

# PORT CREDIT SECONDARY SCHOOL



70 Mineola Road East,  
Mississauga, ON  
L5G 2E5  
905-278-3382  
www.pcsonline.com



Mr. J Schust, Principal  
Mr. Atif Sayed, Vice Principal  
Ms. Paris Vassel, Vice Principal

## ON LINE AGENDA 2018-2019

### PORT CREDIT SECONDARY SCHOOL Student Timetable

**NOTE: On Even Days of the calendar, Periods 1 and 2 "Flip" and, Periods 3 and 4 "Flip"**

Semester		
Period	Odd Day	Even Day
8:30 - 8:35	O'CANADA / ANNOUNCEMENTS	
8:35 - 9:50	1	2
9:55 - 11:10	2	1
11:10 - 12:10	LUNCH	
12:10 - 1:25	3	4
1:30 - 2:45	4	3



## Principal's Message

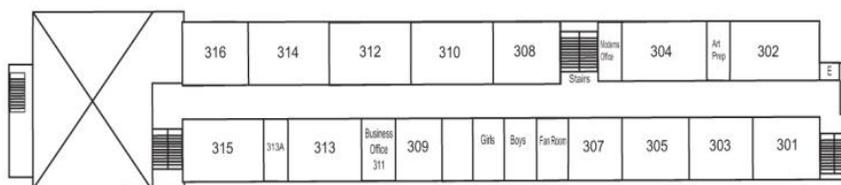
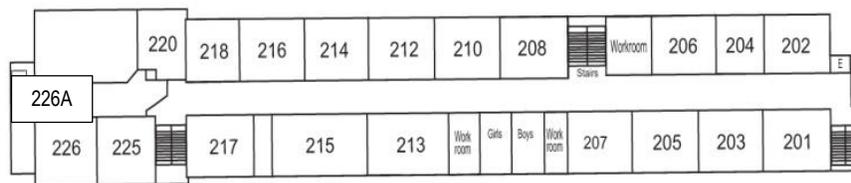
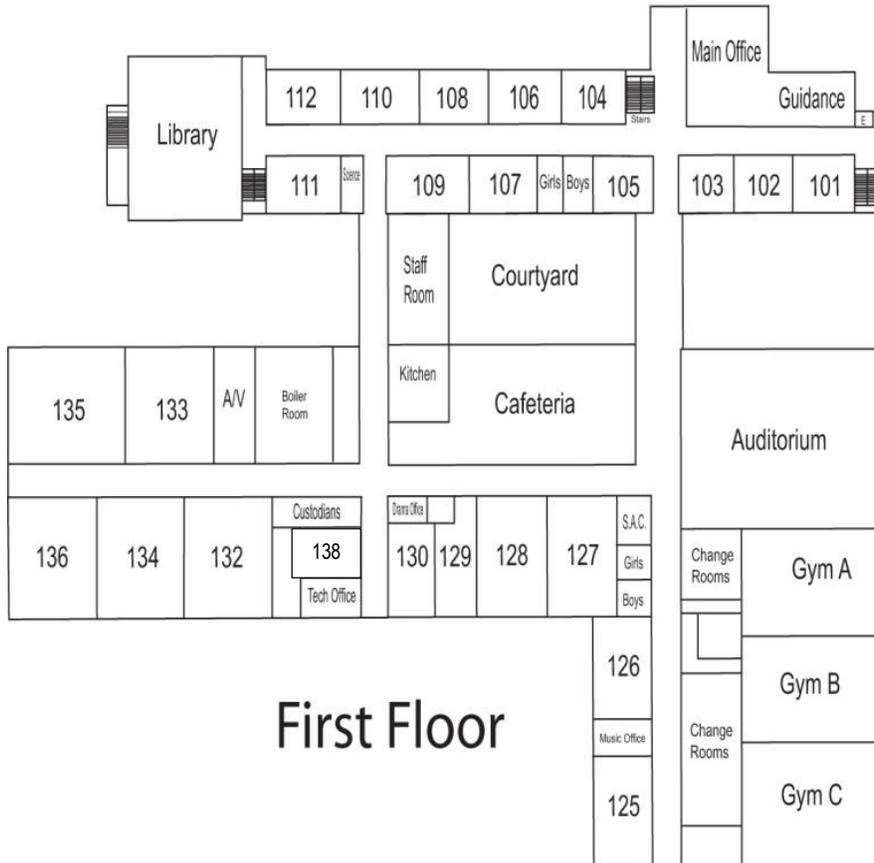
**"Lux Numquam Desit" – "May the light never fail!"**

I would like to welcome all students, to Port Credit Secondary School, for the 2018-2019 school year. It is the goal (of all staff) to inspire success, confidence and hope in each of you. I am very excited to be appointed principal of PCSS. The school, from what I've heard, prides itself on equity, equality, student success and having an involved school community.

All members of the school staff are here to support your pathways. We look forward to a school year that celebrates innovation, creativity, determination and collaboration. If there are questions and/or concerns, please ask a staff member. We're here to help. Have an amazing school year!

Mr. J. Schust  
Principal  
Port Credit Secondary School

# Port Credit Secondary School



# Port Credit Secondary School

**History:** Port Credit Secondary School, founded in 1919 was the first high school in Peel. Our present building opened in 1963.

**Motto:** “Lux Numquam Desit” - “May the light never fail!”

**Crest:** The old lighthouse beacon at the mouth of the Credit River was chosen to represent Port Credit.

**School Colours:** Royal Blue and Gold.

## Mission Statement

Port Credit Secondary School is a progressive learning community, rich in history and tradition. The lighthouse is symbolic of who and what we are: a beacon for learning. Our motto is "Lux numquam desit": "May the light never fail". We welcome students and staff of diverse backgrounds and interests. We cultivate good citizenship, respect, responsibility and creativity. As a beacon for learning, Port Credit challenges students through multiple pathways to reach their educational goals.

## Port Credit SS Code of Conduct

### OUR COMMITMENT

Port Credit Secondary School recognizes that students achieve their best when they feel safe, nurtured, welcomed, respected and included. We are committed to providing a healthy learning and working environment that supports student success by promoting responsibility, respect, civility, academic excellence and good citizenship. For learning to be successful, schools must be free of negative factors such as bullying, discrimination, intimidation, hateful words and actions, as well as physical violence in any form.

One of the Peel board’s projects is the implementation of six core character attributes. The attributes are taught in school, but they are also the basis of the Board’s working relationships – they help to create a positive climate for learning and working.

We want our staff and students to be:

- Caring – showing compassion and kindness towards others
- Cooperative – working collaboratively with others for a common purpose
- Honest – being truthful, trustworthy and sincere in your speech and actions
- Inclusive – treating everyone fairly and equitably
- Respectful – treating others, yourself and the environment with high regard and value
- Responsible – being accountable and reliable in your actions and commitments

We believe that parents, the school and community must all work together to help students learn to become responsible members of society, being sensitive to the diversity, cultural and special needs of individual students. We must clearly demonstrate respect for social justice and human rights, and promote the values needed to develop responsible members of a democratic society.

The Code of Conduct for Port Credit Secondary School is aligned with and supports the principles and expectations of the Board’s Human Rights policy (Policy #51) and the Equity and Inclusive Education policy (Policy #54). At all times, this Code should be interpreted to be consistent with the Board’s policies and the *Human Rights Code*.

## **OUR CODE OF CONDUCT**

The Port Credit Secondary School Code of Conduct applies to all members of the school community including students, parents, guardians, volunteers, visitors and school staff, whether they are on school property, on school buses, at school-authorized events or activities, or in any other situation that may impact the school climate.

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.

## **OUR RESPONSIBILITIES**

*All members of the school community are expected to:*

- demonstrate honesty and integrity
- treat one another with dignity, respect and fairness, regardless of their race, ancestry, place of origin, colour, ethnicity, creed, citizenship, religion, gender, gender identity, sexual orientation, age, ability, socioeconomic status, or any other attribute
- take appropriate action to help those in need, seeking assistance to resolve conflict constructively and respectfully
- show proper care and regard for school property and the property of others

*Parent and guardian responsibilities include:*

- taking an active role in their son/daughter's education by ensuring that he/she is prepared for learning, including punctual and regular attendance, promptly reporting authorized absences and late arrivals, and ongoing communication with the school
- reviewing the school Code of Conduct with their son/daughter and helping him/her follow school rules
- helping their child understand that it is not appropriate to tease or bully others
- monitoring their child's internet use and taking responsibility for his/her behaviour when accessing electronic resources from home

*Student responsibilities include:*

- demonstrating a commitment to learning through punctual and regular attendance, being prepared and ready to learn
- practicing honesty and integrity including, but not limited to, not participating in or encouraging plagiarism, misrepresentation of original work, use of unauthorized aids, theft of evaluation instruments, or false representation of identity
- following school rules and taking responsibility for his/her own actions
- refraining from bringing anything to school, or using anything inappropriately, that may risk the safety of themselves or others
- showing proper care and regard for school and community property, as well as only visiting other schools for school-related and authorized activities

*Staff responsibilities include:*

- helping students achieve to the best of their ability, developing self-worth, and being responsible citizens
- maintaining order in the school and holding everyone to the highest standard of respectful and responsible behaviour
- communicating regularly and meaningfully with parents/guardians
- establishing a range of clear, fair and developmentally appropriate interventions, supports, direct skill instruction and consequences for unacceptable behaviour including but not limited to homophobia, gender-based violence, sexual harassment and inappropriate sexual behaviour
- respond to and report behaviours which may have a negative impact on school climate

## **Bullying Prevention And Intervention**

Through our D.A.R.E. Program we are teaching students to identify bullying behaviour and giving them strategies to deal with, and stop it from happening.

Bullying is typically a form of repeated, persistent and aggressive behaviour directed at an individual or individuals that is intended to cause (or should be known to cause) fear, distress and/or harm to another person's body, feelings, self-esteem or reputation. Bullying occurs in a context where there is a real or perceived power imbalance.

Bullying can be based on factors such as size, strength, age, intelligence, peer group power, economic status, social status, religion, ethnic origin, sexual orientation, family circumstances, gender, gender identity, gender expression, race, disability or the receipt of special education. Bullying may include the use of any physical, verbal, electronic (cyber-bullying), written or other means. The victim is NEVER responsible for being a target of bullying.

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 dealt with using a progressive discipline approach.

### **Progressive Discipline**

Port Credit Secondary 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 that 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)/guardian(s), written reflection, volunteer services to 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/her Individual Education Plan and his/her demonstrated abilities.

### ***Suspension and expulsion***

Port Credit Secondary School also supports the use of suspension and expulsion for serious incidents as outlined in the Peel 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.

The behaviours for which a principal may consider suspending a student include:

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

Incidents for which a principal will consider recommending to the board's Discipline Committee that a student be expelled include:

- physically assaulting another person causing bodily harm that requires medical treatment
- possessing a weapon or using a weapon to cause or to threaten bodily harm to another person
- trafficking in restricted drugs or weapons
- giving alcohol to a minor
- committing robbery
- committing sexual assault
- behaviour that:
  - is significantly detrimental to the school climate and/or to the physical or mental well-being of others
  - causes extensive damage to school property
  - causes his/her continued presence at the school to pose an unacceptable risk to other members of the school community
  - demonstrates a pattern of behaviour so inappropriate that the student's continued presence is detrimental to the effective learning or working environment of others
  - demonstrates a persistent resistance to changes in behaviour that would enable him/her to be successful
  - is a serious violation of the school or Peel board Codes of Conduct

Students who are suspended or expelled will be given an opportunity to continue their education through educational programs offered by the school board.

## Student Success

Students are encouraged to be successful at school. They need to demonstrate a commitment to their education. They need to show respect for themselves, others, property and the environments by:

- using appropriate language;
- obeying laws;
- wearing appropriate clothing;
- reporting damage of property, inappropriate or illegal activities to a teacher, the main office or an administrator;
- contributing to a positive learning environment;
- dealing with conflicts/problems in civil ways;
- refraining from any kind of vandalism or graffiti;
- cleaning up after themselves and not littering at school or in the neighbourhood; and
- not discriminating on the basis of race, faith, gender, socio-economic status, ability, age, sexual orientation or any other attribute.

### Specific Expectations for Students

#### Academic Honesty and Integrity

- **Plagiarism** is the action of taking and using as one's own, the thoughts, writings or inventions of another. Plagiarism exists if a student copies word for word, paraphrases or uses an idea, design, passage or work as his/her own, without giving proper annotation (i.e. to note the author or source of information including the Internet.) For proper documenting and acknowledging of sources, consult with your teachers. Original images (e.g. from magazines) will not be accepted, except where the teacher has supplied and approved the resource materials.
- **Cheating** in any form is unacceptable, for example, asking another student for information from a previous test, glancing at another student's test paper, submitting the same work in two courses, copying homework or using information that is not one's own (e.g. from the Internet) without quoting sources.

## Bus Travel

Students are expected to follow the standards of behaviour outlined in the Code of Conduct while they are on the school bus. The driver is responsible for the safety of the students on the bus and, in addition to driving the vehicle safely, must provide sufficient supervision to ensure that students do not engage in activities that could be hazardous. All instances of unacceptable behavior by students on a bus are to be reported to the principal or designate by the driver. The principal will take appropriate action and, if necessary, discipline will be handled by the principal. Bus drivers are not required to deal directly with parents in matters of this nature.

## Cash On Line

PCSS is a cashless school. Payment for field trips, course / registration enhancement fees Athletic programs and uniforms are required to be paid for through Cash on Line. To register please go to [www.pcsonline.com](http://www.pcsonline.com) to register through *School Cash Online*. Please remember to use students name as written on their report card. **Please note we have a no refund policy on cash on line payments.**



## Cafeteria and Food Consumption in School

Students are required to maintain appropriate behaviour and standards of cleanliness in the school. Garbage cans are available in the cafeteria and all halls and the basic principle is “clean up after yourself.” Individual teachers will determine whether the consumption of food is permitted in their classrooms and students are expected to obey their direction in this regard. Students may not consume food or beverages in any place that a staff member has told a student not to eat or drink. No food is to be brought into computer labs, science classrooms, or areas where machinery is located.

## Cards

Card games are allowed at Port Credit as a leisure activity only, gambling of any kind is not acceptable.

## Communication With Adult Students (Age >18):

Please be advised that Peel District School Board staff, including teachers and administrators, will not 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 that they authorize communication to parents.

## Dress Code

The standards for school dress at Port Credit Secondary School are based on common sense and are intended to support the comfort, safety and modesty of all students. There is a strong relationship between neat, clean and appropriate clothing and a positive learning environment. It is your right to express your individual taste and style through your clothing. It is your responsibility to dress in a manner that is appropriate for a student in high school and not offensive to others. The learning environment should be free of distractions. Staff and students are expected to dress appropriately for the workplace. **Clothing that bares "breasts, bare shoulders, buttocks, bellies", or underwear, is not appropriate for school.** Similarly, other dress symbols that may be associated with gang affiliation cannot be worn. Racist, sexist and other demeaning symbols and slogans, or insignia referring to drugs and/or alcohol cannot be permitted. Outdoor clothing (jackets, down-filled vests) are not to be worn into classrooms.

**Hats, and head gear, are acceptable. In the class room the individual teachers will determine whether hats may be worn in their classrooms and students are expected to obey their direction in this regard.** Removing your hat is a sign of respect during the playing of our National anthem “O Canada”.

## Smoking

The school recognizes the benefits of a smoke-free environment for all persons. By law, smoking is not permitted at Port Credit Secondary School, on any other board property, on school buses or while attending any school-related event or activity. School property includes cars that are on school grounds and all lands to the edge of the sidewalk or street. The *no smoking* rule will be enforced within these areas. This includes the smoking or holding of lighted tobacco or lighted herbal material (e.g. shisha) and the use or holding of electronic smoking devices (e.g. e-cigarettes and hookah pens).are also prohibited on school property. Providing tobacco products to anyone under 19 years of age is illegal.

**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 will not be condoned at Port Credit Secondary School, on Peel board property or at any school-related event or activity at any time. Drug-related paraphernalia that can be used for substance abuse are not permitted on school property.

### **Electronic Devices**

- **Laser pens/pointers** are not permitted as they can be harmful if used inappropriately.
- **Personal Electronic Devices including cell phones and music devices** are permitted in the hallways if they are not a distraction to others. Consistent with the PDSB BYOD policy 78 (for more info see Use of Technology pg. 11) they are permitted in the classroom **only with** teacher permission and if the learning activity is appropriate. The use of a personal device is a privilege and not a right.

### **In-Line Skates and Skate Boards**

In-line skates and skateboards are not to be used inside the building. These items must be stored in the students' lockers. These items are not to be used on the property where they may interfere with traffic or may create a danger to self and others.

### **Lockdown Procedures**

Lockdown is used in the very rare situation where a suspect who is perceived to be dangerous may be inside the school building. During lockdowns and lockdown rehearsals, the principal will announce on the PA, "Initiate lockdown procedure." The school bell will ring continuously for a period of time.

Students and staff inside the school will:

- go to the closest room and close the door, and lock it if possible
- lie down on the floor away from sightline of doors and windows
- remain on the floor until further directions are given

Note: Police have cautioned against parents calling their child's cell phone as this interferes with the safety measures put in place.

Students and staff outside the school will:

- move as far away from the building as possible
- remain outside until the bell is rung once to signal re-entry or until further directions are given

If a Lockdown continues past dismissal time, police will direct the process of how and when students will be released to their parents.

As part of the school's overall safety plan, rehearsals will take place a minimum of two times during the school year.

### **Hold and Secure**

Hold and Secure is used when there is a potentially dangerous situation in the community near the school. For example, if police are involved in apprehending an armed suspect in the community, they will instruct the school administration to follow the Hold and Secure protocol. This means that all outside doors will be locked, all windows will be shut and no one may enter or exit the building without police permission. Classes inside the school continue as usual. If a Hold and Secure continues past dismissal time, police will direct the process of how and when students will be released to their parents.

### **Shelter in Place**

Shelter in Place is used in the event of an environmental or weather-related situation in the community of the school that could be potentially harmful to students. For example, if there is a spill, leak or release of some kind of noxious chemical in the environment near the school, the school will follow the Shelter in Place protocol. This means that windows, doors and air vents to outside air will be shut until the problem is resolved. If a Shelter in Place continues past dismissal time, police will direct the process of how and when students will be released to their parents.

In all instances requiring these protocols, Peel schools and parents are expected to take direction from Peel police. Parents can stay informed by subscribing to receive updates from their school's website. Information about critical

situations or dismissal delays will be sent out to subscribers by email or text message. To subscribe, visit the school website, click on 'Subscribe' and fill in the form. You can find a list of all schools with links to their websites at [www.pcssonline.com](http://www.pcssonline.com) in the 'Schools' section. In addition to the email/text message updates, a letter will be sent home after the situation to inform parents of what happened.

### **Lockers**

Lockers are the property of the Peel Board and each student is assigned a locker for the storage of books and personal property. Outdoor clothing must be kept in lockers. Students are not to share lockers. Do not leave valuable articles in a locker. Lockers must be cleaned out by the last class before exams in June. Locker numbers and combinations must be reported to the office so that they can be recorded. Lockers are considered the property of the school and may be searched by the administration if concerns arise.

### **Parking Areas and Safe Driving**

Students should not sit in, nor congregate near, vehicles in the parking lot between 8:15 a.m. and 3:00 p.m. Students are not to use the parking lots or driveways as a play area. All drivers are expected to drive safely and considerately. Loud music is not to be played outside during class time. Students must park in the appropriate parking spots.

### **Sabrina's Law**

Provincial law requires that all school staff be trained in to recognize signs of anaphylactic shock, and to administer an EpiPen®. Students who have life-threatening allergies must complete an information and permission form at the beginning of the school year. This information is provided to their teachers and to office staff. Students are encouraged to carry their EpiPen® with them at all times.

### **Ryan's Law**

**Provincial law** permits all students with asthma to carry their inhalers and other medication with them at all times. **Students under 16 years of age must have their parent's permission.** Please bring a note into the office. Students over 16 years of age are not required to have their parent's permission.

### **Textbooks and Library Books**

Textbooks and library books issued to students are the property of the Peel District School Board. Students are financially responsible for their return in good condition.

### **Trespassers**

Students, staff and those with legitimate school business may be on school property. It is important that students identify themselves to staff members when requested and show their Photo ID card. Visitors to the school must report to the Main Office upon entry. Students are not to congregate, sit or smoke on property in front of the houses on both sides of Mineola Road nor in Craigie Orchards.

### **Trespassing**

Students are expected to respect the neighbours' property. The road through Craigie Orchards is not a public pathway. Students are not to use this road as it is private property. Students must go around Craigie Orchards and use the public sidewalk going south on Hurontario. Students can expect to be charged by police for trespassing if they use the Craigie Orchards roadway.

### **Violence and Play Fighting**

Physical violence and horseplay are not allowed at school. Students are expected to deal with confrontation in a non-violent manner and, if necessary, report it to the office. Students engaging in horseplay or physical violence will face detention or suspension.

### **Washrooms**

Students must use the washroom nearest to their classroom on the designated floor. Vandalism of washrooms will not be tolerated.

### **Weapons**

Possessing or displaying weapons of any kind, real, toy or replica, and all other objects that could inflict or threaten bodily harm will not be condoned at Port Credit Secondary School, on any Peel board property, or at any school-related event or activity at any time.

# Attendance Policy

Each student must take a minimum number of courses each year. The course enrollment requirement is listed below and should be **maintained throughout the year. Some exceptions may apply.**

Years One, Two, and Three

- 8 courses required (4 per semester)

Year Four

- Students with 24 credits or more must take at least 3 courses per semester

Regular attendance in class has been shown to be the largest single factor affecting academic success. Daily calls home are completed in the evening by the computerized attendance system for all students who have missed classes.

## To Report an Absence

If a student is going to be absent, the parent/guardian may access the attendance line. Call **905-278-3382 & press 1**. Upon return to school, the student **MUST bring a written note to the office**, signed by the parent, in order for the absence to be recorded as "Authorized". For an extended absence due to vacation, etc. a *Request For Leave From School Form* must be completed **two weeks** prior to the absence, reviewed by the Vice Principal, taken to each teacher for signatures and then returned to the Main Office for attendance recording.

## After An Absence

When returning to school after an absence, students are required to bring a signed note to the Main Office before the start of the school day, and submit both the form and note to the Attendance Secretary. The information will be recorded in the Student Information System, and the teachers will be notified that the absence is now "Authorized". Students who are eighteen years of age may sign their own notes, except for instances where an assessment has been missed. In this circumstance, a doctor's note or other official confirmation of the necessity for the absence must be produced.

## Lateness to Class

A student is considered late if he or she enters the class during the first 30 minutes. **If a student enters the class after 30 minutes, he or she will be marked absent.** Repeated lates will result in a call to the parent, and consequences from the teacher. If the pattern continues, the student will be assigned detentions during lunch, and possibly referred to a vice principal.

## Signing Out

All students must sign out of the school in the office if they leave school after 8:30 a.m. and before 2:45 p.m. Students under the age of 18 must call a guardian or parent to get verbal authorization to leave the school or bring a note to the office. Texts on cell phones are not accepted.

## Missing Tests or Assessments

When a student misses a test, he or she is expected to communicate with the teacher upon his or her return to school, in order to arrange to write the test. It is expected that the student will show the teacher a signed note from a doctor and that the student will be prepared to write the test upon his or her return to school, at the teacher's convenience.

## Vacations or Extended Leave

It is in the best interest and academic success for the student that long absences are avoided. If a student is being removed from the school for vacation purposes the school must be notified in writing 2 weeks before the departure, and the student will get an *Extended Leave Form* from the office to be signed by the parent/guardian and also signed by the teachers. A copy of this form will be provided to the student for their record and so they can see what work has been assigned to them in their absence. This form also serve as documentation for the school, ministry and social workers.

If a principal is aware that a student will be away on a trip for an extended period of time, the principal is required to obtain a letter from the parent/guardian indicating the anticipated dates of absence and a return date for the student. If the school provides a **program of study** for the student, the student **remains on the school register**. If the school **does not provide a program of study**, the student shall be **retired from the register** and the letter retained as documentation. These students do **NOT** need to be referred to the school social worker.

If, after 15 consecutive days of absence, documentation indicating an expected date of return is **NOT** provided by the parent/guardian, a referral *in writing* **MUST** be made to the school social worker if the student is OF COMPULSORY SCHOOL AGE. To maintain a student on the register, a report is required from the school social worker for each subsequent 15 day period. This report, which the school will document, can be a verbal report from the school social worker. A record of the contacts and documentation from pupil/parent and documentation both to and from the school social workers is to be retained by the school.

## Homework Policy

Port Credit Secondary School supports the importance of assigned homework in school programs. The school administration and staff define homework as those learning activities that are associated with the in-school program and which are completed outside the classroom.

### **At Port Credit it is expected that homework will:**

- supplement and support experiences through related out-of-class activities;
- help to develop positive and enthusiastic attitudes towards independent study and lifelong learning;
- assist students in preparing for subsequent planned learning activities;
- acquaint parents with the student's in-school learning experiences and strengthen the essential links between home and school;
- not be punitive in nature.

### **When the teachers at Port Credit Secondary School assign homework they will:**

- offer a variety of activities that are appropriate to age, developmental level, learning style, maturity and individual skill level;
- ensure a balance among the three types of homework: practice, preparation and extension;
- prepare students in class for the homework assignment;
- accommodate legitimate reasons for incomplete homework assignments;
- provide consistent, timely follow-up to students re: the homework assigned.

If students are not assigned homework for a specific evening, it is an expectation that the students will spend some time reviewing notes and material taught previously.

## Use of Technology

### **Use of Technology**

Port Credit Secondary School recognizes the value of using Personal Electronic Devices (PEDs) to enhance 21<sup>st</sup> Century learning to support curriculum delivery. As such, we embrace the use of PEDs in a respectful and responsible manner, in keeping with the school's Code of Conduct and the Peel District School Board's Digital Citizenship Policy #78. The Code of Conduct and academic integrity apply to the use of technology whether students are accessing information from school, home or from a PED.  
<http://www.peelschools.org/aboutus/21stCentury/byod/digcitizenship/Pages/default.aspx>

Students are able to use Board technology and their PEDs for educational purposes in classrooms, libraries, cafeterias/lunchrooms and other areas students gather to do their work, as outlined in the expectations below:

- PEDs may be used in the classroom only with permission of a teacher or other staff member.
- PEDs may be used outside the classroom as long as these devices do not distract from school activities.

- As a result of bandwidth limitations, downloading or streaming of video content for non-educational purposes is not permitted.
- PEDs may only be used to make and/or receive phone calls or texts in the Cafeteria or outside of the school building at lunch or during spares unless a teacher or staff member provides permission to do so elsewhere.
- Students need to be diligent about safely storing their PEDs. Port Credit Secondary School is not responsible for lost, stolen and/or damaged PEDs.
- Keep personal information private (e.g. age, address, phone numbers, usernames, passwords) unless approved by a teacher and/or a parent.
- Use good judgment in accessing material on the Internet, and report suspicious concerns to a teacher immediately.
- Create, display, use and store messages, images and videos appropriately while demonstrating respect, e.g. no cyber-bullying or using others' passwords.
- PEDs may not be used for any communication or for taking photographs/video unless permission is granted by a teacher or other staff member.
- Posting photographs and/or images on the Internet (including social network sites) without teacher and/or parent permission violates the Code of Conduct.
- With respect to Board technology, never download or install any software without the permission of your teacher.
- Do not use Board technology resources to store materials not relevant to educational purposes.
- Users should not expect privacy with respect to any of their activities when using the Board's technology resources.

We have clear expectations around the appropriate, respectful use of technology. Inappropriate use of Board technology and/or PEDs may result in discipline or having the use of these services suspended or removed.

## Student Use Of School Computers Policy

### The following guidelines should be adhered to when using e-mail:

- E-mail written by students for school purposes should be treated as any other student writing, i.e. appropriate attention must be paid to spelling, grammar, presentation and plagiarism.
- E-mail cannot contain identifying information about the sender or any other students. This includes addresses, pictures and other personal information.

### The following is acceptable *student to staff member* e-mail communications:

- questions specifically related to class activities – curriculum, homework, tests, special events.
- NOTE: The response to the question may be provided to the student via phone or face-to-face.

### The following is unacceptable *student to staff member* e-mail communications:

- any discussion related to other students;
- personal information about other students; or
- discussion about the personal life of the staff member or student (home life, vacations, relationships).

Students may use the computers only through use of their own login and password. **They must never use the computers for activities that are rude, racist, sexist, profane, criminal, harassing, offensive or in any way harmful to other** students, staff or themselves.

**Consequences:** Students who violate the above rules may be subject to possible loss of computer access, removal from a related course, and/or suspension.

## Student Athlete Policy

**Interscholastic Athletics enrich school life. It is crucial that the positive values of human interaction be encouraged in all aspects of the program.**

### **Purpose**

- to motivate students to perform in school and enjoy the benefits of an extracurricular program;
- to allow coaches to select dependable and consistent athletes to their teams;
- to assist teachers by positively influencing the attendance patterns of student-athletes; and
- to set a clear code of expectations for students to abide by while participating in extra-curricular activities.

### **Philosophy**

- Extra-curricular activities are a privilege, not a right.
- Students must make an active effort to perform in a full-time school schedule in order to enjoy the benefits of an extra-curricular program.
- Teachers, coaches, parents and students should work together to provide an environment to allow for student achievement.

### **Student Expectations**

Prior to selection for any school team, and in order to maintain membership on a team, Students and Parents must sign the Extra Curricular Permission Form and The Code of Behaviour and The Transportation Permission Form.

## Student Athlete Code of Behaviour

### **All student/athletes are expected to:**

1. uphold the highest ideals of sportsmanship and fair play towards team-mates, opponents, coaches, game officials, and spectators;
2. fulfill all academic responsibilities including:
  - attending all classes on a game day
  - not skipping classes
  - maintaining an acceptable number of justified lates and absences
  - completing work and arranging to write tests prior to an absence;
3. dress according to standards established by coaches and team members;
4. travel via school transportation unless otherwise specified by the coaching staff;
5. have paid the required activity fee (\$30.00) and any other fees specific to the team they are participating on (uniform, entry fees, tournaments, etc);
6. accept responsibility for all equipment issued to them;
7. refrain from bringing food and drinks into the gyms and school facilities;
8. enter equipment rooms only with the permission of a teacher or coach;
9. enter the gym or other school facility in the company of a supervising staff member; and
10. use change rooms provided.

**School team membership is a privilege. This privilege may be withdrawn at any time during the season for any of the following reasons:**

1. displaying conduct during practice, in travel, or at competitions which reflects poorly on the team or on the school such as, but not restricted to:
  - obscene language;
  - gestures perceived as disrespectful, aggressive or violent; or
  - arguing with officials;

2. failing to abide by team rules as set out by the coaches. This includes, but is not limited to, the use of drugs or alcohol, smoking, stealing, and missing practices and games; or
3. failing to maintain acceptable standards in classes by demonstrating poor attendance, tardiness, incomplete work, or other negative behaviour.

## Information

### **Accidents and Medical Assistance**

When an accident (no matter how small) occurs on school property, students and staff are to report immediately to the Main Office to complete a Peel Accident Form.

### **Bicycles**

Bike racks are provided for the convenience of students. The Peel Board is not responsible for theft or damage and we strongly urge the use of a high security bicycle lock.

### **Fire Alarm**

When the fire alarm sounds, students and staff must vacate the building immediately by the designated exit. Misuse of the alarm is a criminal offense and violators will be reported to the Peel Regional Police.

### **Lost and Found**

Students should report lost or found items to the Main Office as soon as possible. A 'Lost and Found Box' is located out side of the Main Office, lost phones or small items lost and found box is in the office. **Items of value should not be brought to school.**

### **Report Card Schedule**

Each Report Card provides a cumulative evaluation to provide an ongoing measure of a student's success in a course. Report Cards are issued four times a year, as listed on the school calendar.

### **School Council Meetings**

The school council for PCSS has been created to enhance students' learning through the cooperative efforts of the parents, students, staff members and others in the community. New members are always welcome. The council is an excellent forum for parents/guardians to learn about the programs and the facilities at PCSS. The school meetings are on the third Tuesday of every month at 7:00 p.m. in the staff room.

### **School Hours**

The school is open from 8:00 a.m. to 3:15 p.m. Students must be under the direct supervision of a teacher, if they wish to remain in the building outside of these hours.

### **Security Cameras**

Anyone entering school property should be aware that there are security cameras that record 24 hours a day. Information stored on disk may be used in a court of law.

### **Student Photo ID Card**

It is necessary for all students to have a Photo ID Card / Student Activity Card. This card is to be carried by students at all times, and **presented when requested by any staff member**. This card is required for entry to school events as well as the Library and for use of the Internet.

### **Telephones**

The office phone is for emergencies only or to contact a parent to sign out. A public telephone is available in the Auditorium hallway.

## Student Services

## **The Port Credit Library Learning Commons**

Open from 8:15 a.m. – 3:00 p.m.

The Port Credit Library is the "first stop on the Information Highway." There are computers in the Instructional Area for research purposes. You must sign a computer out in order to use it. Students are welcome to sign out books, magazines, reference books and videos, or use computers. Everyone is encouraged to use the library for quiet study or research.

<b>Fines for overdue materials</b>	
2-week books	10 cents per day (maximum \$5.00)
Reference and overnight books	50 cents per day (maximum \$5.00)
Videos and CDs	50 cents per day

Students are responsible for the replacement cost of any materials not returned.

## Guidance Services

The Guidance Services Office is open from 8:00 a.m. to 4:00 p.m. daily. Students are assigned a specific guidance counsellor and appointments can be made with the secretary during lunch or before and after school.

Ms. Boston	A - L
Mrs. Fullerton	H-O
Ms. Kearns	P - Z

The guidance program is delivered through a variety of means including: classroom instruction through credit courses in the Learning Support Program, Career Studies, Co-operative Education, and Peer Mentoring courses. Orientation and exit programs, career exploration activities, and individual assistance and short-term counselling are all components of the guidance and career education program.

### OSSD Requirements:

Students must complete a total of 30 credits (18 compulsory, 12 optional), 40 hours of community involvement activities, and the provincial literacy requirement.

### 18 Compulsory Credits:

Number of Credits	Course	Completed
4	English	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
3	Mathematics	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
2	Science	<input type="checkbox"/> <input type="checkbox"/>
1	Canadian history	<input type="checkbox"/>
1	Canadian geography	<input type="checkbox"/>
1	The Arts	<input type="checkbox"/>
1	Health and physical education	<input type="checkbox"/>
1	French as a second language	<input type="checkbox"/>
.5	Career studies	<input type="checkbox"/>
.5	Civics	<input type="checkbox"/>
1	additional English, or a third language, or social science and the humanities, or Canadian and world studies, or guidance and career education, or cooperative education*	<input type="checkbox"/>
1	additional credit in health and physical education, or the arts, or business studies, or cooperative education*	<input type="checkbox"/>
1	additional credit in science, or technological education, or cooperative education*	<input type="checkbox"/>

\* A maximum of 2 credits in cooperative education can count as compulsory credits.

## 12 Optional Credits: These maybe taken in any discipline

### Awards

There are several awards for which students can qualify at Port Credit. Some awards are granted based on a set of criteria. There are other awards for which students must apply. **Please check with the Counselling Office for a complete listing of available awards.** Only a few are described below:

**Principal's Award:** Recognizes one student in each of Grades 9, 10 and 11 who has excelled academically and contributed significantly to the life of the school. Students must apply for this award.

**Blue Award:** (50 Points) Recognizes a student's participation in athletics, councils, clubs, math contests, drama productions, music, etc.

**Gold Award:** (90 Points) Recognizes a student's participation in athletics, councils, clubs, math contests, drama productions, music, etc.

**Lighthouse Award:** (130+ Points) Recognizes a student's participation in athletics, councils, clubs, math contests, drama productions, music, etc.

Awards are presented during the Awards Assembly or at Commencement. Commencement is a celebration held in the Spring for that year's graduates. This ceremony gives the students a chance to receive their secondary school diploma. The Awards Assembly is held in the Fall for all non graduating Students, as a celebration of their previous years work.

## Port Credit Assessment and Evaluation Policy

### Part A: Late and Non-Submission of Assessments and Evaluations

Students are expected to demonstrate responsibility and submit all assessments and evaluations by the established due date. Students are responsible for providing evidence of their achievement of the overall course expectations within the time frame specified by the teacher and in a form approved by the teacher. There are consequences for submitting assessments and evaluations late and for not completing assessments and evaluations. An assessment/evaluation is considered not submitted when the absolute deadline has passed or the assessment/evaluation has been returned to the class, whichever comes first.

### To ensure that all assessments and evaluations are submitted by the due date:

Students will:	Teachers will:
<ul style="list-style-type: none"><li>Record the due date in a planner/PED</li><li>Use time management skills to adhere to deadlines</li><li>Take advantage of teacher/school supports (e.g. Catch up Club, Google Classroom, D2L, extra help from teacher)</li><li>Inform teacher of relevant mitigating circumstances well in advance of deadlines</li><li>Be responsible for finding out about tasks assigned during their absence</li></ul>	<ul style="list-style-type: none"><li>Set and communicate, both orally and in writing, clear reasonable deadlines (when appropriate, in consultation with students)</li><li>Provide grade-appropriate supports for timely submission of assessments and evaluations (e.g. checklists, reminders, electronic postings, use of planner/PED, conferencing)</li><li>Explain consequences of late and non-submitted assessments and evaluations</li></ul>

**(i) If a student intends to submit an assessment/evaluation after the due date:**

Students may:	Teachers will consider the four mitigating factors:
<ul style="list-style-type: none"> <li>• Make an appointment to speak with the teacher at a convenient time for the teacher</li> <li>• Negotiate with the teacher to establish a new deadline</li> <li>• Provide work completed to date as evidence of effort and achievement (rough notes, planners, diagrams etc.)</li> </ul>	<ol style="list-style-type: none"> <li>1. Individual circumstances</li> <li>2. Number and frequency of incidents</li> <li>3. Maturity of the student</li> <li>4. Grade level of the student</li> </ol> <p>After considering the four mitigating factors, and the type of assessment/evaluation, teachers may, in their professional judgment:</p> <ul style="list-style-type: none"> <li>• Extend the deadline</li> <li>• Consider the deadline missed and utilize non-submission of assessments and evaluations guidelines</li> <li>• If a pattern of late submission develops, contact parents/guardians, document in SIS and consult the Student Success Team to provide extra help in organization skills</li> </ul>

**(ii) If an assessment/evaluation is not submitted or completed:**

Students may:	Teachers will consider the four mitigating factors:

<ul style="list-style-type: none"> <li>• Follow the guidelines established by the teacher for submission of the original assessment or an alternative assessment /evaluation (e.g. oral evaluation or defer to final evaluation)</li> <li>• Participate in credit support opportunities for grade 9 &amp; 10 students (Catch up Club, Contact support)</li> <li>• Submit a note from parent/guardian explaining why the assessment/evaluation was not submitted or was missed</li> </ul>	<ol style="list-style-type: none"> <li>1. Individual circumstances</li> <li>2. Number and frequency of incidents</li> <li>3. Maturity of the student</li> <li>4. Grade level of the student</li> </ol> <p>After considering the four mitigating factors, teachers may, in their professional judgment:</p> <ul style="list-style-type: none"> <li>• Provide a reasonable and appropriate alternative assessment/evaluation</li> <li>• Contact parent or guardian</li> <li>• Enter a “no mark”</li> <li>• Enter a “zero” that may act as a placeholder until the student is able to demonstrate their learning</li> <li>• Refer student to the Student Success Team (Administrator, Guidance, ISRC)</li> <li>• Document in SIS</li> </ul>
--	--

**Part B: Plagiarism**

Students are expected to demonstrate honesty and use proper citations and referencing when completing assignments, assessments and evaluations. Plagiarism is defined as the unauthorized use or close imitation of the language and thoughts of another author and the representation of them as one's own original work. Examples include, but are not limited to; copying another’s project (portions or whole) and paraphrasing parts of a book, website or article without reference or citation.

**To ensure that all assessments and evaluations are free from plagiarism:**

<b>Students will:</b>	<b>Teachers should:</b>
<ul style="list-style-type: none"> <li>• have an understanding of plagiarism prior to submission of assessments and evaluations</li> <li>• observe proper formatting, citation and referencing rules</li> <li>• accept responsibility for plagiarism</li> <li>• submit work to an appropriate anti-plagiarism resource upon request</li> </ul>	<ul style="list-style-type: none"> <li>• teach how to follow referencing guidelines</li> <li>• ensure students have an awareness of what is “implied common knowledge”</li> <li>• direct students to website/resources detailing proper referencing procedures</li> <li>• expect work to be submitted to an appropriate anti-plagiarism resource</li> </ul>
	<p><b>Teachers will:</b></p> <ul style="list-style-type: none"> <li>• provide explicit examples of plagiarism to ensure students can identify the problem</li> <li>• explain the consequences of plagiarism</li> </ul>

**(i) If an assessment/evaluation is plagiarized:**

Students may:	Teachers will consider the four mitigating factors:
<ul style="list-style-type: none"> <li>• have an understanding of plagiarism prior to submission of assessments and evaluations</li> <li>• observe proper formatting, citation and referencing rules</li> <li>• accept responsibility for plagiarism</li> <li>• submit work to an appropriate anti-plagiarism resource upon request</li> </ul>	<ol style="list-style-type: none"> <li>1. Individual circumstances</li> <li>2. Number and frequency of incidents</li> <li>3. Maturity of the student</li> <li>4. Grade level of the student</li> </ol> <p>After considering the four mitigating factors, teachers may, through their professional judgment:</p> <ul style="list-style-type: none"> <li>• assign a "zero"</li> <li>• provide an opportunity for the student to complete an alternative assignment</li> <li>• request a meeting with parent/guardian, student, administration to review the incident</li> </ul>
	<p><b>Teachers will:</b></p> <ul style="list-style-type: none"> <li>• enter a note about the incident in SIS</li> </ul>

**Part C: Cheating**

Students are expected to demonstrate honesty and integrity and submit assessments and evaluations that are reflective of their own work. Cheating is defined as completing a task in a dishonest way through improper access to the answers. Examples include, but are not limited to: using another student’s work as their own, using an unauthorized reference sheet during an assessment/evaluation, receiving and or sending an electronic message to another student with test questions/answers, etc.

**To ensure that all assessments and evaluations are free from cheating:**

Students will:	Teachers will
<ul style="list-style-type: none"> <li>• Review school policy with regards to academic honesty</li> <li>• Recognize and understand the consequences of cheating</li> <li>• Understand that honesty and integrity are critical for character development</li> <li>• Submit work to an appropriate anti-plagiarism resource for specific types of tasks upon request</li> </ul>	<ul style="list-style-type: none"> <li>• Define cheating</li> <li>• Explain consequences of cheating</li> <li>• Outline expectations of test writing</li> <li>• Agree on test/assignment supports (e.g. allowed resources)</li> <li>• Be diligent when supervising an assessment or evaluation</li> </ul>

**(i) If a student cheats on an assessment/evaluation:**

<b>Students may:</b>	<b>Teachers will consider the four mitigating factors:</b>
<ul style="list-style-type: none"><li>• Initiate a discussion with the teacher about the incident</li></ul>	<ol style="list-style-type: none"><li>1. Individual circumstances</li><li>2. Number and frequency of incidents</li><li>3. Maturity of the student</li><li>4. Grade level of the student</li></ol> <p>After considering the four mitigating factors, teachers may, through their professional judgment:</p> <ul style="list-style-type: none"><li>• request a meeting with the parents, student, and administration to review the incident</li><li>• assign a "0"</li><li>• provide an opportunity for the student to write an alternative assignment</li></ul>
	<b>Teachers will:</b>
	<ul style="list-style-type: none"><li>• enter a note about the incident in SIS</li></ul>

**Evaluation of Student Achievement Grades 7-12**

Level	Scale	Percentage	Levels of Achievement
Level 4	4+	95 – 100%	Level 4 identifies achievement that surpasses the provincial standard. The student demonstrates the specified knowledge and skills with a high degree of effectiveness. <i>However, achievement at level 4 does not mean that the student has achieved expectations beyond those specified for the grade/course.</i>
	4	87 – 94%	
	4-	80 – 86%	
Level 3	3+	77 – 79%	Level 3 represents the provincial standard for achievement. The student demonstrates the specified knowledge and skills with considerable effectiveness. <b>Students achieving at level 3 can be confident of being prepared for work in subsequent grades/courses.</b>
	3	74 – 76%	
	3-	70 – 73%	
Level 2	2+	67 – 69%	Level 2 represents achievement that approaches the provincial standard. The student demonstrates the specified knowledge and skills with some effectiveness. <b>Students performing at this level need to work on identified learning gaps to ensure future success.</b>
	2	64 – 66%	
	2	60 – 63%	
Level 1	1+	57 – 59%	Level 1 represents achievement that falls much below the provincial standard. The student demonstrates the specified knowledge and skills with limited effectiveness. <b>Students must work at significantly improving learning in specific areas, as necessary, if they are to be successful in the next grade/course.</b>
	1	54 – 56%	
	1-	50 – 53%	
46-49%			In Grades 9 to 12, there should be no final marks of 46, 47, 48, or 49%. Teachers will use their professional judgement to change final marks to be either 45% or 50%. An earned mark of 50% should be entered as a 51%.
40-45%			In Grades 9 to 12, students within this mark range have not achieved the credit. Gaps in learning may be addressed through either repeating the credit in day school or taking a two week make up summer school course.
40%			In Grades 9 to 12, this is the minimum requirement for eligibility for Credit Summer School two week make up course.
35%			In Grades 9 and 10, this is the minimum requirement for eligibility for Credit Recovery programming.
21 – 39%			In Grades 9 to 12, students within this mark range have not achieved the credit. Gaps in learning may be addressed through either repeating the credit in day school, night school or in a four week new credit summer school course.
0 – 20%			In Grades 9-12, the lowest possible mark a student can receive on a provincial report card is 0%. This mark is a result of incomplete assessment tasks and insufficient evidence of achievement in the form of observations, conversations and process work. In Grades 9 to 12, if, in the professional judgment of the teacher, the student's report card mark is 20 per cent or below, then the teacher must consult with the principal before assigning the report card mark. (Policy 14, p. 7). Course must be re-taken if the credit is compulsory.
Final 30% Evaluation			In Grades 9-12, failure to complete a 30% Final Evaluation does not automatically result in the loss of a credit. Final decisions around granting a credit are made by the principal/vice-principal in consultation with the subject teacher.
R			In Grades 7-8, the code "R" represents achievement that falls below Level 1 and is used in the evaluation and reporting of student achievement.
I			In Grades 1-10, the code "I" may be used to indicate that insufficient evidence is available to determine a letter grade or a percentage mark.
W			In Grades 9-12, the code "W" indicates that the student has withdrawn from the course.