



Mississauga Secondary School

STUDENT HANDBOOK

2009 - 2010

MISSISSAUGA is an aboriginal term meaning 'large mouth river' or 'river with many tributaries'.

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Student Information

If found, please return to the main office at Mississauga Secondary School.

THIS AGENDA BELONGS TO:

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1. School Information

Principal's Message

Mississauga Secondary School is one of a kind. Apart from the fact that we have a beautifully designed building, without the people it is nothing more than a brick, mortar and glass structure. Your involvement in co-curricular activities will help shape the personality of our school. Many fine traditions have developed as the school matures and we have new opportunities this year to continue those and start others that will last for years to come.

Find ways to become involved in school life. Post secondary schools and employers are always looking for well rounded individuals who have maintained a balance between academics and activities. Together we can make this the best school in the region.

This agenda book has the most up to date information on school and board policy. The contents have been carefully written by the staff and we have purposely attempted to keep the rules and expectations to a minimum. It is my expectation that you will always conduct yourself as a responsible young adult. At Mississauga we have minimal supervision allowing students as much freedom as they demonstrate they can handle.

In developing your planning and organizational skills this book is an excellent resource and guide for preparing assignments, presentations and projects.

It is your responsibility to read this agenda and be aware of the expectations specified herein. At Mississauga Secondary School, we have an environment that emphasizes PRIDE. Our school mascot is a Lion and together we are the PRIDE of Mississauga. As members of the PRIDE we must always be:

PRODUCTIVE

Be productive everyday in and out of school

RESPECTFUL

Respect individual differences, property, the environment and ourselves

INTELLIGENT

Use intelligence and common sense to see the truth and make decisions

DETERMINED

Face challenges with hard work, dedication and our best efforts

EMPATHETIC

Understand other peoples' struggles and respond with compassion

School Philosophy

Mississauga Secondary School offers a full range of courses providing all students the opportunity to obtain a secondary school diploma as outlined in Ontario Secondary Schools Grades 9 to 12, Program and Diploma Requirements, 1999.

Our school philosophy is based on four main tenets.

1. We value all students, and offer a wide range of programs addressing the needs of all students, whether their destination is the workplace, an apprenticeship, college or university. The curriculum optimizes successful pathways to multiple destinations after high school. The variety of courses offered will serve the diverse needs of all learners, supporting student retention until goals are realized.

2. The latest technology is accessible for both students and teachers so that learning and teaching is enriched. The technology programs include communication, transportation, hospitality, broadcast and cosmetology. Students have the opportunity to take courses in visual, musical and dramatic arts as well as the more traditional compulsory courses

3. Character education is included in every course we teach. Character education is an important component in all of the courses taught and is embedded in our code of conduct. Our school embraces a culture of pride, respect and responsibility. Students are given the responsibility to take care of their physical environment and common spaces. Connections with family and community are valued and fostered.

4. We have a school wide focus on healthy active living . Every member of the school community including students, teachers, administration and support staff, are involved. The staff model, support and participate in healthy active living.

Our school is a place where students want to be. They are engaged in their learning and want to come to school. A wide range of extra curricular activities is available and accessible to all students. Participation in extra curricular programs is encouraged.

Celebration of student success is evident on a regular basis throughout the school year. The staff of Mississauga Secondary School is dedicated to student success and are part of a nurturing, caring learning environment. We focus on the development of the whole student, supporting all students to realize their full potential as young adults.

There is a growing body of research that shows that physical exercise leads to academic and social success. Our school timetable is designed to allow for flexibility and maximum participation of all members of our school community. A variety of fitness activities and sports of both a competitive and non-competitive nature are available to individuals. The focus is on participation and inclusion with the underlying theme being, **'Be Fit to Learn and Learn to Be Fit'**.

Graduates of Mississauga Secondary School will be well equipped to face the challenges they will encounter beyond high school, to analyze situations with critical thinking skills and to objectively propose solutions that benefit all. They will move on from high school with a positive attitude toward learning and healthy active living which will carry on into their adult life.

2. School Timetable and Calendar Information

Daily Timetable

Our timetable tumbles on a 3 day cycle. Periods 3 and 4 are fixed and do not move. A sample timetable is shown here with a student who has period 3 lunch.

Period	Day 1	Day 2	Day 3
1 8:05-9:20 (75 min.)	Class A	Class D	Class B
2 9:24-10:39 (75 min.)	Class B	Class A	Class D
3 10:43-11:58 (75 min.)	Lunch	Lunch	Lunch
4 12:02-1:17 (75 min.)	Class C	Class C	Class C
5 1:21-2:36 (75 min.)	Class D	Class B	Class A

Physical Activity Periods

Mississauga S.S. unlike any other school in the region is a school which has a focus on Healthy Active Living. To support our focus, students are scheduled to participate in physical activity (PA) periods twice a week. PA will take place with your teacher twice a week according to the calendar on the following pages. PA periods are part of instructional time and are mandatory. Use your agenda and consult your teachers so you can plan accordingly and come prepared to participate in the various activities. You should also reference Gym Expectations in section 6 of this agenda book.

End of the School Day

At Mississauga S.S., we want to provide a welcoming atmosphere for our students while balancing the security of the building and its contents. You are encouraged to get involved in the various extra-curricular activities offered at Mississauga S.S. If you are participating in a school sponsored activity such as a team, club, band, practice or working with a teacher, you are welcome to remain in the building after regular scheduled school hours. If you are not involved in a sponsored activity you are to leave the school building and property promptly at the end of the school day.

School Year Calendar

School Year

First day of school for students – September 8, 2009

Last day of school for students – June 30, 2010

The number of instructional days - 188

The number of professional activity days - 6

School Holidays

Labour Day - September 7, 2009

Thanksgiving Day - October 12, 2009

Christmas/Winter Holidays (inclusive) - December 21 to January 1, 2010

Family Day – February 15, 2010

Mid-Winter Break (inclusive) - March 15 to 19, 2010

Good Friday – April 2, 2010

Easter Monday – April 5, 2010

Victoria Day – May 24, 2010

Professional Learning Day

September 2, and 3rd, 2009

Early Release Dates

September 23, 2009

October 28, 2009

February 24, 2010

April 7, 2010

Professional Activity Days - Secondary (4)

Turn-around day – February 2, 2010

Year-end reporting, professional and curriculum development, and school closing activities
– June 28-30, 2010

3. School Policies and Procedures

Attendance

It is your responsibility to attend all of your classes and to arrive on time. In the event that you must be absent from school, a Parent/guardian must report the absence to the attendance secretary, in advance when possible, otherwise you are to bring a note signed by your parent/guardian immediately upon your return to school to the main office. The attendance secretary will give you a pink slip to take to your teacher, and the original note will be kept on file in the office for teachers to review if necessary.

Attendance Awards

Students with perfect attendance in any given month will be eligible to win a gift certificate. Two names will be drawn from all of the perfect attendees at the end of each month. In addition at the end of each semester all students with perfect, practically perfect and close to perfect attendance will be recognized with a certificate.

Attend to Participate

Each year our school sponsors several extra-curricular activities. In order to be eligible to participate you must have good attendance and be punctual. Prior to any event, the school administrators review the attendance for all prospective participants and may withdraw students who are not eligible. If you correct your attendance pattern prior to the next event you will have your privileges re-instated.

Extended Absences

In accordance with provincial regulations, if you will knowingly be absent from school for an extended period of time, you are expected to bring a note signed by your parent/guardian to the main office indicating the nature and duration of the absence in advance. An Extended Absence form, available in the main office, must be picked up, completed by your parents and teachers, and returned to your alpha administrator well in advance of your extended absence.

As a student, you should realize that:

- any absence from school can have a negative impact on your academic achievement ;
- frequent absences/lates will affect your progress in school and may jeopardize your success in earning your credits;
- persistent unauthorized absences or lates could result in suspension and/or removal from the course/school;
- in the event that an extended absence cannot be planned during regular school vacation time (March break, summer holidays, etc.), your education becomes the responsibility of you and your parent/guardian;
- you are responsible for gathering and completing the work that you will be missing if you are absent from school;
- a "no mark" will be assigned for evaluations missed during an extended absence. At the end of the course teachers will make a determination whether or not there is sufficient evidence on which to grant a credit
- no examinations/final summative evaluations will be rescheduled to accommodate unauthorized absences/vacations.
- any student who misses an exam/final summative evaluation while on vacation will receive a mark of zero (0).

Communication with Adult Students (age 18 and older):

Please be advised that Peel District School Board staff, including teachers and administrators, will communicate with the parent(s)/guardian(s) of an adult student (age 18 or older) regarding educational matters unless and until that adult student provides direction in writing that all further communication by school staff regarding education matters must be with that student only. If you have any questions regarding this practice or if you wish to provide written direction to the school, please speak to your Vice-Principal or Principal. Students 18 and over may lose these sign-out privileges if they are abused.

Signing Out/Leaving Early

Students who need to leave school at any time other than their scheduled lunch period must sign out through the attendance secretary. Students who become ill during the day must report to the attendance secretary where arrangements for assistance can be made.

Field Trips and Off-Site Excursions

Field Trips are an extension of your learning. We encourage students to participate in field trips, excursions, listening to guest speakers, attending assemblies and becoming involved in co-curricular activities.

It is expected that you will:

- follow the pattern of respectful, courteous behaviour that is a part of our daily routine (PRIDE).
- observe all school rules for the duration of these activities.
- give advanced notice to your teacher if you know you will be absent for a field trip or off-site excursion.
- collect assigned work for the day(s) you are going to be absent and complete the missed work or assignments.

Securing your Valuables, Electronic Devices and other Personal Effects

If you bring a valuable of any kind to school it is expected that you are assuming all responsibility in the event that it is misplaced, stolen, or damaged in any way. If the item is important to you and not necessary for the academic day, it is recommended that you leave it at home. If you choose to bring it to school, it is strongly recommended that you keep it with you at all times, or lock it up in your locker. Never leave any of your belongings unattended anywhere in the school at any time!

Use of Cell Phones and other Electronic Devices

Cell phones and other electronic devices must be turned off and stored before entering teaching areas (e.g. classrooms, computer labs, gyms and library) to avoid disruption to the curricular program. Cell phones and other electronic devices are not to be used in teaching areas during the academic day without express permission from the classroom teacher. Cell phones and other electronic devices may be used during a student's lunch or study period, provided that cell phone use does not in any way infringe on the rights of others. Inappropriate cell phone use may include, but is not limited to, unwanted filming or photographing of others, loud music, or offensive language in text or oral communication. Failure to comply with this policy may result in the cell phone or electronic device being confiscated.

Laser pens/pointers are not allowed in the school building and will be confiscated.

Bus Information

It is your responsibility to abide by the rules and expectations outlined by the bussing companies and Peel District School Board policies. The student code of conduct applies while on the bus. This means you must treat fellow passengers and bus staff with respect at all times, and any damage or defacement of a bus or its property will not be tolerated. Only students eligible for transportation services will be permitted on the bus. Students must present their bus card to the bus driver. Failure to do so will result in the student being removed from the bus. Students are not to share their bus cards with other students, nor are they permitted to ride a bus other than the one to which they are assigned. Students who misuse their bus cards will have them confiscated, and they will be removed from the bus. Students who lose their bus cards will be required to pay a replacement fee.

Dress Code

A school environment demands an appropriate standard of dress. Student dress does affect attitudes and you should come to school clean, comfortable and covered. If your attire is objectionable, you may face office consequences and may also be required to return home or change into suitable attire.

It is your responsibility to:

- express individual style through your attire in a way that reflects a positive self-image and is appropriate for a school or business;
- not wear clothing that is revealing or offensive to others;
- place all non-religious head wear worn to school in your assigned locker as it is not to be worn inside the school;
- place all outerwear (e.g. coats, jackets, gloves, scarves, etc.) in your assigned locker before entering your classrooms.

Inappropriate apparel includes, but is not restricted to, logos, sayings and pictures that express/display sexual content, substance abuse, violence, profanity and inappropriate references to nationality, race or gender. Bandanas of any kind are not permitted on school property. Pants are to be worn on the waist; undergarments are not to be visible. Non-religious headwear is NOT permitted to be worn inside Mississauga S.S. Head wear, including but not limited to, headbands, bandanas, toques, hoods, du-rags, kerchiefs, earmuffs, and hats of all types must be removed upon entering Mississauga S.S.

Wearing of Kirpans

The request will be made directly to the principal who will explain to the individual that Kirpans may be worn in schools by Khalsa Sikh students subject to certain limitations. Where possible, students under 18 years of age should be accompanied by their parents during this explanation and discussion

Assemblies, Presentations & Special Events

You are to behave in an appropriate and respectful manner towards your classmates, presenters and teachers. Inappropriate behaviour will not be tolerated.

Visitors & Guests - Sign In

A school environment demands a safe, orderly and uninterrupted learning environment. It is your responsibility to ensure that visitors do not drop by the school to see you without permission from the office. Parents/guardians, visitors and guests who come to the school for educational purposes should report to the main office to identify themselves and the nature of their visit.

4. School Property and Facility

Respect for Facility & Others

At Mississauga S.S. we take pride in our facility and strive to maintain a clean and socially responsible environment.

You are expected to:

- dispose of garbage in the containers provided and recyclable materials in the appropriate containers;
- conduct yourself in an orderly, polite and respectful manner;
- behave in a positive and caring manner with regard to your school, teachers, administrators, custodial staff, school guests, fellow students and school property;
- be an ambassador for the school's expectations and policies both when at school and in the community.

Respect for Textbooks & Resources

You are expected to:

- take care of the textbooks and resources that have been loaned to you to assist you in your learning;
- keep such materials and resources in good condition and pay for any lost or damaged items.
- return any school equipment that is used or signed out (i.e. text books, AV equipment, library books, sports equipment, etc.) in the condition it was given to you.

Lockers

The school provides you with both a lock and a locker at the beginning of the school year. It is your responsibility to keep your lock combination private, to safely store your personal items (coats, headwear, books, etc.). Do not leave your possessions unattended.

Cafeteria, Food & Drink

The cafeteria is the designated area for food consumption as well as for studying. Hot food and glass bottles must remain in the cafeteria. Snacks are permitted outside of the cafeteria provided that you dispose of your garbage appropriately. Drinks carried in a plastic container are allowed outside of the cafeteria. Water is permitted in classrooms; food and snacks are not. Food and drink of any kind are not permitted in the computer labs or in the library. Students may listen to personal music players (i.e. CD/MP3 players) in the cafeteria as long as they are used with headphones and are played at a volume that does not disrupt others.

Computer & Internet Use

Electronic resources are available at Mississauga S.S. to assist with your educational experience. Internet or computer use contrary to Mississauga S.S. Code of Conduct is prohibited. Inappropriate use will be addressed and may result in cancellation of this privilege along with other school penalties. If students break the law, the police will become involved.

You must always:

- scan disks for computer viruses - to protect the school's computers and home computers;
- use software which is Peel Board licensed;
- provide photo identification in order to use library or lab computers;
- ensure you are using both the computers and the Internet appropriately for all computer related activities.

Unacceptable use of school computers includes but is not limited to the following:

- downloading of files/programs from outside sources.;
- online chatting or messaging;
- transmission of any material in violation of any Federal or Provincial regulation including Copyrighted material, threatening or obscene material, hateful, racist or discriminatory material;
- breach of security on local and remote sites including use or attempted use of another user's account, unlawful entry/attempted entry into any network system, allowing another user to access your account;
- personal email use from a Board assigned account.

Cyber Networking

Students should be aware that misuse of the internet extends to their home computers and that posting any kind of derogatory remarks, videos or pictures that are connected to the school, staff or students will result in school disciplinary action and may involve the police.

Parking and Personal Vehicles

Parking is available on school property if you drive your personal vehicle to school, provided you have a valid Driver's License. Students who choose to drive to school and park on school property do so at their own risk. Students who park in restricted areas may face loss of parking privileges or have their car tagged/towed by Mississauga Parking Control. Cars are for transportation to and from school and are not to be used to sit in and listen to music or socialize or entertain friends. All drivers are expected to obey the direction signs and exercise care and caution when operating a vehicle.

5. Safety and Health Protocol

Accidents

You are expected to:

- take preventative measures to avoid personal injury to yourself and injury to others;
- notify the teacher in charge of the activity or class if a student or staff member is injured.

Fire Evacuation Procedures

Assume any fire alarm is real and vacate the building immediately. It is your responsibility to know the fire drill procedures and, when the alarm sounds, to follow the directions given from the office and teachers. Any student who is found to have falsely signaled an alarm will be subject to financial responsibility of the cost of the visit of emergency personnel to the school, as well as face suspension, involvement with the police and criminal prosecution.

Procedures:

Every teacher and student using that area should review Exit routes posted in all classrooms. The safe evacuation of students in the event of fire is of prime importance. If fire occurs during school hours, it is important that students leave the building in an orderly manner and reach a place of safety without injury. Under no circumstances will the elevators be used. Though rapid evacuation of the building is important, speed must be consistent with the maintenance of proper order and discipline. Once you have evacuated the building, you must remain with your teacher at least 10 meters from the outside of the school building.

Lockdown Procedures

It is your responsibility to know the lockdown procedures, and when a lockdown announcement is made, to follow the directions given from the office and teachers.

Procedures:

Lockdown procedures are defined by the Peel Regional police as the restriction of movement during the time of a potentially serious violent incident.

If you are **inside the building** when a lockdown occurs: upon hearing the message on the P.A. "Initiate Lockdown Procedure" students and staff inside the school go to the closest classroom and lock the doors and windows, and remain out of window viewing range, on the floor until further directions are given.

If you are **outside the building** when a lockdown occurs: upon hearing the message on the P.A. "Initiate Lockdown Procedure" move as far away from the building as possible and remain outside in a safe location until further directions are given. Administration may direct staff and students to move to the school evacuation site.

School Closing - "Snow Day"

Listen to the radio to determine the status of the school and whether or not it will be closed due to inclement weather. A decision about the status of school operations is usually made by 6:45 a.m. For a list of school closures and bus cancellations you may also call 905-890-1010.

Internet Announcement

Check for online updates at <http://www.peelschools.org/>

Radio Announcement

The following radio stations provide accurate information:

CBC(Fr)/860 AM **CHFI**/98.1 FM **CHWO/CJMR**/1250 AM CBL/94.1 FM **CHIN**/100.7 FM - 1540 AM, **CJCL**/590 AM-**Q107**/640 AM, **CFNY**/102.1 FM, **CHUM**/1050 AM **CFTR(680 NEWS)**/680AM, **CHUM**/1050 AM, **CFRB**/1010 AM, **DC103** FM, **CKFM**/99.1 FM, **CHAY**/93 FM, **CHEZ** Z97.3 FM

One of two messages will be broadcast:

Buses are not running: This message may apply to all buses in the region of Peel or select areas (i.e., buses north of Hwy. 401). This message means that schools remain open for students - but ALL transportation services provided by the Peel District School Board are cancelled.

The school system is closed: On rare occasions, due to the severity of weather conditions, Peel District School Board schools and other Board workplaces are closed to students and staff.

Since we will be fielding calls from teachers and support staff to make decisions about classroom coverage and/or a delay to the start of classes, ***please do not phone the school to inquire about school operations.***

Neighbourhood Policing Unit Officer

A Peel Regional Police Officer has been assigned to Mississauga S.S. to work with our school community to ensure a safe and positive learning environment for everyone in the Mississauga S.S. community. You are to report any suspicious or illegal behaviour to the administrative staff, to the local police, and/or to Crime Stoppers.

6. Student Expectations and Behaviour

Mississauga Secondary School Code of Conduct

Schools are established in order to help you acquire the skills, knowledge and values that will help you live successful lives in today's society. You are expected to strive for excellence in each of your courses and to abide by the rules of appropriate behaviour. You are strongly encouraged to become involved in the extracurricular life of our school.

The Mississauga Secondary School Code of Conduct, established by staff, in consultation with students and parents/guardians, reflects the school's philosophy and addresses what is expected of you and what you can expect from your school. The Code of Conduct applies to all members of the school community including students, parents, guardians, volunteers, visitors and school staff, whether they are on school property, on school buses, at school-authorized events or activities, or in any other situation that may impact the school climate.

All members of the school community are expected to:

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

You are expected to:

- respect the rights, feelings and property of others. This includes respect for yourself;
- treat fellow students and all staff politely and with dignity, demonstrating respect for others that may be of different ability, age, class, gender, race, or sexual orientation;
- be in attendance at school every instructional day, arrive to all classes on time and actively participate in your academic program;
- be appropriate in dress and personal habits;
- show respect for school property, computers and equipment by keeping the facilities clean, and by abiding by the established rules for use of school equipment.

You can expect to:

- be treated politely with dignity and respect by fellow students and all staff members;
- receive excellent instruction in your daily studies and support from your teachers.
- work in a clean and safe environment;
- have access to school facilities, computers and equipment for the purpose of curricular and co-curricular activities;
- have the opportunity to participate in a wide range of curricular and extra-curricular activities.

Student Identification

You must:

- carry your current student photo I.D. card at all times when you are on school property;
- identify yourself to *any* staff member who asks you for your name;
- ensure that all data (address, telephone numbers, emergency phone number) on office records is up to date and accurate. This ensures that a parent/relative/guardian can be contacted, which is especially important in the case of an emergency. Please report all changes to the office.

Gym Expectations

You are not permitted into the gymnasium without the supervision of a teacher. You must:

- wear appropriate gym attire to participate in gym classes and athletic activities;
- wear; non-marking running shoes to participate
- not bring food or drinks into the gymnasium area;
- not sit on the top of the bleachers;
- use the facility and equipment in a safe manner (e.g. do not grab the basketball rims).

7. Discipline Policies

At Mississauga S.S. we strive to provide a safe and secure environment for all. In order to maintain a safe, orderly and healthy environment, it is your responsibility to:

- refrain from any behaviour which endangers the safety and well-being of yourself or anyone else;
- report any behaviour which may result in harm to yourself or others;
- seek advice or help before a situation becomes unsafe or unhealthy.

The *minimum* rules for a safe, orderly, healthy school:

Verbal or physical confrontations are unacceptable. Failure to resolve such confrontations may result in suspension or expulsion if the confrontation results in bodily harm.

Harassment, intimidation or discrimination - any behaviour either verbal, physical or by use of computer/email which makes another feel uncomfortable or afraid will not be tolerated. This applies particularly in respect to discrimination based on race, faith, gender, socio-economic status, ability, age or sexual orientation. Such behaviour may result in suspension or expulsion from school. The Police may also become involved.

PROGRESSIVE DISCIPLINE

Progressive discipline is an approach that makes use of a continuum of interventions, supports and consequences, building upon strategies that promote positive behaviour. We encourage students to take responsibility for their behaviour and to accept the consequences for their actions. A progressive discipline approach will be used to deal with inappropriate behaviour. This may include: oral reminders, review of expectations, contact with parent(s)/guardian(s), written reflection, volunteer services to the school community, conflict mediation and resolution, peer mentoring, and/or referral for support services.

Suspension and Expulsion

The behaviours for which the Principal may consider suspending a student include:

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

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

- physically assaulting another person causing bodily harm that requires medical treatment;
- possessing a weapon or using a weapon to threaten or frighten another person
- trafficking in restricted drugs or weapons;
- giving alcohol to a minor;
- committing robbery;
- committing sexual assault;
- behaviour that:
 - is significantly detrimental to the school climate and/or to the physical or mental well-being of others;
 - causes extensive damage to school property;
 - causes his/her continued presence at the school to pose an unacceptable risk to other members of the school community;
 - a pattern of behaviour so inappropriate the student's continued presence is detrimental to the effective learning or working environment of others;
 - demonstrates a persistent resistance to changes in behaviour that would enable him/her to be successful;
 - is a serious violation of the school or Board Codes of Conduct

BULLYING PREVENTION AND INTERVENTION

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

When someone experiences or observes bullying behaviour, he/she is expected to report it to a teacher, teaching assistant or school administrator immediately. Bullying behaviour will be treated very seriously and dealt with accordingly.

SMOKING, DRUGS and ALCOHOL

The school recognizes the benefits of a smoke-free environment for all persons. By law, smoking is not permitted at Mississauga Secondary School, on any other Board property, on school buses or while attending any school-related event or activity. School property includes cars that are on school grounds and all lands to the edge of the sidewalk or street. The *no smoking* rule will be enforced within these areas. Students caught smoking on school property will be cautioned, and may be fined by the Region of Peel for a second offence.

Providing tobacco products to anyone under 19 years of age is illegal.

Alcohol and restricted drugs may be addictive and represent a health hazard. Possessing, using, trafficking in, or providing others with restricted drugs and/or alcohol will not be condoned at Mississauga Secondary School, on Board property or at any school-related event or activity at any time. Drug-related paraphernalia that can be used for substance abuse is not permitted on school property and will be confiscated

WEAPONS

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

8. Course Selection and Diploma Requirements

Course Selection

Course selection is done early in the new year to allow the school organization for the following school year to begin. You are expected to carefully plan your course selections, but you will have an opportunity to change these selections on Verification Forms in the spring. You must recognize that once the school year has begun timetable changes are often not possible because of restrictions on class size.

Course Load & OSSD Requirements

It is your responsibility to carry a full course load. If you have fewer than 24 credits completed you must carry four courses each semester. When a student has completed 24 credits they can choose to have a study period. Students need to take the appropriate measures to complete their Ontario Secondary Student Diploma (OSSD) requirements: 4 English (one per grade), 3 Mathematics (at least one in Grade 11 or 12), 2 Science, 1 Arts, 1 Canadian Geography, 1 Canadian History, 1/2 Civics, 1/2 Career Studies, 1 French-as-a-second language, 1 Health and Physical Education, 1 additional credit in English, or Third Language, or Social Sciences and the Humanities, or Canadian and World Studies, 1 additional credit in Health and Physical Education, or the Arts, or Business Studies, 1 additional credit in Science (grade 11 or 12), or Technological Education (grades 9-12).

Students are encouraged to seek the assistance and guidance from their counselors regarding all academic decisions.

Night School

It is your responsibility to select courses wisely and to follow through with your commitment to them.

Night School, Online Courses and International Language courses are not considered in the calculation of this course load, as these are optional courses offered outside the regular day school program. You and your Parents should consult a guidance counselor on the advisability of registering in these courses.

Authorization to attend night school can only be granted by the day school

Principal. Students are discouraged from taking night school courses except in exceptional circumstances.

Credits Earned at Private Institutions:

While these institutions may be accredited, there is a large discrepancy between the marks received through day school and these schools. Taking courses through these private school is discouraged and any marks earned there must be submitted by the private institution directly to OUAC.

Part-Time Students

The request to be a part-time student will not be granted except in exceptional circumstances and only in the final semester prior to graduation. Permission to be part-time can only be granted by the principal.

Community Service Hours Diploma Requirement

Every secondary school student must complete 40 hours of community involvement activities as part of the requirements for an Ontario Secondary School Diploma (OSSD). The purpose of the community involvement requirement is to encourage students to develop awareness and understanding of civic responsibility and the role they can play, and the contributions they can make, in supporting and strengthening their communities.

Students are advised to get started as early as possible. Ideally students will have completed their 40 hours of community service by the end of Grade 10. It is the student's responsibility, with assistance from his or her Parents/guardians, to find an appropriate volunteer placement. The school will not be directly involved in finding volunteer placements for students or monitoring students while they are completing their volunteer work.

The Ministry of Education has developed guidelines about what kinds of activities are eligible. Generally, students can complete 40 hours of service in events or activities that meet the following criteria:

- supports not-for-profit agencies, institutions or foundations;;
- structured programs to promote tutoring, mentoring, visiting, coaching whose purpose is to assist others
- supports work of a global nature;
- promotes environmental awareness;
- promotes and contributes to the health and well-being of any group affiliated with a club, religious organization, arts or cultural association, or political organization that seeks to make a positive contribution in the community;
- benefits the community.

Any activity not specified is ineligible.

Students, with assistance from family, are expected to complete the form that outlines what volunteer work he or she intends to do. This form can be downloaded from the Peel Board web site or picked up in the Guidance Office. The completed form should be signed by the parent and the student, and a copy should be brought to the Guidance Office. This form will be kept on file at the school.

9. Student Co-Curricular Activities

You are encouraged to get involved in the various co-curricular activities that Mississauga S.S. offers.

Mississauga Students' Union (M.S.U.)

The M.S.U. Executive is composed of students elected by the student body, and the M.S.U. General Council is made up of elected homeform, team, club and council representatives. These dedicated students strive to make school life more productive and enjoyable for both students and staff. Members of our M.S.U. meet regularly to help coordinate activities to boost school spirit and that allow Mississauga S.S. to give back to our community. The M.S.U. is also responsible for making the voices of the general student body heard, and keeping students informed of different school activities and events. M.S.U. works diligently in planning an array of activities and events such as spirit days, leadership opportunities, fundraising and social awareness events. In addition to facilitating these events, the M.S.U. works closely with administration in helping other school organizations to plan their events so that they do not conflict with any other major school events identified in the school calendar.

Co-Curricular Code of Conduct

You are offered the opportunity to participate in athletics, clubs, and organizations and have the best experience possible at Mississauga S.S.

It is your responsibility, in representing Mississauga S.S. as a member of a school team, club, or organization students, to:

- acknowledge the privilege and responsibility that go along with team, club and organization membership;
- be a responsible student and attend all of your classes;
- inform your teacher ahead of time and arrange to make-up any missed work if you miss a class because of your team, club or organization's schedule;
- show commitment to school, team, club, organization and coaching staff;
- demonstrate moral conduct in the use of acceptable language and appropriate behaviour by abiding by school and community rules and regulations;
- show courtesy through your awareness and concern for others and polite interaction;
- be respectful and accepting of authority and others (teachers, coaching staff, officials, players);
- care for equipment and facilities;
- demonstrate integrity and honesty while competing to the best of your ability at all times.

Academic Eligibility for Co-Curricular Involvement

Co-Curricular activities are a natural extension of the school day and exist to provide you an opportunity to develop into a well-rounded individual. As much as these activities are essential to a well-balanced school life they are also a privilege that will only be accessible to you if you commit fully to your academics and make a conscientious effort to succeed in all of your courses. You will forfeit your opportunity to participate in the extra-curricular activities if you do not fulfill your academic obligations including regular attendance and being punctual.

10-20-30 Policy

Students involved in any extra-curricular student organization (e.g. team, club, council or committee), will receive a warning at **10** unauthorized absences from class. At **20** unauthorized absences, the student will be temporarily suspended from the activity, and reinstated only after **30** days of improved attendance. Students are reminded that their participation in extra-curricular activities is a privilege, not a right. Fulfill your obligations in class such that you can benefit from all of the educational opportunities outside of class.

Balance and Commitment

Being involved in extra-curricular programs is an essential ingredient for a successful high school experience, however, students are advised to strike a careful balance between academic and extra-curricular commitments. Students need to choose wisely and be careful not to sign up for too many activities and whenever possible avoid overlapping activities which will not allow them to make a full commitment. Playing on a school team has some additional expectations which are outlined in detail on the back of the permission form for participation in interscholastic activities.

10. Assessment and Evaluation

As a Mississauga S.S. and a Peel District School Board student you are assessed and evaluated fairly and appropriately. It is your responsibility to be proactive in your education and learning and complete assigned work, assignments, projects, presentations, quizzes, tests, and exams. Curricular expectations and the types of assessment strategies for courses are made available to you at the beginning of semester through a Course Outline. It is your responsibility to adhere to the curricular expectations and meet deadlines for all of your courses.

Achievement Levels

It is your responsibility to ensure you are working to your potential to meet achievement level standards and strive for the Provincial Standard - Level 3.

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

Learning Skills

It is your responsibility to ensure you are working to your potential to contribute to your own learning and life skills. For educational, social and career success in the twenty-first century, you will require effective work habits and the ability to make sound decisions, solve problems, plan effectively, work independently, communicate well, research, evaluate yourself realistically, and explore new educational and career opportunities. Your learning skills are regularly assessed and reported on a separate scale on the provincial report card. These cross-curricular learning skills include: working independently, teamwork, organization, work habits/homework and initiative.

Final Grade for the Course

It is your responsibility to complete and submit course requirements on time and work towards the Provincial Standard - Level 3.

A final grade is determined as follows:

- 70% of the grade is based on formative assessments and evaluations conducted throughout the course (term work).
- 30% of the grade is based on final summative evaluations/cumulative tasks, which must be completed towards the end of the course. These may take place in regularly scheduled class periods or as a final written exam at the end of each semester. A schedule of final evaluations will be given to students and students must attend each evaluation as scheduled. No accommodations are made for vacations, summer jobs, or other non-medical reasons.

Missed Evaluation Policy - Major Term Evaluations

"The i-1-0 Guideline"

Students will be assigned a mark of **0 (zero)** when the student is truant or purposefully avoids or cheats on any evaluation. Note that in cases of plagiarism a mark of zero (0) will be recorded. When a student misses an evaluation due to circumstances beyond his/her control (e.g. illness), and these circumstances have been documented and discussed with the teacher, a mark of **1 (one)** will be assigned. The 1 (one) will be adjusted when the student makes up the missed evaluation. The missed evaluation must be completed within a reasonable time frame established by the teacher in consultation with the student. In the event that the student does not make up for the missed evaluation, the mark of 1 (one) will remain on their record. In special circumstances where a make-up evaluation is missed or cannot be rescheduled, an **i (incomplete)** may be assigned. In rare circumstances when a student has a significant number of i's and/or 1's it may be determined that there is insufficient evidence for the student to earn a credit in the course.

Deadlines

You are provided with deadlines and due dates and it is your responsibility to meet these requirements.

It is your responsibility to seek assistance from the teacher when you are unable to complete a task/assignment due to insufficient knowledge or skill. Be sure to advise your teacher of any difficulty well before a task/assignment is due. Some deadlines are negotiable while others are absolute. Work that is not complete on either a negotiated or absolute deadline may not be evaluated. Chronic lateness in submitting task/assignments may prevent the teacher from evaluating a student's ability to demonstrate the course expectations and may require the student to demonstrate his or her knowledge and skills within an alternate setting such as summer school.

Academic Honesty It is your responsibility to ensure that the work you hand in for assessment and evaluation is your own original work and that you abide by school academic honesty. These policies are further outlined in the Plagiarism Policy and the Style Guide Document. Consequences for academic dishonesty may include, but are not limited to, a teacher not accepting your assignment/test, a mark of zero being assigned, office detentions, suspensions, or loss of credit.

Cheating (or the intent to cheat) may include, but is not limited to, electronic theft, plagiarizing, processing unauthorized test or examination aids, copying another's work or allowing one's work to be copied at any time, obtaining test/examination questions prior to the actual time set for their writing, submitting work previously used for evaluation in another course, or altering work after it has been evaluated. The school uses a comprehensive software package for detecting incidents of plagiarism that has proven effective in identifying copied work.

Plagiarism Policy When a student submits work as part of the requirements of an academic course, it is assumed that it represents the student's own work. A student must submit work that legitimately reflects his/her own thought and effort. What he/she must not do is to find a book/article/internet source containing relevant passages on the topic, copy it out word for word and then hand it in as if it was his/her own work. Plagiarism is an inexcusable offence in the academic world. Therefore, students are reminded of their responsibility to be proactive and seek teacher advice to clarify any uncertainties they may have regarding plagiarism policies.

The rules governing quotation and references are, in fact, very simple. If the student discovers a passage which he/she feels relates well to his/her chosen topic, the student is allowed to reproduce it as long as it is in the form of a direct quotation or an indirect reference, and the student must also appropriately document this in the assignment. In-text citations and complete information about the source should be entered in the Reference list at the end of the assignment using the appropriate referencing format outlined by the subject teacher. Therefore, if unoriginal work is handed in without appropriate documentation and acknowledgements it is considered plagiarism.

The following examples (in these cases, using APA style) are provided to make this distinction clear:

Example A (direct quotation)

Thomas Hardy was vitally interested in the social conditions and trends of the late nineteenth century. As Douglas Brown (1954) has written, "the tragedy of the exodus of the agricultural workers from the villages and the countryside, and what the tragedy represents, forms one of Hardy's continual themes" (Brown, 1954, p. 37).

Example B (indirect reference)

Thomas Hardy was aware of the changes taking place in the England of his day, and his writing reflects his interest in these changes. It was argued by Brown (1954) that this is one of the most significant themes in Hardy's work as he describes a countryman who was particularly concerned about the migration of the agricultural workers from the countryside into the industrial town.

Example C (plagiarism: direct quotation without acknowledgement)

Thomas Hardy was concerned about the social conditions of his time. The tragedy of the exodus of the agricultural workers from the villages and the countryside and what the tragedy represents, forms one of Hardy's continual themes.

Example A involves direct quotation with page reference and is perfectly acceptable.

Example B does not quote the exact words but refers specifically to Mr. Brown's writing in the author's own words, and is acknowledged properly with the year referenced. This example is equally acceptable.

Example C however, takes over Mr. Brown's actual words (quoted in A) without putting them in quotation marks and without giving a footnote reference. This is plagiarism whether Douglas Brown's book is mentioned in the bibliography or not. It is plagiarism because it gives the impression that both the idea and the phrasing are original. This constitutes a theft of words, which are really another person's property. For moral reasons as well as academic ones, plagiarism cannot be tolerated and disciplinary actions will occur as a result.

From *A Note to New Students*, McMaster University Faculty

11. Community Support Services

It is your responsibility that you make yourself aware of the services offered and to get involved and utilize these services in an appropriate manner.

Addiction Counseling Services of Peel	(905) 796-3005
Addiction Assessment & Referral Centre	(905) 629-1007
Adolescent Suicide Prevention in Peel	(905) 804-0123
Children's Aid Society	(905) 363-6131
www.peelcas.org	
Crime Stoppers- Peel	(905) 455-TIPS
www.peelpolice.on.ca/crimestoppers/safeschool.html	
Distress Center/Crisis Line - Peel	(905) 278-7208
www.distresscentrepeel.com	
Drug and Alcohol Info Line	(905) 595-6111
http://sano.camh.net/infoline.htm	
FAME - Family Assoc. for Mental Health Everywhere	(905) 276-8316 (Miss)
www.fameforfamilies.com/	
Health and Sexuality Line – Peel (Mississauga)	(905)270-0587
http://peelregion.ca/health/topics/sexual/sexuality.ca	
Kids Help Phone(free 24 hours/day)	1-800-668-6868
www.kidshelpphone.ca/	
National Eating Disorders Info	1-800-NEDIC-20
www.nedic.ca	
Outreach Team- Peel	(905) 848-HELP
www.peelregion.ca/welfare/community-programs/outreach.htm	
Peel Children's Centre	(905) 769-3500
www.peelcc.org	
Peel HIV/A.I.D.S. Network	(905) 362-2025
Peel Legal Aid	(905) 453-1723
www.legalaid.on.ca/	
Peel Hospitals - Crisis Intervention Credit Valley	(905) 813-2399
www.cvh.on.ca/home.asp	
Peel Memorial	(905) 451-1710
Trillium	(905) 848-7495
http://www.trillium/www.trilliumhealthcentre.org	
Peel Social Services	(905) 793-9200
Rapport Youth & Family Counseling	(905) 455-4100
www.rapportyouth.com	
Sexual Assault/Rape Crisis - 24 hour line	(905) 273-9442
Victim Services of Peel	(905) 568-1068
www.vspeel.org	
Youth Net Peel	(905) 804-0123

12. Guidelines for Writing

Style Guide

What is A.P.A./M.L.A. Style?

A.P.A. and *M.L.A.* styles are used for formatting essays and reports. They provide writers a format to document research essays and reports. This enables a cross-referencing system that allows readers to locate source material, indicate a writer's accountability to their source material and protect writers from accusations of plagiarism. At Mississauga Secondary School, the APA and MLA styles will be the recommended formats for student assignments and teachers will guide you in using the appropriate format for specific assignments.

General Guidelines

All assignments must:

- be word processed, double spaced and printed on 8.5"x11" white paper.
- use the standard margin (1 inch/2.5cm) margin on all sides.
- have consecutively numbered pages.
- use either underlining or italics to highlight titles.
- use correct APA or MLA format for In-Text Citations and Referencing.

In-Text Citations

The purpose of In-Text or Embedded Citations is to direct the reader to the appropriate source in the Reference list, which will appear, at the end of the essay or report. An in-text citation should include the following information: the author's last name(s) and year the source was published. If the citation is a direct quote, the page number where the information cited was found should also be included.

Example In-Text Citations:

Direct Quotations

The purpose of the study was to "... (Shortt & Shaw, 2003, p. 2) in order to examine ...

Author's Name Included in Text

According to Shortt and Shaw (2003)...

Author's Name Not Included in Text

In the study of (Shortt & Shaw, 2003),

Group as Author

In 2004, Statistics Canada reported ...

Two or More Works in the Same Parentheses

Several studies on ... (Short & Shaw, 2003; Fretz, 2002) reported similar findings.

Footnotes

Content and copyright permission may be included in footnotes.

Number the footnotes consecutively.

Footnotes should be included on a separate page after the Reference List.

A.P.A. Citations continued:

Reference List

The list of references used should appear on a separate page at the end of the assignment. This page provides a list of all sources cited in the piece of writing and should have the title "*References*". Each source cited in the essay/report must appear on the References list and any entries included in the Reference List must be cited in the text of the essay or report.

The list is arranged alphabetically by the last name of the author. In the situation where there is no author, the list should be arranged in order of the first word of the title (excluding articles a, an, the). If there is more than one author with the same last name, or two references by the same author, they should begin with the earliest publication. References should be in proper format with the first line starting alongside the margin, while each preceding line should be indented.

Example References:

~ Books

One Author

Kronby, M. C. (2001). Canadian Family Law (8th ed.). Toronto: Stoddart Publishing Co. Limited.

Two or More Authors

Dickerson, M. V., & Flanagan, T. (1994). An Introduction to Government and Politics (4th ed.).

Toronto: Nelson Canada.

Group/Corporate or Unknown Author

The Oxford Encyclopaedic English Dictionary. (1991). New York: Oxford University Press.

Edited Volume → included (Eds.) after Editors name(s).

Translation → include (J. Smith, Trans.) after the Title.

Revised Edition → include (Rev. ed.) after the Title.

~ Periodicals

Article in a Magazine

Shortt, S. E. D., & Shaw, R. A. (2003, Feb 18). Equity in Canadian health care: Does socioeconomic status affect waiting times for elective surgery? Canadian Medical Association Journal, 186(4): 413-416.

Articles in a Newspaper → include (p. F5), section and page after the source.

~ Electronic Sources

Article from Online Newspaper or Magazine

Brown, L. (2005, May 12). Students get \$6.2 billion boost. Retrieved May 12, 2005, from http://www.thestar.com/NASApp/cs/ContentServer?pagename=thestar/Layout/Article_Type1&c=Article&cid=1115849414795&call_pageid=968332188492&col=968793972154&t=TS_Home

Online Database

The Royal Canadian Mounted Police. (2005). Retrieved May 12, 2005, from The Canadian Encyclopaedia database on the World Wide Web:

<http://www.thecanadianencyclopedia.com/index.cfm?PgNm=TCE&Params=A1ARTA0006981>

Article from an Encyclopaedia on CD-ROM → put "CD-ROM database" after the source.

Online Information

Adapted from the *American Psychological Association (APA) Style Guide*.

Harris, M. & Pilz, J. (2004). Canadian High-School Writer's Guide. Don Mills, ON: Pearson Education Canada Inc.

Further formatting and referencing information can be found in Peel's on-line *Source It* guide and at www.easybib.com