



Dartmouth High School

Student Handbook 2019-2020

**Eartha Monard
Principal**

**Rosella Winship
Vice Principal (A-L)**

**Randolph Sullivan
Vice Principal (M-Z)**

**95 Victoria Road
Dartmouth, Nova Scotia B3A 1V2**

Telephone: (902) 464-2457

Fax: (902) 464-2384

Email: dhs@hrsb.ns.ca

Website: www.dhs.ednet.ns.ca

PRINCIPAL'S MESSAGE

Je profite de cette occasion d'accueillir tous nos nouveaux/nouvelles élèves à l'École Dartmouth High ainsi que ceux qui sont de retour! The DHS staff and administration are looking forward to sharing many new and exciting learning opportunities with you as we embrace challenges and changes that will enhance and build on our collective strengths and unique talents. The high school journey comes with many different and unique challenges and adventures that can be both exciting and rewarding!

As you embark on this academic year, we encourage you to share your skills, talents, and knowledge with the school community to enhance your own sense of pride, ownership, and responsibility. Your academic life should be your first priority, but you should also take advantage of the many athletic teams, clubs and organizations that are available. If you are involved and connected outside of the classroom setting, your experiences will be far more enriching, allowing you to create and develop lasting friendships and memories. We urge you to maintain a balance between your studies and your involvement in extracurricular activities. You owe it to yourself and your classmates to make this a positive, productive and memorable school year!

Organizing your time effectively and setting realistic goals for yourself are critical to your success. Use the calendar in the D-App to stay organized. Make a habit of recording all assignments, projects, tests, and activities. Also, monitor your academic progress and attendance information regularly on PowerSchool. Above all, we stress the importance of attending classes regularly, arriving on time, and completing all assignments. Keep positive company, stay focused and make responsible decisions. Enjoy and experience success this year! Passez une bonne année scolaire!
~Eartha Monard, Principal

VISITORS

The school building and property are off limits to the public during the run of the school day, except for specific events or invited guests. For the safety of everyone, **all visitors must enter the school through the Victoria doors where they are required to report to the office** upon entering the building. This includes former students, parents, guardians, HRSB personnel and contract workers.

DOOR SECURITY HOURS

For security reasons, students are not permitted to open or prop open any door. Doing so will be considered a breach of school policy and will result in disciplinary action.

Victoria – A buzz-in system is in place once the school day begins.

Thistle – Doors Open Only between 8:00-8:45am

Harbour – Doors Open Only between 8:00-8:45am

Nantucket – Doors Open Only between 8:00-8:45am

John G. Regan Entrance (Victoria) – Doors Open Only 8:00-8:45 a.m. [Activities at the end of the school day will dictate access as of **4:00 p.m.**]

PARKING

Our school-based staff, itinerant teachers and Board staff must have access to parking at all times during the instructional day (8:00a.m.-4:00 p.m.). All staff members have been issued a DHS parking decal which must be visibly displayed in the windshield of their vehicle. **Any vehicle parked in the Victoria Road parking lot without a DHS parking decal is considered unauthorized parking and may be ticketed between the hours of 8:00 am and 3:30pm.** During these times, we ask our parent and community visitors to the school to register their vehicles at the main office when they sign in with the secretary. Limited parking for parents will be accommodated in the Victoria lot only if there are spots available. During the school day, students are authorized to park in the Harbour lot, entering on Thistle.

DHS PHONE EXTENSIONS

REPORT ABSENCES / ATTENDANCE LINE**902-464-2457 Ext. 1**

Dial the mainline (464-2457), plus the extension below to reach these individuals.

Principal	Mme Eartha Monard.....	4001001
Vice-Principal.....	Ms. Rosella Winship.....	4001002
Vice-Principal	Mr. Randolph Sullivan.....	4001003
Main Office Secretary.....	Ms. Angela Scott.....	4001000
Registrar.....	Ms. Shelley Courtney.....	4001004
Student Services Secretary.....	Ms. Janet Sayer.....	4001005
Guidance Counsellor	Ms. Jennifer Adams.....	4001006
Guidance Counsellor	Ms. Wendy Cameron.....	4001007

Department Heads, Coordinators, and Special Services

Fine Arts/Business/Tech.....	Mr. Sandy Gillis.....	4001115
Eng/Fr. Language Arts.....	Ms. Tara Arseneau	4001237
Mathematics.....	Ms. Patricia Irving.....	4001221/1020
Science	Mr. Jeff Morse.....	4001105
Soc. Stud/Pers. Dev.	Ms. Kristen Amiro	4001234
Student Services.....	Mr. Phillip MacEachern.	4001107
Co-op Education	Mr. Kevin Epp.....	4001130/1019
AP Coordinator.....	Mr. Tony Bellis	4001231
O2 Coordinator.....	Mr. Mike Bourque	4001118
Athletic Director	Mr. Anton Berry.....	4001016/1130
Library Services.....	Ms. Patricia Madden	4001011
Spartan Life style Center	Ms. Laura Tremaine	4001127
Student Support Worker	Mr. Ashley Taylor.....	4001022
Mi'kmaq & Abor. SSW.....	TBA.....	4001290
Student Council Advisor.....	Ms. Allison Bolton.....	4001115

DHS SCHOOL CALENDAR (2019-2020)

FIRST SEMESTER

August	28	Late Registration - 9:00–12:00 & 1:00–3:00
September	2	Labour Day - no classes
September	3	Organizational Day - no classes
September	4	PD Day
September	5	First Day of School for all students
September	9	Grade Level assemblies (Grades 9,10 @ 10 am & Grades 11,12 @ 2 pm)
September	10, 11	Student ID/ Photos
September	12	Anti-Bullying Day
September	13	Last Day to Request Course Changes
September	16 - 20	Spirit Week
September	19	Curriculum Night 6:30 – 8:00 pm
September	27	Professional Development Day - no classes
September	30	Orange Shirt Day
October	14	Thanksgiving Day - no classes
October	15	Grade Book Reports
October	15	Student ID/ Photos re-takes
October	25	NSTU Provincial Conference Day - no classes
November	11	Remembrance Day – no classes
November	18 - Dec. 5	Formal Report Cards home (Mid Term)
November	28	AM- School-based PD (no classes)
November	28	PM- Parent Visitation: 1-3 pm & 6-8 pm (no classes)
December	16	Grade Book Reports
December	20	Last Teaching Day before Christmas Break
January	6	School re-opens
January	23	NS Virtual School Exams
January	27-30	First Semester Exams
January	31	Assessment & Evaluation Day- no classes

SECOND SEMESTER

February	3	Semester 2 begins
February	10	Last Day to Request Course Changes
February	4 - 13	Semester One report cards home
February	17	Africville Day - no classes
February	20	Curriculum Night 6:30 – 8:00 pm
March	10	Grade Book Report
March	11 – 22	Europe Trip
March	16 - 20	March Break - no classes
April	10	Good Friday - no classes
April	13	Easter Monday - no classes
April	20 - 30	Mid-term Reports
April	23	AM –School-based PD (no classes)
April	23	PM - Parent Visitation: 1-3 pm & 6-8 pm (no classes)
May	15	School-based PD Day - no classes
May	18	Victoria Day - no classes
June	17	NS Virtual School Exams
June	19 - 25	Final Exams
June	26 & 29	Assessment & Evaluation Days - no classes
June	26	Grad Breakfast & Grad Rehearsal & Gown Distribution
June	27	Prom
June	29	Graduation Ceremony
June	30	Last Day of School

September 2019

Monday	Tuesday	Wednesday	Thursday	Friday
2	3	4	5	6
No school Labour Day	Organizational Day	PD Day	D First Day of School	A
9	10	11	12	13
A	B	C	D	B
16	17	18	19	20
A	B	C	D	C
23	24	25	26	27
A	B	C	D	PD Day No Classes
30				
A				

October 2019

Monday	Tuesday	Wednesday	Thursday	Friday
	1	2	3	4
	B	C	D	D
7	8	9	10	11
A	B	C	D	A
14	15	16	17	18
No school Thanksgiving	B	C	D	B
21	22	23	24	25
A	B	C	D	Provincial Conference No Classes
28	29	30	31	
A	B	C	D	

November 2019

Monday	Tuesday	Wednesday	Thursday	Friday
				1
				C
4	5	6	7	8
A	B	C	D	D
11	12	13	14	15
Remembrance Day No Classes	B	C	D	A
18	19	20	21	22
A	B	C	D	B
25	26	27	28	29
A	B	C	AM – PD Day PM – Parent Teacher	C

December 2019

Monday	Tuesday	Wednesday	Thursday	Friday
2	3	4	5	6
A	B	C	D	D
9	10	11	12	13
A	B	C	D	A
16	17	18	19	20
A	B	C	D	B Last day of Classes before Christmas

January 2020

Monday	Tuesday	Wednesday	Thursday	Friday
		1	2	3
6	7	8	9	10
A First Day Back	B	C	D	C
13	14	15	16	17
A	B	C	D	D
20	21	22	23	24
A	B	C	D	A
27	28	29	30	31
Exams	Exams	Exams	Exams	Assessment and Evaluation Day No School

February 2020

Monday	Tuesday	Wednesday	Thursday	Friday
3	4	5	6	7
A First Day of Second Semester	B	C	D	A
10	11	12	13	14
A	B	C	D	B
17	18	19	20	21
Africville Day No Classes	B	C	D	C
24	25	26	27	28
A	B	C	D	D

March 2020

Monday	Tuesday	Wednesday	Thursday	Friday
2	3	4	5	6
A	B	C	D	A
9	10	11	12	13
A	B	C	D	B
16	17	18	19	20
March Break	March Break	March Break	March Break	March Break
23	24	25	26	27
A	B	C	D	C
20	31			
A	B			

April 2020

Monday	Tuesday	Wednesday	Thursday	Friday
		1	2	3
		C	D	D
6	7	8	9	10
A	B	C	D	Good Friday No School
13	14	15	16	17
Easter No School	B	C	D	A
20	21	22	23	24
A	B	C	AM – PD Day PM – Parent Teacher	B
27	28	29	30	
A	B	C	D	

May 2020

Monday	Tuesday	Wednesday	Thursday	Friday
				1
				C
4	5	6	7	8
A	B	C	D	D
11	12	13	14	15
A	B	C	D	PD Day No Classes
18	19	20	21	22
Victoria Monday No School	B	C	D	A
25	26	27	28	29
A	B	C	D	B

June 2020

Monday	Tuesday	Wednesday	Thursday	Friday
1	2	3	4	5
A	B	C	D	C
8	9	10	11	12
A	B	C	D	D
15	16	17	18	19
A	B	C	D	Exams
22	23	24	25	26
Exams	Exams	Exams	Exams	Assessment and Evaluation Day No Classes
29	30			
Assessment and Evaluation Day No Classes	Pick up Report Cards			

FIVE DAY CYCLE 2019-2020

	MONDAY DAY A	TUESDAY DAY B	WEDNESDAY DAY C	THURSDAY DAY D	FRIDAY
PERIOD 1 8:30- 9:45	1	4	2	3	Rotates between: Day A Day B Day C Day D each week
BREA K 9:45- 9:55					
PERIOD 2 9:55- 11:10	2	3	1	4	
LUNCH 11:10- 12:25					
PERIOD 3 12:30- 1:45	3	2	4	1	
BREA K 1:45- 1:55					
PERIOD 4 1:55- 3:10	4	1	3	2	

DHS BELL SCHEDULE

8:20	First Bell
8:25-9:40am	1st Period
9:40-9:50am	Break
9:50-11:00am	2nd Period
11:05am-12:20pm	Lunch
12:20	Afternoon Bell
12:25-1:40pm	3rd Period
1:40-1:50pm	Break
1:50-3:05	4th Period

EXTRA-CURRICULAR ACTIVITIES GUIDELINES

Students selected for our sports teams are expected to read and adhere to the guidelines, protocols and policies outlined in the Athletic Handbook and are required to sign an Athletic Agreement.

School activities are exciting and rewarding for all participants, but the student's academic focus must be the priority. Upholding the DHS tradition of academic excellence for the student body, all students who wish to participate in any school activity must pass a minimum of three courses in the previous semester in order to remain eligible.

Parents are asked to consult the Athletic Policy found in "SPARDOCS" on the DHS App or Visit www.dhs.ednet.ns.ca for the web-based version. The N.S.S.A.F. Handbook, school sports' governing guidebook, may be referenced on the following website: <http://nssaf.ednet.ns.ca>.

1. Students are required to take a minimum of 3 (three) courses to be eligible to play on sport teams or participate in club activities.
2. Credit checks will occur on a regular basis throughout the semester and students who are failing more than one course will be put on probation or removed from the team or club. **School administration has the right to suspend involvement in any school activity, if satisfactory behavior, attendance or academic progress is not maintained during the semester.**
3. **Any student serving a school suspension will not be permitted to participate in any extracurricular activity during the suspension.**
4. Student athletes under medical care must inform the school before try outs are held for sports teams. A medical certificate to participate may be requested.
5. Students who have been selected as a member of a school team make a commitment to the team and must adhere to the policies and guidelines outlined in the Athletic Policy.
6. **Discrimination in the form of racial slurs, sexual harassment, intimidation, etc. directed toward peers, the opposing team, or fans will not be tolerated and will result in a suspension or removal from the**

school team or club.

7. The use of drugs, alcohol, or tobacco products at any school-related functions will result in appropriate disciplinary action.

STUDENT COUNCIL

The Student Council is the executive body of Dartmouth High School students. Under its direction, all student organizations and enterprises are centralized and financial assistance is given to various student organizations and school teams. Elections for Co-Presidents are held in the spring. All other positions are filled by process of interviews. In addition to the executive, there are representatives selected for each grade level.

Student Council Roster 2019-2020

Ivy Burton
Co-President

Lucas Seto
Co-President

Jessica Gaines
VP Internal

Josie Franson
VP Internal

Macy Giles
VP Internal

Nicola Grant
Treasurer

Gabrielle McLeod
VP External

Mitchell Benjamin
VP External

Lauren Houseman
VP External

Samantha Swayzie
Secretary

Mason Denike
Secretary

STUDENT FEES

Student fees are \$50 per student, \$90 for two students in the same family, and \$120 for three or more students in the same family. Student fees cover the following:

- Access to, and maintenance of, our school App which contains a lot of useful information and functionality for our students and their families
- Spartan swag for each student.
- Student ID card
- \$2 coupon towards our first semi-formal dance (TBD)
- Subsidizing the cost of field trips
- Co-curricular activities including guest speakers, assemblies, etc.

- Subsidizing the cost of sports and clubs
- Locker
- Many activities planned for students by Student Council

LOCKERS

It is advisable that students not leave valuable items in their locker. It is important to note that **the school cannot guarantee the security of items left in lockers and will not replace lost or stolen items.** Students are not to exchange locks or share their locker combination with other students. Also, it is to be noted that the lockers are property of the school and must be treated with respect. Administration reserves the right to inspect or enter lockers at any time with or without notice with just cause as determined by the school's administration.

SCHOOL DANCES

- All students hoping to attend DHS school dances will be required to sign a ticket agreement prior to purchasing a ticket.
- All bags/purses/jackets brought in by students will be inspected by DHS staff and/or hired security personnel.
- Dances are school activities, and as such, the Provincial Code of Conduct is in effect.
- If a DHS student is caught with, or is under the influence of, alcohol or drugs, he/she will be removed from the dance, as will their non-DHS guest. If the guest is a DHS student, he/she will be permitted to stay provided that he/she is not under the influence of alcohol or drugs. Students removed from the dance will not receive a refund.
- DHS is not responsible for stolen or lost items.
- Potential guests cannot be older than 21 years of age.
- All non-DHS potential guests will be subject to background checks that will include references from their current school and/or character references.
- Guests must have a photo ID and a ticket in order to gain entrance to the dance. Those without a valid photo ID will not be permitted to enter.

CULTURAL AWARENESS GROUP

Supported by the African Canadian community, this club provides a forum for African Canadian students to address relevant cultural issues and to showcase African Canadian talent, culture and pride. Supported by the HRCE Program Dept. and the Black Educators Association, the activities undertaken vary from the original mandate in order to meet with changing needs, students' interests and current challenges. The approach is comprehensive as we continue to work toward building students' self-confidence and self-esteem and foster a sense of pride through education and cultural programs in the community.

CAFETERIA & COMMON AREAS

The cafeteria and surrounding common areas are lively spots in our school, and as such, **students are expected to contribute to a healthy environment by:**

- Keeping and leaving all areas and tables clean.
- Putting garbage, recyclables, and organics in proper receptacles.
- Using appropriate language and volume.
- Being considerate and respectful to others.
- Reporting any vandalism or damage immediately.

LIBRARY/LEARNING COMMON

Hours: Open Monday to Friday from **8:00 a.m. – 4:00 p.m.**

The Library/Learning Common (LLC) is open every day before school, at lunch time, after school and during the school day. It offers a quieter, more studious place for our staff and students who come to the LLC to read, to do research, to work quietly in groups and/or to use the computers for school work. Students who have a study period are also invited to come to the LLC, to read or to work. Other students may be accommodated and **must have the written permission of their classroom teacher** and approval of the librarian

Loan Periods and Lost Books: Students are required to show their Student ID card to sign out library books. Books are on loan for 3 weeks and can be renewed unless they have been reserved for another person. Students who have overdue library books may be denied borrowing privileges until all books are returned, paid for or replaced. **Lost books are the responsibility of the borrower and must be paid for or replaced.**

Resources: Our Library/Learning Common has over 5500 items including novels, research materials, reference sources, some board games, puzzles and magazines. Our online catalogue (OPAC), an extensive online research database (EBSCO) and several curriculum-related sites are available through links on the LLC website (<http://hrsbstaff.ednet.ns.ca/maddenp>). There are 6 computers available for online research, email and document creation. Audio visual equipment and resources as well as mobile laptop computer carts (COWs) are available for use in the classrooms. Teachers can also book space in the LLC for their classes.

LOST TEXT BOOKS

All missing textbooks and library books must be replaced. **If a textbook or library book is lost, the student must purchase another book to replace it.** Students are issued textbooks with specifically assigned numbers for which they are responsible. **If the assigned textbook or library book is not turned at the end of the semester or as required by the teacher or librarian, an invoice will be sent home.** Conversely, if a student is aware that he or she has lost an assigned textbook or library book, the student should contact his or her subject area teacher, the applicable department head or the librarian immediately to determine the cost of the book and pay for it at the main office **or, in the case of a library book, directly to the librarian.**

COMPUTER USE AT DARTMOUTH HIGH

- While using computer equipment or other electronic devices at Dartmouth High, students are required to use the e-mail system provided by Ednet (EECD). Students using an external e-mail account will be considered in violation of this policy.
- Printing will be monitored and students will be expected to pay for copies that exceed their allocation by purchasing additional print credits. The costs associated with student printing will be established each year and will be based on the cost of paper and other expendable supplies.
- Use of the computer network may be required in certain subjects and if students lose their computer accounts, they may not be able to complete certain course requirements

POWERSCHOOL

Personal and confidential access codes are available for each student and their parents/guardians to enable them to monitor grades, track attendance and review the status of assignments, tests and projects. Parents/guardians, logging on to the parent portal is great for "real-time" access to your son/daughter's day to day academic progress. Please contact the school if you have not received your personal access code. For parents/guardians new to the school, a letter with the access code may be issued on Curriculum Night if you have not made arrangements to obtain it prior to this time. Confidential access codes for parents or guardians are not distributed to the students or to a third party.

ELECTRONIC DEVICES / CELL PHONES

We believe in teaching responsible "digital citizenship" including appropriate use of social media. As such, electronic devices such as **Cell Phones, Laptop computers, Tablets, iPads and iPods** etc. may be used in the learning environment to augment, enhance or support learning outcomes. **Be cognizant of the fact that the use of any electronic device in the classroom is at the sole discretion of the classroom teacher. Students who disrespect the decision of the classroom teacher or who engage in any of the aforementioned activities will be dealt with as per the school's Code of Conduct and/or by the appropriate authorities. Make note that the use of electronic devices to promote academic dishonesty, malicious or illegal activities is strictly prohibited.**

STUDENT SERVICES DEPARTMENT

Our Student Services Department offers a range of services and supports to assist students and works with appropriate community resources to promote student success and student well-being. Student Services includes Guidance, Learning Centre and Resource.

Guidance - The Guidance Department consists of two fulltime guidance counsellors and a registrar. Implementing the Comprehensive Guidance model, their main focus is to assist students in their personal and social development as well as their academic and career choices and goals. Students may arrange a referral to consult with a social worker, special community services or other outside agencies through a counsellor. The guidance office has a reading area stocked with pamphlets on many careers, information on universities, community colleges, technical schools, special training programs, and booklets on personal and social questions and concerns. We encourage students to use the reading area during free time and invite you to come in and browse, discuss issues and ask questions.

Learning Centre - Our Learning Centre teachers promote and support the inclusion of students with special needs. Some of our special needs students have challenges and disabilities of an intellectual, physical, sensory, emotional, or behavioral nature. The Learning Centre supports the unique educational goals and challenges of the students while providing life skills experiences to support transition to work and community. Students in the Learning Centre are expected to achieve learning outcomes in the Learning Centre and classroom setting based on their individual needs to fulfill provincial graduation requirements for their Nova Scotia High School Diploma.

Resource - All students should have equitable access to learning, opportunities for achievement, and the pursuit of excellence in all aspects of their educational programs. A major responsibility of our professional learning community is to identify and respond to students who are experiencing academic difficulties in a timely manner with appropriate intervention, compensation and remediation. Our resource teachers work closely with subject area teachers to provide individualized support to a meet a variety of learning challenges. Students who have not been identified, but are experiencing academic difficulties are required to seek extra help support from their classroom teacher or Department Head. After having done so, if they feel that they need more in depth support, they should see their respective guidance counsellor or vice principal. In some cases, the Department Head or Classroom teacher will refer students to the School Planning team. It is important to note that individualized support is also provided to students with exceptional academic gifts or talents.

EAL - The English as an Additional Language program, also known as ESL is designed for students whose primary language is not English. While EAL students have much in common with other students, they often have additional needs that come with learning a new language and adapting to a new culture. We recognize that the linguistic challenges they encounter in learning a new language are not necessarily indicators of their intellectual capacity and will ensure they receive appropriate programming. The EAL program enables students to improve their linguistic competence to become an effective communicator in the English language, allowing them to develop their skills and gain confidence in speaking, reading, writing, and listening effectively in their academic pursuits.

STUDENT SUPPORT WORKERS

Our Student Support Workers provide cultural support to students and work closely with them to identify and develop organizational skills and strategies for success in the school setting as well as the community. Students may self-refer to access the student support workers or through the school's referral process. The support workers work closely with students to help them to transition from junior high to high school. **Mr. Ashley Taylor** works at Dartmouth High every Monday, Wednesday and Friday, and services Bicentennial Junior High School on Tuesday and Thursday. Mr. Taylor is the student advisor for the Cultural Awareness Group and is a member of the school's Comprehensive Guidance Team. Mr. Derrick Hennessey (on a leave of absence 2019-2020) works primarily with our population of Aboriginal and Mi'kmaq students. He services Dartmouth High 3 days per week and provides services to our junior high feeder schools. We look forward to hiring a long term substitute to work with our Aboriginal and Mi'kmaq students,

SPARTAN LIFESTYLE CENTER

Spartan Lifestyle Centre is our very own youth health facility. Located in the Victoria 1 hallway on the ground floor of the school, the centre is staffed by a full-time registered nurse. The purpose of the centre is to address the holistic health needs of Dartmouth High School students. The centre provides health education, counselling, support and appropriate referrals to youth and other community members as requested. There is a sick room, resource and literature areas, food bank room and an office area for private consultation. The centre's coordinator works closely with the At-Risk team and facilitates student involvement with identifying, planning and implementing health promotion and educational programming.

PRINCIPLES OF LEARNING

The **Principles of Learning** are outlined in the Public School Program of the Province of Nova Scotia. These principles assist teachers in developing programs and assessment strategies that are effective and meaningful. They also help students to think about how they best learn and derive meaning from their learning. The **Principles of Learning** are:

- 1) Students construct knowledge and make it meaningful in terms of their prior knowledge and experiences.
- 2) Learning is a process of actively constructing knowledge.
- 3) Learning is enhanced when it takes place in a social and collaborative environment.
- 4) Students need to continue to view learning as an integrated whole.
- 5) Learners must see themselves as capable and successful.
- 6) Learners have different ways of knowing and representing knowledge.
- 7) Reflection is an integral part of learning.

ASSESSMENT AND EVALUATION

- **Formative Assessment** - the process of gathering information on student achievement for the purpose of improving both teaching and learning through meaningful and timely feedback
- **Summative Assessment** - the process of analyzing, reflecting upon and making final judgments or decisions based on assessment data
- **Expected Learning Outcomes** - goal statements prescribed by the Department of Education that indicate what students are expected know and to do
- **Curriculum Alignment** - the matching of instructional and assessment practices with the Department of Education's curriculum documents/outcomes.

Assessments are not limited to testing what students have learned at the end of a lesson or unit. There is an increased focus on "formative assessment" (assessment "as" and "for" learning) where students receive regular and valuable feedback to improve their comprehension and quality of work as they progress toward summative assessment. Students are given multiple opportunities to demonstrate their learning. Assessment tools **include, but are not limited to:**

1. **Checklist reports** - snapshot of student performance approximately every four weeks. Used to provide current information on where students are in completion of assignments, tests, projects, etc.
2. **Debates** - structured and controlled dialogue that permits students to organize, discuss, examine, analyze and evaluate varying viewpoints and /or evidence.
3. **Examinations** – summative assessment usually at the end of each semester.
4. **Experiments** - usually conducted in the laboratory to test theory, followed by a write-up demonstrating the outcome
5. **Homework** - (see homework policy below)
6. **Journals/Reports/Logs** - ongoing reflective pieces of student writing relating to learning outcomes
7. **Observations** - used to assess group work, individual work habits and understanding of concepts
8. **Peer Assessments** - used to assess group dynamics and to make students accountable to their classmates
9. **Performance/Presentations** - a demonstration of student achievement in front of an audience
10. **Portfolios** - a collection of students work selected for a particular purpose
11. **Projects** - in-depth research on a chosen topic and/or demonstration of the application of knowledge/skills
12. **Questioning**- an informal method used for immediate feedback to the teacher to check of student understanding
13. **Rubrics** - a set of specific criteria against which a student's work will be measured and used to assess presentations, reports, visual displays, essays, labs, assignments, portfolios, etc.
14. **Self-assessments** - used to allow students to communicate their perceived level of competence on certain outcomes

15. **Surveys** - a means of gathering specific information to inform
16. **Tests/quizzes** - usually carried out on a specific unit of work/study
17. **Written assignments** – vary depending on unit of study
18. The list above is not exhaustive.

No single assessment, including examinations, will be valued at more than 20% of the final mark

HOMEWORK

Students at the high school level should expect homework. The EECD has announced that there will be a new set of guidelines to address Homework, possibly for the 2015-16 school year. Until such time, the current guidelines will remain in place. Homework guidelines are a constructive tool in the teaching/learning process. Purposeful homework not only enhances student achievement, but also develop self-discipline and good working habits. Homework assignments will:

- be planned and organized
- have a clear purpose
- have deadlines that are clearly stated
- be evaluated and returned to the students in a timely manner, where applicable

DUE DATES

All assignments require due dates. Missed due dates can impact significantly the student's summative or final evaluation. It is important for students to complete and pass in their assignments by the due date so that teachers can provide timely feedback to improve learning in preparation for the next level of instruction. If there are unforeseen circumstances interfering with due dates, the student may negotiate an extended deadline with the teacher in special circumstances.

REQUEST FOR EXTENSION OF A MAJOR ASSIGNMENT

- Although there is an expectation and a responsibility for all students to submit assigned work by the deadline date set by the subject teacher, the school recognizes that from time to time a circumstance may be arise whereby a student may need an extension of the pre-established deadline dates.
- If the student has a legitimate reason for an extension, it is the responsibility of the student to initiate the request within a reasonable time-frame and preferably prior to the due date.
- The length of an approved extension will be determined by the nature of the assignment, and the amount of time needed for additional instruction, the need to return assignments to other students for meaningful feedback and the need to maintain the logical progression of the course as prescribed by the Department of Education.

ATTENDANCE PROCEDURES

The planning of a lesson involves a variety of processes including interaction among students in the class and the development of a sequence of related understandings. **When the process and content of learning are disrupted by irregular attendance, both the individual student and his/her classmates suffer a loss of learning that is difficult if not impossible to regain.** Students who miss multiple classes will suffer in the evaluation process to a point where meaningful learning and assessment may become impossible.

- 1) DHS reports daily unexcused absences to parents/guardians via the automated phone messenger.

- 2) All parents/guardians are provided with confidential access codes to PowerSchool to monitor their child's attendance record.
- 3) Students who are absent from class must bring a note from the parent/guardian **within three school days of the student's return to school** or the parent/guardian must phone the school **within three days of the student's absence. Notes must be brought to the main office.**
- 4) **Accumulated absences will not be changed at the end of the semester.**
- 5) Without proper documentation, missed classes will be deemed **unexcused.**
- 6) Students with repeated unexcused absences will be denied access to participation in **all** extra-curricular activities including athletic teams, school dances and clubs.
- 7) With improved attendance, they may earn back this privilege.
- 8) Chronic absences will be subjected to the procedures and processes outlined in new Attendance Policy, ultimately resulting in a loss of credit(s).
- 9) If a student must leave school during the day due to illness or an appointment, the student is asked to report to the Main Office before leaving the building. Parent/guardian will be notified prior to the student being excused from school and the student's name will be noted on the daily attendance sheet.
- 10) All provisions of the above Attendance Policy apply to students living on their own (**independent students living on their own of legal age**) - In such cases, all contact regarding the student's attendance will be made with the student.

LATE POLICY

Walking into a classroom once the learning activities have begun is disruptive to the learning environment for all. A pattern of this repetitive behaviour by any student demonstrates a lack of respect for the teacher and fellow students as this interferes with the learning of others. That being said, students are expected to be in class on time when the bell rings.

- 1) **Lates and absences are closely monitored** by our vice principals who will conference with identified students and their parents/guardians to determine corrective measures.
- 2) The student's failure to correct this behaviour may result in denial of access to extracurricular activities.
- 3) If a student is chronically late, teachers will contact parents and will ultimately make a referral to the school's administration
- 4) More than **six lates (6)** in any subject will mean that a student is no longer eligible for an exemption.
- 5) Parents and students are responsible for monitoring "lates" via the Parent Portal.

HALL PASS

The use of a hall passes has been implemented to maximize learning opportunities and to minimize disruptive behaviours in the halls during class time. **Students are not permitted to walk through the halls during class time without a valid hall pass in their possession. A valid hall pass must be signed and dated by school personnel. Students on a study block must go to the library, cafeteria or leave the building.** A hall pass must be picked up at the office to retrieve needed items from locker. Note that it is mandatory that students present the hall pass to school personnel upon request. Students who exhibit disrespectful behaviours or fail to self-identify appropriately with correct name or students who are not following their schedule will face consequences as per the school Code of Conduct.

STUDENT ENGAGEMENT

Students in grades 10-12 may be scheduled for a maximum of 8 credits in any academic year, however the minimum course load for a full-time student is:

- **Grade 9 – Curriculum requirements for completion of grade-level**
- **Grade 10 - Eight courses (four courses each semester)**

- **Grade 11 - Seven courses (three courses one semester/four the next semester or vice versa)**
- **Grade 12 - Six courses (three each semester)**

Students who are not carrying a full course load may not be eligible to participate in extra-curricular activities. Note that fourth year students (Grade 12) must be enrolled in a minimum of three courses in each semester. This is the normal high school experience that the EECD is providing; hence early graduation is not encouraged. These guidelines serve to optimize student achievement and preparation for post secondary options and opportunities. Special consideration will be given to returning graduates seeking to upgrade or fulfill eligibility requirements for post secondary institutions or the workforce.

HIGH SCHOOL GRADUATION REQUIREMENTS

The following are compulsory credits and requirements for graduation:

Language, Communication and Expression

- **3** English language arts, one at each grade level
- **1** Fine Arts: art, drama or music

Science, Mathematics and Technology

- **3** mathematics
- **2** science: one from biology, chemistry, integrated physical science, or physics and one other approved science course
- **1** other from mathematics, science or technology - eligible technology courses offered at Dartmouth High include: Business Technology 11; Computer Programming 12; Design 11; Exploring Technology 10; Software Applications 12; Film and Video Production 12 and Multimedia 12, Business Technology 12

Physical Education

- **1** Physical Education Credit: Physical Education 10, Physically Active Living 11, Physical Education 11, Dance 11, Physical Education 12, Physical Education Leadership 12, Yoga 11

Social Studies

- **1** Canadian Social Studies: African Canadian Studies 11, Mi'kmaq Studies 10, or Canadian History 11
- **1** global studies: global geography or global history

FRENCH IMMERSION GRADUATION REQUIREMENTS

Compulsory subjects taught in French parallel those offered in the regular program. To be eligible for the immersion Graduation Certificate, students must meet **Grade 9 French Immersion curriculum** requirements and earn a minimum of 9 French Immersion credits over the course of their Grade 10-12 high school years.

Grade 10

Français 10

Sciences 10

Maths 10 (2 crédits)*

Histoire Ancienne 10**

Grade 11

Français 11

Biologie 11

Hist. du Canada 11

Mode de Vie 11

Tourisme 11**

Grade 12

Français 12

Géographie planétaire12

Histoire globale 12

Biologie 12

Droit 12**

*Math 10 FI counts as a Math and a Technology credit.

**These elective courses are offered based student enrolment and staffing allocation.

THE FRENCH IMMERSION ELIGIBILITY

Students who are eligible to register for the French Immersion programs are:

- Those who have completed the junior high early or late French Immersion program.
- Students from a francophone school living within the boundaries of Dartmouth High School or Prince Andrew High School.
- Students from early or late immersion programs elsewhere in Canada.
- Permission may be granted for a student in the English program to take selected FI courses at the discretion of the school administration subsequent to a French language proficiency assessment.

THE FRENCH IMMERSION CLASSROOM

The goal of the French Immersion program is to improve the competence and proficiency of our French Immersion students to communicate effectively in the French Language. It is assumed that students enrolled in the program are committed to the improvement of their literacy and fluency in the French language which is the language of instruction and communication in all French Immersion courses at Dartmouth High. Note that **it is expected that all students interact in the French language with their subject specific teachers and with their classmates during class time.** Communicating in the French language as much as possible is vital for increased confidence to maximize students' success in their ability to comprehend, articulate and express themselves in French. Positive reinforcement strategies are employed to encourage the use of French in the French Immersion classroom and setting. However, students who repeatedly demonstrate disregard and a lack of respect for the learning environment by refusing to communicate in French will be dealt with as per the school's Code of Conduct.

OPTIONS & OPPORTUNITIES [O2]

Options and Opportunities is a program that is designed to help students work toward a career or occupation through a variety of learning contexts, both within the classroom and the community. The program also educates and provides students with linkages to the workplace and other post-secondary institutions. When seeking for the perfect O2 candidates, we look for:

- Students who are not achieving their academic potential.
- Students who wish to explore or develop skills in the community setting to prepare for a career or further study.
- Students who prefer to extend their learning in a community setting.
- Students who can develop the capacity to meet safety and other requirements of community based learning.
- Students who express a willingness to undertake a **Learning Agreement** that details the commitment to their studies.

The O2 Learning Agreement

The Learning Agreement is a contract that is signed by the Student, Parent/Guardian and O2 Coordinator. The Agreement is used to make sure that the student understands the importance of their placement in the program; and if the student does not comply, they will lose their placement in the program. _By signing the Learning Agreement, the following are a few things that the O2 student agrees to:

- Do their best in all of their courses.
- To develop a Life Skills Portfolio.
- To complete all assignments, tests and examinations.
- To come to school every day, attend all classes and arrive on time.

- Treat teachers and other students, respectfully, fairly and honestly.
- To conduct themselves in an appropriate manner when learning in the classroom and the community.

THE ADVANCED PLACEMENT (AP) PROGRAM

Advanced Placement courses are university-level courses offered in high-school. They allow students to experience what academic life is like at the college/university level. These may also give students an added advantage on university applications. Advanced Placement tells universities and colleges that a student is willing to challenge him or herself with rigorous coursework. Not only that, but scoring well on the AP Exam can result in an instant college credit which would allow placement beyond introductory courses or both, potentially saving thousands of dollars in tuition and fees.

Students and parents interested in learning more about Advanced Placement should contact **Ms. Jen Adams** at 464-2457 ext. 4001006 or jadams@hrsbc.ca in the Student Services Dept. for more information about the benefits of the Advanced Placement program at Dartmouth High School. Further detailed information on the program and its courses can be found at www.exploreap.org. For this academic year, the following courses are offered and it is likely that AP Physics will be added.

AP Music Theory (Not currently offered)

Develop your aural, sight-singing, written, compositional, and analytical skills through a series of listening, performance, written, creative, and analytical exercises.

AP Chemistry

Develop your ability to think clearly and express your ideas with clarity and logic, both orally and in writing. Work with classmates to conduct meaningful laboratory investigations that let you observe chemical reactions and substances, interpret your findings, and communicate your results.

AP Economics

In Microeconomics you will learn about the nature and functions of product markets and factor markets and about the role of government in promoting greater efficiency and equity in the economy. Macroeconomics covers concepts such as national income and price determination and develops your familiarity with economic performance measures, the financial sector, stabilization policies, economic growth and international economics.

AP English

Learn to analyze and interpret imaginative literature through the careful reading and critical analysis of representative works from various genres and periods. Explore literary elements such as a work's structure, style and themes, as well as the use of figurative language, imagery, symbolism and tone. Develop your writing skills as you express your ideas and analysis in expository, analytical, and argumentative essays.

AP Physics

EXAMINATIONS AND MAJOR TESTS

1. The value of a final examination will be communicated to students in the course outline. An exam will be worth between 20% of the final course mark.
2. Students, who are caught cheating on a test, exam or assignment, and/or submitting a plagiarized piece of work, may receive a zero (0).
3. If a student is absent from a formal or mandatory examination for a compassionate or medical reason, the final mark will be deferred. An alternative assessment event may be arranged. A medical excuse or

medical certificate or substantive proof for other reasons deemed compassionate is required.

4. If a student is late for an exam, he/she will not be permitted extra time to write the exam unless there are extenuating circumstances that can be verified by administration. Also, students who are late by more than the first hour of the examination will not be permitted to write the exam.
5. If a student has an excused absence the day of a test/exam, this needs to be communicated to the school following normal procedures. The student has the right to do a make-up assessment, to be negotiated between the teacher and student upon the student's return to school. If a student misses a test with an unexcused absence, they may receive a mark of 0.
6. Formal exams will be held at the end of semesters 1 & 2. The duration for exam-writing is usually between 2 to 3 hours per subject and a maximum of two exams scheduled per day.

EXAM EXEMPTION CRITERIA

A student is eligible for an exam exemption if he/she has:

- A full semester enrolment in no fewer than 3 courses
- No more than six absences in each course.
- Completion of all assignments, major tests and major pieces of evaluation in each course.
- No more than six lates in each course.
- Never been suspended from school the semester of eligibility.

It is student's responsibility to regularly monitor his or her attendance in Power School. Absences and lates will not be changed more than 3 days after the missed class. **Note that English and Math Exams cannot be exempted and the final decision on all exemptions is at the discretion of the Principal.**

ACADEMIC RECOGNITION FOR EACH SEMESTER

Below are three levels of academic recognition that student may receive at the end of each semester. This recognition is awarded in the form of a letter signed by the principal. Students are encouraged to request a copy for their professional portfolio from Students Services. The letter may be used to support and enhance application package scholarship, university/college admission, resume, etc.

Principal's List – Overall average between **90-100%**

Academic Distinction– Overall average between **80-89.9%**

Academic Merit – Overall average between **70-79.9%**

HIGH SCHOOL ACADEMIC AWARDS CRITERIA FOR GRADUATION

Principal's List – **90% or above**

High Honours – **85% -89.9 %**

Honours – **80% - 84.9 %**

- Averages will be calculated using all courses the student was enrolled in for the graduating year using a straight average (there are no mark restrictions).
- There is no minimum number of courses to be enrolled in to qualify for the mark distinctions
- There are three categories of recognition (Honours, High Honours and Principal's List)

LOST OR STOLEN ITEMS

Students who choose to bring valuable items to school do so at their own risk. It is the responsibility of each student to secure and protect their personal belongings. It is strongly recommended that personal items of value be left at home. Note that the school cannot be responsible for students' personal belongings and therefore will not replace lost or stolen items. **The staff and school administration reserve the right not to invest time or resources to assist in the recovery of lost or stolen items.** When necessary, the administration will involve and assist the police in the recovery of stolen items.

SCENT AWARE SCHOOL

Dartmouth High School has a "Scent Awareness policy". We ask that students and staff consider the health of others. Certain scented products pose a direct health risk to many individuals in the building; your cooperation in refraining from the use of scented products is appreciated.

PEANUT (AND OTHER FOOD ALLERGIES) AWARENESS

Dartmouth High School is a "Peanut Aware" zone. Students, staff and parents are asked to consider the health of others and be aware that for some, any kind of direct contact, including consumption, skin contact, air born scent etc. can pose a serious health risk to others.

PROHIBITED ITEM

Possession of any items that may be construed as a weapon is prohibited. **A weapon is anything used to threaten, intimidate or intended for use to inflict bodily harm.** Items such as slingshots, firecrackers and fireworks must not make their way into the school. Appropriate action will be taken by the school administration.

FIRE ALARMS

Students are to proceed to designated exits quickly and quietly and walk away from the building with their teacher in their assigned area. Students are not permitted to move around the outside of the building without express approval of a supervising teacher. This is to assure an atmosphere of calm and order during fire alarm evacuation. All roadways leading to the entrances must be kept clear to permit fire trucks access to the building. Students are permitted to return to the building as directed by school administration after the buzzer has sounded three times and/or staff directs them to return.

FIRE DRILLS & LOCKDOWNS

Dartmouth High has a comprehensive Emergency Response Plan. This plan includes building evacuations, security of the building, medical emergencies, power outages, crisis intervention etc. During Fire Drills students must follow the directions of staff members and are to proceed to designated exits quickly and quietly, walking away from the building. All areas leading to school entrances must be kept clear to allow fire trucks to access the building. Students are permitted to return to the building only when instructed by the administration. Failure to follow staff instructions during fire alarms or any other emergency situation could result in disciplinary action.

Included in the Emergency Response Plan are several different "isolation" drills to secure the classroom, students and staff. Each of these drills has a different set of expectations for students and teachers. Student must follow the directions of the teachers and school administration. Practice drills will be held throughout the course of the year.

SCHOOL BUS TRANSPORTATION

Stock Transportation is designated for pre-approved students as per HRCE Transportation policy. **Chronic disrespectful and inappropriate behaviours threaten the security of other students and the bus driver and as such, this will result in denial of access to school bus service.** For your own safety and that of your fellow students, it is imperative that you adhere to the following:

1. As a bus student, you are expected to conduct yourself in an appropriate manner towards the driver and other students on the school bus.
2. You must travel on your assigned bus.
3. Wait until the school bus comes to a complete stop before attempting to enter.
4. Enter and exit the bus via the appropriate exit
5. Failure to do so will result in the student losing this privilege and the possibility of other consequences.

BULLYING/ CYBER BULLYING

YOU HAVE THE POWER! Bullying is intentional, hurtful and repeated behaviors that intimidates, threatens harm, or victimizes another person to make the victim feel weaker. This is manifested through the use of electronic devices for invasions of privacy, intimidation, denigration, racial or sexual harassment or any attack on an individual's or group's belief, religion, culture, or sexual orientation. Photos, video or audio recordings of students or staff members without their permission is a serious offence. If permission is granted, photos or videos are not to be used in an inappropriate manner or to be manipulated to discredit a person's character, sexual orientation, or physical or cultural attributes.

Bullying is about human relationships, power and control; Bullying is a repeated behavior; Bullying is an unfair match and/or there is a power imbalance or abuse of power; Bullying is intentional and hurtful behavior; The behavior is intended to threaten, intimidate, or victimize someone; If you believe you are being bullied or if you believe a friend or classmate is being bullied - report the incident to your principal, vice-principal or school counselor or tell an adult.

CODE OF CONDUCT

A new Provincial School Code of Conduct is being launched during the 2015-16 school year. It will be posted in our **Spardocs** tab in the DHS App and will be posted on the school website [<http://www.dhs.ednet.ns.ca>]

PEBS

What is predictable is preventable! The philosophy of PEBS support the goal of the staff to provide students with a supportive, caring and orderly school climate with learning opportunities that will allow them to achieve their full potential - intellectually, physically and socially. Discipline is a learning process where individuals are taught to behave in a manner that is consistent with stated expectations. This approach helps students to understand the fundamental values that are essential to the well-being of both the individual and the community; while recognizing that there are consequences for unacceptable behaviour. It teaches and encourages appropriate behaviours thereby reducing the frequency and intensity of undesirable behaviours. PEBS allows us to recognize and reward positive behaviours and to deal with behaviours that threaten or detract from the learning environment. Consult the PEBS Matrix at the end of these pages. It also serves as a constant reminder of the Dartmouth High School Code of Conduct in four specific areas:

Respect for Self
Respect for Others
Respect for Learning
Respect for the Environment

We believe that good school discipline means a sense of order prevailing in the classroom, throughout the building, on school grounds, at school events, on sports teams, clubs, and on school buses. Further, that sense of order offers security and a sense of well-being, as well as serving to provide an environment conducive to teaching and learning.

“D” AWARDS (LETTERS)

Dartmouth High School has a Points and Letters Award System which recognizes outstanding contributions to school life made by our students during their **three year** tenure at the school. This award is a plaque with the appropriate letter presented at "Awards and Letters Night". Points will not be awarded for volunteer hours used towards attaining academic credit. **Failure to hand in the necessary application form by the appointed date may make it impossible for a student to be awarded their “D” at our annual Awards and Letters Night.**

Points are awarded at the discretion of the coach or staff advisor between 0 and maximum value listed. **The points listed are the maximum awarded for a student involved in an individual activity and are subject to the discretion of the coach and/or staff advisor to the activity.** Students should check with their coach or staff advisor at the end of the sport season or activity to determine if further involvement in their activities of choice is needed to maximize accumulation of points for to reach their desired goal. This will avoid disappointment at the Awards and Letters presentation as the student may not have been awarded full value for the sport, club or activity from their coach or staff advisor. **The D Awards:**

- 1. PLATINUM “D” - A student must accumulate **1000** points + 25 hours of volunteer work
- 2. GOLD “D” - A student must accumulate **700** points + 15 hours of volunteer work
- 3. SILVER “D” - A student must accumulate **500** points
- 4. BRONZE “D” - A student must accumulate **300** points

Sports Teams:	Max Points	Clubs and Organizations:	Max Points
Badminton	20	Arts Production/Improv:	
Basketball	100	Lead Actor	100
Cheerleading	100	Support Actor	50
Cross Country	20	Accompanist	75
Curling	20	Fashion Show: (choose one only)	
Field Hockey	70	Coordinators	70
Football	100	Choreographers	70
Golf	10	Coordinators	50
Hockey	100	Choreographers/Designers	30
Lacrosse	40	Performer	30
Metro All-Star	5	Miscellaneous:	
Metro Champions	10	SAC member	40
Metro Champions	10	Breaking Club/Capoeira	30
Provincial Champions	15	Breakfast Club	60
Regional Champions	10	Choir	75
Rugby	70	Cultural Awareness	80
Soccer	70	Debating	100
Softball/Baseball	20	Dominican Trip (Plus Pts. for volunteer hours to be determined on an individual basis)	20
Table Tennis	20	Eco Club	80
Team Captain – Add	15	Human Rights Club	60
Track & Field	30	International Night	20

Volleyball	80	Judo Club	100
Ultimate Frisbee	30	Junior Achievement	100
		Multicultural Club	40
Clubs/Organizations		NSSSA Metro	5
		NSSSA Provincials	10
Student Council:		NSSSA Provincial Leadership/CSLC	15
Co-presidents	250	Poetry Club	20
Vice-Presidents	150	Prom Committee Member	80
Secretary	125	School Newspaper	60
PR/TREASURER	125	Reach for the Top Team	100
Representatives	100	Student Services/YHC Club	80
Sound/Lights Crew:		Table Tennis Club	100
Head	80		
Member	50	Music:	
		Extra-curricular Strings	60
Spectator: (Yearbook)		All City Band	15
Co-Editor	250	Ensembles- leaders	60
Member	75	Ensembles- member	40

