



STUDENT AGENDA

2023—2024

RESPECT RESPONSIBILITY EXCELLENCE

G. L. ROBERTS COLLEGIATE and VOCATIONAL INSTITUTE

399 Chaleur Avenue
Oshawa, ON L1J 1G5
905-728-7594

glrobertscvi.ddsb.ca

School Messenger Automated Absence Line 1-844-350-2646

School Messenger On-Line Absence Reporting <https://go.schoolmessenger.ca>

D. White, Principal

C. Twitchin, Vice Principal

J. Yellowlees, Vice Principal

Our Principal's Message:

On behalf of the staff and administration, it is a great pleasure to welcome you to a new school year. If you are new to the school, our staff look forward to you becoming a part of the great academic and co-curricular traditions found at our school. GL Roberts CVI is renowned for its unwavering strength of commitment on the part of staff, students, parents, and guardians to the work of the school and the community of Oshawa. With the strong support of staff, parents/guardians and community, students at GL Roberts have distinguished themselves through excellence in academic achievement, artistic expression, and on the playing field. The school community is committed to ensuring that our school remains safe, orderly, and an enjoyable place to attend each day. Our school is the kind of place where specific needs are met and opportunities are provided for self-actualization and the realization of potential.

GL Roberts has a **school motto**: *Facing Tomorrow's Challenges Together*. As a community, we believe it takes a team effort in supporting our children to reach their post-secondary goals. We take a **Restorative Approach** to teaching and learning at GL Roberts. This means that **Respect, Responsibility, and Achieving Excellence** are at the forefront of everything we do, at the base of every decision we make, embedded into our lessons, and daily routines. Please take full advantage of the support network we provide.

GL Roberts is in the midst of positive and innovative changes in learning spaces, programming, and with leveraging technology. Every student will be provided with a DDSB Chromebook where they will be able to access academic resources and engage in interactive learning opportunities. We are excited in learning together, in building the necessary global competencies for post-secondary student success.

Have an amazing school year!

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G.L. Roberts CVI Code of Conduct

In addition to and consistent with Ontario and Board behavioural expectations and consequences for infractions, students at G. L. Roberts CVI are expected to meet the following school-based expectations:

ATTENDANCE

Regular and punctual attendance in ALL classes is vital to learning and academic success.

Absenteeism is a major cause of failure/underachievement at school. Students also depend on each other for classroom discussions and group work. Class material often builds on prior learning that may be missed due to absences. Absences and lateness result in missed instruction and learning.

Failure to attend classes will result in an escalating series of consequences as outlined below:

Expectations	Reasons	Corrective Practice (progressively, as lates and/or absences increase in number per semester)
<p>Students are expected to be on time for all classes. Sleeping in is not an acceptable excuse for lateness and/or missing class(es)</p> <p>Students are expected to attend ALL classes or school sanctioned events.</p>	<p>Lateness can disrupt the learning process. It has a direct negative impact on student achievement.</p> <p>Punctuality is expected in career and personal relationships and shows consideration for others.</p> <p>Essential for student achievement, development of critical thinking skills, group interactions and good work habits. Regular attendance is an indication of responsibility and a healthy work ethic.</p>	Warning, Call to parent/guardian
		Call to parent/guardian, Attendance Letter
		Parent Meeting
		Possible Referral to Attendance Counsellor
		Attendance Letter, Parent/Guardian Conference
		<i>Note: consequences may vary due to mitigating circumstances and the frequency of the lates/absences</i>
Adult Students (18 years or older) may write their own notes. They may sign-out or excuse their own absences to a maximum of 5 times/semester. More than this will require discussion and permission from an administrator.		

Absence from School and/or Truancy (Unexcused Absences)

Truancy is being absent from school without the approval of a school official, parent or guardian.

Truancy is a serious infraction of school rules and the *Education Act*. Absences must be supported by appropriate documentation (stating the date and reason for absence). A phone call to the office from a parent or guardian is also acceptable. Students are responsible for any missed assignments, quizzes, tests, class work, etc. Failure to attend classes, persistent lates, and failing to sign in and out will result in progressive school consequences that may lead to suspension.

Attendance when Participating in Athletic Events, Co-Curricular Trips and Field Trips

Students must attend school and classes on days that they are attending an athletic event, co-curricular trip or field trip. Students absent from any class during the school day are not permitted to participate in these activities on that day. Students are responsible to catch up on any missed classroom work.

Signing In/Out During the School Day

All students arriving or leaving the school between the hours of 9:30 a.m. and 3:30 p.m. (including the lunch hour) must first report to the office to sign in or out and must present their slip to their teacher. Students failing to sign in or out through the office may face progressive consequences leading to suspension. A note, phone call, or on-line report from a parent/guardian is required. In the absence of a note, phone call, or on-line entry, the school will not release a student. A student who is ill must report to the office. The parent/guardian or an emergency contact will be contacted to make arrangements for signing out.

Expectations of being in class

Students are expected to be in class the first 10 minutes of class and the last 10 minutes of class. Teachers will not be allowing students to access the lockers, guidance or other school services during that time.

GL Roberts CVI Dress Code

The DDSB dress code supports human rights, equity, anti-oppression, anti-racism, non-discrimination, and equitable and inclusive education.

A) Appropriate Dress

Students must wear;

- Clothing which includes both a top and bottom layer
- Footwear

Students may wear;

- Any clothing that supports a human rights related need or accommodation
- Clothing (tops) that expose arms, shoulders, stomach, midriff, neckline, cleavage, and straps but will cover the chest.
- Clothing (bottoms) that expose legs, knees, thighs, hips and expose waistbands but will cover groin and buttocks
- Any headwear that does not obscure the face, subject to human rights related needs and accommodations

B) Inappropriate Dress

Students may not wear;

- Clothing that promotes /symbolizes illegal activity (including gang activity) or drugs or alcohol or their use
- Clothing that promotes, symbolizes or incites hate, discrimination, gang relation, bias, prejudice, profanity, pornography, incites harassment or bullying, threatens harm to the safety of self or others or that includes offensive (e.g. sexist, racist, homophobic, anti-indigenous, anti-Black, anti-Semitic, Islamophobic; ethnic, religious, cultural or racial slurs etc.) images or language
- Clothing (tops) that exposes the chest
- Clothing (bottoms) that expose groin and/or buttocks
- Undergarments as outerwear
- Transparent clothing that fully exposes undergarments
- Swimwear unless required for curricular or co-curricular approved activities

C) Health and Safety Dress Code Requirements

- Students must comply with Health and Safety requirements for specific courses and/or co-curricular programs. Specialized dress requirements including personal protective/safety equipment occur in many classes/programs including science, physical education, technology and cooperative education.
- Parents, guardians, and students must be informed well in advance, and individual needs will be accommodated by the school short of undue hardship.
- In some special circumstances students may be required (or choose) to wear personal safety clothing (e.g. surgical mask) for medical reasons. Communication between the student, parents, and guardians and administration must occur for these situations.
- For some special events, the school may allow students to wear a costume. The costume must not promote racial, gender, cultural or other negative stereotypes based on Human Rights Code grounds. Students still need to comply with the dress code requirements.
- Backpacks and outerwear (ie. Jackets) are not permitted in the classroom with the exception of Physical Education classes.

6.0 Student Dress Code and Progressive Discipline

6.1 The establishment, implementation and management of the Student Dress Code is assigned to the school Principal (or designate). All staff have a responsibility to follow the Student Dress Code policy and work in collaboration with administration to support the successful implementation and maintenance of the policy.

- Student Dress Code violations that threaten the health and safety of the students or other members of the school community and/or promote violence, illegal activity (including gang activity), bullying, harassment, hate, prejudice against others are considered serious and are to be dealt with accordingly using District's guidelines for progressive discipline
- Principals will consider other dress code infractions on the continuum of school conduct violations and respond accordingly using progressive discipline, focusing on education and future conduct.
- Principals will ensure no student is negatively impacted by Student Dress Code enforcement because of sex, race gender identity/expression, sexual orientation, ethnicity, cultural identity/beliefs, religious identity/beliefs, disability, socio-economic status, body type/size or body maturity or any other grounds covered by the Ontario Human Rights Code.

ELECTRONIC DEVICES

Electronic devices should be turned 'OFF' and put away during class time, unless being used as a learning tool, with permission from the teacher.

Personal electronic devices that are used inappropriately inside of schools during the normal school day are disruptive to the teaching and learning environment. The privacy and personal dignity of others could be violated by the inappropriate use of personal electronic devices to text message, social network, and/or share digital media. In addition, communication through personal electronic devices during class time interferes with teaching and learning. An exception to this occurs when the teacher has approved the use of specific technology for purposeful instruction.

Unless deemed appropriate by school staff for educational purposes, it is the practice of the Durham District School Board that the use of personal electronic devices is prohibited during the school-day on school property. If a student brings a personal electronic device to school, it should be turned off and out of sight. Personal electronic devices may be utilized off school property or in designated areas and during times as outlined by school administration. The Durham District School Board cannot assume the liability for lost, stolen or damaged personal electronic devices.

In keeping with the *Freedom of Information and Privacy Act*, unauthorized video or audio recording on school grounds for any purpose is prohibited. Further, ***"the taking of photos, filming or recording, or the broadcasting of live audio and/or video, while at school or at a school activity, is prohibited unless approved by the DDSB (or school), and/or where proper consents have been obtained, as may be appropriate. In particular, the use of cameras filming and/or recording is strictly prohibited in washrooms and change rooms.*** However, this is not intended to prohibit sanctioned recording of activities at events open to the general public.

On-line activity by staff, students and parent/guardians that is directly or indirectly related to the school should comply with the School Code of Conduct, in particular that a school is a place that promotes responsibility, respect, civility and safety in the teaching and learning environment.

Co-operative Education classes and Co-curricular programs, such as field trips and after-school events, are an extension of the classroom, and the expectations of the use of personal electronic devices apply. Staff may approve the use of this technology for purposes of education and communication, such as calling parents for pick-up or taking photos or videos of trip highlights.

The playing of portable stereos or musical instruments is not permitted in the building unless deemed appropriate by school staff for educational purposes.

Students who are not respectful of the Electronic Devices policy will be asked to bring their electronic device to the office where the following consequences will be enforced:

First Offense	Student hands in their device to the office and picks it up at 3:00 or later
Second Offense	Student hands in their device and parent picks it up at their discretion
Third Offense	Suspension
Fourth Offense +	VP Discretion

STANDARDS OF BEHAVIOUR

RESPONSIBILITY

Students Asked to Identify Themselves

Students are to give their name, without question, if asked by a staff member. It is important for safety and security that staff be able to verify student identity. Failure to identify yourself to a staff member may result in consequences including suspension.

Litter, Graffiti, and Tagging

Students are expected to do their part to ensure litter gets recycled, or thrown into the garbage. If students are littering on school grounds, or adjacent areas such as the lakefront and neighbours' properties, they may be assigned community service. When asked to pick up litter, even if it is other than their own, students are expected to cooperate with the staff request.

If students are caught vandalizing school property in any way, including writing or drawing on walls, lockers, or other school property, they will be suspended and criminal charges may result.

Tagging is a stylized street name or nickname used by taggers, and is often associated with criminal activity. Tagging is not permitted on any surface at school. School consequences will be assigned, charges may be laid, and/or restitution will be required.

School Functions and Trips

When students attend any school activity on or off school property, they must demonstrate responsible behaviour. Such activities may include, but are not limited to, dances, athletic events, concerts, trips and any other school sponsored activity. The G. L. Roberts CVI Code of Conduct applies to all of these functions.

Student Parking

Students are expected to drive safely and responsibly in our parking lot. Cars are to be parked appropriately in the third and fourth rows of the south parking lot. Students are not to congregate in or smoke in vehicles on school property or to use vehicles as lockers by accessing them between classes. All students must obtain a parking pass from the main office. Parking privileges will be withdrawn if a student fails to abide by these rules.

RESPECT

Respect for Property and Others

Students at G. L. Roberts CVI are expected to treat school property and others with respect. Infractions that damage property or endanger others will result in consequences including suspension.

Good Neighbour Policy

At GL Roberts CVI we have a good neighbour policy which reflects our commitment to the community. We will exercise appropriate discipline when the behaviour of our students disrupts the safety and orderliness of our surrounding geographical area.

Skateboards, Scooters, Longboards, Inline Skates and Bicycles

These activities are not permitted on school property. "Playing" these activities on the roadways surrounding the school is also not permitted. Bicycles must be secured in the racks at the entrance to the school. Skateboards, scooters, longboards, and inline skates must be stored in lockers while on school property. The school cannot assume the liability for lost, stolen or damaged items.

Cafeteria Services and the Concourse (the "Pit") – Food and Water

As the School of Environmental Studies, we encourage students to bring a garbage free lunch to school. To prevent litter in classrooms and halls, food is to be eaten in the cafeteria/pit or taken outdoors through the exterior exit doors off the cafeteria unless students are participating in a teacher supervised activity. Only water may be consumed in classrooms.

EXCELLENCE

Quality of Work Submissions

Students may not create or submit any work that promotes the use of drugs, violence, racism, sexism or any other illegal activity. The consequences of submitting such work will be consistent with the gravity of the individual situation, in consultation with department heads and administration as appropriate and will be dependent upon the magnitude and the intent of the act.

Study Periods

Students may spend their study period working quietly in the library or they are to leave the building and property. The Pit area and cafeteria are out of bounds during class time unless the student is supervised by a teacher.

Textbooks

Textbooks must be returned upon completion of a course. Teachers will record the condition and number of each text when issued, with the name of the student who received it. Students are responsible for their textbooks. Replacement charges will be levied if a textbook is damaged or lost.

Detentions

Detentions are served at lunch time and/or after school. The student is asked to report to the office where a staff member will supervise the student(s). Each student is asked to bring work with them to complete during this 20-minute period. The intention of this opportunity is two-fold: students complete work missed and students are held accountable for their behaviour.

Community Service

Students may be assigned community service hours as a consequence for some behaviours. Community service will be performed outside of class time and will involve assisting school staff to maintain or improve the school environment.

Other

- The distribution of flyers or posting of materials is not permitted without administrative approval.
- Gambling and other illegal activities are not permitted.
- Students may be suspended or expelled for behaviour that puts the safety of themselves or others at risk.
- Students must cooperate fully with all school investigations.
- **Other rules may be added at any time at the discretion of the administration.**

BULLY-FREE SCHOOLS

Creating a Positive School Climate: Bullying Prevention and Intervention

“The school climate may be defined as the learning environment and relationships found within a school and school community. A positive school climate exists when all members of the school community feel safe, included, and accepted, and actively promote positive behaviours and interactions. Principles of equity and inclusive education are embedded in the learning environment to support a positive school climate and a culture of mutual respect. A positive school climate is a crucial component of bullying prevention.” (*PPM 144: Bullying Prevention and Intervention*, Ontario Ministry of Education, 2012)

What is Bullying?

- Bullying is an aggressive behaviour
- There is an intent, or reasonable assumption, to cause harm (to the individual, his or her reputation or property)
- It is typically repeated
- There is a real or perceived power imbalance
- There may be a negative impact on the learning environment of the school

Bullying can take many forms such as physical, verbal, physical, social, sexual or electronic. When a bully chooses to use technology such as a smart phone, the internet, a gaming system or any other device, it is considered cyber-bullying. School consequences may apply, if the bullying has had an impact at the school, even if the bullying took place off school property.

The 4 R's of Bullying Prevention

- **RECOGNIZE** bullying behaviour – if you are not sure, ask a trusted adult
- **REFUSE** to accept bullying behaviour – do something to get help
- **REPORT** to a trusted adult – this will help everyone involved
- **RESTORE** relationships – support peers in making good choices

Creating a positive school culture where all students feel safe, accepted, appreciated and included is a critical component of learning. Students who feel safe and supported in school are more likely to achieve academically. (*Forging Safer Learning Environments*, Research Monograph #30, The Literacy and Numeracy Secretariat, September, 2010)

Report Bullying Now (an electronic reporting system)

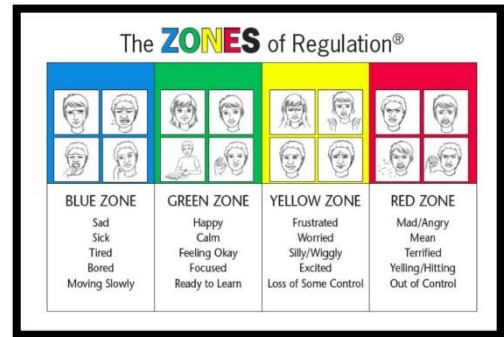
All DDSB schools have a location on their school websites that will allow students, parents/guardians and others to report bullying to the school. This can be done anonymously; however, remember that the more information you give in the report, the more easily the principal or vice principal will be able to investigate the issue and find a solution. Without your name, it will be more difficult to help you.



Self-Regulation Strategies:

Know your zone and be in the green:

- **Blue** - Need to energize yourself
 - Tired/Bored- Jumping jacks, run in place, run an errand for teacher
 - Sad/Sick- deep breath, talk to someone, happy thoughts
- **Green** - Use tools to stay Green
 - Sit up, good attitude, listen, focus, participate, connect with someone
- **Yellow** - Catch yourself early
 - Nervous/Frustrated- Deep breathing, safe place, positive self-talk, talk to someone
 - Silly/Energetic- get a drink of water, walk, deep breaths
- **Red** - Feeling out of control - use your tools ASAP!
 - Walk away/get out of situation, find a safe place, use a squeeze ball, talk to someone



Your Well-Being Matters
Stronger together, even when apart

**WELL-BEING
EVERYONE
EVERY DAY**

Self-care is an important part of wellness. Take time and discover what helps you to feel good and recharge.

Eat – We all need to refuel. Sometimes when we're stressed our habits can change – maybe we eat junk food, or don't feel like eating at all. It is important to focus on eating foods that will provide you with the nutrients you need. **Tip:** Have a healthy snack nearby so you can refuel and avoid getting 'hangry'.

Hydrate - Try to increase your water intake and decrease your caffeine intake. Caffeine has been shown to create a stress reaction in your body and might cause you to feel nervous, irritable or restless. **Tip:** Drink a glass of water or milk before bed (but not too much!) rather than a caffeinated drink. This should also help you sleep.

Sleep - Getting a healthy number of hours each night helps you to better deal with the stresses of everyday life. **Tip:** While you're at home, try to set up a sleep routine that you can stick to. Plan to go to bed and wake up at the same time every day.

Move – Being physically active has many positive effects on your health. It increases your energy, enhances your immune system, reduces insomnia, stimulates brain growth and has been shown to decrease feelings of sadness. **Tip:** This doesn't need to take much time, get outside for a 30-minute walk, check out YouTube for brief yoga routines, track your steps, challenge a friend.

Enjoy – Take time to discover things you enjoy. Do things that make you feel good as often as you can. It may not be what others find fun, and that's okay, we are all different! **Tip:** Maybe there's a book you want to read, a show or movie you've been meaning to watch, a skill you've been interested in, or something new!

Connect – Strong social connections are one of the most powerful influences on our mood and mental health. Spending time with friends and family help to increase your levels of happiness. **Tip:** Getting involved in something bigger than yourself or doing nice things for others can give you a mental health boost. If you can't see the people you care about every day, send them a text or make a phone call; it will make their day and yours!

Pause - Make sure to take time for yourself during the day, to listen to music, take a few deep breaths, meditate, write in the gratitude journal. **Tip:** There are lots of different apps and sites out there for breathing exercises.

Recognize - Be mindful of your thoughts and feelings, both positive and negative, as part of your self-care. Finding a healthy outlet to process your emotions and positive self-talk, although always important, is super important during stressful times. **Tip:** When thinking, ask yourself? Is this helpful/true? If not, challenge yourself to find a positive/true alternative. Remember to speak kindly to yourself, everyone has good and bad days. Don't be too hard on yourself!

Reflect - Take time to think about what's important to you. It can be easy to get caught up in the negative messages, instead look for kindness and positivity. This can come in different forms like people doing good things for others or positive posts on social media. **Tip:** Practicing gratitude on a regular basis can improve our sense of well-being and happiness! Journal about gratitude: every night, write down three good things about your day. They don't have to be major (i.e. a great lunch, talking to a friend, finishing a task).

STUDENT SERVICES

Special Education Services

Our Special Education Department offers a variety of services for identified students. Special Education staff offer:

- assistance with a course or assignments
- a quiet place to work on homework
- support for developing study skills
- computer programs for individual support
- support for EQAO assessments (Gr 9 math, Gr 10 OSSLT)
- support for examination prep and writing
- Cross Curricular Literacy and Numeracy support

The Learning Centre

The Learning Centre (TLC) is located in room 208 and is open for academic support before school, at lunch, and after school each regular school day.

Student Success

Our Student Success teachers offer support to students who are not identified, but are in need of assistance with academic achievement, time-management and organizational skills, transition and pathway planning, and extra-curricular involvement. They also offer Credit Recovery and Supervised Alternative Learning programs to support senior students through to graduation.

Student Services (Guidance)

The Guidance Office is the place to go for information about:

- courses, diploma requirements and career pathways
- post-secondary and training opportunities
- community involvement hours for graduation
- college, university and private college programs
- Canadian Armed Forces placements
- apprenticeships, and O.Y.A.P.
- social service agencies serving our community
- summer and night school courses
- summer and other employment opportunities
- student exchanges
- SAT, ACT and TOEFL
- scholarships, bursaries, OSAP and other financial aid
- Learn at Home Correspondence Courses
- subject tutoring

Counseling is provided and/or referrals made for:

- academic, social, emotional and psychological difficulties
- problem solving, decision making, goal setting and conflict resolution
- Appointments may be requested through the Guidance Secretary or a Guidance Counsellor

What do you need to graduate?

18 compulsory credits

Students must earn the following compulsory credits to obtain the Ontario Secondary School Diploma:

4	credits in English (1 credit per grade)*
3	credits in mathematics (1 credit in Grade 11 or 12)
2	credits in science
1	credit in Canadian history
1	credit in Canadian geography
1	credit in the arts
1	credit in health and physical education
1	credit in French as a second language
0.5	credit in career studies
0.5	credit in civics

Plus one credit from each of the following groups:

New	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***
New	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***
New	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:

- ✓ 12 optional credits†
- ✓ 40 hours of community involvement activities
- ✓ the provincial literacy requirement

*A maximum of 3 credits in English as a second language (ESL) or English literacy development (ELD) may be counted towards the 4 compulsory credits in English, but the fourth must be a credit earned for a Grade 12 compulsory English course. **In groups 1, 2, and 3, a maximum of 2 credits in French as a second language can count as compulsory credits, one from group 1 and one from either group 2 or group 3. ***A maximum of 2 credits in cooperative education can count as compulsory credits. †The 12 optional credits may include up to 4 credits earned through approved dual credit courses.

09-276 • ISBN 978-1-4435-1956-4 (Print) (rev) • ISBN 978-1-4435-1957-1 (PDF) • Printed on recycled paper © Queen's Printer for Ontario, 2010

reach every student

Ontario

Library

Our Library offers a wide variety of computer, media and print resources. The library is open throughout the school day and at lunchtime daily. The library also offers seminar rooms that can be booked for class and student use.

When conducting research students are encouraged to visit the library's section of the school website and access our free online encyclopedias and databases. If prompted the username is **durham** and the password is **research12**

The Wellness Centre

As part of our caring, supportive learning environment our Wellness Centre offers services in partnership with the Oshawa Community Health Centre, the Durham Child Nutrition Project and the Breakfast for Learning - Canadian Living Foundation.

- Each morning our breakfast club, staffed by volunteers, is open from 8:15 am. – 8:40 am.
- Medical staff from the Oshawa Community Health Centre are available on Wednesday afternoons. Students can book appointments in the Guidance Office to see a doctor or social worker.

EXTRA CURRICULAR/ PROGRAMS MAY INCLUDE

Badminton	Homework Haven
Band	Horticulture Club
Basketball	Intramurals
Camp	White Pine Book Club
Choir	Math Club
Creative Writing	Prom Committee
Cross Country/ Track & Field	Rugby
Drama Club	Spoken Word
DECA	Student Council
Eco Club	Student Government
Fishing Club	Volleyball
Gay Straight Alliance	Weight Room Club
Hairstyling Skills Ontario Training	Student interest clubs

EXTRA-CURRICULAR ACTIVITIES

Extra-curricular Activities Mission Statement

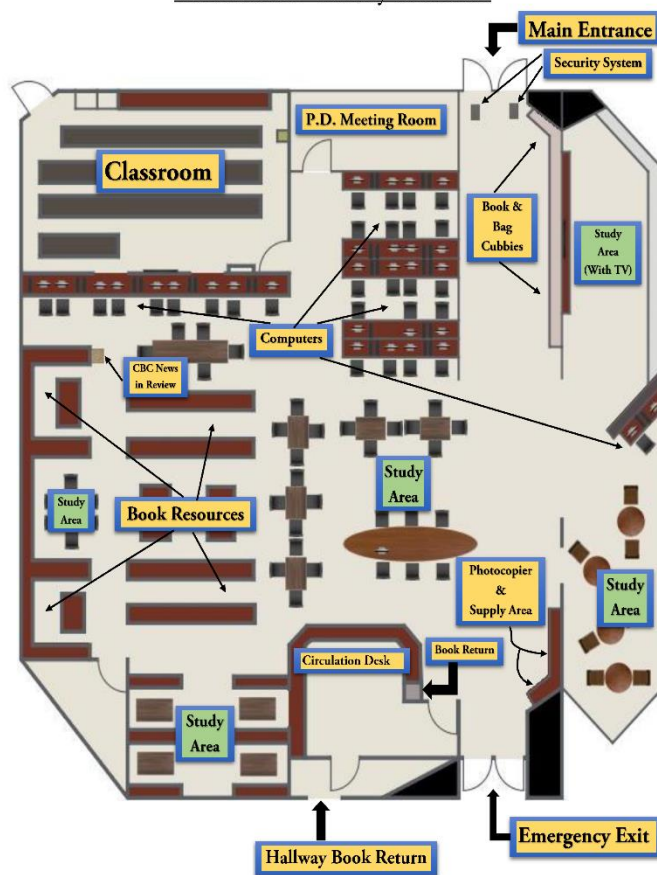
To have all students participate in a variety of events and activities at G. L. Roberts CVI, to promote school spirit, to make our school a better, healthier place, to develop a positive personal attitude and to have fun while doing so.

Academic studies, extra-curricular activities and good citizenship are all important facets of an education. A student earns the privilege of representing the school in extra-curricular activities only if s/he is achieving academically to the best of his/her ability, has satisfactory attendance and exercises appropriate sportsmanship and self-discipline when representing G. L. Roberts CVI.

Intramurals: Intramurals are offered at lunch time in the gym where different sports are played every week. Students must wear running shoes to participate. There are no sandals or flip-flops allowed.

Weight Room: The weight room is opened to students who have paid their membership fee to use from Monday to Friday at lunch and after school – check for specific days and times posted on the board next to the Weight Room.

G.L. Roberts – Library Floor Plan



NOTE: For the 2023-2024 School year the library will be used for by the Office and Guidance, while we undergo a renovation.

GRADUATION REQUIREMENTS/COURSES

Literacy at G. L. Roberts CVI

Successful completion of the Ontario Secondary School Literacy Test (OSSLT) is a graduation requirement for all students in the Province of Ontario. Students who are currently in Grade 10 and those students who were unsuccessful on previous tests, are eligible to write the test which will be held on March 27. Our Literacy Committee has taken several steps to help students in Grades 9 and 10 prepare for the test. These steps include:

- Using BAS/ LLI
- Literacy preparation days
- QUEST program
- Literacy Carnival
- EQAO style questions in a variety of contexts

In addition to the OSSD a student can earn:

- Certificate of Technological Studies (6 courses)
- Certificate of Art Studies (6 courses)
- Certificate of Business Studies (6 courses)
- Certificate of Environmental Studies (8 courses)
- SHSM in one of three disciplines (ask Guidance for more info!)

AWARDS

Honour Achievement

A student will be placed on the G. L. Roberts CVI Honour Roll at the end of Semester II if the student has an overall average of 80% or higher in the required number of credits.

Grade 9	A student's average is calculated on a minimum of 8 credits.
Grade 10	A student's average is calculated on a minimum of 8 credits.
Grade 11	A student's average is calculated on a minimum of 8 credits.
Grade 12	A student's average is calculated on a minimum of 6 credits.

An Honour Certificate will be awarded for each year a student achieves Honours. Students achieving honours on their best 6 grade 12 courses are eligible for the Ontario Scholar award.

Highest Proficiency Awards

The students in grades 9, 10 and 11 with the highest overall average on eight credits over two semesters are awarded engraved plaques.

Perfect Attendance Medals

Students with a full year of perfect attendance (no absences, lates, sign-ins or sign-outs) will receive the Perfect Attendance Medal.

The Exemplary Student Certificate

The Exemplary Student Certificate is awarded to a student in their graduating year who has met the following criteria:

- has exemplary attendance and punctuality as decided by the Principal or his/her designate
- has an average of 70% or higher in the year of application
- has exceeded the 40 Hour of Community Service Involvement
- has contributed to the school community through extra-curricular activities, demonstrating a leadership role
- has a teacher reference who supports this award criteria
- exhibits positive character traits and qualities of a good citizen

ASSESSMENT AND EVALUATION SCHOOL POLICY

Statement of Purpose

The primary purpose of assessment, evaluation, and reporting is to provide feedback to students, parents/guardians, and teachers that directs instruction in the classroom towards **improving students learning**.

Guiding Principles

G. L. Roberts CVI's assessment, evaluation and reporting policies support the directions set out in the policies of the Ministry of Education (Program Planning and Assessment, Curriculum Policy Documents, Growing Success) and of the Durham District School Board and pay due attention to issues of confidentiality.

Successful assessment and evaluation policies and practices are contingent on a partnership among and the shared responsibility of the school, the students, and the parent/guardians.

G. L. Roberts CVI's parents/guardians will receive feedback regarding school, board wide, and provincial student achievement, and the methods of assessment, evaluation and reporting, when appropriate.

In May 2010, the Ministry of Education released the document entitled "Growing Success". The "Growing Success" document sets policy and recommends practice in regard to assessing student work to inform teaching practice, evaluating student work and reporting on student progress. The "Growing Success" document can be downloaded from the Ministry website at www.edu.gov.on.ca/eng/document/curricul/policy.html

The purpose of the "Growing Success" document is to promote fair, transparent, and equitable assessment, evaluation, and reporting practices in Ontario schools with the aim of maintaining high standards, improving student learning, and benefiting students, parents/guardians and teachers in elementary and secondary schools.

Full Disclosure

All students taking grade 11 and 12 courses will be subject to a Full Disclosure policy. If a student is in a course five school days after the midterm-reporting period the course will appear on the transcript, even if it is dropped. Colleges and universities may use this information for making admission and scholarship decisions.

Grading

The percentage grade represents the quality of the student's overall achievement of the expectations for the course and reflects the corresponding level of achievement as described in the achievement chart for the discipline.

Achievement charts are organized into four broad categories:

- Knowledge/Understanding
- Thinking/Inquiry
- Communication
- Application/Making Connections

Weighting of categories will vary slightly to reflect the nature of the discipline/subject, consistent with Board and Provincial policies. Final Grades are based on a combination of formative and summative evaluations. Often, these are proportioned as 70% work done during the semester, and 30% in the form of summative evaluations (such as examinations, final projects, summative presentations, etc.).

Learning Skills

In addition to course expectations, students are to demonstrate learning skills in each of their courses. Teachers assess student progress in the following learning skill categories:

- Independent Work Responsibility Self-Regulation Collaboration Initiative Organization

Learning skills are not part of the student's course percentage grade, except in specific cases where a learning skill is embedded as a curriculum expectation. Learning skills are reported on the Provincial Report Card separately from the achievement of course expectations. These, combined with the grade, indicate the student's degree of success and effort.

Communication

Teachers will provide students with a course outline during the first week of classes. It is the student's responsibility to share this information with their parents. The course outline will include information on the assessment and evaluation.

Teachers report student achievement through a variety of formal and informal reporting methods such as, the Provincial Report Card, interviews, conferences, phone calls, early progress reports, and letters to parents. G. L. Roberts CVI will host a parent-teacher interview session each semester.

Assignment/Test Evaluation

In order for teachers to evaluate the achievement of curriculum expectations, a number of assessment and evaluation opportunities/tasks are provided for, and must be completed by, students. Deadlines are critical to the learning process as they:

- impact on the student's ability to absorb new classroom material and/or understand course expectations (ultimately affecting the student's credit);
- are part of normal workplace life;
- are a reasonable workload management strategy for students and teachers;
- bring closure to the unit of work; and
- allow the class to move forward in the curriculum and address other expectations.

Late Assignments

- It is the teacher's responsibility to post assignments and due dates.
- It is the responsibility of the student to seek assistance from the subject teacher when he/she is unable to complete the assignment(s) on time. Where possible this should be done in advance.
- Some deadlines are negotiated; some are absolute. A parental note or doctor's note may be requested as part of the negotiation process. If a student chooses not to submit/complete work either on a negotiated or absolute deadline, then that work may not be assessed or evaluated.

Tests

- It is the responsibility of the teacher to inform the student well in advance of test dates. Major test dates are to be posted at least one week in advance.
- It is the responsibility of the student to know test dates, to prepare for them, and to write the test on the set date.
- If a test is missed due to illness, or other legitimate reasons, it is the responsibility of the student to provide a note from his/her parent or guardian to the subject teacher indicating the reason for the absence and preferably the awareness that a test was missed.
- There are times when previously approved commitments conflict with scheduled tests i.e. extra-curricular activities. It is the responsibility of the student to make alternate test date arrangements prior to the test with the subject teacher.

A student will receive a consequence if he/she skips the class on the day the test was administered.

Examinations

There will be only one set of formal examinations in each semester - THE FINAL EXAMINATIONS. These exams are 1 to 2 hours in length. Since examinations may represent up to 30% of the students' final mark, all students are expected to write these examinations. **See the calendar in this agenda for the exact dates for each semester.**

Absence from Exam

If a student is absent for an exam, he/she must prove that the absence was unavoidable. In the case of illness, a doctor's note is required. In the case where the absence is deemed to be invalid, the exam mark shall be zero and the report mark shall reflect its impact.

Illness/Family Tragedy

If necessary, the school will arrange alternate exam settings for illness or a family tragedy on an individual basis.

Family Vacation/Employment

The exam periods are clearly marked on the school calendar. Students are expected to write exams during these periods. Alternate exam settings will not be arranged to accommodate family vacations, employment or other personal activities - the exceptions noted above.

Suspension

It is the responsibility of the student, or the parent/guardian to request alternate arrangements for missed tests, examinations or assignment deadlines, prior to the student's return to school. It is the responsibility of the teacher to accommodate these requests.

Cheating/Plagiarism

Cheating and plagiarism are serious concerns. G. L. Roberts CVI students are expected to be honest. In the case of cheating or plagiarism, the consequences will be consistent with the gravity of the individual situation, in consultation with department heads and administration as appropriate, dependent upon the magnitude and the intent of the act.

Cheating is defined as any attempt to give or obtain unauthorized assistance in a formal academic exercise. **Plagiarism** is a form of cheating that is defined as the use of the thoughts or ideas of someone else without crediting the source. If you use part or all of any other person's book, essay, magazine article, chart drawing, diagram, web site or any other piece of work in any of your assignments without proper acknowledgment, you are plagiarizing. If you submit an assignment written by anyone else or present information taken from the internet as your own, you are plagiarizing.

COMPUTER/MOBILE DEVICE SAFE AND ACCEPTABLE USE

These guidelines have been developed in accordance with the Durham District School Board Secondary School Acceptable and Safe Use Procedure. Use of DDSB internet & information technology facilities and resources of the shall be governed by all relevant federal (e.g. Copyright), provincial (e.g. *Education Act*), DDSB (Policies and Procedures), and local school (e.g. School Code of Behaviour) laws and regulations. Illegal, political or private commercial purposes are strictly prohibited. The onus is on the user to know and to comply with these laws and regulations.

Acceptable Use

Students will:

- not engage in any communications that cause someone to fear for their safety.
- use the technology as prescribed or approved by their teacher.
- not engage in cyber-bullying, visiting unacceptable sites, and/or illegal activities.
- not engage in any writing that is designed to insult or injure a person's reputation.
- accurately cite information from the Internet. Students will not plagiarize.
- abide by copyright laws. Students will not download and share copyrighted materials without the copyright holder's permission.
- abide by school procedures.
- not share passwords or data or misrepresent their identity.
- report all instances of hardware damage to any board device.

Safe Use

Students will:

- not post personal information about themselves or others. This information includes last name, age, sex, home addresses, telephone numbers, pictures, videos, routes taken to school, parents' hours of work, etc.
- inform the teacher immediately when accidental access to inappropriate materials or with unacceptable users has been made.
- seek help from school administrators, teachers and parents when victimized by Cyber-bullying.
- report Cyber-bullying concerns to school administrators, teachers and parents.

Appropriate Use

Students will:

- be polite in corresponding with others.
- not use language that is unacceptable in the classroom, including language that is racist, sexist, harassing, violent, or otherwise unacceptable.
- not send messages containing information that would cause discomfort to themselves or others if it were written in a classroom or other public place.
- not use the technology in ways that will disrupt other users. Any tactics which harm or compromise the functionality of the system are forbidden.
- assume that all communications received are private and confidential and will not disseminate them without permission from the original author.
- not collect or distribute personally identifiable information about others on the Internet.

Progressive discipline and technology

- Students will be monitored while using technology in class. This is a standard classroom management practice.
- Students will follow teachers' direction in using various technologies as a part of their classroom experience.
- Teachers will model appropriate behaviours for technology use.
- Teachers will be supported in redirecting students who are found off-task or using technology inappropriately.
- If a student is continually found off-task, teachers will employ a progressive disciplinary model which may include:
 - Task reassignment
 - Student/teacher conference(s)
 - Parent contact/involvement
 - Office referral
- The GLR administration may enact further progressive disciplinary action in certain situations. This may include:
 - Revocation of internet access privileges
 - Revocation of DDSB granted technology
 - Mandatory participation in Digital Citizenship workshops
 - Parent/Guardian conferences
 - Detention/suspension

DDSB Chromebooks & Chargers

Every secondary student will be issued a DDSB Chromebook that they will be responsible for.

Parent(s)/Guardian(s) have already signed waivers to receive and care for items.

- Any theft/damage/malfunction should be reported to the Main Office immediately.
- Device defects generally carry no repair/replacement costs.
- Accidental damage may carry a cost of \$50
- Willful damage or neglect may carry a full replacement cost of the unit.
- Devices should be used appropriately at all times.
- Gr. 12 students are required to return their chromebook as of their last exam in June.
- Students transferring to another Board of Education must return their chromebook upon their last day of school.

RELIGIOUS ACCOMMODATIONS

The Durham District School Board and GL Roberts CVI follow the Guidelines and *Procedures for the Accommodation of Religious Requirements Practices and Observances*. This document has been produced in compliance with requirements of Ontario's Equity and Inclusive Education Strategy within the contexts of the *Canadian Charter of Rights and Freedoms* and the *Ontario Human Rights Code*. This document assists us in creating and maintaining equitable and inclusive environments within our schools and facilities, and guides the process of providing religious accommodations as the need arises. The document is available for viewing at <http://ddsb.durham.edu.on.ca/DDSBmain.htm> (highlight programs on the left panel, then Equity and Inclusive Education, then Guidelines) or you may ask to review a copy at your child's school. If you anticipate that you or your family might require religious accommodation at any point during the school year we ask that you inform the administration at your child's school as early as possible, preferably at the start of the school year. Areas that you might consider include, but are not limited to, the following:

- Observation of major religious holy days and celebrations
- Accommodation in, or exemption from, specific areas of the curriculum or other school activities
- Religious attire
- Modesty requirements in physical education
- School opening and closing exercises
- Prayer
- Dietary requirements

You are also welcome to speak to your school administration about unanticipated religious accommodation needs as they arise.

HEALTH & SAFETY PROCEDURES

Emergency Drills (Fire, Lock Down, Nuclear Evacuation)

Fire Drills

Each room has a posted fire exit route. When the alarm sounds, quickly and quietly walk to the indicated exit. Once outside, students are to remain in class groupings with their teacher. Move well away from the building and keep roadways clear for emergency vehicles. A double bell will indicate that the building is safe for re-entry.

Lock Down Drills

To further promote student safety we participate in Lock Down drills with the Durham Regional Police. If a Lock Down drill is announced by administration, students in the halls, washrooms or cafeteria must go to the nearest classroom. Students in the South Oshawa Community Centre will also be directed to secure locations in the event of a Lock Down drill. Classroom doors will be locked, blinds closed and students kept silent and out of sight of windows per teacher direction. They will remain this way until the end of the Lock Down is announced by the administration.

Nuclear Evacuation

G. L. Roberts CVI is within the 10 km evacuation zone for Darlington Nuclear Power Plant. If we are evacuated due to an emergency at the Darlington power plant, our students will be bussed to our temporary holding centre/evacuation centre at Henry St. High School, 600 Henry St., Whitby, (905) 668-2731.

Severe Weather Drill

Spring and summer weather events can take many forms, some posing hazards. These differing hazards include extreme heat, heavy rain/flooding, lightning and strong winds and tornados. In order to prepare, we will practice two drills during the school year, with areas without windows being identified as our safe zones.

Locks, Lockers, Valuables and the Legal Right to Search

All lockers are school property. It is a student's responsibility to keep his/her locker clean and free from writing and damage. Repair charges will be levied where students purposefully or carelessly damage lockers. Students are not permitted to move to another locker or to exchange or share lockers without permission of an administrator. **Students must remove all locker contents at the end of each school year.** Materials left will be cleared so lockers may be cleaned over the summer.

Lockers must be secured with an approved combination lock and the combination must be on record in the office (a Dudley brand lock is recommended and can be purchased at the main office). Failure to meet this requirement may lead to a lock being removed at student expense. Do not allow other students to know your combination. Combinations must be kept private in order that belongings are protected. Valuables and large sums of money should not be brought to school. **The school is not responsible for lost, stolen or missing belongings from any area, including change rooms.**

School administration has the authority to search personal property and lockers where reasonable suspicion is present. This right to search is established to assist administration in providing for the safety and welfare of all students and staff under the Education Act.

Video Surveillance

Security Cameras are in operation for the safety of students, staff and visitors. Any person on school premises are subject to video recording.

Scent Free School

Chemicals used to add scents to products can cause serious health problems for some people, making them sick. Therefore, G.L. Roberts CVI is a scent free school.

Visitors/Trespassers

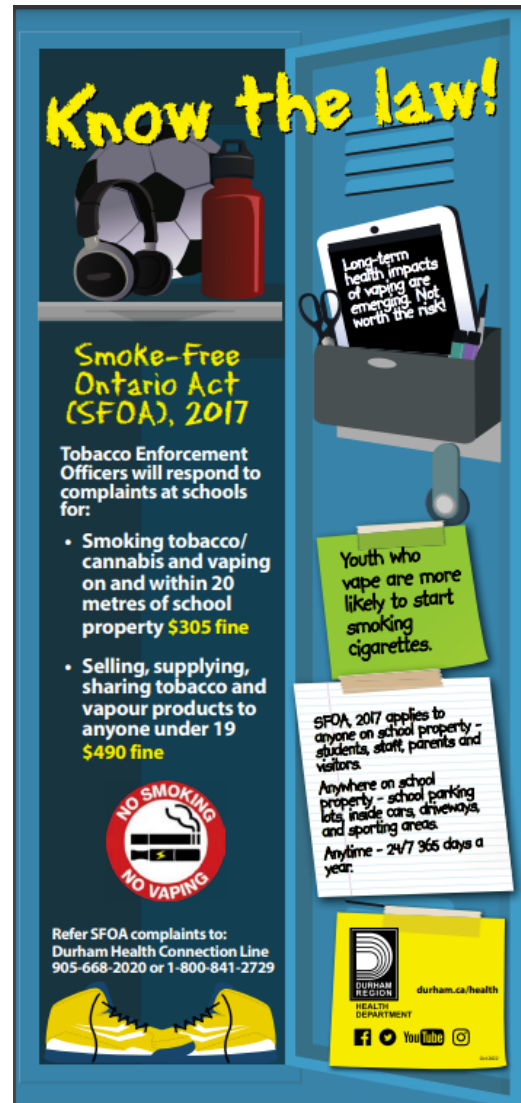
During the school day, the school grounds and buildings are out of bounds to all except registered students at G.L. Roberts CVI, their parents or guardians, DDSB staff or persons having business with administration or staff. All visitors must report directly to the office for permission to be on the school site. Failure to report to the office for approval, and being on the property without approval, may result in a charge of trespassing being laid by the Durham Regional Police Service. Do not invite friends to visit you at school. Students and staff who notice people who do not belong on the property should immediately notify the main office. If students become aware of a crime or breach of the G.L. Roberts CVI Code of Conduct, such a breach must be reported to the office. Students may also access Crimestoppers at (905) 436-8477.

Smoking and Vaping

The *Smoke Free Ontario Act* is enforced by Tobacco Enforcement Officers from the Durham Region Health Department. Under this Act, smoking or vaping is not permitted on school grounds. Note that the school property includes the Community Centre grounds and the parking lots. Smoking/holding lit tobacco anywhere on school property could cost you \$305 and result in a suspension from school. Giving or sharing a cigarette with anyone under 19 could cost you \$365.00. Be prepared for further legislation which will limit the use of electronic devices of this type as well.

Snowballs And Throwing Of Other Objects

The throwing of any object is not acceptable as it leads to conflict, personal injury, and/or property damage. This includes snowballs and other objects. Misconduct will result in disciplinary action, and possible police action.



SCHOOL COMMUNITY COUNCIL (S.C.C.)

The School Community Council acts in an advisory capacity on matters such as the code of conduct, the dress code, the school plan, curriculum and budget priorities, the school year calendar and the development of policy. Meeting dates are included in the school calendar. Please see our school website for more information on the S.C.C. New members are always welcome.

DDSB STUDENT CODE OF CONDUCT

1.0 Introduction

The legislation and regulations, as revised, prescribe certain rights, standards, expectations and processes for determining consequences:

- A school is a place that promotes responsibility, respect, civility and academic excellence in a safe learning and teaching environment.
- All students, parents, teachers and staff have the right to be safe, and feel safe, in their school community. With this right comes the responsibility to be law-abiding citizens and to be accountable for actions that put at risk the safety of others or oneself.
- The Ontario Code of Conduct sets clear provincial standards of behaviour. It specifies the consequences for student actions that do not comply with these standards.
- The Provincial standards of behaviour apply not only to students, but also to all individuals involved in the publicly funded school system – parents or guardians, volunteers, teachers and other staff members – whether they are on school property, on school buses or at school-authorized events or activities.

The Code of Conduct for the Durham District School Board reflects the provincial policy.

2.0 Statement of Purpose

The Durham District School Board encourages and supports the principles of prevention and response in Codes of Conduct developed by schools. A school principal shall establish a local Code of Conduct governing the behaviour of all persons in the school, and the local code shall be consistent with the Ontario and Board Codes of Conduct. When establishing or reviewing a School Code of Conduct, the principal shall consider the views of the School Community Council with respect to its content.

A student may be suspended or expelled from his or her school, expelled from attending any school in the School Board, and/or prohibited from engaging in school-related activities if the student commits an infraction of the Code of Conduct while he or she is at school, engaged in a school-related activity, or engaged in conduct that has a relationship to the school, school community, the reputation of the school or Board, or has an impact on the school climate. Police involvement will be required as outlined in the Police/School Board Protocol and noted in sections 9.2.1 and 9.6.1 below.

3.0 Purposes of the Code

The purpose of this Provincial Code of Conduct is 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 and illegal drugs
7. To prevent bullying in schools

4.0 Guiding Principles

G.L. Roberts CVI supports the provincial guiding principles of the Ontario Code of Conduct:

- All participants involved in the publicly funded school system – students, parents or guardians, volunteers, teachers and other staff members are included in this Code of Conduct whether they are on school property, on school buses or at school authorized events or activities.
- All members of the school community are to be treated with respect and dignity, especially persons in positions of authority.
- Recognition and acceptance of, and sensitivity toward, equity and inclusiveness are expectations within the school community.
- Maintaining a safe environment is the responsibility of the entire school community including students, staff and parents.
- Responsible citizenship involves appropriate participation in the civic life of the school community. Active and engaged citizens are aware of their rights, but more importantly, they accept responsibility for protecting their rights and the rights of others.
- The Durham District School Board expects that Progressive Discipline will be used as a means to support the Code of Conduct.
- Progressive Discipline is an approach that makes use of a continuum of prevention programs, interventions, supports, and consequences, building upon strategies that incorporate skills for healthy relationships and promote positive behaviours.
- The goal of discipline is to support a safe, inclusive, and accepting learning and teaching environment in which every student can reach his or her full potential.
- All inappropriate student behaviour, including bullying, will be addressed.
- Responses to behaviours that are contrary to the School's Code of Conduct must be developmentally appropriate.
- Insults, disrespect, bullying and other harmful acts disrupt learning and teaching in a school community. Members of the school community have a responsibility to maintain an environment where conflict and difference can be addressed in a manner characterized by respect and civility.
- Members of the school community are expected to use non-violent means to resolve conflict. Physically aggressive behaviour is not a responsible way to interact with others.
- The possession, use or threatened use of any object to injure another person endangers the safety of oneself and others.
- Alcohol and illegal drugs are potentially addictive and present a health hazard. Ontario schools will work cooperatively with police, drug and alcohol agencies to promote prevention strategies and, where necessary, respond to school members who are in possession of, or under the influence of, alcohol or illegal drugs. In addition, smoking or the distribution of tobacco on school property is prohibited by law.

5.0 Principles of Prevention

G.L. Roberts CVI is committed to developing a positive school climate. School climate is the tone or prevailing attitude within the school which encompasses the physical attributes of a school as well as levels of order, satisfaction and productivity. An enhanced school climate contributes to the reduction or the prevention of discipline and crime problems in the school. The following factors contribute to an enhanced school climate and the reduction of security and discipline problems:

(a) Positive Academic Environment

- Focus on student success, learning for all, student achievement
- Ensure a creative and stimulating learning atmosphere
- Communicate academic expectations clearly
- Ensure students see themselves reflected in the curriculum

(b) Values/Skills Curriculum

- Provide formal and informal instruction to promote concepts of respect, caring for self and others, conflict resolution, concern for the environment, and principles of law and citizenship
- Focus on equity and inclusive education
- Provide for Character Education development

(c) Physical Environment

- Promote an enhanced physical environment that fosters pride and caring about surroundings
- Encourage actions to remodel school areas that are prone to problems

(d) Supportive Climate for Students and Staff

- Promote programs to enhance personal wellness
- Establish peer programs to provide support, encouragement, awareness, and education
- Provide access to counselors, teachers and support personnel to assist with personal problems, school and career issues

(e) Codes of Conduct

- Prepare and annually review codes of conduct in collaboration with students, staff and parents, and communicate them clearly to all involved
- Implement Progressive Discipline in a manner that is fair and equitable
- Encourage staff as role models for effective communication, mutual respect and problem resolution

- Foster a welcoming school environment to encourage increased participation by parents/guardians in their child's education, school activities and school policy-making
- Involve parents/guardians in activities aimed at creating a home environment compatible with that of the school where non-violent resolution of problems prevails
- Offer access to appropriate supports for parents/guardians

(g) Community Partnerships

- Promote community awareness and participation in the school to enhance cohesiveness, support and effective use of resources
- Increase involvement of students in community service activities to create a climate of caring, respect and trust

(h) Student Participation

- Involve students in establishing a positive school culture and climate through problem solving, and opportunities for input into safe school initiatives to create a sense of ownership of and responsibility for the school community
- Provide leadership opportunities at the school and in the community

(i) Staff Knowledge and Understanding

- Understand and apply Progressive Discipline including mitigating and other factors
- Understand and apply bullying prevention and awareness strategies, and interventions and support strategies
- Understand and apply Character Education initiatives
- Devise school climate enhancement initiatives

6.0 Roles and Responsibilities

School Boards provide direction to their schools that ensure opportunity, excellence and accountability in the education system.

School boards:

- Develop policies that set out how their schools will implement and enforce the provincial Code of Conduct and all other rules that they develop that are related to the provincial standards that promote and support respect, civility, responsible citizenship, and safety
- Establish a process that clearly communicates the provincial Code of Conduct and school board codes of conduct to all parents, students, principals, teachers, other school staff, and members of the school community in order to obtain their commitment and support
- Review these policies regularly with those listed above
- Seek input from school councils, their Parent Involvement Committees, and their Special Education Advisory Committee
- Develop effective intervention strategies and respond to all infractions related to the standards for respect, civility, responsible citizenship, and safety
- Provide opportunities for all of the staff to acquire the knowledge, skills, and attitudes necessary to develop and maintain academic excellence in a safe learning and teaching environment

Principals, under the direction of their school board, take a leadership role in the daily operation of a school. They provide this leadership by:

- demonstrating care and commitment to academic excellence and a safe teaching and learning environment
- holding everyone, under their authority, accountable for their behaviour and actions
- communicating regularly and meaningfully with all members of their school community

Teachers and School Staff, under the leadership of their principals, maintain order in the school and are expected to hold everyone to the highest standard of respectful and responsible behaviour. As role models, staff uphold these high standards when they:

- help students work to their full potential and develop their self-worth
- communicate regularly and meaningfully with parents
- maintain consistent standards of behaviour for all students
- demonstrate respect for all students, staff and parents
- prepare students for the full responsibilities of citizenship

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 a student:

- comes to school prepared, on time and ready to learn
- shows respect for themselves, for others and for those in authority
- refrains from bringing anything to school that may compromise the safety of others
- follows the established rules and takes responsibility for his or her own actions

Parents play an important role in the education of their children and have a responsibility to support the efforts of school staff in maintaining a safe and respectful learning environment for all students. Parents fulfill this responsibility when they:

- show an active interest in their child's school work and progress
- communicate regularly with the school
- help their child be neat, appropriately dressed and prepared for school
- ensure that their child attends school regularly and on time
- promptly report to the school their child's absence or late arrival
- become familiar with the Code of Conduct and school rules
- encourage and assist their child in following the rules of behaviour
- assist school staff in dealing with disciplinary issues
- demonstrate respect for all students, staff and parents

Community Partners and the Police

Through outreach, partnerships already in place may be enhanced and new partnerships with community-based service providers and members of the community (e.g., Aboriginal Elders) may also be created. Community-based service providers are 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 and adhere to the Code of Conduct.

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 local school board. These protocols are based on a provincial model that was revised in 2011 by the Ministry of Community Safety and Correctional Services and the Ministry of Education.

7.0 Standards of Behaviour

The G. L. Roberts CVI code of conduct includes the Ontario and Durham District School Board standards of behaviour and complies with all federal, provincial and municipal laws and regulations.

Respect, Civility and Responsible Citizenship:

All school members must:

- Respect and comply with all applicable federal, provincial and municipal laws
- Demonstrate honesty and integrity
- Respect differences in people, their ideas and opinions
- Respect and treat others fairly at all times, regardless of, for example, race, ancestry, place of origin, colour, ethnic origin, citizenship, religion, gender, sexual orientation, age, or disability, and especially when there is disagreement
- 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 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, or provide others with alcohol or illegal drugs
- 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

Durham District School Board Standards of Behaviour

In accordance with the above, the Board has developed the Durham District School Board Code of Conduct Policy #5500 and Regulation #5500 and the Student Dress Code, Regulation #5550.

8.0 Consequences

G.L. Roberts CVI and the Durham District School Board support a proactive approach to discipline. Progressive discipline is the underlying philosophical approach to determining the consequences for students whose behaviour is deemed to be inappropriate and requiring disciplinary action.

Positive reinforcement of students, parental involvement, community links, liaison with the community police officers, and modeling behaviours related to non-violence are strategies used to promote acceptable behaviour and maintain a safe school climate and a positive school environment.

Consequences for unacceptable behaviour may range from initial intervention strategies such as counselling and parental communication to detention, behaviour contracts, Restorative Practices, Support and Responsibility Agreements, suspension and expulsion. Peer mediation and conflict resolution programs are important initiatives that support the implementation of the Code of Conduct.

The G.L. Roberts CVI Code of Conduct guides discipline in the school and the determination of consequences for inappropriate behaviour. Mitigating factors are always considered before determining consequences.

Where behaviour is persistent or the incident is of a serious nature, suspension may result, excluding the student from the learning environment.

In situations where consideration for expulsion is appropriate the principal, after completing an investigation, may recommend expulsion of the student to the Board.

Consequences should be appropriate to the nature of the unacceptable behaviour.

9.0 Suspensions, Expulsions, Mitigating and Other Factors**Suspension**

Suspension is a consequence imposed upon a student whereby he or she is prohibited from attending at his or her school and from engaging in all school-related activities for a defined period of time of 1 to 20 days. Students may be suspended out of school for serious breaches of our school's Code of Conduct. Students serving a suspension **must not appear on or be seen near school property**. *Failure to comply will result in further suspensions, a parental interview and/or trespassing charges.* During a suspension, students are encouraged to keep up with missed work. Academic programs are available for students on suspensions that extend from 6 to 10 days and both academic and non-academic programs are available for students with suspensions of 11 to 20 days in duration. Upon return from suspensions students **must** meet with the administrator to review expectations of behaviour prior to returning to class.

9.2.1 Circumstances Leading To Possible Suspension

A Principal shall consider whether to suspend a pupil if he or she believes that the pupil has engaged in any of the following activities while at school, at a school-related activity or in other circumstances where engaging in the activity will have an impact on the school climate:

1. uttering a threat to inflict serious bodily harm on another person*;
2. possessing alcohol or illegal drugs*;
3. being under the influence of alcohol;
4. swearing at a teacher or at another person in a position of authority;
5. committing an act of vandalism that causes extensive damage to school property at the pupil's school or to property located on the premises of the pupil's school*;
6. bullying; or,
7. any other activity that is an activity for which a principal may suspend a pupil under a policy of the Board. Other suspendable infractions include but are not limited to:
 - a) possessing or dispensing controlled or intoxicating substances that are not prescribed for medical purposes;
 - b) being under the influence of illegal, controlled or intoxicating substances that are not prescribed for medical purposes;
 - c) smoking on school property;
 - d) committing vandalism, destruction, damage to school property or to the property of others located on or in school premises;
 - e) stealing property;
 - f) engaging in intimidation, extortion*, harassment*, or verbal aggression;
 - g) misusing or misappropriating school property or services, including computers and other technology systems;
 - h) engaging in hate motivated incidents*;
 - i) engaging in gang related activity*;
 - j) possessing dangerous objects or substances, including for example laser pointers; gloves with studs on knuckles; or any other item deemed by the principal to be unsafe or a hazard to persons or property in the school;
 - k) committing physical assault on another person*;
 - l) engaging in or encouraging a fight;
 - m) engaging in conduct that constitutes opposition to authority;
 - n) demonstrating poor attendance that warrants disciplinary action;
 - o) engaging in behaviour that is disruptive to the learning environment of the class or school;
 - p) engaging in conduct that is detrimental to the moral tone of the school;
 - q) wearing clothing/apparel that is inappropriate, offensive or violates the school Dress Code;
 - r) engaging in unauthorized gambling or games of chance;
 - s) engaging in another activity that, under the Code of Conduct of the school, is one for which a suspension is warranted.

* may require police involvement as outlined in the Police/School Board Protocol.

Note: In considering whether to suspend a pupil for engaging in an activity described in 9.2.1, a Principal shall take into account the mitigating factors, as well as the other factors, listed in section 8.

9.6.1 Circumstances Leading to a Suspension, Investigation, and Possible Expulsion

The following list outlines circumstances where a suspension must be imposed, pending an investigation by the Principal to determine whether an expulsion by the Board is warranted.

A Principal shall suspend a pupil if he or she believes that the pupil has engaged in any of the following activities while at school, at a school-related activity or in other circumstances where engaging in the activity will have an impact on the school climate:

1. possessing a weapon, including possessing a firearm*;
2. using a weapon to cause or to threaten bodily harm to another person*;
3. committing physical assault on another person that causes bodily harm requiring treatment by a medical practitioner*;
4. committing sexual assault*;
5. trafficking in weapons or in illegal drugs*;
6. committing robbery*;
7. giving alcohol to a minor*;
8. any other activity that, under a policy of a board, is an activity for which a Principal must suspend a pupil and conduct an investigation to determine whether to recommend to the board that the pupil be expelled. Other suspendable infractions including but not limited to:
 - a) hate motivated violence*;
 - b) gang related violence*;
 - c) trafficking in controlled or intoxicating substances not prescribed or dispensed for medical purposes*;
 - d) uttering threats or threatening conduct intended to intimidate*;
 - e) engaging in harassment*;

f) ongoing conduct that is so refractory (persistent) that the student's presence in the school or classroom is considered by the principal to effect a danger or possibility of harm, physical or emotional, to others in the school or to the reputation of the school. (*require police involvement as outlined in the Policy/School Board Protocol.)

Investigation

In the case of a suspension, in the circumstances set out in 9.6.1, the Principal must also conduct an investigation to determine whether to recommend to the Board, in consultation with his or her Area Superintendent, that the pupil be expelled.

Expulsion

Expulsion is a consequence imposed upon a student, by the Board, for an activity that is determined to warrant that the student be excluded from his or her school, or from all schools in the Board, and from engaging in all school-related activities, for an undefined period of time.

Mitigating and Other Factors

The following mitigating and other factors (as specified and as may be amended from time to time by the *Education Act* and Regulations there under) will be considered:

Mitigating Factors:

1. the student does not have the ability to control his or her behavior;
2. the student does not have the ability to understand the foreseeable consequences of his or her behaviour; or
3. the student's continuing presence in the school does not create an unacceptable risk to the safety of any person.

Other Factors:

The following criteria shall also be taken into account if they would mitigate the seriousness of the activity for which the pupil may be or is being suspended or expelled:

1. the pupil's history;
2. whether a progressive discipline approach has been used with the pupil;
3. whether the activity for which the pupil may be or is being suspended or expelled was related to any harassment of the pupil because of his or her race, ethnic origin, religion, disability, gender or sexual orientation or to any other harassment;
4. how the suspension or expulsion would affect the pupil's ongoing education;
5. the age of the pupil; or
6. in the case of a pupil for whom an individual education plan has been developed,
 - i. whether the behaviour was a manifestation of a disability identified in the pupil's individual education plan,
 - ii whether appropriate individualized accommodation has been provided, and
 - iii whether the suspension or expulsion is likely to result in an aggravation or worsening of the pupil's behaviour or conduct.

Each member of the Durham District School Board community is expected to contribute to a positive school climate by recognizing that each student is unique, valued, welcomed, supported and has an important voice. We believe that "We are better together."

This discipline code complies with the Ontario *Schools Code of conduct* and *Durham District School Board Code of Conduct* and Board policies. Input has been provided in development by staff, students and the school community council (S.C.C.).



September 2023

Teamwork - I work cooperatively, valuing the opinions of others, towards a common goal. I encourage others to participate.

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday/Sunday
				1	2
					3
4 WEEK 1	5 Grade 9s Only Grade 9 Photo Day	6 Regular Classes Begin - All Grades Semester 1 Begins	7	8	9
					10
11 WEEK 2	12	13	14	15	16
					17 
18 WEEK 1	19	20	21	22	23
					24
25 WEEK 2 	26	27	28 Water Festival @ Camp Samac	29 Water Festival @ Camp Samac	30 

October 2023

Responsibility - I am reliable and dependable to do my work. I take responsibility for what I say and do. I think before I act, understanding there are consequences for my actions.

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday/Sunday
					1
2 WEEK 1	3	4	5 	6 PD Day	7
					8
9 WEEK 2 	10	11	12	13	14
					15
16 WEEK 1	17	18	19	20	21
					22
23 WEEK 2	24	25	26	27 GL Roberts Sr. Boys Volleyball Tournament	28
					29
30 WEEK 1	31 				

November 2023

Respect - I treat other people the way I want to be treated. I am courteous and polite. I listen to what people say. I don't insult, ridicule, or name call. I protect property and the environment.

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday/Sunday
		1	2	3	4
					5
6 WEEK 2	7	8 Term 2 Begins	9	10	11  Least We Forget
					12 Happy Diwali 
13 WEEK 1	14	15	16 	17 PD Day	18
					19
20 WEEK 2 	21	22	23	24	25
					26
27 WEEK 1	28	29	30		


December 2023

Perseverance - I am determined and work hard to finish what I start even if it is difficult.
I complete all tasks to the best of my ability. I do not give up when faced with challenges.

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday/Sunday
				1	2
					3
4 WEEK 2	5	6	7	8 Happy Hanukkah  GL Roberts Sr. Girls Volleyball Tournament	9 Happy Hanukkah
11 WEEK 1 Happy Hanukkah	12 Happy Hanukkah	13 Happy Hanukkah	14 Happy Hanukkah	15 Happy Hanukkah	10 Happy Hanukkah
					16
					17
18 WEEK 2	19	20	21	22	23
					24
25 Happy Holidays	26 	27 	28 	29 	30 
					31 



January 2024

Optimism - I have a positive attitude. I look at challenges as opportunities for learning. I have hope for the future.

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday/Sunday
1 	2	3	4	5	6 7
8 WEEK 1	9 Last Day for Trips for Semester 1	10	11	12	13 14
15 WEEK 2	16	17 Grade 9 Math EQAO	18 Grade 9 Math EQAO	19 Grade 9 Math EQAO	20 21
22 WEEK 1	23	24 Summatives	25 Summatives	26 Summatives	27 28
29 WEEK 2 Summatives	30 Summatives	31 Credit Completion Day			




February 2024

Kindness - I am sensitive to people's feelings. I help others in need. I am never mean or hurtful with my actions or words. I am charitable.

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday/Sunday
			1 Semester 2 Begins	2 GL Roberts Jr. Girls Volleyball Tournament	3
					4
5 WEEK 1	6	7	8	9	10 
					11
12 WEEK 2	13	14  ASH WEDNESDAY	15 	16 PD Day	17
					18
19 WEEK 1 	20	21	22	23	24
					25
26 WEEK 2	27	28 	29		

March 2024

Integrity - I always try to do what's right, even when it is difficult. I am true to be my very best self.
I live up to the highest ethical standards.

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday/Sunday
				1	2
					3
4 WEEK 1	5	6	7	8 March Break	9
					10
11 	12	13 March Break	14	15	16
					17
18 WEEK 2	19	20	21	22	23
					24
25 WEEK 1 	26 OSSLT (EQAO Literacy)	27 OSSLT (EQAO Literacy)	28 OSSLT (EQAO Literacy)	29 Good Friday	30
					31 

April 2024

Honesty - I am truthful and sincere.

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday/Sunday
1 WEEK 2 Easter Monday	2	3	4	5	6
					7
8 WEEK 1	9 	10	11	12	13
					14
15 WEEK 2	16	17 Term 2 Begins	18	19 PD Day	20
					21
22 WEEK 1	23	24	25	26	27
					28
29 WEEK 2	30				


May 2024

Empathy - I respect and understand the feelings of others. I act with kindness and compassion.

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday/Sunday
		1	2	3 Plant Sales at Lunch	4
					5
6 WEEK 1	7	8	9	10 Plant Sales at Lunch	11
					12
13 WEEK 2	14	15	16	17 Plant Sales at Lunch	18
					19
20 WEEK 1 Victoria Day	21	22	23	24 Plant Sales at Lunch	25
					26
27 WEEK 2	28	29	30	31 Last Day for Trips for Semester 2	

June 2024

Courage - I face my fears with confidence - being brave. I face challenges directly.

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday/Sunday
					1
					2
3 WEEK 1	4 Special Olympics	5 Special Olympics	6 Special Olympics	7	8
					9
10 WEEK 2	11	12 Grade 9 Math EQAO	13 Grade 9 Math EQAO	14 Grade 9 Math EQAO	15
					16
17 WEEK 1	18	19 Summatives	20 Summatives	21 Summatives 	22
					23
24 WEEK 2 Summatives	25 Summatives	26 Credit Completion Day <i>Commencement</i>	27	28	29
					30

LEARNING SKILLS

The development of learning skills and work habits is an integral part of a student's learning. It is expected that teachers will work with students to help them develop the learning skills and work habits identified in the following table. For each of the skills and habits, the table provides examples of associated behaviours, which are designed to guide teachers in the instruction, assessment, and evaluation of the learning skills and work habits. The sample behaviours are intended to assist *but not restrict* teachers in their efforts to help students become effective learners, and will look different at the various grade levels.

LEARNING SKILLS AND WORK HABITS IN GRADES 1 TO 12	Learning Skills and Work Habits	Sample Behaviours
	Responsibility	<p>The student:</p> <ul style="list-style-type: none"> fulfils responsibilities and commitments within the learning environment; completes and submits class work, homework, and assignments according to agreed-upon timelines; takes responsibility for and manages own behaviour.
	Organization	<p>The student:</p> <ul style="list-style-type: none"> devises and follows a plan and process for completing work and tasks; establishes priorities and manages time to complete tasks and achieve goals; identifies, gathers, evaluates, and uses information, technology, and resources to complete tasks.
	Independent Work	<p>The student:</p> <ul style="list-style-type: none"> independently monitors, assesses, and revises plans to complete tasks and meet goals; uses class time appropriately to complete tasks; follows instructions with minimal supervision.
	Collaboration	<p>The student:</p> <ul style="list-style-type: none"> 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 interactions; works with others to resolve conflicts and build consensus to achieve group goals; shares information, resources, and expertise and promotes critical thinking to solve problems and make decisions.
	Initiative	<p>The student:</p> <ul style="list-style-type: none"> looks for and acts on new ideas and opportunities for learning; demonstrates the capacity for innovation and a 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.
	Self-regulation	<p>The student:</p> <ul style="list-style-type: none"> 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.

STUDY SKILLS

Do you have zero motivation to study because you just don't know where to begin? Do you study for hours, days, and weeks, and still blank out on tests? Don't worry, you're not alone! Here are some general guidelines to help you get the best out of your studying.



1. Figure out your learning style. Everyone learns in a different way. The best way to improve your study skills is to first figure out how you learn. If you can remember things better by listening to someone else explain them, or feel like you can get more accomplished with some soft music or background noise when you study, you are most likely an Auditory learner. Try tape recording class lectures or discussions and play them back later when you sit down to study.

If you need to see things written out to prefer reading your textbook to understand the material, you are probably more of a Visual learner. Take notes during class so you can read them later. Try to fit your material into graphic organizers or draw pictures to help you remember.

Are hands-on projects how you learn the best? You might be a Tactile / Kinesthetic learner. Role playing, recreating projects or scenes and lots of movement (like pacing) could help you study more effectively.

2. Learn time management skills. Organization is the key to improving study skills. Set out a plan before you begin and stick to it. It will not only help you accomplish your goals, it will keep you on track time-wise.
3. Study in short bursts. There is nothing worse than burnout when you are trying to study. Don't try to do a marathon session if studying, as you will not be able to remember everything all at once. Take breaks every now and then between chapters or subjects to give your brain a rest!
4. Block out distractions. Turn off your phone, shut off your IM program and the TV, and close your door. Nothing will derail your studying as quickly as interruptions. If you really want to be successful, you need to focus.
5. Cramming is not the answer. Don't put off studying for a test until the last minute. Most teachers give you plenty of advance warning before an upcoming test. Study small sections at a time over a span of days and you will remember more. Then you can review everything right before the test if it is necessary. You might be surprised at how much you actually remembered.

Take your time, make a plan, and stick with it. The key to improving study skills is to study smart, not hard. Don't procrastinate and don't get distracted. You'll be taking the test sooner than you think!

Quick tips:

Don't get behind on your studying or homework. Keep up to date with your assignments to relieve some stress in the long run and to study more effectively.

Before you start studying, make sure you have everything you need—books, paper, pencils/pens to cut back on distractions.

TIME MANAGEMENT TIPS FOR HIGH SCHOOL STUDENTS

It's 10 p.m. – Do You Know Where Your Homework Is?

Does it seem like there's never enough time in the day to get everything done? Feel like you're always running late? Here are some tips for taking control of your time and organizing your life.



1. Make a “To Do” List Every Day.

Put things that are most important at the top and do them first. If it's easier, use a planner to track all of your tasks. And don't forget to reward yourself for your accomplishments.

2. Use Spare Minutes Wisely.

Get some reading done on the bus ride home from school, for example, and you'll kill two birds with one stone.

3. It's Okay to Say “NO.”

If your boss asks you to work on a Thursday night and you have a final exam the next morning, realize that it's okay to say no. Keep your short and long-term priorities in mind.

4. Find the Right Time.

You'll work more efficiently if you figure out when you do your best work. For example, if your brain handles math better in the afternoon, don't wait to do it until late at night.

5. Review Your Notes Every Day.

You'll reinforce what you've learned, so you need less time to study. You'll also be ready if your teacher calls on you or gives a pop quiz.

6. Get a Good Night's Sleep.

Running on empty makes the day seem longer and your tasks seem more difficult.

7. Communicate Your Schedule to Others.

If phone calls are proving to be a distraction, tell your friends that you take social calls from 7-8 p.m. It may sound silly, but it works.

8. Become a Task Master.

Figure out how much free time you have each week. Give yourself a time budget and plan your activities accordingly.

9. Don't Waste Time Agonizing.

Have you ever wasted an entire evening by worrying about something that you are supposed to be doing? Was it worth it? Instead of agonizing and procrastinating, just do it.

10. Keep Things in Perspective.

Setting goals that are unrealistic sets you up for failure. While it's good to set high goals for yourself, be sure not to overdo it. Set goals that are difficult yet reachable.

Consider these tips, but personalize your habits so that they suit you. If you set priorities that fit your lifestyle, you'll have a better chance of achieving your goals.

LANGUAGE REFERENCE MATERIAL

Punctuation Usage

- . A *period* is used to end a sentence. It shows when an idea is finished.
- , A *comma* is used to list things, to separate parts of a sentence, or to indicate a pause in a sentence.
- ? A *question mark* is used when writing a question, to make an inquiry, or to ask something.
- ! An *exclamation mark* is used to write about a strong emotion.
- ' An *apostrophe* is used to show that something belongs to something else or to put two small words together.
- “” *Quotation marks* are used around the words that people have said, or direct speech.
- : *Colons* can be used at the beginning of a list.
- ; A *semicolon* is used to connect two interdependent statements.
- ... An *ellipsis* is used to show where words have been excluded when writing what a person said. It can also be used to show that there is more to be said but the person stopped at that point.
- A *hyphen* is used in compound words, to show word breaks at the ends of lines, and to avoid letter collisions.
- A *dash* is used to add emphasis or drama in a sentence or to indicate a range of numbers.
- () *Brackets* are used to include information in a sentence that is an aside from the main purpose of the sentence.
- [] *Square brackets* are used to include explanatory information within a direct quote.

Parts of Speech

<u>PART OF SPEECH</u>	<u>BASIC FUNCTION</u>	<u>EXAMPLES</u>
noun	names a person, place, or thing	<i>pirate, Caribbean, boat</i>
pronoun	takes the place of a noun	<i>I, you, he, she, it, ours, ,</i>
verb	identifies action or state of being	<i>sing, dance, believe, be</i>
adjective	modifies a noun	<i>hot, lazy, funny</i>
adverb	modifies a verb, adjective, or other adverb	<i>softly, lazily, often</i>
preposition	shows a relationship between a noun (or pronoun) and other words in a sentence	<i>up, over, against, by, for</i>
conjunction	joins words, phrases, and clauses	<i>and, but, or, yet</i>
interjection	expresses emotion	<i>ah, whoops, ouch</i>
article	identifies and specifies a noun	<i>a, an, the</i>

Spelling Tips

Among the many tips we can give you, the number one rule is **don't rely on electronic spellcheckers!** They can miss errors—especially when you have used the wrong word but spelled it correctly. To prove it, we've included a little poem and messed up all the words. And the spellchecker thinks it's fine!

Eye have a spelling chequer,
It came with my Pea Sea.
It plane lee marks four my revue
Miss Steaks I can knot sea.

Eye strike the quays and type a
whirred
And weight four it two say
Weather eye am write oar wrong
It tells me straight a weigh.

Eye ran this poem threw it,
Your shore real glad two no.
Its vary polished in its weigh.

My chequer tolled me sew.

A chequer is a bless thing,
It freeze yew lodes of thyme.
It helps me right all stiles of righting,
And aides me when eye rime.

Each frays come posed up on my screen
Eye trussed too bee a joule.
The chequer pours o'er every word
Two cheque sum spelling rule.

MATH and SCIENCE REFERENCE MATERIAL




IMPORTANT DATES 2023-2024

August 31, 2023	Provincial Priority Day (school closed)
September 1, 2023	Board Designated Holiday (school closed)
September 4, 2023	Labour Day Holiday (school closed)
September 5, 2023	First Day of School for Grade 9's ONLY
September 6, 2023	First Day of School for All Grades
October 6, 2023	Professional Priority Day (school closed)
October 19, 2023	Parent-Teacher Interviews
November 17, 2023	Professional Activity Day (school closed)
Dec 25 – Jan 5	Winter Break (school closed)
January 24-30, 2023	Summative
January 31, 2023	Credit Completion
February 1, 2023	Semester 2 Term 1 begins
February 16, 2023	P.A. Day (no classes)
February 19, 2023	Family Day Holiday (school closed)
March 8-15, 2023	March Break (school closed)
March 29, 2023	Good Friday Holiday (school closed)
April 1, 2023	Easter Monday Holiday (school closed)
May 19, 2023	Victoria Day Holiday (school closed)
June 19-25, 2023	Summative
June 26, 2023	Credit Completion
June 27 & 28, 2023	Professional Priority Day (school closed)

DAILY SCHEDULE

All students are to be in their seats, ready to learn at 9:30 am each morning.

 <div>G.L. Roberts CVI Daily Schedule</div>	
Period	TIME
Homeroom	9:30am – 9:35am (5 min)
PERIOD 1	9:35am – 10:50am (75 min)
Break	10:50am – 10:55am (5 min)
PERIOD 2	10:55am – 12:10pm (75 min)
LUNCH	12:10pm – 12:55pm (45 min)
PERIOD 3	12:55pm – 2:10pm (75 min)
Break	2:10pm – 2:15pm (5 min)
PERIOD 4	2:15pm – 3:30pm (75 min)

- There will be a warning bell at 9:25am and 12:50pm

All students are to be in their seats, ready to learn, at 9:30 am each morning.

Students not involved in extra-curricular activities are to leave the property by 3:45 pm.

Students may return for evening programs provided by Oshawa Community Health Centre and the South Oshawa Community Centre



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