



Dartmouth High School

Student Handbook 2017-2018

**Eartha Monard
Principal**

**Rosella Winship
Vice Principal**

**TBA
Vice Principal**

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PRINCIPAL'S MESSAGE

Je profite de cette occasion d'accueillir nos élèves qui sont de retour ainsi que tous les nouveaux élèves à l'École Dartmouth High ! The administration and staff are looking forward to new and exciting learning experiences and challenges as we welcome and embrace changes that enhance and build on our collective strengths and unique talents to make Dartmouth High school a positive learning community.

The high school journey is challenging and adventurous, but at the same time, it is exciting and rewarding. Your academic life should be your first priority, but you should also take advantage of the many athletic teams, clubs and organizations that are offered. However, we urge you to maintain a balance between your studies and your involvement in extracurricular activities. Organizing your time effectively and setting realistic goals for yourself are critical to your success. Use the calendar in the D-App to stay organized. Make a habit of recording all assignments, projects, tests, and activities. Also, monitor your academic progress and attendance information regularly on PowerSchool. Above all, we stress the importance of attending classes regularly, arriving on time, and completing all assignments.

As you embark on this academic year, we impress upon you to share your skills, talents, and knowledge with the school community to enhance your own sense of pride, ownership, and responsibility. If you are involved and connected outside of the classroom setting, your experiences will be far more enriching, allowing you to create and develop lasting friendships and memories. Let's make this a positive, productive and memorable school year! Keep positive company, stay focused and make responsible decisions. Last, but not least, enjoy and experience success this year! Passez une bonne année scolaire! *~Eartha Monard, Principal*

VISITORS

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

DOOR SECURITY HOURS

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

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

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

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

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

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

PARKING

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

DHS PHONE EXTENSIONS

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

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

Principal	Mme E. Monard.....	4001001
Vice-Principal.....	Ms. Rosella Winship.....	4001002
Vice-Principal	TBA.....	4001003
Main Office Secretary.....	Ms. Anne McCrate.....	4001000
Registrar.....	Ms. S. Courtney.....	4001004
Student Services Secretary.....	Ms. J. Sayer.....	4001005
Guidance Counsellor	Ms. J. Adams.....	4001006
Guidance Counsellor	Ms. W. Cameron.....	4001007

Department Heads, Coordinators, and Special Services

Fine Arts/Business/Tech.....	Mr. S. Gillis.....	4001115
Eng/Fr. Language Arts.....	Ms. Susan Gannett	4001237
Mathematics.....	Ms. P. Irving.....	4001221/1020
Science	Mr. J. Morse	4001105
Soc. Stud./Pers. Dev.	Ms. K. Amiro (Acting).....	4001234
Student Services.....	Ms. A. Thorpe	4001230/1126
Co-op Education	Mr. K. Epp	4001130/1019
AP Coordinator.....	Ms. J. Adams.....	4001231
O2 Coordinator.....	Ms K. Feener.	4001118
Athletic Director	Mr. A. Berry.....	4001016/1130
Library Services.....	Ms. P. Madden	4001011
Spartan Life style Center	Ms. K. Sponagle.....	4001127
Student Support Worker	Mr. A. Taylor	4001022
Mi'kmaq & Abor. SSW.....	Mr. D. Hennessey.....	4001290
Student Council Advisor.....	Ms. A. Bolton.....	4001115

Who do you contact for the following?

Student Surnames A-L.....	Ms. Rosella Winship - Main Office
Student Surnames M-Z	TBA - Main Office
Curriculum, Assessment & Evaluation.....	See appropriate Dept. Head
Correspondence Courses or Virtual Learning.....	Ms. Shelley Courtney
Credit Recovery Program.....	Mme Monard - Principal
Transcript of Marks.....	Student Services
Athletic Director	Mr. Anton Berry
Lockers.....	Secretary- Main Office
Student Council Activities.....	Mr. D. Zinck
Personal/Family issues.....	Guidance/ SSW / Health Centre
Personal/Peers/Family/Community conflicts.....	Constable David Gallivan

DHS SCHOOL CALENDAR (2017-2018)

FIRST SEMESTER

August	30	Late Registration - 9:00–12:00 & 1:00–3:00
September	4	Labour Day - no classes
September	5	Organizational Day - no classes
September	6	Professional Development
September	7	First Day of School for all students
September	14	Last Day to Request Course Changes
September	TBA	Student ID/ Photos
September	21	Curriculum Night - 6:30-8:00 p.m.
September	29	School Based Professional Development Day - no classes
October	9	Thanksgiving Day - no classes
October	13	Grade Book Reports
October	27	NSTU Provincial Conference Day - no classes
November	13	Remembrance Day – no classes
November	14-30	Formal Report Cards home (Mid Term)
November	22	AM- School-based PD; Parent Visitation: 1-3 p.m. 6-8 p.m.
December	15	Grade Book Reports
December	22	Last Teaching Day before Christmas Break
December	30	Departure - Service trip to DR - Dec. Jan. 8
January	3	School re-opens
January	8	Service trip returns from DR
January	24	NS Virtual School Exams
January	26-31	First Semester Exams
February	1	Assessment & Evaluation

SECOND SEMESTER

February	2	Semester 2 begins
February	9	Last Day to Request Course Changes
February	12-16	Report Cards - Semester One
February	22	Curriculum Night
February	19	Mona Louise Parsons Heritage Day (no classes)
March	7-16	Europe Trip
March	9	Grade Book Report
March	12-16	March Break - no classes
March	30	Good Friday - no classes
April	2	Easter Monday
April	16-26	Mid-term Reports
April	19	AM –School-based PD; Parent Visitation: 1-3p.m.-6-8p.m
May	18	School-based PD Day - no classes
May	21	Victoria Day - no classes
June	18	NS Virtual School Exams
June	19-22	Semester 2 Final Exams
June	27-28	Assessment & Evaluation Days - no classes
June	TBA	Graduation Prom
June	TBA	Graduation Exercises
June	29	Last Day of School

Five Day Cycle

September 2017

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

October 2017

Monday	Tuesday	Wednesday	Thursday	Friday
2	3	4	5	6
A	B	C	D	D
9	10	11	12	13
No school Thanksgiving	B	C	D	A
16	17	18	19	20
A	B	C	D	B
23	24	25	26	27
A	B	C	D	Provincial Conference No Classes
30	31			
A	B			

November 2017

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

December 2017

Monday	Tuesday	Wednesday	Thursday	Friday
				1
				C
4	5	6	7	8
A	B	C	D	D
11	12	13	14	15
A	B	C	D	A
18	19	20	21	22
A	B	C	D Last day of Classes before Christmas	

January 2018

Monday	Tuesday	Wednesday	Thursday	Friday
1	2	3	4	5
		C First Day Back	D	B
8	9	10	11	12
A	B	C	D	C
15	16	17	18	19
A	B	C	D	D
22	23	24	25	26
A	B	C	D	Exams
29	30	31		
Exams	Exams	Exams		

February 2018

Monday	Tuesday	Wednesday	Thursday	Friday
			1	2
			Assessment and Evaluation Day No Classes	A First Day of Second Semester
5	6	7	8	9
A	B	C	D	B
12	13	14	15	16
A	B	C	D	C
19	20	21	22	23
Heritage Day No Classes	B	C	D	D
26	27	28		
A	B	C		

March 2018

Monday	Tuesday	Wednesday	Thursday	Friday
			1	2
			D	A
5	6	7	8	9
A	B	C	D	B
12	13	14	15	16
March Break	March Break	March Break	March Break	March Break
19	20	21	22	23
A	B	C	D	C
26	27	28	29	30
A	B	C	D	Good Friday No School

April 2018

Monday	Tuesday	Wednesday	Thursday	Friday
2	3	4	5	6
Easter Monday No School	B	C	D	D
9	10	11	12	13
A	B	C	D	A
16	17	18	19	20
A	B	C	AM – PD Day PM – Parent Teacher	B
23	24	25	26	27
A	B	C	D	C
30				
A				

May 2018

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

June 2018

Monday	Tuesday	Wednesday	Thursday	Friday
				1
			D	C
4	5	6	7	8
A	B	C	D	D
11	12	13	14	15
A	B	C	D	A
18	19	20	21	22
A	Exams	Exams	Exams	Exams
25	26	27	28	29
		Assessment and Evaluation Day No Classes	Assessment and Evaluation Day No Classes	Pick up Report Cards

DHS EXTRA-CURRICULAR ACTIVITIES GUIDELINES

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

Dartmouth High School boasts a strong interscholastic sports program with varsity and junior varsity teams ranging from competitive to recreational as well as an intramural sports program. **If you are interested in any of the athletic activities, listen to the daily announcements; check the school's website, the video display or check the announcement binder in the office.** You may also check with the school's Athletic Director, or talk with one of the Physical Education teachers. **Students selected for competitive teams are expected to read and heed the guidelines, protocols and policies outlined in the Athletic Handbook and are required to sign an Athletic Agreement.** Parents are asked to consult the Athletic Policy found in Spardocs on the DHS App or Visit www.dhs.ednet.ns.ca for the web-based connection. The N.S.S.A.F. Handbook, a governing guidebook may be consulted on the following website: <http://nssaf.ednet.ns.ca>.

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

STUDENT COUNCIL 2017-18

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

**Student Council Roster
2017-2018**

<p>Co-Presidents Ishini Hewapatharana Morgran Wren</p> <p>External VP's Erin Martin Lena Carriere</p> <p>Internal VP's Jackie Bone Holland Van Dijk</p> <p>Secretaries Josephine McNab Sarah MacDonald</p> <p>Treasurers Nicole Luis Rachel Loughery Meghan Boyd</p> <p>NSSSA Cheyenne Hardy</p> <p>Public Relations Kavin Mercer Kayla Perkins</p> <p>Environmental Rep Nicolas Coll Nyssa Maliragora</p> <p>Multicultural Rep Sharon Moses Luong Ha</p> <p>Grade 12 Rep Kiona White</p>	<p>Grade 11 Rep William McLeod Kayleigh Stacey-Bayne Sophia Blanchard Marshall Marcelli Abbie Shea Abbey Gaines Amber Leblanc</p> <p>Athletics Reps Brent Henman Morgan Levangie Raven Night Charlotte Courtney Clara Gascoigne</p> <p>Fine Arts Reps Jaleesa Tolliver Carleigh MacKenzie Sakhile MacKinnon</p> <p>SAL Luke Murray Jocelyn Leon</p> <p>Spirit Rep Kate Lavers Sophie MacDonald</p> <p>Grade 10 Rep Erica Marie-Reyes Mitchell Benjam</p>
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STUDENT FEES

The fee of \$60.00 contributes to the maintenance cost of our D-APP and defrays costs associated with organized events and extracurricular activities, sponsored by Student Council. For siblings of two, the fees are \$90 and for three or more, the fees are a maximum of \$105. These funds enable the school to offer a wide range of activities outside of the classroom setting to satisfy the diverse interests of our student population. Activities include, but are not limited to team-building activities, spirit week, Halloween, semi-formals, special recognition awards, etc. They also subsidize the cost of talent shows, guest speakers, transcripts, print credits, transportation costs for field trips and extra/co-curricular activities, presentations for school-wide assemblies or individual classrooms. We rely on Student fees to fund the various activities activities to improve our school climate and culture to encourage the personal growth and development of our students.

LOCKERS

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

SEMI-FORMAL SCHOOL DANCE POLICY

The staff and administration support one or two semi-formal dances throughout the school year. However, the administration reserves the right to determine who may or may not be attend. Students must possess a current student I.D. card to attend a school dance. The ID card is required to sign in a guest who they must accompany to the dance. **Guests must be actively attending another high school and must also present a valid school I.D. card for admission. No one over the age of 21 will be admitted as a guest.** The dances are supervised jointly by staff and security which may include HRM Police. Use of lockers during dances is prohibited and students are confined to the area of the dance. **Students under the influence of alcohol and/or drug use will be dealt with as per the school code of conduct and parents/guardians will be notified.** As a school event, any inappropriate behavior or infractions of school rules may result in suspension from school and future dances.

CULTURAL AWARENESS GROUP

Supported by the African Canadian community, this club provides a forum for African Canadian students to address relevant cultural issues and to showcase African Canadian talent, culture and pride. Under this banner, the AC males meet regularly to address issues around 'Guy Talk', while the females have reinvented themselves as Club 5 and of late Spartan Queens. Supported by the HRSB Program Dept. and the Black Educators Association, the activities undertaken vary from the original mandate in order to meet with changing needs, students' interests and current challenges. The approach is comprehensive as we continue to work toward building students' self-confidence and self-esteem and foster a sense of pride through education and cultural programs in the community. One of its proudest accomplishments is the inception and hosting of International Night in 2009, an annual event to celebrate the school's diverse population and the presence of the international students at Dartmouth High.

CAFETERIA & COMMON AREAS

The cafeteria and common areas are a part of our school environment (see the PEBS Matrix) and as such, **students are expected to demonstrate respect for these facilities, staff and fellow students while using these spaces.** Failure to do so will result in denial of access to the cafeteria. Students are expected to wait in line politely when making a purchase in the cafeteria. Microwave ovens are available for student use and a toaster is available for use for the Breakfast program. We ask that you keep the appliances clean - wipe up all spills. This

is not only respectful, but common courtesy to the other people who use this facility. You must clean up your mess at the table once you have finished eating your meal and use the appropriate receptacles. Writing on tables will be considered vandalism and will be treated accordingly through disciplinary action.

LIBRARY/LEARNING COMMON

Hours: Open Monday to Friday from **8:15 a.m. – 3:45 p.m.**

Purpose: As a hub for student learning, the Dartmouth High School Library/Learning Common plays a key role in student success. The LLC supports staff and students in meeting learning outcomes.

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

Expectations: Students must respect the integrity of the Library/Learning Common. Students must behave in a way that is not disruptive or that interferes with other students' use of the LLC. Food is not permitted in the LLC. Students who misuse the LLC may be denied access to the facility.

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

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

LOST TEXT BOOKS

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

COMPUTER USE AT DARTMOUTH HIGH

1) While using computer equipment or other electronic devices at Dartmouth High, students are required to use the e-mail system provided by Ednet (EECD). Students using an external e-mail account will be considered in violation of this policy.

2) Printing will be monitored and students will be expected to pay for copies that exceed their allocation by purchasing additional print credits. The costs associated with student printing will be established each year and will be based on the cost of paper and other expendable supplies.

3) Use of the computer network may be required in certain subjects and if students lose their computer accounts, they may not be able to complete certain course requirements

POWERSCHOOL

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

ELECTRONIC DEVICES

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

CELL PHONE USE POLICY

The school administration and staff are committed to the preservation and integrity of the learning environment. It is imperative that students respect and support the sanctity of the classroom environment. Texts messages or phone calls must not be sent or received during class time. Parents, family and friends are asked to be mindful of the school's cell phone policy. Students are required to power off their cell phone in every classroom setting, unless directed by the teacher for educational purposes (see Electronic Devices above). Blatant disregard of this policy may fall under disruptive behavior and may lead to serious disciplinary action for the student.

STUDENT SERVICES DEPARTMENT

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

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

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

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

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

STUDENT SUPPORT WORKERS

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

SPARTAN LIFESTYLE CENTER

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

SCHOOL LIAISON OFFICER

Constable David Gallivan has just completed his inaugural year (2016-17) at Dartmouth High and its feeder schools. He works with our school community in a proactive manner to promote a safe school environment. Constable Gallivan not only addresses school and student issues as they pertain to the law, but he also provides guidance and direction to support students, parents, teachers and the school administration. Constable Gallivan also facilitates school-wide crime prevention programs in a proactive manner to address issues of students' personal safety, substance abuse, and safe use of the internet and cell phone. His role serves to bridge the gap between the youth and the police department and to create a better understanding of how the police can support youth.

PRINCIPLES OF LEARNING

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

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

ASSESSMENT AND EVALUATION

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

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

1. **Checklist reports** - snapshot of student performance approximately every four weeks. Used to provide current information on where students are in completion of assignments, tests, projects, etc.
2. **Debates** - structured and controlled dialogue that permits students to organize, discuss, examine, analyze and evaluate varying viewpoints and /or evidence.
3. **Examinations** – summative assessment usually at the end of each semester.
4. **Experiments** - usually conducted in the laboratory to test theory, followed by a write-up demonstrating the outcome
5. **Homework** - (see homework policy below)

6. **Journals/Reports/Logs** - ongoing reflective pieces of student writing relating to learning outcomes
7. **Observations** - used to assess group work, individual work habits and understanding of concepts
8. **Peer Assessments** - used to assess group dynamics and to make students accountable to their classmates
9. **Performance/Presentations** - a demonstration of student achievement in front of an audience
10. **Portfolios** - a collection of students work selected for a particular purpose
11. **Projects** - in-depth research on a chosen topic and/or demonstration of the application of knowledge/skills
12. **Questioning**- an informal method used for immediate feedback to the teacher to check of student understanding
13. **Rubrics** - a set of specific criteria against which a student's work will be measured and used to assess presentations, reports, visual displays, essays, labs, assignments, portfolios, etc.
14. **Self-assessments** - used to allow students to communicate their perceived level of competence on certain outcomes
15. **Surveys** - a means of gathering specific information to inform
16. **Tests/quizzes** - usually carried out on a specific unit of work/study
17. **Written assignments** – vary depending on unit of study
18. The list above is not exhaustive.

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

HOMEWORK

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

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

DUE DATES

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

REQUEST FOR EXTENSION OF A MAJOR ASSIGNMENT

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

ATTENDANCE PROCEDURES

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

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

LATE POLICY

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

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

HALL PASS

As part of our **Positive Effective Behaviour Support (PEBS)** program implementation, the use of a hall pass was implemented to maximize learning opportunities and to minimize disruptive behaviours in the halls during class time. **Students are not permitted to walk through the halls during class time without a valid hall pass in their possession. A valid hall pass must be signed and dated by school personnel. Students on a study block must go to the library, cafeteria or leave the building.** A hall pass must be picked up at the office to retrieve needed items from locker. Note that it is mandatory that students present the hall pass to school personnel upon request. Students who exhibit disrespectful behaviours or fail to self-identify appropriately with

correct name or students who are not following their schedule will face consequences as per the school Code of Conduct.

STUDENT ENGAGEMENT

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

- **Grade 9 – Curriculum requirements for completion of grade-level**
- **Grade 10 - Eight courses (four courses each semester)**
- **Grade 11 - Seven courses (three courses one semester/four the next semester or vice versa)**
- **Grade 12 - Six courses (three each semester)**

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

HIGH SCHOOL GRADUATION REQUIREMENTS

The following are compulsory credits and requirements for graduation:

Language, Communication and Expression

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

Science, Mathematics and Technology

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

Physical Education

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

Social Studies

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

THE FRENCH IMMERSION CLASSROOM

The goal of the French Immersion program is to improve the competence and proficiency of our French Immersion students to communicate effectively in the French Language. It is assumed that students enrolled in the program are committed to the improvement of their literacy and fluency in the French language which is the language of instruction and communication in all French Immersion courses at Dartmouth High. Note that **it is**

expected that all students interact in the French language with their subject specific teachers and with their classmates during class time. Communicating in the French language as much as possible is vital for increased confidence to maximize students' success in their ability to comprehend, articulate and express themselves in French. Positive reinforcement strategies are employed to encourage the use of French in the French Immersion classroom and setting. However, students who repeatedly demonstrate disregard and a lack of respect for the learning environment by refusing to communicate in French will be dealt with as per the school's Code of Conduct.

FRENCH IMMERSION GRADUATION REQUIREMENTS

Compulsory subjects taught in French parallel those offered in the regular program. To be eligible for the immersion Graduation Certificate, students must meet requirements of **Grade 9 French Immersion curriculum** and earn a minimum of 9 French Immersion credits over the course of their Grade 10-12 high school years. Dependent on post-secondary plans students may choose to take Biologie 12 or Droit 12 or both if schedule permits.

<u>Grade 10</u>	<u>Grade 11</u>	<u>Grade 12</u>
Français 10	Français 11	Français 12
Sciences 10	Biologie 11	Géographie planétaire12
Histoire Ancien 10*	Hist. du Canada 11	Droit 12
*Not offered every year	Tourisme 11	Biologie 12
	Mode de Vie 11	

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

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

OPTIONS & OPPORTUNITIES [O2]

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

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

The O2 Learning Agreement

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

- Do their best in all of their courses.
- To develop a Life Skills Portfolio.
- To complete all assignments, tests and examinations.
- To come to school every day, attend all classes and arrive on time.
- Treat teachers and other students, respectfully, fairly and honestly.
- To conduct themselves in an appropriate manner when learning in the classroom and the community.

THE ADVANCED PLACEMENT (AP) PROGRAM

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

AP Music Theory (introduced in 2013-14)

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

AP Chemistry (introduced in 2014-15)

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

AP Economics (introduced in 2014-15)

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

Students and parents interested in learning more about Advanced Placement should contact **Robyn Pennell** at **464-2457 ext. 4001231** or rpennell@hrsb.ca for more information about the benefits of the Advanced Placement program at Dartmouth High School. Further detailed information on the program and its courses can be found at www.exploreap.org

EXAMINATIONS AND MAJOR TESTS

1. The value of a final examination will be communicated to students in the course outline. An exam will be worth between 20% of the final course mark.
2. Students, who are caught cheating on a test, exam or assignment, and/or submitting a plagiarized piece of work, may receive a zero (0).
3. If a student is absent from a formal or mandatory examination for a compassionate or medical reason, the final mark will be deferred. An alternative assessment event may be arranged. A medical excuse or medical certificate or substantive proof for other reasons deemed compassionate is required.
4. If a student is late for an exam, he/she will not be permitted extra time to write the exam unless there are extenuating circumstances that can be verified by administration. Also, students who are late by more than the first hour of the examination will not be permitted to write the exam.
5. If a student has an excused absence the day of a test/exam, this needs to be communicated to the school

following normal procedures. The student has the right to do a make-up assessment, to be negotiated between the teacher and student upon the student's return to school. If a student misses a test with an unexcused absence, they may receive a mark of 0.

6. Formal exams will be held at the end of semesters 1 & 2. The duration for exam-writing is usually between 2 to 3 hours per subject and a maximum of two exams scheduled per day.

EXAM EXEMPTION CRITERIA

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

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

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

ACADEMIC RECOGNITION

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

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

High Honours – Overall average between **80-89.9%**

Honours – Overall average between **75-79.9%**

LOST OR STOLEN ITEMS

Students who choose to bring valuable items to school do so at their own risk.

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

SCENT AWARENESS SCHOOL

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

PEANUT (AND OTHER FOOD ALLERGIES) AWARENESS

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

PROHIBITED ITEM

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

FIRE ALARMS

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

FIRE DRILLS & LOCKDOWNS

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

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

SCHOOL BUS TRANSPORTATION

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

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

BULLYING/ CYBER BULLYING

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

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

CODE OF CONDUCT

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

PEBS

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

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

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

“D” AWARDS (LETTERS)

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

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

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

Sports Teams:	Max Points	Clubs and Organizations:	Max Points
Badminton	20	Arts Production/Improv:	
Basketball	100	Lead Actor	100
Cheerleading	100	Support Actor	50
Cross Country	20	Accompanist	75
Curling	20	Fashion Show: (choose one only)	
Field Hockey	70	Coordinators	70
Football	100	Choreographers	70
Golf	10	Coordinators	50
Hockey	100	Choreographers/Designers	30
Lacrosse	40	Performer	30
Metro All-Star	5	Miscellaneous:	
Metro Champions	10	SAC member	40
Metro Champions	10	Breaking Club/Capoeira	30
Provincial Champions	15	Breakfast Club	60
Regional Champions	10	Choir	75
Rugby	70	Cultural Awareness	80
Soccer	70	Debating	100
Softball/Baseball	20	Dominican Trip (Plus Pts. for volunteer hours to be determined on an individual basis)	20
Table Tennis	20	Eco Club	80
Team Captain – Add	15	Human Rights Club	60
Track & Field	30	International Night	20
Volleyball	80	Judo Club	100
Ultimate Frisbee	30	Junior Achievement	100
		Multicultural Club	40
Clubs/Organizations		NSSSA Metro	5
		NSSSA Provincials	10
Student Council:		NSSSA Provincial Leadership/CSLC	15
Co-presidents	250	Poetry Club	20
Vice-Presidents	150	Prom Committee Member	80
Secretary	125	School Newspaper	60
PR/TREASURER	125	Reach for the Top Team	100
Representatives	100	Student Services/YHC Club	80
Sound/Lights Crew:		Table Tennis Club	100
Head	80		
Member	50	Music:	
		Extra-curricular Strings	60
Spectator: (Yearbook)		All City Band	15
Co-Editor	250	Ensembles- leaders	60
Member	75	Ensembles- member	40

DARTMOUTH HIGH SCHOOL
PEBS MATRIX
 PEBS = Positive & Effective Behavior Supports



"You must be the change you wish to see in the world."
 — Mahatma Gandhi

*"Life is 10% what happens to me and 90% how I react to it.
 We are in charge of our attitudes."*

— Charles Swindoll

E X P E C T A T I O N S

	RESPECT FOR SELF	RESPECT FOR OTHERS	RESPECT FOR ENVIRONMENT	RESPECT FOR LEARNING
Instructional Areas (Classrooms, Gymnasium, Library, Labs, Room 128, Keating Hall (weight room))	<ul style="list-style-type: none"> Make decisions that support your personal success Practice active listening Take pride in your abilities Participate Be responsible for actions, belongings, and choices Come to class prepared Dress appropriately Be yourself 	<ul style="list-style-type: none"> Contribute to a safe environment Use appropriate language and volume Be considerate of others and their property Appreciate and celebrate diversity Be fair, positive and encouraging of others Be on time Encourage new ideas Accept others for who they are 	<ul style="list-style-type: none"> Contribute to a healthy environment Keep all areas clean and organized Be scent and allergy aware Put garbage or recyclables in proper receptacles Use equipment, materials, and spaces appropriately In tect positively with the surrounding community 	<ul style="list-style-type: none"> Contribute to a safe learning environment Follow teacher's instruction; ask appropriate questions at appropriate time Support the learning of others Use appropriate learning resources & technology Communicate in the appropriate language of instruction
Non-Instructional Areas (Hallways, Cafeteria, Washrooms, Lunchroom, Games Room, School Community, Stairwells, Main Foyer, Locker Rooms)	<ul style="list-style-type: none"> Walk directly to appropriate destination Communicate in a positive manner Dress appropriately Be aware of how your words and actions impact others 	<ul style="list-style-type: none"> Engage in responsible citizenship Share common spaces and resources Use appropriate volume, language and tone Be considerate to others 	<ul style="list-style-type: none"> Communicate quietly Take pride in your school Food and drink are to be consumed in appropriate areas at appropriate times Report damage immediately Use receptacles for garbage and recyclables 	<ul style="list-style-type: none"> Students on Study Block should be in the library, cafeteria, or outside Utilize study block in a responsible, constructive and productive manner
All Other Settings (Field Trips, Extra Curricular Activities, School Events, Lunch hour, Journeying, School Bus)	<ul style="list-style-type: none"> Listen to person in charge of the activity Take responsibility for your belongings Be a strong and willing ambassador for DHS 	<ul style="list-style-type: none"> Conduct yourself relative to expectations of settings Use appropriate and respectful voices and language 	<ul style="list-style-type: none"> Speak, act, and dress appropriate to the setting Leave the setting in order Use appropriate receptacles provided 	<ul style="list-style-type: none"> Be aware of safety procedures Demonstrate an open mind and willingness to learn and respond appropriately

In our school we believe that all students and staff should treat themselves, others, the environment, and learning with respect at all times.

DARTMOUTH HIGH SCHOOL

LA MATRICE PEBS

PEBS = Positive & Effective Behavior Supports



L E S A T T E N T E S				
	LE RESPECT DE SOI-MÊME	LE RESPECT DES AUTRES	LE RESPECT DE L'ENVIRONNEMENT	LE RESPECT DE L'APPRENTISSAGE
Les milieux d'apprentissage (la salle de classe, le gymnase, la bibliothèque, les laboratoires, la salle 128, Auditorium, Keating Hall, la salle de poids et athlètes)	<ul style="list-style-type: none"> • Porte des vêtements appropriés • Sois à l'heure et prêt pour les cours • Parle en français • Sois à l'écoute de l'enseignant et des autres • Prend des décisions qui t'assurent du succès scolaire • Participe • Prend tes responsabilités en ce qui concerne les actions, tes décisions ainsi que les effets personnels • Sois fier de tes habiletés • Sois toi-même 	<ul style="list-style-type: none"> • Sois à l'heure • Utilise un langage et un ton de voix approprié • Respecte les effets et l'espace personnel des autres • Respecte la diversité et l'expression de la culture • Encourage et félicite les autres • Sois positif et juste • Encourage les idées innovatrices • Accepte les autres 	<ul style="list-style-type: none"> • Réduit, réutilise et recycle • Garde l'école propre • Respecte l'environnement sans parfum (vaporisateur corporel) • Sois conscient de la possibilité d'allergie • Jette les déchets à la poubelle et utilise les bacs à recyclage • Respecte le matériel et l'espace • Comporte-toi d'une manière positive, polie et courtoise avec la communauté 	<ul style="list-style-type: none"> • Contribue par ton comportement à un environnement d'apprentissage sécurisant • Suis les instructions de l'enseignant et si l'occasion se présente par des questions de manière appropriée • Encourage l'apprentissage des autres • Parle en français
À l'école et en communauté (Les couloirs, la cafétéria, les toilettes, la salle de jeux, la communauté, le vestiaire, les escaliers, le hall d'entrée)	<ul style="list-style-type: none"> • Rend-toi directement où tu es sensé aller sans flâner dans les corridors • Sois poli et courtois • Porte des vêtements appropriés • Sois conscient de l'impact possible de tes paroles et de tes gestes 	<ul style="list-style-type: none"> • Utilise un langage et un ton de voix approprié • Respecte les effets et l'espace personnel des autres • Partage les ressources et les espaces communs • Sois un citoyen responsable 	<ul style="list-style-type: none"> • Parle doucement • Sois fier de ton école • Respecte la consigne pour la consommation de nourriture ou boisson • Avertis ton enseignant ou la personne responsable de tous bris • Jette tes déchets à la poubelle et utilise les bacs à recyclage 	<ul style="list-style-type: none"> • Durant la période d'étude tu dois te rendre à la bibliothèque, à la cafétéria ou à l'extérieur • Utilise ta période d'étude d'une manière constructive et productive
Les autres milieux (les sorties scolaires et parascolaires, l'heure du dîner, en voyage, l'autobus)	<ul style="list-style-type: none"> • Respecte les consignes de l'enseignant ou de l'adulte responsable • Sois responsable pour tes effets personnels • Projette une image positive comme ambassadeur de DHS 	<ul style="list-style-type: none"> • Utilise un langage et un ton de voix approprié • Sois un visiteur ou un spectateur respectueux • Sois fêtéquette de l'activité 	<ul style="list-style-type: none"> • Porte des vêtements appropriés pour l'activité • Sois poli et courtois et respecte les consignes de l'endroit visité • Remets les choses en ordre avant de partir • Jette les déchets à la poubelle et utilise les bacs à recyclage • Comporte-toi d'une manière positive, polie et courtoise avec la communauté 	<ul style="list-style-type: none"> • Familiarise-toi avec les mesures de sécurité du milieu • Démontre une ouverture d'esprit et ton désir d'apprendre en adoptant un comportement approprié

Dans notre école nous croyons que tous les étudiants et le personnel devraient montrer du respect de soi et des autres, de l'environnement et de l'apprentissage à tout moment.

FIVE DAY CYCLE 2017-18

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

In this 5 Day Cycle, Monday to Thursday remain constant, however, Fridays rotate each week for every four weeks (see pattern below)

WK 1- ABCDA WK 2 - ABCDB WK 3 -ABCDC WK 4 -ABCDD

BELL SCHEDULE

8:25-8:30 A.M.

8:30-9:45 A.M.

9:45-9:55 A.M.

9:55-11:10 A.M.

11:10 A.M.-12:25 P.M.

12:25 -12:30 P.M.

12:30-1:45 P.M.

1:45 -1:55 P.M.

1:55-3:10 P.M.

FIRST BELL

1ST CLASS

BREAK

2ND CLASS

LUNCH

AFTERNOON BELL

3RD CLASS

BREAK

4TH CLASS