

Parent Handbook 2009-2010



**Stephen Lewis
Secondary School**

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Stephen Lewis Secondary School

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.

The staff at Stephen Lewis is committed to working with students and our community to support and realize each student's academic and career goals.

Stephen Lewis Secondary School opened its doors September 2006.
The school is named for humanitarian Stephen Lewis.

Our namesake, Stephen Lewis is a Professor in Global Health in the Faculty of Social Sciences at McMaster University. He is Chair of the board of the Stephen Lewis Foundation (www.stephenlewisfoundation.org), which is dedicated to turning the tide of HIV/AIDS in Africa, and he is Co-Director of AIDS-Free World in the United States.

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, Stephen Lewis was Canada's Ambassador to the United Nations.

Mr. Lewis was an elected member of the Ontario Legislative Assembly from 1963 to 1978. In 1970, he became 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 thirty honorary degrees from Canadian universities and is a Companion of the Order of Canada, Canada's highest honour for lifetime achievement. He was awarded the Pearson Peace Medal in 2004 by the United Nations Association in Canada; the award celebrates outstanding achievement in the field of international service and understanding. In 2007, 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.



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

COMMUNITY – EXCELLENCE – RESPECT

Cycle Days

SEPTEMBER				
Mon	Tue	Wed	Thur	Fri
	1 (0)	2 (0)	3 (0)	4 (0)
7 (0)	8 (1)	9 (2)	10 (3)	11 (4)
14 (1)	15 (2)	16(A)	17 (3)	18 (4)
21 (1)	22 (2)	23 (3)	24 (4)	25 (1)
28 (2)	29 (3)	30 (4)		
OCTOBER				
Mon	Tue	Wed	Thur	Fri
			1 (1)	2 (2)
5 (3)	6 (4)	7 (A)	8 (1)	9 (2)
12 (0)	13 (3)	14 (4)	15 (1)	16 (2)
19 (3)	20 (4)	21 (A)	22 (1)	23 (2)
26 (3)	27 (4)	28 (1)	29 (2)	30 (3)
NOVEMBER				
Mon	Tue	Wed	Thur	Fri
2 (4)	3 (1)	4 (2)	5 (3)	6 (4)
9 (1)	10 (2)	11(3)	12 (4)	13 (1)
16 (2)	17 (3)	18 (A)	19 (4)	20 (1)
23 (2)	24 (3)	25 (4)	26 (1)	27 (2)
30 (3)				
DECEMBER				
Mon	Tue	Wed	Thur	Fri
	1 (4)	2 (1)	3 (2)	4 (3)
7 (4)	8 (1)	9 (A)	10 (2)	11 (3)
14 (4)	15 (1)	16 (2)	17 (3)	18 (4)
21 (0)	22 (0)	23 (0)	24 (0)	25 (0)
28 (0)	29 (0)	30 (0)	31 (0)	
JANUARY				
Mon	Tue	Wed	Thur	Fri
				1 (0)
4 (1)	5 (2)	6 (3)	7 (4)	8 (1)
11 (2)	12 (3)	13 (4)	14 (1)	15 (2)
18 (3)	19 (4)	20 (1)	21 (2)	22 (3)
25 (0)	26 (0)	27 (0)	28 (0)	29 (0)

FEBRUARY				
Mon	Tue	Wed	Thur	Fri
1(0)	2 (0)	3 (1)	4 (2)	5 (3)
8 (4)	9 (1)	10 (A)	11 (2)	12 (3)
15 (0)	16 (4)	17 (1)	18 (2)	19 (3)
22 (4)	23 (1)	24(A)	25 (2)	26 (3)
MARCH				
Mon	Tue	Wed	Thur	Fri
1 (4)	2 (1)	3 (2)	4 (3)	5 (4)
8 (1)	9 (2)	10 (3)	11 (4)	12 (1)
15 (0)	16 (0)	17 (0)	18 (0)	19 (0)
22 (2)	23 (3)	24 (4)	25 (1)	26 (2)
29 (3)	30 (4)	31 (A)		
APRIL				
Mon	Tue	Wed	Thur	Fri
			1 (1)	2 (0)
5 (0)	6 (2)	7 (3)	8 (4)	9 (1)
12 (2)	13 (3)	14 (4)	15 (1)	16 (2)
19 (3)	20 (4)	21 (A)	22 (1)	23 (2)
26 (3)	27 (4)	28 (1)	29 (2)	30 (3)
MAY				
Mon	Tue	Wed	Thur	Fri
3 (4)	4 (1)	5 (2)	6 (3)	7 (4)
10 (1)	11 (2)	12 (3)	13 (4)	14 (1)
17 (2)	18 (3)	19 (A)	20 (4)	21 (1)
24 (0)	25 (2)	26 (3)	27 (4)	28 (1)
31 (2)				
JUNE				
Mon	Tue	Wed	Thur	Fri
	1 (3)	2 (4)	3 (1)	4 (2)
7 (3)	8 (4)	9 (1)	10 (2)	11 (3)
14 (4)	15 (1)	16 (2)	17 (3)	18 (0)
21 (0)	22 (0)	23 (0)	24 (0)	25 (0)
28 (0)	29 (0)	30 (0)		

Period Times

REGULAR 4-Day Schedule

Per	Start	End
1	9:00	10:55
2	10:55	12:05
LUNCH	12:05	1:05
3	1:05	2:05
4	2:05	3:10

Alternative Schedule

Per	Start	End
1	10:30	11:30
2	11:30	12:30
LUNCH	12:30	1:20
3	1:20	2:15
4	2:15	3:10

General Information

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!

Extra-Curricular Activities

A student's extra-curricular participation is often one of the best remembered times in their 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. You do not want to look back and say, "If only I'd joined this..." Get involved! Meet new people! Have fun! You will grow to be a better, happier and more useful person. You will never have regrets about what you missed in school. Extra-curricular participants must maintain academic standards for marks and attendance.

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).

A student who is late for the return bus to the school should not expect that the supervising teacher, classmates, and bus will wait. The parents will be responsible for picking up the student at the site. Field trip participants are governed by the same regulations as in the school. Violations will generate disciplinary action.

Costs for field trips are the responsibility of the participating students. Students will be advised well in advance of the costs for any given trip, and they will be given parental permission forms that must be returned to the teacher in charge prior to the trip.

Fire Alarms

Assume any fire alarm is real and vacate the building immediately! It is illegal to pull the fire alarm without reasonable cause. Anyone pulling an alarm unnecessarily may be required to pay the cost of the fire truck visit (\$600+) and will face criminal charges.

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.

Lockers (and locks) are issued to students at the beginning of the school year. Keep your lock combination confidential, for your own protection. The school owns all locks. You acquire the use of a lock and locker by purchasing a student card.

Lockers occupied after the announcement deadline in June (end of in-class exams) will be opened and the contents removed for disposal. Valuable items will be retained in the lost and found for a short time thereafter. Students should note that the Peel District School Board does not carry insurance covering student loss of personal items from lockers, or elsewhere, on school property. Do not bring excessive cash or expensive jewelry to school. Use the gym lockers (during gym class or team practices) or your own locker to secure clothes and personal belongings and items of value. Valuables or personal property items left on gym change room benches are not secure.

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.

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 a Stephen Lewis Secondary School parking lot
- 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, traffic flow is from east to west and U-turns are not permitted. No left turns 8:30-9:30am and 3:00-4:00 pm.

Physical Education

Intramural Activities: Students will be required to change into gym attire, consisting of shorts or sweat pants and a tee-shirt. All participants must wear athletic running shoes to be eligible to participate. Intramural activities are scheduled during lunch, before and after school.

Personal Sports Equipment such as basketballs, volleyballs, soccer balls, tennis balls, will not be permitted for use in the gym.

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.

Uniform Policy: During physical education, the class uniform will consist of a Stephen Lewis tee-shirt, black shorts or sweat pants. Shortened sweat pants must be hemmed. No cut-offs! Students must wear athletic running shoes. Hats are not allowed in the gyms but are permitted during outdoor activities.

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 Activity Fees

The student activity fee is \$65.00, which all students pay on registration annually to participate in student functions such as team sports, dances, clubs, special events and intramural sports. Included in the fee is the annual yearbook that summarizes all the activities that occur during the school year, the student agenda and student photo ID card/library card that enables a student to utilize any computer in the school and to sign out materials from the library.

Participation in co-curricular clubs and sports affords students an excellent opportunity to broaden their interests and to develop their knowledge and talents in many different ways. It gives students an introduction to proper procedures for conducting meetings, organizing campaigns, planning programs, etc. If you are interested in joining one or more of the school clubs, attend the first organizational meeting.

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.

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.

EQAO Assessments

Mathematics Assessment in Grade 9

An annual Grade 9 Assessment of Mathematics provides individual and system data on students' knowledge and skills in the area of Mathematics. The assessment is based on the new Mathematics curriculum implemented in September 1999 and different assessments have been developed for students in Applied and Academic programs. All students in these programs are required to participate in the assessment. More information can be found at www.eqao.com.

Ontario Secondary School Literacy Test in Grade 10

Beginning in October 2001, all current and subsequent grade 10 students are expected to successfully complete the EQAO Grade 10 Literacy Test in order to qualify for a secondary school diploma. The test measures how well students are meeting the reading and writing expectations across subjects in the provincial curriculum up to the end of grade 9.

The Literacy Test is an important indicator of student achievement in reading and writing. All students should work with their teachers and parents towards continuously improving their reading and writing skills. Following are the descriptors used to determine a pass on the literacy test.

Students who pass the reading component

The student reads with reasonable accuracy and proficiency:

- Demonstrates understanding of directly stated information;
- Usually connects relevant ideas and information to understand the meaning;
- Has moderate success in integrating personal knowledge and experience to extend meaning.

Students who pass the writing component

The student communicates in writing:

- Demonstrates an ability to develop, organize, and connect main ideas with some supporting information;
- Writes in a variety of forms such as summary, opinion piece, news report, and informational paragraph;
- generally uses appropriate words and sentence structure;
- generally does not make errors in spelling, grammar, and punctuation that impede meaning.

More information can be found at www.eqao.com.

Assessment and Evaluation Policy

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

Formal reporting to parents of secondary students takes place twice during each semester. Parents' Nights are scheduled to provide opportunities for parents to speak individually to teachers about their children's progress. In addition, teachers will alert parents to potential problems at any time during the semester, so that early remedial action can be taken. Parents are encouraged to contact teachers if they have any concerns.

Assessment and Evaluation

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.

Diagnostic: Assessment activities used, as required at the beginning of a block of learning (i.e., course, unit), to determine students' strengths and learning needs in order to plan, modify, and adjust instruction or to provide alternative learning opportunities. Diagnostic assessment data is not used in the determination of mid-term or final grades for inclusion on the report card.

Formative: Ongoing assessment and/or evaluation during the learning process. It is used to monitor student performance and provide feedback in an effort to enhance and improve learning and instruction. It is in the student's best interest to participate fully in all formative activities in order to improve performance on summative tasks. As well, recorded formative data can be tracked and monitored to support professional judgment in cases where the body of summative evidence provided by the student has been affected by such things as illness, missed assignments, etc.

Summative: Assessment and/or evaluation that occurs at the conclusion of a block of learning (e.g., activity, unit, course, semester/school year) and focuses on student achievement and program effectiveness. Summative evidence provides the foundation for teachers' professional judgment in determining the quality of student achievement.

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.

Achievement Levels

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

Peel's reporting guidelines for students achieving below 50% are as follows:

Mark Range	Code	Summary Description
41 - 49%	Level R+	Student is able to achieve some course expectations in limited ways. Achievement is insufficient. Midterm: credit at risk. Semester end: no credit will be granted.
36 - 40%	Level R	Student has difficulty achieving most of the course expectations. Midterm: credit at risk. Semester end: no credit will be granted.
31 - 35%	Level R-	Student has difficulty achieving any course expectations. Midterm: credit at risk. Semester end: no credit will be granted.
21 - 30%	I (Incomplete)	Student has missed or failed to complete some evaluation activities. Evidence of achievement is insufficient. Midterm: credit at risk. Semester end: no credit will be granted.
0 - 20%		Student has provided little or no evidence of achievement. Midterm: credit at risk. Semester end: no credit will be granted.

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: working independently, teamwork, organization, work habits/ homework and initiative.

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 or using information from the Internet without quoting sources.

Attendance

Frequent absences interrupt the learning process and thus negatively affect student achievement. The formative assessments missed may also affect your ability to be successful on your 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 or 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.

Some deadlines are negotiable; a few are absolute. Work that is not completed on either a negotiated or absolute deadline may not be evaluated.

Chronic lateness in submitting tasks/assignments may prevent your teacher from evaluating your ability to demonstrate the course expectations and may require you to demonstrate your knowledge and skills within an alternate setting such as summer school.

Missed Summative Assessments, Term

Students who know ahead of time that they will miss an assessment are to discuss the situation beforehand with the subject teacher.

Students should be prepared to complete any missed assessment on the first day of return to school or as negotiated with the teacher. Students who are absent on the day of the assessment for reasons such as illness, field trip or suspension are responsible for:

- The work covered and assigned during the class
- The handing in of assignments at a time negotiated with a teacher
- The writing of any missed tests at a time negotiated with the teacher

After a legitimate prolonged absence (more than two days) the student is to make arrangements with the subject teacher immediately upon returning to school for an alternative date for the missed assessment.

Students who miss an in-class summative assessment for an unauthorized reason may lose the opportunity to complete the task. If such is the case, the teacher will record an "I" ("Incomplete") in the mark record.

At reporting time, the teacher will use professional judgment to determine if the student has missed key evaluations or too many evaluations. If there is insufficient evidence of achievement to validate a passing grade, the credit will be in jeopardy. An assigned grade of 0 to 30% would indicate "Incomplete". (See chart of guidelines for students achieving below 50%.)

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

The following chart provides you with a guideline regarding consequences for missed final evaluations.

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

ESL Students

Students in the ESL program are permitted the use of a language dictionary in book form and limited additional time on evaluations as needed.

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. The teacher will use professional judgment to insure that this portion of the grade reflects 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 Parent's/Guardian's 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.

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

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.

Timetable Changes

All students are encouraged to make thoughtful and appropriate course choices, in collaboration with parents/guardians, teachers and counselors. Some changes, however, may be accommodated at certain times in the school year. The opportunities for change will be communicated through the morning announcements. It must be understood that, due to staffing and timetable restrictions, not all change requests can be accommodated.

OSS Course Requirements

- Students are expected to take a full program (i.e. 4 credits each semester) in grades 9, 10 and 11. No student will be allowed to drop a course until he or she acquires 24 credits.
- A student within 6 credits of graduation must enroll in a minimum of 3 credits each semester.
- Only students within 2 credits of graduation (28 credits) may apply for part-time status. (i.e. 2 credits in a semester) with the approval of the Principal.
- Students who enroll in a course, fulfill all course requirements (attendance, assignments, test, final examination) and yet fail the course, have two options: (a) summer school as a makeup course, or (b) night school during the same school year.
- Students who enroll in a course, and fail to complete all course requirements, will have two options: (a) summer school as a new course credit, or (b) night school during the same school year.
- Senior students' transcripts (grades 11 and 12) are subject to full disclosure (i.e. all failing grades will show on the transcript).

Full disclosure comes into effect five days after the mid-term report card is issued. Students will not be allowed to drop a course once the exam moratorium has begun.

Homework Policy

Both the Peel District School Board and Stephen Lewis Secondary School believe that homework is an important part of each student's learning program and that it has a positive effect on student achievement. Homework is described as "those learning activities that are associated with the in school program and which are completed outside the classroom". (Peel District School Board, Homework Policy #70). It is expected that homework will:

- Supplement and support in-school experiences through related out-of-class activities;
- Encourage the development of self-discipline and good work habits;
- Help to develop positive and enthusiastic attitudes towards independent study and lifelong learning;
- Assist students in preparing for subsequent planned learning activities;
- Acquaint parents with the student's in-school learning experiences and strengthen the essential links between home and school
- Not be punitive

Both the *Guide to the Provincial Report Card* and the *Choices Into Action* program policy documents establish student development and student goal setting as specific learning competencies: "Students will learn to set and achieve learning goals both inside and outside school, manage their own learning, and acquire the habits and skills necessary for success both inside and outside school." (*Choices Into Action*)

In secondary schools, students often receive short term assignments which are to be completed for the next class. Mathematics questions may be given to review the work done that day in class. In English, a student may be required to read a short story that will be the basis for a discussion the next day. Time may be given in class for students to begin the homework, which will be completed at home.

However, many assignments are, by nature, long-term. Students may be given weeks or months to complete independent studies, for example. Students are expected to manage their time effectively to allow for completion of the assignment.

At Stephen Lewis Secondary School, students and parents can expect that homework will be assigned to students. The frequency will vary with the type of course selected and the particular topic under discussion. The homework assignment will be relevant and integral to student success. Should an issue arise around degree of difficulty, time required for completion or scheduling of time, students and parents are encouraged to consult with the class teacher for clarification at an early stage of the assignment.

Attendance Policy

Regular attendance is a must. Excessive absenteeism and/or lateness will have a negative impact on academic success.

If a student is unable to attend school, the parent should contact the school by telephone on the morning of the absence to explain the reason for the absence and send a note with the student upon their return to school. If no telephone contact has been made, the absent student is expected to bring a note legitimizing each absence to Student Reception, prior to the start of school, the day after that absence. Students will then be issued an admit slip to be shown to each of their subject teachers. All notes are kept on file.

If a parental note or phone call is not received by the day following the absence, the absence will be considered "unauthorized" and teachers will assign appropriate consequences, such as detention.

Late for Class

Students who arrive late for class are responsible to subject teachers for explaining the lateness. Students do **not** go to the office. The teacher may assign a detention under their personal supervision in the classroom. Further action may be taken by the teacher as is felt necessary. If a pattern of lateness to class continues, the student may be referred to the office and, should the pattern continue, suspension may result.

Late for School

Attendance and punctuality must be a high priority for all students. Should a pattern of lateness develop, the following steps will be taken:

- contact will be made with your parent/guardian at appropriate times
- suspension from school may occur

Voice Messaging System for Reporting Absences

An automated phone call will be made by the school's voice messaging system to report any unauthorized class absences for the day.

Illness and Leaving School Early

All students leaving school for the day must sign out at Student Reception. Students under the age of 18 must have parental permission to sign out of school. Students not returning from lunch must arrange for parental contact with the school and/or a note the following day.

Vacations

All vacations should be taken during the designated holiday periods (see the school calendar) and should not be scheduled so that they conflict with school or examination days. Parents planning extended leaves for their children outside these holiday periods should be aware that such leaves will put academic success at risk.

Computer Use Policy

Computer labs and the Internet are available for student use with teacher supervision. The use of both is governed by Board and school policy. Each student is given a login and password. Students are responsible for all use of their login and password.

Student Use of Computers – Acceptable Use Policy (based on Peel District School Board Operating Procedures)

- Use all computer equipment with care and respect.
- Only access drives for which you have permission.
- Do not attempt to access information or system levels for which you are not authorized.
- Use only staff-approved software on school computers.
- Report any hardware/software problems to the teacher in charge immediately.
- No food or beverages are allowed in the computer areas.
- Use computers in supervised areas only, with staff consent.
- The following are prohibited: bypassing the school's Internet filter to access programs and websites blocked by the Peel District School Board; playing online games; downloading games or any executable file, program, or game from the Internet onto school computers; trespassing in another's folder or work files; violating copyright laws, creating folders without teacher permission; using the network to access or distribute illegal or illicit material; plagiarizing or pirating information; sending or displaying offensive messages or pictures; using obscene or racist language in public or private messages; harassing, insulting or threatening others; accessing unauthorized areas; employing the network for commercial purposes; damaging computers, computer systems, computer networks, peripherals, or software; using email without teacher supervision. The use of Hotmail and MSN (or any ICQ or chat) is not permitted on school equipment.

Policy: Misuse Of Computers

The deliberate interference with the effective operation of a computer or computer system could result in:

- parental contact
- suspension
- removal from the course
- removal of all school computer privileges
- removal from all computer-based courses
- removal of computer course choice for one semester
- police involvement

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 learning and working environment that supports student success by promoting responsibility, respect, civility, academic excellence and good citizenship. For learning to be successful, schools must be free of negative factors such as bullying, discrimination, intimidation, hateful words and actions, as well as physical violence in any form.

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

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.

Our Responsibilities

All members of the school community are expected to:

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

Parent and guardian responsibilities include:

- taking an active role in their son/daughter's education by ensuring that he/she is prepared for learning, including punctual and regular attendance, promptly reporting authorized absences and late arrivals, and ongoing communication with the school

- reviewing the school Code of Conduct with their son/daughter and helping him/her follow school rules
- helping their child understand that it is not appropriate to tease or bully others
- monitoring their child's internet use and taking responsibility for his/her behaviour when accessing electronic resources from home

Student responsibilities include:

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

Staff responsibilities include:

- helping students achieve to the best of their ability, developing self-worth, and being responsible citizens
- maintaining order in the school and holding everyone to the highest standard of respectful and responsible behaviour
- communicating regularly and meaningfully with parents/guardians
- establishing an array of extensive, clear, fair and developmentally appropriate interventions, supports, direct skill instruction and consequences for unacceptable behaviour

Bullying Prevention and Intervention

We are teaching students to identify bullying behaviour and giving them strategies to deal with, and stop it from happening.

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

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 will be used to deal with inappropriate behaviour. This may include: oral reminders, review of expectations, contact with parent(s)/guardian(s), written reflection, volunteer services to the school community, conflict mediation and resolution, peer mentoring, and/or referral for support services.

We recognize that each student is a unique individual and that every situation that requires disciplinary action has its own set of extenuating circumstances. All factors that may have affected the student's behaviour will be considered before progressive discipline is applied. Students who behave inappropriately will receive an age and developmentally appropriate consequence. For a student with special education or disability-related needs, all progressive discipline approaches will be consistent with his/her Individual Education Plan and his/her demonstrated abilities.

Suspension and Expulsion

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 must consider mitigating and other factors.

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

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

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

- physically assaulting another person causing bodily harm that requires medical treatment
- possessing a weapon or using a weapon to threaten or frighten 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
 - a pattern of behaviour so inappropriate that the student's continued presence is detrimental to the effective learning or working environment of others
 - demonstrates a persistent resistance to changes in behaviour that would enable him/her to be successful
 - is a serious violation of the school or Peel Board Codes of Conduct

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

Drugs

The school recognizes the benefits of a smoke-free environment for all persons. By law, 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 to anyone under 19 years of age is illegal.

Alcohol and restricted drugs may be addictive and represent a health hazard. Possessing, using, trafficking in, or providing others with restricted drugs and/or alcohol will not be condoned at 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.

Weapons

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

Dress Code

Students are expected to maintain an acceptable level of personal hygiene. Students should wear clothing that is clean, appropriate for school, and in good taste. Basketball singlets and bare midriffs are not suitable. Tube, crop or halter-tops, short shorts and other such beach/weekend clothing is not appropriate. Hats, bandanas and duraps (dewraps, doorags) may not be worn or carried and are not permitted on school property. Similarly, other apparel with negative affiliations or connotations (such as camouflage clothing, drug, alcohol or gang references) is not permitted in the building or on school property. Such items will be confiscated.

Use of Technology

Students will demonstrate appropriate online conduct and manners and refrain from improper/unethical use of technology, including computer hacking and cyber-bullying. The internet must not be used for any purpose that is contrary to the intent of the Stephen Lewis Secondary School Code of Conduct. This applies to school, work and home internet use.

Bus Travel

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

Possible Consequences

PROBLEM	POSSIBLE CONSEQUENCES May include but not be limited to:
Cameras, including cell phone cameras: unauthorized taking of pictures	<ul style="list-style-type: none"> ▪ Confiscation of equipment ▪ Detention ▪ Suspension
Computer misuse	<ul style="list-style-type: none"> ▪ Loss of use of computers in school ▪ Removal from computer class ▪ Suspension and/or expulsion ▪ Financial restitution
Consuming food or drink in unauthorized areas, littering	<ul style="list-style-type: none"> ▪ Return to authorized area ▪ Confiscation of food or drink ▪ Garbage and cleanup duty ▪ Detention, suspension
Drugs, alcohol	<ul style="list-style-type: none"> ▪ Suspension ▪ Expulsion ▪ Police involvement ▪ Court and fines
Excessive absences, skipping, truancy	<ul style="list-style-type: none"> ▪ 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	<ul style="list-style-type: none"> ▪ Detention ▪ Suspension
False fire alarms	<ul style="list-style-type: none"> ▪ Suspension ▪ Expulsion ▪ Police involvement ▪ Court and fines
Gambling: playing cards, dice, or anything else that relates to gambling	<ul style="list-style-type: none"> ▪ 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	<ul style="list-style-type: none"> ▪ Parental contact/involvement ▪ Detention ▪ Confiscation of inappropriate items ▪ Restitution ▪ Suspension ▪ Police involvement ▪ Removal from course and/or school ▪ Restricted schooling and community service ▪ Expulsion

PROBLEM	POSSIBLE CONSEQUENCES May include but not be limited to:
Inappropriate clothing: Clothing should be appropriate for a school learning environment. The following are absolutely restricted: hats, bandanas, camouflage clothing, clothing that is revealing.	<ul style="list-style-type: none"> ▪ Sent home to change ▪ Confiscation ▪ Detention ▪ Suspension
Late for school/class	<ul style="list-style-type: none"> ▪ Time to be made up with teacher(s) concerned. ▪ Detention, suspension
Loitering, accessing unauthorized areas	<ul style="list-style-type: none"> ▪ Detention or community service ▪ Restricted schooling ▪ Suspension
Pagers, laser pointers, cellular phones, other restricted devices, personal listening devices used in class	<ul style="list-style-type: none"> ▪ 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)	<ul style="list-style-type: none"> ▪ 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.)	<ul style="list-style-type: none"> ▪ Confiscation ▪ Detention ▪ Suspension
Smoking on school property	<ul style="list-style-type: none"> ▪ Written warning ▪ Suspension ▪ Cleanup duty ▪ Court/fines issued by City of Mississauga
Speeding or reckless driving on school property	<ul style="list-style-type: none"> ▪ Suspension ▪ Loss of vehicle privileges on school property ▪ Police involvement
Theft of personal property of staff or students on school property	<ul style="list-style-type: none"> ▪ Replacement costs ▪ Suspension ▪ Expulsion ▪ Police involvement
Trespassing (or in the company of a trespasser)	<ul style="list-style-type: none"> ▪ Warning ▪ Legal letter ▪ Suspension ▪ Police involvement
Vandalism, outstanding or damaged items including the school building and property	<ul style="list-style-type: none"> ▪ Replacement costs ▪ Detention ▪ Suspension ▪ Police involvement
Weapons	<ul style="list-style-type: none"> ▪ Suspension ▪ Expulsion ▪ Police involvement ▪ Court and fines

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. It takes firefighters away from deployment to a real emergency and disrupts our school community. 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 on the floor until further directions are given.

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.

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.

Emergency Closing of Schools

During the winter months, inclement weather may cause the disruption of bus transportation and regular school operations. **A decision to cancel transportation and/or schools is usually made by 6:30 a.m. and will be announced on the following radio stations:**

CKFM 99.9	FOXY 88.5 FM
CFTO	CFTR 680
CFRB 1010	CJCL 590
CHIN 100.7 FM / 1540 AM	CJEZ EZ Rock
City Pulse	CJMR / CHWO 1250
CHUM 1050	CFNY 102.1
CBC	CHFI 98.1
Energy FM 93.1	CJBC (Fr) 860 AM
Talk 640	Z103.5

The following two standard messages to the radio stations would affect Stephen Lewis Secondary School. The announcements and their effect on our school are as follows: (Note that only the bolded text will be communicated by radio stations.)

The Dufferin-Peel Catholic District School Board and the Peel District School Board buses are cancelled.

ALL transportation services provided by the Dufferin-Peel Catholic District School Board and The Peel District School Board, including buses, vans and taxis, have been cancelled for the entire day. The school is open.

The schools and offices of both the Dufferin-Peel Catholic District School Board and The Peel District School Board are closed.

ALL Dufferin-Peel Catholic District School Board and Peel District School Board schools and offices are closed to all students and staff.

Information will also be available on the Peel Board website: <http://www.peelschools.org>.

School Services

Library Resource Centre

Location:	2nd floor, near the atrium
Librarians:	Mrs. Budak-Gosse and Ms Devani
Hours:	8:30 a.m. to 3:40 p.m. Monday to Friday
Loan Period:	Books – 2 weeks; DVDs – overnight
Overdue Fines:	Books: 10 cents per day to a maximum of \$5.00 DVDs: 25 cents per day, to a maximum of \$5.00

Aims

- to provide a place where students and staff can make effective use of print and electronic resources
- to collaborate with classroom teachers in order to help develop critical thinking skills in the research, retrieval and use of information and technology
- to give students the opportunity to extend their learning through research, quiet study, reading, or appropriate use of technology
- to encourage reading for pleasure and develop an appreciation for literature
- to provide individualized assistance

Resources

- Fiction, non-fiction and reference print materials
- DVDs, Internet and online resources
- Coin-operated photocopier
- Computers for individual use for educational purposes (when not booked by a class)
- Assistance available from teacher-librarian and library technician
- Library webpage (under Departments on the school website) as well as the Library My Class site – both have helpful links)

Expectations

- A valid student card must be presented to borrow materials or use computers.
- Students must use their own login while using computers.
- Lending of the student ID card or giving false identification may result in the loss of Library and computer privileges.
- The Stephen Lewis Code on Conduct and Computer Use Policy apply at all times.
- A quiet, working atmosphere is the expectation at all times.
- No food, beverages or cell phone use allowed in the Library.
- Students are expected to pay the replacement cost of any lost materials.

Student Services Department

The Student Services Department helps students with academic and career planning both by teaching classes and working with students individually. Counsellors are available to help students with personal concerns and to make referrals to community agencies and social services. Each student has been assigned a counsellor.

Guidance and Career Education

Counsellors are available to help you make important decisions about your courses and future plans, and also to help you talk through whatever concerns you may have. Guidance services are available to everyone. Simply come in and ask the guidance secretary to make an appointment for you to see your counsellor if you:

- want career information
- have concerns about your goals
- have questions about your courses
- want to know how to succeed in school
- have a personal concern

Counsellors have been assigned to students alphabetically according to the student's surname. Each student has a counselor:

Surname A to J.....	Mrs. Quennell
Surname K to M and ESL students.....	Ms Burroughs
Surname N to Z.....	Mrs. Fisher
Co-operative Education and Guidance	Mrs. Dubeau
Co-operative Education and Career Studies	Mr. Bhupsingh

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.

Benefits of Co-op:

- Earn 4 credits; up to 12 credits can be earned through Co-op for your diploma, and 2 of these credits may count as compulsory credits
- Students in Grade 11 or 12 can take Co-op
- Develop work-related skills and a network of contacts for your future career
- Add valuable experience to your résumé, which can help with part-time and summer employment in your area of interest
- Co-op hours can count for apprenticeship requirements
- Co-op works for any career pathway—university, college, apprenticeship or workplace

- Obtain experience required for admission into many post-secondary programs
- Work placements can be almost anywhere!

Check out the website for further details: <http://stephenlewis.peelschools.org/coop.htm>

Diploma Requirements

The Ontario Secondary School Diploma requirements are outlined in the Peel District School Board's Common Course Calendar, *Chart Your Course*, provided to each student, or online at <http://www.peelschools.org> (Student section).

Community Involvement Activities

As stated in *Ontario Secondary Schools, Grades 9 to 12: Program and Diploma Requirements 1999 (OSS)*, every student who begins secondary school during or after the 1999-2000 school year must complete a minimum of 40 hours of community involvement activities as part of the requirements for an Ontario Secondary School Diploma (OSSD). The purpose of the community involvement requirement is to encourage students to develop awareness and understanding of civic responsibility and of the role they can play and the contributions they can make in supporting and strengthening their communities. Community involvement activities are part of the school's program.

More information is available from:

- the school Guidance Department
- the Peel District School Board website, <http://www.peelschools.org>
- the Volunteer Centre of Peel, 905-306-0668, <http://www.volunteerpeel.com>
- The Curriculum and Instruction Support Services Department of the Peel District School Board, 905-890-1010 or 1-800-668-1146, extension 2348.

Tips for Parents

- Keep a copy of your child's timetable.
- Review the Student Agenda with your child.
- Have your child use the Student Agenda to record homework in each class. Check regularly.
- Your child should put due dates of assignments, book reports, tests, exams etc. in the monthly calendar found in the Student Agenda so you both can see all important dates at a glance. This also helps with study timelines.
- Create a study area that will be free of most distractions.
- Get involved. Check your child's notebook regularly. Make sure the notes are complete and well organized. If incomplete, ask your child to get the note from a reliable buddy in class or ask the teacher the next day.
- Have the proper tools available: pen, pencil, paper, eraser, coloured pencils, notebooks, texts. Insist that your child bring home his/her notebooks and textbooks daily.
- Daily homework is necessary during the week. We suggest at least one hour per evening preferably not after 9:00 p.m. Your child should study in twenty minute bursts and then a short break. Three twenty minute bursts are better than a half an hour at a time.
- Monitor what homework your child is doing.
- Ask questions to see if your child understands the instruction and if he/she has a study plan, and how long it will take to complete the homework. Ask questions to see if the child knows the information in his/her notes. If no homework is assigned, your child should still spend one hour reviewing notes and reading ahead, or practicing problems.
- Encourage your child with positive comments. Don't do the work for him/her.
- Ask to see all test results. Keep track. Put results on a monthly calendar so your child progress can also be seen at a glance.
- In an emergency, having the phone number of a reliable classmate is beneficial.
- Contact teachers or counsellors if you are concerned or wish an update on progress. Communication is a two way street.

Things Parents/Guardians Should Ask Their Child

- Show me your timetable for today.
- Tell me what you did in each class.
- Is there anything you need to finish or correct?
- Show me the homework you have in each subject.
- How will you know when you are finished?
- How will I know?
- How long will it take you?
- Show me your completed homework.
- Show me your timetable for tomorrow.
- When is homework be due?

Tips for General Study Habits and Attitudes to Work

- Do you have a desk of your own in a place free from distractions and interruptions?
- Do radio or television interests conflict with your homework period?
- Do you go over material to be memorized at least once after you are sure you know it?
- Do you review each day's work before preparing work for the next day?
- Do you worry a great deal about work?
- Is lack of interest the main reason for not doing well in some school courses?
- Do you prepare your work independently of others?
- Do you have to wait for a certain mood to move you before you start to work?
- Do you ask teachers for help if you do not understand your lessons?
- Do you frequently find yourself too tired, sleepy and listless to study on school nights?
- Does daydreaming interfere with your work?
- Does your social life interfere with your school success?
- Does an after school or evening job interfere with your school work?

Here is a suggested time schedule for homework and studying in secondary school:

	Year 1	Year 2	Year 3	Year 4
Homework	1 hour	1-1/4 hours	1-1/4 hours	2 hours
Study time	3/4 hour	3/4 hour	1 hour	1-1/4 hours