

# TABLE OF CONTENTS

<b>CODE OF CONDUCT .....</b>	<b>1</b>
<b>STUDENTS' ADMINISTRATIVE COUNCIL .....</b>	<b>3</b>
<b>RAIDER AWARDS .....</b>	<b>4</b>
<b>SCHOLARSHIP OPPORTUNITIES.....</b>	<b>5</b>
<i>The Application Process.....</i>	<i>5</i>
<i>The Selection Process.....</i>	<i>5</i>
<b>SCHOOL PROCEDURES .....</b>	<b>6</b>
<i>Erindale Attendance Policy.....</i>	<i>6</i>
<i>Excused During the Day.....</i>	<i>6</i>
<i>Extended Absences During the School Year.....</i>	<i>7</i>
<i>Pay for school fees using School Cash Online .....</i>	<i>7</i>
<b>ASSESSMENT AND EVALUATION.....</b>	<b>10</b>
<i>Success Checklist.....</i>	<i>10</i>
<i>Achievement Levels: .....</i>	<i>11</i>
<i>Final Grade for the Course:.....</i>	<i>12</i>
<b>LEARNING SKILLS .....</b>	<b>12</b>
<b>MISSED EVALUATIONS.....</b>	<b>12</b>
<b>MISSED SUMMATIVE ASSESSMENTS (TERM WORK) .....</b>	<b>13</b>
<b>ACADEMIC SUPPORT FOR STUDENTS.....</b>	<b>13</b>
<b>ERINDALE FINAL EVALUATION AND EXAMINATION POLICY.....</b>	<b>13</b>
<b>ACADEMIC HONESTY .....</b>	<b>14</b>
<b>ERINDALE STUDENT EXPECTATIONS: .....</b>	<b>15</b>
<b>INDIVIDUAL PATHWAY PLANNING (IPP) .....</b>	<b>19</b>
<b>TIMETABLE CHANGE POLICY .....</b>	<b>19</b>
<b>TIMETABLE CHANGES WILL BE MADE FOR THE FOLLOWING REASONS:.....</b>	<b>19</b>
<b>PLEASE NOTE: .....</b>	<b>19</b>
<b>COMMENCEMENT/GRADUATION POLICY.....</b>	<b>20</b>
<b>ERINDALE SECONDARY SCHOOL ATHLETIC PHILOSOPHY .....</b>	<b>20</b>

SCHOOL SAFETY PROCEDURES.....	22
TIPS FOR ACADEMIC SUCCESS.....	24
WRITING ACROSS THE CURRICULUM USING V.O.I.C.E .....	24
▪ BLENDING OF MATERIAL WITH OTHER SOURCES (NON-FICTION) .....	24
TIPS FOR WRITING TESTS AND EXAMS.....	25
ANSWERING THE QUESTIONS .....	26
40 HOURS OF COMMUNITY INVOLVEMENT - A GRADUATION REQUIREMENT .....	26
TEEN SUPPORT SERVICES.....	27

**ERINDALE SECONDARY SCHOOL**  
**CODE OF CONDUCT for 2018 - 2019**  
*Character Counts!*

Our commitment from The Peel District School Board recognizes that students achieve their best when they feel safe, nurtured, welcomed, respected and included. Such learning and teaching environments are to be peaceful and welcoming for all. They must be free of negative factors such as abuse, bullying, discrimination, intimidation, hateful words and deeds and physical violence in any form. They must clearly demonstrate respect for social justice, human rights and promote the character attributes needed to develop responsible members of a democratic society.

Erindale Secondary School's Code of Conduct reflects the desirable tone and the expectations we have for our school community. We are proud of the fine educational opportunities available to our students and believe that parents/guardians, students and staff working together can build and support an effective learning environment for all students. Students, parents/guardians, volunteers, teachers and other staff members are governed by the policies of the Code of Conduct whether they are on school property, on school buses, at school authorized events or activities, or involved in any other incident connected to the school.

The staff at Erindale is committed to working with students towards making positive choices and enjoying meaningful school experiences. To that end, we are attempting to create a school environment in which everyone will respect the rights, feelings and property of others. Everyone in the school building is expected to exhibit common courtesy and self-control in work and action. Students are encouraged to extend a reasonable and conscientious effort in class and to commit to regular and punctual attendance.

All members of the school community have a responsibility to respect and honour the school Code of Conduct, to demonstrate age and developmentally appropriate social behaviour and to take responsibility for their own actions to be responsible citizens in the 21<sup>st</sup> Century.

**STUDENTS' ADMINISTRATIVE COUNCIL**

At Erindale, the SAC represents the student body in both a governing and a leadership capacity. Students have the opportunity to run for executive positions. 2018-2019 leaders are:

1. President – Co-Presidents: Rida Salman, Talha Waheed
2. Vice President: Radiyyah Karodia
3. Treasurer: Lakshya Balchandani
4. Communications: Sarah Mathew
5. Secretary: Javeria Hassan
6. Social Convenor: Sahir Bandali
7. Grade 10 Representatives: Tharveen Lingeswaran, Yusuf Baig
8. Grade 11 Representatives: Zaina Ashar, Rasin Damani
9. General Council Lead: Haya Khan

Students qualify for nomination under the following criteria:

- maintain a minimum average of 65%
- maintain a pattern of regular attendance
- maintain a full timetable with no suspensions
- demonstrate a commitment to good citizenship and community service
- demonstrate an understanding of and a commitment to positive leadership

As well, candidates must have:

- the signature of one of the vice principals
- comments and signatures from 4 teachers who taught/supervised them in a school based activity during the last 3 semesters
- signatures from 4 current Erindale students

Qualified candidates who run a campaign shall abide by the publicity rules and be prepared to speak to their peers at an election assembly. No multimedia, talent demonstrations or websites will be permitted.

The executive will be assisted by students who volunteer to serve on the General Council. Students have the opportunity to demonstrate leadership as a member of council by participating in organizing school events.

## RAIDER AWARDS

Through its system of awards, the Erindale staffs recognize high achievement in each of 5 (five) areas of school life: Academics, Citizenship, Clubs, Arts, and Athletics. To be eligible for the major school award, called the Raider Award, the student must accumulate enough points in three of the five divisions, as follows.

Academic	170 points
Clubs	100 points
Citizenship	100 points
Arts	100 points
Athletics	65 points

To be eligible for a division award a candidate must have been a full time student at E.S.S. for a minimum of three years. All awards are presented at Commencement.

### Academic

The academic division award will be given to a student who exhibits high academic performance.

1. The student must be full time, each year in grades 9, 10 and 11 and must have at least 6 courses minimum in grade 12. Only the first four years at Erindale are eligible for academic points.
2. The Academic division award will be granted in the student's academic graduating year.
3. Additional recognition will be given if the student participates in Academic Competitions (Math, Science, Skill Olympics, Business, and English etc.)
4. The student must accumulate 170 points in the Academic area.
5. Points are awarded as follows:

Average per semester:

90 + %	25 points
80 - 89%	20 points
70 - 79%	10 points

### Clubs

Students are encouraged to participate in a variety of clubs and activities offered at Erindale S.S. To be eligible for an award based on activities, the student must accumulate 100 points from this area. In general, a club which runs 2 semesters receives 0-25 points, a one semester club receives 0-15, a seasonal club 0-10.

### Citizenship

This award is given for activities which enhance the school image within the school as well as in the community. The Citizenship award will be given to any student who accumulates 100 points from the school sponsored organization/activities.

### Arts

The Arts division award is based on participation in activities in any of the Arts. A student must accumulate 100 points to receive an award in this area.

### Athletics

The Athletic division award will be given to any student who accumulates 65 points through participation and success in sports on school teams. Details of the award point system are available from the E.A.A. (Erindale Athletic Association) and sponsoring coaches.

To be eligible to play on a school team a student must be taking at least 3 credits.

25 points = Silver Award
45 points = Gold Award
65 points = Platinum Award

## SCHOLARSHIP OPPORTUNITIES

### **Erinwood Ford *Character Counts* - Graduation Award**

In 2010, Erindale Secondary partnered with Erinwood Ford to recognize a graduating student who demonstrated good character while at Erindale. Erinwood Ford was impressed with implementation of our character programming which emphasises putting attributes in to action. Erinwood determined that they would support Erindale's efforts by supplying the prizes for this award. The prizes for this award are a New Ford car and two cash prizes of \$2500.

Any graduating student is eligible to apply for the award if they satisfy the conditions

- Academic average of 60%
- Entire high school was spent at Erindale
- Graduating in 4 years
- Community Involvement completed and submitted

#### *The Application Process*

Students will complete an application which is available on the Erindale website. The students will explain how they display Erindale's Character Attributes in areas: (1) Commitment to School (2) Leadership/Mentorship at Erindale (3) Academics (4) Community Involvement. The students will also answer in essay format one of the following questions. How will winning the Erinwood Ford Award change my or my family's life? Or, After completing the application process how have my views on Character Education changed?

#### *The Selection Process*

Students will submit applications by Friday May 17<sup>th</sup>, 2019. The selection committee (Principal and at least 5 members of the Climate for Learning and Working Committee) will review all applications and determine the top 3. The three finalist's application will be edited by Erindale staff to remove any indication of person or gender. The finalist's applications will be given to Erinwood Ford Management to determine the order of the finalist. The award winners will be announced at the Commencement Ceremonies.

### **Scholarships – These are excellent websites for scholarship exploration**

[www.scholarshipscanada.com](http://www.scholarshipscanada.com)

[www.studentawards.com](http://www.studentawards.com)

[www.yconic.com](http://www.yconic.com)

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

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

## SCHOOL PROCEDURES

### Attendance

Regular attendance is vital to good academic performance. Students are expected to attend all classes for which they are registered and be on time every day.

The school is required by law to maintain an accurate attendance record for all students.

- attendance is taken at the beginning of each class period and updated on line
- students are required to provide a note from their parent/guardian when absent from school. The note is to be given to the office immediately upon the student's return to school
- alternatively, parents can call on the day of their child's absence at 905 - 828- 7206, press #1. This will ensure that our automated phone system does not call home to report a missed class.

Email Notification for Parents/Guardians – if you would like to arrange for email communication, please contact the school's main office and make arrangements to complete the consent form.

Changes to Telephone Number(s) and Address – please notify the guidance office if you have made a change to your telephone number and/or address. Please call 905-828-7206 ext. 410.

Our automated call home system will contact all parents/guardians regarding student absence on a daily basis. This system contacts the homes of students absent from one or more classes on any given day. Please ensure that any changes to your main contact telephone number are shared with the school.

#### Erindale Attendance Policy

Attendance and punctuality must be a high priority for all students.

**Lates:** If a student arrives late to any class it is recorded in the attendance module.  
Unless a student is in class by the following times, a student is considered late:

Period 1:	8:15am
*Period 2	9:38am*
*LUNCH	10:53am*
Period 3	11:53am
Period 4	1:11pm

As punctuality is an important and desirable employability skill, we have developed a procedure to help students acquire this responsibility. The following actions will result from late attendance:

1 – 5	Teacher intervention and parental contact
6	Teacher informs Vice Principal for next steps
10-15	Vice-Principal and Teacher intervention including parent contact

Vice Principal consequences and student meets with his/her counsellor for next step. If lateness continues, case conference may be arranged.

#### Excused During the Day

Students who must leave before the end of the day **must sign out through the main office**. This obligation applies to all students even if they are leaving only for a short time and will be returning. They must sign out when leaving.

To facilitate sign out procedures for appointments, students who know they will be leaving during the day should bring a note to the main office at the beginning of the day and receive an excuse slip. The student gives the excuse slip to the period teacher when leaving the class for the appointment.

### Extended Absences During the School Year

Students who have been absent for 15 consecutive school days without appropriate supporting medical documentation must notify the school via the Vice Principal, the reasons for the absence and discuss a plan to re-engage in school. Students under the age of 18 who have 15 consecutive class absences are at risk of being withdrawn from that course. Students over 18 who have 15 consecutive absences from courses are at risk of being withdrawn from courses or from school altogether.

In the event that parents choose to take their child out of school at times other than school holidays, the onus lies with them to provide program. Teachers cannot provide detailed homework assignments that replicate the missed work and cannot approve absences from school due to vacation.

Families must:

1. contact the appropriate Vice Principal well in advance of the expected absence.
2. complete the **Extended Absence Form** in consultation with each classroom teacher and submit it to the office, to help facilitate the continuation of school programming.
3. fulfill all academic obligations as outlined on the form.
4. final evaluation periods will not be considered for approval for vacation (missed finals require medical notes).

### **School Cash Online**

#### **Pay for school fees using School Cash Online**

Our school offers School Cash Online, a safe and secure form of online payment, as its preferred method of payment for all school fees. With a parent-friendly portal and an easy way to keep track of your child's activity fees, you can use School Cash Online to pay for school items like field trips, graduation and yearbook directly from your computer or smartphone using Check, Visa or MasterCard.

#### **Register on School Cash Online to get started**

By registering, you'll have the ability to:

- Keep track of your children's school items and activity fees
- Check account history
- Print or view receipts
- Pay for school fees with the click of a button
- Receive notifications about upcoming events
- Make donations to **Peel District School Board** students and programs online and instantly receive a tax receipt. Donations to any **other** charitable organizations should **NOT** be made using the "Make a donation" button.

For more information and to register, visit <https://peelschools.schoolcashionline.com> or click School Cash Online on our webpage.

## Sign up For Parent Connect

ParentConnect is an easy to use web application for parents and legal guardians of students in the Peel District School Board. ParentConnect offers easy and convenient self-service access to important K-12 student information. Accessing ParentConnect is simple, just visit <https://parent.peelschools.org>. The easiest way to create a ParentConnect account is to use an existing social media login. ParentConnect can link to your Google, Facebook, Twitter, or Microsoft account. Instructional videos are available off the main login page at <https://parent.peelschools.org>. If you continue to have issues login in, please send us an email to [ParentConnect@peelschools.org](mailto:ParentConnect@peelschools.org).

## Communication with adult students (age 18 and older):

Please be advised that Peel District School Board staff, including teachers and administrators, will communicate with the parent(s)/guardian(s) of an adult student (age 18 or older) regarding educational matters unless and until that adult student provides direction in writing that all further communication by school staff regarding education matters must be with that student only. Students who have any questions regarding this practice who wish to provide written direction to the school, needs to see the Vice-Principal.

## Library Learning Commons

The library is available for information skills lessons, for study and research, for recreational reading, and for accessing the internet and computer databases where quiet study rooms and collaborative rooms are available. There are many books, eBooks and magazines and available for sign out with a student ID card. Laptops, Yearbooks, encyclopaedia, reference books, newspapers and computer programs are available for student use in the library. A student ID card is needed in order to access these materials. Our library is also equipped with a Chrome books & document cameras.

The networked computers are in constant use throughout the day and are often booked for classes doing research. When not for class use, they are available for students for school-related work only; check in at the circulation desk if you wish to use one of these machines. Please note: chat room access is NOT permitted on any school computer, and only the Board's email is allowed. Essay style guides, works cited format information, how to do footnotes, endnotes and embedded citations, as well as many subject-related internet and data-base links can be found on the following website:

<http://schools.peelschools.org/sec.erindale/academics/library/pages/default.aspx>

&

**Library Google Classroom. Join Code YZHGLA**

Library hours are posted daily, but extended hours are offered to individuals or groups who make prior arrangements with the teacher-librarian. The library staff looks forward to assisting you in your academic endeavours.

## Use of the Electronic Devices and Computers

Students live and work in a world where people are connected to their devices at all times so they need to learn to use technology effectively and respectfully. Digital responsibility and respect is an important part of what Erindale helps students to learn.

Students will see teachers incorporate digital resources into their lessons. Educational online resources will be accessed wirelessly throughout the school. As such, students will be encouraged to BYOD-Bring Your Own Device. When relevant to curriculum and instruction, teachers will encourage the use of any personal electronic device as a classroom learning device.

Students will also be able to access educational resources using their personal devices outside the classroom, in learning commons, cafeteria and other common areas. Students are expected to use technology for educational purposes only.

By accessing the Internet while on Peel Board property or by logging in with a board login, students accept all terms and conditions of the Peel Board network and Internet use, as well as the terms outlined in Peel District School Board Policy 78 (Copies of the policy are available on request). Policy 78 is posted on our school website.

**Internet use for any purpose that is contrary to the intent of the school's Code of Behaviour or the Peel District School Board's Computer Use Policy is strictly prohibited. This includes all forms of violence, threats and harassment directed at the staff, students or school. The rule applies to school, work and home internet use. Failure to conform to these expectations will result in school disciplinary action (e.g. loss of computer privileges or suspension from school).**



## Locks and Lockers

Lockers are the property of the school and are provided for the use of students. They are accessible by the school administration at any time. Students may be required to share a locker with another student. A Dudley brand combination lock must be used and will be provided to students by the school. It is expected that students will use this lock and the combination must be on record in the office. All other locks will be cut off the lockers. The school will not assume responsibility for items lost or stolen even from lockers. Students must use only the locker assigned to them.

## Healthy Food and Beverage Choices

The cafeteria and vending machines are available to help make choosing healthier options easier. Students are encouraged to make healthier choices that are lower in sodium, fat and sugar.

Erindale's cafeteria has events that promote healthy eating as well as showcasing food from different cultures to reflect our diverse ethnic population. You may also notice more local food in our cafeteria. Local food that is produced in Ontario with primary ingredients raised and grown in Ontario.

Research shows children and teens who eat healthy are more likely to succeed in school. When you choose healthy foods and beverages, you give yourself an advantage.

- for more information about healthy food choices, call **EatRight Ontario** at 1-877-510-5102 to speak to a registered dietician.
- for more information about the **Food and Beverage policy**, visit [www.edu.gov.on.ca/healthyschools/policy.html](http://www.edu.gov.on.ca/healthyschools/policy.html)

## Photographs & Student Activity Card

Individual student photographs for school records and the student activity card will be taken on scheduled Photo Days. If you choose to do so, you may also purchase an individual package of colour photographs. For security reasons, all students must have a photograph taken.

The student will receive a student picture identification card which must be carried on them at all times (mandatory by the Peel District School Board). This acts as a library card, allows computer usage and Internet access.

### Graduation Photos:

In order to appear in the Year Book *and* the school graduate composite picture, all grads need to have their photo taken during the scheduled grad photo period. **Students have the option of purchasing a grad photo package.**

## Student Activity Fee/Yearbook Fee

**Student Activity Fee \$40.00** – Student activity fees support a variety of purposes that support student activities and well-being. For example:

- Guest speakers/assemblies
- SAC (Spirit Days, all clubs/committees in school) and student events
- LINK (leadership development, Gr.9 mentoring) and student leadership.
- Character Counts (lunches, awards, activities)
- Athletics (intramurals, referees)
- Award assemblies
- Art events
- Print credit

**Year book Fee \$40.00** - A yearbook may be purchased for \$35.00 at the beginning of the year.

## ASSESSMENT AND EVALUATION

This information will help students understand expectations regarding achievement and learning skills. Curricular expectations and the types of assessment strategies for courses will be communicated at the beginning of each year or semester through a Student Course Outline/Parent Information Sheet.

Learning is a shared responsibility among students, parents, and teachers.

The purpose of assessment and evaluation is to improve student learning. To meet the needs of all learners, assessment data will be triangulated by collecting evidence of student learning through conversations (i.e., student-teacher interviews), observations (i.e., demonstration of problem solving), and products (i.e., inquiries, essays, tests, etc.). The achievement chart categories of knowledge, thinking, communication and application provide a framework to understand student achievement.

Assessments will be scaffolded over time and will provide students with multiple opportunities to demonstrate their learning. Assessments will be clearly linked to learning goals and success criteria. Students will see themselves as learners when building on the descriptive feedback provided by self, peers and teachers. Teachers will use their informed professional judgment to determine the final grade for a student based on demonstration of the overall expectations of the course and considering the student's most consistent level of achievement, with special consideration given to more recent evidence.

### Success Checklist

<p><b>In order to learn and be successful, students should focus on:</b></p> <ul style="list-style-type: none"><li>• developing a sense of time management and setting goals for academic success</li><li>• use the stated criteria as a guideline for assignment completion</li><li>• request assistance from teachers as required</li><li>• communicate with teachers in advance when difficulties interfere with meeting deadlines for assignment/project completion so that teachers can help</li><li>• reflect on assessment feedback and take appropriate steps to improve</li><li>• take advantage of extra help when available</li><li>• complete and submit assignments according to established time lines. Students need to understand that teachers require a body of evidence (assignments, demonstrations, observations, tests etc.) upon which to base their judgement for evaluations. To choose not to submit work may jeopardize the ability to provide sufficient evidence of your learning and achievement <u>and</u> puts the acquisition of your credit(s) at risk.</li><li>• understand that teachers have curriculum obligations and administrative deadlines for assessment and evaluation.</li></ul>	<p><b>In order to support student learning and success, teachers will:</b></p> <ul style="list-style-type: none"><li>• teach the course curriculum as outlined in the Ministry documents</li><li>• align assessments to course expectations and achievement charts</li><li>• create assessments that are valid, reliable and fair</li><li>• ensure that assessments reflect the needs and experiences of all students</li><li>• ensure that multiple section courses provided similar assessments and common expectations</li><li>• provide students with clear descriptions of expectations and criteria for assessment <i>before</i> the assessment begins</li><li>• provide samples of student work showing evidence of successful achievement</li><li>• provide multiple and varied opportunities for students to demonstrate their ability to achieve through a variety of assessment methods</li><li>• establish flexible timelines and provide alternate tasks when needed for assessment tasks with an absolute deadline, (when necessary)</li><li>• guide and counsel when mitigating circumstances arise</li><li>• use a variety of diagnostic, formative and summative assessments and products, conversation, observation to serve as evidence of learning</li><li>• adapt/modify instruction to accommodate for diagnostic and formative assessment results</li><li>• encourage student self-assessment and teach students how to do peer and self-assessment (not self-evaluation)</li><li>• provide students with regular updates of their progress</li><li>• establish learning goals (for use as a focus for learning and achievement)</li></ul>
--	---

**Assessment** – the process of gathering information from a variety of sources that accurately reflects how well a student is achieving the curriculum expectations.

The school's assessment and evaluation policy is a guideline to ensure that all students are as successful as possible. It outlines definitions, student and teacher actions, and consequences of three main roadblocks of student success. Please note that each subject department may provide their students with a more detailed summary of the assessment and evaluation policy. Assessment and Evaluation Policy are based on growing success which The Ontario Ministry of Education has produced a document that outlines and defines assessment in Ontario Schools called Growing Success. A copy of it can be found on the Ministry's Website at <https://www.edu.gov.on.ca/eng/policyfunding/growSuccess.pdf>.

**Formative Assessment** – the collection of information that occurs throughout the school year, term or unit that enables teachers to track, support and guide students' continuous progress toward achievement of expectations. It provides feedback and direction for the adjustment and improvement of individual students or of the whole class.

**Assessment “For” Learning:** teachers will provide students with constructive and descriptive feedback for improvement and learning goals.

**Assessment “As” Learning:** teachers will help students to:

- \*set individual goals
- \*monitor their own progress
- \*determine next steps
- \*reflect on their thinking and learning

**Assessment “of” Learning**

**Evaluation** – is the process of integrating and synthesizing summative assessment information from various sources and using the information to:

- Make inferences and judgments about how well the student has achieved the curriculum expectations, and;
- Determine the worth and to place a value (a percentage or level grade) on a student's achievement of the expectations in relation to the achievement chart provided in the Ontario Curriculum document for each subject area.

To evaluate, teachers will:

- Consider multiple sources of evidence such as conversations, products and observations along with summative assessments when determining a report card grade;
- Ensure that the grade/mark incorporates the four (4) categories in the achievement charts in the Ontario Curriculum documents, and;
- Consider the students' most consistent level of performance with special consideration for more recent and consistent achievement information.
- Provide multiple and varied opportunities for students to demonstrate learning.

**Achievement**

Assessment and evaluation are based on the provincial expectations and achievement levels outlined in the provincial curriculum document for each subject in secondary school. A wide range of assessment and evaluation opportunities, as outlined in the Ministry of Education document entitled *Growing Success*, allows students to demonstrate their learning in a variety of ways.

This information provides the basis for reporting student grades on the Provincial Report Card. For more information, please visit: Link: [www.edu.gov.on.ca/eng/policyfunding/success.html](http://www.edu.gov.on.ca/eng/policyfunding/success.html)

Reporting to parents takes place three (3) times during each semester:

- a progress report on learning skills, followed by a Parent's Night when parents can speak individually to teachers,
- a mid-term report and a final report after the end-of-semester evaluations.
- teachers will alert and communicate with parents to potential problems at any time during the semester, so that early action can be taken.
- parents are encouraged to contact teachers if they have any concerns.

Achievement Levels:

Percentage Grade Range	Achievement Level	Summary Description
80-100%	Level 4	A very high to outstanding level of achievement. Achievement is above the provincial standard.
70-79%	Level 3	A high level of achievement. Achievement is at the provincial standard.
60-69%	Level 2	A moderate level of achievement. Achievement is below, but approaching, the provincial standard.
50-59%	Level 1	A passable level of achievement. Achievement is below the provincial standard.
Below 50%		Insufficient achievement of curriculum expectations. A credit will not be granted.

#### Final Grade for the Course:

A final grade is determined as follows:

- **70%** of the grade is based on evaluations and observations conducted throughout the course (term work).
- 30% of the grade is based on final summative evaluation and/or cumulative task which must be completed towards the end of the course.
- consider multiple sources of evidence such as conversations, products and observations along with summative assessments when determining a report card grade;
- ensure that the grade/mark incorporates the four (4) categories in the achievement charts in the Ontario Curriculum documents, and;
- consider the students' most consistent level of performance with special varied consideration and for more recent and consistent achievement information.
- provide multiple and varied opportunities for students to demonstrate learning.

### LEARNING SKILLS

"For their educational, social, and career success in the twenty-first century, students will require effective work habits and the ability to make sound decisions, solve problems, plan effectively, work independently, communicate well, research, evaluate themselves realistically, and explore new educational and career opportunities".

Students' learning skills are regularly assessed and reported on a separate scale on the provincial report card. These cross-curricular learning skills include:

I=Initiative

IW=Independent Work

R=Responsibility

O=Organization

C=Collaboration

SR=Self-Regulation

### MISSED EVALUATIONS

Students are expected to demonstrate RESPONSIBILITY by participating in all assessment opportunities.

**In order to ensure that all tests are written at the time assigned by the teacher:**

**Students will:**

- be aware of test dates as communicated by the teacher
- use a daily planner or other tool to record test dates
- find out what work was missed during a period of absence and develop a plan to make it up
- manage time appropriately
- communicate with parents about upcoming tests
- engage in on-going communication with teachers, consulting with teachers in advance if they expect to be absent for a test
- ask teacher to renegotiate test date well in advance, if applicable
- use school supports such as the Contact and Special Education Rooms as well as Support programs such as (Senior Scholars and Counting On You)

**If a test is not written due to an excused absence:**

**Students may:**

- negotiate the completion of the original test or an alternative assessment
- have the mark left as incomplete until the end of the semester when it can be determined if enough work has been submitted to warrant earning the credit.

**If a test is not written due to an unexcused absence:**

**Students may:**

- be asked to explain the absence to the teacher
- be asked to explain the absence to parents (teacher will likely call home as well)
- negotiate the completion of the original test or an alternative assessment
- have the mark left as incomplete until the end of the semester when it can be assessed whether or not the student has shown enough evidence of achievement to earn the credit
- receive a mark of zero or incomplete
- be asked to participate in credit support opportunities
- be referred to a Guidance Counselor, Vice-Principal or Special Education teacher

## MISSED SUMMATIVE ASSESSMENTS (term work)

It is expected that students will attempt to manage their time effectively in order to satisfy the expectations regarding assignments and negotiated deadlines.

Students who know ahead of time that they will miss an assessment are expected to discuss the situation beforehand with the subject teacher. If a student chooses not to submit an assignment, teachers may, using their professional judgment:

- consider special circumstances surrounding the missed assignment
- temporarily assign a mark of zero or incomplete until the student is able to demonstrate their learning
- contact parents about negotiating deadlines for major assignments
- make referrals to Special Education for identified students
- consider alternative summative assessment tasks

Students who miss an in-class summative assessment for an unauthorized reason may lose the opportunity to complete the task.

Chronic lateness in submitting tasks/assignments may prevent the teacher from evaluating a student's ability to demonstrate the course expectations and may require the student to demonstrate his or her knowledge and skills within an alternate setting such as summer school.

## ACADEMIC SUPPORT FOR STUDENTS

- accommodation and modification for the needs of exceptional students will be consistent with the student's Individual Education Plan. These may include, but are not limited to, the use of a calculator or additional time on evaluations.
- appropriate accommodations will be made for students who are learning the language of instruction. This may include the use of a language dictionary in book form or additional time on evaluations.
- Extra Help is also available through (ask your teacher for more information):
  - Senior Scholars
  - Homework Club
  - Peer Coaches
  - Counting On You
  - Student Success Teacher

Your teacher will identify which deadlines are negotiable and which are absolute.

## ERINDALE FINAL EVALUATION AND EXAMINATION POLICY

- formal final evaluations will be held during the last two (2) weeks of January for semester 1 and the last two weeks of June for semester 2.
- in-class final evaluations/performance tasks may take place in the weeks leading up to final evaluations
- parents/students should not schedule vacations or other activities during these times. To protect the integrity and confidentiality of final evaluations, students must be in attendance at school for final evaluations.

It is your responsibility to know the exact time, date, and location of the final evaluation for each course. If you arrive late, you should report directly to the assigned room. **MAKE CERTAIN YOU KNOW THE DATE, TIME, AND LOCATION OF EACH OF YOUR FINAL EVALUATIONS.**

A student who misses an in-class final summative performance assessment or a formal examination as a result of mitigating circumstances must notify a Vice Principal prior to or on the day of the evaluation. Documentation regarding the absence(s) may be required within 24 hours of the evaluation (i.e. a medical certificate from a doctor).

The Erindale Administration will endeavour to deal with each case on an individual basis. These procedures have been developed so as to ensure compliance with the Ministry of Education Guidelines (OSS). **The Ministry guidelines make it a formal requirement that all students must complete these assessments before they can be granted a credit.**

**A student who misses a final assessment for unauthorized reasons will receive a mark of zero. This may necessitate that the student make up the credit at summer school or repeat the course in the following school year should they wish to receive a credit.**

## **ACADEMIC HONESTY**

**The Peel District School Board defines Academic Honesty as:**

**Cheating** is completing an assessment in a dishonest way through improper access to the answers. Examples include, but are not limited to: using another student's work as your own, using an unauthorized reference sheet during an assessment, receiving/sending an electronic message to another student with test questions/answers, reading another student's answer during a test etc.

**Plagiarism** is the unauthorized use of or close imitation of the language, thoughts, and images of another author/illustrator and the representation of them as one's own original work, this includes but is not limited to, text, images and pieces of music. Examples include, but are not limited to; copying another's project (portions or whole), paraphrasing parts of a book or article without reference or citation and using other artist's images/artwork, or pieces of music as your own original work.

**Copying** is reproducing another student's original work or test answers and claiming it as your own.

**Collusion** is defined as unauthorized co-operation between students; producing similar work with the intent to mislead a teacher.

**To ensure that work submitted is the student's original work:**

**Students will:**

- use only authorized materials during assessments (no unauthorized cheat sheets or other students work)
- refrain from submitting assessments used in one course, for another, without the express permission of the teachers
- ask specific questions to clarify your understanding of citation and referencing
- understand the difference between paraphrasing and developing your own ideas
- use the support and resources provided by the Erindale Library Learning Commons
- use the support of Special Education

**If an assessment is submitted which is not the student's original work one of the following may apply:**

**Students may:**

- be asked to discuss the situation with teacher and parents
- negotiate completion of an alternate assessment
- students may be asked to submit their work to [www.turnitin.com](http://www.turnitin.com) or via D2L
- be referred to the School Team (Guidance Department or Administrator)
- receive a zero for a portion of, or the entire assessment (in consultation with the administration if a zero is being given for a major evaluation)
- a progressive discipline approach will be applied to each incident/circumstance

**If the student submits an assessment that has been plagiarised:**

**Students may:**

- be asked to discuss the situation with teacher and parents
- be asked to re-do the original assessment with proper citation and referencing
- negotiate completion of an alternative assessment
- be asked to participate in an academic honesty tutorial
- be referred to a member of the school support team – Guidance, Special Education or Administrator
- receive a mark of zero for the assessment (in consultation with the administration if a zero is being given for a major evaluation)
- have the mark left as incomplete until the end of the semester when it can be assessed whether or not the student has shown enough evidence of achievement to earn the credit
- a progressive discipline approach will be applied to each incident/circumstance

**ERINDALE STUDENT EXPECTATIONS:**

<b>Be Prepared for Learning:</b>		
<b>EXPECTED BEHAVIOUR</b>	<b>RATIONALE</b>	<b>RESTORATIVE PRACTICES/PROGRESSIVE DISCIPLINE</b>
Submit original work and exercise academic honesty and integrity.	Plagiarism (copying), including computer theft and misrepresentation of original work, the use of electronic devices, cheating, theft of evaluation instruments, use of unauthorized aids and false representation of identity is illegal.	Submission of plagiarized work may result in one or more of the following: <ul style="list-style-type: none"> <li>• conversation with administration</li> <li>• communication with parents</li> <li>• a zero on the assignment or test</li> <li>• a suspension from school</li> </ul>
<p>Students can use Personal Electronic Devices (PEDs) in the classroom or other learning spaces for educational purposes when provided express teacher permission.</p> <p>The appropriate use of PEDs at Erindale is defined by the spirit of the code of conduct and the PDSB climate for learning and working policy.</p> <p>Appropriate use of PEDs does not include (and is not limited to):</p> <ul style="list-style-type: none"> <li>• taking unauthorized photographs, recordings and videos</li> <li>• unauthorized images</li> <li>• unauthorized access and/or use of school data</li> <li>• unauthorized use of PEDs without teacher permission</li> <li>• use of PEDs for non-educational purposes</li> <li>• use of non-teacher approved applications, tools and/or software</li> <li>• possession and/or use of PEDs during all evaluations including tests and final evaluations (exams)</li> </ul> <p>Posting unauthorized material to the internet and/or sharing unauthorized material through PEDs or school equipment is prohibited.</p>	<p>Students are going to live and work in a world where people use their devices 24 hours a day, 7 days a week, so they need to learn to use technology effectively and respectfully.</p> <p>Digital citizenship is an important part of what we help students learn in school, and appropriate use will continue to be an expectation.</p> <p>Students accept full responsibility for the use of technology.</p> <p>Parents/guardians who wish to contact students may do so through the Main Office in an emergency.</p> <p>Erindale SS is not responsible for lost, stolen and/or damaged PEDs.</p>	<p>Inappropriate use of technology may result in one or more of the following:</p> <ul style="list-style-type: none"> <li>• loss of technology privileges</li> <li>• referred to Administrator</li> <li>• consequences consistent with progressive discipline and safe schools legislation</li> <li>• offences may be reported to the police if necessary</li> </ul>

<b>Show Respect for Self and Others: Bullying Prevention and Intervention</b>		
<b>EXPECTED BEHAVIOUR</b>	<b>RATIONALE</b>	<b>RESTORATIVE PRACTISES/PROGRESSIVE DISCIPLINE</b>
1. Show respect for all members of the Erindale community, inclusive of race, faith, gender, socio-economic status, ability, age, sexual orientation, ancestry or place of origin.	<p>These principles are embodied in  <u>The Canadian Charter of Rights and Freedoms: <a href="http://www.pch.gc.ca">www.pch.gc.ca</a></u></p> <p><u>The Ontario Human Rights Code: <a href="http://www.ohrc.on.ca/en">www.ohrc.on.ca/en</a></u></p>	<p>Any form of verbal, written or electronic harassment may lead to:</p> <ul style="list-style-type: none"> <li>• restorative workshops</li> <li>• referral to an administrator and/or, community service</li> <li>• suspension from school and/or</li> <li>• contact with a parent and/or notification of police</li> </ul>

<p>2. Use appropriate language at school, on buses and on all school-related trips.</p>	<p>This is based on the character attribute – Respect. Employers and society expect appropriate language in the workplace and in the community.</p>	<p>Use of rude or profane language or other expressions will lead to one or more of the following consequences:</p> <ul style="list-style-type: none"> <li>• temporary removal from class</li> <li>• referral to Administration</li> <li>• contact with parent/guardian</li> <li>• suspension from school</li> </ul>
<p>3. Self-identify when asked to do so by a staff member and show a Student ID Card for admission to all school events and for the use of the school library and school computers.</p>	<p>To assist in the organization and management of the school and to ensure the safety and security of everyone in the building, staff members must be able to identify Erindale students at all times and differentiate them from intruders in the building.</p>	<p>Students who fail to identify themselves when asked by a staff member will be referred to the school administration.</p> <ul style="list-style-type: none"> <li>• referral to an administrator</li> <li>• restorative practices with intent to repair the situation</li> <li>• community service assigned</li> <li>• consequences appropriate to the action</li> <li>• communication with parents</li> <li>• suspension using progressive discipline where appropriate, Police involvement</li> </ul>
<p>4. Behave appropriately on all school buses and public transportation.</p>	<p>Erindale students have the right to a safe and comfortable transportation to and from school and on field trips. Bus drivers must be able to concentrate on safe driving of the bus and not be subject to the distractions of student misbehaviour.</p>	<p>Students who cause an unsafe environment or disrupt/abuse the safe operation of a bus will face:</p> <ul style="list-style-type: none"> <li>• referral to an administrator</li> <li>• restorative practices with intent to repair the situation</li> <li>• community service assigned</li> <li>• consequences appropriate to the action</li> <li>• communication with parents</li> <li>• suspension using progressive discipline where appropriate, Police involvement</li> <li>• a suspension from the bus and eventual loss of bus privileges.</li> <li>• students who cause damage to a school bus will be expected to pay for the cost of such repairs.</li> </ul>
<p>5. Erindale is a "scent" free building.</p>	<p>Perfume, cologne or any other aerosol/fragrances can result in an allergic reaction for some of our students and staff. This allergic reaction can result in anaphylaxis.</p>	<p>Students who wear fragrances in Erindale may be asked to</p> <ul style="list-style-type: none"> <li>• wash them off</li> <li>• go home to change</li> </ul>
<p>6. Dress appropriately for school.</p>	<p>Inappropriate clothing includes the display of logos, sayings or pictures that reference sexual content, drugs, violence, profanity, or make inappropriate references to nationality, race or gender. All clothing should cover private parts of the anatomy including the stomach.</p>	<p>Inappropriate dress will lead to:</p> <ul style="list-style-type: none"> <li>• the student changing to more suitable attire</li> <li>• notification of parent and sent home in order to change into appropriate clothing</li> </ul>
<p>7. Bandanas or colours associated with gang membership are not to be on Peel District School Board property</p>	<p>Bandanas may represent negative associations such as gang membership, including any display of bandannas or "colours" will not be permitted.</p>	<p>Bandannas that are visible on school property may be confiscated and not returned to the student.</p> <ul style="list-style-type: none"> <li>• referral to an administrator</li> <li>• restorative practices with intent to repair the situation</li> <li>• community service assigned</li> <li>• consequences appropriate to the action</li> <li>• communication with parents</li> <li>• suspension using progressive discipline where appropriate, Police involvement</li> </ul>



<b>Show Respect for School and Property:</b>		
<b>EXPECTED BEHAVIOUR</b>	<b>RATIONALE</b>	<b>RESTORATIVE PRACTISES/PROGRESSIVE DISCIPLINE</b>
1. Maintain and return all text-books, library books & school equipment in good condition	School resources are expensive to replace or repair. They must last over time so that future students can also benefit from them.	Students who lose or fail to maintain school property will pay the cost of replacement or repair.
2. Keep locker clean and free from damage.	School property is expensive to maintain and to repair.	If lockers are damaged you may be required: <ul style="list-style-type: none"> <li>• to pay for repairs</li> <li>• community service may be assigned.</li> </ul>
3. Treat the building with respect. No Graffiti and/or tagging. Use the washroom facilities appropriately, respectfully and only when necessary. No loitering in bathrooms.	School property is expensive to maintain and repair. A clean facility, including but not limited to clean washrooms, provides a healthy learning and working environment. The camera system is part of our safe school program. Tampering of any kind with the cameras interferes with the safety of all staff and students in the building.	Students who are involved in vandalism and/or defacing or destruction of school property may be subject to: <ul style="list-style-type: none"> <li>• suspended from school</li> <li>• contact with parents/guardians</li> <li>• completion of Police community service</li> <li>• required to pay for repairs</li> <li>• referred to Peel Regional Police</li> </ul>
4. First floor and the cafeteria are the only designated food friendly areas. 2 <sup>nd</sup> and 3 <sup>rd</sup> floor stairwells and entrances are out of bounds during lunch.	The school is publicly owned and an environment in which we all learn and work. It should be kept clean and neat for everyone.	<ul style="list-style-type: none"> <li>• students who eat or drink in undesignated areas should expect to be assigned clean up duties or another form of community service in the school.</li> </ul>
5. Place all garbage in appropriate containers. Recycle appropriate material	A clean school provides a positive healthy learning environment. We are a silver ECO school: <a href="http://www.ecoschools.org">www.ecoschools.org</a> .	Students who litter should expect to be assigned community service in the school.
6. Refrain from using skateboards on school property. Store skateboards in assigned lockers.	The safety of all students is jeopardized by this type of activity	Students will have their recreational equipment confiscated. <ul style="list-style-type: none"> <li>• referral to an administrator</li> <li>• restorative practices with intent to repair the situation</li> <li>• community service assigned</li> <li>• consequences appropriate to the action</li> <li>• communication with parents</li> <li>• suspension using progressive discipline</li> <li>• where appropriate, Police involvement</li> </ul>
7. Register any student driven vehicles with the office and observe all road safety rules, including driving safely on school property.  Student Parking is in the North Parking Lot. Students are not to park in the East Parking Lot	Parking on school property is a privilege. Unsafe driving endangers the school community. Students should not be in their vehicles during the school day.	Students involve in unsafe driving or parking <ul style="list-style-type: none"> <li>• referral to an administrator</li> <li>• withdrawal of parking privileges</li> <li>• community service assigned</li> <li>• communication with parents</li> <li>• suspension using progressive discipline</li> <li>• where appropriate, Police involvement</li> </ul>

<b>Show Respect for the Law:</b>		
<b>EXPECTED BEHAVIOUR</b>	<b>RATIONALE</b>	<b>RESTORATIVE PRACTISES/PROGRESSIVE DISCIPLINE</b>
1. Refrain from all physical aggression and violence (or threats of physical violence) including, fighting, pushing, play fighting, rough housing, intimidation, robbery, sexual assault and extortion. This includes refraining from counselling or encouraging others to inflict	Any physical contact is potentially an assault. All students and staff have the right to an environment free from fear, physical harm, injury and intimidation.	Involvement in any physical violence, threats or verbal intimidation may result in any or all of the following consequences: <ul style="list-style-type: none"> <li>• contact with parent/guardian</li> <li>• suspension from school</li> <li>• involvement of the Police</li> </ul>

<p>bodily harm on another person. All students will refrain from psychological, emotional, social intimidation and bullying.</p>		<ul style="list-style-type: none"> <li>• possible recommendation to the Peel Board for expulsion from all Ontario schools</li> </ul>
<p>2a). Come to school free from the influence or possession of alcohol, illegal drugs and other illegal intoxicants AND come to school free of the smell of alcohol and illegal drugs. 2b) Not to be in possession of any illegal substance or paraphernalia associated with drug usage.</p>	<p>Possession or use of these substances is a criminal offence and will be dealt with as such.</p> <p>Possession or use interferes with the ability of students to learn and serves as an unacceptable distraction to teachers and other students.</p>	<p>Coming to school under the influence of, in possession of alcohol or drugs or smelling of alcohol or drugs may result in:</p> <ul style="list-style-type: none"> <li>• contact with parent/guardian</li> <li>• suspension from school</li> <li>• counselling/agency referral</li> <li>• involvement of Peel Regional Police</li> <li>• trafficking in drugs <u>OR</u> giving alcohol to a minor may result in:</li> <li>• suspension from school</li> <li>• involvement of the Police</li> <li>• possible expulsion from all Ontario schools</li> </ul>
<p>3. Not use, possess and/or display weapons, replicas of weapons, ammunition or weapon attachments on school property or in any incident that is in any way related to school.</p> <ul style="list-style-type: none"> <li>• Not attempt to intimidate others with the threat of use of a weapon, real or suggested</li> <li>• Not use any sports equipment, school equipment or any other personal property in a threatening manner</li> </ul> <p>Religious symbols such as Kirpans and Karas must adhere to the dimensions in Peel Board policy # SS9, all Board's dress code.</p>	<p>The possession and/or display of any weapon is illegal.</p> <p>Weapons may be defined as, but are not limited to the following: guns, replica guns, clubs, knives, pocket knives, air guns, slingshots, machetes, chains, lighters, studded jewellery, laser pens or any other article carried or used with the intent to threaten or injure.</p>	<p>The possession or use of any defined weapon or any object used as a weapon to harm or threaten bodily harm to another person may result in:</p> <ul style="list-style-type: none"> <li>• contact with parent/guardian</li> <li>• suspension from school</li> <li>• involvement of Police</li> <li>• a recommendation to the Peel Board for expulsion from all Ontario schools</li> <li>• offences with weapons may result in an expulsion from all Ontario schools.</li> </ul>
<p>4. Not pull or deface a fire alarm box or set a fire on school property.</p>	<p>Causing a false fire alarm or defacing a fire alarm box are illegal activities.</p>	<p>The pulling or defacing of a fire alarm, causing a school evacuation or setting a fire on school property will result in one or more of the following:</p> <ul style="list-style-type: none"> <li>• contact with parent/guardian</li> <li>• suspension from school</li> <li>• restitution for damages caused</li> <li>• notification of the Ontario Fire Marshall's Office for possible fine</li> <li>• involvement of Peel Regional Police</li> <li>• could lead to an expulsion from all Ontario schools</li> </ul>
<p>5. Report any trespassers to the office AND refrain from inviting non-Erindale students (not registered at the school) onto school property.</p>	<p>Erindale Secondary School is a restricted public property for the sole use of Erindale students, their parents and staff. Trespassers may jeopardize the safety and well-being of Erindale students and staff.</p>	<p>Visitors in the building on official school business are expected to report to the Main Office.</p> <ul style="list-style-type: none"> <li>• students bringing trespassers or associating with trespassers may be subject to a suspension.</li> <li>• trespassers will be given a trespass warning letter, asked to leave the school property.</li> <li>• may be warned and/or charged by the police under the Trespass to Property Act.</li> <li>• this policy applies to Erindale students visiting other Peel District School Board Schools.</li> </ul>
<p>6. Smoking and/or holding lit tobacco products anywhere by anyone at any time on school property is not permitted. This includes vehicles on school property.</p>	<p>Smoking is a serious health risk and is against the law on Peel District School Board property.</p> <p>Sharing, supplying or selling tobacco to anyone under the age of 19 is illegal.</p>	<ul style="list-style-type: none"> <li>• students found smoking on school property, holding lit tobacco products and/or sharing supplying or selling tobacco products may be suspended or given a restorative practice. Students may also be referred to the Region of Peel Smoking Control Officer who will levy a fine.</li> </ul>

## Individual Pathway Planning (IPP)

Starting in Grade 7 and building on their K–6 portfolio, students will document their learning in education and career/life planning in a web-based Individual Pathways Plan (IPP). The IPP becomes the primary planning tool for students as they move through the grades towards their initial postsecondary destination. Ongoing development of the IPP also provides students with a valuable archive of their learning and a record of the resources that can assist them in planning.

Erindale will be using MyBlueprint.ca as the vehicle for implementing the IPP. Students will be given multiple opportunity to review and amend their IPP throughout their time at Erindale. Parents are encouraged to play a major role in this planning. MyBlueprint is web-based and therefore available to families at home. Information on logging in to the system can be found by contacting the student's guidance counsellor.

MyBlueprint is also the tool that is used for selecting courses for the following year. Students and parents will be given a date window in which the students can add, change and delete courses before they are uploaded to the Peel SIS.

## Timetable Change Policy

The building of appropriate educational plans and the subsequent selection of specific courses are complex tasks. The input of students, parents, teachers, and counsellors is expected as an integral part of this process. Much time is spent, and effort expended between February and June to ensure that students have appropriate programs for the new school year.

At Erindale, many new students arrive in the fall and require spaces in available courses. These students become a priority in terms of space available and must be programmed quickly. With these considerations in mind, we have developed a formal Timetable Change Policy as outlined below. The policy is not intended to be restrictive but will provide for enhanced educational planning and fairness to new Erindale students.

### Timetable changes will be made for the following reasons:

- "Change of mind" between **February and June**. This is an appropriate time to do educational planning and adjust course selections
- lack of prerequisite course requirements either due to failure or to not having taken the required course
- credits obtained through summer school, night school, or correspondence education necessitate course selection adjustments
- to balance academic work load when necessary and if possible
- computer error in the course selection process
- level of study changes with teacher recommendation and parental permission if space is available
- to balance class sizes whenever necessary.

### Please Note:

- no timetable changes will be made after the first 2 weeks of the semester
- a timetable change request form must be signed and returned to a counsellor before the change is finalized
- level changes may be made during a semester according to teacher recommendations and student needs with parental approval and if space is available
- no course may be dropped during the last 4 weeks previous to the first exam of the semester (please see calendar for specific date). Note - courses dropped 5 (five) days after the mid-term report card WILL appear on a student's transcript.

Under certain circumstances, a Vice-Principal or the Principal may withdraw a student from a course after the deadline. Students should refer to the course selection options online for further information relative to the changing timetables and the repetition of a failed course. Please see a Guidance Counselor if you have any questions.

## Commencement/Graduation Policy

The Commencement/Graduation Policy at Erindale Secondary School is that the year in which the student completes the Diploma Requirements is the year the student graduates and is the year the student attends commencement.

This does not mean that a student may not apply to return for subsequent credits at Erindale, but it does mean that they will have attended their graduation ceremony.

NOTE - For students who graduate and are interested in returning to Erindale SS, course availability cannot be guaranteed and may be limited.

Students with less than 30 credits will be given priority with regards to course selections.

## ERINDALE SECONDARY SCHOOL ATHLETIC PHILOSOPHY

Being a member of a school team is a privilege. As a student athlete, you are representing Erindale at other schools and in the community.

In order to be successful, student athletes are expected to do the following:

- work to the best of your ability and to do all you can to ensure you are achieving your full academic potential (i.e. doing all your homework, attending all your classes on time, studying for tests and getting extra help when needed);
- Take active responsibility for work missed because of an athletic practice, game, exhibition, tournament, or trip;
- arrange with teachers, ahead of time when possible, to make-up for missed classes, tests, assignments;
- show respect for oneself, the coaches, teammates, opponents, and spectators before, during, *and* after games and practices (includes all athletic events);
- treat equipment, uniforms, and school property and facilities with care;
- be fully committed to the goals of the team as established by the head coach, and;
- follow the rules and regulations of the particular sport as established by the R.O.P.S.S.A.A. playing guidelines.

The staff recognizes that participation on a sports team creates an opportunity for personal growth and leadership. It fosters the ability to work effectively as part of a team, enhances the spirit of the school, and allows for an appreciation of the talents and abilities of others. We encourage every student to be involved in athletics in some way which can involve being a player, manager, timekeeper, scorekeeper, spectator, or member of the Erindale Athletic Association.

### Athlete of the Year Criteria:

An Athlete of the Year should demonstrate most or all of the following characteristics:

- be a significant impact player on the team
- display leadership skills on *and* off the playing area
- participate on at least 2 (two) or more school teams
- be an excellent role model for teammates
- be a good teacher/facilitator of other student athletes
- may be a Captain *or* MVP
- embody the characteristics stated in Erindale's Athletic Philosophy
- be a student athlete in good standing
- be an ambassador for Athletics in the Erindale Community

### Senior Athlete of the Year

- If all considerations are equal, a graduating Grade 12 student athlete shall win the Senior Athlete of the Year award before a Grade 11 student athlete.  
Note - a student in his/her 5<sup>th</sup> year is not eligible for this award.

### Junior Athlete of the Year:

- If all considerations are equal, a Grade 10 student athlete shall win the Junior Athlete of the Year award before a Grade 9 student athlete.

## **MOST VALUABLE PLAYER (MVP)**

Each team at Erindale will be awarded a most valuable player selected by the coach. This student athlete should demonstrate all *or* most of the following criteria: The student-athlete should:

- Be an impact player - Make a significant contribution to the success of the team on *and* off the playing surface.
- Attend all practices and games.
- Help the coach achieve team goals - Show significant leadership by example (i.e. effort and enthusiasm).
- Be involved in equipment management - Set up and take down of equipment.
- Motivate other members of the team with positive comments.
- Be a captain of the team.
- Hand in their uniform.

## **Athletic Participation Points Awards**

Student-athletes may achieve athletic points participation awards by accumulating points by participating on sports teams. Student-athletes may earn up to seven (7) points for participating on sports teams. An additional point may be awarded by a coach for each level of playoffs to a maximum of ten (10) points per team. Coaches will award points based on a student athlete's participation, effort, attendance and leadership.

**SILVER PARTICIPATION AWARD** - Accumulation of 25 points or more (Approximately 4 or more sports teams).

**GOLD PARTICIPATION AWARD** - Accumulation of 45 points or more (Approximately 8 or more sports teams).

**PLATINUM PARTICIPATION AWARD** - Accumulation of 65 points or more (Approximately 12 or more sports teams).

## **Athletic Policy**

Goals of Erindale Athletics - Student athletes and coaches at Erindale strive to:

- improve skills - both physical skills and communications skills;
- develop self-esteem and self-confidence;
- develop tolerance for others and for different ability levels;
- learn a sense of sportsmanship, fair play, and sports etiquette;
- develop a healthy respect for self, team, and others;
- compete to the best of their abilities as individuals and as team members;
- to dedicate themselves to improve and be the best they can be, and;
- to become ambassadors who share their knowledge, skills, and successes with the school and local community.

## **Erindale Secondary School Athletic Contract**

As a member of an Erindale athletic team, you are representing yourself and your school. You must be committed to the Goals of Erindale Athletics and the Erindale Athletics Philosophy and you must abide by the following rules and regulations:

1. Follow the Erindale Code of Conduct;
2. All athletes must attend all practices scheduled by their coach. If you must miss a practice, you are to inform your coach (preferably before the absence);
3. A team member who misses a practice or game without informing the coach may be suspended from team practices or games at the discretion of the Head Coach;
4. Team members are expected to adhere to the specific guidelines and aspire to the team's goals as outlined by the Head Coach. These instructions may be verbal or written as the coach decides. If a team member does not follow these, suspension or removal from the team may occur;

5. An athlete who has been dismissed from one school team may be ineligible to compete on any other school team for one calendar year. Any member who quits a team prior to the end of the season may be ineligible to compete on any other team for one calendar year;
6. Dismissal from a team may occur if an athlete does not:
  - comply with the Erindale Code of Conduct as outlined in the Student Agenda Book
  - follow the rules and regulations established by the Head Coach
  - comply with the Erindale Athletics Academic philosophy
7. Dismissal Process; The coach will discuss the circumstances with the Athletic Director and an Administrator. This will include a meeting or conversation with the athlete and a parent/guardian.
8. Electronic documentation will be entered/retained in the students' school file.
9. Uniforms - if students are not buying their uniforms, they will be required to hand in a deposit cheque for the value of the respective uniform(s). This will be returned when the uniform is returned in good condition. Uniforms owned by the school must be returned one week after the conclusion of the season. Uniforms should be washed. Deposit cheques will be cashed if uniforms are not returned;
10. Students should participate in only one sport per season. This rule ensures that an athlete will not miss one practice to attend another. It also gives the athlete a chance to properly focus on a sport while allowing the appropriate amount of time to complete his or her studies;
11. If tryouts for the next season are occurring while a student is in playoffs, the student should inform the coach of his or her intentions to be involved once the current season is complete. Coaches will try to accommodate this situation;
12. Students may choose to help coach another sport but may not miss practices of the team of which he or she is a member;
13. All student athletes must submit a signed and completed Parent Permission Form and a Health Form to be kept on file;
14. Team members are expected to adhere to the specific guidelines of the ESS Athletic Academic philosophy, and;

Any student caught smoking, drinking alcoholic beverages, being involved with drugs of any kind or stealing will be subject to disciplinary action by the Coach, Athletic Director and Administration.

## SCHOOL SAFETY PROCEDURES

### Fire Drills

- Fire Drills are required a minimum of three times per semester under Fire Code Regulations.
- when the alarm rings, everyone must leave the building without delay (following the direction of administrators and teachers) according to the route posted in their classroom, or the nearest exit.
- students must stay with their teachers after evacuation and move to an area away from the school (minimum of 50 feet) and out of the path of emergency vehicles.
- no one may enter the building until (3) consecutive bells ring (indicates the drill is over).
- a pulled false alarm is a serious offence which will be fully investigated and the person responsible will be fined, charged and suspended.

## Lockdown Procedure

The "lockdown" procedure is meant to be a flexible template which is designed to save lives in the event that a dangerous person is in or around the building. According to the Peel Regional Police, lockdown is defined as the "restriction of movement during the time of a potentially serious violent incident".

- If a lockdown is underway and the fire alarm is pulled, all people in the building will remain where they are until notified over the PA.
- Upon repeated ringing of the school bell and hearing the announced message on the P.A. **"INITIATE LOCKDOWN PROCEDURES"**,
- students and staff *inside the school* go to the nearest classroom and lock the door, turn off the lights and assume a position on the floor away from the doors and windows, remaining there QUIETLY until further directions are given.
- students and staff outside of the building move as far away as possible from the school and remain outside until further directions are given; these students may be directed to the school evacuation site by the principal or police.
- once lockdown has been initiated by the Principal or police, and while the police will work in cooperation with the Principal, the police will take control of the situation and the principal and all staff will take direction.

## Bomb Threat Procedure

Schools will review key points of the bomb threat process with students and will initiate a drill once per year, to ensure that staff and students know what to do in the event of a real bomb threat or suspicious device/substance.

- The principal will make an announcement to "initiate emergency school inspection, students remain with or return to your supervising teacher or staff member immediately. Staff please await further instructions."
- At that time, students inside the school will be requested to remain with or return to their supervising teacher immediately. Students and staff will be advised to turn off their phones or put them on vibrate during this time.
- Staff inside the school will conduct a visual scan of their immediate work area for an unusual package/item.
- All staff or students outside the school during the rehearsal or in the event of a bomb threat are requested to move as far away from the building as possible and remain outside until further directions are given.
- Once the rehearsal drill is over or the threat has been cleared, the principal will make another announcement which states, "inspection complete, please resume regular activities."

In a real situation, students and staff inside and outside the building MAY be directed to conduct a school evacuation. An announcement would be made directing staff and students, and students need to follow the instructions of their supervising teacher or staff member. All staff and students will be required to exit the building immediately using a designated evacuation route.

## Hold and Secure Procedure

"Hold and Secure: is a procedure that is used when there are security concerns that may impact on school occupants as a result from events occurring near the school property (in the community). In the event of a security concern in the area of our school, the Peel Regional Police will direct the school to initiate Hold and Secure protective measures. The regular activities of the school continue during Hold and Secure status. A PA announcement will be made to everyone in the school to "Initiate Hold and Secure".

The protective, proactive Hold and Secure measures require:

- all exterior doors to be locked;
- the school to notify staff supervising school groups who are offsite (i.e. field trips, sports events etc.);
- access to and from the building to be controlled and monitored, and;
- students and staff on the property (outside the building) to be moved indoors;
- Hold and Secure status posters will be placed on all entry level doors.

## Shelter in Place

PA – The Principal will announce:

“The school is being placed in Shelter in Place as a result of...” (Principal will share specific details)

Shelter in Place: is typically used for an environmental or weather-related situation where it is necessary to keep everyone within the school to protect them from an external situation.

Outside school: activities are brought inside immediately

- no traffic flow out of the school
- normal indoor activities continue
- a P.A. announcement from the office will end shelter in place.

## Emergency Evacuation

The Peel District School Board requires that all schools have an established procedure for the safe evacuation of schools in the case of an emergency. In the case of a brief school evacuation, Erindale students will proceed to our north parking lot. If required we will then proceed under the Erin Mills underpass at the north end of our field to **Brookmeade Public School on Council Ring Road.**

## Emergency Closing of School

This would occur due to inclement weather, loss of hydro and other conditions that would prevent the normal operation of school. In such cases, the Peel District School Board may attempt to keep schools open but this does not mean that students must be sent to school.

- information regarding cancelled buses and school closing is available in the early morning on the major radio stations. It is the parent's/guardian's decision to whether conditions are safe for their children to travel to and from school.

## TIPS FOR ACADEMIC SUCCESS

**DAILY** Write your daily homework schedule in your calendar or personal electronic device.

**WEEKLY** Set up a weekly study schedule so that you can review subjects regularly (especially those you are having trouble with).

1. **Write down** important ideas as you review your notes for tests and exams.
2. **“Test”** yourself when studying by making up several sample questions and then answering them.
3. **Make rough notes** and then organize them into final good copy form when doing written projects and assignments.
4. **Work your hardest** when you are studying but remember that you deserve a break once in a while.

## AND THEN READ, RECITE, WRITE, AND REVIEW

## WRITING ACROSS the CURRICULUM USING V.O.I.C.E

### Voice

- attention/interest captured and maintained
- convincing, sincere text
- tone evokes reader response
- tone is appropriate to the type of writing

### Organization

- good overall logical plan and sequencing
- effective introduction and conclusion
- appropriate use of transitions
- successful use of organizational formats
- paragraphing to organize information

### Ideas and Content

- clear main idea with a good sense of purpose
- focused; stays on topic; thoughtful text
- specific and relevant supporting details
- accuracy of material (non-fiction)
- blending of material with other sources (non-fiction)

### Conventions

- command of grade appropriate conventions (spelling/grammar)
- interference of errors/inconsistencies
- amount of revision/correction
- command of more advanced conventions

### Effective Use of Language

- smooth, natural flow of text/dialogue
- variation in sentence structure/length
- accurate, appropriate word choice
- original use of language
- successful use of figurative language



## TIPS FOR WRITING TESTS AND EXAMS

### BEFORE

- consider tests and exams as a personal challenge
- read, recite and review your notes.
- look up points that are not clear.
- ask your teacher and friends for help.
- get a good night's sleep.

### DURING

- arrive early, relax and forget other people.
- read instructions carefully.
- look over the entire test before you write anything.

### AFTER

- use the marking scheme to help you plan the time necessary for each question.
- read each question twice before answering.
- answer the questions easiest for you first.
- check over all answers.
- when the test is returned, read the **teacher's comments** carefully in order to learn where you went wrong. This will help you avoid making the same mistakes again.
- save these tests for exam review.

## EQAO KEY WORDS

*Key words in questions specify the type of response required. The key words used in EQAO assessments and tests are explained below. Students need to know the meaning of these words prior to their participation in an EQAO assessment or test.*

### COMPARE:

Language or mathematics: The response must state what is the same in the two things being compared or what is different between them. The comparison should include examples that show how the things are similar or different in one or more important ways.

### DEFINE:

Language: The response must state the meaning of the word or phrase being defined. The response should include the meaning and sufficient detail to distinguish the meaning from similar words or phrases.

### DESCRIBE:

Language or mathematics: Questions can ask for a description of something, someone or an idea or the sequence in which a series of things happens or a problem is solved. The response must use words to create a mental picture of what is being described for the reader. The response must give the characteristics and key features of what is being described in an organized manner.

### DETERMINE:

Language or mathematics: The response must show a solution to a problem using logical reasoning or mathematics.

### EXPLAIN/EXPLAIN YOUR THINKING:

Language: The response must provide specific and relevant supporting details and show the link between the explanation and the idea or point being explained to make the answer clear. The response must use words to make clear how something (or someone) works, what something (or someone) is like or why something happens or works the way it does (emphasis is on cause-effect relationships or step-by-step sequences).

Mathematics: The response must use mathematical symbols or words to make clear and understandable why a mathematical solution is correct.

### IDENTIFY:

Language: Questions can ask for the name of a person, place or thing, or for a reason. The response must use information from the reading selection.

### JUSTIFY:

Language or mathematics: The response must give reasons, evidence and/or calculations to show why an answer, argument or conclusion is correct.

### PREDICT:

Language or mathematics: The response must identify what may happen based on the information provided in the reading selection or mathematical question.

**SHOW YOUR WORK:**

Mathematics: The response must include all mathematical calculations made to arrive at the answer. The response should include words, numbers, graphs, diagrams, symbols and/or charts to show all the steps used to arrive at the answer.

**SUMMARIZE:**

Language: The response must concisely identify the main idea and give relevant details supporting it in the original text.

**USE INFORMATION FROM THE READING SELECTION TO SUPPORT YOUR ANSWER:**

Language: The response must use specific details from the reading selection to prove the main idea (point) of the answer.

**USE YOUR OWN IDEAS TO SUPPORT YOUR ANSWER:**

Language: The response should include the student's prior knowledge and experience of the topic of the reading selection to develop the main idea (point) of the answer.

**Answering the Questions**

Organize your answers in the following way:

- make a rough outline of *points* to be included
- begin with a *thesis* or topic sentence
- arrange the points in logical *order*
- present each idea in a *paragraph*
- support your statements with *specific facts* and *examples*
- *conclude* by briefly summing up your answer to the thesis

**40 Hours of Community Involvement - A Graduation Requirement**

Students should make every effort to complete their community involvement requirement by the end of grade 11. This will allow students more time to concentrate on their studies in grade 12.

Make sure your community involvement hours form is **duly completed and signed** before the deadline.

The 40 hours of community involvement is a requirement of graduation. Deadline for submission is May 31<sup>st</sup> of the students graduating year.

**BACKGROUND**

In order to graduate with your Ontario Secondary School Diploma, you must successfully complete hours of Community service. The Ministry of Education has developed GUIDELINES about what kinds of activities are eligible. Generally, students can complete 40 hours of community service in events or activities that meet the following criteria:

- supports not-for-profit agencies, institutions or foundations (this does not include 'for-profit' agencies/groups/individuals).
- structured programs to promote tutoring, mentoring, visiting, coaching whose purpose is to assist others
- supports work of a global nature
- promotes environmental awareness
- promotes and contributes to the health and well-being of any group
- affiliated with a club, religious organization, arts or cultural association, or political association that seeks to make a positive contribution in the community
- benefits the community
- any activity not specified as ineligible

**Forms are available on the Peel DSB and Erindale Websites.  
Don't delay, start today**

For a list of **activities**, please visit the Ministry of Education website at: [www.edu.gov.on.ca/extra/eng/pp1124a.html](http://www.edu.gov.on.ca/extra/eng/pp1124a.html)

## TEEN SUPPORT SERVICES

### Crisis

Crisis Response Service (24 hours) - 416-410-8615

Kids Help Phone (24 hours) - 1-800-668-6868

### Counselling Services

Rapport Youth & Family Services - 905-455-4100

Centralized Intake 905-451-4655, for the following agencies:

- Peel Children's Centre
- Rapport Youth and Family Services
- Associated Youth Services of Peel (AYSP)
- Trillium Health Partners – Child and Adolescent Mental Health Services
- William Osler Health System – Mental Health Services for Children and Adolescents

Tangerine - 905-795-3530 [www.tangerinewalkin.com](http://www.tangerinewalkin.com)

### Drug and Alcohol

Alateen and Alanon 416-410-3809

Peel Youth Substance Abuse Program (PYSAP) - 905-276-9322 ext. 31216

Drug & Alcohol Info Line - 1-800-565-8603

### Hospitals and Health Services

Credit Valley Hospital - 905-813-2200

Trillium (Mississauga General) Hospital - 905-848-7100

Healthy Sexuality Clinic (Peel Health Dept) - 905-270-0587

Health Line Peel - 905-791-7800

AIDS & Sexual Health info line - 1-800-668-2437

### Sexual Assault/Abuse

Childrens' Aid Society (CAS) - 905-363-6131

Family Services of Peel - 905-453-5775

Peel Police Victim Services of Peel - 905-568-1068

Sexual Assault/rape Crisis Centre for Peel - 905-273-9442 or 1-800-810-0180

### Shelter for Youths

Our Place Peel - 905-238-1383

Peel Youth Village – 905-791-5576

YMCA Employment and Community Centre - 905-276-9322

**Triangle Conference:** an online discussion group for lesbian, gay, bisexual, transgendered or questioning youth <http://gps.peel.edu.on.ca/trianglepsb>