

Cornwall Collegiate and Vocational School

437 Sydney Street Cornwall ON K6H 3H9

Tel: 613-932-8360

Website: <http://ccvs.ucdsb.on.ca>



STUDENT/PARENT HANDBOOK

2022-2023

Respect Caring Honour

Principal: *Jason Wagensveld*

Vice-Principal: *Beth Armstrong*

Vice-Principal: *Dena Robertson*



“Leading the community since 1806”



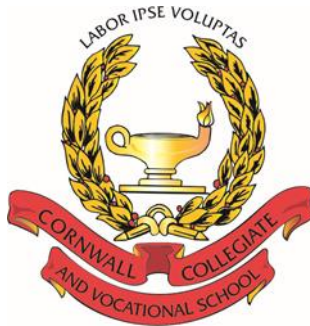
Principal's Message

On behalf of the teaching staff, support staff and administration, I would like to welcome you to the 2022-2023 school year at Cornwall Collegiate and Vocational School. CCVS is a vibrant place to learn and we are excited that you have chosen to be a part of the excellence that encompasses being a Raider.

The staff are excited and are looking forward to continuing the tradition of academic and extra-curricular excellence and innovation at CCVS. We would like all of our parents and guardians to know that their child or children will receive an excellent education in a safe and caring learning environment where equity for all students is our priority. We encourage all of our students to get involved in the school and the many different extra-curricular activities that we have to offer them.

We will strive to keep you informed of all school activities and events throughout the year with our website: ccvs.ucdsb.on.ca, [Facebook: www.facebook.com/CornwallCVS](https://www.facebook.com/CornwallCVS), newsletters, calendars, special notices, phone calls home, emails and the local press. Two-way communication between the home and school is imperative to the success of all students. We encourage you to contact the school with regards to any inquiries or questions that you may have.

Jason Wagenveld - Principal



Great History

Since 1806, CCVS has been offering students the opportunity to become the best they can be. Our proud tradition of academic and extra-curricular excellence in education has helped many young adults reach their potential. Some of these successful students are: Dr. Arthur Battista, John Sandfield Macdonald, J.P. Whitney, Doug Gilmour, Nathan Phillips, Elizabeth Stewart, and Ryan Gosling to name a few.

Great Futures

As a grade 7-12 school, our greatest achievement happens when our students succeed. Whether the student is aiming towards the workplace, post-secondary education or apprenticeship, we have program opportunities to help each individual reach their goals. We strive to help each of our students become valuable members to society who will make a positive difference in their community.



CCVS Vision Statement

All will have a passion for learning and reach their full potential as honourable and valued contributors to the community.

CCVS Mission Statement

We are committed to guiding our youth along their individual pathways while developing citizens who are respectful, caring, and honourable.

CCVS Values

Caring, Respect, Honour.

“There is nothing that you can’t do, if you set your mind to it. Anything is possible.” *Rick Hansen*

Parent/Student Handbook

Communication between parents, students, teachers and the community is very important. This handbook, for both parents and students, is provided as a source of general information about CCVS. Another communication tool is the internet. The school’s website can be found at <http://ccvs.ucdsb.on.ca>. General school information, current events, the annual Course Calendar and extra-curricular activity information can be found on the website. A copy of this handbook will also be posted on the school website.

Cornwall Collegiate and Vocational School Bell Schedule

Secondary			Elementary		
7:45 - 8:00 a.m.	Students Arrive		7:45 - 8:00 a.m.	Students Arrive	
8:00 - 9:00 a.m.	Block A		8:00 – 8:50 a.m.	Period 1	
9:00 - 9:05 a.m.	Break		8:50 - 9:40 a.m.	Period 2	
9:05 - 10:05 a.m.	Block B		9:40 - 9:50 a.m.	Break	
10:05 - 10:15 a.m.	Break		9:50 -10:40 a.m.	Period 3	
10:15 - 11:15 a.m.	Block C		10:40-11:30 a.m.	Period 4	
11:15 - 12:05 p.m.	Lunch		11:30 – 12:00 p.m.	Outdoor Recess	
12:05 - 1:05 p.m.	Block D		12:00 - 12:30 p.m.	Lunch (Cafeteria)	
1:05 - 1:10 p.m.	Break		12:30 - 1:20 p.m.	Period 5	
1:10 - 2:10 p.m.	Block E		1:20 - 2:10 p.m.	Period 6	
2:10 p.m.	Dismissal		2:10 p.m.	Dismissal	

DAY ROTATION (SECONDARY)

Common Bell Schedule:

	<u>Day 1</u>	<u>Day 2</u>	<u>Day 3</u>	<u>Day 4</u>	<u>Day 5</u> <u>** (5.1;5.2;5.3;5.4)</u>
BLOCK A 8:00 – 9:00	1	2	3	4	
BREAK 9:00 – 9:05					
BLOCK B (Repeat) 9:05-10:05	1	2	3	4	
BREAK (NUTRI) 10:05-10:15					
BLOCK C 10:15 – 11:15	2	1	4	3	
LUNCH 11:15 – 12:05					
BLOCK D 12:05-1:05	3	4	1	2	
BREAK 1:05- 1:10					
BLOCK E 1:10 – 2:10	4	3	2	1	

**** 5.1 = Day 1 rotation; 5.2 = Day 2 rotation; 5.3 = Day 3 rotation; 5.4 = Day 4 rotation**

PARTICIPATION IN ACTIVITIES

Participation by students in extra-curricular activities is strongly encouraged and is a privilege. This privilege can be removed from students who are having problems with their attendance, their behaviour, and/or with their academic progress. An activity fee will be charged to students participating on school teams. Any student who misses part of the day prior to an extra-curricular event or on the day of the event will not be allowed to participate. We expect all CCVS students participating in extra-curricular activities to represent CCVS positively and respectfully.

Some Activities Available to Students

Art Club	Games Room	School Reach Team
Basketball	Golf	Soccer
Badminton	GSA – Equity Inclusion	Softball
Band & Vocal Ensemble	Hockey	Special Olympics
Chalk-a-thon	Homework Club	Student Council
Computer Club	Interact Club	Tennis
Concert & Junior Band	Lacrosse	Track and Field
Cross Country Running	Leadership	Volleyball
Curling	Library Club	Writers Club
Drama Group	Math Contests	Yearbook
Envirothon Team	Peer Tutoring	
Football	Raiders International	



AWARDS



At C.C.V.S., students are recognized in all aspects of school life. We believe in rewarding students for their positive work ethic and strong moral character. Various awards that are given out annually include:

Principal's Award	Athletics Award	Honour Roll Awards
Recognition Awards	Awards of Distinction	Attendance Recognition
Character Always Awards		

Supporting Student Success



Student Support Unit and Learning Resource Room

These resource rooms provide support for students who have an IPRC or IEP. Examples of some supports that are available include scribing, assistive technology, personal supports, “down time”, extra time for tests, oral testing or just a quiet place to work.

Indigenous Support

Working in collaboration with staff from the Akwesasne Mohawk Board of Education, our Resource Room provides support to our students who are indigenous, for tutoring, test writing, computer access and counseling. The room is open during class time, at lunch hour and after school.

English Language Learner Support

Students whose first language is not English will, at times, need to access additional support to facilitate their understanding of course content from the language acquisition perspective. A variety of instructional strategies and learning skills supports can be accessed by students.



Battista Learning Commons

The school learning commons strives to meet the needs of students. CCVS strives to provide a dynamic learning environment which allows students to access learning materials both in print and on-line. Throughout the day the Learning Commons is open for various activities which can include: use of the computers, group work, reading books and magazines for pleasure, researching while having a quiet place to do work and a comfortable reading area.

After-School Homework Club



CCVS students are encouraged to visit the Homework Club in the Battista Learning Commons after school from 2:15 to 3:00 Monday through Thursday. Students are provided with subject support and access to computers. This is a great way for individuals to catch up, seek help or move ahead with their studies.

Breakfast, Lunch and Healthy Snack Program

We have a comprehensive Breakfast and Lunch program at CCVS. Students can get something to eat in the morning or at lunch if needed or they can pick up a healthy snack at many different locations within the school throughout the school day.

Upper Canada District School Board Policies (UCSDB)



Cornwall Collegiate and Vocational School students are expected to adhere to the UCDSB Safe Schools Policy. This policy will be enforced as well as the Anti-Racism and Sexual Discrimination Policy. All students regardless of race, colour, creed, physicality and abilities are treated with dignity and respect.

CODE OF CONDUCT

CCVS, as part of the Cornwall Family of Schools, has created a Code of Conduct based on the foundation of the Character Always initiative, and has been developed to promote and support respect, civility, responsible citizenship, an anti-biased and anti-racist perspective and to provide the framework for policies related to student discipline, bullying prevention, student and staff safety, and respectful working and learning environments. The Code of Conduct is aligned with provincial legislation and UCDSB Policies and Procedures. The intent is to provide a positive and safe learning environment that will maximize students' academic, social, physical and emotional growth. We embrace diversity, equity and inclusive education as define below.

At CCVS, each student has a right to an education. To ensure that right and to promote a positive learning environment, the school has developed the following Code of Conduct:

- **Diversity:** The presence of a wide range of human qualities and attributes within a group, organization, or society. The dimensions of diversity include, but are not limited to, ancestry, culture, ethnicity, gender, gender identity, language, physical and intellectual ability, race, religious, sex, sexual orientation, and socio- economic status.
- **Equity:** A condition or state of fair, inclusive, and respectful treatment of all people. Equity does not mean treating people the same without regard for individual differences.
- **Inclusive Education:** Education that is based on the principles of acceptance and inclusion of all students. Students see themselves reflected in their curriculum, their physical surroundings, and the broader environment, in which diversity is honored and all individuals are respected.

Student's Code of Rights and Responsibilities

Rights	Responsibilities
I have the right to feel safe and secure at school.	It is my responsibility to make sure my behavior helps everyone at the school feel safe and secure.
I have the right to go to school in a healthy environment	It is my responsibility not to bring cigarettes, vapes, matches, lighters, weapons, illegal drugs or alcohol in the school.
I have the right to learn and display my achievements.	It is my responsibility to put forth my best effort in all academic areas and to be responsible for my daily work.
I have the right to be in an environment free of hazardous substances.	It is my responsibility not to bring cigarettes, vapes, matches, lighters, weapons, illegal drugs or alcohol in the school.
I have the right to be treated with kindness and respect	It is my responsibility to treat students, parents, teachers, volunteers, and support staff with kindness and respect. It is my responsibility to be courteous.
I have the right to attend a school where staff members and fellow students are dressed appropriately	It is my responsibility to dress appropriately.
I have the right to have my personal property respected.	It is my responsibility to respect other's personal property.

I have a right to attend a school that is clean, sanitary and well maintained.	It is my responsibility to help keep the school clean, sanitary, and well maintained.
I have the right to express my feelings.	I have the responsibility to express my feelings respectfully. I have the responsibility to listen to others express their feelings.
I have the right to be free from intimidation and harassment.	It is my responsibility not to tease, intimidate, belittle, exclude, taunt, or "gang up" on people.
I have the right to uninterrupted learning.	It is my responsibility to attend school regularly and to be punctual.



Student Conduct

Students are to remember that their conduct and speech reflect on the reputation of the school. This is particularly true when they come in contact with the public. Respect and courtesy are the hallmarks of a Cornwall Collegiate and Vocational School student. Students are to show respect for their peers, their teachers and themselves. CCVS has a “hands off” policy, this means all students must keep their hands to themselves and not come in contact with other students. Roughhousing, bullying and fighting are not acceptable behaviour. Students involved in fighting and bullying will have the appropriate consequences imposed on them.

Grades 7 and 8 Wing

Grade 9-12 students will not be permitted to access the 7 and 8 wing at any time throughout the school day unless granted permission by school staff.



Failure to Maintain the Code of Conduct

When a student fails to maintain the Code of Conduct and inappropriate behaviour occurs, disciplinary measures are applied within a framework that shifts the focus from one that is solely punitive to a focus that is both corrective and supportive. This action may take several forms, determined by the nature and seriousness of the situation. The school applies early and ongoing intervention strategies to help prevent inappropriate behaviours and provide students with appropriate supports. The range of interventions supports, and consequences are developmentally appropriate and provide opportunities for the student to focus on improving their behaviour.



Use of Cell Phones in the Classrooms

Students may not use their cell phones in class unless the teacher has given them permission to use them for educational purposes. Students are encouraged to keep their cell phones in their locker or in their school bag.

Photographs and Recording Audio/Video

On CCVS property, no one is allowed to record audio/video or take pictures of staff or students at any time or anywhere unless they have the permission of the Principal/Vice-Principal and all of the people in the photograph, video or sound recording.



Smoking, Vaping and Tobacco



In our pursuit to encourage and promote healthy lifestyles, our Grade 7, 8, 9 and 10 students will not be allowed to be in possession of tobacco and/or vaping at school at any time. If a student is found with tobacco and/or vaping in their possession it will be confiscated and disposed of by the school staff. Progressive Discipline will be applied. We discourage smoking/vaping by any CCVS student; however, if a grade 11 or 12 student wishes to smoke/vape tobacco products, they are permitted to do so **ONLY before school, at lunch or after school in the designated areas located on Fifth Street.** If students are found to be smoking/vaping on school property or within 20 meters, the Tobacco Enforcement officer may be contacted, and consequences will be enforced.

Alcohol and Drugs



Alcohol and illegal drugs (including marijuana) are addictive and present a health hazard. If a school investigation provides reason to believe that a student is in possession of, or under the influence of an illicit substance, progressive discipline will be enforced. Furthermore, CCVS will work cooperatively with police, as well as community drug and alcohol agencies to promote prevention strategies.

Cars and Parking

Students must park and lock their cars in the CCVS parking lot. Cars parked in reserved parking areas will be towed. Expenses incurred as a result will be the responsibility of the owner.



The front of the school and the fifth street entrance are not intended for dropping off students, as these areas are used only by school buses and special transportation vehicles.

Unauthorized individuals choosing to use these areas may be ticketed or fined. Vehicles which are parked in the parking lot drive lane may be towed. Expenses incurred as the result of towing will be the responsibility of the owner. Vehicles are not to be parked on school property overnight.

Changes in Personal Information

All address changes and phone numbers need to be verified by a parent/guardian unless the student is living on their own. If a student is living on their own, documentation supporting the change of address or phone number will need to be provided to the school.

Weapons, Firecrackers, Matches, Lighters and Laser Pointers

The possession and/or display of weapons and firecrackers on school property are strictly forbidden. Such possession would result in immediate suspension. The public display or use of lighters or matches on school property is prohibited. In the interest of student and staff safety, water pistols, toy guns and laser pointers are not permitted on school property.

Skateboards/In-Lines Skates and Shoes with Wheels



Students are not permitted to use skateboards, in-line skates or “Heelys” on school property. Students with wheels built into the bottom of their shoes are to remove the wheels before entering school property.

Bikes on School Property

Students who live within biking distance of the school are welcome to bring their bike to school. As a safety precaution, students are reminded that wearing a certified bike helmet is a great piece of safety equipment to minimize the risk of head injury. Students are required to wear a bike helmet if they are riding their bike on school property or taking part in a school related cycling activity.

Students are strongly encouraged to lock their bicycles to the bike rack that is located at the front entrance on Sydney Street. The school and UCDSB are not responsible for stolen or damaged personal property.

Damage to School Property

Students should report all damage of school property to the main office as soon as possible. Students are responsible for damages to or loss of school property and should expect to pay for repair or replacement (property, books and facilities).

Visitors

Cornwall Collegiate and Vocational School grounds and premises are for the use of registered students and staff. If a student wishes to bring a guest to the school, prior permission (at least one day) must be obtained from the Vice-Principal or Principal. A visitor’s pass will be issued to visiting students. Visitors to the school, including parents, guardians, and former students, are required to report to the main office to request a visitor’s pass. Individuals who have a guest in the school are responsible for the behaviour of their guest.

Leaving School Property

Grade 7 and 8 students will not be allowed to leave the school premises during the day. Students leaving school premises for any reason, including lunch, appointments, etc. must have a guardian present themselves to the main office and officially sign the student out of the school. The same guardian is required to visit the main office upon return to sign in the student. Grade 9-12 students are permitted to leave school property at lunch. However, if they are late a number of times coming back from lunch, this privilege could be taken away.

Lunch Time Boundaries

Grades 7 and 8

Grade 7 and 8 students are allowed in the upstairs hallways during the lunch hour, only if they have been granted permission by a staff member. Otherwise, they must eat their lunch in the cafeteria. During lunch recess, all students must go outside unless they are participating in a supervised activity: such as a sports team or club activity.

Grades 9 - 12

The grade 7 and 8 wing is **OUT of BOUNDS** to grade 9-12 students at all times. Grades 9-12 students will not be permitted to access the 7 and 8 wing at any time throughout the school day unless granted permission by school staff.

Stairways

For safety reasons, stairs are **NOT** to be used as a seating area or as an eating area.

Locks/Lockers



All students will be assigned a locker and students must use the combination lock that they are assigned by the school. If a lock that has not been issued by the school is found on a locker it will be removed, no questions asked. Lockers are the property of the school, and the Principal or Vice-Principal has the right to search any student's locker. Lockers are available to all students attending CCVS. Students are reminded that they are not to share their locker or their combination with any other student. The locker is to be kept clean at all times and should not be used to store valuables of any kind. CCVS and the Upper Canada District School Board are not responsible for lost or stolen articles.

Grades 7 - 12

Locks will be provided for grades 7-12 students free of charge. However, if a lock is lost or damaged, a replacement cost of \$5.00 may be applied.

Late Assignment Policy

CCVS continues to practice rigorous care in its attempt to encourage and cultivate punctual completion of class assignments and assessment tasks for all of our students. It is our belief that authentic and engaging learning tasks will help motivate students to hand work in on time. When students hand in work on time it enables them to receive feedback in a timely fashion. This feedback, then allows them to seek assistance for areas that need improvement, which in turn better prepares them for future summative assessments.



Students will be given submission dates for all work that will be evaluated. The submission of work in a timely manner is the responsibility of the student. If an assignment is not submitted by this date, a plan to complete the assignment will be created with the assistance of your teacher. This plan may include identifying the obstacles to completion and appropriate supports to assist in completion of the assignment.

CCVS EMERGENCY CODES

“LOCKDOWN” – Used only for immediate threats to safety (e.g. Active shooter)

Over the P.A. system you will hear **“Emergency, Initiate Lockdown, Initiate Lockdown, Initiate Lockdown” - All staff and students please move yourself to a secure location immediately**

During Class

- All Staff and students should remain in their classrooms.
- If staff and students are outside of their classroom they should go into the nearest classroom.
- Staff need to look quickly in the halls adjacent to their classrooms to ensure the halls are cleared.
- Classroom doors and windows are to be locked.
- Staff and students are to remain away from the windows and doors until further notice and take cover if available - If gunshots are heard, everyone should get on the floor.
- Stay away from doors and windows - Turn lights out and close blinds
- Beware of sight lines
- QUIET!!!
- Make classroom look, feel and sound empty
- No contact with office
- No cell phone usage within the classroom
- ALL staff and students should remain in their safe location until they are notified by the office.
- Teachers need to take attendance of everyone in the classroom

Before/ After School/ Lunch/ Breaks

- If students are in the building they should run for cover - into the nearest room, away from windows and doors and get on the floor.
- If staff and students are outside, they should run for cover behind the nearest solid structure – **DO NOT** re-enter the building

“HOLD AND SECURE” – the threat is outside and is not school related

Over the P.A. system you will hear **“Emergency, Initiate Hold and Secure Procedures, Initiate Hold and Secure Procedures, Initiate Hold and Secure Procedures” All students please return to your classroom/office immediately and All SET (School Emergency Response Team) members please report to the office”**

- Staff and students should remain with their class in whatever location their class is located (e.g. classroom, gym, outside, computer lab, music room or library).
- If staff and students are outside of their classroom they should go into the nearest classroom/office.
- Staff need to look quickly in the halls adjacent to their classrooms to ensure the halls are cleared. If students are in the office, guidance or cafeteria they should remain there unless instructed otherwise.

Before School - All students report to first period, SET and unassigned first period staff to the office

At Breaks/lunch - All students report to their next class, SET and unassigned staff to the office

After School - all students report to their last class, SET and unassigned staff to the office

“SHELTER IN PLACE” – weather or environmental situation

Over the P.A. system you will hear **“Emergency, Initiate Shelter in Place, Initiate Shelter in Place, Initiate Shelter in Place – All students go to your classrooms immediately and all SET Team members report to the office”**

During Class

- Students should remain with their class in whatever location their class is located (classroom, gym, outside, computer lab, music room or library).
- Unassigned staff report to the office
- If students are in the washroom or hallway, they should return to their class immediately.
- If students are in the office, guidance or cafeteria they should remain there unless instructed otherwise.
- If students are outside, they should re-enter the building with their teacher and go into a classroom. The teacher should then call the office to let them know where they are and take attendance.

Before School - All students report to first period, SET and unassigned first period staff to the office

At Breaks/lunch - All students report to their next class, SET and unassigned staff to the office

After School - all students report to their last class, SET and unassigned staff to the office

All schools are required to hold two lockdown drills per year.

“FIRE DRILLS”

According to section 2.8.3.2.1 in the Fire Protection and Prevention Act, 1997, Ontario Regulation 388/97, “total evacuation fire drills shall be held 3 times in each of the fall and spring school terms.”

Fire drills in the school are a matter of great importance.

Purpose:

1. To ensure efficient and safe use of exit facilities.
2. Proper drills ensure orderly exit under controlled supervision.
3. Prevent panic which has been responsible for the majority of fatalities in major fire disasters.
 - Fire drills will be held at least three times per semester to familiarize all students/staff with drill procedures.
 - Drills will include procedures which ensure that all persons in the building actually participate. Not one will be excused.
 - Evacuation of the building will take precedence over fire extinguishing operations.
 - The execution of each drill will be conducted in a brisk, quiet and orderly manner.

All alarm drills will be sounded on the fire alarm system and not on the signal system used to dismiss classes. The signal will be a continuous sounding alarm.

It is the utmost importance that the following procedures be followed strictly:

- The moment the fire alarm sounds, EVERYONE must EVACUATE the building and await the firefighters’ arrival. UNDER NO CIRCUMSTANCE may an individual or group refuse to leave the building.
- All work must stop immediately, and motors and equipment shut down.
- Staff are to direct their classes to follow the EXIT ROUTE (see “Fire Exits” list) and GO DIRECTLY OUT. Students are not to pick up outdoor clothing from their lockers.
- Teachers will instruct their classes to keep in line, to avoid crowding, to walk to the exit, to keep at least 15 metres from the building, and to remain grouped as a class so that an attendance check can be completed on the football field.

Staff will send their attendance summary sheet to the Command Centre #2 (boiler room doors).



CODE OF CONDUCT

The Upper Canada District School Board Code of Conduct is based on the foundation of the Character Always initiative, and has been developed to promote and support respect, civility, responsible citizenship and to provide the framework for policies related to student discipline, bullying prevention, student and staff safety, respectful working and learning environments, and workplace harassment.

STANDARDS OF BEHAVIOUR

A. Respect, Civility, and Responsible Citizenship

All members of the school community must:

- Respect and comply with all applicable federal, provincial, and municipal laws
- Demonstrate honesty and integrity
- Respect differences in people, their ideas and their opinions
- Treat one another with dignity and respect at all times, and especially when there is disagreement
- Respect and treat others fairly, regardless of, for example, race, ancestry, place of origin, colour, ethnic origin, citizenship, religion, gender, sexual orientation, age, or disability
- Respect the rights of others
- Show proper care and regard for school property and the property of others
- Take appropriate measures to help those in need
- Seek assistance from a member of the school staff, if necessary, to resolve conflict peacefully
- Respect all members of the school community, especially persons in positions of authority
- Respect the need of others to work in an environment that is conducive to learning and teaching
- Not swear at a teacher or at another person in a position of authority

B. Safety

All members of the school community must not:

- Engage in bullying behaviours
- Commit sexual assault
- Traffic weapons or illegal drugs
- Give alcohol to a minor
- Commit robbery
- Be in possession of any weapon, including firearms
- Use any object to threaten or intimidate another person
- Cause injury to any person with an object
- Be in possession of, or be under the influence of, or provide others with alcohol or illegal drugs
- Inflict or encourage others to inflict bodily harm on another person
- Engage in hate propaganda and other forms of behaviour motivated by hate or bias
- Commit an act of vandalism that causes extensive damage to school property or to property located on the premises of a school

ROLES AND RESPONSIBILITIES

A. The Upper Canada District School Board will

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

B. Principals

Principals provide leadership in the daily operation of a school by:

- Demonstrating care for the school community and a commitment to academic excellence in a safe teaching and learning environment;
- Holding everyone under their authority accountable for his or her behaviour and actions;
- Empowering students to be positive leaders in the school and community;
- Communicating regularly and meaningfully with all members of their school community.

C. Teachers and Other School Staff Members

Under the leadership of Principals, teachers and other school staff members maintain order in the school and are expected to hold everyone to the highest standard of respectful and responsible behaviour. As role models, teachers and school staff uphold these high standards when they:

- Help students work to their full potential and develop their sense of self-worth;
- Empower students to be positive leaders in their classrooms, school, and community;
- Communicate regularly and meaningfully with parents;
- Maintain consistent standards of behaviour for all students;
- Demonstrate respect for all students, staff, parents, volunteers, and the members of the school community;
- Prepare students for the full responsibilities of citizenship.

D. Students

Students are treated with respect and dignity. In return, they must demonstrate respect for themselves, for others, and for the responsibilities of citizenship through acceptable behaviour. Respect and responsibility are demonstrated when a student:

- Comes to school prepared, on time, and ready to learn;
- Shows respect for himself or herself, for others, and for those in authority;
- Refrains from bringing anything to school that may compromise the safety of others;
- Follows the established rules and takes responsibility for his or her own actions.

E. Parents

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

- Show an active interest in their child's schoolwork and progress;
- Communicate regularly with the school;
- Help their child be neat, appropriately dressed, and prepared for school;
- Ensure that their child attends school regularly and on time;
- Promptly report to the school their child's absence or late arrival;
- Show that they are familiar with the provincial Code of Conduct, the board's Code of Conduct, and school rules;
- Encourage and assist their child in following the rules of behaviour;
- Assist school staff in dealing with disciplinary issues involving their child.

Community Partners and the Police

The Upper Canada DSB is committed to enhancing and developing partnerships with community agencies and members of the community by establishing protocols which will establish clear linkages and formalize the relationship between the board and its partners. These partnerships will respect all applicable collective agreements.

The police play an essential role in making our schools and communities safe. The police investigate incidents in accordance with the protocol developed with the Upper Canada DSB. This protocol is based on a provincial model developed by the Ministry of the Solicitor General and the Ministry of Education.

The Upper Canada District School Board Code of Conduct and its Policy 124, Code of Conduct, will be reviewed annually by the Safe Schools Cabinet.

*I believe that every right implies a responsibility;
every opportunity, an obligation;
every possession, a duty.*

John D. Rockefeller

RESPECT - CARING - HONOUR
Raiders! Raiders! Raiders! Raiders!

Progressive Discipline and Promoting Positive Student Behaviour Policy at Cornwall Collegiate and Vocational School

The goal of this school policy is to support a safe learning and teaching environment in which every student can reach his or her full academic and character potential.

Cornwall Colligate and Vocational School will consistently take appropriate action to address behaviours that are contrary to the school code of conduct (in compliance to the Board and Provincial Codes of Conduct).

Progressive Discipline is a whole-school approach that utilizes a continuum of interventions, supports and consequences to address inappropriate student behaviour and builds upon strategies that promote positive behaviours. When inappropriate behaviour occurs, our disciplinary measures will be applied within a framework that shifts the focus from one that is solely punitive to one that is both corrective and supportive.

The staff uses a range of interventions, supports, and consequences that include learning opportunities for reinforcing positive behaviour while helping our students to make good choices.

Disciplinary action and consequences will reflect consideration of a number of factors, including mitigating and other factors, specific to the student involved in the misbehaviour.

Promoting and Supporting Positive Student Behaviour

CCVS acknowledges the need to provide a safe and caring school environment, maximizing the learning potential and ensuring a positive school climate for all members of the school community through the implementation of the following proactive, positive practices:

- Program modifications, and accommodations
- Differentiated Instruction & Differentiated Assessment
- Student Success Programs and strategies
- Specialized class placement and individual timetabling
- Positive encouragement and reinforcement
- Encouraging students to engage in extra-curricular and school community activities
- Character Education
- Conflict resolution
- Bullying and violence prevention programs
- School, Board and community support programs
- Use of Special Services Counsellor

Factors Considered When Applying Progressive Discipline

Mitigating Factors:

- The pupil does not have the ability to control his or her behaviour
- The pupil does not have the ability to understand the foreseeable consequences of his or her behaviour
- The pupil's continuing presence in the school does not create an unacceptable risk to the safety of any person

Other Factors:

The student's academic, discipline and personal history

- Whether a progressive discipline approach has been attempted with the student, and if so, the progressive discipline approach(es) that has/have been attempted and any success or failure
- Whether the activity for which the pupil may be or is being suspended or expelled was related to any harassment of the pupil because of his or her race, ethnic origin, religion, disability, gender or sexual orientation or harassment for any other reason
- How the suspension or expulsion would affect the pupil's ongoing education
- The age of the pupil

Special Education Needs:

For students with special education needs, interventions, supports, and consequences must be consistent with the student's strengths, needs, goals, and expectations contained in his or her Individual Education Plan (IEP).

- Whether the behaviour was a manifestation of the pupil's exceptionality
- Whether appropriate individualized accommodation has been provided
- Whether the suspension or expulsion is likely to result in an aggravation or worsening of the pupil's behaviour or conduct or whether a suspension is likely to result in a greater likelihood of further inappropriate conduct

Progressive Discipline at Cornwall Collegiate and Vocational School

The continuum of interventions in our progressive discipline model begins at the classroom level between the teacher and the student and then includes the student's parent/guardian.

Interventions may include but are not limited to:

Teacher-student meeting	Community service
Contact with parents	Conflict mediation
Verbal reminders	Peer mentoring
Written reflective assignments	Referral to counselling
Problem-solving activity	Meeting with parent
Time-out	Meeting with parent/student/admin
Quiet area to work	Referral to community agency
Removal from class	Withdrawal of classroom privileges
Update call to parent	Restitution for damages
Office referral/detentions	Restorative practices
Home consequences	Other interventions deemed appropriate

The next steps involve the Administration/Student/Teacher/Parent:

Update call to parent	Meeting with parent
Suspension/Expulsion	Withdrawal from class
Meeting with student and teacher	Conflict Mediation
Alternative to suspension	Referral to community agency
Referral to support staff	Community Service
Withdrawal of school privileges	Restitution for damages
Restorative practices	Reflection activities

Suspension/Expulsion:

When a principal determines that a pupil has committed one or more infractions on school property, during school-related activities or events, and/or in circumstances off of school property, where the infraction has an impact on the school climate, a principal will consider whether that pupil should be suspended or be recommended to the Board Expulsion Committee.

Suspendable Infractions for which suspension must be considered under section 306(1) of the Education Act:

- Uttering a threat to inflict serious bodily harm on another person.
- Possessing alcohol or illegal and/or restricted drugs.
- Being under the influence of alcohol or drugs.
- Swearing at a teacher or at another person in a position of authority.
- Committing an act of vandalism that causes extensive damage to school property at the pupil's school or to property located on the premises of the pupil's school.
- Bullying.
- Any act considered by the principal to be injurious to the moral tone of the school
- Any act considered by the principal to be injurious to the physical or mental well-being of members of the school community
- Any act considered by the principal to be contrary to the Board or school Code of Conduct
- Opposition to authority
- Habitual neglect of duty
- Fighting/Violence
- Use of profanity/swearing

Suspension, Investigation and Possible Expulsion Activities for which expulsion must be considered under section 310(1) of the Education Act:

- Possessing a weapon, including possessing a firearm or knife.
- Using a weapon to cause or to threaten bodily harm to another person.
- Committing physical assault on another person that causes bodily harm requiring treatment by a medical practitioner.
- Committing sexual assault.
- Trafficking in weapons, illegal or restricted drugs.
- Committing robbery.
- Giving alcohol to a minor.
- Bullying if: i) The pupil has previously been suspended for engaging in bullying, and ii) the pupil's continuing presence in the school creates an unacceptable risk to the safety of another person.
- Any activity for which a suspension may be imposed that is motivated by bias, prejudice or hate based on race, national or ethnic origin, language, colour, religion, sex, age, mental or physical disability, sexual orientation, gender identity, gender expression, or any other similar factor.
- An act considered by the principal to be significantly injurious to the moral tone of the school and/or to the physical or mental well-being of others.
- A pattern of behaviour that is so inappropriate that the pupil's continued presence is injurious to the effective learning and/or working environment of others.
- Activities engaged in by the pupil on or off school property that cause the pupil's continuing presence in the school to create an unacceptable risk to the physical or mental well-being of other person(s) in the school or Board.
- Activities engaged in by the pupil on or off school property that have caused extensive damage to the property of the board or to goods that are/were on Board property.
- The pupil has demonstrated through a pattern of behaviour that s/he has not prospered by the instruction available to him or her and that s/he is persistently resistant to making changes in behaviour which would enable him or her to prosper.
- Any act considered by the principal to be a serious violation of the requirements for pupil behaviour and/or a serious breach of the Board or school Code of Conduct

- Where a pupil has no history of discipline or behaviour intervention, or no relevant history, a single act, incident or infraction considered by the principal to be a serious violation of the expectations of pupil behaviour and/or a serious breach of the Board or school Code of Conduct.

Note: If a pupil is suspended under this section, he/she is suspended from his or her school and from engaging in all school-related activities.

Raider Responsibility for Attendance and Punctuality

Notification of Absences

Truancy negatively impacts student learning as well as the students and an open line of communication is very important to keep students on the right track. To prevent the temptation of truancy or tardiness we request our parents/guardians call in the morning before **7:40 a.m.** on the days your child will be absent. If we are not notified, the student will be considered truant.

Following an absence, a student must obtain an admit slip from the Attendance Office Assistant before attending any classes. If a student does not have a note, the attendance slip will indicate unexcused absence and detentions may be issued.

Any truancy (skipping) will lead to detentions and/or in-school exclusions. Continual neglect may lead to suspensions and/or involvement with the Board Special Services Counsellor.

Students who are 18 years of age are able to excuse their own absences. However, these absences must be for legitimate reasons. Chronic absenteeism will be addressed on an individual basis with teachers and administration.

Late for Class

To support student learning, and to prevent the interruption of others' learning, it is important for students to arrive to class prepared and on time. Students who arrive after the bell are to report to their class and will be marked late by their teacher.

Students who arrive late on an ongoing basis will be referred to the Principal or Vice-Principal and a plan will be developed to aid the student in improving their attendance. Parents/guardians will be contacted regarding student performance.

Leaving Part Way through the Day

If a student plans to be absent during part of the school day, the student must bring a note from a parent/guardian to the attendance secretary prior to morning classes. An attendance slip will be issued indicating that the student is to be excused at the time indicated by the parent. This attendance slip will be presented to the teacher at the time the student is excused. Failure to get the attendance slip to be excused from class will result in the student being marked "reason unknown" for the classes missed.

Truancy

Any truancy (skipping) will lead to detentions. Continual neglect may lead to exclusions/suspensions and/or involvement with the Board Special Services Counselor.

Detention System

- As part of the Progressive Discipline policy at CCVS, students may be assigned detentions for inappropriate behaviour. Food, drinks and electronic devices are not permitted in the detention room.

- Any student refusing to serve detentions may receive an **In-School Exclusion**. There is a limit to the number of in-school exclusions a student may receive at which time the student may be suspended. A continued pattern of truancy and lateness may result in the loss of school privileges which include assemblies, trips, activities outside the classroom and permission to leave the classroom.

General Information

Guidance/ Student Services

Many services are provided to students at CCVS on an appointment basis. Students may make appointments with the student services secretary, should they need to speak with the guidance counsellor. Some of the services available in this office include the following:

- Information on apprenticeship opportunities
- Career planning information
- College and University program guides
- Financial aid information for students attending post-secondary schools
- Scholarship information

In addition, Ontario Student Record files are maintained in the Student Services office.

Accident or Illness

Any accident that occurs on school property should be reported immediately to the main office. In the case of a serious accident, parents will be contacted, and emergency services provided. If students become ill during the school day, they must report to the main office so that care can be provided, and parent(s)/guardian(s) notified. Parents are to ensure that their child emergency contact (a name and number other than yourself) is accurate.

Administration of Medication:

The Upper Canada District School Board is committed to the health and well-being of all students and requires the development and implementation of procedures for emergency and existing health needs of all students.

The Board supports the promotion of student wellness through the classroom programming and school-based initiatives to promote daily health and well-being of students which establish patterns for lifelong healthy living.

In addressing emergency and health needs the Board further recognizes:

- That all students with specific health needs should be given the opportunity to attend school as long as they are able to do so without posing a health risk.
- Consultation with students, parents, guardians, staff and health care providers is important in establishing procedures to respond to health and medical needs.
- Notification of parents/guardians is a priority in the event of responding to any student's injury, illness and/or medical emergency.
- Partnerships with community health care professionals are necessary to provide appropriate response to student health needs.
- Recognition of the responsibility of medical practitioners to make critical decisions is important to meet the medical and treatment needs of students.
- Each individual's personal dignity must be maintained through the sensitive and confidential treatment of any health issue.

In accordance with Ministry of Education Policy/Program Memorandum No. 81, the Upper Canada District School Board accepts its responsibility with regard to the administration of medication to students attending school during regular school hours. In meeting its responsibilities, the Upper Canada District School Board requires that practices followed in administration of medication be fully and carefully delineated to ensure the safety of our students and the legal protection of our employees.

Asthma:

Asthma is a very common chronic (long-term) lung disease than can make it hard to breathe (Ontario Lung Association). People with asthma have sensitive airways that react to triggers. There are many different types of triggers for example poor air quality, mold, dust, pollen, viral infections, animals, smoke and cold air. Symptoms of asthma are variable and can include coughing, wheezing, difficulty breathing, shortness of breath and chest tightness. The symptoms can range from mild to severe and sometimes could be life threatening.

It is the belief of the Upper Canada District School Board that all students are entitled to safe and healthy environments in our schools. In accordance with Ryan's Law—Ensuring Asthma Friendly Schools—2015, the Board is committed to minimizing the risks to students with asthma while in attendance at school or a school-related activity.

Board Policy and Procedure can be found by consulting with the Board's web site: www.ucdsb.on.ca

Anaphylaxis:

It is the belief of the Upper Canada District School Board that all students are entitled to safe and healthy environments in our schools. This position constitutes a major challenge in those cases where a student is at risk for anaphylaxis. Anaphylaxis can be defined as "a severe allergic reaction to any stimulus, having sudden onset, involving one or more body systems with multiple symptoms. In order to minimize the risks to these students while in attendance at school or at school-related activities, the Board undertakes to:

- A. implement proactive strategies to minimize all allergic students' exposure to allergenic substances:
 - ▶ peanuts and nuts,
 - ▶ milk, wheat, fish, shellfish, soy, sesame seeds, egg and other foods as identified by the student's physician,
 - ▶ insects causing anaphylactic reactions, e.g., bees, wasps,
 - ▶ latex products, e.g., balloons.
 - ▶ other substances as identified by the student's physician.
- B. identify/clarify roles and responsibilities of students, parents/guardians and the school community.
- C. require schools to communicate to parents/guardians the need for parents/guardians to share information with the school information about their children's allergies as soon as they are known.
- D. require schools to develop a communication plan for the dissemination of information on life-threatening allergies to parents/guardians, students, employees and the school community.
- E. provide all employees and others in contact with students at risk in a school setting, regular training on the management of anaphylaxis, including an overview of anaphylaxis, signs and symptoms and the use of an auto-injector device (eg., EpiPen). For the purpose of this policy,

“others” may include service providers, such as food service staff and bus drivers, who are typically not employees of a board, volunteers and lunchroom supervisors.

F. require schools to develop an individual plan for each student who has an anaphylactic allergy.

G. require schools to maintain a file for each anaphylactic student which includes current treatment, proof of diagnosis and prescription, an emergency procedure and current contact information.

H. provide all school settings with an auto-injector trainer device;

I. pre-authorize staff to administer medication or supervise a student while he or she takes medication in response to an anaphylactic reaction, where the school has up-to-date treatment information and the consent of the parent/guardian or student, as applicable.

J. authorize staff to provide emergency administration of medication, in accordance with Sabrina’s Law, Section 3(2), even if there is no pre-authorization to do so. As outlined in Section 3(3) of Sabrina’s Law, no action for damages shall be instituted respecting any act done in good faith in response to an anaphylactic reaction.

K. direct that procedures are developed in consultation with staff to give effect to this policy.

Concussion:

The Upper Canada District School Board (Board) recognizes the importance of the health, safety and overall well-being of its students and is committed to taking steps to reduce the risk of injury.

The Board recognizes that children and adolescents are among those at greatest risk for concussions and that while there is potential for a concussion any time there is body trauma, the risk is greatest during activities where collisions can occur, such as during physical education classes, playground time, or school-based sports activities.

Increasing awareness of conditions to prevent and identify symptoms related to concussions will support the proper management of concussions and reduce risk.

This Policy authorizes the creation of administrative procedures for implementation, which might include requirements described in Ministry of Education Policy/Program Memoranda, as matters of policy, and any such administrative procedures shall be considered guidelines pursuant to the Education Act and other relevant and/or Ministry of Education materials all of which will be sufficient for the purposes of implementing the requirements of Ministry of Education Policy/Program Memoranda.

Health Services

A representative of the Eastern Ontario Health Unit visits the school on a regular basis. Students may request a consultation with the nurse. Appointments may be made in the Guidance office.

Student Insurance

Students are given the opportunity to purchase student accident insurance in September. Purchase is optional, but students engaged in physical education and sports are advised to purchase the insurance.

Lost and Found

The school and UCDSB cannot take responsibility for personal property that is lost or stolen. Students are encouraged to label their personal property so lost items can be returned to their proper owners. Valuables such as money, electronic devices, jewelry and expensive clothing should never be left unattended. Students should not leave valuables in classrooms, the gymnasium or the change rooms. All missing property should be reported to the main office as soon as possible to promote the successful tracking and return of the missing item(s). Students who find things that do not belong to them should take found items to the main office. Glasses, jewelry, wallets, cell phones, and other electronic devices will be kept locked in the office area until they are claimed. All other items will be taken to the lost and found box located outside the main office. At the end of each semester, the lost and found box is emptied.

Use of Computers

Each student must submit a computer use agreement signed by their parent/guardian as well as themselves. This agreement gives students the privilege to use the computers and have access to the internet in the school. The computer privileges of any student can be revoked if a student does not follow proper computer protocol and policy. Parent(s)/Guardian(s) will be notified if this occurs.



Cafeteria Services

The school cafeteria is open and available for student use throughout the school day. **Hot and cold meals are available.** Students must dispose of their garbage and recycling in the indicated bins. Inappropriate student behaviour in the cafeteria may result in the removal of the privilege of using the cafeteria for a period of time.

Parents may purchase reloadable cards to be used at the cafeteria with our **Zipthru DINE SMART Reloadable Card**. Just like any gift card, a balance is loaded on a card and declines as purchases are made. The online function of this program provides convenience for the parent to purchase, reload and monitor balance and spending as well as balance protection. A card can also be purchased directly at the cafeteria.

In accordance with the Ministry of Education School Food and Beverage Policy, healthy food choices will be made available for purchase in the school servery from 7:55 a.m. to 12:45 p.m. Book bags and jackets are not permitted in the food servery. The school cafeteria is open during the school day but may be closed on snow days or special days.

Healthy Snacks

CCVS is a Breakfast for Learning School, which means that all students are welcome to access fruit and other healthy snacks that are located throughout the school. Over the past five years, the students have been very appreciative of the public support and partnership for this program. Thanks to the students for being so respectful of this generous resource by taking what is needed and not wasting.



Students Who Have Turned 18

The staff at CCVS has the strong belief that parental involvement is essential for student success. With this in mind, CCVS has a policy regarding communication with parents of students who are 18 years of age or older. When students turn 18 years old, we are no longer permitted by law, to communicate with the parents of this child unless a form is completed by the student giving us permission to do so.

What is the Ontario Secondary School Literacy Test (OSSLT)?

All students must pass the Ontario Secondary School Literacy Test in order to earn a Secondary School Diploma. This test is designed by the Ontario Education Quality and Accountability Office (EQAO) and is administered to Grade 10 students in March or April each year. There is no limit to the number of times a student may retake the test.

Accommodations may be made only for students with an Individual Education Plan (IEP) and in accordance with EQAO policies. A student whose IEP indicates that the student is not working towards a Secondary School Diploma may, with parental consent and the approval of the principal, be exempted from writing the test.

Students who have been unsuccessful in passing the Literacy Test on at least one attempt may be eligible to complete the designated Ontario Literacy Course on a recommendation from the principal. Students who successfully complete the Ontario Literacy Course will meet the provincial literacy requirement for graduation.

Community Involvement Hours

Students are required by the Ministry of Education to complete a minimum of **40** hours of community involvement activities as part of their diploma requirements during their years in the secondary school program. Students should discuss their plan for completing these hours with a guidance counsellor to ensure that all of the hours completed can be counted toward the requirement. Copies of the required forms are available in the student services office. All completed forms are to be returned to student services by the last day of May in order to have the information processed before final report cards are issued. Students are encouraged to have their community involvement requirements completed by the end of grade 11. This removes extra stress during the student's final school year. CCVS students must have their community service hours completed in order to attend Prom.

Community Services

The following are some of the organizations that provide services within the school:

- Eastern Ontario Health Unit
- Canadian Mental Health Association
- Cornwall Community Hospital
- Cornwall Police Services

Students may request an appointment in Student Services to access any of these organizations.

Graduation

Graduating students are to inform the guidance department of their intention to attend graduation. Students are to listen for important details and updates during the daily announcements starting in March. Students, who are out on a COOP placement, should ask their COOP teacher for details, or call guidance, or check the school website. The first graduation meeting will take place in April. There will be a graduation walk-through in early June.

Gowns

Students who plan to attend the graduation ceremony will be required to purchase/rent a gown. The cost for the gown rental is approximately \$25 and is non-refundable once the gown order has been placed. Gown payment is to be made by the end of April.

Requirements for Ontario Secondary School Graduation Diploma

Grade 9	Grade 10	Grade 11	Grade 12	5 th Year Optional
English	English	English	English	
Math	Math	Math		
Science	Science	Science or Technology (AC3)		
Geography	History	Additional English, Social Studies, Humanities (AC1)		
Art	Civics & Careers	Physical Education, Art, Business Studies (AC2)		
Physical Education				
French				
Technology				
<ul style="list-style-type: none"> • 30 credits – (18 Compulsory Credits {shaded} and 12 Optional Credits) • Literacy Test or OLC • 40 Volunteer Hours 				



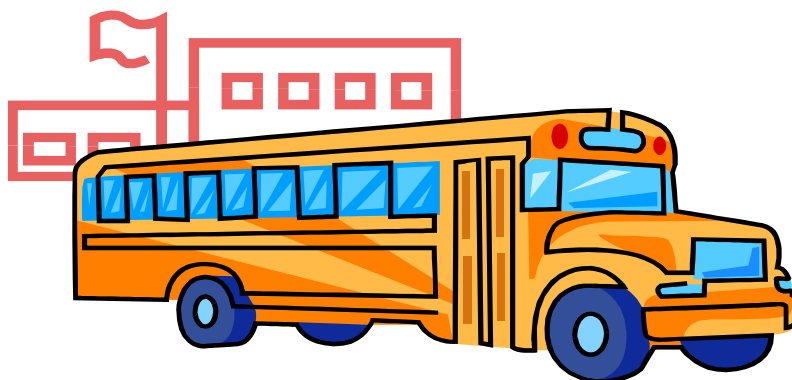
Transportation

The Student Transportation of Eastern Ontario (STEO) provides detailed guidelines for parents and guardians regarding the transportation of students. An information booklet is available on the STEO website at <https://www.steo.ca/>. Parents/guardians should be aware that school bus drivers can only pick up and drop off riders at one authorized regular daily stop. Drivers cannot make changes to stops without authorization from the Transportation Department. Transportation for all non-school related functions is the responsibility of parents/guardians. Transportation cannot be provided for sleepovers, a homework project, to complete community service hours or for an after-school job. These requests cannot be permitted for safety reasons.

<u>First Wave Dismissal–2:06 pm</u> Roxborough – Route 8071RO Roxborough – Route 8010DE Roxborough – Route 8021RO Roxborough – Route 8050DE First Student – Route 8020FI ALL AMBE buses	<u>Second Wave Dismissal–2:08 pm</u> Whittaker – Route 8051WH Roxborough – Route 8033DE Whittaker – Route 8052WH
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Bus Cancellations

1. Announcements regarding the cancellation of school bus and special vehicle transportation will be broadcasted starting at 6:15 a.m. on local area radio stations.
2. Access the Student Transportation of Eastern Ontario (STEO) website at www.steo.ca and click “View Bus Delays & Cancellations”. School vehicle cancellations will be posted by 6:15 a.m. Scroll down to check the transportation status for your school.
3. Call 1-866-629-0629 to access a pre-recorded message.
 - During inclement weather the message will be posted by 6:15 a.m.
 - Please note that the message for this phone line is only updated on inclement weather days.



CCVS STAFF 2022-2023

Jason Wagensveld – Principal
Beth Armstrong – Vice-Principal
Dena Robertson – Vice-Principal

<p><u>Custodial Staff</u> Gills, Devin Jesmer, Jackie Lalonde, Ricky Legros, Frank Levasseur, Mike Seguin, Chris Vachon, Alain Villeneuve, Shawn</p> <p><u>Educational Assistants (14)</u> Barnes, Cleo Campbell, Racheal Campeau-Meunier, Sylvie Davidson, Crystal Efthimiou, Nick James, David MacDonald, Heather Pyke, Iris Rozon, Angie Russell, Natasha Simons, Krissie Schwartz, Cory Vanbaal, Gwyneth Woods, Mandie</p> <p><u>Elementary Teachers (12)</u> Baillie, Ian Cloutier, Michleine Denney, Norm Deschamps, Trevor Gibbs, Jeff Johnston, Tammy Lefebvre, J.F. Markell, Andree McMaster, Scott Piquette, Michelle Power, Beth Walker, Todd</p>	<p><u>ELL Instructor</u> Hall, Tammy</p> <p><u>Indigenous Grad Coach</u> Jacobs, Jacob</p> <p><u>Library CI</u> Runions, Lisa</p> <p><u>AMBE Resource</u> St. John, Jackie Thompson, April Thompson, Mike Zeran, Lisa</p> <p><u>Office Staff</u> Amsing, Carole Casselman, Tammy Henderson, Sharon MacDonald, Sarah Sturgess, Wendy</p> <p><u>Section 23/Day Treatment</u> Amelotte, Ryan (Laurencrest) Barnes, Scott (EA) Grant, Kelcie (Teacher) Houle, Michelle (Laurencrest) Lewis, Raffaele (Teacher)</p>	<p><u>Secondary Teachers (38)</u> Aucoin, Holly Black, Adrian Brown, Barry Carlisle, Nigel Carter-Edwards, Betty Chisholm, Paul Ciampaglia, John Clendining, Kelly Craig, Mike Dugan, Darren Garlough, Joanne Gauthier, Michelle Grant, Rory Groves, Erin Haley, Dave Hickey, Christine Hollingsworth, Dean Jackson, Cathy Kennedy, Lindsay Kupina, Josip Latreille, Heather Lepage, Gilles MacDonald, Bryan MacDonald, Mary MacDonald, Sandy MacIntyre, Sheila Mahon, Heather Masse, Carrie-Lynne McDonell, Chelsea Merkley, Kim Oribine, Angela Shoniker, Danielle St. Germain, Genny Thomson, Chad Vierling, Tanya Ward, Andrea Whiteside, Tom Wilson, Ian Wilson, Jeffrey</p>
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SCHOOL YEAR CALENDAR 2022-2023

SEPTEMBER 2022				
M	T	W	T	F
			1 PA	2 PA
5 H	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

OCTOBER 2022				
M	T	W	T	F
3	4	5	6	7
10 H	11	12	13	14
17	18	19	20	21
24 PA	25	26	27	28
31				

NOVEMBER 2022				
M	T	W	T	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25 PA
28	29	30		

DECEMBER 2022				
M	T	W	T	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26 H	27 H	28 H	29 H	30 H

JANUARY 2023				
M	T	W	T	F
2 H	3 H	4 H	5 H	6 H
9	10	11	12	13
16	17	18	19	20
23	24	25 E	26 E	27 E
30 E	31 E			

FEBRUARY 2023				
M	T	W	T	F
		1 PA	2	3
6	7	8	9	10
13	14	15	16	17
20 H	21	22	23	24
27	28			

MARCH 2023				
M	T	W	T	F
		1	2	3
6	7	8	9	10
13 H	14 H	15 H	16 H	17 H
20	21	22	23	24
27	28	29	30	31

APRIL 2023				
M	T	W	T	F
3	4	5	6	7 H
10 H	11	12	13	14
17	18	19	20	21
24	25	26	27	28

MAY 2023				
M	T	W	T	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22 H	23	24	25	26
29 PA	30	31		

JUNE 2023				
M	T	W	T	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21 E	22 E	23 E
26 E	27 E	28 PA	29	30

JULY 2023				
M	T	W	T	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

AUGUST 2023				
M	T	W	T	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	

Instructional Days:

First Day of School: September 1, 2022
First Day of School for Students: September 6, 2022
Last Day of School: June 28, 2023
Last Day of School for Students: June 27, 2023

Secondary:

Sem. 1: September 1, 2022 – January 31, 2023
Sem. 2: February 1, 2023 – June 28, 2023

Examination Days:

Sem. 1: January 25, 2023 – January 31, 2023
Sem. 2: June 21 – 27, 2023
Designated on calendar as "E"

Winter Holiday Break:

December 26, 2022 – January 6, 2023

March Break:

March 13, 2023 – March 17, 2023

Statutory Holidays:

September 5, 2022 - Labour Day
October 10, 2022 - Thanksgiving
January 2, 2023 - New Year's Observed
February 20, 2023 - Family Day
April 7, 2023 - Good Friday
April 10, 2023 - Easter Monday
May 22, 2023 - Victoria Day
Designated on calendar as "H"

Professional Activity (PA) Days:

September 1, 2022
September 2, 2022
October 24, 2022
November 25, 2022
February 1, 2023
May 29, 2023
June 28, 2023

THE FOCUS OF CCVS STUDENTS



CITIZENSHIP

Demonstrating the Raider values of *caring, respect and honour*, CCVS students become valued contributors of our great community.

COMMITMENT

Accepting the challenge to *do your best* in everything you undertake.

Demonstrated by:

- Arriving on time
- Being prepared for class
- Being on task
- Doing your work to the best of your ability

VOLUNTEERISM

Finding positive ways to contribute your time and skills to assist and connect with your community.

SUCCESS

Is the end result of consistent and sustained hard work in a positive direction.

Caring • Respect • Honour