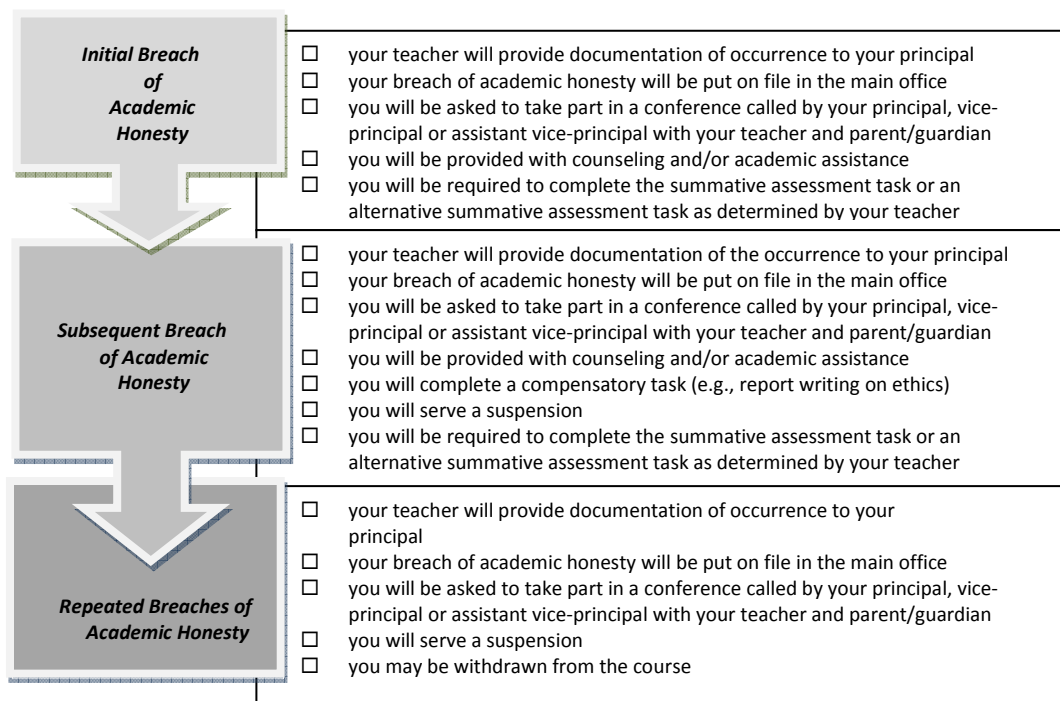
**ACADEMIC HONESTY POLICY**

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. For tips on avoiding plagiarism and referencing your own work, check-out

<http://limestone.libguides.com/homepage/kcviplaqiarism>.

**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:** <http://limestone.libguides.com/homepage/kcviplagiarism>, *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, centered 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.

Begin the reference list on a new page, with the title, References, centered 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.

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.

**Journal Article, One Author**

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**

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## 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)                       | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 1 credit in French as a second language                  | <input type="checkbox"/>  |
| 3 credits in Mathematics<br>(at least 1 in Gr. 11 or 12) | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>                          |
| 2 credits in Science                                     | <input type="checkbox"/> <input type="checkbox"/>   |
| 1 credit in Canadian History                             | <input type="checkbox"/>  |
| 1 credit in Canadian Geography                           | <input type="checkbox"/>  |
| 1 credit in the arts                                     | <input type="checkbox"/>  |
| 1 credit in Healthy & Physical Education                 | <input type="checkbox"/>  |
| 0.5 credit in Civics                                     | <input type="checkbox"/>  |
| 0.5 credit in Careers                                    | <input type="checkbox"/>  |

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.    | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| Note that these courses           | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| should be selected by considering | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| the requirements of the possible  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| post-secondary destinations       |  |

40 Hours of Community Involvement

Successful Completion of OSSLT - Ontario Secondary School Literacy Test

\*Maximum of 2 credits in Cooperative Education

