STUDENT AGENDA 2014-2015

Stephen Lewis Secondary School is committed to excellence with a focus on social justice, personal growth, and individual success. This will be encouraged and supported in a respectful, inclusive and safe learning environment. Students will have opportunities to become involved in community service, a variety of clubs, teams, extra-curricular and intramural activities.

Mr. J. Staba, Principal
Mr. J. Jakobek, Vice Principal (A–G)
Mrs. L. Greene-Smith, Vice Principal (H–M)
Mr. L. Lam, Vice Principal (N–Z)

Trustees, Peel District School Board
Ward 10: Ms. M. Johnston: 416-706-9215
Ward 8: Mr. B. MacDonald: 905-593-3547

3675 Thomas Street, Mississauga, ON L5M 7E6
Telephone 905-363-0289 • Fax 905-363-0293
e-mail: stephenlewis.ss@peelsb.com
website: http://stephenlewis.peelschools.org
twitter: @SLSSPeel

SLSS Agenda Cover designed by Amrit Pandhol

Mission: Learning for All
School Colours: Red–Black–White
Mascot: Lynx

COMMUNITY – EXCELLENCE – RESPECT
Stephen Lewis is a Distinguished Visiting Professor at Ryerson University in Toronto. He is the board chair of the Stephen Lewis Foundation, which is dedicated to turning the tide of HIV/AIDS in Africa, and he is co-founder and co-director of AIDS-Free World, an international advocacy organization.

Mr. Lewis is a Senior Fellow of the Enough Project. He is an immediate past member of the Board of Directors of the Clinton Health Access Initiative, and Emeritus Board Member of the International AIDS Vaccine Initiative. He served as a Commissioner on the Global Commission on HIV and the Law; the Commission’s landmark report was released in July 2012.

Stephen Lewis’ work with the United Nations spanned more than two decades. He was the UN Secretary-General’s Special Envoy for HIV/AIDS in Africa from June 2001 until the end of 2006. From 1995 to 1999, Mr. Lewis was Deputy Executive Director of UNICEF at the organization’s global headquarters in New York. From 1984 through 1988, he was Canada’s Ambassador to the United Nations.

From 1970-1978, Mr. Lewis was leader of the Ontario New Democratic Party, during which time he became leader of the Official Opposition.

Mr. Lewis is the author of the best-selling book, Race Against Time. He holds 37 honorary degrees from Canadian universities, as well as honorary degrees from Dartmouth College and Johns Hopkins University in the United States.

In 2003, Stephen Lewis was appointed a Companion of the Order of Canada, Canada’s highest honour for lifetime achievement. In 2007, King Letsie III, monarch of the Kingdom of Lesotho (a small mountainous country in Southern Africa) invested Mr. Lewis as Knight Commander of the Most Dignified Order of Moshoeshoe. The order is named for the founder of Lesotho; the knighthood is the country’s highest honour. And in 2012, Mr. Lewis was an inaugural recipient of Canada’s Queen Elizabeth II Diamond Jubilee Medal.
# CYCLE DAYS 2014-2015

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Mon</td>
<td>Tue</td>
<td>Wed</td>
<td>Thur</td>
<td>Fri</td>
<td>Mon</td>
<td>Tue</td>
<td>Wed</td>
<td>Thur</td>
<td>Wed</td>
<td>Fri</td>
<td>Mon</td>
<td>Wed</td>
<td>Wed</td>
<td>Mon</td>
<td>Wed</td>
<td>Revised 2014-06-12</td>
</tr>
<tr>
<td>1(0)</td>
<td>2 (1)</td>
<td>3 (2)</td>
<td>4 (3)</td>
<td>5 (4)</td>
<td>2 (2)</td>
<td>3 (3)</td>
<td>4 (4)</td>
<td>5 (4)</td>
<td>6 (1)</td>
<td>7 (2)</td>
<td>8 (1)</td>
<td>9 (2)</td>
<td>10 (3)</td>
<td>11 (4)</td>
<td>12 (1)</td>
<td>13 (1)</td>
</tr>
<tr>
<td>8 (1)</td>
<td>9 (2)</td>
<td>10 (3)</td>
<td>11 (4)</td>
<td>12 (1)</td>
<td>16 (1)</td>
<td>17 (1)</td>
<td>18 (4)</td>
<td>19 (1)</td>
<td>16 (0)</td>
<td>17 (3)</td>
<td>18 (4)</td>
<td>19 (1)</td>
<td>20 (2)</td>
<td>21 (0)</td>
<td>22 (0)</td>
<td>23 (0)</td>
</tr>
<tr>
<td>15 (2)</td>
<td>16 (3)</td>
<td>17 (4)</td>
<td>18 (4)</td>
<td>19 (1)</td>
<td>22 (1)</td>
<td>23 (2)</td>
<td>24 (3)</td>
<td>25 (1)</td>
<td>26 (2)</td>
<td>27 (3)</td>
<td>28 (4)</td>
<td>29 (3)</td>
<td>30 (4)</td>
<td>31 (4)</td>
<td>32 (4)</td>
<td>33 (4)</td>
</tr>
<tr>
<td>22 (2)</td>
<td>23 (3)</td>
<td>24 (4)</td>
<td>25 (1)</td>
<td>26 (2)</td>
<td>27 (4)</td>
<td>28 (1)</td>
<td>29 (2)</td>
<td>30 (3)</td>
<td>31 (4)</td>
<td>32 (4)</td>
<td>33 (4)</td>
<td>34 (4)</td>
<td>35 (4)</td>
<td>36 (4)</td>
<td>37 (4)</td>
<td>38 (4)</td>
</tr>
<tr>
<td>29 (3)</td>
<td>30 (4)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Revised 2014-06-12</td>
</tr>
</tbody>
</table>

**Dealers:**
- **CYCLE DAYS 2014-2015**
- **Stephen Lewis Secondary School**
  3675 Thomas Street, Mississauga, ON L5M 7E6
  (905) 363-0289
  [http://stephenlewis.peelschools.org](http://stephenlewis.peelschools.org)

---

*Revised 2014-06-12*
**General Information**

**REGULAR 4-Day Schedule**

<table>
<thead>
<tr>
<th>Per</th>
<th>Start</th>
<th>End</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>9:00</td>
<td>10:52</td>
</tr>
<tr>
<td>2</td>
<td>10:55</td>
<td>12:05</td>
</tr>
<tr>
<td>LUNCH</td>
<td>12:05</td>
<td>1:05</td>
</tr>
<tr>
<td>3</td>
<td>1:05</td>
<td>2:07</td>
</tr>
<tr>
<td>4</td>
<td>2:10</td>
<td>3:10</td>
</tr>
</tbody>
</table>

**Alternative Schedule**

<table>
<thead>
<tr>
<th>Per</th>
<th>Start</th>
<th>End</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>10:30</td>
<td>11:27</td>
</tr>
<tr>
<td>2</td>
<td>11:30</td>
<td>12:25</td>
</tr>
<tr>
<td>LUNCH</td>
<td>12:25</td>
<td>1:15</td>
</tr>
<tr>
<td>3</td>
<td>1:15</td>
<td>2:12</td>
</tr>
<tr>
<td>4</td>
<td>2:15</td>
<td>3:10</td>
</tr>
</tbody>
</table>

**Address and Emergency Telephone Numbers**

It is imperative that we have an alternative emergency telephone number (neighbour, relative) in case we cannot reach a parent or guardian. Students must notify the school immediately of any changes.

**Crimestoppers**

The Crimestoppers program is a service that offers a hotline for students to call in tips regarding illegal activity in the school. All tipsters remain anonymous and any tip that leads to the successful solution of a crime will generate a cash reward.

**If you are a victim of a crime at school**

- Speak to an administrator.
- Complete the Crimestoppers report

**If you know something that can help solve a crime, call 1-800-222-TIPS.**

- Tell the operator what you know. Remember, this is an anonymous call so you will not be asked for your name or any other personal information.
- The operator will give you a number and will ask you to phone back at a later date to check the status of the crime. You may be eligible for a cash award!

**Digital Citizenship**

Digital citizenship is defined as the norms of responsible behaviour related to the appropriate use of technology. These norms and responsibilities are an expectation in all Peel District School Board locations and are clearly outlined in each school’s Code of Conduct. As individuals, we live and work in a world where people are connected to their devices at all times so we need to use technology effectively and respectfully. Digital citizenship is an important part of what the Board helps students learn in school.

Students will see teachers incorporate digital resources into their lessons. Educational online resources will be able to be accessed wirelessly through the Board’s networks. As such, students will be encouraged to BYOD—Bring Your Own Device. When relevant to curriculum and instruction, teachers will permit 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 libraries, cafeterias and other common areas. 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 Policy 78 – Digital Citizenship (http://intranet.peelschools.org/21stCentury/Policies/Pages/Policy-78---Digital-Citizenship.aspx).

**Extra-Curricular Activities**
A student's extra-curricular participation is often one of the best remembered times in his/her school career. Studies show that success in later life strongly correlates with participating in after-school activities. Participation is strongly encouraged since it provides another medium to grow and to learn about personal limits, leadership, teamwork, social skills, and problem solving.

Organizational meetings for clubs and teams are advertised throughout the year. Get involved! Meet new people! Have fun! You will grow to be a better, happier and more connected person. You will never have regrets about what you missed in school. Extra-curricular participants must maintain academic standards for marks and attendance. You must purchase a Student Activity Card to participate in these activities.

**Field Trips**
Students involved on a field trip are responsible for all work covered in other courses while on the trip and must make arrangements with their individual subject teachers in advance of the trip. Make-up time will be at the reasonable discretion of the subject teacher(s).

**Fundraising**
All fundraising projects must be cleared in advance by the administration.

**Hallways**
Except at class change time, students should not be in the halls or at the school and cafeteria entrances. Sports equipment and other entertainment items may not be used in the halls at any time.

**Injuries**
Any injury must be reported to the Student Reception at once. The staff member in charge must complete an Accident Report form as soon as reasonably possible. Seriously injured students will be taken to hospital immediately.

**Lockers**
Lockers remain the property of the Peel District School Board and are loaned to students for the school year, or until their withdrawal from school. The loan conditions include that the locker is not defaced or abused, or used for any illegal purpose. The school reserves the right to revoke locker privileges at any time if conditions are not met. Any vandalism to lockers will be dealt with by reimbursement for damages and/or suspension.

**Lost and Found**
Lost texts and other valuables should be handed in at Student Reception. The school assumes no responsibility for lost articles or lost money.

**Kids Help Phone**
Students who are having a difficult time or find themselves in a difficult situation and feel that they have nowhere to turn to can confidentially contact the Kids’ Help Phone at 1-800-668-6868.
Neighbourhood Police Unit
In an attempt to improve relationships between the young adults of our society and our police department, Division 11 has implemented a program where a constable will be involved with the students at our school. This police officer will visit the school at various times to promote this liaison with our students. The constable will share information with our students, and in general be a part of our school community in a very positive, non-threatening manner. We, as a staff, welcome this program, and hope that it will continue to better relations between young adolescents and the police officers in our community.

Over 18
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. If you have any questions regarding this practice or if you wish to provide written direction to the school, please speak to your vice-principal or principal.

Parents’ Nights
Parents are an important part of a student’s education. Dates for parents nights are included in the calendar. These evenings provide an excellent opportunity for interaction and counselling. Parents are strongly encouraged to attend. Please request an interview if there are any questions or concerns about your child’s progress.

Parking – Students
Students may park their vehicles on school property (parking lot on the west side of the school only) under the following conditions:

Student must register his/her vehicle(s) with the main office in order to park in the Stephen Lewis Secondary School parking lot located on the west side of the school.
Maximum speed is 10 km/h
Students must not park in front of the school
Vehicle must be locked at all times
Vehicle is to be used for transportation, not a place to sit or smoke or play music
Failure to follow these rules can result in parking privileges being revoked

Traffic Flow: Parking Control do spot-check the parking lot. Vehicles parked in a fire route are subject to a significant fine and/or tow. It is imperative that all drivers at school respect the signs on school property. In front of the school, A.M. flow is from east to west and U-turns are not permitted. No left turns 8:30-9:30 and 3:00-4:00 pm. Please no idling and be respectful of the surrounding communities including our near-by shopping plaza and residential areas.

Physical Education
Physical Education Lockers: Each Physical Education student will be permitted to use a locker in a change room. **All valuables and clothing should be locked in a locker at all times. Anything left on the benches in the change room is not secure. DO NOT BRING ANY VALUABLES INTO THE CHANGEROOM.**

Posters
No posters may be posted in the school without being initialled by a vice principal or principal. Please strive for quality, not quantity. No commercial advertising is permitted in schools, in accordance with Board policy.
Preparation for Class
The better prepared students are for class, the greater are their chances for success. Students should bring all necessary texts, notebooks, calculators, and writing materials to each class. Certain courses require special equipment: gym uniforms for phys ed, safety equipment for shop, math sets for math class, etc. This agenda should be brought to each class daily to record homework, future assignments, upcoming test dates, test results, exam dates and times, and other items that will contribute to academic growth and success. Teachers may include appropriate use of this agenda as part of the student's learning skills evaluation.

Respect for Property
Students are expected to respect and return all items issued such as texts, library materials, music and physical education equipment, uniforms, locks, or other Stephen Lewis property at the end of a course, or upon withdrawal. Students are expected to clean up after themselves at all times and refrain from littering either our school or our neighbours' properties. All are expected to refrain from theft and vandalism including graffiti. Please show the same respect when visiting other schools.

Student Identification
All students must have a student photo ID card. This card must be carried with you while at school. If requested to do so by a staff member, students are expected to stop, identify themselves, answer questions and, if necessary, go to the office with that staff member. Politeness and respect must be shown at all times.

Spectator Policy
Your support for our teams is much appreciated. You are as important in setting the tone for the game and being an ambassador of our school as the players. It is therefore important to remember the following: You must have your Student Activity Card for entry and be prepared to show it to any adult who asks. Fans give positive support by cheering and applauding good effort and play. Fans do not jeer or boo or say anything derogatory about opposing players, coaches, parents, or the referees. Stephen Lewis students are not permitted to visit any other school unless it is a school-authorized field trip with a staff supervisor. This includes all team games at other schools. Likewise, Stephen Lewis students are not permitted to bring students from other schools to watch home games.

Textbooks
Most texts are issued free to students on a loan basis. These books remain the property of Stephen Lewis and must be returned in good condition at the end of the course or when the student leaves school. Loss or damage other than ordinary wear will be charged to the student. Students with outstanding textbooks may not be issued texts in new courses until the book issue is resolved. Also, a substantial deposit may be required for the following semester's texts.

Trespassers and Visitors
Peel schools are not public buildings and the school grounds are not public parks. It is Ontario law that only students, staff and those with legitimate school business who have signed in at Student Reception may be on school property. Unauthorized persons on our property are trespassers and the administration, police, and the courts will deal with them. Stephen Lewis students who act as hosts for trespassers are subject to disciplinary measures including suspension. Stephen Lewis students may not visit other schools, per the Spectator Policy; similarly, students who are not registered at Stephen Lewis are not permitted on school property.
Stephen Lewis Code of Conduct

Our Commitment

Stephen Lewis Secondary School recognizes that students achieve their best when they feel safe, nurtured, welcomed, respected and included. We are committed to providing a healthy climate for learning and working to support student success. For learning to be successful, schools must be free of negative factors such as bullying, discrimination and other harmful behaviours including physical violence in any form.

In the Peel District School Board, we understand that equity and excellence go hand-in-hand. One of the core goals in our strategic plan, the Report Card for Student Success, is the following:

"Achieve equity for students and staff—we provide equity of access and opportunity for students and staff to learn, work and develop in an environment that is nurturing, engaging, respectful and inclusive."

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 our speech and actions
- **Inclusive** — treating everyone fairly and equitably
- **Respectful** — treating others, ourselves and the environment with high regard and value
- **Responsible** — being accountable and reliable in our 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, cultures 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 Stephen Lewis Secondary School aligns with and supports Ontario's Equity and Inclusive Education Strategy, the Peel Board's Human Rights policy and the Equity and Inclusive Education policy.

Our Code of Conduct

The Stephen Lewis 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.

**All members of the school community are expected to:**
- demonstrate honesty and integrity
- treat one another with dignity, respect and fairness, regardless of 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 communicating regularly 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
• responding to and reporting behaviours which may have a negative impact on school climate

**Bullying Prevention and Intervention**
We are teaching students to identify and deal with bullying behaviour and to stop this behaviour 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.

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**

Stephen Lewis 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 is used to deal with inappropriate behaviour. This may include: verbal reminders, review of expectations, contact with parent(s)/guardian(s), written reflections, volunteer services to the school community, conflict mediation and resolution, peer mentoring, referral for support services and/or an opportunity for restoration and repair.

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**

Stephen Lewis 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 considers mitigating and other factors.

The behaviours for which a principal will 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 Code 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
- is 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 Code 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.

**Drugs**
The school recognizes the benefits of a smoke-free environment for all persons. As per the smoke-free Ontario Act, smoking is not permitted at Stephen Lewis 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.

Providing tobacco products, including e-cigarettes, to anyone under 19 years of age is not permitted. 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 Stephen Lewis 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. There is a $305 fine for students who smoke or are caught holding a lit tobacco product on school property. There is a $365 fine for any student sharing or selling to anyone under the age of 19.

**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 accepted at Stephen Lewis Secondary School, on any Peel Board property, or at any school-related event or activity at any time.

**Student Dress Code**
Bill 81 requires that each school establish policies and guidelines respecting appropriate dress. The standards for school dress at Stephen Lewis Secondary School are based on common sense and are intended to support the comfort, safety and modesty of all students.

It is expected that students will come to school, dressed in a neat and tidy manner at all times and wearing clothing that is not offensive to generally accepted sensibilities of hygiene and good taste.

Clothing with words, pictures or phrases that make reference to profanity, sex, drugs, alcohol/cigarette advertising, racial slurs, violent or offensive images, or that is too revealing is not allowed. Clothing should cover all undergarments.

Appropriate dress allows students to participate in a safe and healthy environment. At all times, students must wear footwear to protect them from cold floors or injury. Exceptions may be made at the discretion of the teacher.

It is the student's **right** to express your individual taste and style through your clothing. It is his/her **responsibility** to dress in a manner that is appropriate for a student at a high school, and that is not offensive to others. The following are inappropriate for school wear:

- hats, caps, toques, hoods, coats and other outerwear
- bandannas, headbands and other gang insignia
• exposure of visible undergarments (e.g., pants are to be worn on the waist)
• exposure of cleavage, bare back and bare midriff
• short shorts or beach wear
• profanity, racist, sexist and demeaning symbols or slogans including insignia referring to drugs, alcohol or violence

Inappropriate items may be confiscated and/or the student may be required to return home to change. Subsequent offences will result in the escalation of consequences. Remember the three Cs of dress code: Be clean, comfortable and covered.

**Bus Travel**
Students are expected to follow the standards of behaviour outlined in the Code of Conduct while they are on the school bus.

Students are required to:
• be at their bus stop at least five minutes before their pick-up time
• go directly to their seats and stay seated
• follow the bus driver’s instructions and behave appropriately at all times

Students may not:
• consume food and drinks on the bus
• fight, swear or cause excessive noise on the bus
• engage in activities that may endanger the safety of themselves or others

**Use of Technology**
Stephen Lewis Secondary School recognizes the value of using Personal Electronic Devices (PEDs) to enhance 21st 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.

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. Examples of curriculum related PED uses include inputting deadlines into a calendar, researching curricular topics, or adding content to a class blog. The use of a PED during class time for uses other than curriculum related activities is unacceptable.

• PEDs may be used outside of class time in general areas, such as hallways and the foyer, as long as these devices do not distract from instructional class time, or other school activities. At no time, are ear-buds an excuse for not being able to respond to directions. Also, a ‘no leaking’ policy is in place throughout the school, and as such, no one other than the owner of the PED should be able to hear music/audio from the PED. PEDs may only be used to make and/or receive phone calls or texts outside of the classroom and outside of class time in a manner respectful to the school environment, unless a teacher or staff member provides permission to do so elsewhere.

• Students need to be diligent about safely storing their PEDs. Stephen Lewis Secondary School is not responsible for lost, stolen and/or damaged PEDs.
• Students are to demonstrate honesty and integrity and show proper care and regard for school property and property of others.
• Keep personal information private (e.g. age, address, phone numbers, usernames, passwords) unless approved by a teacher and/or a parent.
• Create, display, use and store messages, images and videos appropriately while demonstrating respect for yourself and others.
• Use appropriate judgment in accessing material on the Internet, and report suspicious concerns to a teacher immediately.
• Students will demonstrate appropriate online conduct and manners and refrain from improper/unethical use of technology, including computer hacking and cyber-bullying.
• SLSS may consider suspension/expulsion if students vandalize or cause extensive damage to school property, as outlined in PPM 145- Progressive Discipline and Promoting Positive Behaviour Policy.
• PED’s may not be used for any communication or for taking photographs/video unless permission is granted by a teacher, student 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.
• In line with Board technology policy, students are to never download or install any software without the permission of the 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. To encourage responsible and respectful use of devices in the classroom and throughout the school, a teacher may request a student to “flip-it” (show the screen). Students are to immediately show the contents of their screen to their teacher. If a student is in violation of the school policy, the student can expect consequences for breaking the policy.

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.

### Code of Conduct – Possible Consequences

<table>
<thead>
<tr>
<th>PROBLEM</th>
<th>POSSIBLE CONSEQUENCES May include but not be limited to:</th>
</tr>
</thead>
</table>
| Cameras, including cell phone cameras: unauthorized taking of pictures | • Confiscation of equipment  
• Detention  
• Suspension |
| Technology misuse                                                     | • Loss of use of computer and technology in school  
• Removal from computer class  
• Suspension and/or expulsion  
• Financial restitution |
| Consuming food or drink in unauthorized areas, littering               | • Return to authorized area  
• Confiscation of food or drink  
• Garbage and cleanup duty  
• Detention, suspension |
| Drugs, alcohol                                                        | • Suspension  
• Expulsion  
• Police involvement  
• Court and fines |
<table>
<thead>
<tr>
<th><strong>PROBLEM</strong></th>
<th><strong>POSSIBLE CONSEQUENCES</strong></th>
</tr>
</thead>
</table>
| Excessive absences, skipping, truancy | - Detention  
- Possible failure or loss of credit  
- Zero on missed test, quiz  
- Parental contact and/or special report by teacher  
- Daily report or contract initiated by VP  
- Parent interview with VP  
- Suspension, court involvement |
| Failure to identify self when requested | - Detention  
- Suspension |
| False fire alarms | - Suspension  
- Expulsion  
- Police involvement  
- Court and fines |
| Gambling: playing cards, dice, or anything else that relates to gambling | - Confiscation  
- Detention  
- Suspension |
| Inappropriate behaviour, including harassment and physical, verbal (oral or written), sexual or psychological abuse; bullying, threatening or intimidation; or discrimination on the basis of race, faith, gender, socio-economic status, ability, age, sexual orientation, or any other attribute that is deemed unacceptable | - Parental contact/involvement  
- Detention  
- Confiscation of inappropriate items  
- Restitution  
- Suspension  
- Police involvement  
- Removal from course and/or school  
- Restricted schooling and community service  
- Expulsion |
| Inappropriate clothing: Clothing should be appropriate for a school learning environment. The following are absolutely restricted: hats, bandanas, camouflage clothing, clothing that is revealing. | - Sent home to change  
- Confiscation  
- Detention  
- Suspension |
| Late for school/class | - Time to be made up with teacher(s) concerned.  
- Detention, suspension |
| Loitering, accessing unauthorized areas | - Detention or community service  
- Restricted schooling  
- Suspension |
| Pagers, laser pointers, cellular phones, other restricted devices, personal listening devices used in class | - Detention  
- Confiscation  
- Suspension |
| Plagiarism, lying, cheating, misrepresentation of original work, theft of evaluation instruments, use of unauthorized aids, false representation of identity (including electronic theft) | - Resubmission of student’s own original work  
- Mark of zero  
- Parental contact  
- Detention  
- Suspension and/or loss of credit |
| Skateboarding on school property (Skateboarding is not allowed on school property. Please use the skateboard park to the west of the school.) | - Confiscation  
- Detention  
- Suspension |
| Smoking on school property | - Written warning  
- Suspension  
- Cleanup duty  
- Court/fines issued by City of Mississauga |
The purpose of assessment is to improve student learning.

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

**Evaluation:** The process of using professional judgment to determine the quality of student work in the assessment, on the basis of established criteria, and to assign a value to represent that quality.

**Grading:** The process of using professional judgment in order to summarize evaluation information and assign a letter or percentage grade. It is primarily for the purpose of reporting to parents and the community.

**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 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.
<table>
<thead>
<tr>
<th>Level</th>
<th>Scale</th>
<th>Summary Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 4</td>
<td>4+ 95–100%</td>
<td>Level 4 identifies achievement that surpasses the provincial standard. The student demonstrates the specified knowledge and skills with a high degree of effectiveness. However, achievement at level 4 does not mean that the student has achieved expectations beyond those specified for the grade/course.</td>
</tr>
<tr>
<td></td>
<td>4 87–94%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4– 80–86%</td>
<td></td>
</tr>
<tr>
<td>Level 3</td>
<td>3+ 77–79%</td>
<td>Level 3 represents the provincial standard for achievement. The student demonstrates the specified knowledge and skills with considerable effectiveness. Students achieving at level 3 can be confident of being prepared for work in subsequent grades/courses.</td>
</tr>
<tr>
<td></td>
<td>3 74–76%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3– 70–73%</td>
<td></td>
</tr>
<tr>
<td>Level 2</td>
<td>2+ 67–69%</td>
<td>Level 2 represents achievement that approaches the provincial standard. The student demonstrates the specified knowledge and skills with some effectiveness. Students performing at this level need to work on identified learning gaps to ensure future success.</td>
</tr>
<tr>
<td></td>
<td>2 64–66%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2– 60–63%</td>
<td></td>
</tr>
<tr>
<td>Level 1</td>
<td>1+ 57–59%</td>
<td>Level 1 represents achievement that falls much below the provincial standard. The student demonstrates the specified knowledge and skills with limited effectiveness. Students must work at significantly improving learning in specific areas, as necessary, if they are to be successful in the next grade/course.</td>
</tr>
<tr>
<td></td>
<td>1 54–56%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1– 50–53%</td>
<td></td>
</tr>
<tr>
<td>Final 30% Evaluation</td>
<td></td>
<td>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.</td>
</tr>
</tbody>
</table>

**Learning Skills:** In addition, students’ learning skills are regularly assessed and reported on a separate scale on the provincial report card. These cross-curricular learning skills include: organization, initiative, responsibility, collaboration, self-regulation and independent work.

**Student Expectations**

**Academic Honesty**

Plagiarism is the action of taking and using, as one's own, the thoughts, writings or inventions of another. It could be an idea, design, passage or work. Plagiarism also exists if a student copies word for word. Plagiarism of ideas also exists if a student takes and uses an idea without giving proper annotation. (i.e. to note the author or source of the information including the Internet) For proper documenting and acknowledging of sources, consult with your subject teachers, and refer to The Stephen Lewis Style Guide.

Cheating in any form is unacceptable, for example, asking another student for information from a previous test, glancing at another student's test paper, copying homework, using electronic devices to obtain or exchange information, or using information from the Internet without quoting sources.
Plagiarism and Cheating
Plagiarism is defined in Ministry policy as the use or close imitation of the language and thoughts of another without attribution, in order to represent them as one’s own original work. When a student plagiarizes or cheats, he/she does not provide evidence of his/her achievement. Based on the consideration of mitigating factors (age, maturity, number and frequency of incidents, individual circumstances of the student), school teams and teachers will choose from a variety of possible responses/resolutions to plagiarism and cheating including assigning of a zero and/or the opportunity to complete a similar evaluation. As our Peel Character Attributes in Action demonstrate, we expect all those in our learning community to act in an honest manner and this includes ensuring that student work submitted for assessment and evaluation is one’s own.

Attendance
Frequent absences interrupt the learning process and thus negatively affect student achievement. The formative assessments missed may also affect a student’s ability to be successful on summative evaluations.

Homework
Homework is described as those learning activities that are associated with the in-school program and which are completed outside the classroom.

The purpose of homework is to:
- Supplement and support in-school experiences through related out-of-class activities
- Encourage the development of self-discipline and good work habits
- Help develop positive attitudes towards independent study and lifelong learning
- Acquaint parents with the student's in-school learning activities

The amount and frequency of homework will be communicated to the student at the beginning of the semester for each subject.

Deadlines
Deadlines are realistic in the normal working life outside of the school setting. Deadlines are also set as a reasonable management strategy for teachers so that workloads can be varied and balanced. We also set deadlines as a way of bringing closure to one unit of work and moving ahead to another.

It is the student's responsibility to seek assistance from the teacher when he/she is unable to complete a task/assignment due to insufficient knowledge or skill. Be sure to advise the teacher of any difficulty well before a task/assignment is due.

Absence of Evidence of Student Achievement
As our Peel Character Attributes in Action demonstrate, we expect all those in our learning community, including students, to act in a responsible manner and this includes being responsible for providing evidence of what they have learned or accomplished in the time frame allowed by the teacher.

When students do not submit products to the teacher, there is no evidence for the teacher to assess. Similarly, when students do not submit products in a timely manner to the teacher, assessing or judging the evidence can be a problem, especially when teachers have deadlines for reporting to parents. Student products that are plagiarized also fail to provide any evidence of student achievement.

Missed Final Evaluations
Under the Ontario Secondary School policy, students must have the opportunity to complete a final evaluation in each course. The final evaluation can involve more than one component e.g. in-class...
performance task and written formal exam. Students will not have the final evaluation schedule altered due to job training, work, vacation plans, appointments, etc. If in doubt, contact your alpha vice principal. Students who miss a final evaluation will receive a mark of 0 (zero) on their final evaluation.

For valid medical reasons, a decision about the timing of an alternate final evaluation will be made by the administration. There are no exemptions from completing the final evaluation of a course. Students who miss an arranged alternate final evaluation will receive a mark of 0 (zero) on their final evaluation.

<table>
<thead>
<tr>
<th>Reason for Missing Final Evaluation</th>
<th>Guideline</th>
</tr>
</thead>
<tbody>
<tr>
<td>Medical reason - note provided indicating the date of the illness</td>
<td>An opportunity to rewrite the final evaluation will be provided. Where possible, this make-up evaluation will be scheduled later in the evaluation period.</td>
</tr>
<tr>
<td>Suspension</td>
<td>An opportunity to rewrite the final evaluation will be provided. Where possible, this make-up evaluation will be scheduled later in the evaluation period.</td>
</tr>
<tr>
<td>Student Vacation</td>
<td>Student will receive a mark of &quot;0&quot; out of 30% for the final evaluation in the calculation of the mark for the course</td>
</tr>
<tr>
<td>Student gets exam time mixed up</td>
<td>Student will receive a mark of &quot;0&quot; out of 30% for the final evaluation in the calculation of the mark for the course</td>
</tr>
<tr>
<td>Student chooses not to write the exam</td>
<td>Student will receive a mark of &quot;0&quot; out of 30% for the final evaluation in the calculation of the mark for the course</td>
</tr>
</tbody>
</table>

**Assigning a Zero and Mark Deduction**

If students have not provided evidence of their learning before evaluation takes place, teachers may use a zero as a placeholder in their mark book. A zero provides teachers with an opportunity to discuss with the student and parent the student’s obligation to provide evidence of learning and for the student to be responsible for their learning.

A zero may also be used to assign value to student work where the student has plagiarized or cheated until the student has demonstrated his or her learning.

When student assignments are being evaluated, teachers may also use their professional judgment to assign a zero or deduct marks, up to the full value of the assignment. However, teachers must ensure that the assignment of a zero or mark deduction will not distort or misrepresent a student’s overall or actual achievement on the mark on the report card and teachers must take all available evidence into account from observations, conversations and student products collected over time.

**Support for Students With Learning Exceptionalities**

Early in each semester, teachers will be given a list of students with learning exceptionalities. It is the teacher's responsibility to modify the program to accommodate the student's special learning needs as outlined in the student's Individual Education Plan. This plan should be developed by the classroom teacher in consultation with the special education teacher. Modifications to the course program may include, for example, the use of a calculator or additional time on evaluation.
Determining the Grade

**Mid-semester Term Mark**
The teacher will review the evidence of learning and use professional judgment to determine the student's most consistent level of achievement by:

- reviewing relevant summative assessment and evaluation evidence
- giving particular attention to the student's more recent achievement
- applying achievement levels to judge student performance
- assigning a percentage (%) grade that corresponds to the level of achievement

**End of Semester Term Mark (70% of final grade)**
Seventy percent of the grade will be based on evaluations conducted throughout the course. This portion of the grade should reflect the student's most consistent level of achievement throughout the course, with special consideration given to the more recent evidence of achievement.

**Final Evaluation (30% of final grade)**
Thirty percent of the grade is based on a final evaluation that must be completed towards the end of the course. It will be consistent with the assessment and evaluation experienced throughout the course. When a final evaluation timetable schedules a student to engage in more than two evaluations in one day or there are medical or compassionate reasons, a resolution that considers fairness to the student must be approved by the administration. (Possible resolutions could include completing an evaluation at an alternate time or an alternate form of evaluation.) There are no exemptions from completing the final evaluation of the course. Students who miss a final evaluation or an arranged alternate will receive a mark of zero (0) on the final evaluation.

**Final Mark (70% term + 30% final)**
The semester end grade reported on the report card is determined through a mathematical calculation. The percentage grade represents the quality of the student's overall achievement of the expectations of the course and the corresponding level of achievement as described in the achievement chart.

- 70% of the final grade for the course will be based on evaluations conducted throughout the course. This portion of the grade should represent the student's most consistent level of achievement with special consideration given to the more recent.
- 30% of the final grade for the course will be based on the final evaluation.

**Reporting and Communicating**

**Progress reports** will be issued within one month of the beginning of each semester. Also, teachers will alert parents/guardians to potential problems at any time during the semester so that early remedial action can be taken.

**Formal reporting** to parents/guardians takes place twice each semester: a mid-term report and Parents'/Guardians’ Night, when parents/guardians can speak individually to teachers; and a final report after the end-of-semester evaluations.

Parents/guardians are encouraged to contact teachers at any time if they have concerns.
School Services

Library Resource Centre

Location: 2nd floor, near the atrium
Librarians: Ms. Devani and Mrs. Budak-Gosse
Loan Period:
- Books – 2 weeks; DVDs – overnight
- Technology Loan Period (netbooks): 1 Period
  (Students are not to take net books home)

Student Services Department

Co-operative Education
Co-operative Education integrates classroom learning with practical experience in the workplace. Students prepare for their work placement and for the future through classroom instruction on topics such as: Résumé and Interview Preparation, Health and Safety, First Aid and CPR, Communication Skills, Career Planning and Labour Laws. Each student is provided with a personalized learning plan that identifies specific learning tasks and expectations. Through the work placement, students are provided with an opportunity to experience the practical expectations of the job, the demands of the workplace, and the expectation of employers in this changing and competitive world of work.

Guidance and Career Education
Counsellors are available to help students make important decisions about courses and future plans, as well as, to talk through whatever concerns they may have. Guidance services are available to everyone. Ask the Student Services Office Administrator to make an appointment to see a counsellor for the following reasons:
- career and/or post-secondary information
- concerns about goals and future plans
- questions about courses
- want to know how to succeed in school
- have a personal concern

Secondary Course Selection
For both semesters, the secondary school timetable is constructed in the spring preceding the academic school year. As a result, staffing requirements, the number of course sections, and class size must be fixed well in advance of the school year. It is important that students choose their courses wisely, in consultation with their parents and counsellors, during the course selection process in the spring. In order to assist with career planning and course selection, go to www.blueprint.ca/peel.

Counsellors have been assigned to students alphabetically according to the student’s surname. Each student has a counselor:
- Surname A to G ................................................................. Mrs. Quennell
- Surname H to M ................................................................. Ms. Burroughs
- Surname N to Z ................................................................. Mrs. Fisher
- Co-operative Education and Guidance ............................ Mrs. Dubeau
- Co-operative Education and Career Studies .................... Mr. Bhupsingh

Post Secondary Options – Event Dates
Senior students and their parents should take advantage of 2 fabulous opportunities to research post-secondary options: The Ontario College Information Fair, Mon., Oct. 20/14, 5:30-9:00pm & Tues. Oct. 21/14, 10:00am-3:00pm @ Direct Energy Centre (Hall B), as well as, the Ontario Universities’ Fair, Sept. 19-21, 2014, 10:00 am-5:00 pm @ Metro Toronto Convention Centre. Students and/or
parents can also attend the Lunchbox series at Stephen Lewis S.S. Over 25 representatives from the colleges and universities deliver important admission information at this time.

**Awards**

**Graduate Academic Award**
Presented to the graduating student with the highest average calculated on six (6) senior level courses at the College, University of Mixed Level of study.

**David Suzuki Humanitarian Award**
Presented to an undergraduate student who has spent their secondary school career at Stephen Lewis Secondary School contributing to the philosophy and vision of community, excellence and respect.

**Craig Kielburger Journey Towards Excellence Award**
Presented to the grade nine student who best combines academic achievement, involvement in extra-curricular activities and the qualities of leadership and good citizenship.

**June Callwood Community Service Award**
Presented to the graduating student whose volunteer work in our community best represents the spirit and philosophy of Stephen Lewis Secondary School. The student’s commitment to volunteering goes well beyond the 40 hours required to graduate.

**Principal’s Leadership Award**
Presented to the graduating Stephen Lewis Secondary School student who demonstrates outstanding leadership while also maintaining satisfactory grades.

**Agnes Macphail Reaching Higher Award**
Presented to a graduate who is now pursuing post-secondary education and who, while at Stephen Lewis Secondary School, achieved good marks by diligently applying the learning strategies taught in their Academic Resource program.

**Stephen Lewis Award**
Presented to the graduating student who has spent their entire secondary school career at Stephen Lewis Secondary School and has contributed most to the spirit and vision of the school.

**Vice-Principal’s Award**
Presented to the most improved student who has been a full-time student, has successfully completed all courses for his/her diploma, and dramatically improved their commitment to learning and personal growth.

**Martha Wood Scholarship**
Presented to a graduate student who has attended Stephen Lewis Secondary School for 4 years of high school and is pursuing a post-secondary education. While attending Stephen Lewis Secondary School this student has demonstrated all aspects of community, excellence and respect in his/her extra-curricular and academic pursuits.

**Len Richardson Science Scholarship**
Presented to a student who has an attended Stephen Lewis Secondary School for 4 years of high school and is pursuing a post-secondary education in Science. While attending Stephen Lewis Secondary School, this student has demonstrated all aspects of community, excellence and respect in his/her academic pursuits.
Co-Curricular Awards

All students are encouraged to participate in the various clubs, organizations and athletic activities during each of their years at Stephen Lewis Secondary School. To encourage and recognize such participation points are recorded as accumulated. While the Points Committee makes every effort to keep each student’s points total up-to-date, the final responsibility for checking points totals belongs to the student involved. The various awards, representative of the point accumulation, are given out at Commencement and Awards Assemblies to honour these students.

Stephen Lewis Secondary School’s activity point system is a way of both motivating and recognizing student leadership and achievement. The system is equitable, and has attainable goals.

Co-curricular activities are placed in four categories:
- Arts
- Athletics
- Clubs, Organizations, Special Events
- Academics – Honours standing is based on credits earned during regular day school at Stephen Lewis Secondary School

<table>
<thead>
<tr>
<th>LEVEL</th>
<th>POINTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bronze</td>
<td>Only to Grade 9 student. Must be involved in 2 areas with a maximum of 20 points/area</td>
</tr>
<tr>
<td>Silver</td>
<td>40 Minimum of 15 points with a maximum of 40 in one category</td>
</tr>
<tr>
<td>Gold</td>
<td>80 Minimum of 15 points with a maximum of 40 in one category</td>
</tr>
<tr>
<td>Platinum</td>
<td>120 Minimum of 20 points with a maximum of 50 in one category</td>
</tr>
</tbody>
</table>

To equitably recognize student involvement in the many types of school-based activities, the maximum number of points possible in any activity is determined by the level of the activity. The four levels recognize the different minimum amounts of student time commitment.

<table>
<thead>
<tr>
<th>Level</th>
<th>Info</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>Activities requiring minimum time commitment of 50 hours</td>
<td>0-15</td>
</tr>
<tr>
<td>II</td>
<td>Activities requiring minimum time commitment of 25 hours</td>
<td>0-10</td>
</tr>
<tr>
<td>III</td>
<td>Activities requiring minimum time commitment of 10 hours</td>
<td>0-5</td>
</tr>
<tr>
<td>IV</td>
<td>Other organized group or special individual accomplishments that represent recognition from outside the school (e.g. first in Peel in a Math Contest, or Peel Tennis Champion)</td>
<td>0-3</td>
</tr>
</tbody>
</table>

In addition, the chief executives of the Student Governing Body would be eligible for a maximum of twenty (20) activity points. The granting and submission of activity points is the responsibility of the staff advisor/coach/conductor of the individual activity. For the determination of the Platinum, Gold, Silver and Bronze awards, all points are cumulative during the student’s time at Stephen Lewis Secondary School.
Valedictorian Criteria
Graduating student will nominate candidates.
- A full-time student
- Minimum of 70% average in six Grade 12 courses (no upgraded marks)
- Significant involvement in a variety of school activities
- Exemplifies the school motto: Community-Excellence-Respect
- Comfortable speaking in front of a large audience

The valedictorian will meet with the teacher representative and principal to review the role and expectations.

**EMERGENCY Procedures**

Fire Drill
Whenever the fire alarm sounds, students must leave the building immediately, in a safe, calm manner.
- If in class, leave the building as directed by your teacher.
- If in a study or lunch period, leave the building immediately by the nearest exit.
- Move well away from the building as directed by school staff.
- Do not re-enter the building until directed to do so by school staff.

A pulled false alarm is a serious offense. Any incident will be fully investigated and the person(s) responsible will be charged, fined and suspended from school.

Lockdown
A lockdown is defined by the Peel Regional Police as the restriction of movement during a time of potentially serious violent incident. During a lockdown, exercise critical judgment to maximize safety.

The principal, or designate, will announce on the PA to “Initiate Lockdown Procedure”, and will ring the bell repeatedly.

If students and staff are inside the school:
- Go to the closest room, close the door and, if possible, lock it.
- Lie on the floor, away from doors and windows.
- Remain absolutely quiet.
- Remain on the floor until further directions are given.
- Turn off cell phones or put them on vibrate.

If students and staff are outside the school:
- Move as far away from the building as possible and remain outside until further directions are given.
- Administration may direct staff and students to move to the school evacuation site, unless otherwise directed.
- If approached by police, identify yourself as a member of the school staff or student body and follow police directions.

Hold and Secure
If there is a situation occurring in the community but not related to the school, police might advise the school to lock their exterior doors and windows but continue with normal activities inside the school. Any outdoor activities (e.g. physical education classes) would be brought inside.
Shelter in Place
If there is an environmental or weather-related situation, it may be necessary to keep everyone within the school to protect them from external situations.

STYLE GUIDE

INTEGRITY OF ORIGINAL WORK
Upon completion and submission of any work, you must ensure that the work you submit is your own original work. If you include or use the ideas from other sources, you must give those sources credit for providing you with information. It is not enough to change the wording of the original. Changing the wording of an idea does not make it your idea.

PLAGIARISM
Plagiarism is the action of taking and using the work, thoughts, writings or inventions of another person. When you use information from other sources and do not provide proper documentation by crediting that source, then you have plagiarized. Copying the work of another student and submitting it as your own is plagiarism. Likewise, copying a passage from a book or downloading information from the Internet and failing to document your source is also plagiarism. Therefore, it is important to learn how to incorporate researched material correctly into your writing, giving credit to the originators of the ideas and words.

Some students may be uncertain about what, in fact, constitutes plagiarism. The rules governing quotations and all references to print and non-print materials are very simple. If a student discovers a passage that is relevant to the chosen topic, it is perfectly proper to reproduce it in an essay. However, the passage needs to be copied accurately word for word, enclosed in quotation marks and documented using an embedded citation that refers to an entry listed in the Works Cited list at the end of the essay.

EXAMPLE A—COPIED VERBATIM
Thomas Hardy was vitally interested in the social conditions and trends of the late nineteenth century. As Douglas Brown writes, “The tragedy of the exodus of the agricultural workers from the villages and the countryside, and what the tragedy represents, forms one of Hardy’s continual themes” (Brown 135). This example involves a direct quotation which is properly documented with an embedded citation.

EXAMPLE B—INDIRECT REFERENCE
Thomas Hardy was aware of the changes taking place in the England of his day, and his writing reflects his interest in these changes. As a countryman he was particularly concerned about the migration of the agricultural workers from the countryside to the industrial towns, and Douglas Brown argues that this is one of the most significant themes in Hardy’s works (Brown 135). This example does not quote the exact words, but refers specifically to Brown’s writing and properly documents the source of the idea presented.

EXAMPLE C—DIRECT QUOTATION WITHOUT ACKNOWLEDGEMENT
Thomas Hardy was concerned about the social conditions of his time. The tragedy of the exodus of the agricultural workers from the villages and the countryside and what that tragedy represents, forms one of Hardy’s continual themes. His novel Tess of the d’Urbervilles, for example, illustrates this theme. This example takes over Brown’s actual words (quoted in A) without putting them in quotation marks and without documenting the reference. This is plagiarism, whether Douglas Brown’s book is mentioned in the Works Cited or not. It is plagiarism because it gives the impression that both the idea and the phrasing are original; this constitutes theft. For moral reasons, as well as academic ones, plagiarism must be avoided.
WHEN TO CITE
What must be cited:
- Quotations
- Images, art, maps, photographs, charts, cartoons
- Paraphrased and summarized information
- Advertisements
- Audio visual materials (music, radio, DVD, MP3 files, broadcast, etc.)
- Statistics

What is not cited:
- Your own ideas or analysis
- Primary research (surveys you conducted)
- Commonly known information (i.e.: the earth is round, we breathe oxygen, Canada has 10 provinces, the prime minister of Canada)
- Wikipedia or other openly edited wikis. Wikis should only be used for background information and to create a list of keywords to use in your search. They should not be quoted.

DOCUMENTATION STYLE
What style should I use? MLA is the default style for Stephen Lewis Secondary School. However, in certain subjects your teacher may require you to use APA style. Information and samples of APA style are available on the Library My Class site. Use the style that your teacher requests, even if it is a modification such as "single" spacing to be environmentally friendly, instead of double spacing, which is required by the MLA and APA style guides.

Embedded Citations

<table>
<thead>
<tr>
<th>Common embedded citations for:</th>
<th>Citation format</th>
<th>Rationale for format</th>
</tr>
</thead>
<tbody>
<tr>
<td>Book with no author</td>
<td>(Textbooks 256-59)</td>
<td>If the title of a book is long, shorten to first word only.</td>
</tr>
<tr>
<td>Book with one author</td>
<td>(Buckley 183)</td>
<td>If the same author has more than one work cited, the title of the book must be included.</td>
</tr>
<tr>
<td>Book with two authors</td>
<td>(Greene and Winfrey 355)</td>
<td>If two authors have the same last name, first initial should be included before the surname, and if the first initial is also shared, cite the full first name.</td>
</tr>
<tr>
<td>Book with three or more authors</td>
<td>(Alderbach et al. 406)</td>
<td>Provide the relevant page numbers.</td>
</tr>
<tr>
<td>Encyclopedia, author listed</td>
<td>(Sturgeon 12: 156-78)</td>
<td>For multi-volume works, cite the volume and page numbers.</td>
</tr>
<tr>
<td>Encyclopedia, no author</td>
<td>(“Navajo Mountain” 12: 217)</td>
<td>Title of entry in quotation marks with volume and page numbers.</td>
</tr>
<tr>
<td>Newspaper, author listed</td>
<td>(Montgomery A1)</td>
<td>Author with section and page</td>
</tr>
<tr>
<td>Periodical / Magazine, author</td>
<td>(Landsburg)</td>
<td>Author and page if given</td>
</tr>
<tr>
<td>Type of Source</td>
<td>Example</td>
<td>Description</td>
</tr>
<tr>
<td>-------------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------</td>
<td>-----------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Periodical / Magazine, no author</td>
<td>(&quot;Unemployment&quot; D1)</td>
<td>Shortened title of article and page</td>
</tr>
<tr>
<td>Government Document, author</td>
<td>(Montgomery 128)</td>
<td></td>
</tr>
<tr>
<td>Government Document, no author</td>
<td>(New Zealand Department of Labour 89)</td>
<td></td>
</tr>
<tr>
<td>Pamphlet</td>
<td>(Ontario Cerebral Palsy Association 2)</td>
<td></td>
</tr>
<tr>
<td>DVD</td>
<td>(Fundamental Freedoms)</td>
<td>Title</td>
</tr>
<tr>
<td>Interview</td>
<td>(Black)</td>
<td>Name of person interviewed</td>
</tr>
<tr>
<td>Primary Source accessed in a newly published book</td>
<td>(Frost in Gardner 32)</td>
<td>Primary source accessed in a secondary source</td>
</tr>
<tr>
<td>Online Encyclopedia</td>
<td>(&quot;Roaring Twenties&quot;)</td>
<td>Entry title in quotations</td>
</tr>
<tr>
<td>Periodical Database</td>
<td>(Leo 23-24)</td>
<td></td>
</tr>
<tr>
<td>Website, Professional, with author</td>
<td>(Durst)</td>
<td>Author's name</td>
</tr>
<tr>
<td>Website, Professional or Personal, no author</td>
<td>(Canadian Cancer Society)</td>
<td>Title of Page</td>
</tr>
<tr>
<td>Website, Personal, with author</td>
<td>(Mistry)</td>
<td>Name of webmaster</td>
</tr>
</tbody>
</table>

## Works Cited Citations

### BOOK: PRINT, FICTION, NON-FICTION

<table>
<thead>
<tr>
<th>Generic Format</th>
<th>Author's last name, Author's first name. Book Title. Place of publication: Publisher, date of publication. Print.</th>
</tr>
</thead>
</table>

**MEDIA: FILM, VIDEO PROGRAM**

| Generic Format | *Title*. Director (if given). Format. Distributor, date. |
| DVD | *Fundamental Freedoms*. Sailor Jones Media, 2005. DVD. |

**ENCYCLOPEDIA: PRINT, ELECTRONIC (ONLINE)**


**ARTICLE: PRINT and ELECTRONIC NEWSPAPER, MAGAZINE, PERIODICAL, JOURNAL**

### SAMPLE WORKS CITED PAGE

Begin your Works Cited page on a separate page at the end of your research paper. It should have the same one-inch margins and last name, page number header as the rest of your paper. Label the page Works Cited (do not italicize the words Works Cited or put them in quotation marks) and center the words Works Cited at the top of the page. Double space all citations, but do not skip spaces between entries. Indent the second and subsequent lines of citations five spaces so that you create a hanging indent. There are online citation tools that will do the formatting for you as long as you enter the appropriate information for the source. For example, Easybib.com creates citations in MLA format.

### Works Cited


Fundamental Freedoms. Sailor Jones Media, 2005. DVD.


"Toskan YPI Project." Personal interview. 05 Mar. 2010.