

# SHERWOOD

## Sherwood Secondary

STUDENT  
HANDBOOK  
2025—2026



### Bell Schedule

Period 1	8:00—9:15
Period 2	9:20—10:35
Period 4	11:55—1:10
Period 5	1:15—2:30

### INDEX

School Services	2
Where to go for Help	3
Attendance	4
Code of Conduct	5-7
Sherwood Expectations	8-9
School Safety Procedures	10
Actions for Concussion	11
Extra Curricular Activities	12
Assessment, Evaluation & Reporting	13
Student Fees Policy & Information	14
Calendar	15-25

### SHERWOOD SECONDARY SCHOOL

*We empower students to learn and grow to their full potential in a diverse world.*

*curiosity. creativity. possibility.*

Principal: Ms A. Ayeni

Vice Principals: Ms J. McGilchrist  
Mr. J. Schinkel

[@Sherwood\\_HWDSB](http://www.hwdsb.on.ca/sherwood)

This book belongs to:

Sherwood Secondary School - 25 High Street , Hamilton, ON. L8T 3Z4



# School Services

## SCHOOL COUNCIL

The purpose of the School Council is to act as a liaison between the school and the community. School Council meets virtually on a monthly basis typically on the first or second Tuesday of each month (with some exceptions—see school website for updates). All parents are welcome to attend.

## STUDENT SERVICES

Counsellors are available to assist students with educational and career planning as well as with personal challenges. Counsellors are assigned alphabetically by last name. Guidance appointments are virtual and can be booked through the Guidance Hub page. Additionally, Sherwood has 2 Mentoring Educational Assistants to support students and run programming to promote positive social skills for students.

## RESOURCE ROOM

The Resource department provides academic and individualized programming support to students with an Individual Education Plan (IEP).

## COOPERATIVE EDUCATION

Cooperative education combines classroom instruction with practical work in the community. The work experience is monitored and evaluated by teachers and employers as students earn credits toward their graduation diploma.

## LIBRARY LEARNING COMMONS

The Library provides current and varied options for recreational reading, and access to print materials, computers, electronic databases, iPads, and the Internet. Specialized spaces are available for class instruction, independent study and collaborative learning. Teacher-Librarians are available to assist students and classes with research and reading skills as well as to provide instruction on information and technological literacy.

## SOCIAL WORKER

The Hamilton-Wentworth District School Board employs Social Workers who work with school staff and students to assist those experiencing difficulties (attendance, anxiety, etc.). Social work services are available by referral through Administration and Student Services.

## GRAD COACH SERVICES

A grad coach is available for students who identify as Black and need support and advocacy.

## MENTAL HEALTH AND OTHER WELLNESS SUPPORTS

At times, we all need a bit of extra support. Sherwood students may access health professionals including Mental Health Nurses for personal issues. See your Guidance Counsellor for referrals to our many partners.

## ADDITIONAL PROGRAMMING

### Specialist High Skills Major (SHSM)

- ⇒ Health & Wellness
- ⇒ Transportation
- ⇒ Arts & Culture (Music)
- ⇒ Construction
- ⇒ French Immersion

SHSM is a ministry-approved specialized program that allows students to focus their learning on a specific economic sector while meeting the requirements for the Ontario Secondary School Diploma (OSSD) and assists in their transition from secondary school to apprenticeship training, college, university or the workplace. Programming is available in Health & Wellness, Transportation Technology, Construction and Arts and Culture (Music).

### Dual Credit

In Dual Credit Programs, participating students are able to experience and gain credit for college and/or apprenticeship courses while still enrolled in high school. Successful students will earn credit toward both the OSSD and a college diploma or certificate, or the OSSD and a Level 1 Apprenticeship.

### OYAP

The Ontario Youth Apprenticeship Program (OYAP) allows students going into gr. 11 to work towards a career in the skilled trades while earning coop credits.

### E-Learning

Full credit courses are available for a wide variety of E-Learning courses.

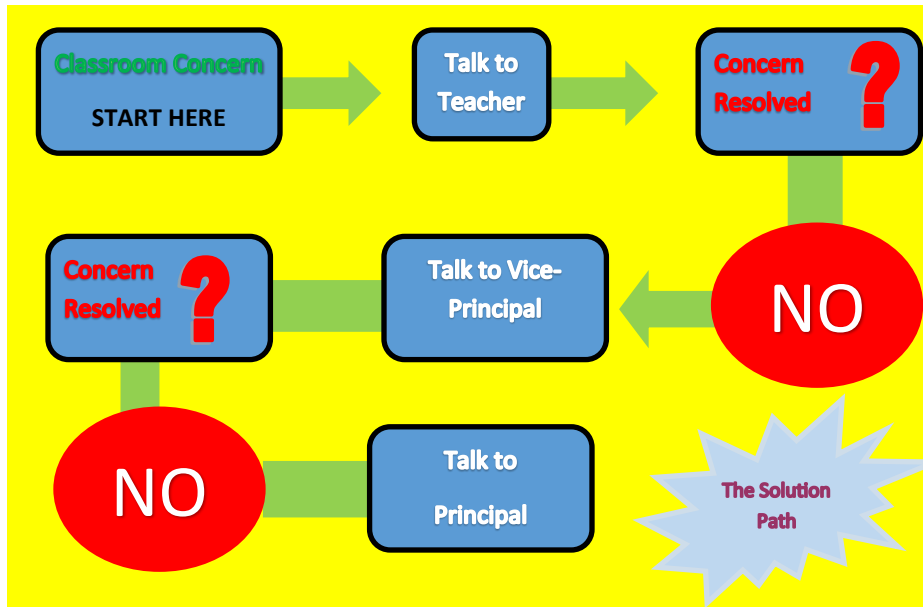
*Please see your guidance counsellor if you are interested in learning more about any of these options.*

*To book a virtual guidance appointment with your Guidance Counsellor, go to the Guidance Home page available through the Hub.*



Sherwood  
SECONDARY SCHOOL

## Where to Go For Help



*We Help.*

We Help is a broad set of supports for students. We Help includes an anonymous texting service where

anyone can text:

905 963-0066

and share a concern. Every sender's phone number is scrambled to ensure anonymity. Anyone can share information without the fear of reprisal, judgment or discovery.

It is important to note what the texting service will not provide:

It will not provide a counselling service. It can, however, direct students in crisis to Kids Help Phone or 911 or to other helpful individuals at HWDSB.

### Sherwood Green Policies

At Sherwood, we support green policies.

- We have started our recycling program at Sherwood

### ENERGY

- All lights are to be turned off when leaving any room.
- Computer monitors are to be turned off when not in use.
- Computers are to be turned off at the end of each school day.
- Staff and students are to ensure windows are closed at end of each school day.
- Photocopiers are to be on energy saving mode when turned on.

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cleaned regularly and have filters that are maintained to ensure clean drinking water for the Sherwood community. Students are encouraged to bring a reusable water bottle to school.

## RESTORATIVE JUSTICE

Restorative justice is a philosophy, a set of principles and values. Restorative justice states that a focus on punishment is an inadequate response to addressing harm. Punishment may not address the needs of those who have been harmed. Having those who cause harm participate actively in righting the wrong is of far greater value. It allows those who have caused the harm to be held accountable to the people they have hurt, and to take an active role in determining how to make amends to individuals, school and community.

Restorative Justice allows those who have been harmed to be heard, to have input into the resolution, to have the harm addressed in a meaningful way, and to have access to support systems to address healing and closure.

Restorative Justice calls for school and community participation in creating a safe and healthy school and community. Sherwood will include Restorative Justice practices in resolving conflicts whenever possible.

### Reporting Absences and Lates/SafeArrival

SafeArrival is the student absence reporting system used throughout HWDSB. With SafeArrival, parents can notify the school in advance about an upcoming absence, or excuse an absence as it arrives. In one simple communication, parents can send attendance alerts to Sherwood and provide a reason for each absence. It is important to have all absences explained and all students accounted for each day. With SafeArrival, families report a child's absence or partial day absences due to appointments in one of four ways:

1. With the SafeArrival website, [www.go.schoolmessenger.ca](http://www.go.schoolmessenger.ca). The first time you use the website, select Sign Up to create your account. Select Attendance, then Report an Absence.
2. Using your mobile device, download and install the SchoolMessenger app from the Apple App Store or Google Play Store (or from links at [www.go.schoolmessenger.ca](http://www.go.schoolmessenger.ca)). The first time you use the app, select Sign Up to create your account. Select Attendance, then Report an Absence.
3. Call the toll-free number 844-506-4350 to report an absence using the automated phone system.

4. Call us at 905 383-3377 and press 1 to leave a message. These options are available 24 hours a day, seven days a week. You can report a future absence any time or explain a prior absence.

### Unavoidable Absences:

Parents or guardians (or students 18 years of age or older) are to use the above options to report an absence each day the student is absent, prior to 8:00 am.

SafeArrival automatically notifies parents of unexplained student absences by telephone, email, text and mobile push notifications. An automated system will be used from 5:00 pm to 10:00 pm every evening to contact the homes of students who have been absent for unexplained reasons. Parents can explain an absence at this time and this will update the Student Information System for your child.

With any computer system, the chances of error, though low, are still possible. Sherwood will make every effort through its computer attendance system and automated truant calls to correct any errors that are detected so that each student's attendance record will be as accurate as possible.

### Attendance:

Students will attend school regularly and attend all classes when in school. *Students are expected to be on time for every class. Regular, punctual attendance is essential to academic success.* Students are expected to attend all of their classes each day. Students are responsible for all work missed due to absences. Signing in late or signing out to study, complete assignments/presentations is not an acceptable reason to be excused from class. If a student has been excused from class by a parent the expectation is that they will leave school property.

\* ALL absences from school must be justified by parents, guardians or students over 18. Students will be recorded as UNEXPLAINED/TRUANT if notification is not received in a timely manner. Unexplained absences will be dealt with in several ways, including parental notification, detentions, in-school suspension or if problems persist, out of school suspension.

\* Students late for class must report directly to class. Persistent lates will result in office interventions and may include suspensions and/or removal from courses.

\* Students over 18 may write their own notes, provided they fulfill their primary responsibilities of a good student: good attendance, hard work, passing marks. Sign-out privileges may be revoked if a student's lack of attendance is impacting academic achievement. Students who have signed out of class are not to remain on school property.

### Long Term Absence Other Than Illness:

A note must be provided at least one week in advance of the absence, explaining the circumstances. *For optimal school achievement, parents are asked to respect the school calendar and refrain from booking vacations during school time as this may affect your child's progress.* If a student must be absent from school during the regularly scheduled school calendar they must consult with a teacher well in advance of the planned absence. *It is the responsibility of the student to make up missed work.*

Assignments and written work can be submitted via e-mail, or the Hub.

### Missed Tests:

Students will write any missed tests on the day of their return to classes or at a time determined by the classroom teacher. For unexplained absences or skipped tests, a mark of zero may be

assigned until evidence of successful completion of curriculum expectations is demonstrated.

### High Numbers of Missed Classes:

Students need to be aware that their grade in a course is a result of teachers' collection of evidence of their learning, which comes not only from the work they submit, but also from the conversations they have with the teacher and their peers, and from the teachers' observations of their work in the classroom. For this reason, regular attendance is important, and students who are frequently absent will likely see this reflected in their final grade.

### Missed Culminating Tasks or Exams:

Absence from a culminating task or exam is only acceptable if supported by a doctor's certificate. In the case of an exceptional family circumstance, the Principal will decide the acceptability of the absence. It is an expectation that all students complete assignments and write final exams. Missed assessments supported by a doctor's note or Principal approval will be rescheduled for a later date. Please note the exam schedule before planning for family vacations as this is not an acceptable excuse for missing an exam.



## CODE OF CONDUCT

Hamilton Wentworth District School Board (HWDSB) recognizes that it is the responsibility of all individuals to contribute to a positive school climate that is inclusive and accepting of all students and staff, and that promotes the prevention of bullying and harassment. The HWDSB Code of Conduct Policy sets out the expectations for behaviour consistent with the Provincial Code of Conduct.

The Code of Conduct Policy applies to persons on school or board property, on school buses, at school-related events or activities, or in other circumstances that could have an impact on school climate. Any person who enters into an agreement, or uses school board property (third party), must follow standards consistent with the Provincial Code of Conduct and with HWDSB's Code of Conduct Policy.

### GUIDING PRINCIPLES:

HWDSB is committed to:

- Schools which promote responsibility, respect, civility and academic excellence in a safe learning and teaching environment
- Fostering positive school climates where all members feel safe, included and accepted
- Standards of Behaviour as defined in the policy for all members of the school community (parents, students, school staff, visitors, volunteers)
- Relationships founded in mutual acceptance and inclusion, fostering a culture of respect when modeled by all
- Prevention and early intervention strategies to address inappropriate behaviour

### INTENDED OUTCOMES:

Positive School Climate:

- Promote responsible citizenship by encouraging appropriate participation in the civic life (physical and digital) of the school community
- Prevent bullying in schools
- Promote the safety of the people in schools
- Discourage the use of alcohol, illegal drugs, tobacco and non-medical cannabis use
- Promote the responsible use of digital devices during instructional time for learning purposes (as directed by the educator) and/or for health related reasons

Relationships:

- Ensure that all members of the school board community are treated with respect and dignity
- Maintain an environment where conflict and difference can be addressed in a manner characterized by respect and civility
- Encourage the use of non-violent means to resolve conflict

<https://www.hwdsb.on.ca/wp-content/uploads/2019/08/Code-of-Conduct.pdf>

## ROLES AND RESPONSIBILITIES:

### ADMINISTRATION

Principals and Vice-Principals will hold everyone to the highest standard of respectful/responsible behaviour by:

- Demonstrating care and commitment to academic excellence in a safe teaching and learning environment
- Holding everyone, under their authority, accountable for their behaviour and actions
- Empowering students to be positive leaders in their school and community
- Communicating regularly and meaningfully with all members of their school community
- Modeling respect, responsibility, and civility, and ensuring these are taught as part of the curriculum
- Maintaining consistent standards of behaviour for all students

### SCHOOL STAFF

Teachers and staff will hold everyone to the highest standard of respectful/responsible behaviour by:

- Helping students work to their full potential and self-worth
- Empowering students to be leaders in class, school, and community
- Communicating regularly and meaningfully with parents
- Maintaining consistent standards of behaviour for all students
- Demonstrating respect for all members of the school community
- Promoting positive citizenship

### STUDENTS

Students demonstrate respect and responsibility when they:

- Come to school prepared, on time, and ready to learn
- Show respect for themselves, others and those in authority
- Refrain from bringing anything to school that may compromise the safety of self or others
- Demonstrate responsibility for actions or behaviour off school property or outside of the school day that would have an impact on the school climate
- Follow the established rules and take responsibility for their own actions
- Model the character attributes of Hamilton-Wentworth District School Board
- Demonstrate appropriate participation in the civic life of the community.

### PARENTS

Parents support a safe and respectful learning environment when they:

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

# CODE OF CONDUCT—

## PROGRESSIVE DISCIPLINE and PROMOTING POSITIVE STUDENT BEHAVIOUR

When addressing inappropriate student behaviour, disciplinary measures will be applied within a framework that shifts the focus from solely punitive to both corrective and supportive. Sherwood will utilize a range of interventions, supports and consequences as well as opportunities for students to focus on improving behaviour. A Pyramid of Interventions will be used by classroom teachers and administrators in order to promote positive student behaviour.

### CONSEQUENCES:

Responsible behaviour creates an environment which is conducive to effective learning and teaching.

Misbehaviour carries consequences. A progressive series of consequences will be taken against individuals who choose not to engage in reasonable and respectable behaviour. Consequences may include: counseling, detention, parental involvement, formal interview with a Vice Principal, withdrawal of specific privileges, financial or community service restitution, behaviour or performance contract, suspension, referral to community agencies, and/or expulsion.

Consequences will be appropriate to the infraction. When consequences are assigned, the following will be taken into consideration:

- \* particular student and circumstance (mitigating and other factors);
- \* nature and severity of the behaviour;
- \* impact on the school climate;
- \* the involvement of student services and other support personnel;
- \* for students with special education needs, disciplinary interventions, supports and consequences must be consistent with the student's strengths, needs, goals and expectations contained in the Individual Education Plan (IEP);
- \* homophobia, biphobia, transphobia, gender based violence, sexual harassment and inappropriate sexual behaviours must be addressed
- \* Opportunities for the student to learn from the choices he or she makes;
- \* Appropriateness and availability of parental involvement in discussions concerning disciplinary action.

### Respect for Property

Students will treat the school grounds, the school building and everything in the school with respect. Therefore, vandalism and littering are unacceptable.

\*All students are responsible for clearing garbage from their classroom workspace and/or common areas and respecting the rules regarding food and drink in classrooms, library and hallways.

\*In situations of vandalism and gross misconduct, the police will be called and families will be expected to make financial restitution for the damage.

### Positive School Climate:

School climate is the learning environment and relationships found within a school and school community. A positive school climate exists when all members of the school community feel safe, included, respected and actively promote positive behaviours and interactions. Principles of equity and inclusive education are embedded in the learning environment to promote a positive school climate and a culture of mutual respect. A positive school climate is a crucial component of the prevention of inappropriate behaviour.

## SUSPENSION (1 to 20 days)

A principal shall consider whether to suspend a pupil if he or she has reasonable grounds to believe that the pupil has engaged in any of the following activities while at school, at a school-related event, or in other circumstances where engaging in the activity will have an impact on the school climate:

### EDUCATION ACT

1. Uttering a threat to inflict serious bodily harm on another person
2. Possessing alcohol, illegal drugs or cannabis (unless the individual has been authorized to use cannabis for medical purposes)
3. Being under the influence of alcohol, or cannabis (unless the individual has been authorized to use cannabis for medical purposes)
4. Swearing at a teacher or at another person in a position of authority
5. 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
6. Bullying
7. Non-consensual sharing of intimate image(s)
8. Any other activity that is an activity for which a principal may suspend a student under a policy of the Board

### HWDSB

9. An activity in violation of the Equity Policy; e.g. racist, sexist, hate-motivated or derogatory comments
10. Violations of the Code of Conduct, school and Board policy, e.g. repeated disrespect of authority
11. Using social media in such a way that negatively impacts others or school climate.
12. Inappropriate behaviours, including biting, spitting, kicking, etc.
13. Physical fighting and assault (not requiring medical treatment).
14. An act harmful to one's physical/mental well-being
15. Being under the influence of drugs
16. Making a bomb threat

# CODE OF CONDUCT—Expulsion

The principal will consult with the School's Superintendent when considering expulsion and will issue a 20 day suspension pending expulsion while conducting an investigation.

A principal shall expel a pupil if he or she has reasonable grounds to believe that the pupil has engaged in any of the following activities while at school, at a school-related activity or event, or in other circumstances where engaging in the activity will have an impact on the school climate.

## Education Act

1. Possessing a weapon, including possessing a firearm
2. Using a weapon to cause or to threaten bodily harm to another person
3. Committing physical assault on another person that causes bodily harm requiring treatment by a medical practitioner
4. Committing sexual assault
5. trafficking in weapons or in illegal drugs
6. Committing robbery
7. Bullying (if the student has been previously suspended for engaging in bullying and the student's continuing presence in the school creates an unacceptable risk to the safety of another person)
8. Any activity listed in Ed Act Subsection 306(1) that is motivated by bias, prejudice or hate
9. Giving alcohol or cannabis to a minor
10. Any other activity for which a student may be expelled under Board policy.

## HWDSB

11. Serious violations of the Standards of Behaviour in the Code of Conduct, e.g. Repeated disrespect of authority
12. Committing an act of vandalism that causes extensive damage to Board property.
13. Continuous pattern of behaviour injurious to the learning or safety
14. His/her presence constituting an unacceptable risk

**Factors** principals must consider prior to suspension or expulsion: In considering whether to suspend a pupil for engaging in an activity that may lead to suspension or expulsion, the following mitigating factors shall be taken into account by the Principal:

## **Mitigating Factors**

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

## **Other Mitigating Factors to be Considered**

Where the student is able to control his or her behaviour and is able to understand the foreseeable consequences of his/her behaviour, the principal will consider whether the following factors mitigate the length of the suspension and whether further investigation should be undertaken to recommend that the pupil be expelled:

- The student's history
- Whether a progressive discipline approach has been used with the pupil
- Whether the activity for which the pupil may be or is being suspended or expelled was related to any harassment of the student because of his or her race, ethnic origin, religion, disability, gender or sexual orientation or to any other harassment
- How the suspension or expulsion would affect the pupil's ongoing education
- The student's age
- Where in the case of a student for

• whom an individual education plan has been developed:

- a) Whether the behaviour was a manifestation of a disability identified in the student's individual education plan
- b) Whether appropriate individualized accommodation has been provided; and
- c) Whether a suspension or expulsion is likely to result in an aggravation or worsening of the student's behaviour or

## **EQUITY and INCLUSIVENESS POLICY**

Hamilton-Wentworth District School Board (HWDSB) is committed to the principles of equity through inclusive programming, services and operations, in accordance with the Canadian Charter of Rights and Freedoms, the Ontario Human Rights Code, the Education Act and Ministry of Education PPM119

### Inclusive Curriculum and Assessment Practices

Sherwood will implement an inclusive curriculum and will review resources, instruction, and assessment and evaluation practices in order to identify and address discriminatory biases so that each student may maximize his or her learning potential.

### Religious and Creed-Based Accommodation

At Sherwood we acknowledge each individual's right to follow or not to follow religious beliefs and practices free from discriminatory or harassing behaviour and are committed to taking all reasonable steps to provide religious accommodations to staff and students.

### Accountability and Transparency

As a publicly funded education system, we will endeavor to provide ongoing communication with the whole school community with respect to school goals, progress, and school improvement planning.

### Accessibility, Ableism and Discrimination on Disability

In order to meet the physical requirements of students, staff and visitors to Sherwood, we endeavor to make all areas of the school accessible.

## **SMOKE FREE ONTARIO ACT , 2017**

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) in enclosed workplaces and enclosed public spaces, as well as other designated places in Ontario,

to protect workers and the public from second-hand smoke or vapour.

Smoking refers to the smoking or holding of lighted tobacco or cannabis (medical or recreational). Vaping refers to inhaling or exhaling vapour from an electronic cigarette or holding an activated electronic cigarette, whether or not the vapour contains nicotine.

Vaping, smoking and/or holding a lighted tobacco product

is not allowed by anyone (staff, students, parents and visitors) in school buildings or on school property at any time.

Smoking and/or vaping is also not allowed in any vehicle on school property. This law is in effect 24 hrs a day, 7 days a week, 365 days a year. It is against the law to sell, buy for, or give any tobacco products to anyone under 19. Anyone caught selling, buying

for, or giving tobacco products to anyone under 19, can be charged.

This law applies on and off school property. To sell, buy for, or give cigarettes to anyone under 19 can result in a fine of \$305.00. Maximum fine for supplying someone under the age of 19 with tobacco products is \$5,000.00. If you have any questions you can contact the city of Hamilton at: 905-540-5566

### **VAPING**

The *Smoke-Free Ontario Act, 2017* prohibits the smoking and vaping anywhere on school property, (including inside vehicles) and specifically within 20 metres from the perimeter of school property. Students cannot possess or use tobacco, nicotine, cannabis or vapour at school. If these products are found in the possession of students, their families will be notified, and students must surrender the item(s) to staff. These item(s) once confiscated, will not be returned. Consequences for possession, smoking or vaping on school property, will be determined by the school administration.

## **SHERWOOD EXPECTATIONS—Dress Guidelines**

### **Students:**

The primary responsibility for a student's attire resides with the student and their parent(s) or guardian(s). While students have the right to express themselves, feel comfortable in what they wear and the freedom to make dress choices (e.g., clothing, hair-style, makeup, jewelry, fashion, style, etc.), they have the responsibility to respect the rights of others, support a positive, safe and shared environment and to comply with the Student Dress Policy.

### **Staff:**

Staff are responsible for ensuring that student dress does not interfere with student and staff health or safety requirements and/or promote offensive, harassing, hostile or intimidating environments. Staff have the additional responsibility to balance student health, well-being and safety and foster positive school climates while affirming and respecting student choices and freedom of expression.

### **Student Dress Code**

- (a) Students may attend school and school-related functions in dress of their choice that conforms to following system standards
- (b) Student dress must: Be worn in such a way that all bottom layers cover groin and buttocks and top layers cover nipples, both with opaque material.

Tops may expose shoulders, abdomen, midriff, neck lines and cleavage and bottoms may expose legs, thighs and hips.

Undergarments may not be substituted as outerwear and, if worn, should be worn beneath a layer of outerwear. Straps and waistbands may be exposed however and headwear that does not obscure the face may be worn.

Conform with established health and safety requirements for the intended activity (e.g., health and physical education classes, science and chemistry classes, sporting events, technical education, drama/dance classes, etc.)

Respect the Board's intent to sustain a community that is positive, antioppressive, equitable, accepting and inclusive of a diverse range of social and cultural identities; and not promote offensive, lewd, vulgar, or obscene images or language, including profanity, hate and pornography.

Not promote, nor, could not be construed as include content that is discriminatory (e.g, racist, anti-Black, anti-Indigenous, anti-Semitic, Islamophobic, sexist, transphobic, homophobic, classist, ableist, sizist, etc.), or that reasonably could be construed as defamatory, threatening, harassing or promoting bias, prejudice or hate; Not symbolize, suggest, display or reference: tobacco, cannabis, alcohol, drugs or related paraphernalia, promotion or incitement of violence or any illegal conduct or criminal activities;

Not interfere with the safe operation of the school, limit or restrict the rights of others, or create a reasonably foreseeable risk of such interference or invasion of rights (e.g., except for creed accommodations and safety requirements, no head wear may obscure the face, all other head wear may be worn

Conform with any established standard school uniform Any restrictions to the way a student dresses must conform to the student dress code and will be necessary to support the overall educational goals and activities of the school (e.g., bathing suits/swim wear are restricted for pool/swimming activities.)

Any discretionary exceptions to the student dress code must be authorized by the principal or delegate and must be consistent with the Canadian Charter of Rights and Freedoms, the OHRC, and the Equity Policy (PO37) (e.g., OHRC accommodation requests, sports equipment, Halloween costumes that obscure a face. etc.).



## RESPECT FOR SCHOOL COMPUTERS & EQUIPMENT

Students are responsible for remembering their School Connect and HWDSB email account logins and passwords. Do not share your password with others. If you forget your login or password, please speak with your teacher. If you think that your password has been compromised, speak with your teacher.

\*Teachers may allow students use of personal laptop computers, Netbooks, iPhones and other mobile devices in order to support classroom activities. The use of or downloading of unauthorized software (including games) is not permitted.

\*Students must only use their own network and Power School accounts.

\*Users will not publish, post, or display inflammatory, inaccurate, abusive, obscene, profane, sexually oriented, threatening, racially offensive, sexist, or illegal material.

\*Users will not transmit, download, or print information, files, or software violating copyright laws.

\*Violation of Network Guidelines may result in forfeiture of network use at the school.

\*Users will not use the computer for activities which demean or bully other individuals or groups.

\*Be courteous when sending out publishing messages or other information on the Internet or when using Power School.

\*Not access, harm or destroy the data or materials of others.

## CELL PHONE/PMD USE

Students' phones and other Personal Mobile Devices (PMD)s are expected to be out of sight and on silent mode during instructional periods. The exceptions are when teachers provide explicit permission for educational use or when they are supportive of special education needs or essential for documents medical requirements or as stated on a student's IEP. The student will be responsible for their PMD, how they use it and the consequences for not following the school board's policy on PMDs. Should a parent need to contact their child, or vice versa, they can communicate through the main office during instructional time or at your child's lunch time. An educator may send a student to the office after several attempts to get the student to comply with the PMD expectations, in which case, the phone will be store in the school's vault until the end of the day.

## FOOD & DRINK

**Eating and Drinking:** Food and drink are not allowed in the hallways or stairwells. This is for safety reasons and to keep our school tidy. Food is only to be consumed in the Period 1 classroom during lunch , the Cafeteria or off school property.

## RESPECT FOR PROPERTY

Students will treat the school grounds, the school building and everything in the school with respect. Therefore, vandalism and littering are unacceptable.

\* All students are responsible for clearing garbage from their classroom workspace and/or common areas and respecting the rules regarding food and drink in classrooms, library and hallways.

\* In situations of vandalism and gross misconduct, the police will be called and families will be expected to make financial restitution for

## RESPECT FOR OTHERS

### **Land Acknowledgement and O' Canada:**

Students must stop in halls and remove their hats.

### **Staff:**

Respect all staff in the building. For security reasons, *you must provide your name when asked—failure to do so will result in a suspension*. If you are ever unsure of a request that is made of you (feel it is inappropriate or not sure if the person is a staff member), you are to come to the office for support rather than just refuse the request.

### **Neighbours/Community:**

Every time you are out in the community, you are a reflection of your family and our school values. You are expected to watch your language and be respectful of the premises belonging to all members of the community including the businesses and the residences. You are not allowed to loiter in our neighbours' playgrounds, pathways, and backyards or leave garbage on our neighbours' premises. Make us as well as yourself, proud of your behaviour by staying out of our neighbours' premises and by being polite and respectful within the community. Disrespect for our neighbours and their premises will not be tolerated and may result in a suspension

### **Bussing:**

The same code of conduct that applies at school, applies on the bus. No bullying or inappropriate behaviour such as smoking, vaping and snuggling are allowed on the bus. Respect for the bus driver is non-negotiable. The bus driver is the authority on the bus just as the teacher is the authority in a classroom. Inappropriate behaviour can be a distraction to the bus driver who is responsible for bringing all the students safely home or to school. Disrespectful attitude as mentioned, will not be tolerated and may result in loss of bussing privilege and/or school discipline.

### LOCKDOWN PROCEDURES

A code lockdown is a safety procedure designed to ensure that students and staff are safe from a source of danger (internal or external). Students are to listen to all staff instructions and follow the guidelines set out for them during training sessions. Use of cell phones or personal electronic devices is not permitted during lockdown procedures. Students should be aware of the following terminology:

**\*HOLD AND SECURE:** used when the school is secured due to an ongoing situation outside and not related to the school. The school continues to function normally, with the exterior doors locked until the situation is resolved.

**\*SHELTER IN PLACE:** used for an environmental, or weather related situation, where it is necessary to keep all occupants within the school to protect them. Examples may include chemical spills, blackouts, explosions or extreme weather conditions. People may enter and remain in the building with the doors and windows closed. The school may continue to function normally.

**\*LOCKDOWN:** used when there is a major incident or threat of school violence within the school, or in relation to the school. All movement within the school and in and out of the school is restricted.

### FIRE EVACUATIONS

Throughout the year we will also practice several fire evacuation drills. These drills will be conducted randomly during school hours. All students are required to follow the directions of staff regarding the procedures during this time. You must stay with your teacher when outside and when directed to evacuate site.

### MEDICAL HEALTH CONCERNS/HEAD INJURIES

Any student who has life threatening medical/health issues (Anaphylaxis, Diabetes, Asthma, Epilepsy, severe allergies, etc.) must inform the office and fill out a Plan of Care form, so that a plan of action can be created to respond to a medical emergency. Any student experiencing a head injury should be seen by a medical professional. **CONTACT ADMINISTRATION;** they will contact parents and initiate procedures for suspected concussion as per board protocols. See CHART 1 on page 11

<https://www.hwdsb.on.ca/wp-content/uploads/2019/08/Concussion-Procedure.pdf>

### VALUABLES

Students are advised not to bring valuables or large sums of money to school. The school cannot accept any responsibility for the security of belongings and valuables. **DO NOT LEAVE VALUABLES (INCLUDING CELL PHONES) IN THE CHANGE ROOMS.** If you have lost an item, please check the lost and found by the main office.

### SCHOOL LOCKERS

All students should have their own locker and are not permitted to share lockers. *The school is not responsible for the loss or theft of items left unattended within the school.*

Students will use their assigned locker and be responsible to keep it clean and clear it out by the last exam day in June. Any items left in lockers at the end of June will be disposed of or donated.

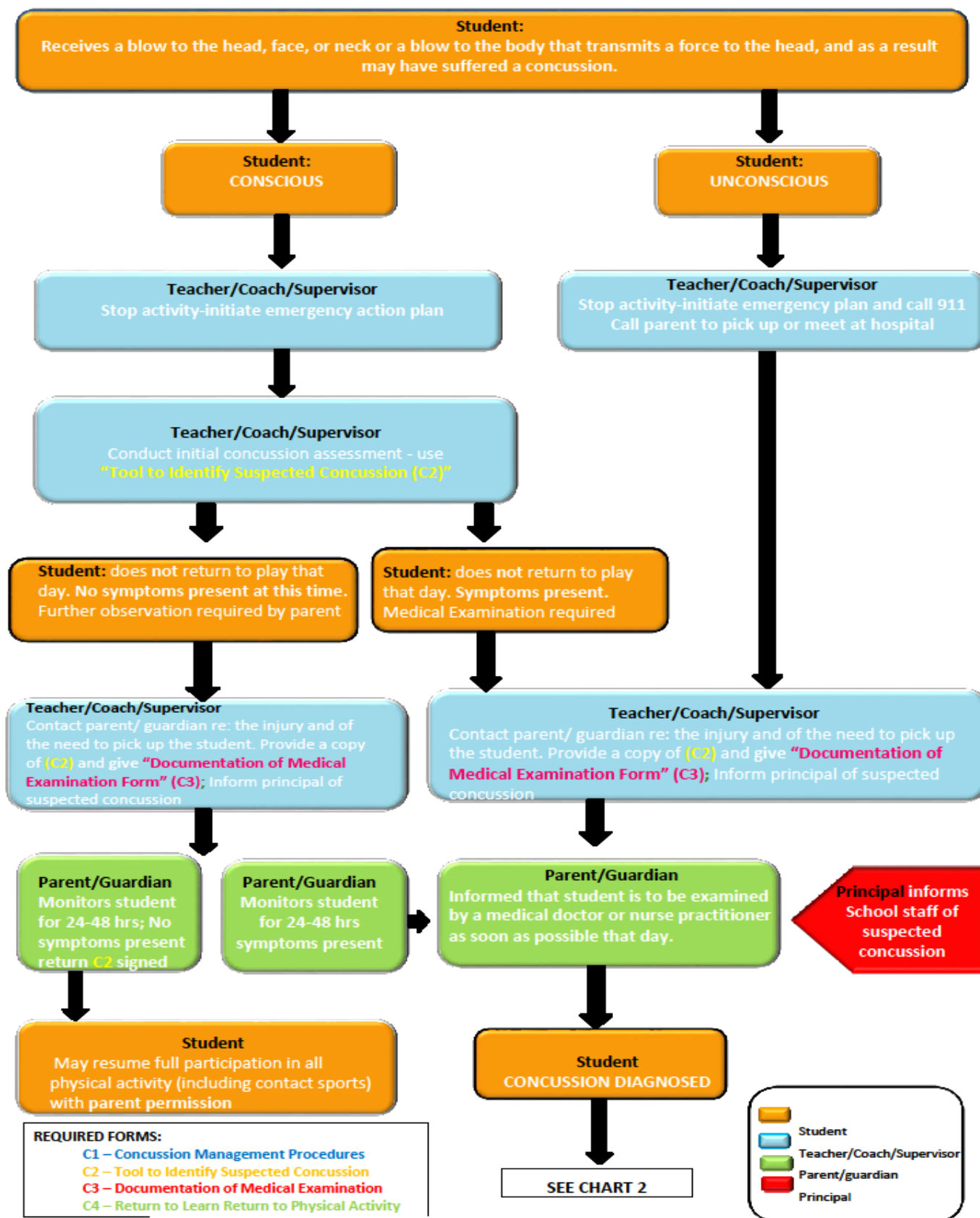
The school accepts no responsibility for lost or stolen items.

For everyone's safety, the office needs to know the individual assigned to each locker. Homeroom teachers will record student lockers and combinations at the start of each semester. If an inaccurate combination is left, the lock may be removed by administration. Administration will not reimburse students for locks that have been removed if students have failed to provide accurate information.

Students will not write graffiti on or in lockers. Locker damage is associated with vandalism consequences.

The locker is the property of the school. School administration has the right to open and search lockers at any time.

## CHART 1 ACTIONS FOR SUSPECTED CONCUSSION



\*Note: The following information is used with permission from the London District Catholic School Board.

## EXTRA CURRICULAR ACTIVITIES

### Guidelines for Participation in Extra-Curricular Activities:

All students have the privilege of participating in extra curricular activities, such as sports, teams, school organizations, clubs and dances. This privilege may be withdrawn or restricted if:

- \*The student fails to attend school on the day of a schedule event or game.
- \*The student is consistently failing a course/courses, or has excessive absenteeism.
- \*The student breaches the Code of Student Behaviour.



We believe it is a privilege, not a right, to play for an interscholastic team. It is the athlete's duty to promote good sportsmanship between their own teammates and opponents. All team members are encouraged to set a good example where each team should be free of foul language, physical and verbal abuse, comments relating to ethnic or religious origin and negative comments of any kind. Officials and coaches are to be treated with the highest degree of respect.

### TEAM/CLUB MEMBERSHIP DECISIONS:

The school administration will support the decisions (team/club membership, playing time) of faculty coaches, supervisors and advisors who volunteer their time to provide these enriching opportunities to our students. Students who have concerns should first approach their coach in order to resolve the problem.

**We strongly encourage you to find something to join at **Sherwood**. It will enrich your high school experience. It is so important to get involved! A more comprehensive list of current teams, clubs and activities is available on our website.**



Just Some of our Teams,  
Activities, Athletics & Clubs...

### FALL

Girls Basketball  
Boys Baseball  
Cross Country  
Golf  
Girl's Field Hockey  
Sr. Football  
Boys & Girls Touch Football  
Grade 9 Girls & Boys Soccer  
Tennis  
Boys Jr. & Sr. Volleyball

### WINTER

Boys (JR. & SR) Basketball  
Badminton  
Boys & Girls Hockey  
Girls & Boys Indoor Soccer  
Girls Jr. & Sr. Volleyball  
Boys & Girls Waterpolo  
Pickleball

### SPRING

Girls Slowpitch  
Jr. Football  
Boys and Girls Rugby  
Boys & Girls Soccer  
Track & Field  
Ultimate Frisbee  
Coed Volleyball

### CLUBS & ACTIVITIES

Anime/Manga Club  
Art Club  
Blood Drive  
Concert Band  
Debate Club  
Eco Club  
Jazz Band  
Library Club  
Muslim Student Association (MSA)  
Queer Student Association (QSA)  
Rep Band  
Sherwood Ambassadors  
Sherwood Athletic Council (SAC)  
Student Council  
Wellness Committee  
Yearbook

### CONTESTS

Language Contests  
Mathematics Contests (COMC, Pascal, Cayley, Fermat, Euclid, Fryer, Galois, Hypatia, AMC...)  
Programming Contests (CCC, ECOO)  
Science Contests (Waterloo SIN, AAPT, U of T Bio Comp, Physics @Mac Online Competition)  
Writing Contests  
Sherwood Reads  
Art Shows and Contests



## ASSESSMENT & EVALUATION

Please note that the Sherwood Assessment, Evaluation, and Reporting (AER) Policy is in alignment with the Hamilton Wentworth District School board (HWDSB) AER Policy and The Ministry of Education's "Growing Success: Assessment, Evaluation and Reporting in Ontario Schools, 2010" document.

### DETERMINING A GRADE

Teachers will take into account various considerations before making a decision about the grade to enter on the report card. Determining a report card grade will involve teacher's professional judgment and interpretation of evidence (conversations, observations, products) and should reflect the student's most consistent level of achievement for each overall expectation, with special consideration given to more recent evidence.

### MISSING EVIDENCE OF LEARNING

Students are responsible for:

- Providing evidence of their learning by completing all tests, demonstrations, projects, presentations and assignments to the best of their ability within established timelines.
- Using organizational and time management strategies to meet deadlines.
- Working collaboratively with their teachers to get extra help and support and manage their time when required.
- Ensuring that the evidence they provide is their own work, not the result of cheating or plagiarism.

If a student has not participated in learning activities in the classroom, and the teacher has not been able to evaluate the student through observations, conversations or student products, the teacher may not be able to evaluate student achievement of the overall expectations for a unit, subject or course.

In such situations, the teacher will communicate with parents and seek the support of the student success team, student services and/or administration. In the case where a student is not attending, the school social worker will be involved. If after strategies for support have been put in place and the student has still not demonstrated achievement of the overall expectations of a course, the teacher will use "Lower Limits" on the report card to indicate where the student is on the continuum of learning. Lower Limits are as follows:

- 40 Additional learning required. Focus on remediation, revision and completion. Recommend credit recovery or summer school.
- 30 Significant additional learning required. May require additional supports, interventions or changes to program. May need to repeat course.
- 25 Used for grades 11 & 12 only. Means a student has had no opportunity to demonstrate achievement of the overall expectations due to unique circumstances (late entry in to a course or has been ill).
- 1 Used for grades 9 & 10 only. Means a student has had no opportunity to demonstrate achievement of the overall expectations due to unique circumstances (late entry in to a course or has been ill).
- 0 No evidence of learning. A mark of 0 may only be given after consultation with a member of the administration team.

### LATE SUBMISSION OF EVIDENCE

If a student has not submitted evidence of learning on the due date, the teacher will use a series of strategies as appropriate to facilitate the completion and submission of the work. These strategies may include; conferencing with the student; requiring the student to complete an alternate task; reviewing the need for extra supports; contacting parents and setting up a contract for completion. An academic penalty of a maximum of a 10% mark deduction may be applied. If a student still does not submit the evidence of learning, ultimately a mark of zero can be given for the product. Also, please refer to the "Missed Evidence of Learning" section of our policy.

### ACADEMIC DISHONESTY

Academic Dishonesty is a serious offense and one that must not be taken lightly. When students submit evidence of achievement that is not their own, cheating or plagiarism, the expectation being assessed will be treated as missing (please refer to the "Missed Evidence of Learning" section of our policy) and may ultimately be assigned a mark of zero.

Cheating is defined as "to violate rules dishonestly" according to [www.merriam-webster.com](http://www.merriam-webster.com). Students must follow "rules" that are implicit in the tasks that have been assigned to assess and evaluate their learning. Some of these rules include:

- Tasks must be completed independently—unless other wise instructed.
- Products to demonstrate learning should not be shared with other students.
- Tests require students to use only the information they remember and they must not use other resources (unless explicitly provided with resources).
- A product used to demonstrate learning can only be used once.

### **ACADEMIC EXCELLENCE**

*Sherwood has a tradition of academic excellence. Students are encouraged to demonstrate their commitment to academic excellence by working hard in their chosen pathway to meet the honour criteria:*

#### **Grade 9 & 10**

80% average in 7 Ministry approved courses taken July through June of a school year.

#### **Grade 11 & 12**

80% average in 6 Ministry approved courses taken July through June of a school year. **NOTE:** For grade 12, courses must be from the senior division.

#### **Ontario Scholar Requirements**

Ontario scholars are students who are recognized for attaining an aggregate score of 480 points, based on their best 6 grade 12 courses (regardless of the year taken).

**Plagiarism** is a form of cheating. The Ministry “Growing Success” document defines plagiarism as “the use or close imitation of the language and thoughts of another without attribution, in order to represent them as one’s own original work.” Plagiarism can occur in different ways including:

- Improper paraphrasing or paraphrasing without acknowledgement of the source;
- Quoting from a source without acknowledgment (copying);
- Cutting and pasting from an electronic source without acknowledgement, including graphic representations;
- Representing as his/her own a product that a student did not produce.

## RESPONDING TO ACADEMIC DISHONESTY

Consequences for initial incidents of academic dishonesty may include the following:

- Student/teacher conference
- Student/parent/teacher conference
- Confirmation of student understanding of academic honesty; teacher re-teaches unit on proper documentation or uses the help of the Library
- Completing the task under supervision
- Revising and resubmitting the task

Repeated actions of academic dishonesty will be treated as a violation of the Code of Conduct and will be referred to administration. The students and his/her parents will be made aware that this behaviour constitutes lying and/or theft and progressive discipline actions appropriate to these infractions will ensue. Ultimately, a mark of zero can be given for the product.

## STUDENT FEES

Please note that Sherwood is committed to following best practices when charging school fees. Every attempt will be made to limit fees charged to our students and to ensure that fees reflect the actual costs of the services and/or materials provided. A subsidy program ensures all students can participate in student activities regardless of ability to pay. We will also work with families who have more than 2 children at the school to come up with a variable fee structure. Fees charged at Sherwood are as follows:

- ⇒ **Athletic Fees:** each athlete will pay an athletic fee of \$40 each year. These fees will be used to fund uniform maintenance, equipment repair/replacement and school-based athletic celebrations & awards. \*\*Please note, there may be additional costs charged by individual teams for uniforms, tournaments, travel, etc.
- ⇒ **Yearbook Purchase:** Optional & pricing TBD
- ⇒ **Optional Programming:** TBD for each program
- ⇒ **Enhanced Programming/Materials:** TBD (for students wishing to participate in field trips or wishing to use superior product or consumables not provided by the school) \*\*please note, alternative programming and assignments will be provided for students not wishing to participate in a field trip.
- ⇒ **Extracurricular Trips, Events or Activities:** TBD (for students wishing to participate in dances, proms, theme days, drama productions, school council activities etc...)
- ⇒ **Graduation Fee:** To be determined depending on the type of graduation ceremony

Sherwood shall honour the dignity of every student and parent/guardian in the fee collection process.

If financial support is needed, please contact Student Services to speak to your student’s guidance counselor.

If you have any questions about Sherwood school fees, please contact the Main Office to speak to an Administrator.



Sherwood  
SECONDARY SCHOOL