



**Notre Dame
Catholic High
School**

**STUDENT HANDBOOK
2011-2012**

Dave Chaplin - Principal
157 McKenzie St.
Carleton Place, On.
K7C 4P2
613-253-4700

This agenda belongs to:

NAME _____

ADDRESS _____

CITY/TOWN _____

POSTAL CODE _____ PHONE _____

STUDENT NO. _____ HOMEROOM _____



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***The ultimate outcome for the graduate of
Notre Dame Catholic High School is that he or she will
have gained a sense that they exist as a thriving
expression of the life of God within them.***

In order to see this outcome realized all programs at Notre Dame Catholic High School are infused with the Gospel values of Jesus Christ. These values are taught as we collectively practice the virtues of faith, love, hope, justice, temperance, fortitude, and prudence.

Faith ... believing in God's love for us.

Love ... God reaching out to us and our reaching out to others.

Hope ... acting out of the belief that God's love transforms the world.

Justice ... acting out of the love for the good of all.

Temperance ... living a balanced life through simplicity and moderation

Fortitude ... living with strength and courage to do what is right in the face of difficulty.

Prudence ... using faith, hope, love, justice, fortitude and temperance when making choices.

These seven virtues that symbolize Christ living through us and our actions in the world are brought to life each day through a variety of programs at the school. Each day begins with prayer as a reminder that we are not alone; that we are indeed, supported by a power greater than us that guides, heals and restores. Our weekly celebration of Mass in the school Chapel is an opportunity for each staff and student to enter into a mystagogical and personal relationship with Christ, by whose example of love and commitment, will transform our lives. Major liturgical seasons, including Lent, Easter, Advent and Christmas are highlighted with school wide celebrations. These experiences build a sense of Christian community; thus all students and staff are required to participate fully. Social action programs are an integral part of the school and students are encouraged to dedicate some of their time to enhancing outreach programs to the disenfranchised people of our local communities and the global world. In all aspects of the Christian life, our hope is that we all strive to become the best version of ourselves in order to transform our world.

Our visiting Priests and Chaplaincy Leader are an integral part of our school community to assist in this journey. They assist in the development of school liturgical celebrations, retreats, outreach programs, religious education programs, restorative practices and peer ministry. The Chapel is available to students and staff for quiet prayer and reflection.

We invite students, their families and members of the greater faith community to bring their energy, enthusiasm and hope to the collective journey of becoming the best version of ourselves, as God has intended for us.

"Let all that you do be done in love."

1 Corinthians 16:14

New Board Theme

Our new board theme for September 2011 to September 2013 is
Shalom – Acting justly... Living peacefully... Celebrating joyfully!

The theme has as its inspiration the Scripture passage from Paul’s Letter to the Romans (Romans 14:17), ***“For the kingdom of God is not food and drink but justice, peace and joy in the Holy Spirit.”***

“Shalom” is used to both greet people and to bid them farewell, and it means much more than peace, hello or goodbye. Living in “shalom” means that our lives are balanced and that we relate to the whole of what surrounds us with a peaceful spirit. The term conveys what God planned for creation. It means that we are in a good relationship with God, with ourselves and our bodies, with our neighbours (all other people), and with the earth.

There are two distinct dimensions to shalom. To ***have*** shalom means to have a life that is put together, full, rich, and abundant as God intended it. To ***bring*** shalom means to bring healing and wholeness to lives, to people, to the world.

As a Catholic school community, committed to wellness and social justice, we are very familiar with these two dimensions of shalom and we look forward to the many special events that will help us bring this new theme to life here at Notre Dame Catholic High School over the next two years.

School Year Calendar

SEMESTER I

September 6, 2011	First day of School
September 30, 2011	Professional Activity Day
October 10, 2011	Thanksgiving Day
November 28, 2011	Professional Activity Day
December 26, 2011 to January 6, 2012	Christmas Break
January 27 to February 2, 2012	Secondary Examination Days
February 3, 2012	Professional Activity Day

SEMESTER II

February 6, 2012	Semester II Begins
February 17, 2012	Early Dismissal Day
February 20, 2012	Family Day
March 12 to 16, 2012	Mid-Winter Break
April 6, 2012	Good Friday
April 9, 2012	Easter Monday
March 30, 2012	Literacy Test
May 21, 2012	Victoria Day
May 25, 2012	Professional Activity Day
June 21 – 27, 2012	Secondary Examination Days
June 27, 2012	Last Day of School
June 28, 2012	Professional Activity Day

HIGH SCHOOL DAILY SCHEDULE

Time	Period	Course	Location
8:15 – 9:27	P1		
9:27 – 9:37	Travel Time		
9:37 – 10:49	P2		
10:49 – 11:41	Lunch		
11:41 – 12:53	P3		
12:53 – 1:03	Travel Time		
1:03 – 2:15	P4		

Time	Period	Course	Location
8:15 – 9:27	P1		
9:27 – 9:37	Travel Time		
9:37 – 10:49	P2		
10:49 – 11:41	Lunch		
11:41 – 12:53	P3		
12:53 – 1:03	Travel Time		
1:03 – 2:15	P4		

GRADE 7 & 8 DAILY SCHEDULE

Time	Period	Course	Location
8:15 – 11:35	Classes		
11:35 – 12:35	Lunch		
12:35 – 2:15	Classes		

School begins at 8:15 a.m. School ends at 2:15 p.m.

School Office Hours - Monday to Friday, 7:30am – 3:30pm

GOOD STUFF TO KNOW

Regular attendance is a must. To save the school phoning home, have your parents phone us at 613-253-4700 if you will or need to be excused, a message can be left at any time on the answering machine. If you have been absent and a phone call is not possible, please bring a note upon your return. The school will notify parents when attendance is of concern. (See attendance policy). Students will be assigned an office detention for all unexcused absences (note or phone call not received)

Behaviour

- ▶ Show respect for yourself and all members of the school community.
- ▶ Observe rules of common courtesy.
- ▶ Be punctual; attend all classes and work diligently on your studies.

Evaluation

▶ Summative and formative evaluations are based on day-to-day work, tests, assignments and participation.

▶ Participation could include criteria such as: homework, attention to safety, respect for others, performance work (e.g. drama, art or physical education courses) and general co-operative contribution to classroom discussion.

▶ All evaluation - tests, essays, projects, etc are directed towards identifying what you have learned. Students who do their own work have the satisfaction of knowing that the products they submit are a true reflection of their own efforts. On assignments and essays, students must give proper credit for references used, direct quotations and sources of material used. Students who are having difficulty achieving their academic goals can take some positive courses of action. These include:

1. get extra help from the subject teacher
2. make an appointment with Student Services
3. communicating problems to parents/guardians and seeking their help.

▶ Report Cards at Notre Dame are issued four times each year, November, February, April and June. The specific dates and interview evenings are in the Important Dates.

Lost and found is located at the west side stairwell.

Student Support Workers are available for support through Student Services.

Over the course of the school year as part of its mandate to educate its students, the Catholic District School Board of Eastern Ontario under the authority of the Education Act, (R.S.O. 1990 c.E.2) ss. 58.5, 265 and 266 as amended, will collect personal information about each student. The information collected may be written, oral or visual. This personal information will be used to register and place the student in a school or for a consistent purpose such as the allocation of staff and resources and to give information to employees to carry out their job duties. In addition, the information may be used to deal with matters of health and safety or discipline and that may be required to be disclosed in compelling circumstances or for law enforcement matters or in accordance with any other Act. The information will be used in accordance with the Education Act, the regulations, and guidelines issued by the Minister of Education governing the establishment, maintenance, use, retention, transfer and disposal of pupil records. For questions about this collection, contact your school principal.

REMINDERS . . .

- Treat all adults and fellow students with respect - it's the best way to gain respect.
- Consume food and drink only in the cafeteria (High School) or designated area - keep our school clean. Littering will result in community service, detentions, etc.
- Do not bring valuable items or large sums of money to school. If brought to school they are your responsibility, keep them in your locker.
- If you miss a class, ask the teacher or a fellow student what work you missed.
- Hats and coats should not be worn in the school and should be stored in a locker during class.
- Persistently arriving late for class will result in a detention and/ or suspension.
- The chapel is available to all students for quiet prayer and meditation. Masses will be offered on a regular basis, and times will be posted.
- We recycle cans, bottles and paper. Please use the blue boxes.
- No visits to lockers, phones or vending machines during class time.
- Do not leave valuables in the change rooms.

WHAT TO DO IF . . .

- ⇒ ***You are absent...***Have your parent/guardian phone the school (253-4700) before 8:20 a.m. A telephone answering machine will take messages regarding attendance before and after regular school hours. **Bring a note if your absence was not confirmed by telephone.**
- ⇒ ***You are ill during the day...***report to the office.
- ⇒ ***You may be absent for an extended period because of illness...***Have your parent/guardian phone the school, and arrange for school work to be sent home.
- ⇒ ***You arrive late to school . . .***check in at the main office.
- ⇒ ***You must leave school during the day...***Sign out at the Main Office.
- ⇒ ***You are late for class...***Report to the main office and the office will provide a late slip
- ⇒ ***You wish to make an appointment in Student Services,*** do so before school begins at Student Services (room 134).
- ⇒ ***You are injured or have a health problem while at school...***Report to main office.
- ⇒ ***Your locker is broken into or damaged such that it will not open or close properly...***report it immediately to the office. The school cannot be responsible for stolen articles. Please leave your valuables at home and keep your locker combination to yourself.
- ⇒ ***You need to use a phone...***Use the pay phone in the main lobby.
- ⇒ ***The fire alarm sounds...***Leave the building following the evacuation instructions posted in each classroom.
- ⇒ ***You want to bring a guest to a dance (High School only)...***Sign the guest book and pay by the end of the day prior to the dance day.
- ⇒ ***You are having problems with other students...***Make an appointment in Student Services.
- ⇒ ***You move or personal information changes...*** give these changes to the Main Office.
- ⇒ ***You want to photocopy materials....***use the photocopy machine in the library. Photocopies are .10 per copy

Notre Dame Student Council 2011 - 2012

President - Jessica Hogan
Vice President- Liz Salter
Gr 12 rep (athletic liaison) - Cody Crane
Gr 12 rep - Andrew Hawkins
Gr 12 rep - Danielle Derrick
Gr 11 rep (photography) - Jeff Gourgon
Gr 11 rep - Holly Hayball
Gr 11 rep (tech support) - Peter Neathway
Gr 10 rep (music liaison) - Sara Mitchell
Gr 10 rep -Terron James
Gr 10 rep -Tiffany Noddin
Gr 10 rep - Kennedy Fitzgerald
Grade 9 rep – To be selected in September 2011

THE STUDENT FEE

High School - \$30.00

Grade 7 & 8 - \$20.00

WHAT DOES IT ENTITLE ME TO?

A student card with my picture
Student Agenda
Eligibility to play on school teams
Eligibility to attend dances
I may join school clubs

WHAT DOES IT PAY FOR?

Provides funds for Student council
Student Agenda
Support for Extra and Intramural activities and events
Subsidies for Assemblies and Dances
Library Resource Material
Clubs

GRADE 7 AND 8 PROGRAMMING

Anti-Bullying	September through November
Peer Mediation	Ongoing
Street Safety	October
Drug and Alcohol Awareness	December through January
M.A.D.D. Multimedia	February
Internet Safety	January
Healthy Relationships	February
Relational Aggression	March
Roots of Empathy	Ongoing
Restorative Justice	Ongoing

Grade 7/8 Highlights

Breakfast Buddies - Monday-Friday – 7:45 – 8:10 a.m..

Open participation, fun and caring environment, nutritious breakfast, positive social setting as well as the promotion of nutrition education.

Card/Game Club – Every Monday

Open participation, fun and caring environment, promotes social skills and interactions while engaging in fun activities with other students.

Drawing Club – Every Tuesday

Open participation, fun and caring environment promoting social interaction and self-expression

Computer Club – Every Friday

Open participation for students in a fun and caring environment. Good opportunity to complete homework assignments or interact with peers in an alternative location.

Study Hall – Tuesday, Wednesday, Thursday

Students who are falling behind on assignments will be required to attend study hall until their work is completed.

Resource Support – Every Day

Open participation for students wishing to gain extra help with their academics. There are at least two tutors and one staff member available.

CO-CURRICULAR ACTIVITIES

Clubs, Teams, Activities

All students are encouraged to get involved in the wide range of group and individual activities offered. Not only will you have fun, but you will experience the opportunity to develop personal skills and leadership qualities that will last all your life.

We are strong supporters of co-curricular activities, and we recognize the value of these activities in the lives of our students. However, we also believe that we have the shared responsibility to assist our students in maintaining an appropriate balance between their studies and activities. In order to maintain eligibility for co-curricular activities, a student must demonstrate: regular attendance, attendance on game day, be in good academic standing, be striving to achieve (passing) in their current courses, be in full time attendance at Notre Dame (3 courses per semester), be eligible only if their previous semester here at Notre Dame was successful in a minimum of 3 out of 4 courses or 2 out of 3 for senior students, demonstrating consistent effort and study habits, adhere to Safe School Policy. If the above are not evident, the student will be suspended from the activities until improvement is noted.

Excellence is Recognized

We encourage and guide each student to develop his or her intellectual, spiritual, moral, social, and physical talents. We will recognize and celebrate progress and achievements through affirmation, individual and group awards, assemblies, school letters, newsletters, newspapers and displays.

Clubs

Intramural Sports
Student Council
Athletic Council
Social Justice Club
Band
Peer Mediation
Vocal Club

Sports

Softball
Hockey
Skiing
Soccer
Badminton
Track & Field
Cross Country
Curling
Volleyball
Football



GUIDING PRINCIPLES FOR NOTRE DAME CODE OF BEHAVIOUR

All students, parents, teachers and staff have the right to be safe and feel safe, in their school community. With this right comes the expectation to be responsible citizens and to be accountable for actions that put at risk the safety of others or oneself.

The following Code of Behaviour outlines principles and behavioural expectations for all, so that everyone knows and understands their rights and responsibilities.

- The Code of Behaviours applies to all individuals whether on school property, on the school buses, or at school sanctioned events in the community
- All persons are to be treated with dignity and respect. It is the responsibility of all to know their rights and responsibilities.
- All school members are expected to use non-violent means to resolve conflict.
- It is the responsibility of parents, teachers and students to work together to create a safe learning environment for all.
- To respect civility and create responsible citizenship all members must be encouraged to:
 - demonstrate gospel values
 - treat one another with dignity and respect, especially in disagreements.
 - respect and treat others fairly, regardless of race, ancestry, place of origin, citizenship, religion, gender, sexual orientation, age or disability.
 - give assistance to those in need.
 - respect the rights of others to work in an environment of learning and teaching

DISCIPLINE AT NOTRE DAME

- Is centered on the teaching of Christ
- Is taught and encouraged through positive discipline approaches and Restorative Practice
- Is guided by the Code of Behaviour

The Code of Behaviour is consistent with expectations from the Ontario Ministry of Education and the Catholic District School Board of Eastern Ontario.

Building Community & Repairing Relationships Through Restorative Practices

Our School strives to create a truly authentic Catholic culture animated by gospel values and rooted in a belief of the dignity of persons created in God's image. In our school, we proclaim a view of community that is church centered wherein all community members belong and play a vital role as a member of the Body of Christ.

Thus, our christian mission challenges us to address student wrongdoing or conflict in creative ways to correct, guide and support its affected members and at the same time, protects the safety and integrity of all. We believe restorative practices supports this mission.

All staff and students have been introduced to restorative practices with its focus on building, maintaining and repairing relationships. Wrongdoing and conflict result in harm to people. Restorative practices seek to heal and right the wrongs, focussing on the needs of the harmed, those responsible for the harm and the community. While still providing limits and consequences for the wrongdoer restorative practices looks for ways to repair damaged relationships.

Those who have been harmed have an opportunity to be heard and offer input into the resolution of the harm. Those who have caused harm, are held accountable to those they have harmed and they play an active role in deciding how to make amends to individuals and school community.

Community members help support those individuals involved in a harmful situation and reintegrate all as positive contributing members of the school community. By meeting face to face, the restorative process encourages healthy communication, accountability, healing and closure for all.

For more detailed information on restorative practices at our school, please contact the school principal or chaplain.

NOTRE DAME CATHOLIC HIGH SCHOOL

STUDENT DRESS CODE

OVERVIEW

At Notre Dame Catholic High School, the uniform is a source of pride and a builder of community. By choosing to attend Notre Dame Catholic High School, students and their parents have made a serious and long-term commitment to comply with the school uniform code. In addition, we are committed to maintaining standards of modesty, neatness, cleanliness and good taste, which reflect the Catholic ideals, represented in our school. The wearing of a school uniform also contributes to the creation of a safe school environment. Students are required to wear the prescribed school uniform throughout the school year, including examination days. Students failing to conform to the uniform expectations cannot be admitted to class, and these students will be sent home for repeated uniform infractions. Students are expected to arrive at school in uniform.

STUDENT EXPECTATIONS

- 1. IN ORDER TO ENSURE UNIFORMITY, ALL ITEMS (WITH THE EXCEPTION OF FOOTWEAR AND BELTS) MUST BE PURCHASED FROM MCCARTHY.**
2. Students may not attend class without the proper dress code attire. All staff are required to help monitor and enforce the uniform policy. When a student arrives out of uniform to a teachers door. **THE TEACHER IS TO SEND THE STUDENT TO THE OFFICE. STUDENTS MAY BE GIVEN THE PRIVILEGE OF BORROWING AN ARTICLE FROM THE STORE. REPEATED OFFENSES WILL RESULT IN DETENTIONS AND THEN SUSPENSIONS.**
3. Students are to be in full uniform each day at all times, with the exception of designated “dress down days”. This includes students on spare or arriving back from COOP. There will be no changing into other attire during the school day other than for subject specific reasons.
4. Coats and jackets are not to be worn in the building during the day. They are to be stored in the student’s locker. The only exception would be when students are entering or leaving the building.
5. The only acceptable T-shirts to be worn under the Notre Dame Polo and blouses must be solid white or black in colour and be tucked in at all times. Undergarments must not be visible.
6. Baseball caps, hats, bandanas, scarfs, and other headwear are not permitted to be worn inside during school hours.
7. By wearing the school uniform, students are expected to display a neat and orderly appearance. Pants must be worn at the waist and clothing should be kept clean and in good condition with no visible undergarments.
8. The style of all uniform items must be consistent for all students and are not to be altered in any way.
9. Accessories must be in keeping with the spirit of the uniform. The following are unacceptable: wallet chains, fishnet or colorful stockings / socks, studded jewelry, wrist bands or arm bands.
10. Students are required to wear the prescribed school uniform throughout the school, including examination days. Uniform items may be chosen from:

DRESS DOWN DAY ATTIRE

- Occasionally students have the privilege of dressing down. Students may wear jeans or casual pants that are not “too low-riding.” Midriff skin or undergarments should not be visible when a student stands or sits. Shorts are permitted but must be at a finger tip length (no short shorts)
- Tops must be short or long sleeved shirts that conceal midriff skin and undergarments. No thin strapped sleeveless tops are permitted. Girls may not wear low-cut necklines or extremely tight fitting shirts or tops. Shirts that have inappropriate language, pictures or symbols are prohibited.

MENS' UNIFORM	
Pants	Black or Beige McCarthy's RJM label required May substitute with McCarthy's dress shorts (Mandatory Wear)
Shirt	McCarthy's White or Black Polo, Short Sleeve or Long Sleeve ND Embroidered (Mandatory Wear)
Sweater	McCarthy's Hooded top McCarthy's Zip Polo McCarthy's Crew Neck Sweater
Socks	When socks are worn they must be solid white or black
WOMEN'S UNIFORM	
Pants	Black or Beige McCarthy's RJM label required May substitute with the X-Kilt or McCarthy's dress shorts * (Mandatory Wear)
X-Kilt / socks Hosiery	McCarthy's ND X-Kilt (must not be modified) Girls must wear the appropriate socks or nylons with the kilt. When socks are worn they must be white knee high socks or solid black tights or sheer nylons
Socks	When socks are worn they must be solid white or black
Shirt	McCarthy's White or Black Polo, Short Sleeve or Long Sleeve ND Embroidered (Mandatory Wear)
Sweater	McCarthy's Hooded top McCarthy's Zip Polo McCarthy's Crew Neck Sweater McCarthy's Oxford Shirt (begin to phase out)

UNIFORMS ON SCHOOL TRIPS:

All one day excursion field trips are part of the regular curriculum at Notre Dame Catholic High School. Students must realize that, while on field trips, they are ambassadors of our school and must conduct themselves accordingly. Thus, school uniforms are mandatory for school trips, unless otherwise permitted by the Principal. Over night trips will be considered on a case by case basis.

PURCHASING OF UNIFORMS:

In order to ensure uniformity, all uniform items must be purchased through R.J. McCarthy Ltd., the school's sole supplier chosen through a comprehensive tendering process. School uniform items, as outlined in the school uniform policy, must be purchased from the approved supplier. The school approved supplier is R.J. McCarthy Ltd., located at 3250 Ridgeway Drive, Unit #8, Mississauga, ON (904-820-4520 or 1-800-6688261) or you can order on-line at www.rjmccarthy.com.

For your convenience McCarthy's uniform maybe purchased form our in school store, hours of operation will be posted outside the school store in September. During store hours you may use Cash VISA, Master Card or Interact.

SCHOOL POLICIES

Religious Studies: The Religious Program and associated activities are essential to the foundation of Notre Dame Catholic High School. Full credit courses are offered in Grade 9 – 12. These courses are compulsory.

The Celebration of Mass is a characteristic of our school. Masses are arranged on a class, grade and school-wide basis. As well, most students have time set aside for an annual retreat. Attendance at Masses and Retreats is obligatory. Students, including students on spare, are to be excused only for medical or other unavailable reasons.

Administration of Medication: All medication provided to the school for administration to students must be prescribed by a doctor and a “Request for Administration of Medication” form fully completed and appropriately signed by both parents and doctor must accompany the medication. Forms can be picked up at the office. It is the responsibility of parents/guardians to ensure that any and all special requirements are fully explained to school staff. Students with prescribed epi-pens are responsible to keep their epi-pens on their person at all times.

Student Reviews (January and June): Students who do not succeed due in part to such factors as attendance, inappropriate behaviour, lifestyle or lack of sufficient effort, etc. will discuss with the administration the conditions of their continuing at NDCHS. These conditions could include summer school, an action plan, contract and an interview with the Administration Team. *Note: Students under 18 years of age will be accompanied by a parent for this interview.*

Visits to the School: All visitors are required to sign in at the main office and are to be at the school for a specific appointment. Visitors wishing to deliver a message may do so at the main office. Visitors should not expect to stay for an extended period of time and are not permitted to attend class.



Bus Transportation: The CDSBEO will provide transportation if you qualify. Transportation is provided from school to home or designated caregiver. Non-busing students will not be transported to another student’s home for any purpose. Regular bus students will not be allowed to ride on another bus for any reason. Transportation by school bus is a privilege and not a right. Conduct detrimental to the safe operation of the bus or to the safety of other students riding the bus may result in temporary or permanent loss of bus riding privileges. You can reach the Transportation Department at 1-800-443-4562.

Cancellation of Buses: If weather conditions force cancellation of the buses, an announcement will be broadcast on several radio stations: Smiths Falls Jack 92.3 FM, Ottawa CFRA 580 AM, MAGIC 100.3 FM, Bob 93.9 FM, TEAM 1200 AM, KISS 105.3 FM, CHEZ 106.1 FM, Y101 FM, OLDIES 1310AM, THE BEAR 106.9 FM, CBC 91.5 FM.

If buses are cancelled in the morning, they will not run at all that day. On days the buses are cancelled the school will remain open to those students who are able to make it. Students are not marked absent when their bus does not run.

Student Parking: Students who drive cars or motorcycles to school may park in the East (side) parking lot. Student parking is a privilege, not a right. Cars should be left locked while on school property and should not be used for socializing or for smoking in. All vehicles on school property must abide by all speed limits and safe driving requirements.

Educational Excursions: It is expected that the activities of the classroom will be extended from time to time through field trips, planned with appropriate educational goals in mind. Such excursions will normally take place during one school day, but some lengthier trips may be planned. Uniforms are to be worn during excursions.

Electronic Equipment i.e. radio, tape recorders, CD & MP3 and cell phones are not allowed in class and may be confiscated.

The use of skateboards, roller blades and bicycles are not permitted on school property. Once upon school property bicycles should be secured at the racks. Skateboards and roller blades must be carried safely and be stored only in the locker of the student who owns it. It is the student's responsibility to secure these items upon arrival to the school. Should problems arise the privilege of storing these items on school property will be removed.

Students can only be in the gym with the supervision of a teacher. Students are asked to be aware of and adhere to our hall policy during non-class time.



Lockers: Each student will be assigned a locker and combination lock at the beginning of the school year. The locker remains the property of the school board. A student may use only the locker and lock assigned to him/her. The right to use a locker exists only so long as the locker is kept locked and in good condition. No student may exchange his/her locker.

The school does not assume responsibility for any loss of property in lockers. Combinations to locks must be kept confidential and must not be shared among students. Willful damage to a locker will result in a student being required to contribute to the cost of repair or replacement. Students should see to it that lockers are locked at all times.

Pictures and posters are allowed as long as they are not offensive and degrading. Adhesive materials must not be put on the outside of lockers. Locker inspection and clean out will be supervised at times during the school year.

Students are not to be at their lockers during class. Students may be at their lockers ½ hour before school begins, during lunch, ½ hour after school dismissal providing that safety, noise, cleanliness and all school and board policies are adhered to.

Telephone Usage: From time to time in unusual circumstances, messages may be phoned into the office for students. Students will receive these messages at the end of the morning and afternoon classes.



Students **will not** be called out of their classes for any reason, other than an emergency, unless they have been excused previously for an appointment through a note from home. There are payphones (50 cents) in the school lobby for student's personal use. The office telephone is to be used for illness or emergency only.



Smoke - Free: For staff, students and anyone who visits/uses the school, The Tobacco Control Act means that there is no smoking in the school or on the property at any time. It also means respecting the privacy and property of nearby homes and businesses. Those who choose to smoke are asked to do so away from the school and out of the view of their peers. It is intended that this request will eliminate the obvious modeling of an unhealthy life style choice.

Ontario's Tobacco Control Act (T.C.A.) prohibits smoking or holding of lighted tobacco on school property. School officials and Public Health Inspectors from the Environmental Health

Department of Leeds, Grenville and Lanark Health Unit enforce the T.C.A. locally and conduct regular inspections of school property. Anyone can issue a warning notice against the school's student body or student prior to laying charges for smoking in a prohibited area. Warning notices will not be issued however to adults (19 years and older). Students who smoke must do so only in the designated smoking area. Students who violate the "Smoke Free" policy will be suspended and or fined.

Homework: Homework will become an essential part of a student's life at school. Parents should expect that students should be doing some type of homework each school night. Homework can take several different forms: practice, review, and preparation for test, completion of assignments, project, updating and completion of notebooks, or reading for enjoyment or for a particular purpose.

It is an expectation of Notre Dame that every student shall spend from 45 minutes to 60 minutes every evening doing homework.

Students are advised to make use of this agenda to record assignments, test dates and important deadlines. This will permit them to better manage their time.

Parents should assist students to set aside time regularly for homework. It is recommended that a student choose an appropriate homework study area which is clear of any distractions. Parents who have concerns about lack of homework are encouraged to consult with their child's teacher.

After absences, students are expected to speak with their teacher in order to catch up on any assignments or tests missed.

If students require assistance in developing a study plan, they are encouraged to discuss this with their teacher.

These statements summarize the reasons for the necessity and importance of homework in assisting a student's educational progress at Notre Dame.

1. Homework reinforces material presented in the classroom, supplementing and building on classroom experience.
2. Homework creates readiness for learning by providing background knowledge.
3. Homework provides practice drill in specific skills areas.
4. Homework provides follow-up to classroom activities.
5. Homework provides students with activities for individualized learning.
6. Homework is an evaluative tool.
7. Homework develops responsibility in the learner.

Textbooks are issued by the school. They are your responsibility; if you lose or damage them, you must pay the replacement cost of the textbook. Semester 1 textbooks must be returned by the end of January, and Semester 2 textbooks must be returned by the end of exam week in June. Students still owing textbooks from the previous semester or school year will not be issued any new textbooks until the replacement cost is paid.

ATTENDANCE POLICY

Regular attendance on the part of students is vital to the learning process. Daily attendance is compulsory. Attendance will be reflected within the subject evaluation process. Class participation and achievement cannot be assessed when a student is not in attendance. Poor attendance may result in a loss of credit(s).

The school must know when a student is absent and why the student is absent. It is necessary that parents communicate with the school regarding any absences/lateness. Needless to say when the student is absent from school or from specific classes he/she is responsible for the work covered during the absence.

We realize that from time to time a student will be absent for reasons such as illness, medical or dental appointments, involvement in school related activities (these are always with prior written consent of parents/guardians), etc. We also believe that parents/guardians should be aware of accumulated absences for any of the above reasons.

Therefore, we will endeavour to monitor attendance closely and report to parents in the following way:

- ➔ when a student has been absent **7 times**, parents/guardians will be contacted by the classroom teacher as a reminder.
- ➔ when a student has been absent **11 times**, the school will phone the parent/guardian or send a letter home indicating the number of absences. The school will review the student's progress and will arrange a meeting with the student and parents/guardians to discuss an appropriate plan of action if necessary.
- ➔ when a student has been absent **15 times**, the school will phone the parents/guardians or send a letter home indicating the number of absences. The student may be at risk of losing the credit and will be required to demonstrate that course work is complete or make-up course work.
- ➔ When a student misses class without a legitimate reason and a note or phone call from parents/guardians, they will be required to serve two detentions per missed class. Parents/guardians will be notified by the school of any unexcused absences. Students who skip classes are subject to a zero for any marks occurring during skipped classes.
- ➔ Students absent because of a suspension are responsible for obtaining missed course materials. A suspension may result in loss of marks for missed assignments or tests. An accumulation of absences, especially in a semestered system, can seriously jeopardize a student's chance for academic success.

PROCEDURES FOR LATES AND ABSENCES

1. If the student is to be absent or late, a phone call to the school 253-4700 before 8:00 is preferred. An answering machine will take your calls at any time outside of office hours. If this is impossible, the student must present to the main office upon return to the school, a signed and dated note from the parent/guardian stating the reason for absence or lateness. If a phone call or note is not received by the school the absent will be treated as unexcused and the student will receive 2 detentions per class missed.
2. If the student is late to school, P2, P3 or P4, he/she must sign in at the main office. A late slip will be issued to the student. Late students will not disrupt class instruction. Students may be assigned a detention after 3 unexcused lates.
3. If a student needs to leave the school during the day eg. for a doctor's appointment, he/she must present a signed and dated note from parent/guardian to the teacher before class begins. The student must present the note to the secretary and sign out before leaving. If returning to school that same day, the student will sign in at the office and will receive an "admit slip".

4. If a student should become ill during the day and needs to go home, the student should report to the main office who will then notify the parent/guardian.



STUDY PERIOD

Only Grade 12 students with the approval of Student Services may receive a study period. All students who are on study period are expected to attend all special events ie. assemblies, celebrations etc. that may occur during their study period. Students on a study period may not loiter in the halls; students must be in either the cafeteria or library. Students who have concerns may make an appointment to speak with the vice-principal outside of class time.

GRADE 12 STUDENT POLICY

Notre Dame makes a commitment to communicate with parents and guardians regularly to ensure the success of all students at our school. This commitment begins when a student enters Notre Dame and continues throughout the student's Grade 12 year. Students, who turn eighteen years old, must inform the office in writing if they choose to terminate the school's communication with their parents. Otherwise, Notre Dame Staff will continue to contact parents and guardians when necessary. If a student chooses to terminate school communication, Student Services will inform parents of this choice.

HIGH SCHOOL DANCES

1. Dances will be open to currently enrolled students who possess a **STUDENT CARD**, and their signed-in-guests. The card must be shown at the door. Students must be present in all classes on the day of the dance.
2. Students may sign in two guests each. Guests must be signed in and paid for by 2:15pm on the day prior to the dance. Students who sign in guests must accompany the guest to the dance and are responsible for their behaviour. Guest must be high school students in good standing at their respective schools, or Notre Dame graduates within the 1st year of graduation.
3. Students will not be admitted to the dance after 8:00 p.m. (one hour after doors open) unless they have made arrangements with the Principal or Vice-Principal. Exceptions will be made if the student is accompanied into the school by a parent/guardian to speak with the Vice-Principal or Teacher in charge.
4. Once the student has left the dance, he/she may not re-enter and no refund will be given. Consideration will be given to emergency situations on an individual basis.
5. All coats, jackets, gym bags and purses must be left in the lobby under supervision. Do not leave money/valuables in these items. Lockers are “out-of-bounds”.
6. Food and drinks are permitted in the lobby only. They are not permitted in the dance area, hallways or bathrooms.
7. No smoking will be allowed on school property.
8. Students are reminded that school and board policy extends to school-related activities including dances.
9. Students or their signed in guest under the apparent influence or possession of alcohol or drugs (this applies to all students, including those 18 years of age and over) will:
 - a) be subject to full enforcement of the CDSBEO Safe School Policy; ie. Suspension or expulsion
 - b) be banned by the Student Council from all school dances for 1 year



CODE OF INFORMATION TECHNOLOGY USAGE

An “Acceptable Use Guideline for Internet Access by Students” form must be signed by the student and parent prior to use by the student. A “Release Form for Electronically Display work” must also be signed before student’s work is electronically displayed.

Responsibilities

Students have the right to:

- Use technology in their learning
- Learn to use a wide range of tools in technology
- Access resources in research

Unacceptable Uses

Student may not:

- Damage or disrupt equipment or the system
- Download files on to any computer without permission of a staff member
- Interfere with another’s use of the equipment
- Waste paper by printing unnecessary pages
- Use the equipment without staff permission and/or supervision
- Read someone’s mail without permission
- Use someone else’s account or address or trespass in another person’s folder, work or files
- Use foul or inappropriate language
- Send offensive messages
- Allow offensive material to enter the school network
- Go into areas which are “off-limits”
- Violate copyright law
- If at any time a student is unsure about his/her use of the network system, he should ask a staff member for help immediately

Disciplinary Action

(Code of Conduct expectations apply)

Inappropriate usage may result in:

- A warning
- Student/parent conference
- Suspension of access for a period of time
- Application of Code of conduct, if appropriate



CREATING A COMMUNITY OF PEACE

STUDENT RESPONSIBILITIES

1. Students are accountable for their actions.

- Students will be informed of school rules.
- Students are responsible for following the rules of their home school when attending any school or board-sanctioned event, regardless of location.
- The school will involve the police or other community agencies, as necessary.

2. Students agree to accept from the school discipline as exercised by a kind, firm and judicious parent.

- If a student refuses to follow school rules or comply with disciplinary action, the matter will be treated as a serious infraction.
- If the student disagrees with the disciplinary actions of a school representative, the student may appeal to the Principal or Vice-Principal.

3. Students are expected to act as responsible members of the Catholic community.

- Students will respect the Catholic nature of the school.
- Students agree that their actions and communication will reflect dignity of self and others.
- Students agree to be courteous to other students, to staff and to visitors.
- Students agree to be courteous and welcoming at all times.

4. Students agree to respect property.

- Destroying or defacing property will not be tolerated.
- The student agrees to pay for repairs resulting from acts of willful damage.
- The student will take proper care of school materials.

5. Students agree to comply with their school dress code in good taste

- The student acknowledges that uniforms are to be worn daily and that repeated dress code violations will be treated as serious infractions.

6. Students are responsible for attending classes.

- Students who do not attend classes regularly will be reported to the School Attendance counselor and maybe to the board.
- Students are expected to be on time for classes.
- When returning from each absence, the student will provide a written note signed by the parent or guardian or student if 18 years or older. The parent is responsible for contacting the school to report absences.

7. Students are responsible for putting a strong, consistent effort into their studies.

- It is expected that students will participate in daily learning activities and will complete assignments.
- Students having difficulties in their studies are encouraged to seek help from their teachers or other staff members.

8. Violence or the threat of violence will not be tolerated.

- All incidents of threats or acts of violence will be acted upon.
- Students agree that prohibited materials are not allowed at school or school sponsored events. These materials include drugs, alcohol, weapons or articles intended for use as a weapon, sexually explicit material, racist or sexist material, material glorifying violence and any other materials prohibited by law.
- Physical, verbal or sexual harassment and sexist or racist actions will be considered in the same manner as an act of violence.
- If one or more members of a group violate this policy, all members of that group who directly or indirectly violate that policy may be subject to disciplinary procedures.
- When it comes to the attention of school personnel that students are committing serious violent acts off school property, the school will notify the police.

PARENT RESPONSIBILITIES

1. Parents Rights

- Parents have the right to expect the classes are conducted in a purposeful, safe and caring environment.
- Parents have the right to expect that their son/daughter will be provided with a program that meets his or her individual needs.
- Parents have the right to expect that their son/daughter will be treated fairly and honestly in all aspects of his or her education.
- Parents have the right to be kept informed through interviews/reports and to determine course selections according to school policies.

2. Parents are partners in the education of their children.

- Parents agree to respect and support the Catholic nature of the school.
- Parents agree to sign permission forms when they approve a school request. Parents are invited to contact the school if they have any questions or concerns about a request.
- Parents are encouraged to cooperate with the school if the student's program or performance requires special attention.

3. Parents agree to fulfill their responsibilities.

- Persons of compulsory school age must attend school punctually and regularly. Parents agree to support this legal requirement.
- When students are absent from school, parents are asked to inform the school of the reason.
- Parents are encouraged to work with school staff to resolve any behaviour problems which may arise.

**Parent refers to the parent or guardian of a student under the age of 18. parent also refers to a student 18 years or older. Students 18 or over are adults so their personal information cannot be shared with anyone, even parents, without student's consent.

SCHOOL'S ACTIONS AND RESPONSES

- 1. When a violation occurs, students and parents are assured that the school and the Board will use actions and responses which suit the circumstances. Normally, the initial actions will involve the teacher working with the student. Where appropriate, the Notre Dame staff will use restorative approaches to address wrongdoing and conflict.**

Some of the following actions may be chosen as responses to an infraction:

- a verbal warning
- school contact with parents
- involvement of an attendance counselor, guidance counsellor, chaplain, psychologist, student support worker or Learning Services professional
- detention
- written performance agreements between the student and the teacher
- school or community service
- assignments
- loss of privileges (e.g. participation in extra-curricular activities)
- Restorative Justice Circle
- class or school suspension
- out of school suspension for up to 20 days
- involvement of community agencies
- placing the student in an alternate learning setting
- compensation for damaged or destroyed property, up to replacement costs
- police involvement
- recommendation to the Board for expulsion from school

2. Acts or threats of violence are serious breaches of the code of behaviour. Responses are subject to the following guidelines:

a) When a student initiates or participates in threats or acts of violence:

The school will:

- contact parents
- suspend the student for up to five days or longer if serious or premeditated
- notify police of serious threats or injuries.

The school may also:

- suspend the student for up to 20 school days with the approval of the Superintendent of Schools when the additional violation occurs
- report the violation to the police
- recommend participation in a counseling program
- remove school privileges
- recommend to the Board expulsion from school if the violation is severe or habitual

b) When a student has racially or sexually harassed.

The school will:

- inform the parents of the student involved
- suspend the student
- inform the police of serious threats or physical injuries

The school may:

- refer the student to a school counselor, psychologist or community agency

c) When a student intimidates, harasses or threatens another student or adult.

The school will:

- inform the parent or guardian if the student is under 18
- inform the police for serious threats or physical injuries
- suspend the student.

The school may:

- refer the student to a school counsellor, psychologist or community agency
- impose in-school consequences

d) When a student is in possession, threatens or uses a weapon in the act of violence.

The school will:

- report the incident to the police
- contact parents and inform them of the violation
- suspend the student

The school may also:

- recommend assessment or a counselling program
- impose in-school consequences
- recommend the service of the community agency
- recommend expulsion to the Board

e) When a student has sexually assaulted, or physically assaulted causing serious injuries.

The school will:

- inform the parents (if the student is under 18) of the possibility of legal action
- inform the police, if the assault is sexual or serious
- inform the Childrens' Aid Society if the assault is sexual
- suspend for up to five days or longer if the assault is serious or premeditated

The school may:

- refer the student to a school counselor, psychologist or community agency
- consider in-school consequences

f) When a student is in possession of, under the influence of or selling drugs or alcohol.

The school will:

- confiscate the substance
- notify the students' parents
- contact the police, if in possession of an illegal substance
- suspend the student up to maximum of five days

The school may:

- refer the student to a school counselor, psychologist or community agency
- impose in-school consequences e.g. community service, loss of school privileges, detentions, etc.

g) When a student has vandalized school property or property located on school premises, causing extensive damage.

The school will:

- inform the parents
- inform police of serious incidents or extensive damage
- suspend for serious incidents or extensive damage

The school may:

- refer the student to a school counselor, psychologist or community agency
- impose in-school consequences

h) When a student has robbed or extorted

The school will:

- inform the parents
- inform the police of serious threats or physical injury
- suspend the student

The school may:

- refer the student to a school counselor, psychologist or community agency
- impose school consequences.

In cases where participants agree, the principals of Restorative Practice may be used to resolve the situation

GUIDELINES FOR WRITING LABORATORY REPORTS

The laboratory report should be legibly written on 8.5" x 11" 3-hole-punched paper.
Write on **one** side of the paper only!

Your Name
Partner's Name
Date Lab Performed

Title of the Experiment

A. INTRODUCTION

1. Problem: A question which you are hoping to answer by completing the experiment
2. Related Theory: It may contain the explanations outlining the theoretical principles of the experiment, definitions, equations, etc.
3. Hypothesis: an educated guess about the outcome of the experiment. Explain why you predict this result.

B. EXPERIMENTAL

1. Materials: List materials used. You can make reference to a diagram, when included, of apparatus used. If required, a neatly labeled, full page diagram indicating the layout of the equipment should be included on a separate page.
2. Chemicals: List all chemicals used
3. Procedure: Reference, e.g. "Printed sheets, Experiment 7, Study of Pepsi Consumption by North American Hamsters". Sheets must be included with report. **Note any changes made in procedure.** If many changes are made to the original procedure, the whole procedure must be rewritten.
4. Observations:
 - a) Data table – all tables must have a number and title so that they can be referred to later in the report. They must have headings with units indicated. Headings should be separated from each column by solid lines. Lines should separate each column. All lines to be drawn with a ruler.
 - b) Diagram (must be in pencil) :All labels must be placed to the right of the diagram
 - c) Point-form description

C. CALCULATIONS:

Calculations: Give at least one sample calculation of each type. Include the equation, fill in the equation with scientific measurements (number portion plus unit portion); answer to proper number of significant figures.

Graphs: Use graph paper. The graph should cover most of the page. Graph must be drawn in pen and must include:

- Graph title
- Name & date in right upper corner of paper
- Axes labeled including units
- All experimental values plotted and marked with a ⊙
- Best line of fit drawn through data points

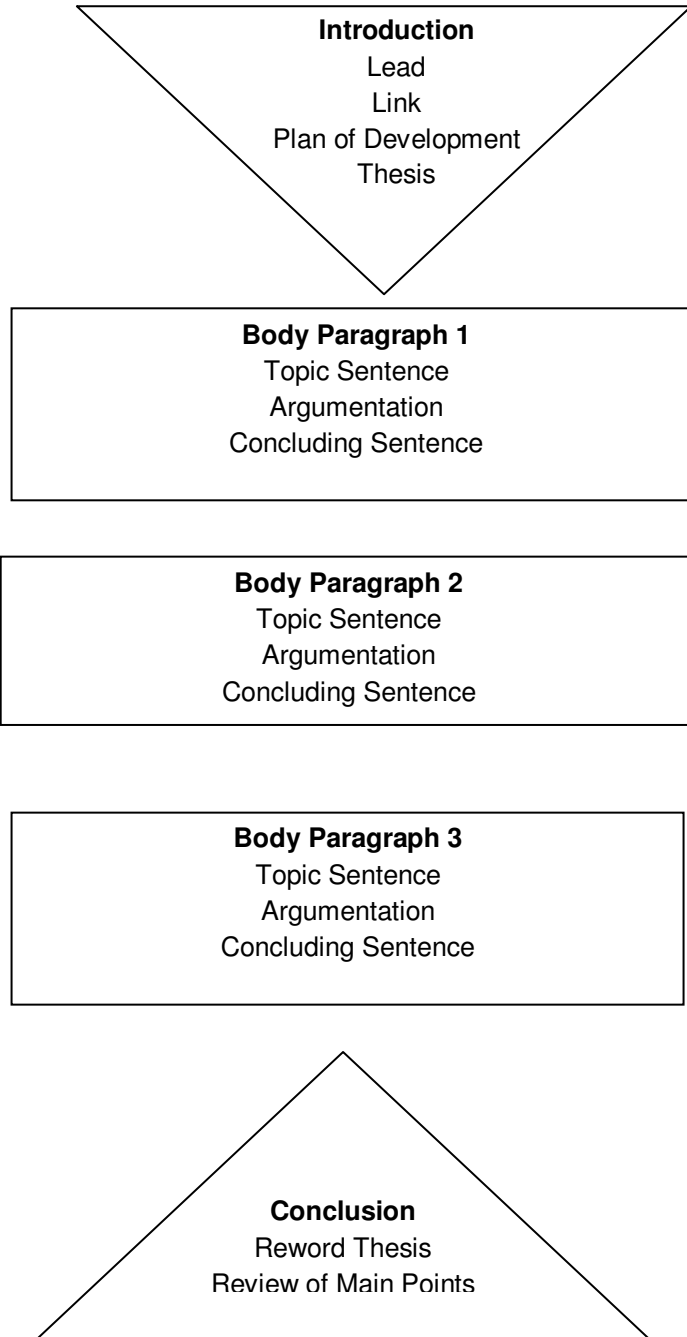
D. DISCUSSION

1. Questions: Answers to questions should be written in complete and comprehensive sentences.
2. Sources of Error: List as many places in the lab where errors did or could have affected your results, for example, contents boiling over, inaccurate measurement, etc. Try to explain how the error would affect the results.
3. Applications to Society: Always try to come up with a way in which what you have learned may be used or witnessed in the world around you.

E. CONCLUSION

This is a concise answer to the question asked in the problem, and should refer to whether your hypothesis was correct

A Graphical Representation of a Literary Essay



HOW TO WRITE A REPORT

REMEMBER: A report is a summary of collected factual information and does not require a thesis.

Writing the Report:

- A report is different from an essay.
- A report is divided into several sections dealing with one aspect of the whole topic.
- A report contains many headings and sub-headings each of which is capitalized, underlined, and set apart from the body of the text.
- A report usually begins with a table of contents which outlines the report with appropriate page numbers.
- A short report (3-5 pages) often does not require a table of contents.
- A list of figures, tables, and graphs (along with their appropriate page numbers) should be included on a separate page after the table of contents.

The Introduction

- The purpose and the rationale of the paper are explained in the introduction.
- Also explained here are new terms which are used in the report.
- The method of reporting, scope of the research, and assumptions on which the report is based are explained here as well.
- Assume the reader knows absolutely nothing about your topic. How much information will he or she need to fully understand your report?

The Body of the Report

- Factual information is given and recommendations are given.
- Any detailed findings from research, experiments, or activities are presented.
- Any relevant tables, figures, or illustrations are included.
- Include proper titles, legends, scales, colours, borders, and other data.

The Conclusion

- Any results of the research or experiment are noted.
- Recommendations may be made.
- Areas of further study may be suggested.
- Conclude with a clear and concise summary of the study.

Final Information

- Add appendices and related but non-essential information (e.g. results of an interview or questionnaire) at the end.
- Add appropriate works cited and bibliography information.

Final Tips

- Avoid using the first person.
- Avoid using “it seems”, “it appears”, or “there” because it makes you sound uncertain. If you are not certain of your facts, why should the reader be certain about your credibility?
- Write in normal, clear paragraphs and avoid unnecessary jargon.
- Double space your work to make revisions easier.
- Consult a dictionary or computer spell-check for proper spelling.

H.O.T. Paragraph Criteria

Thinking and Inquiry

- Student takes a relevant and insightful position
- Student uses thorough, creative, and/or unique ideas to support their position

Communication

- Paragraph is organized with a clear topic sentence, supporting information or examples, and a concluding sentence
- Ideas are consistent, clear, and on topic
- Writing demonstrates appropriate terminology
- Use of language conventions (spelling, grammar, sentence structure)

BIBLIOGRAPHY

The bibliography contains a listing of all information sources used in the preparation of the essay. The bibliographic entries also provide your reader with a guide for further reading on the topic. The sources must be listed in alphabetical order by author on a separate page at the end of the essay. Do not number the bibliographic entries.

The examples below indicate how to format entries for the Works Cited and Bibliography pages of your essay.

Book (1 Author)

Dotto, Lydia. *The Astronauts:: Canada's Voyageurs in Space*. Toronto: Stoddart Publishing Co. Ltd., 1993.

Book (2 Authors)

Eaton, Diane and Garfield Newman. *Canada: A Nation Unfolding*. Toronto: McGraw-Hill Ryerson Ltd., 1994.

Book (3 Authors or more)

Bothwell, Robert et al. *Canada Since 1945*. Toronto: Toronto University Press, 1989.

(Editors)

De Brou, Dave, and Bill Waiser. eds. *Documenting Canada*. Saskatoon: Fifth House Publishers, 1992.

Book (No Author)

The Lone Escape. Toronto: Excelsior, 1950.

Encyclopaedia (Signed Article)

Whitaker, Reg. "Trudeau, Pierre Elliott." *The Canadian Encyclopaedia*, Volume III. 1985 ed.

Encyclopaedia (Unsigned Article)

"Bank of Montreal." *Encyclopaedia Canadiana*. 1958 ed. Volume 1.

CD ROM (Encyclopaedia)

Fenton, John H. "Liberal parties." *The New Grolier Multimedia Encyclopedia*. Release 6.

Journal

Weiss, Thomas G. "The United Nations at Fifty: Recent Lessons." *Current History*. (May 1995): 223-228.

Magazine

Branswell, Brenda. "A Man With A Mission." *Maclean's*. 16 September, 1996: 16-17.

CD ROM Magazine

Nelan, Bruce W. "Separatism: Is Canada Coming Apart." *Time Almanac* 1993. 4 June 1990.

Newspaper (Signed Article)

Bobak, Laura. "Suffer the Little Children." *The Ottawa Sun*. (Ottawa) 20 October 1996: Section 1.

Newspaper (Unsigned Article)

"Johnson urges distinct status for Quebec." *Standard-Freeholder*. (Cornwall) 4 February, 1999: A2.

Newspaper (Editorial)

"Election Sense." Editorial. *The Ottawa Citizen*. (Ottawa) 23 October, 1996: A10

Interview

McCormick, Edwin. Boer War Veteran, Toronto. Interview, 10 January 1980.

Film

The Zulu War. Director John Hassell. With Hazel Harrap and Gregory Jones. Unicorn Films. 1980.

Television & Radio

"Conservatives in Canada: What Kind of Future?" News in Review. Narrator Knowlton Nash. C.B.C. October 1996.

Government Document

Canada. Department of Energy, Mines and Resources. Roddickton Mini-Hydro Development. Ottawa: Supply and Services Canada. 1983.

Thesis

Penlington, Norman. "Canada's Entry Into the Boer War." M.A. dissertation. University of Toronto. 1937.

Review

Kidder, Tracy. "The Destruction of Species." Review of *Sea of Slaughter*. By Farley Mowat. Book World (*The Washington Post*) 12 May 1985: 2.

Play

Shakespeare, William. *Hamlet*. Ed. George Rylands. London: Oxford University Press, 1961.

Poem

Keats, John. "Lamia," In *The Poetry of England*. Edinburgh: Forum Press, 1955.

Short Story in an Anthology

King, Thomas. "Borders". *Crossroads*. Eds. Dom Saliani and Nova Morine. Vancouver: Gage Educational Publishing Company, 1999.

URLs (Universal Resource Locators)

The following format should be used for citing URLs from the Internet in your bibliography.

Author(s). <e-mail address>. Title of Article or Page. Type of Medium, at URL: <address> (last updated ____ or version current at ____).

Eli, Lhrer <eli@wwa.com> 'MLA citation style for internet documents?' Article <3ou9vI\$91"news.wwa.com>, in: USENET newsgroup alt.usage.english (12 May 1995)

Hardcastle, Martin. Martin's poetry page. Internet WWW page at URL: <http://ftp.ra.phy.cam.ac.uk/pub/mjh22/poems/poems.html> (version current at 22 May 1995)

MacGregor, Steve. TTT-hejmpag'o de Stefano MacGregor. Internet WWW page at URL: <http://ftp.indirect.com/www/stevemac/ttt-hejmo.html> (version current at 12 May 1995)

Welcome to the RCMP. Internet WWW page at URL: <http://www.rcmp-grc.gc.ca/html/rcmp2.htm> (version current at 1996)

The following is an explanation of what the above terms mean.

<u>Term</u>	<u>Meaning</u>
Author	The person who wrote the article (if available)
E-mail address	The Internet address of the author (if available)
Title	Title of the Page at the top of the Browser Title of the article in the news story or letter
Type of Medium	Usenet - for news readers
WWW	- for HTML or FTP sites
URL Address	The location of the page or article
Last Updated (Version Current At)	The date the page or article was last updated
If not available, use the date accessed.	

Reading Strategies

"Reading encompasses both decoding and the making of meaning. The first entry on the word *read* in *Webster's New World Dictionary* (1991) defines reading as "getting the meaning of something written by using the eyes to interpret its characters". Reading involves a two-pronged attack. It involves cracking the alphabetic code to determine the words and thinking about those words to construct meaning." Harvey & Goudvis, 5.

These reading strategies will help you become a thinker about the reading that you do. Cross Curricular literacy is a part of every subject area. By practicing these strategies in every class and when you do homework, you will not only become a better reader, but a better thinker too!



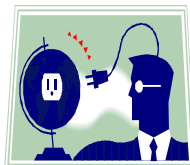
Predicting before reading: When you have an idea of what something will be about before you launch into reading it, it will make much more sense as you read. There are a few things you should try to predict: What type of writing is it and what is its purpose? Is it a short story with the purpose of entertaining? Is it a news article with the purpose of informing? Is it an advertisement with the purpose of selling you something? These predictions can be made by looking at the title, subtitles, pictures or by asking question.



Skimming & Scanning before reading: What do the titles and subtitles tell me? Are there pictures? What do the pictures suggest? Is there dialogue? Is it a story? Does it seem positive or negative?



Inferring meaning while reading: This is a difficult skill. It is sometimes called 'reading between the lines' or making an educated guess. It also involves the reader creating the meaning, putting together pieces of a puzzle that the author leaves for the reader. When you reach a tough or confusing point, try to make a conclusion anyway. Try to make a guess as to what is going on, why the author is saying what he/she is saying. You guess may be wrong but that's okay. It can be altered later. The purpose isn't getting the guess right, it is becoming involved in what you are reading. actively paying attention to clues.



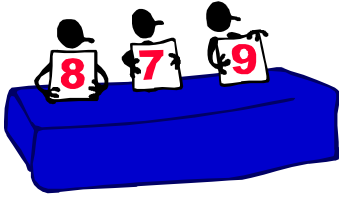
Making Connections to your own life and feelings. Once again, this is important in order to become actively involved in what you are reading. How does the reading make you feel? What does it remind you of? Have you experienced something like what is going on in the reading? (Text to Text, Text to Self, Text to World)



Visualizing what is written. This involves creating a picture in your head about what is going on in the reading. What do you 'see' as you read?



Underlining/Taking Notes while reading. Again, this is becoming actively involved in the process of reading. Reading should not be a passive activity. In order to really understand, you should be involved in what you are doing.



Making Judgments about what you are reading. Do you like it? Is this part interesting? Is it boring? Is it funny? **Why/why not?**



Stopping/Rereading is sometimes necessary for everybody. Sometimes, our mind wanders and we lose focus on what we are doing. At times, I can read a few pages before I realize that I'm not sure what's going on. This is not the time to keep going! You have to realize that you are stuck and must go back and try again. This may be the time to use one of the other strategies as you reread.



The Essential 10 Strategies to Support Comprehension is a resource guide used by staff at Notre Dame to assist with the explicit teaching of comprehension strategies across all subject areas. These are directly related to the 8 reading strategies outlined above.

MATH FORMULAS

$$x = \frac{-b \pm \sqrt{b^2 - 4ac}}{2a}$$

$$d = \sqrt{(x_2 - x_1)^2 + (y_2 - y_1)^2}$$

$$M = \left(\frac{x_1 + x_2}{2}, \frac{y_1 + y_2}{2} \right)$$

$$m = \frac{y_2 - y_1}{x_2 - x_1}$$

$$y = a(x - h)^2 + k$$

$$(x - h)^2 + (y - k)^2 = r^2$$

$$y - y_1 = m(x - x_1)$$

$$\frac{\sin A}{a} = \frac{\sin B}{b} = \frac{\sin C}{c}$$

$$a^2 = b^2 + c^2 - 2bc \cos A$$

Periodic Table of the Elements

Period	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	
1	1.00794 1 H	4.00151 2 He																	

KEY

Atomic Mass → 12.011
Symbol → **C**
Atomic Number → 6
Electron Configuration → 2-4

← Selected Oxidation States
-4
+2
+4

Relative atomic masses are based on ¹²C = 12.000

Note: Mass numbers in parentheses are mass numbers of the most stable or common isotope.

2	6.941 3 2-1 Li	9.01218 4 2-2 Be																		
3	22.98977 11 2-8-1 Na	24.305 12 2-8-2 Mg																		
4	39.0983 19 2-8-8-1 K	40.08 20 2-8-8-2 Ca	44.9559 21 2-8-9-2 Sc	47.88 22 2-8-10-2 Ti	50.9415 23 2-8-11-2 V	51.996 24 2-8-11-2 Cr	54.9380 25 2-8-13-1 Mn	55.847 26 2-8-14-2 Fe	58.932 27 2-8-15-2 Co	58.932 28 2-8-16-2 Ni	63.546 29 2-8-18-1 Cu	65.39 30 2-8-18-2 Zn	69.72 31 2-8-18-3 Ga	72.59 32 2-8-18-4 Ge	74.9216 33 2-8-18-5 As	78.96 34 2-8-18-6 Se	79.904 35 2-8-18-7 Br	83.80 36 2-8-18-8 Kr		
5	85.4678 37 2-8-18-8-1 Rb	87.62 38 2-8-18-8-2 Sr	88.9059 39 2-8-18-9-2 Y	91.224 40 2-8-18-10-2 Zr	92.9064 41 2-8-18-10-2 Nb	95.94 42 2-8-18-12-1 Mo	101.07 43 2-8-18-13-1 Tc	106.42 44 2-8-18-14-1 Ru	106.42 45 2-8-18-15-1 Rh	106.42 46 2-8-18-16-1 Pd	107.868 47 2-8-18-18-1 Ag	112.41 48 2-8-18-18-2 Cd	114.82 49 2-8-18-18-3 In	118.71 50 2-8-18-18-4 Sn	127.5 51 2-8-18-18-5 Sb	127.60 52 2-8-18-18-6 Te	126.905 53 2-8-18-18-7 I	131.29 54 2-8-18-18-8 Xe		
6	132.905 55 2-8-18-18-8-1 Cs	137.33 56 2-8-18-18-8-2 Ba	138.905 57 2-8-18-18-9-2 La	178.49 72 2-8-18-10-2 Hf	180.948 73 2-8-18-11-2 Ta	183.85 74 2-8-18-11-2 W	186.207 75 2-8-18-12-2 Re	186.207 76 2-8-18-14-1 Os	192.22 77 2-8-18-15-1 Ir	195.08 78 2-8-18-17-1 Pt	196.967 79 2-8-18-18-1 Au	200.59 80 2-8-18-18-2 Hg	204.383 81 2-8-18-18-3 Tl	207.2 82 2-8-18-18-4 Pb	208.980 83 2-8-18-18-5 Bi	209 84 2-8-18-18-6 Po	208.980 85 2-8-18-18-7 At	222 86 2-8-18-18-8 Rn		
7	226.025 87 2-8-32-18-8-1 Fr	226.025 88 2-8-32-18-8-2 Ra	227.028 89 2-8-32-18-9-2 Ac	261 104 2-8-32-18-10-2 Rf	261 105 2-8-32-18-11-2 Db	261 106 2-8-32-18-12-2 Sg	261 107 2-8-32-18-13-2 Bh	261 108 2-8-32-18-14-2 Hs	261 109 2-8-32-18-15-2 Mt	261 110 2-8-32-18-16-2 Uun	261 111 2-8-32-18-17-2 Uuu	261 112 2-8-32-18-18-2 Uub	261 113 2-8-32-18-18-3 Uuq	261 114 2-8-32-18-18-4 Uuq						

**Denotes the presence of (2-8-) for elements 72 and above

The systematic names and symbols for elements of atomic numbers above 109 will be used until the approval of trivial names by IUPAC.

140.12 58 Ce	140.908 59 Pr	144.24 60 Nd	145 61 Pm	150.36 62 Sm	151.96 63 Eu	157.25 64 Gd	158.925 65 Tb	162.50 66 Dy	164.930 67 Ho	167.26 68 Er	168.934 69 Tm	173.04 70 Yb	174.967 71 Lu
232.038 90 Th	231.036 91 Pa	238.029 92 U	237.048 93 Np	244 94 Pu	243 95 Am	247 96 Cm	247 97 Bk	251 98 Cf	252 99 Es	257 100 Fm	258 101 Md	259 102 No	260 103 Lr