



EASTDALE SECONDARY SCHOOL

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STUDENT HANDBOOK



Introduction

Welcome to the new school year. Your agenda represents the work of the staff, students and parents of our school. Consider it a guidebook to membership in the Eastdale community of learners.

The guidelines contained in this handbook are meant to be just that, guidelines help us to keep the school environment safe, friendly and productive. We all want a school culture that fosters good work, good feelings, and good memories.

Read the contents of your handbook and discuss it with your parents. If you have any questions, please ask for clarification.

FACTS ABOUT EASTDALE

- Eastdale opened its doors on September 5, 1961.
- Our motto is "Labore et Virtute Vincas"
(By labour and virtue, thou shalt conquer)
- Our colours: Red and White
- Our Nickname: Eastdale Eagles
- Our Family of Schools: Diamond Trail
Plymouth
Princess Elizabeth

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**Daily Schedule
~ Bell Times ~**

Announcements	8:10 a.m.
First Teaching Block P1 or P3	8:15 - 9:30 a.m.
Break	9:30- 9:35 a.m.
Second Teaching Block P1 or P3	9:35 -10:50 a.m.
Lunch	10:50 -11:30 a.m.
Warning Bell	11:30 a.m.
Third Teaching Block P2 or P4	11:35 am -12:50
Break	12:50 - 12:55 p.m.
Fourth Teaching Block P2 or P4	12:55 - 2:10 p.m.
Dismissal	2:10 p.m.

Travel Time between morning and afternoon classes allows students to move to their next class, visit their lockers, or use the washroom.

Student Council & Extra-Curricular Information

Student Council

Getting an education means homework, classes, essays and tests, but it also means getting involved with your fellow students in some of the many co-curricular activities the school offers. The following list provides you with the many opportunities available WHERE THE EAGLE SOARS.

YOUR STUDENTS' COUNCIL SUPPORTS: Social Activities, Intramural Activities, Inter School Athletics, Clubs, Yearbook, Spirit Week, Assemblies, etc.

YEARBOOK: Assist in the gathering, designing and development of the school yearbook.

EXTRA-CURRICULAR ACTIVITIES: Eastdale Secondary School offers all students a full range of extra-curricular activities. Every student is encouraged to participate in both extra curricular, intramural sports and the many clubs available.

Communication

The relationship between parents and the school is a key component of student success. Our staff work hard to foster open communication with parents. If you have feedback or concerns about your student's education, we invite you to contact your student's teacher as a first point of contact.

We use a variety of tools to provide families and the community with timely information about the school and activities.

These tools may include:

- School Messenger
- E-mail
- Eastdale Website
- Eastdale Twitter and Instagram

School Administrators

Under the direction of DSBN, school administrators take a leadership role in the daily operation of a school. They provide this leadership by:

- Demonstrating care for the school community and a commitment to student achievement and well-being in a safe, Inclusive, and accepting learning environment
- Holding everyone under their authority accountable for their own behaviour and actions
- Empowering students to be positive leaders in their school and community
- Communicating regularly and meaningfully with all members of their school community

Teachers and Other School Staff

Under the leadership of their principals, teachers and other school staff maintain a positive learning environment and are expected to hold everyone to the highest standard of respectful and responsible behaviour. As role models, teachers and other school staff uphold these high standards when they:

- Help students work to their full potential and develop their sense of self-worth
- Empower students to be positive leaders in their classroom, school, and community
- Communicate regularly and meaningfully with parents
- Maintain consistent and fair standards of behaviour for all students
- Demonstrate respect for one another, all students, parents, volunteers, and other members of the school community
- Prepare students for the full responsibilities of citizenship

Students

Students are to be treated with respect and dignity. In return, they must demonstrate respect for themselves, for others, and for the responsibilities of citizenship through acceptable behaviour. Respect and responsibility are demonstrated when students:

- Come to school prepared, on time, and ready to learn
- Show respect for themselves, and for others, and for those in positions of authority
- Refrain from bringing anything to school that may compromise the safety of others
- Follow the established rules and take responsibility for their own actions

Parents/Guardians

Parents/Guardians play an important role in the education of their student and can support the efforts of school staff in maintaining a safe, inclusive accepting, and respectful learning environment for all students. Parents/Guardians fulfill their role when they:

- Are engaged in their student's schoolwork and progress
- Communicate regularly with the school
- Help their student be appropriately dressed and prepared for school
- Ensure that their student attends school regularly and on time
- Promptly report to the school their student's absence or late arrival
- Become familiar with the provincial Code of Conduct, the DSBN Code of Conduct, and, if applicable, the school's Code of Conduct
- Encourage and assist their student in following the rules of behaviour
- Assist school staff in dealing with disciplinary issues involving their student

Community Partners

Through outreach, existing partnerships may be enhanced and new partnerships with community-based service providers and members of the community (e.g., Elders, Senators, Knowledge Keepers) may also be created. Community-based service providers and resources that boards can use to deliver prevention or intervention programs. Protocols are effective ways of establishing linkages between boards and community-based service providers and of formalizing the relationship between them. These partnerships must respect all applicable collective agreements.

Police

The police play an essential role in making our schools and communities safer. The police investigate incidents in accordance with the protocol developed with the DSBN.

These protocols are based on the Provincial Model for a Local Police/School Board Protocol, 2015 developed by the Ministry of Community Safety and Correctional Services and the Ministry of Education.

School Volunteers

At our school, we believe everyone has a contribution to make towards student success. We appreciate the support of volunteers who offer their services improve the education and lives of our students.

To ensure the safety of our students and the school community, the DSBN has created a helpful handbook to support our school volunteers. If you are interested in becoming more involved with our school, please contact the office and our staff would be happy to work through the process with you.

School Council

Our School Council provides a vital link between the school, parents and community. The council is made up of dedicated parent volunteers interested in supporting student success. The council meets regularly throughout the school year and provides feedback and supports programs to improve student achievement.

We encourage you to become involved. You may also find more information on our website.

Visitors

We want all visitors to feel welcome at our school. The procedures we have in place help us provide you with timely access to the school and give our entire school community confidence that student safety is being maintained.

Once you enter the school, please report directly to the main office where our staff can assist you. There, you will sign in and receive a visitor badge that identifies you as a trusted member of our community. At the end of your visit, please sign out at the office.

Indigenous Self-ID

The DSBN provides programs and measures to support all First Nations, Métis, and Inuit students. All First Nations, Métis, and Inuit students have the right to voluntarily self-identify so that they may receive supportive programming and instructional practices that better serve their learning needs. The first such measure in recognizing this right is to establish self-identification procedures to identify, collect, and aggregate student achievement data for students.

Who Can Identify?

Any student of Indigenous ancestry, First Nations (Status, Non- Status), Métis, or Inuit can identify. This process is completely voluntary and confidential and no proof of ancestry is needed.

How is the Data Collected?

Students can identify by filling in the student registration form or the student information update form any time during the school year.

What if I Do Not Wish to Participate?

Students and/or Parents/Guardians who do not wish to participate will not check off any box. The self-identification will remain open to all who attend the DSBN.

You can activate self-identification at any time by requesting a student registration form or self- identification postcard from the main office.

For further information email: Indigenous@dsbn.org or call
Indigenous Consultants at:
905-641-2929 extension 52317
<https://www.dsbns.org/indigenous-education/>

Code of Conduct

District School Board of Niagara (DSBN) believes that a school should be a place that promotes responsibility, respect, civility and academic excellence in a safe learning and teaching environment. A positive school climate exists when all members of the school community feel safe, included, accepted, and agree that it is the responsibility of all individuals to actively contribute to a positive school climate.

The DSBN believes that to foster a positive school climate that supports student achievement and well-being, a focus should be on prevention and early intervention strategies to address inappropriate behaviour. These standards of behaviour apply whether on school property, on school busses, or other transportation means supplied by DSBN, at school-related events or activities or in any other circumstance that could have an impact on the school climate. The provincial Code of Conduct outlined in PPM 128, revised October 17, 2018, sets clear provincial standards of behaviour. All DSBN schools will have a link to policy G-08: Code of Conduct for Schools on their website and if applicable, in their school agendas.

Purposes of the Code

Subsection 301(1) of Part XIII of the Education Act states that “the Minister may establish a code of conduct governing the behaviour of all persons in schools”. Subsection 301(2) sets out the purposes of this provincial code of conduct, as follows:

1. To ensure that all members of the school community, especially people in positions of authority, are treated with respect and dignity
2. To promote responsible citizenship by encouraging appropriate participation in the civic life of the school community
3. To maintain an environment where conflict and difference can be addressed in a manner characterized by respect and civility
4. To encourage the use of non-violent means to resolve conflict
5. To promote the safety of people in the schools
6. To discourage the use of alcohol, illegal drugs and, except by a medical cannabis user, cannabis
7. To prevent bullying in schools

Standards of Behaviour

Respect, Civility, and Responsible Citizenship

All members of the school community must:

- Respect and comply with all applicable federal, provincial, and municipal laws
- Demonstrate honesty and integrity
- Respect differences in people, their ideas, and their opinions
- Treat one another with dignity and respect at all times, and especially when there is disagreement
- Respect and treat others fairly, regardless of race, ancestry, place of origin, colour, ethnic origin, citizenship, creed, sex, sexual orientation, gender identity, gender expression, age, marital status, family status, or disability
- Respect the rights of others
- Show proper care and regard for school property and the property of others
- Take appropriate measures to help those in need
- Seek assistance from a member of the school staff, if necessary, to resolve conflict peacefully
- Respect all members of the school community, especially persons in positions of authority
- Respect the need of others to work in an environment that is conducive to learning and teaching
- Not swear at a teacher or at another person in a position of authority

Safety

All members of the school community must not:

- Engage in bullying behaviours
- Commit sexual assault
- Traffic in weapons or illegal drugs
- Give alcohol or cannabis to a minor
- Commit robbery
- Be in possession of any weapon, including firearms
- Use any object to threaten or intimidate another person
- Cause injury to any person with an object
- Be in possession of, or be under the influence of alcohol, cannabis (unless the individual has been authorized to use cannabis for medical purposes), and illegal drugs
- Provide others with alcohol, illegal drugs, or cannabis (unless the recipient is an individual who has been authorized to use cannabis for medical purposes)
- Inflict or encourage others to inflict bodily harm on another person
- Engage in hate propaganda and other forms of behaviour motivated by hate or bias
- Commit an act of vandalism that causes extensive damage to school property or to property located on the premises of the school

According to PPM 128, the following responsibilities are outlined to support a collaborative ownership of the code of Conduct.

Prevalent Medical Conditions

If you have a student with a prevalent medical condition (Anaphylaxis, Asthma, Diabetes, Epilepsy or others) we want to make sure we have a current Plan of Care to support your student.

All parents of students with prevalent medical conditions are asked to fill out the new Plan of Care and submit to the school. You can download the forms here.

<https://www.dsbm.org/prevalent-medical-conditions>

For more information, please contact the school.

Concussions

The DSBM has a concussion policy and procedures to support proper prevention, identification, management, and return to learn strategies.

The DSBM engages in concussion education in a variety of ways, including recognizing Rowan's Law Day commemorated on the last Wednesday in September to raise awareness about concussions.

If your student has sustained a suspected or actual concussion while not at school, please contact the school, to make sure they are aware.

Safe Arrival/ Attendance Procedures

Our school has an easy method for you to report your child's absences. With Safe Arrival, you can report daily absences and schedule absences by using one of the following:

- Calling the toll-free phone line at 1-866-479-3261
- Logging on to the web portal at www.safearrival.com
- Using your smart phone or tablet. Simply download the School Messenger app.

We ask that you report all absences prior to bell time for the current day.

To support the safety of our students, if your child is not at school and has not been reported absent, our staff will attempt to reach you and your contacts to confirm their whereabouts.

If a student arrives late to school or needs to leave early, they must sign in/out. It is the responsibility of the student to make up missed work.

Regular Attendance is directly related to academic success. According to the Education Act, Regulation 298, Section 23, Requirements of Pupils.

- Personal illness
- School activities
- Illness or death in a family
- Judicial proceedings
- Funeral
- Court appointments
- Religious holidays
- Dental appointments

Acceptable reasons for an absence include:

Please help us keep our records accurate by reporting absences according to the expectations.

As an alternate to Safe Arrival, parents/guardians may call the school at **(905)734-7458 (ext. 61211 for attendance.)**

Consequences for students who are truant from class

- It is the responsibility of the student to obtain and complete missed work.
- The administration will assign a detentions for truanancies or other consequence as deemed appropriate.
- Parents/Guardians will be notified when multiple truanancies occur and/or detentions for these truanancies are missed.
- Continued truanancies will result in more severe consequences, including suspension.

Punctuality

- Students who are “on time” demonstrate responsibility, respect for rules, and time management skills.
- The bell indicates the start of each period. Students will be recorded as “late” if they are not in the classroom when the bell rings.
- If students are more than 5 minutes late, they will not be permitted to enter the classroom without an admit slip.
- Students are to report directly to class after obtaining the admit slip from the main office.

Consequences for students who are late to class

- Consequences will vary depending on the degree and pattern of lates. Students who are occasionally late will follow a system of being assigned detentions by their classroom teacher.
- Students who are chronically late (persistently late to school or class) will be referred to the Vice Principal. Consequences for chronically late students may involve parent conference, after school detentions, suspension or removal from the course.

Spares/Study Periods

Students require 22 credits before they may have a spare. Students with spares may be in the cafeteria, library or off property during a study period. The front foyer is out of bounds during class time.

Students must not interfere with instruction. When classes are in session, students must stay away from lockers and out of halls to avoid disrupting classes.

Fire Drills/Emergency Evacuations/Lockdowns

We're committed to maintaining our schools as safe places for all our students. To create and maintain a culture of safety, we practice both fire and lockdown procedures at several times during the school year. School staff work with students to ensure they understand these procedures and feel comfortable acting should the circumstances ever warrant.

Inclement Weather

There may be times during the school year where inclement weather or other situations could cause transportation cancellations or school closures. At times, when student transportation has been cancelled and schools remain open, the decision to have student attend school on that day rests with the parent or guardian.

EXAMS: If inclement weather occurs on exam days, detailed instructions will be provided for rescheduling. Information about transportation cancellations and school closures will be available through the following channels:

- www.dsbm.org or www.nsts.ca
- DSBM Facebook or Twitter
- NSTS Transportation Delay or Cancellation Alerts
- Niagara Student Transportation Service
- 905-346-0290 Voice Auto Attendant
- Local radio and television stations

Collection of Funds & Permission Forms

School Cash Online is a safe, reliable portal that will ensure the security of your information. School Cash Online, enables you to use your debit or credit card to make quick and easy payments. Our school also uses School Cash Online to obtain permission for school events.

To gain access to the system, simply click on the “School Cash” button which is located on our school website.

Parents that do not bank online are always welcome to come into the office to pay for items, and to sign permission forms.

Field Trips/Experiential Learning

Field trips and experiential learning provide your student the opportunity to learn outside of their classroom. When planning these experiences, we consider curriculum connections, safety of students and accessibility for all. We will work together to address any barriers to your student’s participation.

Age of Majority (18 years or older)

Once a student reaches the age of 18, he/she can complete an “Age of Majority” form, which allows a student to communicate directly with the school on matters pertaining to his/her achievement and attendance. This form can be found at the office. This form must be read and signed by parent/guardian and the student.

Adult students still do not have permission to come and go as they please. They must follow the same procedures, and absences must be kept to a minimum. Disciplinary action will still be taken if these procedures are not followed.

Use of Technology for Learners

To enhance the learning and empowerment of our students and maintain an effective and safe electronic learning environment, the DSBN requires that all students follow the rules and regulations set by the Ministry of Education.

Dress Code

At Eastdale Secondary School, it is the belief that student and staff dress should be appropriate to an academic setting, and contribute to an overall positive image of our school.

Everyone has their own unique style and aesthetic. We celebrate students' individuality and respect their ability to express themselves. Our only expectation is that all students come to school dressed appropriately for a learning environment.

When deciding clothing, we ask that all members of our school community are mindful of:

- Health and safety considerations
- The dignity and well-being of all students and staff (i.e. clothing that is free of inappropriate or discriminatory imagery or wording)

Smoking/Vaping



In accordance with the Tobacco Control Act 1994, S.O. Chapter 10, smoking and vaping are not allowed in schools or on school grounds. Adults wishing to smoke or vape in public areas must be at least 20 meters from school grounds.

**Questions? CALL THE TOBACCO HOTLINE
1-888-505-6074, EXT. 7393**

Bicycles/Skateboards/In-Line Skates

Bicycles are to be parked along the fence in the student parking lot and locked up at all times. The District School Board of Niagara is not responsible for stolen or damaged property. Skateboards and in-line skates may not be used in the school or on school property. If students walk to school and bring skateboards or in-line skates, they must put them in their lockers before 8:10 a.m. and remove them only after school ends.

Belongings

Students who choose to bring personal items to school do so at their own risk and must accept responsibility for their care. We will not be held responsible for damage, loss, or theft.

Lockers

At our school, students are assigned lockers. Students are expected to keep their personal belongings in their locker, clean it regularly, and make sure locker doors are locked.

Lockers are the property of the DSBN and are used by students with permission of the school. Students are advised that the school has the right to search lockers and remove locks, if necessary.

Where the school has concerns of possible criminal violations, the search may also include the Niagara Regional Police who may use any of their investigative tools, including the trained canine unit.

Lost and Found

Please check the table at the back of the cafeteria if you have lost an article of clothing. If not found, inquire at the office. Any found jewelry should be brought to the office. The item will have to be identified, before the item is handed over.

Parking

Parking on school property is a privilege which may be withdrawn from thoughtless or careless drivers. Students may park in the side lot by the gym entrance. Please exit and enter our parking lot with caution.

Pick Up/Drop Off

Pick up and drop off are some of the busiest times of the day, with many buses, students and parents in our parking lot. The procedures we have in place are designed to support a safe, smooth and efficient transition for everyone at these critical times.

To support student safety, we ask that you:

- use the east entrance (by the gym) to drop off your child and pick them up at that location while the school busses are parked at the front entrance

School Services and Supports

Library

Open daily from 7:30 a.m. to 3:00 p.m., the Eastdale Library Learning Commons features:

- fiction and non-fiction books, graphic novels, manga and comics
- comfortable seating areas, including couches, chairs and bean bag chairs
- computers for student use before school, after school and at lunch
- academic support for school assignments
- various special activities and events throughout the school year

Students may borrow books and learning materials from the Library. However, students must return all books in a timely manner. If not returned, students are expected to pay the replacement cost for unreturned books.

Breakfast/Lunch Program

The Eastdale cafeteria provides a breakfast program each morning to students who missed having breakfast. Students can help themselves to a variety of fresh foods including cereals, toast, muffins, fruit and juice.

At lunch time, students without a lunch can visit the Guidance office for sandwiches, vegetables, yogurt, cereal bars, and/or juice boxes.

This program is supported by Breakfast for Learning and the Niagara Nutrition Partners.

Cafeteria

The Eastdale cafeteria is full service. The food is prepared by senior students through our culinary arts program. Our teacher/chef is Mr. R. Pouliot who is supported by our cafeteria assistant.

Homework Lunch Program

To encourage students to complete all work assigned by teachers, homework lunch occurs daily in a designated classroom. Students are assigned to homework lunch when they fail to complete major assignments, truant or habitually late for class.

Students may eat their lunch while completing their work. Teacher assistance is provided. Failure to attend homework lunch may result in further discipline.

Special Education

Special education supports and programs are responsive to the strengths and needs of each student ensuring a successful learning environment for all. Working together and collaborating with parents as a team to support our students is essential to achieving success. For more information please contact your child's special education resource teacher.

Community Involvement Hours

Every student who begins secondary school in Ontario is required to complete a minimum of 40 hours of community involvement to receive their diploma. This requirement encourages students to develop an understanding of the various roles they can play in their communities and to help them develop a greater sense of belonging within their communities.

Talk to guidance to learn more about how to earn and track your hours.

Report Card/Parent & Teacher Meetings

Each semester, there are three reporting periods: progress report, mid-term report and final report. After the progress report, parents are encouraged meet with their student's teacher.

Guidance Department

Guidance Counsellor - Mr. P. Luciani

Student Achievement/Success - Mr. R. Motola

Secondary School to Work (SSTW) - Mrs. S. Gaines

Guidance Secretary - Mrs. A. Jensen

Together they offer the following services:

- Counselling: educational, career and personal referrals to support workers (Youth Counsellor, Public Health, Nurse, Addictions Counsellor, Social Assistance Worker, Housing Help, Job Gym)
- Post Secondary Planning: university and college applications, apprenticeship support, scholarship information, employment opportunities
- Gr. 9 - Orientation to high school and Career Information Centre, Career Cruising interest inventory and course selection support
- Gr. 10 - Careers course, college visit, tools for post secondary planning, CO-OP and course selection support
- Gr. 11 - Choices career planning, individual course selection counselling
- Gr. 12 - Individualized exit plan, support with transition from high school.

Need Help?

- Talk to a Teacher
- Talk to the Principal
- Talk to the Vice-Principal
- Talk to the Guidance Counsellor
- Talk to the Youth Counsellor
- Talk to the Social Worker

Resource Teachers are available in Room 63 if you need help with school work.

Remember: Every problem has a solution and if we can't assist you, help is only a phone call away.....

Mental Health & Well-Being School Supports:

Mental health and well-being is an important factor in student success. Learning to form healthy relationships, maintain physical health, academic engagement, and educational achievement are all impacted by mental health and well-being.

Students mental health and well-being is supported in a variety of ways:

- Helping students feel safe and included
- Instilling a sense of belonging and connectedness
- Working with them to feel confident in their identity

There may be times where the challenges of school and life lead students to feel overwhelmed. Every student has access to a comprehensive support system to help them succeed. It starts with anyone in the DSBN that students identify as a caring adult.

To learn more visit:

<https://dsbn.org/programs-services/well-being/home>

Mental Health & Well-Being Community Supports

KIDS HELP PHONE

Kids Help Phone is always there for you. No matter what you want to talk about, they're there to listen. No judgment, totally private, 24/7.

- **Call 1-800-668-6868**
- **Text CONNECT to 686868**
- **Live chat and explore resources at
www.kidshelpphone.ca**

PATHSTONE MENTAL HEALTH NEED HELP NOW? Call 1-800-263-4944

Youth up to age 17 may visit the Hear & Now Walk-in Clinic at :
1338 Fourth Ave. in St. Catharines
Open: Mondays to Thursdays 9am - 7pm
Fridays 9am - 4pm

Canadian Mental Health Association (CMHA)- Niagara Branch

If you're age 16 or older, you may visit the CMHA Adult Walk-In Clinic at:

1338 Fourth Ave. in St. Catharines

Open Tuesdays 11:30am-5:30pm.

LGBTQT Youth Line

A confidential, safe, and judgment-free place to talk for lesbian, gay, bisexual, transgender, queer, or questioning youth.

- **Call 1-800-268-9688**
- **Text 647-694-4275**
- **Live chat and explore resources at www.youthline.ca**

TEENMENTALHEALTH.ORG

This website is designed to share information about teen mental health and provide resources that can help you understand your mental health and help those you care about.

Start by visiting: <http://teenmentalhealth.org/learn/>

Graduation Credit Requirements

To graduate with your Ontario Secondary School Diploma (OSSD) you need 18 Compulsory Credits

• English: 4 courses	• Canadian History: 1 course
• Math: 3 courses	• Health and Physical Education: 1 course
• Science: 2 courses	• Civics: .5
• French: 1 course	• Careers: .5
• Cdn. Geography: 1 course	
• The Arts: 1 course	

Plus One Credit From Each of The Following Groups

- **1 Group 1:** additional credit in English, or French as a second language, or a Native language, or a classical or an international language, or social sciences and the humanities, or Canadian and world studies, or guidance and career education, or cooperative education.
- **1 Group 2:** additional credit in health and physical education, or the arts, or business studies, or French as a second language, or cooperative education.
- **1 Group 3:** additional credit in Science (Grade 11 or 12), or technological education, or French as a second language, or computer studies, or cooperative education.

In addition, students must complete:

40 Hours Community Service (completed over 4 years)
The provincial literacy requirement – OSSLT

Ontario Curriculum

Go here to view the curriculum for your subjects:

<https://dsbn.org/secondary/curriculum>

Honour Roll

DSBN secondary schools value the commitment and hard work of all our students. The honour roll is one way that students can be recognized for their academic accomplishments. Students in all pathways will be considered for the honour roll if they have an average of 80% on their top eight courses for the school year. Grade twelve academic achievement is honoured through graduation awards.

Summer School

- **GRADE 9** - Summer school courses taken the summer before and the summer after grade 9 are included.
- **GRADES 10 & 11**- Summer school courses taken the summer after each grade are included.

E-Learning, Night School & Alternative Pathways Program

- all courses included

Cooperative Education (Double Credit)

- weighted according to the number of credits.

Students taking Resource & Student Success Periods (Spare in Grade 11)

- minimum credits to be adjusted.

Specialized School to Community

- include when integrated at principal's discretion

Students with unusual circumstance (e.g., Instructional Outreach, Supervised Alternative Learning)

- minimum credits adjusted at principal's discretion

Eligibility for Extra-Curricular Activities

To participate in athletics or for membership in any of the clubs, a student is expected to:

- Be on time and attend all classes on a regular basis
- Come to all classes properly prepared (i.e. notebook, text, pen, etc.)
- Work to the best of his/her ability in all classes
- Follow the general rules of behaviour and good citizenship as outlined in this agenda and by the classroom teacher
- Display respect for the facilities and equipment at Eastdale and other institutions/schools

Recognition for Extra-Curricular Participation At Graduation, the following awards are presented:

PLAQUE: 50 POINTS

MEDALLION: 40 POINTS

Extra-Curricular Participation Points

- 1 POINT:** One day events and contests (math contest, slo-pitch tournament, SHSM competitions)
- 3 POINTS:** Safe School Council, Tech Crew, Regular Scorer and Timer, Dance Club, Sewing Club, Seminars/Camps two or more days
- 5 POINTS:** Band, Student Council, Sports Teams (badminton, basketball, golf, soccer, track and field, volleyball), Chess team, Yearbook

Demonstration of Learning

Demonstration of Learning is a secondary school initiative that applies to all Grade 9 and 10 Applied, Essential and Open level classes. The goal of Demonstration of Learning is focused on students achieving a minimum of 70% in all classes. Students who meet the criteria may be eligible to complete the course without writing the final exam and will not be required to come to school the day of the exam. Any student who meets the criteria may choose to write the exam if they wish. The school staff will determine the eligibility in the final weeks of each term.

Criteria:

- Final course mark for the semester must be a minimum of 70%
- Attendance—a maximum of nine days absent, excluding school related activities (Please be aware that legitimate absences due to illness/appointments are included as part of the nine days)
- Assignments – all major assignments are completed
- Suspensions – no formal suspensions during the semester

Evaluation Policy

- Students will be informed at the beginning of each course how they will be evaluated.
- Students will be assessed on both process (i.e work habits, following proper procedures) and products.
- There will be a final summative assessment in all courses.
- There will be a progress report, a mid-semester report, and a final report issued in each semester.

Parent /Teacher interviews are scheduled once each semester to review progress and to plan for success.

Please note: If despite intervention on the part of the teacher, the student does not submit assignments in a timely manner, late marks may be deducted.

Assessment and Evaluation for Grade 9 –12: A summary for Students, Parents and Staff

The primary purpose of assessment and evaluation is to improve student learning. Teachers use assessments to gather information about students' strengths and needs as learners and evaluation to judge how well students are meeting the curriculum expectations.

Reporting on Learning Skills

The development of learning skills and work habits is an integral part of a students' learning. To the extent possible, however, the evaluation of learning skills and work habits, apart from any that may be included as part of a curriculum expectation in a subject or course, should not be considered in the determination of a student's grade. Assessment, evaluating and reporting on the achievement of curriculum expectations and on the demonstration of learning skills and work habits separately allows teachers to provide information to the parents and student that is specific to each of the two areas of achievement.

Determining a Report Card Grade

Before making a decision about the grade to be entered on the report card, teachers will consider:

- All individual evidence collected through observations, conversations and student products;
- Equity, by ensuring evaluation is completed whenever possible, with teacher supervision;
- Assignments for evaluation must not include homework or practice opportunities;
- Assignments for evaluation may involve group projects as long as each student's work within the group project is evaluated based on independent work and individual work and individual skills;

The impact that missing or incomplete assignments will have on the student's overall grade.

Learning Skills

<p style="text-align: center;"><u>Responsibility Sample Student Behaviours</u></p> <p>Fulfills responsibilities and commitments within the learning environment; Completes and submits all class work, homework and assignments according to agreed-upon timelines; Takes responsibility for and manages own behavior.</p>	<p style="text-align: center;"><u>Organization Sample Student Behaviours</u></p> <p>Devises and follows a plan and process for completing work and tasks; Establishes, promotes, and manages time to complete tasks and achieve goals'; Identifies, gathers, evaluates, and uses information, technology and resources to complete tasks.</p>
<p style="text-align: center;"><u>Independent Work Sample Student Behaviours</u></p> <p>Independently monitors, assesses and revises plans to complete tasks and meet goals; Uses class time appropriately to complete tasks; Follows instructions with minimal supervision.</p>	<p style="text-align: center;"><u>Collaboration Sample Student Behaviours</u></p> <p>Accepts various roles and an equitable share of work in a group; Responds positively to the ideas, opinions, values and traditions of others; Builds healthy peer-to-peer relationships through personal and media-assisted interaction; Works with others to resolve conflict and build consensus to achieve group goals; Shares information, resources and expertise to promote critical thinking, solve problems and make decisions.</p>
<p style="text-align: center;"><u>Initiative Sample Student Behaviours</u></p> <p>Looks for and acts on new ideas and opportunities for learning; Demonstrates the capacity for invitations and willingness to take risks; Demonstrates curiosity and interest in learning; Approaches new tasks with a positive attitude; Recognizes and advocates appropriately for the rights of self and others.</p>	<p style="text-align: center;"><u>Self Regulation Sample Student Behaviours</u></p> <p>Sets own individual goals and monitors progress towards achieving them; Seeks clarification or assistance when needed; Assesses and reflects critically on own strengths, needs and interests; Identifies learning opportunities, choices and strategies to meet personal needs and achieve goals; Perseveres and makes an effort when responding to challenges.</p>

Academic Integrity

DSBN schools strive to help students develop integrity, a strong work ethic, learning skills and work habits needed for success beyond school. Academic integrity means that students complete their own work, ask the teacher questions if they are unsure, and use proper citations when using another person's work for reference.

Plagiarism is when students claim that school work they have submitted is theirs, even when a part or all of it has been taken from an uncredited source.

Some examples are:

- Using a sentence word for word without citing the source
- Using diagrams, charts, graphics, without citing the source
- Submitting work by another person and claiming it as your own
- Paraphrasing without citing the source
- Copying and pasting from the internet

What is a Proper Citation?

A citation is when the student gives credit by including the name of the author, title of source, and location of the original source. An example is, "Trudeau, J. 2019. Statement by the Prime Minister on Earth Day. Accessed from: <https://pm.gc.ca/eng/news/speeches>".

Consequences

Consequences for academic dishonesty are considered on a case- by-case basis. Teachers use their professional judgment in cases of suspected academic dishonesty. Consequences may include one or more of the following:

- Redoing part or all an assignment
- Completing an alternative assignment
- A loss of marks
- A mark of zero
- Suspension

DSBN Policies

It is recommended that parents and students read the policies listed below. To view all District School Board of Niagara policies, visit www.dsbni.org/policies .

- Safe Schools: Policy G-2
- Use of Electronic Communication Devices by students:G-26
- Fees for Learning Materials and Activities: G-32

Notice of Collection

The personal information provided to the school upon registration and subsequently on any other correspondence relating to your involvement in our programs is collected by the District School Board of Niagara under the authority of the Education Act (R.S.O. 1990, e.E.2). The information will be used to register and place the student in a school or for a consistent purpose such as the allocation of staff, resources and to give information to employees to carry out their job duties. In addition, the information may be used to deal with matters of health and safety or discipline and is required to be disclosed in compelling circumstances or for law enforcement matters or in accordance with any other Act. The information will be used in accordance with the Education Act, the regulations and guidelines issued by the Minister of Education governing the establishment, maintenance, use, retention, transfer and disposal of pupil records. For questions about this collection, speak to the Freedom of Information Coordinator, Education Centre, 191 Carlton Street, St. Catharines, ON L2R 7P4, (905)641-2929 ext 54146

**Eastdale Secondary School
Map Page**