

MAPLE HIGH SCHOOL

HOME OF SCHOLARS, LEADERS, ATHLETES, & ARTISTS

2019–2020

STUDENT, PARENT, & GUARDIAN HANDBOOK

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Principal:

John Sebastiano

Vice-Principal:

Maria Luongo-Cassar (A–L)

Vice-Principal:

Kirsty Irvine (M–Z)

School Trustee:

Nadeem Mahmood

Superintendent of Schools:

Gillian Gibbons

School Council Chair:

Danielle Magliaro & Kam Verma

School Colours:

Double Blue

Motto:

Respect—Earn it. Show it.

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WELCOME

Welcome to all of our new and returning families. We hope you had a restful, enjoyable summer and are looking forward to the new school year.

Maple High School is focused on working together to achieve a community of scholars, leaders, athletes and artists who excel in all their pursuits. We are a dynamic learning community, offering a wide range of excellent programs, activities and growth opportunities for our staff and students. Our staff is dedicated with a strong commitment to student well-being and achievement and to creating an environment where everyone feels safe, welcomed, and respected.

This handbook includes some important information about our school policies and procedures. In addition, there are important dates and key tips to help students achieve success.

As learning also occurs beyond the prescribed programs of study, students are encouraged to get involved in the clubs, groups, and teams at our school. By participating in any of these groups, students will develop friendships and strengthen their time management, teamwork, and leadership skills. Students will enjoy the experience of success and have lots of fun. Participate! We welcome you and your family, and wish you every success throughout the school year.

Our intent is to make sure that we work together to support students in achieving their goals. We look forward to speaking and working with you in the months ahead. Please do not hesitate to contact the school if you have any questions.

We wish you all a rewarding, safe, and successful school year.

John Sebastiano
Principal

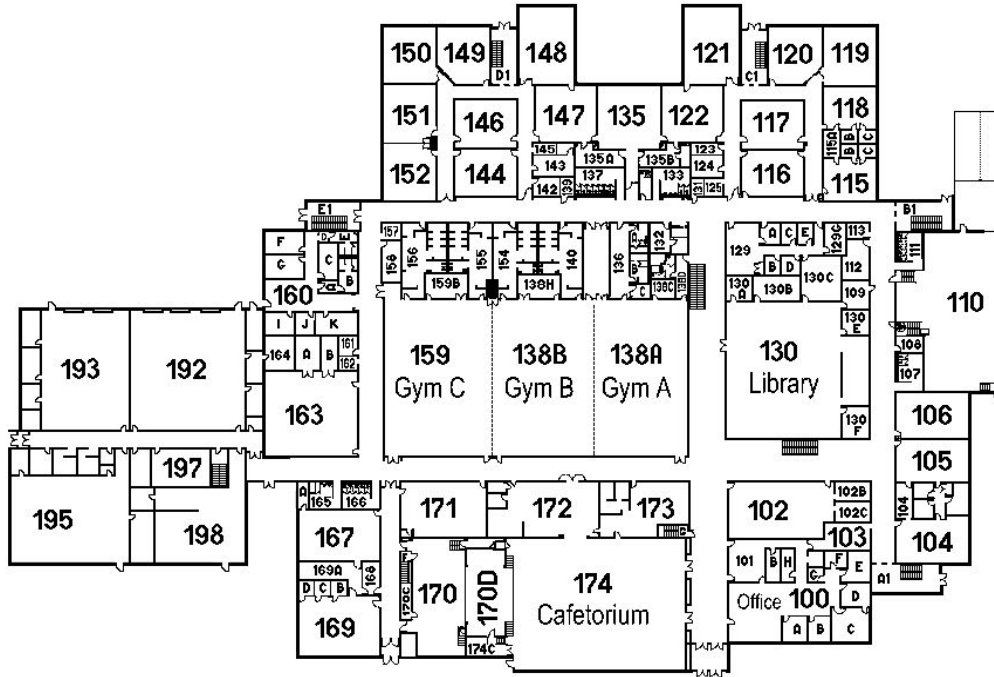
Kirsty Irvine
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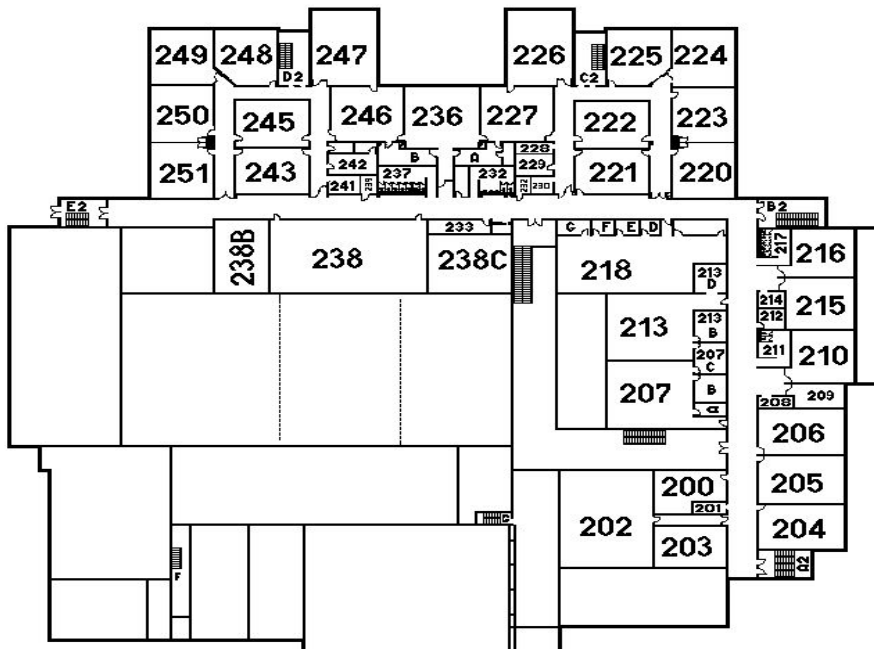
SCHOOL MAP

Finding Your Way around the School

1st Floor



2nd Floor



ABOUT THIS HANDBOOK

This handbook has been designed to assist students, parents, and guardians in preparing for an exciting and productive school year. It has information on school operations, and expectations of students, teachers, parents, and guardians. This book is a terrific resource for planning throughout the school year.

Our handbook, revised each school year, is organized with Maple High School and the York Region District School Board (YRDSB) information. **All policies and codes in our school are based on provincial statutes and regulations; i.e., requirements and duties of pupils in the Education Act (Consolidated Ontario Education Statutes and Regulations 2003, S.23.23).** Students, parents, and guardians are invited to read the handbook carefully during the first week of school and to sign-off forms accordingly. As always, we welcome your comments and input.

MISSION STATEMENT

The administration and staff of Maple High School endeavour to prepare our students to be: productive, responsible, lifelong learners; critical and creative thinkers; and self-sufficient, healthy, and well-educated individuals who demonstrate integrity and respect in their words and actions. Our intent, through such preparation, is to provide a foundation on which students are able to succeed in life in terms of not only career aspirations, but also in terms of personal, professional, social, and environmental relationships. Within this framework, we hold the following beliefs:

Mission

At Maple High School we strive to build a caring community that encourages personal growth, academic excellence, and global mindedness to create critically thinking citizens with a strong intercultural understanding and who are respectful of themselves, others, and the world in which we live.

Vision

As a diverse community we are committed to a safe and supportive environment which nurtures values essential to achieving excellence. We provide opportunities to acquire the knowledge, skills, and attitudes necessary for academic success and lifelong learning.

Maple High School Stands for:

Teamwork	Well-being
Integrity	Ownership & Responsibility
Mutual Respect	Love of Learning
Belonging	Values
Excellence	Equity
Recognition	Safe Environment

STUDENT COUNCIL 2019–2020

Student Council is a group of students representing the interests of the student body. Show your spirit by participating in school activities; one person can make a difference and that person is you. We are open to suggestions or comments, so please talk with us! Together, let's make this year a spirited success!

Co-Presidents	Sherjeel Babur & Alefiyah Bagasrawala
Secretary/Treasurer	Alex Balaci & Jassa Samra
Social Convenor	Akshen Jasikumar
Communications	Hodo Abdirizak & Irum Mahmood
Wellness Representatives	Michael Liudeng & Hina Tariq
Athletic Representative	Hishaan Baskaran
Grade 10 Representatives	Orbela Avelar & Brandon Da Costa
Grade 11 Representative	Emma Matosyan & Jessica Trinh
Grade 12 Representatives	Irem Uzun & Minha Yang

DEPARTMENT AND SUBJECT HEADS

School Office Administrative Assistant	Ms. A. Mariani
Lead Caretaker	Mr. J. Bristol
Business Studies	Ms. C. Angilletta
Community Based Education	Mr. M. Fairey
Drama	Ms. G. Jassal
English	Ms. J. Sandercock
English, Assistant	Ms. S. Fama
Family Studies	Ms. J. Whelton
Geography	Ms. J. Paiva
Guidance & Career Education	Mr. B. Weinstock
History	Ms. N. Tsui
International Baccalaureate Coordinators	Ms. L. Harding & Ms. G. Pace
International Languages	Ms. V. Papanikolaou
Library	Ms. N. Sturino
Mathematics	Mr. E. Schiafone
Mathematics, Assistant	Ms. A. Mitchell
Music	Mr. J. Taylor
Personalized Alternative Education	Mr. D. Reed
Physical Education	Mr. K. Pearce
Science	Mr. M. Aluko
Science, Assistant	Mr. R. Vesna
Special Education	Ms. T. Lemanski
Special Education, Assistant	Mr. E. Loreto-Lee
Student Success Teacher	Ms.G. Gunarajah
Technological Studies	Ms. R. Macor
Visual Arts	Ms. K. Masson

KEY DATES FOR THE 2019–2020 SCHOOL YEAR

Semester 1 Calendar Highlights		Semester 2 Calendar Highlights	
August 26	First Day for Grade 9	February 4, 5	Admin Assemblies
August 26	Grade 9 Assembly	February 11	Photo Day
August 27	First Day for Grade 10-12	February 17	Family Day
August 27	Grade 10 Assembly	February 24	Interim Window Opens
August 28	Photo Day	March 12	Interim Reports
August 29	Grade 11 Assembly	March 16-20	Mid-Winter Break
August 30	Grade 12 Assembly	March 24	OSSLT Assembly
September 2	Labour Day	March 26	Parent's Night 6:30-8:30
September 4	Grade 12 Assembly	March 31	OSSLT
September 6	Grade 9 Day @ Green Acres	April 6	Diva & GQ Ball
September 20	Interim Window Opens	April 10	Good Friday ♦
September 20	Sudent & Staff BBQ	April 13	Easter Monday ♦
September 23	P.A. Day	April 15	Term 2 Begins
September 24	MADD Assembly	April 17	Holy Friday ♦
September 26	Awards Assembly	April 23	Report Cards
September 26	Terry Fox Run	April 24	First Day of Ramadan
September 30-Oct 1	Rosh Hashanah ♦	May 1	P.A. Day
October 3	Interim Reports Distributed	May 14	Spring Concert
October 9	Yom Kippur ♦	May 18	Victoria Day
October 10	Parent's Night 6:30-8:30	May 21	Last Day for Field Trips
October 14	Thanksgiving Day	May 24	Eid-ul-Fitr ♦
October 15	Photo Retake Day	May 28	Prom (Tentative Date)
October 17	Gr. 8 Parents & IB Information Night	June 8-12	EQAO Math Window Opens
October 21	Federal Election	June 9, 10	Elementary Track & Field
October 21	P.A. Day	June 12	Grad Tea
October 27	Diwali ♦	June 17-23	Exams
October 28-Nov 1	Mid-Term Break	June 23	Graduation
November 7	Term 2 Begins	June 24	Exam Review Day
November 11	Remembrance Day Assembly	June 25,26	P.A. Day
November 6	Take your Kids to Work Day		
November 6	Grade 8 Visit		
November 15	P.A. Day		
November 18	Report Cards		
November 18-29	Graduation Photos		
November 21	IB Assessment Evening		
November 23	IB Assessment Saturday		
December 6	Winter Concert		
December 12	Staff Holiday Party		
December 12	Last Day for Field Trips		
December 22-Jan 3	Winter Break		
January 7	Christmas (Eastern) ♦		
January 13-22	EQAO Math Window Opens		
January 23-29	Exams		
January 30	Exam Review Day		
January 31	P.A. Day		

DAILY SCHEDULE

Warning Music	8:35 – 8:40 am
Period One (1)	8:40 – 9:55 am
Homeroom & Morning Exercises	9:55 – 10:00 am
Period Two (2)	10:05 – 11:20 am
Common Lunch	11:20 am – 12:20 pm (Warning Bell 12:15 pm)
Period Three (3)	12:20 – 1:35 pm
Period Four (4)	1:40 – 2:55 pm
Main Office Hours	8:00 am – 4:00 pm

ACADEMIC HONESTY

We promote the development of independent, critical and creative thinking among our students. We expect you to work honestly and to achieve with integrity. Students and parents are to refer to the [Maple HS Academic Honesty Policy](#) document for further detail.

ACCIDENTS AND INSURANCE

All injuries at school must be reported to the person supervising the class or activity and to the Main Office. An accident injury report must be filled out by both student and staff member and be signed by the principal.

Student Accident Insurance may be purchased at a moderate cost at the beginning of each school year. Any student who has a claim under the Student Accident Insurance must report the accident to the Main Office as soon as possible. Students are not covered for sports related accidents/injuries unless their parents/guardians have purchased the Student Accident Insurance. This includes all team sports and intramural sports.

AGENDA

We encourage all students to use an agenda on a daily basis. An agenda is a tool for students to record homework, important dates and notes.

ALLERGIES/MEDICAL CONDITIONS/MEDICATION

The health of all our school members matters. We take care of our health through choices in diet, physical activity, and environment. **There are students and staff members in our school who have life-threatening allergies including but not limited to: colognes, perfumes, and other fragrances, nuts and nut products, seafood, fish, eggs, mushrooms, kiwi and mustard.** If they smell or come into contact with these items, they may have an anaphylactic reaction.

School rules (e.g., “no food in classrooms”) have been designed, in part, to protect individuals from exposure to allergens such as nut products. While every effort is made to ensure that community members are not exposed to allergens, it is up to each individual at risk to monitor his or her situation and to take precautions to avoid triggers. **To help create an allergen-safe environment please show consideration for others in your use of foods, colognes, perfumes, and fragrances.**

Students should have a basic awareness of their health history. **If your child has a serious or life-threatening allergy or medical condition, let the school know immediately and speak to the school office about completing the [Emergency Health Care Plan form](#).** Parents/guardians are required to inform the school, in writing, of any special health concerns of their child(ren)—particularly for emergency situations. The school must also be provided with the name and **current phone number** of an emergency contact for each student. While the school routinely shares student information internally, when a student switches classes, the student should advise his/her new teacher of his/her health needs.

The school is not permitted to dispense medication without written parent or guardian permission (this includes aspirin, cold medication, etc.). If students need special medications while at school, there is a storage area in the office. Written instructions from the physician are required for all requests to administer prescription medication.

ARRIVALS AND DEPARTURES

Parents and guardians, who **drive their children to school**, are asked to drop off students promptly and not block the fire route immediately in front of the school. Parents and guardians, who **pick up their children from school**, are asked to wait for their child(ren) at the east side of the school, in the school parking lot.

Bus Safety for Students Who Take the Bus to School

- Bussed students are to board and exit buses at their designated stops.
- Be at the bus stop five minutes early.
- Obey the driver at all times.
- Watch for the driver's signal before crossing the road.
- Board quickly, using the handrail, and go directly to your seat.
- Remain seated while the bus is in motion.
- Eating, drinking and smoking on the bus are prohibited.
- Keep the aisle clear.
- Do not put anything out of the window.
- Keep hands, other body parts and physical objects inside the bus and to themselves.
- Talk quietly and be courteous to others.
- Shouting, horseplay, and fighting are prohibited.
- When leaving the bus, stay off the roadway.
- Be careful when crossing the road.
- It is expected that behaviour on the bus will be consistent with school rules and policies.

More information about bus routes and times can be found at www.schoolbuscity.com.

Parents/guardians, it is important to remember your child's bus number and pick-up/drop-off times.

Students who use bicycles, rollerblades, skateboards or scooters to travel to school:

- should wear a helmet;
- must walk while on school property;
- should lock bicycles to one of the bike racks; and
- must store rollerblades, skateboards or scooters in their locker or backpack or in another school designated area.

Students may not rollerblade, skateboard or use a scooter while on school property.

If a student does not comply, these items may be confiscated and the student may be suspended for repeated offences. The school is not responsible for any lost or damaged personal items. **Please note that walk and roll shoes are not allowed on school property.**

ASSEMBLIES

Assemblies are held periodically to present topics of interest or concern to the student body. All designated students are expected to attend. Prior to the assembly, leave your belongings in your locker or in your locked classroom. No food, drinks, listening or entertainment devices are permitted. You are expected to arrive punctually, quickly take a seat in the assigned row with your teacher and wait quietly for the start of the presentation. During the assembly, listen carefully and respectfully. You are not permitted to leave the assembly except under extenuating circumstances. Students are not permitted in the halls during the assembly. Students who misbehave will be escorted to the office by staff. Once the presenter has been formally thanked, wait to hear the instructions about returning to class.

If you have an idea for an assembly, please talk with your staff advisor or homeroom teacher.

ASSESSMENT AND EVALUATION POLICY

The primary purpose of assessment and evaluation is to improve student learning. The [Maple HS Assessment, Evaluation & Communication Policy](#) document serves to outline and direct *all* assessment, evaluation, and reporting at Maple High School, including the International Baccalaureate Diploma Programme.

Final Evaluations (Examinations)

Thirty percent of the grade will be based on a final evaluation in the form of an examination, performance, essay, and/or other method of evaluation suitable to the course content and administered towards the end of the course. At Maple High School, final examinations are scheduled on a Day-by-Period model. Most courses are expected to include a final exam or some type of summative activity during Exam Week.

a) Examinations and other final evaluations will be held during five school days near the end of each semester. No appointments, vacations, or any other absence from school must be scheduled during this window of time.

b) Some portion of the 30% final (summative/culminating) evaluation(s) will take place during this scheduled exam week for all full-credit courses. Any exception will be at the Principal's discretion.

c) Students are required to participate in final evaluations/examinations at the school, as scheduled. The administration will not authorize absence from final evaluations/examinations due to vacation, employment, or social functions.

d) In extenuating circumstances: Students unable to write a scheduled final evaluation or examination will present a note from a certified service provider (e.g. doctor, lawyer, social worker) and will participate in the evaluation or examination at an alternative time.

On Exam Review Day, the expectation is that students will receive all their marks in each course, and that teachers will take up the final exam in a detailed manner.

ATHLETIC ELIGIBILITY POLICY

All student athletes must adopt the following statement to guide their participation in a sports team.

“As a member of a Maple High School athletics team, my order of priorities are: 1. academics, 2. athletics, and 3. social activities.”

Since your number one priority at Maple High School is your academic success, your class attendance is mandatory. In order to be eligible to participate in athletics, you must take a minimum of six courses. If at any point during the year, you drop one of these courses or you are not in good standing, you will lose your eligibility and you must be released from the team until the situation is rectified. If you are absent on game day (all or part), it is unlikely that you will be allowed to play in the game (e.g. if you missed the morning classes due to illness). If you feel that you have a valid reason for missing part of the day, you must clear it with your coach before you are eligible to play that day. If you know in advance of a situation that might jeopardize your eligibility, you must advise your coach as soon as possible for clarification. Be aware that your attendance and punctuality in classes and school will be checked regularly and irregularities in these areas may result in suspension from the team. Your attitude in class and your effort and your rapport with your classmates and teachers will affect your status on the team.

ACADEMIC REQUIREMENTS

Each student must meet the following academic requirements in order to remain eligible for game play:

1. be enrolled in at least four courses;
2. maintain a passing grade average;
3. have no more than one course with a grade below 50%; and
4. attend classes regularly and be in good standing with all teachers.

Students who do not meet ALL of the above requirements WILL lose Full Athletic Eligibility.

There are Three Phases of Eligibility

Phase 1 – Full Athletic Eligibility

Phase 2 – Practice Only Eligibility (2 weeks)

A player not passing based on the criteria above will be suspended from team play and his or her progress will be monitored and reassessed after two weeks.

Phase 3 – Monitored Eligibility (2 weeks)

If a player is not passing or fails to have any improvement following the reassessment period, he or she may lose his or her position on the team.

ATHLETIC POINTS

Members of co-curricular sports teams can collect Athletic Points to obtain medals. Points are based on the following criteria:

POINTS CRITERIA: 5 points for being a team member 0-5 points for individual contribution to the team (coach's discretion) 1 point for every round of the YRAA playoffs 2 points for a YRAA zone champion (Southwest Zone) 3 points for reaching a YRAA final 5 points for winning a YRAA championship 3 points for participating in OFSAA 5 points for winning OFSAA	MEDALS Bronze Medal – 50 pts Silver Medal – 85 pts Gold Medal – 120 pts Maple Wall of Fame – 170 pts
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ATTENDANCE POLICY AND PROCEDURES

At *Maple H.S.*, we recognize that regular attendance is essential for academic, workplace and life-success. Students demonstrate commitment, respect, initiative and responsibility when they are in class and on time, all the time. To earn a credit, a student is expected to accumulate a total of 110 hours of instruction for each course and a mark over 50%.

Students, parents/guardians, and staff have a role to play in ensuring that students attend classes regularly and punctually. Each one is described below.

Students are responsible for:

- attending all scheduled classes on time;
- being prepared for classes and participating fully in the planned learning activities;
- reporting absences (preferably in advance) and presenting proper documentation to staff; and
- covering the material missed because of absences.

Parents and Guardians are responsible for:

- ensuring that their child arrives at school on time, and ready for classes;
- making every effort to ensure that their child is present for classes - including booking off-campus appointments outside of the school-day, whenever possible;
- actively monitoring their child's progress – including their attendance; and
- communicating with the school when their child will be late or absent.

Attendance Support Staff are responsible for:

- receiving and processing attendance-related reports;
- monitoring students' lates and absences in conjunction with Administration;
- recording parent/guardian contact in relation to absences, lates and signing-out; and
- providing Late Slips and Admit Slips to students.

Teachers are responsible for:

- providing engaging instruction in which students can learn and practice effective time-management skills;
- recording, monitoring, and reporting students' attendance to the office;
- requesting Admit Slips from students who have unexplained absences; and
- following up where there are attendance issues (e.g. parent or guardian contact, detentions, office referral, etc.).

Administrators are responsible for:

- promoting a culture of respect, initiative and responsibility – reflected in regular student attendance;
- monitoring class and school attendance;
- following up with attendance referrals; and
- accessing additional support for student success

LATES

Late for Class (Arriving after the Bell)

Students who arrive to class after the bell has rung are considered late.

If the student is 15 minutes late (or more), the student must go to the Main Office to sign in and get a Late Slip from the attendance secretary. The Late Slip must be shown to the teacher.

The subject teacher will discuss the tardiness with the student. The student may be asked to make up the time missed with the subject teacher. Frequent late arrivals will result in added consequences and parent or guardian notification, as well as referral to the student's Vice-Principal.

ABSENCES

Absences should be both valid and authorized. Examples of valid reasons are: illness, bereavement, medical appointments, and court appearance, to name a few. All absences should be authorized by a parent or guardian. Absences not authorized are considered truancies.

Truancies are unacceptable and will be monitored and dealt with accordingly.

Students who have excused absences due to field trips, sports events, and school activities will be considered to be "in attendance" at school although they may not be physically in the building.

An automated voice-messaging and e-mail system is used daily to contact parents and caregivers of students with unexplained absences. If a message is received, parents and guardians should contact the attendance secretary before 8:20 am the next school day.

Students who have been signed out of classes by a parent or guardian cannot remain on school property.

FULL DAY ABSENCES

When a student misses a full day of classes, a parent or guardian must phone, email or send a note to the school with a valid reason. A secretary notes the excused absence on the student's attendance record. If a parent or guardian does not contact the school, the student is required to bring in a note from a parent or guardian with a valid reason for the absence to the attendance secretary, in the Main Office, upon returning to school.

The student obtains an Admit Slip and shows it to each teacher.

The attendance secretary can be reached at 905-417-9444, ext. 100. If the secretary is busy, please leave a voice message or send her an email at maple.hs@yrdsb.ca at any time, as these modes of communication are accessible 24 hours a day, 7 days a week.

If no phone call, email, or note is received, the absence will be considered "truant".

If a student is unable to attend school and will miss more than two school days, homework may be requested from the Main Office and picked up at the school. Teachers require 24 hours to complete homework requests.

If a student is absent due to a prolonged illness, they will be required to provide a medical note.

PART-DAY ABSENCES

When a student misses part of the school day, a parent or guardian phones with a valid reason or provides the student with a note of explanation (preferably prior to the absence).

If the student is late arriving, she or he must go to the attendance secretary in the Main Office to sign in and get an Admit Slip. The Admit Slip should be shown to the teacher(s) of the missed class(es). Students who sign in late for a class must attend the class that day, regardless of the amount of class-time remaining.

If the student needs to leave during the school day she or he must sign out in the Main Office with a note from a parent or guardian. The student obtains an Admit Slip and shows it to the subject teacher of the missed class(es) the next day.

EXTENDED ABSENCES

Planned absences of five or more consecutive days require the completion of an "Extended Absence/Leave" form at least one week in advance of the leave. The form is available in the Main Office at the Attendance Desk. The process includes obtaining signatures from teachers, parent/guardian, and a school administrator. It is the student's responsibility to catch up on all work missed.

Students Who Are 18 Years of Age or Older

Students who are 18 years of age or older are expected to follow the attendance procedures as outlined. They must also call the attendance secretary and indicate when they will be absent. Furthermore, they will have five sign out privileges per semester. Administrator approval must be obtained for additional sign-outs.

CONSEQUENCES

Consequences for students who dishonour this policy can include, but are not limited to: teacher-student discussion; parent or guardian contact; detention with teacher; loss of privileges; journaling or written reflection; referral to office; meeting with parents or guardians; office assigned detention; class withdrawal; referral to school social worker; removal from course or withdrawal from school.

AWARDS

Celebrating student success is an important aspect of school life. Awards have been developed in our school programs and will be presented throughout the year at awards assemblies, banquets, and our annual graduation. There are several awards for which students may qualify. These include: general proficiency and academic awards, various regional and competition awards, and character awards. Full-time students attaining an annual average of 80% or higher will receive an Honour Roll Certificate. Further information about awards and scholarships is available through the Guidance Department.

BREAKFAST CLUB

While adults need to eat breakfast each day to perform their best, children need it even more. Your growing bodies and developing brains need regular refueling often, from food. Don't skip breakfast. Drop in for some nutritious food at our Breakfast Club, so you can be at your best for the entire day. Our Breakfast Club is run by staff and students and is open from 7:50 a.m. to 8:25 a.m. in Room 171.

BULLETIN BOARDS/POSTING OF SIGNS

Nothing may be placed on, or removed from, the school bulletin boards except under the instructions and approval of a member of the school administration. All posters and signs must have the approval and signature of an administrator. Posting is allowed only on designated announcement boards. If you wish to post an item on the school's official Twitter or Instagram accounts, please provide an electronic copy of your item to the main office. Such items can also be posted on the school TVs.

BULLYING PREVENTION

Bullying hurts. It makes people miserable. It can change lives forever. Bullying can only be solved if young people and adults act together. We can make a difference. Don't leave it up to others. If you are being bullied, or if you are worried about someone else who is being bullied, the most important thing to remember is to talk to someone you trust. Don't hide what is happening from the adults or peers you trust. There is nothing wrong with asking for help when you are in trouble. If you are reluctant to report an incident of bullying, consider using Report It, the anonymous non-emergency online reporting tool, by clicking on this [link](#). Remember...

- **Nobody has the right to harm other people by harassing or defaming them online, hitting or beating them, hazing or paddling them, calling them names or doing anything which is intended to be hurtful.**
- **Bullying is wrong whatever the age of the person who is doing the bullying. If a student or adult is bullying you (or someone else) or trying to make you do something you think is wrong, you must talk to somebody you trust about this at once.**
- **You can help other people who are being bullied. You can encourage them to talk to an adult, or you can offer to talk to an adult on their behalf. You might be able to let bullies know that you do not like what they are doing and that you are determined to see them stop.**
- **You can also help by taking part in the school's anti-bullying and bullying prevention activities.**
- **There is no such thing as 'innocent bystanders'.**

CAFETERIA

Students may use the cafeteria at non-instructional times only before school, at lunch-time, or while on a designated study period. Please refrain from sitting on tables. Put chairs in after use. Dispose of garbage appropriately. Everyone is expected to work together to maintain a clean, healthy environment. Do not litter anywhere on school property. Students who litter will be required to clean up the school grounds.

CO-CURRICULAR ACTIVITIES

We are very proud of the participation of students and staff in the extensive array of co-curricular activities available at Maple. You are encouraged to join the groups that interest you most and thus broaden your high school experience. If you want to start a new club or team, find a staff member willing to act as an advisor to assist you.

At co-curricular events, which include sports events, dances, plays, field trips, and academic competitions, it is expected that students will behave appropriately. There will be no name-calling, swearing, signs or behaviour meant to degrade other individuals or groups. Offensive and abusive language will not be tolerated. Students are to abide by the code of student behaviour outlined below at all times.

CODE OF STUDENT BEHAVIOUR/CONDUCT

The Code of Student Conduct sets standards of behaviour for students and members of the school community. The code of conduct supports a caring and safe school environment and creates a shared understanding of expectations of behaviour.

Students are expected to follow these rules of behaviour on school property and during Board or school-sponsored events and activities. To enhance caring and safe school climates, positive student behaviour supports are provided and inappropriate behaviour is addressed using a progressive discipline approach that takes into account mitigating factors.

Code of Student Conduct

Please refer to the full code of conduct in the Student Start Up Guide.

The Board Code of Student Conduct is part of the Caring and Safe Schools Policy.

We use a progressive discipline approach when inappropriate behaviour occurs. This means we consider a range of options to determine the most appropriate response to each situation to help students learn from their choices. In some cases, suspension or expulsion may be necessary. The Ontario Education Act and our Board Caring and Safe Schools Policy outline the situations in which suspension and expulsion must be considered. These infractions are also outlined in the Guide to the School Year. When inappropriate behaviour occurs, information will be shared with the victim and parents/guardians of the victim to the extent that legislation allows.

COMMUNICATION BETWEEN SCHOOL AND HOME

Parents and guardians are our most important partners in educating children. Effective communication between home and school is a high priority for members of the Maple community. We communicate with you in a variety of ways throughout the year. Here are some ways in which we can communicate about specific individual needs and to keep families informed about the events at Maple:

- **Counsellors and Vice-Principals** – Every student is assigned a counsellor and a Vice-Principal. Apart from your Homeroom Teacher or Subject Teacher, these two individuals are your key communication contacts. Student contacts are determined alphabetically, by last name as follows:
 - Guidance Counsellors - Weinstock (A - G), James (H -Ma), Misra (Mc - P), Khatri (Q-Z) Gunarajah (Student Success)
 - Vice Principals - Luongo-Cassar (A - L), Irvine (M - Z)
- **E-mail** – To improve communication between home and school and reduce paper use, we coordinate an e-mail distribution list. The list will be maintained and used only by school staff to communicate electronically to parents and guardians. Please submit to the school a parent or guardian e-mail address. Your e-mail will not be sold, distributed or publicly posted. Weekly announcements and reminders are shared with parents and guardians electronically.
- **Information Evenings** – This is a chance to visit the school and to learn about important topics. Among other things, you will have a chance to tour the school and meet school staff and presenters from post-secondary institutions.
- **Parent-Teacher Interview Nights** – You will have the opportunity to meet with each of your child’s teachers once each semester, to discuss your child’s progress. These meetings are by appointment.
- **School Council** – At regularly scheduled meetings, parents and guardians have a forum to receive information about the school, and to share input on school matters. Please join us. Meeting dates are listed in our calendar and on the school’s website.
- **Stay Connected Online - Maple Website/Twitter** – You can also stay connected online through our school website and Twitter feed. Some classrooms also have blogs, Twitter feeds or newsletters to help you stay connected. Visit the school’s website at <http://maple.hs.yrdsb.ca> and follow us on Twitter @mhs_yrdsb to access news items and current information about activities, athletic events, department programs, and calendars.
- **Teacher Meetings or Conferences** – You are encouraged to phone your child’s teachers at the school with queries or to share information. You may also wish to arrange a meeting time to address your concerns.
- **YRDSB Board News and Updates** – You can follow Board news and updates at www.yrdsb.ca, on Twitter @YRDSB or by downloading the Board app “YRDSB Mobile”.
- **Maple High School Social Media** - You can follow school news and events on Twitter @MHS_YRDSB and Instagram @maplehsyrdsb

Please be reminded that the subject-teacher is usually the first line of contact regarding a student’s progress and any concerns you may have. Where necessary, the Subject Head may be included in the related discussion. Students with ongoing learning difficulties or needs may be supported via referral to In-School Team, Guidance Services, Student Support Services, English as a Second Language staff, Student Success staff and Administration.

Thank you for familiarizing yourself with school expectations, and for working in partnership with the school staff to aid your child’s development. Please keep the school informed in a timely manner, e.g. regarding daily and extended absences, change in home contact information, changes in home circumstances or family life, changes in child’s health or progress.

Canada’s Anti-Spam Legislation (CASL)

Canada’s Anti-Spam Legislation (CASL) impacts how schools, staff and school councils communicate electronically to parents. CASL prohibits the sending of any type of electronic message that is commercial in nature (e.g., registration fees, pizza days, field trips, fundraising, etc.) unless the recipient has provided specific and informed consent. CASL does not apply to phone messages or to hard copy formats.

To subscribe or unsubscribe to commercial electronic messages, parents/guardians should visit the school website and, using the link provided, submit a valid email address.

COMMUNITY INVOLVEMENT HOURS

In accordance with policy from the Ontario Ministry of Education, students must complete a minimum of 40 hours of community involvement activities as part of the requirements for an Ontario Secondary School Diploma. The YRDSB believes that community involvement encourages students to develop an understanding of civic responsibility and the role they can play in supporting and strengthening their communities. As well, such involvement can assist students in increasing their awareness of community needs, and in making a positive difference.

Before selecting a project, students should review the eligible categories of activities and the ineligible activities listed in the YRDSB Community Involvement Information Guide or go to <http://www.yrdsb.ca/Programs/Guidance/CommunityInvolvement/Pages/default.aspx> for further information. It is also advisable to check with a guidance counselor before volunteering.

All activities must take place outside of scheduled class time and must be performed without pay in not-for-profit settings.

Please note that Grade 8 students may start to earn community involvement hours in the summer before they enter Grade 9.

COMPUTER USE POLICY

Our Computer Use Policy is designed to allow users to explore and utilize our school network and the Internet in respectful and responsible ways to support their learning and achievement. More specifically:

1. All rules and expectations in the school's Code of Behaviour are considered to be in effect when using the Internet.
2. All use of the Internet must be in support of research or consistent with the educational purposes of Maple H.S.
3. Use of the Internet for product advertisement, commercial or for-profit purposes is prohibited.
4. Use of the Internet for personal and private business is prohibited.
5. Users should not provide information of a personal nature to anyone on the Internet.
6. Staff will provide students with Internet sites (Uniform Resource Locators) that allow them to search for information needed for specific projects and teach research methods for using the Internet.
7. Users shall not intentionally seek information on, obtain copies of, or modify files, other data or passwords belonging to other users, or misrepresent other users on the network.
8. No use of the Internet shall serve to disrupt the use of the Internet by others; hardware or software shall not be destroyed, modified, or abused in any way.
9. Malicious use of the Internet to develop programs that harass other users or infiltrate a computer or computing system and/or damage the software components of a computer or computing system is prohibited.
10. The use of hate mail, harassment, discriminatory remarks and other anti-social behaviours are strictly prohibited.
11. The illegal installation of copyright software for use on school computers is prohibited.
12. Use of the network to access or process pornographic material, inappropriate text files, or files dangerous to the integrity of the local area network is prohibited.
13. It is the user's responsibility to keep programs of a viral nature off any school computer. The user will be held accountable for any deliberate attempts at knowingly installing and/or running a computer virus.
14. No student is permitted to download any software programs without the expressed permission of the supervising teacher.
15. All downloaded programs and files must be scanned for viruses before being run on any school computer.
16. Any information which is obtained from the Internet and incorporated into a student's assignment must be properly referenced and included in a bibliography. Plagiarism will not be tolerated.

Consequences for violation of the policy may include, but are not limited to the following:

- contact with parents/guardians (students under 18 years of age);
- withdrawal of computer privileges for specified time;
- withdrawal from course in its entirety;
- detention;
- suspension from school; and
- police involvement.

CONSENT FOR INFORMATION SHARING – STUDENTS AT THE AGE OF MAJORITY

Once a student reaches the age of majority (18), all communications regarding their school matters (e.g., absences, etc.) will cease to go to the parents or guardians as the student is deemed an adult for the purposes of the Education Act [S.1 (2)]. A student may complete the Consent for Information Sharing – Students at the Age of Majority Form to provide express approval for the school to contact parent(s)/guardian(s). The form is available in the Main Office.

DAILY ANNOUNCEMENTS

Announcements are an important way of communicating information about daily school life to all staff and students. If you wish to make an announcement, please speak with the teacher advisor associated with the activity. Announcements must be in by 4:00 pm on the previous day, in order to be read. Announcements will be read a maximum of three consecutive times. Announcements will be displayed on Maple TV and sent as tweets.

DANCE POLICY

1. School dances run until 10:30 p.m.
2. Dances will be supervised by paid duty police officers, administrators, teachers, and Student Council members.
3. Admittance to the dance will be granted to each student with a ticket, and his or her registered guest. Valid student card or photo ID is required at ticket purchase and at the door. No person suspected to be under the influence of alcohol or drugs shall be admitted. Any student under the influence, storing or in possession of illicit substances (drugs or alcohol) during the event will be removed from the event, parents or guardians will be called, and the student will be subject to disciplinary action from the school administration. Once a student is admitted to the dance, he or she may not leave and re-enter.
4. All dance participants are required to check their coats, bags, and hats.
5. No tickets will be sold at the door.
6. The school's Dress Code is in effect during all dances.

ELEVATOR USE

Students whose mobility is challenged can access the school's elevator. A refundable deposit is required to obtain a key. The elevator is not to be used during an emergency/drill evacuation situation. An evacuation plan will be created for students or staff needing assistance during evacuations. If your child needs such assistance, please speak with a school administrator.

EMERGENCY INFORMATION

Student records and information must be kept up to date. Let the office staff know as soon as possible, if any of the following information changes:

- address, work or home numbers or other contact information;
- emergency contacts and telephone numbers;
- changes in custody agreements; or
- medical alert or changes in health condition (e.g., allergies, medications).

Student records and information that are mailed will be sent to the parents or guardians at the address on file.

EMERGENCY PROCEDURES

Fire drills are conducted periodically. Fire exits and directions are posted in all instructional areas. All students are required by law to evacuate the building during fire drills. Other evacuation or lockdown drills may also be practiced.

Lockdown: You are to clear all halls and move to the nearest classroom, library, office or workroom. If you are in the cafeteria, you are to clear the area and go to the servery. You must move away from all windows and doors. If you are outside the building, you may not enter the school; you are to go to a portable or to Maple Creek Public School. Do not respond to the fire alarm unless directed by the office. An announcement from the office will indicate when the lockdown has ended.

Fire Alarm: At the sound of the alarm, all staff and students must evacuate the building. Students are expected to follow the teachers' instructions and use the fire exit indicated on the emergency information sheet in each room. When outside the building, students are expected to follow their teacher to a designated area, line up as a class behind the teacher, and follow the direction of staff members. If you have a study period, you are to find the staff member with the loud hailer to be accounted for. Everyone must stand well away from the building and the fire routes. Attendance will be taken and parent or guardian contact made upon return to the building. No one is to re-enter the building until the all clear signal is given.

Hold and Secure: During a hold and secure situation, exterior doors, including portable doors are locked. All students and staff participating in outside activities and classes in portables will move into the main building. No one will be allowed to enter or leave the building during a hold and secure. Normal school operations will continue inside the building with minimal student movement.

Parked vehicles are off limits during emergency situations. Only emergency vehicles will be allowed to enter the premises.

EQUITY, INCLUSIVITY, AND LEARNING SUPPORTS

At Maple High School we strive to build a caring community that encourages personal growth, academic excellence, and global mindedness to create critical thinking citizens with a strong intercultural understanding and who are respectful of themselves, others, and the world in which we live. To this end, Maple High School is committed to ensuring equitable and inclusive learning and working environments for students and staff that follow the Guiding Principles of Ontario's *Equity and Inclusive Education Strategy*.

Our Equity, Inclusivity, and Learning Supports policy describe how the needs of all students are met at Maple High School within the parameters and guidelines of the York Region District School Board's Special Education Policy, the International Baccalaureate Special Education Needs

philosophy, and the Ontario Ministry of Education's Inclusive Education Strategy. Students and parents are to refer to the [Maple HS Equity, Inclusivity, and Learning Supports Policy](#) document for further detail.

EXCURSIONS/COMMUNITY WALKABOUTS/FIELD TRIPS

Excursions/Community Walkabouts

Teachers may take classes on walks around the community to support classroom programs. As well, many physical education classes and other activities are held outdoors, weather permitting. Parents will be notified of the location, method of transportation and time periods their child will be participating in activities off school property.

Field Trips

School field trips are all trips organized by staff members to promote student learning. They may be academic, athletic, vocational, technical or artistic. Parents are to access School Cash Online to pay for field trips and to provide consent for their child's participation. It is the student's responsibility to complete work missed in other classes as a result of participating in the trip. Each student should notify all of his or her teachers at least two days in advance of a trip.

Students on field trips are subject to the same expectations that apply at school. Because teacher supervisors are responsible for the safety and welfare of students, their instructions must be followed at all times. Students are expected to travel as a group to and from the field trip destination. It is expected that students' behaviour will reflect favourably on the school. Any infraction of school or Board policy will have the same consequences as would apply in a classroom or on YRDSB property.

NOTE: In most instances, students will share the costs for the field trip. Students forfeiting the privilege of attending the trip due to misbehaviour, illness or family emergency will sacrifice their monies paid. This is necessary since costs remain fixed once a commitment has been made.

FOOD IN CLASSROOMS

Only water will be allowed in classrooms. Food and drinks other than water will be allowed only with explicit permission from the teacher. Food or drink is also prohibited in the library and computer labs.

FUNDRAISING ACTIVITIES

Students wishing to raise funds for clubs, activities or special causes must obtain approval from their teacher advisor, Student Council and the principal. They will then book fundraising dates with the administrator in charge of the school calendar, and notify staff who are affected by the fundraising initiative. Personal pan-handling and selling of goods are forbidden on school property.

GAMBLING

Gambling is prohibited on or adjacent to school property.

GRADUATION CEREMONY

Students must complete all graduation requirements in order to receive their diplomas. All community involvement hours must be logged by the end of May in a student's final year. Graduating students will be provided with specifics about their graduation ceremony and will be given an opportunity to select their valedictorian in the spring.

GRADUATION PHOTOS

You are considered a graduate the year you achieve 30 required credits (including the 18 compulsory credits). Your name will appear in the Graduation Program and your photo will be on the grad composite. You should get your picture taken that year, usually in December or January, but you do not have to buy a package. You may have your picture taken if you return after graduation, but it will not appear on the composite.

GUIDANCE AND CAREER EDUCATION SERVICES

In our changing society, new life experiences are everyday occurrences. In order to cope with the increasing number of factors influencing young lives, counsellors are available in the Maple High School Guidance Department to assist students in making informed decisions regarding their educational, vocational, and personal concerns. The Guidance Department offers to students, teachers, parents, guardians, and the community a number of services, including support for academic and career planning, personal counselling, referrals to community resources, and support for the development of study habits and life skills. For more information, contact the school's guidance department. The department looks forward to being of assistance to students and their parents/guardians throughout the school year.

Counselling: Counselling is available on a one-to-one basis, with guidance counsellors available to assist the students in planning and working toward their educational and career goals, and to help them resolve their personal and social difficulties. Students are to book appointments online using the following link: <http://www.yrdsb.ca/schools/maple.hs/guidance/Pages/Book-a-Guidance-Appointment.aspx>.

Group Instructions: Counsellors will provide classroom instruction and small group seminars related to educational and career planning, study and examination skills, and orientation to secondary and post-secondary environments.

Liaison Support: Counsellors provide a communication and resource link to local elementary schools, to social service agencies in the community, to part-time and full-time employment opportunities, and to post-secondary educational and career facilities including apprenticeship programs, colleges and universities.

Career Resources: Students are encouraged to come to the Guidance Department to make appointments with their alpha counsellor. Mr. Weinstock (A - G), Ms. Brown (H - O) and Ms. Khatri (P - Z). Parents and guardians are invited to take an active role in their child's educational and career planning decisions. Interviews with Guidance Department personnel may be arranged by calling the school. Links to information on careers and post-secondary education are available on the Guidance page of the Maple High School website.

Timetable Changes: You must attend all classes as scheduled. Necessary course change requests will be considered within the first five days of each semester. Students must follow the instructions of the Guidance Department for requesting timetable changes and all requests must be approved by the parent, guardian, and adult students. You must follow the old timetable until the new one is issued as attendance will be taken.

Students in Grades 9, 10 and 11 are expected to maintain a full program of four day school courses per semester. Students in Grade 12 are expected to take at least three day school courses per semester. "Study periods" are a privilege. Permission of a parent or guardian will be required for a student to have a "study period" on his or her timetable. A "study period" for students in extenuating circumstances with fewer than 24 credits will be considered only with the permission of the parent or guardian and the administration.

Ontario Student Record (OSR)

The Ontario Student Record is the record of a student's progress through school in Ontario. The record contains all information pertinent to a student's educational program. Students and their parents or guardians may review the Ontario Student Record by appointment.

Ontario Student Transcript (OST)

The Ontario Student Transcript provides an official summary of all courses successfully completed at the Grade 9 and 10 level, all courses attempted or successfully completed at the Grade 11 and 12 level, the completion of the Literacy Requirement, and the completion of the Community Involvement Hours.

On-line Resources

The Guidance Page on the Maple High School website contains links to many valuable resources including information about secondary school requirements, about community support agencies, about post-secondary options, about course selection and about scholarships and bursaries. The Guidance Page can be found at www.yrdsb.ca/schools/maple.hs/guidance.

GUILT BY ASSOCIATION

A student found in the company of a student or group of students who engaged in an illegal act may be subject to the same civil, criminal and school consequences.

HALLWAYS

In order to keep the main entrance to the school inviting to our visitors, students are to refrain from blocking doorways and access to the Main Office. Students should not loiter in hallways or stairwells. There should be no loud or distracting behaviour, especially during instructional periods. Games involving physical activity (e.g., skateboarding, rollerblading, ball playing, etc.) are not allowed in the hallways.

HOMWORK POLICY

At Maple High School, we believe that homework is an integral part of the learning process. Homework provides opportunities for:

- completion of daily assignments, and specific tasks;
- the review and revision of previously studied material;
- long-term planning and preparation for major assignments;
- research and preparation for upcoming learning and independent study units;
- reinforcement of concepts and skills introduced in class;
- the development of learning skills, and the pursuit of student success and excellence; and
- parents/guardians to be more engaged in their child's in-school learning experiences.

Expectations & Procedures:

1. The length of time for homework varies by student need, program type, and grade level.
2. Students are encouraged to use an agenda to record daily homework assignments.
3. If a student is not meeting homework requirements, teachers will discuss this with the student and parent(s) or guardian(s). Parental or guardian contact or interviews will be at the teacher's discretion.
4. A portion of in-class time may be given to assist with homework completion (including group activities).
5. Teachers, with prior notification from students, parents, or guardians, will use discretion in assigning homework to students who are participating in significant school events.

LANGUAGE

Maple High School is situated in a diverse community which welcomes people from many parts of the world. We celebrate and embrace our multicultural and multilingual school population. These values are reflected in our instructional and co-curricular programming. As a school, we recognize the importance of language and how it supports learning, critical thinking, and social skills.

All members of Maple High School share a responsibility in promoting and upholding a learning culture where acquisition of languages and mother tongues is valued. The [Maple HS Language Policy](#) document describes how Maple High School develops language and language acquisition skills in all our students within the parameters and guidelines of the Ontario Ministry of Education's Language and French as a Second Language curricula, and the International Baccalaureate Language and Learning policy.

LASERS ETC.

Laser pointers and electronic gaming devices are prohibited at our school.

LIBRARY AND RESOURCE SUPPORT SERVICES

The Maple High School's Library has over 13,000 books and audio-visual resources to support research needs and pique students' interests; it also houses a good selection of classic novels, young adult fiction, picture books, and graphic novels for all types of reading enjoyment. We welcome requests for new materials. Classes are regularly scheduled into the library for research projects, but students can come in during lunch to browse, read, study, or to complete assignments. Our intention is to maintain a positive learning environment for all. Grade 12 students on spare may sign in and use the library for school work or quiet study.

There are 30 desktop computers in the library, and 2 IPAC computers to search the print collection. In addition to the software used by students, there are numerous online databases available for research and the Internet.

Let one of our teacher-librarians help you find books, conduct research, find information and more. All you have to do is ASK! Library hours are Monday to Friday: 8:00 a.m. - 3:30 p.m. Early closings usually occur when there are meetings scheduled in the library.

LIBRARY COMPUTER POLICY

In addition to our school's Computer Usage Policy, please note the following rules which apply to the library:

- Computers are **only** to be used for subject-based research and project completion. Come to the front desk with ID to sign out a computer. Be prepared to show documentation for assignments.
- Priority for computer use goes to booked classes.
- **Logins & Passwords** are given to students by homeroom teachers each year, and students need to take responsibility for remembering, or keeping ready access to, this information. Record this information in a place where you will not forget it.

It is inappropriate to use computers for chat groups, games, personal email, and websites that do not conform to the YRDSB's Acceptable Computer Use Policy.

BEHAVIOUR IN THE LIBRARY

Our Library Information Centre is a wonderful facility! It is expected that you will use it to support your learning, and with due respect for other students, for library staff, and for the physical space itself.

DO make wise use of class time that you are given to research, and consult with the teacher-librarian about how best to conduct your research.

DO respect everyone's need for a quiet, peaceful environment in which to study.

DO recognize that the library is a teaching area as well, and that scheduled classes have priority for use of seating and computers.

DO show your student I.D. when signing out resources and return them on the due date **OR LATE FINES WILL APPLY**.

DO leave a tidy work space for the next student - Clean up after yourself!

DO NOT bring food or beverages into the library. There is too much risk of damage to our resources when food and drink are consumed there, as well as posing a risk to other students with various food allergies.

****If any of the above is not adhered to, students may be asked to leave the library or see administration for repeated incidents.**

LOCKERS

Lockers are loaned to students to store school books and personal belongings. Students are expected to keep lockers clean, and free of graffiti. Students must not share lockers. Only school provided locks will be used. Locker number and combination are recorded by the office for each student. Locker problems are to be reported to the Main Office Reception.

School lockers are the property of the YRDSB and it is the Board's right to have lockers opened and searched at any time by the school administration.

Students will receive information about their assigned locker (number and combination) in late August.

LOST AND FOUND

Articles which have been found are to be brought to the Main Office. You may check for lost articles there.

MORNING EXERCISES

School exercises take place at the end of period 1, with the National Anthem, including silent reflection, and announcements. Students are expected to: be in their period 1 class wait for morning exercises or in the library or cafeteria if on a study hall; be quiet and attentive and to refrain from other activities throughout. If you are in the hallway during morning exercises, you are to stand quietly and attentively until the exercises are finished.

NEIGHBOURS' RIGHTS

Community residents have the rights of privacy, property, and freedom from abuse as provided by law. Do not loiter, trespass, litter, or be a nuisance in the community. School administrators will cooperate fully with property owners and law enforcement to identify students who violate these expectations.

ONLINE ETIQUETTE & SAFETY

Students are encouraged to exercise careful thought and discretion when interacting or posting messages and images online. The school name cannot be used in labels or titles for Internet posts without the explicit permission of the school administration.

PARENT/TEACHER INTERVIEW (OR PARENTS') NIGHT

The partnership between home and school helps to ensure that each student will do his or her best. Parents and guardians are encouraged to contact the school at any time regarding information on students' progress. A more formal opportunity for parents and guardians to meet with teachers is arranged following the distribution of Interim Reports. Parent/Teacher Interview evenings will be October 11, 2018 and March 28, 2019 for the 2017-2018 school year. Parents, guardians and teachers will seek to keep open lines of communication on student behaviour, learning and achievement.

PARKING

Students who drive to school may have access to parking spaces. **These spaces are located in lot C (northeast side of school).** They are available on a first-come first-served basis. To be eligible to use the lot, students must have a valid student card, a driver's license and insurance. Students must obtain a parking pass for a parking space. The pass must be displayed in the vehicle at all times while on school property. Vehicles and contents are left at the student's own risk.

Parking is not allowed in the Emergency Vehicles/Bus Route.

Students who fail to comply with the parking regulations will:

- have their vehicle towed at a substantial cost to the owner;
- face a “drop” fee (once vehicle is hooked to be towed); and
- be ticketed by the city.

The use of vehicles is for transportation to and from school only. Students are reminded to drive with caution and refrain from loitering in or around vehicles. School operations should not be disturbed by loud music or other distractions in the parking lot.

Vehicles parked on school property are subject to search by the school administration when there is reasonable suspicion to do so.

PERSONAL USE OF NON-BOARD ELECTRONIC DEVICES POLICY

At Maple H.S. we are committed to providing a safe, caring, and engaging learning environment for students which promotes and supports the educational benefits of technology use. Personal Electronic Devices (PEDs) are an integral part of our society and are embedded in our lives on a daily basis. When used appropriately, PEDs can augment and support the development of skills and learning. Discussions will take place in our classrooms throughout the year about the impact of digital footprints and how a positive attitude towards using technology that supports collaboration, learning and productivity.

Respectful use of PEDs is permitted during the school day. *Respectful use* refers to using the PED at the appropriate time and in the appropriate place. **Camera and video functions on devices are not permitted for use on school property without clear permission from the principal or teacher. At no time may electronic devices be used in washrooms or change rooms.**

Examples of PED use that are **not** respectful include, and are not limited to:

- music/dialogue/sounds from the device being audible to others;
- music/dialogue/sounds limiting the ability of a student to hear or respond to others;
- using technology for social purposes during instructional time;
- any infringement upon a person’s privacy;
- electronic bullying;
- recording video, image, or audio without permission from who is being recorded; and
- use of PEDs during crisis or emergency situations (e.g., *lockdown*).

Within instructional settings (including assemblies and field trips), PEDs can only be used with the explicit permission of the teacher. Without that permission, they must be turned off and kept out of sight. At no time may electronic devices be used in washrooms or changerooms.

During assessments and exams, only PEDs explicitly approved by the teacher are permitted. Students using PEDs without permission during an assessment or exam may be disciplined for Academic Dishonesty.

Inappropriate use of PEDs will be dealt with as student discipline through established progressive actions, under the **Caring and Safe Schools Policy and Procedure**. This may include, but is not limited to suspension for persistent opposition to authority.

Students are responsible for the care and security of their personal devices. The school is not responsible for any damage, loss or theft.

PERSONAL STUDENT INFORMATION

Schools routinely collect, use and release student personal information, in keeping with the Education Act and other laws. Whenever your child’s personal information is collected, its use will be explained to you.

Please see the section on **Student Personal Information** in the **Guide to the School Year** booklet for a list of examples for when permission will be sought. Parents must sign the **Policy Agreement Form**, acknowledging that they have read and understood this information.

Typical Uses (No Permission Needed)	Typical Disclosures (Permission Needed)
<ul style="list-style-type: none"> ● In-school displays ● Yearbooks ● Teaching videos ● Assemblies, graduation ● Honour Roll ● Transition between elementary and secondary school ● Video surveillance for safe schools purposes 	<ul style="list-style-type: none"> ● Public displays ● Media interviews ● School website ● Digital yearbooks ● Pre-transfer approval ● Ministry reporting requirements ● Webcasts, video conferences ● External third parties e.g. lawyers, agencies

Please note that this is not an exhaustive list.

If you have any questions about your child's privacy protection, please contact the school principal or the Information Access and Privacy Office at 905-727-0022 ext.2015.

It is an invasion of privacy for unauthorized individuals to capture, manipulate, produce, publish, or display pictures or stories of a person or group, without permission of the featured person(s). Unsolicited or unwelcome personal contact of staff by students outside of school will not be tolerated. Serious consequences will follow such infringement.

PERSONAL PROPERTY

Do not bring large amounts of money or valuable personal property to school. The school is not responsible for lost or stolen property. Never leave money or valuables in your locker or in the change room.

PERSONAL SPORTS EQUIPMENT

Personal equipment for sports (e.g., balls, skateboards, rollerblades) is permitted provided it is used in such a way that does not interfere with the work, learning or safety of others, or the appearance and maintenance of the building and grounds. Indoor use is prohibited.

PHYSICAL SAFETY

Students' physical safety and well-being are of utmost importance. Students must refrain from engaging in behaviours that put themselves or others at risk. To that end, horse-playing, birthday beats and other similar types of behaviour are not allowed at Maple. Please see the Caring and Schools Policy in the *Guide to the School Year* booklet for more information.

RELIGIOUS ACCOMMODATION

There may be circumstances where students and families request accommodation for religious beliefs in curriculum areas including the Arts and Physical Education. Accommodations may include different instruction and assessment opportunities, or full withdrawal. If you are interested in discussing an accommodation based upon your religious beliefs, speak with your child's teacher and the school principal or complete the **Faith Requests for Curriculum Accommodations Form** available through the school.

By providing a range of accommodations, we are building a sense of community and belonging for all students. For more information, see Board Procedure on Equity and Inclusivity: Religious Accommodation.

REPORT CARDS

Report cards will be shared with parent(s)/guardian(s). They will be issued as follows:

Semester One

Interim report: October 3, 2019

Mid-term report: November 18, 2019

Final report: February 7, 2020

Semester Two

Interim report: March 12, 2020

Mid-term report: April 23, 2020

Final report: July 2020

SCHOOL COUNCIL

As parents and guardians, there are many ways you can be engaged in your child's learning at home and at school. This includes getting involved with the school council. The Maple School Council meets four times per year; meetings begin at 7:00 pm. To confirm the dates, please visit the school's website. All members of the school community are welcome to attend.

SCHOOL DRESS CODE

Appropriate Dress Code Policy:

The *Safe Schools Act, 2000*, subsection 302 (5) provides that "a Board shall establish policies and guidelines respecting appropriate dress for pupils in schools within the board's jurisdiction, and the policies and guidelines must address such matters and include such requirements as the Minister may specify."

A Dress Code for students, supported by parents/guardians, staff and students, promotes a safe and respectful environment for teaching and learning. All staff and students at High School are expected to maintain an appropriate level of dress and personal hygiene such as would be acceptable to an employer. This helps to set the proper tone for a respectful workplace and learning environment.

At Maple High School, our Dress Code:

- respects the rights of persons of all cultures, faiths and abilities;

- is consistent with the Human Rights Code and the Charter of Rights and Freedoms;
- addresses issues of compliance and affordability; and
- will be reviewed annually, by an elected School Council, and will be based on a set of principles established by the School Council, in consultation with students, parents, and staff.

All students entering the premises of Maple High School shall abide by the following appropriate dress policy:

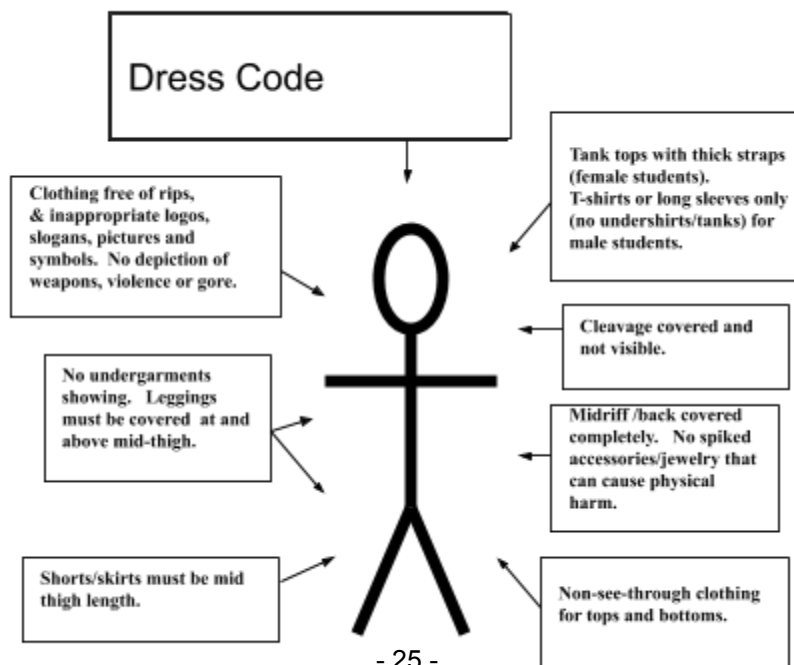
APPROPRIATE	INAPPROPRIATE
Clothes with brand names and acceptable pictures	Clothes/jewelry having any writing or pictures depicting or promoting alcohol or illegal drugs cannot be worn in school. Clothes/jewelry having any writing or pictures depicting and/or promoting violence, cruelty, obscenity, racist or derogatory comments are not to be worn in school. Any clothing with “FCUK” is inappropriate. Any jewelry that can cause physical harm may not be worn.
All pants must be worn at the hip/waist.	Pants sagging below the waist to expose undergarments cannot be worn.
Skirts/pants and blouses must be continuous from the neckline to the waist (tops must meet bottoms).	Students must not wear clothing that exposes their abdomens. Blouses with low necklines and skirts or shorts of inappropriate lengths cannot be worn. Bottoms must be at least mid-thigh in length.
Tank tops with thick straps.	Spaghetti straps and tube tops are not allowed.
Coats shall be removed and placed in lockers.	Students must not wear bulky outerwear inside the school. After coming in from outside, coats must be placed in their lockers.
All clothes must be clean, and without tears and rips.	Deliberately torn clothes and dirty clothes must not be worn.
Footwear must be worn at all times.	Bare feet are not allowed.

The Principal or designate reserves the right to ask any student to change his or her dress if the student’s clothing is inappropriate for the school.

Students who fail to respect the Dress Code will be instructed to do one of the following:

- surrender inappropriate accessories;
- change into other clothing;
- wear clothing items provided by the school (e.g., t-shirt or shorts); or
- go home to change into appropriate clothing.

Other consequences such as detentions and suspensions will follow repeated infractions.



SCHOOL MATERIALS

Materials on loan to students are the property of the YRDSB. Students are responsible for the return of their texts in good condition to their subject teacher at the end of each course. An assessment for damaged or lost books will be made by the subject teacher. Payment is made at the school office before exams or before the issuance of final report cards.

SCHOOL PHOTOS

School photos are taken at the beginning of each semester for all students and staff, whether or not you purchase a photo package. Student photos are used for the yearbook and student cards. It is illegal to use another person's name when sitting for school photos. Dates for sitting are shared via announcements and posters. Photo retake day is usually held in September. There is also a photo sitting in February for students who are admitted in Semester Two.

SMOKING AND RELATED ACTIVITIES

To protect the health of staff and students and to comply with the Tobacco Control Act, YRDSB properties are smoke-free. Chewing tobacco, smoking tobacco or holding lit tobacco is prohibited on Board property and in Board operated buildings. Violation may result in suspension from school and/or fines. **The use of e-cigarettes—also known as vape pens, vapes, or e-hooks—is also prohibited on school property.**

SUMMER SCHOOL

New courses for credit and reinforcement courses are available at summer school in most academic subjects. Contact the Guidance Department for further information.

SURVEILLANCE

Surveillance cameras are positioned in many areas of the school to enhance supervision and security both in and out of the building. The use of surveillance cameras does not override initiating or following coded emergency responses. The school administration may review images of students in an investigation to verify whether there has been a breach of the school's code of conduct.

SURVEYS AND PETITIONS

All surveys and petitions—including those linked to classroom instruction—must receive prior approval from the school administration.

THREAT ASSESSMENT AND INTERVENTION: FAIR NOTICE AND PROCESS

Threat Assessment and Intervention

Schools continue to be among the safest places in our community. The well-being and safety of members of the school community are a shared responsibility. This includes preventing and responding to the risk of violence.

Our Student Threat Assessment and Intervention Protocol was developed with community partners to respond to behaviours, including actions, statements and other indicators that suggest that a student may be “at risk” of harming others. To keep school communities safe and provide support to everyone, staff, parents/guardians, students, and community members must report all threatening situations to the school administrator or police as soon as possible. Note – other procedures and protocols are in place to deal with threats from adults in the school community.

What is the purpose of the Student Threat Assessment and Intervention protocol?

Ensure the safety of students, staff, parents/guardians, and other members of the school community

- Ensure an effective and timely response when there is a threatening situation
- Understand the factors that contribute to a threatening situation
- Assist in the development of an intervention plan
- Promote the emotional and physical safety of everyone involved

What is a threatening situation?

A threatening situation is defined as an indication of impending harm or violent acts against someone or something. Threats may be implied, verbal, written, drawn, posted on the internet, sent electronically or by information technology of any type, made by gesture or reasonably inferred from the surrounding circumstances of events. Threats may be direct, indirect, conditional or veiled.

What behaviours activate the Student Threat Assessment and Intervention Protocol?

The protocol will be initiated when behaviours include, but are not limited to:

- Serious violence or violence with intent to harm or kill
- Verbal/written threats to kill/harm others
- The use of technology to communicate threats to harm/kill others or cause serious property damage
- Possession of weapons (including replicas)
- Bomb threats (making and/or detonating explosive devices)
- Fire setting
- Sexual intimidation or assault
- Ongoing issues with bullying and/or harassment
- Gang-related intimidation and violence
- Hate incidents motivated by factors including, but not limited to, race, culture, religion, and/or sexual orientation

What happens when a threatening situations is reported?

All threatening behaviours by a student shall be reported to the principal who will activate the Student Threat Assessment and Intervention protocol.

Once a threatening situation has been reported to a school administrator, interviews will be conducted. These interviews may include students, staff, family members and/or others as appropriate. This will be done to determine the level of risk, and develop an effective and timely response to the incident. After the immediate safety risk has been addressed, support and intervention plans will be developed with input from parents/guardians.

Who is a member of a Student Threat Assessment and Intervention team?

Each school will have staff trained in the Student Threat Assessment and Intervention protocol. A multi-disciplinary Student Threat Assessment and Intervention team will assess the situation and support the development of an intervention plan. The team includes a School Administrator, a School Social Worker and/or a Psychological Services staff member, a York Regional Police officer, and appropriate members of the student's circle of care.

Is parental/guardian or student consent required?

Consent is not required to respond to an emergency situation. When there is a risk that someone may be harmed, it is important that the incident be addressed as quickly and effectively as possible.

Fair Notice

Please consider this as "fair notice" to all members of the school community that any report of a threatening situation will be investigated. The Student Threat Assessment Intervention protocol is part of our strategy to create a safe, secure and supportive school environment for everyone.

If you have any questions, please contact your school administrator.

TRESPASSERS

School property is for the exclusive use of registered students and Board personnel during the day. Unauthorized visitors are subject to charges under the Trespass to Property Act.

VISITORS

Persons on school property and not registered at Maple High School are considered visitors and must report to the Main Office. Only visitors conducting school-related business are welcome.

All visitors, including parents/guardians, must:

- use the main entrance of the school;
- check in at the school's Main Office when they arrive; and
- sign in and obtain a visitor or volunteer pass to wear while in the school.

The office staff will deliver important messages and materials to your child.

Students are not to bring friends, siblings, or pets to the school to spend the day. Such requests cannot be accommodated.

VOLUNTEERING IN THE SCHOOL

We welcome and encourage the important role that parents/guardians and community members play in education. There are many opportunities for parents/guardians to get involved at the school. For more information, contact the school office staff or review Policy and Procedure #280.0 Volunteers in Our Schools (<http://www.yrdsb.ca/AboutUs/Policy/Documents/280.pdf>).

WITHDRAWAL FROM SCHOOL

Students who leave school for any reason during the school year must complete the appropriate forms, available in Guidance and the Main Office, and ensure that all textbooks and school materials are returned.

YEARBOOK

You may purchase your yearbook during registration in August or listen to announcements in early September for dates and times of yearbook sales.

FOR MORE INFORMATION

You can find more information on these and other topics in the **Guide to the School Year** included with this package or on the York Region District School Board website at www.yrdsb.ca.

MAPLE RESOURCE CENTRE

DOCUMENTING YOUR SOURCES

“GIVE CREDIT WHERE CREDIT IS DUE” In writing your research paper, you must document everything that you borrow-not only direct quotations and paraphrases but also information and ideas.

Common sense decides what you document. For example, you do not need to give sources for familiar proverbs (We shall overcome) or common knowledge (Sir John A. Macdonald was the first Prime Minister of Canada).

However, you must credit the source of any borrowed material that readers might mistake for your own.

The two documentation styles which are used most often are:

- **Modern Language Association (MLA)** which is used for English, history, the arts, and languages. This style gives authors' names and page numbers for citations which are embedded in the essay, and then has a Works Cited list, containing full bibliographic information, at the end of the essay.
- **American Psychological Association (APA)** which is used for science, the social sciences, business, and mathematics. This style gives authors' names, publication dates, and page numbers for citations which are embedded in the essay, and then has a References list, containing full bibliographic information, at the end of the essay.

This Student Handbook gives examples of MLA style only.

For each research assignment, ask your teacher which documentation style should be used.

BASIC GUIDELINES FOR QUOTATIONS

MLA Style

1. A short quotation (fewer than five lines for prose, fewer than four lines of poetry), is written in the body of the essay.
2. A long quotation is double-spaced, indented and written without quotation marks. (Quotation marks are used here only if the words quoted are direct speech.)
3. A direct quotation is introduced by a lead-in phrase or clause. e.g. In his inaugural address, John F. Kennedy spoke of a “new frontier.”
4. Keep the quotation brief; you can shorten it by using an ellipsis (...). If the ellipsis coincides with the end of your sentence, use four spaced periods.
5. Square brackets are used to enclose works that you insert into a direct quotation. e.g. “his [the Kaiser’s] first instinct on hearing the news of the Sarajevo murders was to hurry to Vienna...he was dissuaded on the grounds of danger to his life.”

CITATIONS or EMBEDDED CITATIONS

CITATIONS have become the most popular method for acknowledging your sources. Citations eliminate FOOTNOTES AND ENDNOTES.

SAMPLES:

1. A Citation usually includes the **author’s last name** and the **page number** of the reference. E.g., Morag’s collection of photographs gives the reader insight into her own hidden past. As she says, “I keep the snapshots not for what they show but for what is hidden in them” (Laurence 6).
2. If you are quoting from only **one** source or if the **author** has been identified in the body of your essay, the Citation includes **only the page number** in brackets. E.g., Laurence uses photographs to give the reader an insight into her character’s past. Morag says, “I keep the snapshots not for what they show but for what is hidden in them” (6).
This Citation refers the reader to the following entry in your BIBLIOGRAPHY / WORKS CITED page:
Laurence, Margaret. The Diviners. Toronto: Bantam, 1974

Note regarding Bibliography/Works Cited page:

Bibliography is only used as the title if ONLY written text provides the information for research

Works Cited is used when a combination of sources has been used to provide information for research

NOTE: This format is also followed for poetry. E.g., Keats speaks of the lure of death in “Ode to a Nightingale”.

Darkling I listen; and, for many a time
I have been half in love with easeful Death
Call'd him soft names in many a mused rhyme,
To take into the air my quiet breath.
(51-54)

Because the quoted material is poetry, the lines are given as they are in the text. If the quotation is less than four lines long, it would be written in the body of the essay as follows: ...the poet speaks of the lure of death in “Ode to a Nightingale”: “Darkling I listen; and, for many a time/I have been half in love with easeful Death” (51-52).

3. If the Citation includes **more than one work** by the same author, include in brackets the **author’s last name**, an abbreviated form of the **title** and a **page number**. E.g., Rachel discovers her own capacity to hide the truth from herself. As she explains, “there is room enough in anyone’s bonehouse for too much duplicity” (Laurence, Jest 182).
4. The date of a source is crucial for some research, so the date and/or title may also be included in the citation. E.g., Sixty percent of the world’s elderly (60+) will live in the developing nations by the year 2000, and by 2025 that figure will climb to 75 percent (Novak 63, 1992).
5. If you are quoting from a **play**, indicate the **act, scene and line** as follows: In Shakespeare’s Julius Caesar, Antony says of Brutus: “this was the noblest Roman of them all” (5.5.74).
6. If you are quoting from a source on the **Internet** include the author’s last name, or if the author is unknown, an abbreviated form of the title. Include the date of publication, if known. E.g., We have observed that “innocent humour” is a contradiction in terms (Bender, 1995).

PREPARING YOUR BIBLIOGRAPHY / WORKS CITED PAGE

According to MLA (Modern Language Association)

This list, placed on a separate piece of paper at the end of your essay, should include all the sources you have quoted, paraphrased, or summarized. It provides the information necessary for a reader to locate any sources you cite. Each source you cite in your essay must appear in your Works Cited List.

General Rules:

- Arrange your sources in alphabetical order by the author’s last name.
- List the author by last name, follow it with a comma, and then first name.
- If a source has more than one author, invert only the first author’s name, then continue listing other authors.
- If a source has no author, put it in the list by title. When putting it in alphabetical order, ignore ‘A’, ‘The’ or ‘An’ in the title
- You may choose to underline the title or to use italics. Be consistent by using one form only in your Works Cited List. Both forms are correct.
- Indent second and third lines five spaces.
- Double-space between entries.
- Capitalize each work in the titles of books, articles, etc., not including ‘A’, ‘The’, or ‘An’ if they appear in the middle of the title.
- For well-known encyclopedias, it is not necessary to list the publisher or place of publication. Usually it is only necessary to list the edition number (if any) and the publication date.
- If you are listing more than one source by the same author, put the sources in alphabetical order by title, and instead of repeating the author’s name, use three hyphens (---).

EXAMPLES

BOOKS

One Author:

Munsch, Robert. Thomas' Snowsuit. Toronto: Annick Press, 1985

More Than One Author:

Cook, Ramsay and John Ricker. Canada. Toronto: McGraw-Hill Ryerson, 1989.

Lelan, Geoffrey and others. World Wildlife Fund Atlas of the Environment. New York: Prentice-Hall, 1990.

No Author:

The Economist Book of Vital World Statistics. New York: Times Books, 1990.

Editor:

Smith, Simone, ed. The Novels of Charles Dickens. New York: Oriole Books, 1980.

ENCYCLOPEDIAS

Signed Article:

Mulligan, Pamela. "Genetic Engineering." McGraw-Hill Encyclopedia of Science and Technology. 1992 ed.

Unsigned Article:

"Chemical Warfare." *Encyclopedia Britannica : Micropaedia. 1992 ed.

PERIODICALS

Smith, R.L. "AIDS-Will it End?" Time 11 Dec. 1990: 17-20.

JOURNALS

Cole, D.J. "Canada's Nationalistic Imperialists." Journal of Canadian Studies V (August 1970): 181-184.

NEWSPAPERS

Signed Article:

Dodyer, Gene. "Bush Speaks Out." The Toronto Star 13 Mar. 1970: A9.

Editorial:

"Just Say No To Testing." Editorial. The Globe and Mail 23 Aug. 1994: A12.

GOVERNMENT PUBLICATION

Health and Welfare Canada. National AIDS Strategy Progress Report. Ottawa: Queen's Printer, 1991.

PAMPHLETS

Mohawk College of Applied Arts and Technology. How to Conduct a Personal Job Search. Hamilton: Mohawk, 1995.

RADIO or TELEVISION

"Uganda Rebuilds." Host Peter Kent. The Journal. CBC. 13 Sept. 1993.

VIDEO

Between Two Worlds. Videocassette. Dir. Barry Greenwald. National Film Board of Canada, 1990. 58 mi.

INTERVIEWS

McIntyre, Dr. Keith. Personal interview. 6 July 1995.

CD-ROM ENCYCLOPEDIAS

Granatstein, J.L. "Conscription." The 1996 Canadian Encyclopedia Plus. CD-ROM. 1996 ed.

DOCUMENTING SOURCES FROM THE INTERNET

Always provide enough accurate information about an electronic source so that your teacher/reader will be able to locate the exact source cited.

Professional Site

Doyle, Patricia RN "Insulin : the facts" About Diabetes. Canadian Diabetes Association. (6 November 2001). <<http://www.diabetes.ca>>

Personal Site

Atwood, Margaret. Home page. 28 Apr. 1999 <<http://www.web.net/owtoad /toc.html>>.

Maple High School. Home page. 20 June 2001 <<http://www.yrdsb.edu.on.ca/~gwws>>.

Article / Video in Online Encyclopedia

Whitaker, Reg. "Trudeau, Pierre Elliott." The Canadian Encyclopedia ©2000 Historica ©2001 <<http://thecanadianencyclopedia.com>>.

Work from a Subscription Service

Sprott, Jane B.; Doob, Anthony N. "Bad, Sad, and Rejected : the Lives of Aggressive Children." Canadian Journal of Criminology, Apr. 2000:123+.EBSCOHOST <<http://search.epnet.com>>.

News Service

O'Malley, Marin and Saccoccio, Sabrina. "After the attacks the plight of efugees." CBC News Online, September 2001. Striking Back : CBC News Special coverage : the War on Terrorism(November 2001) <http://cbc.ca/news/indepth/background/wtc_afghanrefugees.html>.

Government Site

Canada. Ministry of Natural Resources. "Mineral Trade." Natural Resources Canada, Mineral and Metals Sector. May 16, 2001, (November 2001)
<<http://www.nrcan.gc.ca/mms/efab/mmsd/trade>

**Note: the first date is that of the web page's last update; the second date in parentheses is the date accessed by you*

FOR GREATER DETAIL REFER TO THE FOLLOWING:

1. Modern Language Association. *Frequently Asked Questions About MLA Style*. <<http://www.mla.org>>.
2. University of Toronto. *Writing at the University of Toronto: Standard Documentation Formats*. <<http://www.utoronto.ca/writing/document.html>>.
3. Purdue University. *Online Writing Lab*. <<http://owl.english.purdue.edu/handouts/general/index.html>>.
4. American Psychological Association. *APA Style*. <<http://www.apastyle.org/>>.
5. Toronto District School Board: Library and Learning Resources. *Student Research Guide*. Toronto: TDSB, c20