

Cestar High School



2017-2018 School Handbook & Course Calendar

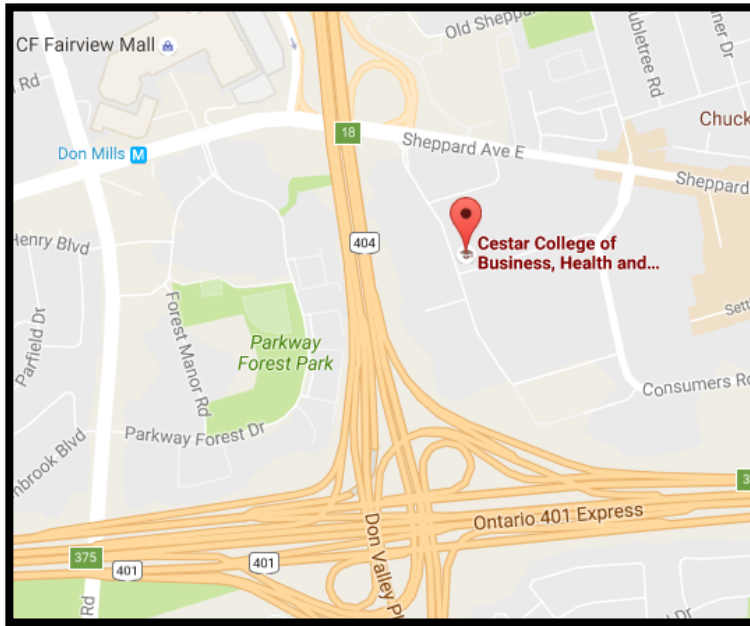
INVITATION

As the principal of Cestar High School (CHS), I am happy to present you with the annual Course Calendar and Handbook. The course calendar is an overview of the school's programs and provides important information that will enable you to make informed choices in planning your high school education. It outlines our goals, diploma requirements, credit system and course descriptions for the courses we offer at CHS as well as expectations for living and learning together.

Your high school years are an important period in your life and we consider it a privilege to be working with you during this critical time. You are surrounded by caring and qualified teachers that want to help you reach your academic goals. If you or your parents/guardians have any questions or concerns, feel free to contact the school.

Together, we can make CHS a strong community of learning.

Jessica Brooks



Location:
271 Yorkland Blvd. Toronto, ON
Canada M2J 1S5

Phone: (416) 485-8588

Our Vision

Cestar High School will be an exemplary learning community whose students are supported as they pursue their academic goals and personal ambition.

Our Mission

At Cestar High School we provide an integrated and caring school experience that cultivates high quality skills and talents in its graduates through student- centred learning.

TABLE OF CONTENTS

Introduction	Page
• Objectives	4
• Code of Conduct	4
Academic Information	
• OSSD requirements	5
• Provincial Literacy Requirements	6
• Community Service Requirements	6
• Student support resources	7
Planning Your Program	
• Credit System	8
• Ontario Student Records	8
• Ontario Student Transcripts	8
• Compulsory Credits	8
• Pre-requisites	8
• Descriptions and Coding	9
• Add/Drop information.....	10
• Full Disclosure	10
• Course Loads	10
• Course Outlines	10
• Independent Learning	10
• External Music Credits	10
• Prior Learning (PLAR)	11
• Assessment and Evaluation	11
Courses by Grade	
• Business	13
• Canadian and World Studies.....	14
• English	14
• Mathematics	15
• Science	16
Living and Learning Together	
• Teacher-Student Relationships	17
• General Information	17
• Emergency Situations	17
• Attendance	18
• Plagiarism and Academic Honesty	19
• Respect for property	20
• Smoking; use of alcohol and drugs	21
• Respect for others	21
• Bullying and Sexual Harassment Policies	22
• Computer Use and Personal Device Policy	23
• Personal Privacy Policy	23
• Yearly Calendar and Daily Schedule	25

INTRODUCTION – WHO WE ARE

OBJECTIVES

Cestar High School exists for students to reach their academic goals. To that end CHS strives to:

1. To Emphasize academic skills in all the subjects.
2. To promote creative and analytical thinking.
3. To encourage a positive interaction between the students and modern technology.
4. To nourish respect for oneself and others.
5. To create an atmosphere of friendship, sharing, and commitment.
6. To instill a sense of fulfillment that comes from achieving one's best.
7. To provide a strong educational foundation that will serve a lifetime and give the students the advantage in their quest for a better future in the global community.

CODE OF CONDUCT

A school is a place that promotes responsibility, respect, civility and academic excellence in a safe learning and teaching environment. All members of the school community must demonstrate honesty and integrity and treat one another with dignity and respect at all times. When inappropriate behaviour occurs, CHS will utilize a range of interventions, supports and consequences that are appropriate and include opportunities for students to learn from mistakes and improve their behaviours. The code applies in school, on the way to and from school and in the home-stays provided by CHS.

Respect for Self

- Come to school well rested, on time, and ready to learn.
- Show respect for himself or herself, for others, and for those in authority.
- Students are expected to wear school appropriate clothing and be expected to be neat and clean.
- Refrain from smoking within sight of the school.
- Attend school and school related activities free of alcohol or drugs. Follow the established rules and takes responsibility for your own actions.

Respect for Others

- Respect and comply with all applicable federal, provincial, and municipal laws.
- Be courteous, considerate and respectful to students, all staff and guests to our school. Use acceptable language(verbal and non-verbal) at all times.
- Respect all staff members and comply with the expectations of their classroom.
- Refrain from bringing anything to school that may compromise the safety of others. (weapons, lighters, fireworks, etc)
- Restrain behaviour that is disruptive to the learning environment of the class or school.

Respect for School Property

- Treat the school building, grounds, contents and the property of others located on or in school premises with respect.
- Respect the ownership of school property.
- Clean up after yourself when finishing your meals or projects.
- Help maintaining the cleanness of classrooms, lounge space and washrooms at all time.

Respect for Safety

- Follow procedure during fire drills and other safety drills.
- Refrain from tampering with fire alarms or other safety equipment.
- Be aware of your actions and avoid those things that endanger the physical and/or mental well-being of other persons.
- Follow the municipal traffic by-law at all times. Sheppard and Yorkland are very busy streets.

Attendance and Punctuality

- You are expected to arrive on time for school and each class.
- You are expected to attend school regularly and make up the work for any absence.
- You are expected to bring all necessary supplies, materials and books to every class.
- You are expected to complete all homework, assignments and projects on time.
- You are expected to attend all school related activities.

ACADEMIC INFORMATION – WHAT WE DO

Cestar High School is registered as a private school with the Ministry of Ontario of Education and Training (MOET) and is in the process of becoming authorization to issue the Ontario Secondary School Diploma (OSSD). The academic focus of CHS is to prepare students for entrance to university.

There are three academic terms during the year. The winter term starts in February and ends in either April. The spring term starts in April and goes to June. The summer term will be July and August, subject to course demand. There are three teaching blocks per day with optional support classes being offered in the evenings and/or Saturdays.



Overall Diploma Requirements

Students are required to successfully complete:

- 30 credits (18 courses are compulsory and 12 are optional).
 - 4 credits in English, one per grade
 - 1 credit in French, as a second language
 - 3 credits in Math, one credit in grade 11 or 12
 - 2 credits in Science
 - 1 credit in Canadian geography
 - 1 credit in Canadian history
 - 1 credit in the Arts
 - 1 credit in Health and Physical Education
 - .5 credit in Civics
 - .5 credit in Career Studies
 - plus 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 co-operative education
 - plus 1 additional credit in Health and Physical Education or the Arts or Business Studies, Cooperative Education
 - plus 1 additional credit in a Science or Technical Education, or Cooperative Education

PLUS

- 40 hours of community service
- Grade 10 Provincial Literacy Test.

The Provincial Literacy Requirement

In order to earn the OSSD, students will be required to successfully complete (pass – 75%) the Ontario Secondary School Literacy Test (OSSLT), which is typically completed in the spring of your grade 10 year. The test is based on language and communications expectations of the curriculum, up to and including Grade 9.

Where warranted and permitted as per *Ontario Schools: Policy and Program Requirement* (2011), accommodations, special provisions, deferrals, and exemptions may be made. Successful achievement of this test will be recorded on the Ontario Student Transcript.

Remedial help will be provided by the school for students who are not initially successful, and these students will be able to retake the test. The Ontario Secondary School Literacy Course (OSSLC) must be completed if a student has been unsuccessful in completing this test. The Literacy Course will fulfill the provincial literacy requirement.

Community Involvement

As part of the diploma requirements, students must complete a minimum of 40 hours (10/year) of community involvement activities. These activities may be completed at any time during their years in the secondary school program but must be done by graduation. The community involvement is designed to develop understanding of civic responsibilities and their role in strengthening communities. The requirement is to be completed outside students' normal instructional hours. Activities may take place in a variety of settings, including businesses, not-for-profit organizations, public sector institutions, and informal settings. Students can find and return completed tracking forms in the school office.

The Ministry of Education's List of Ineligible Service Activities

The Ministry has developed a list of activities that may **NOT** be chosen as community involvement activities and that are therefore ineligible activities. An ineligible activity is one that:

- is a requirement of a class or course in which the student is enrolled (Co-op, job shadowing, work experience).
- takes place during the time allotted for the instructional program on a school day. However, an activity that takes place during lunch hour or spare is permissible.
- takes place in a logging or mining environment, if the student is under 16 years of age
- takes place in a factory, if the student is under 15 years of age.
- takes place in workplace other than a factory, if the student is under 14 years of age and is not accompanied by an adult.
- would normally be performed for wages by a person in the workplace.
- involves the operation of a vehicle, power tools, or scaffolding.
- involves the administration of any type of medication or medical procedure to other persons.
- involves handling of substances classed as “designated substances” under the Occupational Health and Safety Act.
- requires the knowledge of a tradesperson whose trade is regulated by the province.
- involves banking or securities, jewelry, artworks, antiques, or other valuables.
- consists of duties normally performed at home (chores) or personal recreational activities.
- involves a court-ordered program (community service program for young offenders, probation)

Student Support Services

Academic Guidance

The guidance department offers assistance in the following areas:

- educational planning for high school course
- post-secondary applications and scholarships
- college and university visit dates
- personal counseling, initiated by students, parents, and/or counselor
- orientation of new students to course options, classes, and programs
- volunteer experiences for exchange programs, leadership seminars, and government programs

Computers and Technology

The Cestar High School has computers and science labs available for student use related to their academic studies. Internet access is also available.

Education Support for Parents/Guardians

Parents and students may request a learning pathway from at any time to complete and review with the principle or guidance councillor. They may also request to review curriculum document, course descriptions and prerequisites and discuss their implications

English Language Learning Support

At Cestar High School, teachers provide learning opportunities to enable English language learners to develop a proficiency in English. These opportunities are integrated into the curriculum in all subject area. Teachers provide instructional programs which address students' different levels of proficiency in English and help these students adjust to a new linguistic, cultural, and educational environment.

Community Resources

Students are encouraged to use local community centres and libraries to support them in their learning.

Roles of the School, Principals, Parents, Students and Sponsors for Community Service Requirements

The School is responsible for implementing the community involvement activities program, for developing a list of approved activities, for not approving student participation in activities that are on the Ministry of Education's ineligible list, and for ensuring that all participants are adequately covered by the school's insurance.

The Principal is required to provide information about the community involvement requirement, forms for proposed activities as well as completed activities, and a list of approved activities from which to choose. After a student completes 40 hours and submits the documentation to the school, the principal will decide if the student has fulfilled the requirements and, if so, will record it as completed on the student's official transcript.

The Student must fill in a "Service Hours Record Sheet" when the activity is complete. It must be submitted, describing the name of the organization, the address, dates worked, hours, telephone number, and signature of supervisor. This sheet must be in the student's record, the OSR, by the date of graduation or the student will not receive his or her OSSD.

Parents/Guardians should provide assistance to their child in the selection of their community involvement activities. Parents are also encouraged to communicate with the community organizations and principal if they have any questions or concerns. Parents must sign if their child is under 18 years of age.

Community Sponsors: One of the purposes of the community involvement requirement is to develop strong ties between students and their community, fostering valuable and long-term relationships. Any training, equipment, or special preparation required should be provided by the sponsor; it is crucial that students are able to fulfill their volunteer requirement in a safe environment. The person overseeing the student's activity must verify the dates, hours, and telephone number, and sign the "Record of Community Involvement".

Planning Your Program

Academic Information

Credit System

CHS is organized along the Ministry of Ontario Education and Training (MOET) guidelines of the credit system. Credits are granted in recognition of the successful completion of courses. The Ministry defines 1 credit as the successful completion of a course for which a minimum of 110 hours has been scheduled. Half credits (.5) are courses for which 55 hours have been scheduled.

Ontario Student Record

The Ontario Student Record (OSR) is the ongoing confidential record of a student's educational progress through schools in Ontario. An OSR will be requested from schools previously attended by the student. For students coming from outside Ontario, an OSR will be established. The collection of this information is authorized by the *Education Act*. Documents recorded in a student's OSR may include: school pictures, report cards, attendance records, the Ontario Secondary School Literacy Test (OSSLT) results, assessments, transcripts, Community Service reports, etc.

The OSR is privileged information for the use of the principal and teachers for the purpose of improving the instruction of the student. All students and parents/guardians of students under 18 years of age have the right to examine the OSR and to receive a copy of its contents. The contents of the OSR are reviewed and updated throughout the school year and are kept in a secure location.

Ontario Student Transcript

The Ontario Student Transcript (OST) is an ongoing record of each student's courses, completion dates, grades, credits earned and graduation requirements completed. It is part of the OSR, and an official copy is available upon request. The guidance counsellor provides copies of the transcript to post-secondary institutions to which the student has applied. Requests for transcripts need to be made a least two days before required. There is no fee for current students but an administrative fee is set for graduates.

Compulsory Credits

Compulsory credits are courses prescribed by Ministry policy as necessary for the OSSD graduation diploma. If a student's educational interests are best served by substituting a compulsory course, the principal may grant permission, provided that a suitable compulsory requirement is substituted for the required course and indicated on the transcript. The appropriate request form must be filled out and filed in the OSR. The principal will make the decision in consultation with the parents or adult student and the high school staff.

Prerequisites

Prerequisites are courses which students must complete before enrolling in other courses. They provide the foundation needed for the more advanced course. Prerequisites are listed after each course description. Students and parents may request that a prerequisite be waived. The appropriate request form must be filled out and filed in the OSR. Permission will be granted by the principal if the student's educational interests are served by such action. The principal will make the decision in consultation with staff.



Descriptions & Coding

Courses offered at CHS are governed by the Ministry of Education's document Ontario Secondary Schools, Grade 9-12: Program and Diploma Requirements, 1999. Full explanation and description of courses can be found at <http://www.edu.gov.on.ca/eng/curriculum/secondary/subjects.html>

How to Decipher a Course Code

Subject and Course Grade Course Type

The first letter identifies the subject area. The second two letters identify the course within the subject area. The number identifies the grade. The last letter identifies the pathway of the course. There are different designations in grade 9 & 10 courses than are in grade 11 & 12 courses. These are explained below.

First Letter Denotes the Discipline	Second and Third Letter Denotes the Course	Number = Grade	Last Letter Denotes the Academic Pathway
Art = A Business = B Canadian and World Studies = C English = E Guidance and Career Ed = G Inter Discipline Studies - I Health and Phys. Ed. = P Mathematics = M Science = S Social Science & Humanities = H Technology Education = T	Examples: Chemistry = CH Calculus & Vectors = CV Writers Craft = WC	1 = gr 9 2 = gr 10 3 = gr 11 4 = gr 12	Grade 9/10 Academic = D Applied = P Open = O Grade 11/12 University Prep = U College Prep = M College/University Prep = M Workplace = E Open = O *CHS focuses on D, U and M courses

Examples: ENG2D = Grade 10 Academic English
 AMU3O = Grade 11 Open Music

SBI3U = Grade 11 University Biology
 MBF4C = Grade 12 College Math

The following types of courses are offered in grades 9 and 10 :

Academic level focus on the development of students' knowledge by emphasizing theoretical, abstract applications of the essential concepts while incorporating theoretical applications as appropriate.
Applied level develop students' knowledge and skills by emphasizing practical, concrete applications of essential concepts while incorporating theoretical applications as appropriate.
 • **Open** courses are designed to provide students with broad experiential opportunities such as Phys. Ed., Art, Music and Tech Courses. (gr 9-12)

The following types of courses are offered in grades 11 and 12:

- **University Preparation** courses are designed to equip students with the knowledge and skills they need to meet the entrance requirements for university programs.
- **College Preparation** Courses (identified by the letter C) These courses are designed to equip students with the knowledge and skills they need to meet the entrance requirements for college programs. The range of courses offered and the content of these courses will allow students to prepare for most college programs and related careers.
- **Workplace Preparation** courses are designed to equip students with the knowledge and skills they need the workplace or apprenticeship programs.
- **University/College** courses prepare students for post-secondary education in either university or college

In Canadian Universities students are required to complete their OSSD with at least six 4U or M courses one of which needs to be English. Colleges and Apprenticeship programs require a completed OSSD with courses at the college level. Math requirements vary by program. Check your requirements before your grade 12 year.

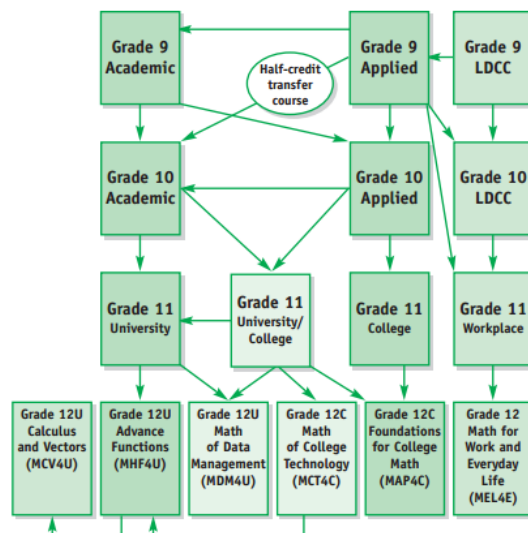
Example of How the Different Pathways Interact in the Math Program

Add/drop information

Courses may be added in the first 7 days of each semester. All changes must be done through a guidance appointment. Appropriate forms must be completed and signed by student, parents/guardians, teachers, guidance counsellor, and principal. Dropping a course may be done throughout the semester.

Changing, Adding or Dropping Courses and Full Disclosure

Ministry policy requires full disclosure on the official transcript of withdrawn, repeated, and unsuccessfully completed Grades 11 and 12 courses. Students are given five instructional days after the mid-term report to withdraw from a course without a “W” appearing on the transcript; after that, the grade at withdrawal must be recorded. Parents or the student may request indication of “special circumstances” for withdrawn courses due to circumstances that are not a true reflection of the student’s ability.



Course Loads

It is expected that every student carry full course load (three courses per semester) unless circumstances warrant a reduction as per IEP recommendation or grade 12 students with a full 4U course load.

Course Outlines

Course outlines and related Ministry documents of all the courses at CCHS are available for viewing at the office. These outlines include the course descriptions, course rationale and aims, summary of the content, summary of teaching/learning activities, and an overview of the assessment and evaluation strategies.

Independent Learning Courses

Because of scheduling conflicts or other circumstances, students may enroll in correspondence or online courses. Registration may be done through the guidance office. A separate fee is charged. Students who take a course to meet their mandatory load are assigned a room and class period in which to complete their work. Absence is considered a skip. Upon successful completion of the course, a certificate is sent by the online school to the school, and the course and grade are added to the student’s transcript. Courses must be completed within the time offered by the alternative institution.

External Music Credits

The following credits may be added to the record and counted towards the diploma:

-AMX3M credit for Grade VII Practical and Grade I Rudiments of the Royal Conservatory of Toronto or Grade VII Practical and Grade III of Conservatory Canada, London.

-AMX4M credit for Grade VIII Practical and Grade II Rudiments of the Royal Conservatory of Toronto or Grade VIII Practical and Grade IV Theory of Conservatory Canada, London.

Certificates must be brought to the office. Both marks are averaged to calculate the final grade. Credit may also be given for music certificates received from other conservatories as per the Ministry of Education policy statement, PPM133.

Prior Learning Assessment and Recognition - PLAR

Students entering CHS from out-of-province or from non-inspected private schools may be eligible to receive equivalent credit as outlined in *Ontario Policy and Program Memorandum 1129* (2001). The principal or guidance councillor will, in the process of deciding where the student should be placed, determine as equitably as possible the total credit equivalency of the student's previous learning, and the number of compulsory and optional credits still to be earned. Equivalency credits are recorded on the Ontario Student Transcript with the course code PLE. The abbreviation EQV is used instead of a percentage grade when equivalent credits are recorded. All requests for equivalent credit will be made at the time of enrolment.

Examinations

If a course requires a final exam, students will be informed of the date, time and location in advance. Generally these will happen during the scheduled exam days. Students must write their exam during proscribed time. Exams take precedent before all activities and appointments. Only illness, bereavement and emergency would be considered reasons for missing an exam. If an exam cannot be written at the prescribed time, alternate arrangements need to be made with the teacher and principal.

ASSESSMENT AND EVALUATION

Assessment at CHS follows the standards set in *Growing Success* (2010) and as such is a standards-based model. Students' achievement is judged according to clearly established and stated standards, not through comparison with work by other students in the class. It is based on expectations which state exactly what students should know and be able to do in each stream of each course. Each lesson and learning activity is based on these expectations, and assessment tools are designed to target those expectations.

Rubrics or achievement charts are used to identify degrees of achievement. Four levels provide a framework for assessing, evaluating, and reporting how well students achieve the expectations. Teachers assess assignments using these levels and then assign a percentage grade base on the achievement levels.

Teachers use rubrics and achievement charts to clearly state the expectations and achievement levels to students and parents in advance. This allows students to better understand how to complete an assignment because they are aware of the expectations.

Uses a wide assortment of assessment methods. In addition to teacher-led assessment, CHS encourages teachers to develop in students the ability to assess themselves. Through journals, self-editing, and self-assessment sheets, students learn to evaluate how well they have met the expectations for themselves. Also, peer assessment is encouraged through peer-editing and group evaluations. Teachers think of assessment in three ways; assessment *for* learning, assessment *as* learning and assessment *of* learning.

Teachers take into account the most consistent and most recent student achievements when assigning final grades. The process should always be fair, transparent and equitable for all students.

Learning Reports

The school year is divided into five semesters plus summer sessions so learning reports are sent out seven times per year. Each semester culminates with a set of final assessments and the issuing of a learning report giving final grade details in the subjects completed at that time. Other than the final reports, parents will receive an interim report at the halfway mark of the semester during the school year. Dates can be found on the calendar.

Grading and Promotion

The manner in which marks are assigned to student work is complex and varies with the type of subject.

Grades may be interpreted as follows:

90 - 100% - work of outstanding quality (A, A+)

80 - 89% - very good work (B+, A-)

70 - 79% - average work; meets expectations (B-, B)

60 - 69% - below the school average (C-, C, C+)

50 - 59% - borderline pass (D-, D, D+)

under 50% - failure (F-, F, F+)

I – incomplete; there is work that must be completed by the time reports are distributed before a grade can be assessed.

W – Withdrawal from the course after one week of instruction.

Unsuccessful Completion of Credits

If a mandatory credit required for the OSSD is not successfully completed (50%+), a diploma will not be issued. Course may be completed by retaking the class another year, doing an independent learning course, or enrolling in summer credit recovery courses if available.

Test and Assignment Policies

1. Students are expected to take a test on the day it is given unless:
 - a) the absence was excused by the principal and cleared with the teacher well ahead of time;
 - b) a parent/guardian provides contact by phone saying that illness made attendance impossible on the day of the test; or
 - c) some improbable event occurred that made attendance impossible, despite the student's efforts.
2. Students who are absent on the day of a test will make up the test as soon as they return. Missed tests will normally be made up outside of class time. Students should realize the makeup test may be different from the original.
3. Students found cheating in any way on any part of a test will receive a zero for that test.
4. Major assignments such as Independent Studies or Cumulative Projects are due on their due dates regardless of illness or computer breakdown.
5. No student will have more than one test per day.
6. Students are expected to complete homework/assignments within the deadlines defined by the teacher.
7. Teachers are expected to give adequate notice of deadlines for any assignment and are expected to give complete instructions about the expectations for the purpose of the assignments.
8. A student who fails to hand in an assignment on time will have to complete the work in the following way:
 - a) the student will need to complete their work on their own time.
 - b) parents/guardians will be informed by the teacher that their child has not completed their work on time.
9. If the student fails to complete the assignment within the defined marking period, an incomplete will be entered into the grading book until such time as an alternative learning assignment is completed.
10. The following points will be considered when reporting student achievement:
 - a) a multitude of late or missing assignments will affect the evaluation of the student's Learning Skills and Work Habits
 - b) Formative assignments - no marks are deducted - all students are only receiving feedback on these assignments. The student who fails to turn in these assignments do not have the benefit of practice, receiving feedback and he/she misses out on learning his/her level of understanding.
 - c) Summative assignments - the teacher, based upon their professional judgement, will make a determination upon the level of achievement based on the achievement chart. A maximum 10% penalty may be applied to a late assignment.

For students in grade 9 and 10 a number of missing assignments may result in an incomplete (I) for the course as the student has not demonstrated that he/she has met the objectives of the course. An incomplete (I) remains on the transcript until the student has shown an acceptable level of achievement in his/her complete assignments.

For students in grade 11 and 12 assessment will be based on the evidence the student has shown for their learning.

Courses by Grade

***at this time, CHS is only accepting students in grade 11 and 12 who wish to pursue a University pathway**

Grade 11	Grade 12
Compulsory Courses English – ENG3U Math Functions and Relations – MCR3U	Compulsory Course English – ENG4U
Elective Courses Physics – SPH3U Chemistry – SCH3U Biology – SBI3U Law – CLU3M Computer Science – ICS3U Business Accounting – BAF3M OLC40 – in the event that the OSSLT is unsuccessful	Elective Courses Physics – SPH4U Chemistry – SCH4U Biology – SBI4U International Business – BBB4M Computer Science – ICS4U Business Leadership – BOH4M World Issues – CGW4U Canadian and International Law – CLN4U Math Advanced Functions – MHF4U Data Management – MDM4U Calculus and Vectors – MCV4U

COURSE DESCRIPTIONS

BUSINESS STUDIES

FINANCIAL ACCOUNTING FUNDAMENTALS, 11, UNIVERSITY/COLLEGE PREPARATION BAF3M

This course introduces students to the fundamental principles and procedures of accounting. Students will develop financial analysis and decision-making skills that will assist them in future studies and/or career opportunities in business. Students will acquire an understanding of accounting for a service and a merchandising business, computerized accounting, financial analysis, and ethics and current issues in accounting.

Prerequisite: None

INTERNATIONAL BUSINESS FUNDAMENTALS, 12, UNIVERSITY/COLLEGE PREPARATION BBB4M

This course provides an overview of the importance of international business and trade in the global economy and explores the factors that influence success in international markets. Students will learn about the techniques and strategies associated with marketing, distribution, and managing international business effectively. This course prepares students for postsecondary programs in business, including international business, marketing, and management.

Prerequisite: None

BUSINESS LEADERSHIP: MANAGEMENT FUNDAMENTALS, 12, UNIVERSITY/COLLEGE BOH4M

This course focuses on the development of leadership skills used in managing a successful business. Students will analyse the role of a leader in business, with a focus on decision making, management of group dynamics, workplace stress and conflict, motivation of employees, and planning. Effective business communication skills, ethics, and social responsibility are also emphasized.

Prerequisite: None

CANADIAN AND WORLD STUDIES

UNDERSTANDING CANADIAN LAW, 11, UNIVERSITY/COLLEGE CLU3M

This course explores Canadian law, with a focus on legal issues that are relevant to the lives of people in Canada. Students will gain an understanding of laws relating to rights and freedoms in Canada; our legal system; and family, contract, employment, tort, and criminal law. Students will develop legal reasoning skills and will apply the concepts of legal thinking and the legal studies inquiry process when investigating a range of legal issues and formulating and communicating informed opinions about them.

Prerequisite: Canadian History since World War I, Grade 10, Academic or Applied

CANADIAN & INTERNATIONAL LAW, 12, UNIVERSITY CLN4U

This course examines elements of Canadian and international law in social, political, and global contexts. Students will study the historical and philosophical sources of law and the principles and practices of international law and will learn to relate them to issues in Canadian society and the wider world. Students will use critical-thinking and communication skills to analyze legal issues, conduct independent research, and present the results of their inquiries in a variety of ways.

Prerequisite: Any university or university/college preparation course in Canadian and world studies, English, or social sciences and humanities.

WORLD ISSUES: A GEOGRAPHIC ANALYSIS, 12, UNIVERSITY CGW4U

In this course, students will address the challenge of creating a more sustainable and equitable world. They will explore issues involving a wide range of topics, including economic disparities, threats to the environment, globalization, human rights, and quality of life, and will analyse government policies, international agreements, and individual responsibilities relating to them. Students will apply the concepts of geographic thinking and the geographic inquiry process, including the use of spatial technologies, to investigate these complex issues and their impacts on natural and human communities around the world.

Prerequisite: Any university or university/college preparation course in Canadian and world studies, English, or social sciences and humanities

COMPUTER STUDIES

INTRODUCTION TO COMPUTER SCIENCE, 11, UNIVERSITY ICS3U

This course introduces students to computer science. Students will design software independently and as part of a team, using industry-standard programming tools and applying the software development life-cycle model. They will also write and use subprograms within computer programs. Students will develop creative solutions for various types of problems as their understanding of the computing environment grows. They will also explore environmental and ergonomic issues, emerging research in computer science, and global career trends in computer-related fields.

Prerequisite: None

COMPUTER SCIENCE, 12, UNIVERSITY ICS4U

This course enables students to further develop knowledge and skills in computer science. Students will use modular design principles to create complex and fully documented programs, according to industry standards. Student teams will manage a large software development project, from planning through to project review. Students will also analyse algorithms for effectiveness. They will investigate ethical issues in computing and further explore environmental issues, emerging technologies, areas of research in computer science, and careers in the field.

Prerequisite: Introduction to Computer Science, Grade 11, University Preparation

ENGLISH

ENGLISH, 11, UNIVERSITY ENG3U

This course emphasizes the development of literacy, communication, and critical and creative thinking skills necessary for success in academic and daily life. Students will analyse challenging literary texts from various periods; countries, and cultures, as well as a range of informational and graphic texts, and create oral, written, and media texts in a variety of forms. An important focus will be on using language with precision and clarity and incorporating stylistic devices appropriately and effectively. This course is intended to prepare students for the compulsory Grade 12 university or college preparation course.

Prerequisite: ENG2D

ENGLISH, 12, UNIVERSITY ENG4U

This course emphasizes the consolidation of literacy, communication, and critical and creative thinking skills necessary for success in academic and daily life. Students will analyse a range of challenging texts from various periods, countries, and cultures; interpret and evaluate informational and graphic texts; and create oral, written, and media texts in a variety of forms. An important focus will be on using academic language coherently and confidently, selecting the reading strategies best suited to particular texts and particular purposes for reading, and

developing greater control in writing. The course is intended to prepare students for university, college, or the workplace.

Prerequisite: ENG3U

ONTARIO SECONDARY SCHOOL LITERACY COURSE OLC40

This course is designed to help students acquire and demonstrate the cross-curricular literacy skills that are evaluated by the Ontario Secondary School Literacy Test (OSSLT). Students who complete the course successfully will meet the provincial literacy requirement for graduation. Students will read a variety of informational, narrative, and graphic texts and will produce a variety of forms of writing, including summaries, information paragraphs, opinion pieces, and news reports. Students will also maintain and manage a portfolio containing a record of their reading experiences and samples of their writing.

Prerequisite: At least one unsuccessful attempt at the OSSLT

MATHEMATICS

FUNCTIONS, 11, UNIVERSITY MCR3U

This course introduces the mathematical concept of the function by extending students' experiences with linear and quadratic relations. Students will investigate properties of discrete and continuous functions, including trigonometric and exponential functions; represent functions numerically, algebraically, and graphically; solve problems involving applications of functions; and develop facility in simplifying polynomial and rational expressions. Students will reason mathematically and communicate their thinking as they solve multi-step problems.

Prerequisite: MPM2D

ADVANCED FUNCTIONS, 12 UNIVERSITY MHF4U

This course extends students' experience with functions. Students will investigate the properties of polynomial, rational, logarithmic, and trigonometric functions; develop techniques for combining functions; broaden their understanding of rates of change; and develop facility in applying these concepts and skills. Students will also refine their use of the mathematical processes necessary for success in senior mathematics. This course is intended both for students taking the Calculus and Vectors course as a prerequisite for a university program and for those wishing to consolidate their understanding of mathematics before proceeding to any one of a variety of university programs.

Prerequisite: MCR3U or MCF3M

CALCULUS & VECTORS, 12 UNIVERSITY MCV4U

This course builds on students' previous experience with functions and their developing understanding of rates of change. Students will solve problems involving geometric and algebraic representations of vectors and representations of lines and planes in three-dimensional spaces; broaden their understanding of rates of change to include the derivatives of polynomial, sinusoidal, exponential, rational, and radical functions; and apply these concepts and skills to the modelling of real-world relationships. Students will also refine their use of the mathematical processes necessary for success in senior mathematics. This course is intended for students who choose to pursue careers in fields such as science, engineering, economics, and some areas of

business, including those students who will be required to take a university-level calculus, linear algebra, or physics course.

Prerequisite: MCR3U note* Advanced Function can be taken currently with or can precede Calculus & Vectors.

DATA MANAGEMENT, 12 UNIVERSITY MDM4U

This course broadens students' understanding of mathematics as it relates to managing data. Students will apply methods for organizing and analysing large amounts of information; solve problems involving probability and statistics; and carry out a culminating investigation that integrates statistical concepts and skills. Students will also refine their use of the mathematical processes necessary for success in senior mathematics. Students planning to enter university programs in business, the social sciences, and the humanities will find this course of particular interest.

Prerequisite: Functions, MCR3U or MCF3M

SCIENCES

BIOLOGY 11, UNIVERSITY SBI3U

This course furthers students' understanding of the processes involved in biological systems. Students study the diversity of living things, cellular functions, the anatomy, growth, and functions of plants, internal systems and regulation, and genetic continuity. Throughout, the course provides cumulative evidence that all life forms, however diverse, are united by a common set of characteristics. The course focuses on the theoretical aspects of the topics under study, and helps students refine skills related to scientific investigation.

Prerequisite: SNC2D

BIOLOGY 12, UNIVERSITY SBI4U

This course provides students with the opportunity for in-depth study of the concepts and processes associated with biological systems. Students will study and conduct investigations in the area of metabolic processes, molecular genetics, homeostasis, evolution, and population dynamics. Emphasis will be placed on achievement of the detailed knowledge and refined skills needed for further study in various branches of the life sciences and related fields.

Prerequisite: SBI3U

CHEMISTRY 11, UNIVERSITY SCH3U

This course focuses on the concepts and theories that form the basis of modern chemistry. Students will study the behaviours of solids, liquids, gases, and solutions; investigate changes and relationships in chemical systems; and explore how chemistry is used in developing new products and processes that affect our lives and our environment. Emphasis will also be placed on the importance of chemistry in other branches of science.

Prerequisite: SNC2D

CHEMISTRY 12 UNIVERSITY SCH4U

This course enables students to deepen their understanding of chemistry through the study of organic chemistry, energy changes and rates of reaction, chemical systems and equilibrium, electrochemistry, and atomic and molecular structure. Students will further develop problem-

solving and laboratory skills as they investigate chemical processes, at the same time refining their ability to communicate scientific information. Emphasis will be placed on the importance of chemistry in daily life, and on evaluating the impact of chemical technology on the environment.

Prerequisite: SCH3U

PHYSICS, 11, UNIVERSITY SPH3U

This course develops students' understanding of the basic concepts of physics. Students will study the laws of dynamics and explore different kinds of forces, the quantification and forms of energy (mechanical, sound, light, thermal, and electrical), and the way energy is transformed and transmitted. They will develop scientific-inquiry skills as they verify accepted laws and solve both assigned problems and those emerging from their investigations. Students will also analyze the interrelationships between physics and technology, and consider the impact of technological applications of physics on society and the environment.

Prerequisite: SNC2D

PHYSICS, 12, UNIVERSITY SPH4U

This course enables students to deepen their understanding of the concepts and theories of physics. Students will explore further the laws of dynamics and energy transformations, and will investigate electrical, gravitational, and magnetic fields; electromagnetic radiation; and the interface between energy and matter. They will further develop inquiry skills, learning, for example, how the interpretation of experimental data can provide indirect evidence to support the development of a scientific model. Students will also consider the impact on society and the environment of technological applications of physics.

Prerequisite: SPH3U

Living and Learning Together – Expectations for School Community

The following are expectations that will help us live in a vibrant learning community. Typically these expectations allow us to do our task of **learning** while **protecting the rights** of others; providing a **pleasant and safe school** environment; **sharing time, space and resources** and to let all concerned know their **privileges and responsibilities**.

TEACHER - STUDENT RELATIONSHIP

The relationship between teachers and students must reflect mutual respect. Each must respect the other in keeping with the unique task of each. The teachers are responsible to teach and to treat each student with respect for his or her individuality. To carry out their responsibility, the teachers must exercise authority in the school. Students are expected to work they can under the guidance of the teachers, and to help others to learn. You can fulfil this responsibility by respecting the teachers, by co-operating with them, and by sharing your knowledge with other students in appropriate ways.

Teachers and students should not interact outside of school business. This includes in-person meetings, social media connections and personal emails.

Teachers are available throughout the school day to help with school related concerns. Please connect with your teacher in person or via email to set up an appointment to meet with them.

GENERAL INFORMATION

LUNCH

We will have two longer breaks between our three classes. Pack lunches is such a way as to reflect these eating breaks. You may eat anywhere within the high school space or outside. Clean up after yourself and get to your next class on time.

EMERGENCY SCHOOL CLOSING

On occasion, school will be cancelled because of severe weather conditions or other emergency. This will be announced via your school Moodle account and/or by email.

EMERGENCY SITUATIONS

We hope that we never have to use these procedure in a real setting however, preparation can only aid in safe outcomes for our community members. That's why drills, though at the time they may seem silly to many high-school students and even adults, are important. They develop a routine so we get used to thinking about the right things to do in different emergencies.

Fire

When the fire alarm sounds, quickly and quietly exit the building on the east side and proceed across the parking lot adjacent to the exit door. Your teacher will lead you from there to a safe place from there. If the main door is blocked use the emergency door on the west side of the school.

Shelter in Place

Shelter in place is a situation in which there is a hazard outside the school building and to leave would cause harm (downed power lines, police investigation, etc.). Students will proceed with their usual schedule but will not be allowed to leave the building until the threat is passed. All external doors will be locked at this time. This situation will be announced over the pager system.

Lock Down

Lock Down is a situation in which there is an imminent threat to student safety inside the building. Typically this would be a person that is seeking to harm others in the building. Lock down will be announced over the pager system. Students and staff are to find a secure room and lock themselves in with lights off, door closed and locked. Stay out of sight of windows. **Silence is critical in these situation and all cell phones need to be turned off (texting parents/guardians will put them in danger).** Teachers will respond when the release code phrase is used to exit the lock down situations.

Emergency Evacuation

Anytime we need to exit the building for any emergency and you get separated from others or it is unsafe to meet in the parking lot, proceed across the road to the church and meet in the parking lot there.

ATTENDANCE

Students are reminded that regular school attendance is mandatory in the province of Ontario until the age of 18 or completion of the high school program.

Lateness

Punctuality is an important life skill. It shows respect to the people involved and the topic that is being taught. Class times are clearly posted and there should be no reason for students to be late under normal circumstances. However there are instances when lateness is unavoidable.

If students are late for class they should go to class as quickly as possible and enter quietly as to not disrupt learning. If the late is due to an appointment or other excusable reason (transportation, illness, etc.), a note should be brought to the teacher.

If repeated lates become a problem measures will be taken with the student and the home advised. Three unexcused lates constitutes a problem.

Signing in and out

All students must sign in and out at the reception desk if they arrive after 9:00 or leave before 5:00.. This is so that we know who is and is not in the building in the case of an emergency as well as tracking classroom attendance.

Absences

Absences may be planned or unplanned, but in either case, there may be **three types of absences**:

- Unacceptable (a "skip") - This occurs when you miss a class or study without permission of your parents/guardians or the school.
- Acceptable - This occurs when you are gone with parental/guardian permission for a reason that is acceptable to the school, i.e. medical, illness, bereavement, or dental/doctor appointment.
- Inexcusable - This occurs when you have parental permission for a reason that is unacceptable to the school and to the Ministry of Education, e.g. working at your job, hairdresser appointment, finishing a project, studying for a test, driver education sessions, and vacations. Consequences may follow, such as loss of marks for attendance, assignments, or tests missed.

If you are in doubt about whether an absence is acceptable or not, contact the principal at least a full day beforehand. If you are absent for part or all of the day due to an unplanned reason, have your parent(s)/guardian contact the school via telephone or email as soon as you know you will be absent to tell the school you will be gone.

Getting Sick at School: If you need to leave class, ask your teacher's permission. If you need to leave the school to go home, you need to contact a parent/ guardian. You **MUST** sign out at the reception desk.

Planned Leave from School: If you plan to be absent from school for one or more days, your parent/guardian **MUST** contact the principal beforehand and you **MUST** contact the teacher, when possible several days before leaving. Teachers will do their utmost to keep students up to date for family emergencies and illnesses. Teachers are not responsible for preparing work for students when families choose to vacation during regular school hours.

Examinations: If you become sick for an examination, your parent/guardian **MUST** contact the school before the exam is written and make an arrangement as to when you will write that exam.

Missed Work and Tests for Unplanned Absences: You are responsible for any work you miss. It is vital to catch up on each day's work. If you are absent or late for acceptable reasons, contact your teachers for instructions and due dates when you return to school.

Missed Work for Planned Absences or Lates: If you or your parents know beforehand that you will be gone and you have a test or a class presentation, you must contact your teachers at least one day beforehand to make arrangements with them. Tests and major assignments must be completed before you leave.

Unexcused Absences (skipping class): Attending classes is your privilege and your responsibility. You may never miss a class without permission. If you "skip" a class, you will normally receive a 0% on any work or tests that are missed.

PLAGARISM AND ACADEMIC DISHONESTY

Definition: In the 1st century, the use of the Latin word *plagiarius* (literally *kidnapper*), to denote someone stealing someone else's work, was pioneered by Roman poet Martial, who complained that another poet had "kidnapped his verses."

As an academic institution, Cestar High School intends to maintain the integrity of student work through the implementation of strategies designed to limit the offense of plagiarism. Furthermore, honesty and truthfulness are academic values that we uphold, and plagiarism in its various forms runs counter to this goal. Thirdly, reliance upon patterns of plagiarism serves to limit the originality and creativity of students as they interact with the curriculum and ideas presented in class.

Specific Examples of Plagiarism

We encourage students to read the ideas of others and to integrate those thoughts into their work. However, credit must be given where credit is due. The following list includes examples of what can be considered plagiarism, but is not intended to be exhaustive:

- Copying a text verbatim from a book, without using quotation marks and the proper documentation of the source.
- ‘Cutting and pasting’ information from an electronic text without giving appropriate citation of the source.
- Changing a few words from the original text does not make it your own. Even a paraphrase with substantial editing should be cited from its original author.
- Submitting a copy of work done by another student as your own.
- Failing to give credit to an author for an idea given in interpretation of a text or idea, even if not quoted verbatim.
- Re-submitting an assignment from one course in another course, without significant re-working and the permission of the teacher.
- Failing to properly document statistics, images, or charts created by another person.



Responsibilities of Staff and Administration

In an effort to curb plagiarism, the staff and administration have the responsibility to clearly define this academic offense to all students early in their careers at CHS. It also behooves teachers in each subject area to teach and refine the skills that bring about good habits of research, writing, and documentation. Furthermore, teachers should make every effort to create innovative and fresh assignments that challenge students beyond standard answers that are readily available to be copied. Multiple drafts also help catch plagiarism before it becomes a problem. This should be a staff goal especially for research papers and cumulative activities. The staff should also be committed to monitoring the work of students and noting anything suspected of plagiarism.

Responses to Suspected Plagiarism

When a **first offence** of plagiarism is suspected or confirmed, the teacher will approach the student directly. At this point, there is an opportunity to clarify the definition of plagiarism and question the student on the sources of the material. For a first offence, the assignment will not be marked and the student will have an opportunity to re-submit the assignment. The administration will be made aware of the event in writing, so as to watch for any pattern of plagiarism with this particular student. In this case of a first offence, should the student deny the plagiarism, a third party from the administration will be included in the discussion to reach a conclusion.

For a **second offence, or an intentional and flagrant first offence by a senior student which the student does not acknowledge**, the grade will be a zero on the assignment, with no opportunity to redeem the grade. The administration will also contact the parents of the student to make them aware of the matter. For subsequent offences, **the student could be removed from the course and the credit in the course will be lost.**

TEXTBOOKS

You will be assigned textbooks from the school at the beginning of each semester. Each book has been stamped and numbered. Please DO NOT write or underline in the textbooks. At the end of the semester, you will return your books to the school. Abused texts will result in you being charged up to the replacement cost for a new text which will also be the case for books not returned. All books must be returned before exams are written.

FIELD TRIPS & SCHOOL ACTIVITIES

Field trips are designed to be primarily an educational experience to complement classroom studies. Since they are part of the course, you are expected to go along. If you are unable to attend, please notify your teacher well in advance of the date of the trip. Those students unable to attend the field trip will be assigned a project or report by the respective teacher. Since field trips are a school activity, school rules apply in terms of dress, behaviour and activities.

RESPECT FOR PROPERTY

Please treat your own property with care and respect the property of others. Use or handle it only with permission, and then with even greater care than you give your own.

Do your part to keep the school neat and clean. Any act of vandalism to school property will involve replacing or repairing the property vandalised at the student's expense, as well as disciplinary action. Writing or marking furniture or lockers is considered an act of vandalism.

Equipment & Supplies from the supply room, office, teacher's desks, etc. are not yours, and you may not take them without permission.

Out-of-Bounds: You are not to be in any other part of the building that is not designated as high school space nor are you permitted in adjacent buildings unless otherwise directed.

Personal Belongings – Coats and footwear can be stored in the closet as you enter the high school. Electronics and other valuables should come with you into the classroom and can be stored there. Respect others' property and do not touch anything that does not belong to you.

SMOKING

CHS is a smoke free campus. Any smoking on the school property during instructional time or school related activities will result in suspension. If you must smoke you must go out of site of the property.

ALCOHOL AND DRUGS

The possession and/or consumption of alcohol at school or at school functions are prohibited and will result in a mandatory suspension. The possession and/or consumption of illegal drugs at school or at school functions are prohibited and will result in a mandatory suspension. The police may be involved. Trafficking in alcohol, tobacco or illegal drugs at school or at school functions will result in a mandatory suspension. The police will be called and the administration will recommend the expulsion of the student(s) involved to the owner.

RESPECT FOR OTHERS

We expect you will treat others and their property with the same respect, kindness and compassion you expect for yourself. Punching, pushing, or any such behaviours, whether playful or aggressive, are not acceptable. No student, teacher or any other person be harassed, humiliated or degraded in any way be it through words, gestures, actions or through social media. Disrespect and threats to members of the school community (students, teachers, etc.) will be dealt with through administration and could include consequences of detention, suspension, expulsion and/or police involvement.

LANGUAGE

Students are expected to demonstrate care and respect in the way they address and/or make reference to others. Any expression of disrespect to another student or a staff member by way of spoken words, print media or electronic media will not be tolerated. Racial or ethnic slurs or any other expression of disrespect against an identifiable group will not be tolerated. The use of vulgar language and curses in the classrooms, hallways or outside during any school function is unacceptable. Students who use language that is inappropriate, disrespectful and/or injurious to another person will serve detentions or may be subject to a suspension.

BULLYING POLICY

One of the crucial educational cornerstones is **respect**. It is foundational that persons in schools treat each other humanely and with dignity. Typically, personal and social results are long term, impacting the bullied and the bully as well as the larger community in destructive ways for many years. Victims of bullying often continue to suffer from anxiety, low self-esteem, insecurity, poor academic results, psychological problems, and suicide.

The subsequent policy on bullying in the school setting is an attempt to clarify the problem and present healthy ways of responding when it occurs; in addition, the policy hopes to provide preventative measures ensuring that bullying behaviour is recognized for what it is and does not become acceptable at CHS.

Definition - Bullying occurs when persons repeatedly and on purpose hurt other persons with words or actions. The harassment can take verbal, physical, sexual, or emotional forms and often involves someone wielding power.

A list of examples of bullying behaviour includes the following:

name-calling, swearing	using email social media to make inappropriate comments
hitting, attacking	posting photos and videos to the web without the permission of the people in the pic/video
pushing, pulling body parts or hair	making threats, scaring
obstructing pathways	stealing or destroying belongings
teasing, making fun, pointing, laughing	forcing group rituals or hazing
gossiping, whispering	negative comments re: gender, age, academic ability, appearance, religious, or sexual
manipulating friendships	
spreading rumours	
social exclusion, forming cliques	

Bullying, disrespect and threats to members of the school community (students, teachers, etc.) will be dealt with through administration and could include consequences of detention, suspension, expulsion and/or police involvement.

SEXUAL HARASSMENT GUIDELINE - STUDENTS

Sexual harassment of students by other students (or by employees) of CHS is unlawful and contrary to the commitment of this school to provide a stable, safe learning and working environment. School authorities shall not tolerate any sexual harassment of or by students. It is the policy of this school that all contact between students, teachers, and other adult employees shall be in keeping with respect for the individual students, shall not make a student feel uncomfortable, and shall be conducive to creating a stable environment.

Sexual harassment includes making unwelcomed sexual advances, engaging in improper physical contact, making improper sexual comments, or otherwise creating an intimidating, hostile, or offensive educational learning environment. All students and all school employees are expected to conduct themselves with respect for the dignity and self of others.

If a student has concerns about any conduct or physical contact by an adult employed by this school, by a fellow student, or by a member of the public, the student shall immediately report this concern to an administrator or counsellor, as well as the student's parent or guardian.

Students are encouraged to report any conduct or physical contact that makes them feel uncomfortable, is bothersome, or is contrary to a stable learning environment. All such reports shall be investigated immediately by school authorities. Criminal charges will be handled by appropriate law enforcement authorities. If a student is found to have violated this policy, he/she shall be subject to disciplinary action, up to and including expulsion from school. If an employee is found to have violated this policy it shall result in the termination of employment and possible criminal charges.

All such reports shall be handled discreetly to maintain confidentiality in order to avoid embarrassment and to protect the student making the report. However, it should be understood that this school is required by law to report child abuse to the appropriate social agency which protects the rights of individuals in such cases.



SUSPENSIONS AND EXPULSIONS

Suspensions: The principal has the right to suspend a student for a number of days. If you are suspended, during the period of suspension, you are cut off from all privileges of being a student here. Thus you may not be on school property, you may not take part in any school activity, and you may not write any tests, or quizzes. (A missed test due to a suspension may not be the sole cause of loss of credit (i.e. if you would have earned the credit if you had not been suspended, you will be given the credit).

When there are repeated problems with a student and a suspension has been served, expulsion procedures may be initiated. Parents/guardians will be informed of this in writing in such a case. Any student involved in a criminal activity may be expelled by the school.

Expulsion: Attending this school is a privilege. The owner may deny that privilege to you if your conduct does not conform to acceptable school standards.

COMPUTER USE POLICY

Computers are available for student use but students must abide by the following guidelines:

- login in when you use a computer and always log off when you leave. Turn off the computer if you will be the last person using the computer.
- do not share your pass words with other students
- do not login on another students' network space
- no game playing
- use of the computers for school purposes is always the priority over personal use. Prioritized use of computers is as follows - research for school projects; post-secondary options research; career research, including making of cover letters and resumes; interest inventories
- do not change any configuration settings at any time.

Consequences for non-compliance will result in you losing computer privileges for a period of time.

PERSONAL ELECTRONIC DEVICES (PEDs)

PED's can include phones, tablets, chrome books, laptops, etc. Use of PEDs in school is a privilege. Students are to use these in class only at the discretion of the teacher. Students are encouraged to leave their PEDs in their lockers until needed as we want students to interact face to face with their school community members.

PED that are not being used in appropriate ways (inappropriate times; inappropriate activity; inappropriate place) will be confiscated for a designated period of time dependant on the infraction. Repeated infractions will result in a student not having access to their PED during the school day.

PERSONAL PRIVACY POLICY

Policy Statement

Cestar HighSchool respects the right to privacy and is committed to upholding the confidentiality and security of personal information. We have developed practices to ensure this commitment is carried out in a responsible manner. CHS collects, retains, and discloses certain personal information in order to provide the best education possible. To protect your privacy we are committed to honoring the following principles:

1. Accountability

At CHS the principal is responsible for implementing the privacy policy for staff, students, and parental/guardian contact. This information will be kept in a locked filing cabinet in the principal's office or will be protected by a password on office computers.

2. Identifying purposes

The purposes for which personal information is collected will be identified before or at the time of the collection of the information.

3. Consent

Based on the reasons provided for collecting personal information, each individual's consent will be obtained for the collection and disclosure of that information.

4. Limiting collection

Personal information collected will be limited to that which is necessary for the purposes identified.

5. Limiting use, disclosure and retention

Personal information will only be used and disclosed for the purposes for which it was collected and for which consent has been obtained. Personal information will only be retained for as long as is necessary for the fulfillment of these purposes.

6. Accuracy

Personal information shall be kept as accurate, complete, and up-to-date as is necessary to fulfill the purposes for which it is to be used.

7. Safeguards

Personal information will be protected by appropriate safeguards to prevent unauthorized access or uses.

8. Open policy

CHS will readily make available its policies and practices regarding the protection of personal information.

9. Individual access

An individual has the right to access files containing personal information, and may challenge the accuracy and completeness of the information. Incorrect or incomplete information will be promptly corrected or deleted.

10. Questions and concerns

Please contact the principal or the board chair if you wish to discuss our policy and procedures relating to the protection of personal information.

Definition:

"Personal information" is defined very broadly in the *PIPEDA* as, "any information about an identifiable individual except the name, title, business address and business phone number of an employee."

"Personal information" therefore, includes an individual's home address, gender, age, ethnic origin, race, ID numbers, financial and credit information, personal health information, consumer preference information, religious affiliations, donation history, travel history, personal habits, personal interests, and personal history. (From *Fasken Martineau Client Notice* – April 2003.)

CALENDAR 2017-2018

September 5	First Day of Semester 1	
September 25	PD Day – no school	
September 29	Interim Reports go home	
October 9	Thanksgiving Day – no school	
October 26	Period 1 Exam	
October 27	Period 2 Exam	Regular Daily Schedule
October 30	PD Day – no school	9:00-12:00 Period 1
October 31	First Day of Semester 2	Lunch
November 1	Semester 1 Learning Reports go home	1:00-4:00 Period 2
November 24	PD Day – no school	
November 27	Interim Reports go home	
December 20	Period 1 Exam	
December 21	Period 2 Exam	
December 22	PD Day – no school	
Dec 25- Jan 5	Winter Break	
January 8	First Day of Semester 3	
January 8	Semester 2 Learning Reports go home	
January 29	PD Day – no school	
January 31	Interim Reports	
February 19	Family Day – no school	
February 28	Period 1 Exam	
March 1	Period 2 Exam	
March 2	PD Day – no school	
March 5	Semester 4 starts	
March 23	PD Day – no school	
March 26-29	Spring Break	
March 30	Good Friday – no school	
April 2	Easter Monday – no school	
April 5	Interim Reports go home	
May 2	Period 1 Exam	
May 3	Period 2 Exam	
May 4	PD Day – no school	
May 7	Semester 5 starts	

May 9	Learning Reports go home	
May 21	Victoria Day – no school	
June 1	PD Day – no school	
June 4	Interim Report go home	
June 27	Period 1 Exam	
June 28	Period 2 Exam	
June 29	PD Day – no school	
July 2	Canada Day – no school	Summer Session Schedule 9:00am-3:30pm w/ lunch
July 3	Summer Session Begins	
July 23	Exam Day	
August 1	Summer Session 2 begins	
August 28	Exam Day	
September 4	Start of 2018-2019 school year	

