

PORT HOPE HIGH SCHOOL

STUDENT & STAFF HANDBOOK

2026 - 2027



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School Principles and Core Beliefs

We have established operating principles to guide our school throughout everyday school life.

Core Beliefs:

We, the staff, students, parents and community partners of Port Hope High School (PHHS), are proud of our school and its place in the community. We will demonstrate our pride through our commitment to these core beliefs:

- We wish to create a sense of Respect, Responsibility, Self, Community and Pride;
- We have the right to learn, achieve and work in a safe environment;
- We value individual differences and diversity;
- We are committed to excellence.

Principles in Practice:

Our teachers are committed to making the highest possible professional contribution to PHHS.

The principles that guide our practice are:

1. Quality teaching

Teachers will:

- Implement a variety of teaching methods to meet individual learning needs
- Focus on making learning real and meaningful
- Provide encouragement and direction for students to achieve and succeed
- Be available to provide extra help and support as needed

2. Making connections with students

Teachers will:

- Create open and inviting classrooms
- Be positive in their outlook in working with students
- Be flexible and understanding in meeting individual student needs
- Take the time to get to know students as people

3. Communicating effectively

Teachers will:

- Regularly update students on their progress
- Maintain open lines of communication with parents
- Listen to students
- Communicate positively with the public

4. Exemplary role models to our students

Teachers will:

- Lead by example
- Respect students
- Be consistent and fair with rules and expectations
- Be professional in their approach to staff, students and public

Community and School Climate

We believe and know:

- We are vital members of our community and seek to create positive connections wherever possible.
- Our relationship with our community affects our reputation.

All school members will:

- Support a safe and secure environment promoting non-violence, inclusiveness, personal responsibility and accountability;
- Aspire to demonstrate respect, responsibility, fairness, empathy, courage, honesty, integrity, initiative, perseverance and optimism;
- Respect fellow students, staff and school and community property;
- Take appropriate measures to help those in need;
- Expect fair, clear and consistent consequences;
- Support practices that promote pride and environmental stewardship (e.g., recycling, reusing, etc.)

Code of Conduct

1. **Rationale**

The Ministry of Education requires that all schools develop a code of conduct, which communicates to all the members of the school community the standards of behaviour expected from them. Members of the school community include: students, staff, parent(s)/guardian(s) and others such as visitors and volunteers. The Board recognizes that all students, parents, teachers and staff have the right to be safe, and feel safe in their school community. This school code of conduct has been developed in accordance with the guiding principles of the Safe Schools Policy in order to create a common understanding upon which safe learning and working environments can be maintained for all school community members.

2. **Responsibilities**

In order to uphold the right of all school members to have a safe school community, there are a number of corresponding responsibilities for which all school members must be accountable to ensure a safe and positive learning environment.

2.1 **Common School Community Member Responsibilities**

Everyone has the responsibility to:

- contribute to making the school environment safe and conducive to learning/working, free from discrimination, physical and/or psychological abuse;
- be a partner in the school community and to work cooperatively with each other; and
- model appropriate behaviour and to support the school code of conduct by upholding the standards of behaviour.

2.2 Student Responsibilities

Each student has the additional responsibility to:

- exercise self-discipline, follow the established rules and accept responsibility for their actions based on age and individual ability;
- come to school prepared, on time and ready to learn;
- show respect for themselves, for others and for those in authority; and
- refrain from bringing anything to school that may compromise the safety of others.

2.3 Teaching Staff Responsibilities

Teaching staff have the additional responsibility to:

- help students work to their full potential and develop their self-worth;
- assess, evaluate and report student progress;
- communicate regularly and meaningfully with parents;
- discipline fairly and consistently in a manner in keeping with the Administrative Regulation of Discipline and the school code of conduct;
- be on time and prepared for all classes and school activities;
- prepare students for the full responsibilities of citizenship; and
- safeguard students from persons or conditions which interfere with the learning process.

2.4 Parent/Guardian Responsibilities

Parent(s)/guardian(s) has/have the additional responsibility to:

- attend to their child's physical and emotional well-being;
- show an active interest in their child's school work and progress;
- communicate regularly with the school;
- help their child be 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;
- become familiar with the Code of Conduct and school rules;
- encourage and assist their child in following the rules of behaviour; and assist school staff in dealing with disciplinary issues.

3. Standards of Behaviour

3.1 Respect, Civility and Responsible Citizenship

All school members must:

- respect and comply with all applicable federal, provincial and municipal laws;
- demonstrate honesty and integrity;
- respect differences in people, including their ideas and opinions;
- treat one another with dignity and respect at all times, and especially when there is disagreement;
- respect and treat others fairly, regardless of their race, religion, ancestry, place of origin, colour, ethnic orientation, sexuality, age or disability;
- respect the rights of others;
- show care and regard for school property and the property of others;

- take appropriate measures to help those in need;
- use non-violent means to resolve conflict;
- respect persons who are in a position of authority; and
- Respect need of others to work in environment of learning and teaching.

3.2 Physical and Emotional (or Psychological) Safety

The following will not be tolerated:

Weapons

- possession of any weapon or replica weapon, including but not limited to firearms;
- the use of any object to threaten or intimidate another person;
- the use of any object to cause injury to another person.

Alcohol and Drugs

- possession of, or being under the influence of, alcohol, drugs, or illegal substances;
- providing others with alcohol, drugs, or illegal substances.

Physical Aggression

- inflicting or encouraging others to inflict bodily harm on another person, and/or intimidation.

Further to all these standards of behaviour, it is expected that all school members will seek staff assistance, if necessary, to resolve conflict peacefully.

4. School Code of Conduct Rules

- Students must be allowed to learn;
- Teachers must be allowed to teach;
- Physical, verbal (oral or written), sexual or psychological abuse, bullying, or discrimination on the basis of race, culture, religion, gender, language, sexual orientation, or any other attribute is not permitted; and
- Damage to property in the school environment (including school grounds, school buses, on school excursions) is not permitted.
- In-line skates, roller skates/shoes, skateboards, scooters, and bikes are not to be used inside the school.

If you, your child or teen have been bullied, or have witnessed bullying, we want to know about it. Please report all incidents of bullying as soon as possible.

Contact your school principal or report the issue using [KPR's online Report IT! tool](#). Please include as much detail as possible, so that we can respond as quickly and as thoroughly as possible. If you or your child or teen is in immediate danger, call 911.

5. School Code of Conduct Procedures

Signs are posted that state visitor(s) must begin their visit at the office.

6. Community Threat Assessment Protocol

KPRDSB also has a Community Threat Assessment Protocol (CTAP) in place with many local agencies and police services. When student behaviours pose a potential threat to safety or there is a risk of serious harm, the CTAP helps principals take immediate steps to protect student well-being and respond to threatening incidents. Please speak with the principal for further information on this protocol.

7. **Consequences for Inappropriate Behaviour**

Staff make every effort to promote positive behaviour and create a safe, supportive school community. Consequences for inappropriate behavior are appropriate to the individual, the circumstances and the actions. PHHS uses progressive discipline, with a range of responses, supports and restorative practices. Consequences are appropriate to the student's age and development, and mitigating factors are considered. Consequences will be most successful in changing student behaviour when combined with home support.

8. **Suspensions and Expulsions**

The following are grounds for **suspension** from the school and lasts 1-20 days

- a) Swearing at a teacher or at another person in a position of authority
- b) Uttering threats to inflict bodily harm on another person
- c) Possessing alcohol or illegal drugs
- d) Being under the influence of alcohol or illegal drugs
- e) Committing an act of vandalism that causes extensive damage to school property at the student's school or to property located on the premises of the student's school
- f) Assault
- g) Being involved in a physical altercation
- h) Engaging in another activity that, under Board policy, is one for which suspension must be considered, such as:
 - inappropriate physical contact
 - persistent opposition to authority
 - use of profane or improper language
 - habitual neglect of duty
 - conduct injurious to the moral tone of the school or to the physical or emotional well-being of self or others
- i) Bullying, harassment and/or cyber bullying.

Bullying, by definition, is aggressive and typically repeated behavior by a pupil where:

- *the behaviour is intended by the pupil to have the effect of, or the pupil ought to know that the behaviour would be likely to have the effect of, causing harm, fear, or distress to another individual including physical, psychological, social or academic harm to the individual, or to the*
- *individual's reputation or property, or creating a negative environment at a school for another individual.*
- *the behavior occurs in a context where there is a real or perceived power imbalance between the pupil and the individual based on factors such as size, strength, age, intelligence, peer group power, economic status, social status, religion, ethnic origin, sexual orientation, family circumstances, gender, gender identity, gender expression, race, disability, or the receipt of special education.*

Cyber-bullying includes bullying by electronic means, including:

- *creating a profile in which the creator assumes the identity of another person*
- *impersonating another person as the author of content posted on the internet*
- *communicating inappropriate material electronically to more than one individual or posting material on social media that may be accessed by one or more individuals*

The following are grounds for **expulsion**:

- a) Possessing a weapon (including a firearm)
- b) Using a weapon to cause or threaten bodily harm to another person
- c) Committing physical assault on another person that causes bodily harm requiring treatment by a medical practitioner
- d) Committing sexual assault
- e) Trafficking in weapons or in illegal drugs
- f) Committing robbery
- g) Bullying (if the student has been previously suspended for bullying and the student's continuing presence creates an unacceptable risk to the safety of another person)
- h) Any activity listed in subsection 306 (1) of the Education Act that is motivated by bias, prejudice or hate
- i) Giving alcohol to a minor
- j) Engaging in any other activity for which a student may be expelled in KPR board policy (including extensive damage to Board property or to goods on property).

Attendance and Late Policy

We believe and know:

- Regular attendance is essential to student success.
- There are individual and confidential issues relating to student attendance that must be respected.
- Students who are eighteen or over are adults and will be given the opportunity to assume responsibilities regarding their attendance.

Policies and Procedures:

Students must attend all classes and assemblies. Students must remain under the care and direct supervision of their classroom teacher.

- Parents/guardians are to use School Messenger to communicate absences, early departures or late arrivals to the school.
- Students involved in extra and co-curricular activities are expected to perform to the best of their ability, which means: complete assignments, attend class, and demonstrate good conduct. Students must notify teachers in advance of any absences due to their participation in extra and co-curricular activities (subject to their teacher's approval).
- Students who skip classes without a valid reason will have communication with home and potential consequences with their teachers and/or administration.

LATENESS POLICY:

We believe and know:

- Late entry to class is disruptive to the teaching/learning process.
- On-time attendance and preparedness is a habit essential for future employability.

Policy and Procedures:

Arriving on time and being ready to work are essential skills for student success. All students are expected to arrive at class on time. If students are late, they should go to the office for a late slip. Chronic lateness will result in consequences from teachers, parent/guardian contact and/or referral to administration

Secondary Schedule	
8:25	Warning Bell
8:30-9:45	Period 1
9:50-11:05	Period 2
11:05-11:55	Lunch
11:55-1:10	Period 3
1:15-2:30	Period 4

Lunch Procedure

The school cafeteria is maintained to provide lunch. In consideration of students who have a life-threatening nut allergy, it is important that we ensure that we are a **peanut/nut safe school**. Students are to deposit litter in the waste and recycle bins. Students are to keep the halls clear of garbage by using the garbage containers. Students are encouraged to bring garbage-less lunches to school and use personal water bottles.

Washrooms for Students

Students should be using the washroom closest to their classroom. All Gender washrooms can be found on the first floor, across from the main office, and on the north side of the library.

School Bus Transportation Policy

We believe and know:

- Safety is always our main concern in transporting students.

- Student conduct on the bus is as important as conduct in any aspect of school life.

Buses are considered to be the property of KPRDSB and all rules of behaviour apply to students while being transported. School buses are provided to transport students from their designated bus stop to school and back to their designated stop. Students who walk to school shall not use school buses. Since riding the school bus is a privilege, students with inappropriate behaviour will be reported to the office and may lose bus privileges. In this event, parents will be required to provide their child's transportation to and from school.

Lockers

Lockers will be assigned by homeroom teachers on the first day of school. Lockers are assigned to individual students and are not to be shared, but remain property of the school. Secure the locker assigned to you as you are responsible for what's in it. Do not share your combination with anyone other than your teacher. All lockers MUST be registered with the office.

Student Activity Cards, Photos and Yearbook

Students wishing to become involved in any activities must have a current student card. The student card has the student's picture, and birthdate clearly displayed so that it is a valid legal ID for all trips, teams, dances and community use. Student ID is also required in order to ride the town bus free of charge. All students will be required to have their photo taken for school records during picture day, but they are not required to purchase a picture package.

Fees: There are no fees charged for course workbooks or materials. All schools still charge for field trips within courses. Students are loaned textbooks and library books; if lost or damaged, students will pay the cost for replacing these materials.

Extra-curricular sports teams: fees will be charged for referees and transportation where applicable.

Valuables

The school will not be held responsible for valuables; therefore,

- a. Do not bring large sums of money or valuable personal items (such as jewelry, phones and electronic devices) to school.
- b. Do not carry wallets, cell phones, watches or jewelry to gym or fitness classes.
- c. Do not wear or carry outerwear to classes.

Parking

Students are reminded that parking on school property is a privilege, not a right. **Parking on school property requires a parking pass.** Students are to park in the Southwest parking lot at the corner of Victoria and Highland. Students are expected to drive on school property in a safe and responsible manner. Students not adhering to safe driving practices will lose their parking privilege and may be charged by the police. All parked vehicles must be vacated by students.

Study Periods (Spares)

Study periods are assigned to senior students only upon legitimate request. Study periods are to be used to support student efforts in assigned classes. Students who have an assigned study period on their timetable may leave the school premises or use the LIBRARY. STUDENTS SHOULD NOT BE LOITERING IN HALLS.

Re-Assigned Classes

Occasionally senior classes may need to be reassigned to independent study. Students must be in the LIBRARY during these occasions.

Visitors

Visitors must sign in at the Main Office. Student guests (family and/or friends) are not permitted to visit during school hours. Visitors must leave the school grounds if directed to do so by staff.

Emergency Drills

FIRE DRILLS

Each room has a posted fire exit route. When the fire alarm sounds, move quickly and quietly to the indicated exit. DO NOT RUN. Once outside, students are to remain in class groupings with their teacher. Move well away from the building and keep the roads clear for emergency vehicles. There are six mandatory fire drills per school year.

LOCKDOWN DRILLS

Two mandatory lockdown practices will take place during each school year. Students are to follow instructions from their teachers and from signs posted in the classroom.

Technology

COMPUTERS

The computer can be a very valuable learning tool. KPRDSB provides a network of resources specifically developed to support the academic pursuits of its students. Students may only access files and programs that have been assigned by staff. Inappropriate use of technology includes:

a) **Breach of Security** - Security on any computer system is a high priority, especially when the system involves many users. Do not use or access another student's account. If you feel that you can identify a security problem on the network, promptly notify a teacher or administrator.

b) **Vandalism** - Vandalism will result in the immediate cancellation of computer privileges. Vandalism is defined as any malicious attempt to harm or destroy computer hardware, software, data or networks. This includes, but is not limited to, the uploading or creation of computer viruses. Students may not download or use programs from external devices on the network. Any user who violates this condition is financially responsible for any repair costs to revert the network to its original state.

c) **Misuse** - With the sole intention of education, computers used for alternate purposes will lead to loss of computer privileges. Running programs from USB devices or downloading music to the network is prohibited. Using the internet bandwidth inappropriately is also in violation of the KPRDSB Network Agreement. Using alternate web browsers and proxy servers to access internet resources is also forbidden. Students may not play online games, listen to or watch streamed media from the internet unless directed to do so by the teacher.

d) **Netiquette** - Misconduct carried out over the internet –including Edsby- may be subject to school discipline, whether carried out at home, at a school or elsewhere. Students are NOT allowed to post photos, videos or derogatory remarks regarding their peers or staff. In addition, students cannot use cell phones in washrooms or change-rooms. Furthermore, students must use appropriate language when naming files on the school's computer network.

e) **Violations** - Any violation of the above may result in the loss of computer privileges and/or school disciplinary actions.

[Link to KPR Acceptable Use Policy for Technology](#)

CELL PHONE POLICY

The use of personal mobile devices during instructional time is NOT permitted.

There may be exceptions under the following circumstances:

- for educational purposes, as directed by an educator
- for health and medical purposes
- to support special education needs

- The privacy, dignity and safety of others must be maintained through the appropriate use of cell phones and devices. **Students may NOT take or post photos or videos of staff or students.**

This will involve a conversation with an administrator and parents/guardians to determine the best course of action to support academic success.

Digital Citizenship

Digital literacy and citizenship skills are essential to the success of every student. Technology and online engagement play an important role in student learning and we are committed to preparing our students to participate positively, responsibly and safely in our digital communities that extend beyond the classroom.

How to be a Good Digital Citizen?

- Protect your private information and respect the privacy and security of others.
- Understand and manage your digital footprint responsibly, making good choices that reflect positively on your reputation and online identity.
- Engage in social media and online communities respectfully and inclusively.
- Tell an adult or report cyberbullying and other inappropriate online behaviours.

Safe Schools Policies

SMOKING POLICY

The Smoke-Free Ontario Act, 2017 prohibits the smoking of tobacco, the use of electronic cigarettes (e-cigarettes) to vape any substance, and the smoke of cannabis (medical and recreational) on school grounds or within 20 metres of any point on the perimeter of the grounds of the school.

Students are not to be:

- Holding/smoking lighted tobacco/cannabis, **and/or** using an electronic cigarette
- Selling/supplying tobacco/vapour products to a person who is less than 19 years old

Vaping of any kind will not be tolerated on school grounds. If a student is vaping, the device will be confiscated and that student will be sent home. Violation of the Smoke-Free Ontario Act can result in the following fines:

- Smoking or holding lighted tobacco/cannabis, and/or using an electronic cigarette on school property (or within 20m of school property) carries a **minimum fine of \$305** up to a **maximum fine of \$1000** for a first offence.
- Selling/supplying tobacco products to a person who is less than 19 years old carries a **minimum fine of \$490** up to a **maximum fine of \$8000** for a first offence.
- Selling/supplying vapour products to a person who is less than 19 years old carries a **minimum fine of \$490** up to a **maximum fine of \$4000** for a first offence.

SCHOOL DANCES

- A student on suspension the day of a dance will not be permitted to attend.
- Coats must be left in the designated area at the student's own risk.
- All lockers are out of bounds, including lockers in the dance area.
- Students are strongly discouraged from bringing valuables to the dance.
- The school will not be responsible for student property that is lost or missing.
- Once a student leaves the dance, they may not re-enter.
- Students will not be admitted into the dance after 7:30 p.m. If it is necessary for a student to arrive after 7:30 p.m. (work commitment), arrangements must be made in advance.
- Anyone suspected of intoxication before entering the dance won't be admitted and a phone call will be made to the parent/guardian to take them home.
- Any student who is found to have been drinking alcohol or partaking of illegal drugs prior to or during the dance will be suspended from school. Parents/guardians will be contacted and charges may be laid at the discretion of the Port Hope Police.
- Prom Guests must complete a special Guest form (see main office) and have an interview with the principal prior to the prom.

STUDENT RULES FOR ASSEMBLIES

- Students must remain seated during the assembly.
- Students must remain in the gym for the duration of the assembly in their assigned area.
- Students must be respectful of presenters by remaining quiet and attentive.
- Cell phones and other electronic devices should be silenced during assemblies.
- Students who fail to comply with the above will be referred to the administration.

Assessment and Evaluation Policy

We believe and know:

- All students can learn and achieve.
- Students learn differently and require a variety of learning experiences.
- Students require multiple opportunities to master their learning.
- Students need regular and up-to-date feedback in order to improve.

RATIONALE

The intent of this policy is to promote communication among students, parents/guardians, and teachers by ensuring clear and consistent student assessment and evaluation practices at CCSS. Assessment and evaluation practices will be consistent with Ministry policy as outlined in Growing Success: Assessment, Evaluation & Reporting in Ontario Schools, 2010 and with Kawartha Pine Ridge Policy ES-4.1. Assessment and evaluation will be used to support student learning and to provide information to students, teachers, parents, and others about that learning. Assessment and evaluation practices are clear and consistent, and provide ongoing feedback to students and parents/guardians.

ASSESSMENT STRATEGIES

A variety of strategies will be used to allow students the opportunity to demonstrate the full extent of their achievement of the curriculum expectations, across the four Achievement Chart categories (Knowledge/Understanding, Thinking/Inquiry, Communication, and Application). Marks will be determined by the collection of data gathered from a variety of assessment methods which may include: essays, oral examinations, tests/quizzes, worksheets, performance assessments and presentations, projects, portfolios, journals, demonstrations, debates, profiles, case studies, conferencing, discussions, research inquiries, labs, etc. Teachers will make professional judgments on the assessment data collected and individual circumstances affecting students, including the accommodations and modifications outlined in a student's Individual Education Plan (IEP).

GRADE DETERMINATION

Each curriculum department will provide a common course outline for each course, which clearly states the breakdown of the term mark and final evaluations. The final grade in each course will be reported on the report card as a percentage grade and determined as follows:

- A minimum of 70% of the grade will be based on evaluations conducted throughout the course (tests, performances, assignments, etc.). This portion of the grade will reflect the student's most consistent level of achievement throughout the course, although special consideration should be given to more recent evidence of achievement.
- A maximum of 30% of the grade will be based on a final evaluation administered at or towards the end of the course. This evaluation will be based on one or a combination of the following: an examination, a performance, an essay, and/or other method of evaluation suitable to the course content.

LEARNING SKILLS

The development and demonstration of strong, effective learning skills are critical to each student's achievement of curriculum expectations. As well, positive learning skills are essential for personal success in the workplace and post-secondary endeavors. Learning skills will be reported separately from percentage grades. Learning skills include the following:

- Responsibility
- Initiative
- Independent work
- Organization
- Collaboration
- Self-Regulation

The Progress Report Card specifically assesses these skills early in the semester to ensure the student is on the path to success.

COMMUNICATING AND REPORTING ACHIEVEMENT

PHHS teachers are committed to providing ongoing feedback regarding progress in the subject areas studied. Students are expected to maintain a record of achievement in each class to

personally track their success. If a student has any questions about their progress or a specific assessment, the protocol is: the student (and guardians) should speak with the teacher first. Communication of student progress to guardians will include a variety of the following: email or telephone contact or Edsby; a Progress Report, Midterm and Final Report Card each semester; an opportunity for interviews with teachers on Parents' Night each semester; and the issuing of credit endangerment letters to students at risk in each semester. Guardians are also welcome to contact subject teachers regarding student progress at any time.

ACADEMIC HONESTY POLICY

Students at PHHS are expected to demonstrate academic honesty and integrity in all work completed. It is in the best interests of each student to build habits which contribute to genuine academic, personal and social growth. Beginning in Grade 9, students will be taught the need for academic honesty, as well as how to document appropriately.

Incidents of plagiarism and cheating will be given serious consequences. Any student caught cheating on a quiz, test or exam may receive a mark of "0" (zero) on that quiz, test or exam. The student may be required to complete a supervised alternative assessment to demonstrate their learning. Students will not represent someone else's work as their own, and they will acknowledge their use of another's intellectual property through proper documentation.

Definitions

Plagiarism is defined in the Kawartha Pine Ridge DSB's Assessment and Evaluation Policy as "using words, numbers, graphics, photos, music, ideas or any work of another as one's own without proper referencing. Students must always acknowledge others' work (writing, ideas, graphics, data, music, etc.) by citing sources, even those from the internet, correctly."

Cheating is defined in the Policy as, "dishonest behaviour or attempted dishonest behaviour during tests, examinations, or in the creation of assignments for evaluation."

Procedures

When plagiarism is suspected, the teacher will keep the original work in question while reviewing the situation. In order to demonstrate clearly that the work is his or her own, the student must provide his or her sources to the teacher, as well as show the stages of research, such as developing and supporting a thesis, research notes, draft copies, and any other supporting materials. Following review of the situation and depending on the scope and extent of the incident, one or more of the following steps will be taken:

- a. Teacher interviews the student (with parent/guardian as needed)
- b. Teacher will call and inform the parent/guardian of the results of the investigation and consequences of the student's actions. Administration must also be informed.
- c. School administration reviews information and makes decisions regarding consequences.

EXAMINATION/EVALUATION DAYS

According to the Ontario Schools: Kindergarten to Grade 12: Policy and Program Requirements (2011), "Thirty percent of the grade will be based on a final evaluation in the form of an examination, performance, essay, and/or other method of evaluation suitable to the course content and administered towards the end of the course." In the event of inclement weather, power failure or unforeseen situations that cancel an exam day, an alternative day will be communicated to students and families.

Alternative Arrangements for Final Evaluations/Examinations:

When a student cannot complete the final evaluation as scheduled due to extraordinary circumstances (i.e., medical issues, bereavement), a parent/guardian (or the adult student 18 and older) must submit a written request to the principal. This needs to be (when possible) ahead of time so exams can be rearranged.

Exemption from Final Evaluation:

According to Ministry policy, students cannot be exempted from their final evaluation. Where a student cannot take advantage of alternative arrangements and does not participate in the required components of his/her evaluation, they may receive a mark of zero ("0") which will be weighted into their final grade.

Reporting and Evaluation Timelines

Semester 1	September 8, 2026 - January 29, 2027	Progress Reports: October 23, 2026 Mid-term Report: November 20, 2026 Final Report: February 9, 2027
Semester 2	February 2, 2027 - June 30, 2027	Progress Reports: March 25, 2027 Mid-term Report: April 23, 2027 Final Report: July 5, 2027

Inclement Weather Policy

- If buses are cancelled, schools remain open
- Students on cancelled buses should check Edsby and their online learning platform for the day's work
- Bus cancellation and delay information can be found on the [STSCO](http://www.stsco.ca) website

