

2019-2020

Student Handbook



Chapel Theme 2019-2020

ROCKWAY
Mennonite Collegiate
A SMALL SCHOOL FOR A **BIG WORLD**

BELL SCHEDULES

Warning Bell: **8:05 am** (All students move to 1st period classes)
Classes Begin: **8:10 am** (1st period start)
 Students who arrive after that time are considered late.
Travel Time: Students have 2-3 minutes to travel between classes.

Per	Mon.	Tues.	Wed.	Thur.	Fri.
1	8:10 - 9:25	8:10 - 9:20	8:10 - 9:20	8:10 - 9:20	8:10 - 9:25
		CHAPEL 9:20 - 9:55	MARS 9:20 - 9:55	CHAPEL 9:20 - 9:55	
2	9:25 - 10:40	9:55 - 11:05	9:55 - 11:05	9:55 - 11:05	9:25 - 10:40
3	10:40 - 11:55	11:05 - 12:15	11:05 - 12:15	11:05 - 12:15	10:40 - 11:55
	LUNCH 11:55 - 12:40	LUNCH 12:15 - 12:50	LUNCH 12:15 - 12:50	LUNCH 12:15 - 12:50	LUNCH 11:55 - 12:40
4	12:40 - 1:55	12:50 - 2:00	12:50 - 2:00	12:50 - 2:00	12:40 - 1:55
5	1:55 - 3:10	2:00 - 3:10	2:00 - 3:10	2:00 - 3:10	1:55 - 3:10

(Bell Times subject to change.)

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SCHOOL POLICIES, PRACTICES AND PROCEDURES

PRINCIPAL'S MESSAGE

Welcome to Rockway Mennonite Collegiate!

I believe that you are entering into an exceptional place of learning, where faculty and staff are committed to forming faith and building character. This is a school that will provide you with unique learning opportunities, and a community that will help you develop new skills, encounter new concepts and ideas, build your faith, and apply your understanding in innovative and meaningful ways. As you embark on a new year, I encourage you to be a responsible, globally minded, compassionate and reflective learner - Rockway's four virtues that extend Rockway's core purpose.

At Rockway, we believe that personal success depends on your effort, your attitude towards accepting and meeting new challenges, your respect for others and self, which includes building and maintaining healthy relationships, and your contributions to the school and broader community. Setting personal goals and working hard to achieve them is a priority. We also believe that valuable learning doesn't just happen in a classroom, so you are encouraged to participate in the wide variety of school activities, both in your classes and through involvement in extra-curricular and community opportunities.

This Student Handbook clearly outlines school guidelines, information, and expectations which faculty and staff will help reinforce in class and during activities. Honouring these expectations through the school year, will help ensure your successful school experience.

If you have concerns or questions, please feel free to come and speak with me. I look forward to working together with you in the coming year.

Sincerely,



Ann L. Schultz
Principal

STUDENT LEADERSHIP

Student Council Leadership

The Student Council at Rockway Mennonite Collegiate is an organization of students and teacher advisors who plan and organize activities to enrich school life. It represents the students' interests and seeks to know what the students of Rockway want from their school.

This year's Student Council Executive consists of:

- Maxwell Dominy & Isaac Weber** ----- Co-Presidents (Elected)
- Anya Sheltra** ----- Secretary (Elected)
- Rebecca MacNeil** ----- Treasurer (Appointed)

The Student Council Cabinet assists the Student Council Executive in planning and organizing the many student activities held throughout the year. Cabinet members applied for a Cabinet position in May of the preceding year and were appointed by Rockway Faculty and Staff.

Student Council Cabinet Members are:

- Annalee Bender**
- Nick Heide**
- Julia Kehl**
- Aidan Morton Ninomiya**
- Micah Neufeld**
- Janeen Roggemann**

MARS Leadership

In addition to Student Council, student leaders are appointed at the end of each year for clubs and committees that run during the "Meet and Read Study" (MARS) period held each Wednesday from 9:20 – 9:55 am.

MARS Group Leaders are:

- Sharon Chau** ----- Bridging Cultures
- Zach Cressman** ----- Construction
- Emily Moffat** ----- Environmental Concerns
- Naomi Wiebe** ----- Faith & Worship
- Eileen Huck & Emily Loberto** ----- Lighthouse Editors
- Sydney Chiang & Kat Weber** ----- Lighthouse Photography
- Da-in Yoon** ----- Music Council
- Charlie McNenly** ----- Ramblings Editor
- Rebecca Hiller-Ranney** ----- Social Concerns
- Zoe Scheuring** ----- Visual Arts

MISSION STATEMENT

As a Christian educational community within the Anabaptist Mennonite tradition, Rockway Mennonite Collegiate integrates sound academic learning with growth in character and faith, together with a passion for peacemaking and service to God and all creation.

Rockway's objectives are:

- To partner with the families and congregations that comprise the Mennonite Church Eastern Canada in the mission of Christian education.
- To teach the Bible as the story of God's revelation to the world and to encourage students to choose the teachings of Jesus as guidance for their daily life.
- To lead students to understand and appreciate the history of people of faith, with emphasis on the Anabaptist / Mennonite witness of faithful discipleship.
- To equip students to discern values in the world, in order to responsibly participate and lead in their church, community and global society.
- To enable students to weigh educational, life-style, vocational and voluntary service choices that offer healing and hope in a world of disparities.
- To offer a program of academic excellence recognized by both the Ontario Ministry of Education and institutions of higher learning.
- To inspire academic achievement in order to broaden, enrich and challenge students' learning and world-view.
- To foster a stimulating and safe school environment where students, faculty and staff reconcile individual freedom with mutual accountability and learn a wholesome respect for self and others.
- To enrich classroom learning with diverse extra-curricular opportunities for participation and leadership development.

EDUCATIONAL PHILOSOPHY

As a student at Rockway you can expect to find a caring community where teachers, administrators and staff, together with student leaders, are committed to creating a healthy learning environment where all aspects of development are encouraged, and where individual worth is respected.

You can expect that, in their teaching and interaction with students, teachers will be committed to the Mission Statement. We are all on a journey of faith discovery, and will encourage you to make responsible decisions as you form relationships which respect the integrity of each person in our school. Although our enrolment is small in comparison to many other schools, you will be privileged to interact with students from various countries, and with guests hosted by the school as part of our international exchanges. Lived Christian faith that is pursuing a life of loving engagement in the spirit and manner that Jesus was in the world, is a purpose central to the process of education in this school.

While you will be challenged in all aspects of development, the school will encourage you to explore as fully as possible all that you bring to this community of learners. Our commitment is to treat you with respect and to engage in open dialogue with you about issues of importance to you. We encourage you to live creatively and responsibly in school, in your church and in your world. We welcome your participation in this venture of discovery.

KEEPING UP TO DATE WITH SCHOOL EVENTS

1. Daily Announcements. Daily announcements are posted on the bulletin board outside the main office, and online at rockway.ca/myrockway/announcements/daily-announcements/.

In addition, each class receives a list of announcements to be highlighted by teachers during their Period 1 class.

2. Rockway "Flash" A weekly email is sent electronically, with a link to the "Flash", to all parents for whom we have email addresses. The "Flash" is updated frequently and can be accessed anytime by checking the website.

3. School Calendar. Parents and students should regularly consult the Main Calendar and other activity-specific calendars at rockway.ca/myrockway/myrockway-calendars/ for all events and schedule changes throughout the school year. Click on any calendar event to see more details about the event.

4. School Cancellation due to Inclement Weather. Information regarding school closure or transportation cancellation due to inclement weather will be posted as early as possible (typically before 7:00 am) on the main page of Rockway.ca on the "Flash".

EMERGENCY PROCEDURES

In order to be prepared for circumstances such as fire or an intruder alert, emergency procedures are in place for all staff and students. Fire Drill regulations and procedures, including Emergency Exits, are posted in each classroom and are rehearsed several times during the year. Teachers instruct students in the proper procedures and exits from the school in the event of a fire. Other emergency procedures, such as Lock-Down and Tornado Drills, are also rehearsed with students during the school year.

Safe School Policy

See our full Safe School Policy and related policies at:

rockway.ca/myrockway/student-info/student-policies/

At Rockway Mennonite Collegiate, we believe that every person is made in the image of God and is entitled to be treated with dignity, respect, and integrity. As Christians we believe that our relationships involve physical, emotional and spiritual expressions based on a loving commitment to God and each other. We also believe that God calls us to participate in a community of faith that recognizes the intrinsic worth of each individual, the necessity of taking responsibility for one's actions, and the power of restorative justice and peace-making when harm has been done.

We want to foster a positive, inclusive learning and teaching environment that supports academic achievement for all students and that helps students reach their full potential as people of good character. We recognize that providing students an opportunity to learn and develop in a safe and respectful school community is a shared responsibility in which students, teachers and parents all play an important role.

We believe that students need to be equipped with the knowledge, skills, attitudes, and values to engage with the world and others critically, which means developing a consciousness that allows them to take appropriate action within their school and their local or global communities to build inclusive and equitable environments.

Positive school climate is the sum total of all the personal relationships within the school. When these relationships are founded in mutual acceptance and inclusion, and modeled by all, a culture of respect becomes the norm. Rockway is committed to a positive school climate which exists when all members of the school community feel safe, comfortable and accepted. As such, all teachers will model our belief that each person is made in the image of God and is entitled to dignity and respect.

CODE OF CONDUCT

See our full Code of Conduct and related policies at:

rockway.ca/myrockway/student-info/student-policies/

It is our expectation that all persons who work and study at Rockway will be courteous, considerate and respectful in their interactions with others. The *Safe Schools Act* sets out the conditions for all schools to maintain a positive learning environment. Students are assisted in the growth and development of self-discipline, as well as to act in ways that respect the needs, feelings, heritage, and rights of all.

Part of becoming a responsible contributing citizen of the world is demonstrating respect for self, peers, and adults. This includes being sensitive to the feelings of others, treating others as we wish to be treated, being courteous, and being positive when communicating with others ~ both verbally and in written form. It is important that we all put our values into action through respect, peace-making, and service within the wider community.

Friends demonstrate friendship by being considerate, supportive and thoughtful of each other. Teachers demonstrate commitment to students by helping them to learn in many ways, by listening to their questions, by guiding their journey of faith as well as academic endeavor, and by providing a variety of opportunities for service.

Standards of Behaviour:

Respect for Learning

Students are expected to conduct themselves with integrity, respect, and courtesy. In partnership with teachers and fellow students, we all create the atmosphere conducive to learning, and to healthy personal and spiritual growth. Students are encouraged to generate an attitude of respect on campus and during school events by using language that is considerate and courteous.

All students are expected to come to school every day and each class, on time;

- act in a manner that will help you and others fully engage in learning opportunities;
- live your values, and help to build a cooperative, cohesive school community;
- always speak with good purpose, and consider the effect of your words;
- be responsible each day for your own learning, participating cooperatively and conscientiously in class and school activities.

Respect, Civility, and Responsible Citizenship

All members of the school community must:

- demonstrate honesty and integrity;
- respect differences in people, their ideas, and their opinions;
- treat one another with dignity and respect at all times, and especially when there is disagreement;
- work to generate an attitude of good purpose and kindness on campus as well as during school event by using language that is considerate, respectful, and courteous;
- respect and treat others fairly, regardless of, for example, race, ancestry, place of origin, colour, ethnic origin, citizenship, religion, gender, sexual orientation, age, or disability;
- respect the rights of others;
- show proper care and regard for school property and the property of others;
- take appropriate measures to help those in need;
- seek assistance from a member of the school staff, if necessary, to resolve conflict peacefully;
- respect all members of the school community, including persons in positions of authority;
- not swear at a teacher, staff member, or at another person in position of authority;
- respect and comply with all applicable federal, provincial, and municipal laws.

Safety

All members of the school community must not:

- Engage in bullying behaviours
(see *P403 Bullying Prevention and Intervention Policy*);
- Commit sexual assault;
- Traffic in weapons or illegal drugs;
- Give alcohol to a minor;
- Commit robbery;
- Be in possession of any weapon including knives of any kind (knives can include, pocket, folding, hunting/fishing, whittling, survival, utility, collector, blade on corkscrew device, etc.), and firearms;
- Use any object to threaten or intimidate another person;
- Cause injury to another person with an object;
- Be in possession of, or be under the influence of, or provide others with alcohol, marijuana, or illegal drugs;
- Inflict or encourage others to inflict bodily harm on another person;

- Engage in hate propaganda and other forms of behaviour motivated by hate or bias;
- Commit an act of vandalism that causes extensive damage to school property or to property located on the premises of the school.

Dress Code

At Rockway, one way that we strive to reinforce a sense of responsibility to self and others is by encouraging all students, faculty, and staff to dress in a manner that promotes a positive and productive learning. We believe that fashion industry and trends do not necessarily dictate what is appropriate at school, and we recognize that clothing that is appropriate in some social settings may not be appropriate for a school environment.

We acknowledge that it is difficult to precisely define exactly what is and what is not appropriate attire for school, so faculty and administration will continue to work with students to help develop a shared understanding. The following non-exhaustive list describes some general guidelines that are intended to set a baseline for what we consider to be appropriate school attire.

Appropriate school attire:

- is comfortable and allow students to focus on learning and developing positive relationships with peers;
- promotes safety across the school and follows safety guidelines of art, design and technology, physical education, and science classes (this includes appropriate footwear being worn at all times in all areas of the school, and class-appropriate clothing for specialized classes);
- is worn so that underwear (boxers, briefs, bra straps) are not visible;
- does not include muscle shirts, low-cut shirts, off the shoulder tops, halter tops and spaghetti straps unless they are covered with a sweatshirt, sweater, shrug or shirt;
- includes shorts or skirts that are of an appropriate length – a general guideline for this could be that hem line of shorts or skirts should be to the height of a student’s fingertips when their arm placed at their side;
- is consistent with Rockway’s Mission and Four Pillars so it does not include inappropriate words, phrases, or graphics;
- is respectful of our Chapel space so hats, hoods and ear plugs/headphones are removed during chapel;
- is always responsive to the culture set by teachers in their classrooms, so that students respect the direction of their individual teachers with respect to clothing, hats, hoods, and ear plugs/headphones in their classes.

Responsible Use of Technology

Rockway’s technology resources have been established for educational purposes. Each student is assigned a Rockway Google account for the duration of their enrolment at Rockway. Students who wish to use Rockway’s network and access the Internet must first read and agree to abide by the conditions stipulated in the Responsible Use of

Technology Commitment that is sent to students annually in the August mailing or given to students upon their enrolment.

The Responsible Use of Technology Commitment states that each student:

- Understands that their Rockway Google account, computer equipment and Wi-Fi are for educational purposes only.
 1. These accounts are not for personal or recreational use at any time.
 2. Schoolwork is the only acceptable norm for Wi-Fi use at Rockway regardless of the device used.
 3. Activity on these accounts is regularly monitored by administration throughout the school day.
- Will be fully responsible for this account, and understands that any misuse of the account by anyone is their responsibility. This means that they will keep their password private at all times, and log off whenever my computer is unattended.
- Agrees to work only in those areas permitted by the teacher or supervisor. They will not make any attempt to explore the network or any system without express consent of the supervising teacher or librarian.
- Will use appropriate language at all times. Material of a violent, racist, sexist or pornographic nature is not appropriate.
- Understands that the bandwidth that we all share for the internet is limited. Therefore, they will only use this account to download or stream data that is directly related to school work. Further, students are not permitted to stream video, movies or music in order to preserve valuable bandwidth for others.
- Is aware that all communication that comes through their account, as well as the files stored on their account are visible to administration at all times and that activity which is inappropriate, dangerous, harmful to the school climate, or in any other way runs contrary to the Rockway Code of Conduct will be addressed by administration.

Disregarding any of the above stipulations will result in disciplinary action deemed appropriate by school administration including the possible loss of computer account privileges. Signing this agreement indicates that you, the student, have read and will abide by the stipulations above.

Electronic Devices

Students are not allowed to use their electronic devices in school chapels/assemblies, testing situations, change-rooms or washrooms within the school. Students may use their electronic devices in class if deemed appropriate by the teacher. This means that expectations for electronic device usage in classes will vary from teacher to teacher/class to class. Expectations for each class will be explained by the teacher at the start of each semester and reviewed from time to time throughout the semester. If used inappropriately, these devices will be confiscated by the teacher and turned in to the main office. The receptionist will inform the Vice Principal of the situation. Students may pick up their cell phone at the end of the day, following a conversation with the Vice Principal. If inappropriate use continues, Rockway's Discipline Policy will be implemented, including contact with the parents.

Attendance

Our assumption is that regular and punctual student attendance is vital to student learning and a significant factor in academic achievement. Students who habitually miss classes miss learning experiences that cannot be entirely regained. Student absences hinder complete evaluation because participation and achievement cannot be fully assessed.

We also assume that parents/guardians want to know whether their child is regularly and punctually attending all classes. As a school we expect their interest, concern and support to assist in student attendance and learning.

If a student is to be absent from school or arriving late in the day, parents/guardians must contact the school by telephone or email before 8:00 am if possible:

- Attendance Phone: 342-0007 ext. 3334
- Attendance email: attendance@rockway.ca.

All students must sign out in the main office if they are leaving campus before the end of the school day. Parents are asked to contact the attendance office by phone, email or via a written note before the student is expected to leave.

Chapel attendance is mandatory for all students.

Students are responsible to make up ALL work covered during an absence from class. Tests missed during unexcused absences may or may not be made up, depending on the discretion of the teacher. It is the responsibility of the student to check with teachers regarding missed learning and assignments due to absences.

When a student has five unexcused absences from any class, the Vice Principal will be notified. Administration, the teacher and the student in question will meet to discuss the concern and establish a plan for regular class attendance. Parents will be contacted. Students may be withdrawn from the course and forfeit the credit if unexcused absences from class puts the required 110 hours of instruction in jeopardy.

All visitors to the school must report to the Office, and student guests must receive permission through the Office prior to their visit.

Students Over 18 Years Old

In keeping with the Municipal Freedom of Information & Protection of Privacy Act, no calls will be made to report absences/ truancies for those 18 or over. Unless permission is granted by the student to share information regarding attendance and academic progress with their parent or guardian, the student is viewed as an adult. Those students who have extended absences are required to provide the school with a doctor's note to cover absences.

Off-Campus Sign-Out

All students in grades 7-9 are not allowed to leave the school campus at any time during the school day except with prior written parental and teacher permission.

All students in grades 7-12 must sign out (and back in) at the main office when leaving school for any reason during the school day. This provides the office with awareness of where students are, in case of emergency or should there be need for parents or others to be in contact.

Spares for Grade 11 and 12 Students

Students in grades 11 and 12 are strongly encouraged to use their spare periods wisely in the library or other designated space. Use of the student lounge area is only for quiet conversation, catching up on homework, reading, etc. Any senior students who are leaving school property during their spares must sign out (and back in) at the main office and ensure that they return in time for their next class.

Students are not permitted to play ping pong, foosball or cards in the main foyer or lounge during any academic periods, as these are disruptive to the learning environment of other classes in progress. At no time is gambling (ie. poker or other related games) allowed on campus.

Lunchtime Expectations

Lunchtime is an important time of the day, not only for physical nourishment, but also for building community. Students are invited to bring their own lunch or to purchase a lunch from our cafeteria.

Students are welcome to eat lunch in the Assembly Area, the courtyard, or the lounge, but they are not to eat lunch in the gym, library, or in any academic hallway. The gym and library will be open each day for student use during the lunch period.

School Parties

A school party is one which is collectively planned by students and teachers, uses a school class list to determine participation, or which extends a school event off campus. Faculty and/or parents assume full responsibility for supervision of such parties.

When faculty become aware of other parties that may pose concern, and which are not considered "school events," faculty will inform administration accordingly. The Principal or Vice Principal will make contact with parents to share appropriate information. The school does not assume responsibility for supervising these events that occur in the context of the home or off- campus, and which are not officially organized by the school.

Smoking and Vaping

We strongly discourage students from smoking and vaping or use of e-cigarettes because it is harmful to health. Tobacco, e-cigarettes, or other vaping devices (including the cartridges) should not be brought to school and will be confiscated if seen. Guidance and Administration will offer details with reference to a cessation program. Be aware that in order "to protect youth from the damage of tobacco smoke, the Ontario Government has legislated that smoking is not allowed in any school, both inside the building and on school grounds".

Smoking or vaping on campus, or within the sightlines of the school, or at any school function contravenes Rockway's guidelines for community living and responsible behaviour.

Skateboards and Rollerblades

Students are expected to leave skateboards or rollerblades at home. There is considerable traffic on and around our school property and we want to avoid injuries and risks, as well as respect the rights of our neighbours. (If you use your board for getting back and forth from school with permission from administration, it MUST be kept in your locker at all times during the school day and may not be used at all on school property or surrounding private property.)

Driving of Vehicles on School Property

Personal vehicles may be driven on school property for purposes related to school attendance and programs only. This privilege may be withdrawn for inappropriate driving behaviour or vehicle use.

Students may not drive vehicles they do not own, including school owned vehicles, on school property under any circumstances. Unlicensed vehicles may be driven on school property by Rockway faculty or staff only. Unlicensed vehicles may not be driven by a student, even if the vehicle is owned by the student or his/her family.

Vehicles that are being used as part of the Design and Tech program can be driven by the vehicle owner's licensed children, or by Rockway faculty or staff. If vehicles are driven by licensed children, the vehicle owner will be responsible for any damages.

PROGRESSIVE DISCIPLINE AND PROMOTING POSITIVE BEHAVIOUR

See our full Discipline Policy and related policies at:

rockway.ca/myrockway/student-info/student-policies/

At Rockway, we believe that a just, equitable and inclusive learning environment where all students feel accepted is a necessary condition for student success. We understand that students cannot be expected to reach their full potential in an environment where they feel insecure or intimidated. We also understand that all people make mistakes and that students, in particular, need appropriate opportunities and support to learn and grow from their mistakes. Students need to be equipped with the knowledge, skills, attitude and values to engage the world and others critically.

Restorative Justice guides the way that the school interacts with students at all times and in particular when discipline issues arise. The principles of restorative justice reinforce our belief in the value of every student, the ability for students to learn from mistakes, and the importance of restoring relationships. Restorative justice moves away from a straight-forward discipline process, which responds to an incident only with a pre-determined consequence. By working with those who have caused harm to help them develop their own skills and perspective and by creating opportunities for them to face their victims, to consider the impact of their behaviour, and to come up with a way to make amends, restorative justice holds them accountable for their actions, helps them learn how to repair harm and transform conflict, and gives victims a voice.

Progressive Discipline describes the types of sanctions that the Principal or Vice Principal may impose in response to serious or repeated incidents. The use of progressive discipline is couched within restorative justice principles as it is based upon correction and growth rather than punishment, and it respects the dignity of all those involved. It may include a variety of

interventions, supports, considerations, and consequences with the focus on improving behavior, restoring relationships, and transforming conflict. This includes but is not limited to:

- a. Individual conversations to develop skills that are required to better handle a situation;
- b. Individual conversations or conversations alongside parents to develop an understanding of the impact of behaviour and to plan ways to appropriately make amends for behaviour;
- c. Participation in peer mediation, circles, or group conferences;
- d. Development of a support plan or a learning commitment document to outline clear expectations for the student, the parents, and the school;
- e. Withdrawal of privileges at school or time-outs from class;
- f. Suspension from school/classes/activities.

A primary goal of progressive discipline is to promote long-term healing and growth for all affected and reintegrating those who have caused harm back into the school community

A student's parent(s) or guardian(s) will always be kept apprised of actions that have been carried out as part of the progressive discipline process.

Serious Incidents – Definitions and Procedures

Serious discipline issues are those which run contrary to our school's code of conduct and which violate laws applying to all young people in our wider community. The Education Act outlines activities for which suspension and expulsion must be considered by the Principal.

Activities for which suspension will be considered:

- Uttering a threat to inflict serious bodily harm on another person
- Possessing alcohol, marijuana, or illegal drugs
- Being under the influence of alcohol, marijuana, or illegal drugs
- Swearing at a teacher or at another person in a position of authority
- Committing an act of vandalism that causes extensive damage to school property at the student's school or to property located on the premises of the student's school
- Bullying or harassment (including sexual harassment)
- Inappropriate sexual behaviour
- Theft from students or the school

Activities for which expulsion will be considered:

- Be in possession of any weapon including knives of any kind (knives can include, pocket, folding, hunting/fishing, whittling, survival, utility, collector, blade on corkscrew device, etc.), and firearms
- Using a weapon to cause or to threaten bodily harm to another person
- Committing physical assault on another person that causes bodily harm requiring treatment by a medical practitioner
- Committing sexual assault
- Trafficking in weapons or in illegal drugs
- Committing robbery

- 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)
- Any activity listed above as grounds for suspension that is motivated by bias, prejudice, or hate
- Giving alcohol to a minor

Further Guidelines for Suspensions

Alcohol, Marijuana, and Illegal Drugs:

Note that all of these policies apply for all school-related events and activities, including for students who are on international trips or exchanges, even when the laws around drinking or drug use differ from those of Canada in the host country.

Possession, use or sharing of alcohol or marijuana

- a. Students who possess or use alcohol or marijuana will be suspended for between 3 and 10 school days.
- b. Students sharing or supplying alcohol or marijuana with, or to, other students will be suspended between 5 and 10 school days.
- c. In cases in which alcohol or marijuana use, sharing, or supplying is deemed to be excessive in the judgment of administration and Board Executive or in cases where students have previously been involved with alcohol or marijuana, school administration and the Board will give consideration to increasing the suspension length beyond the parameters identified and /or removing the student permanently from the school.

Possession, use or sharing of illegal drugs

- a. Students in possession of or using illegal drugs will be suspended for between 5 and 10 school days.
- b. Students sharing with other students, or supplying/ selling illegal drugs to other students, will be suspended for between 10 - 20 school days.
- c. In cases in which drug issues involve the use of harder illegal drugs or is deemed to be excessive in the judgment of administration and Board Executive, and/or in cases where student(s) are involved on a repeated basis with illegal drugs, school administration and Board will give consideration to removing the student permanently from the school.

Selling / Dealing / Trafficking of Alcohol or Illegal Drugs

If a student is selling or trafficking alcohol or illegal drugs an investigation will begin with a suspension leading to a formal expulsion hearing at the Board of Directors. No allowance will be given for completion of course credits or the writing of final exams in a case where a student has been expelled from our school.

See our full Discipline Policy and related policies at:

rockway.ca/myrockway/student-info/student-policies/

Bullying, Assault, Sexual Harassment, Theft, and Vandalism:

In cases where bullying (includes cyber/online), assault, sexual harassment, theft or vandalism are not resolved through progressive discipline or restorative justice practices, school suspensions may occur. Depending on the severity, school suspensions can range from 1-15 days. Police involvement may be considered for serious incidents in which the behaviour involves actions deemed contrary to the school's code of conduct and which may violate laws within our community.

In cases in which bullying (includes cyber/online), assault, sexual harassment, theft or vandalism are deemed to be excessive, in the judgment of administration and Board Executive, or in cases where students are involved on a repeated basis with these issues, school administration and the Board will give consideration to increasing the suspension length beyond the parameters identified and/or removing the student permanently from the school.

See our full *Bullying Prevention and Intervention Policy* at:

rockway.ca/myrockway/student-info/student-policies/

FACILITIES AND OTHER SERVICES

- 1. Food Services.** Food Services welcomes students to buy a lunch or something to complement their lunch from home.

The menu and pricing is posted outside the servery door in the cafeteria as well as on the myRockway website.

Frequent buyers may wish to buy meal tickets (packages of 10) at the Main Office. Meal tickets speed up your exit at the cash register and save you money.

If you bring lunch from home, you are expected to bring your own cutlery, plates, condiments, etc. A fee will be charged for the use of cutlery without the purchase of food.

Students are responsible for placing garbage in the proper containers for composting and recycling and, as well, for returning the trays and dishes to the designated areas.

- 2. Gymnasium Use.** During lunch periods, the gymnasiums are open for student use only when a teacher supervisor is present. Students are reminded that use of either gym during this time is a privilege, not a right. In situations involving inappropriate or unsafe behaviour, the supervising teacher will use discretion in deciding whether a student should have his/her privilege revoked for a period of time. Students must return any equipment used to the ball rack before leaving the gym.
- 3. Lockers & Locks.** Students will be assigned a locker the first day. They can purchase a school lock, or they may use one of their own. *Remembering lock combinations is the responsibility of the student. Students in grades 7-8 must give their lock combinations to their homeroom teachers.* Key locks are not permitted. Students who lose their lock should purchase a new one immediately.

Students are expected to keep their lockers neat and should clean out their lockers several times per year. Timetables and other necessary information may be posted inside the locker using masking tape. The outside of the locker is to be free of any postings. No writing on or defacing of lockers in any manner is permitted.

To protect their valuables, students should keep their locker locked and should not share their combination.

4. **School Property and Equipment.** It is expected that students will treat school property and the possessions of other students with care and consideration. School equipment (i.e. shop equipment, audio visual machines, photocopiers, gym equipment, musical instruments, art room supplies) may be used by students only with permission and under the supervision of a faculty member.
5. **Lost Property.** Students are encouraged to place their names on all articles that will be used in the context of the school. Lost property is kept in a cupboard outside the Phys. Ed. offices. Students who lose something should report the loss to the office. Students who find articles are expected to bring them to the office. All unclaimed articles will be distributed to local thrift shops.
6. **Textbooks.** Textbooks will be sold on the first day of school. Books that will be used the following years, and that are in good condition, will be accepted back at the end of the year for resale with refunds credited to the student's account in mid-September.
7. **Vehicle Use and Parking.** Vehicles or bicycles shall be used only for transportation to and from school. If students in grades 11 and 12 find it necessary to leave campus during regular school hours, they may use their vehicles for transportation after signing out in the office. We strongly discourage students transporting other students in their vehicles during the school day. Students may not transport other students to school functions or events.



DIPLOMA AND CERTIFICATES

REQUIREMENTS FOR THE ONTARIO SECONDARY SCHOOL DIPLOMA

- a. All students must earn a minimum of 30 credits (18 compulsory and 12 elective), complete 40 hours of community service activities and successfully complete the Grade 10 Literacy Test before an OSSD can be issued.
- b. Students in grade 9 can earn the equivalent of 9 credits towards the 30 required to graduate with an OSSD. Students successfully completing grade 9 at Rockway will have earned credits in English, Math, Science, History, French, Phys. Ed and Religious Studies, along with Open Credits in Art, Music, Design & Technology, Family Studies, Drama, Computer or Orchestra.
- c. Students in grades 10-12, who are planning to enter university, must earn a minimum of six (6) of the 30 or more credits at the University and/or University/College levels.
- d. Of the 30 credits that students in grades 9-12 must earn for graduation, 18 are compulsory and 12 are optional. The compulsory credits include:
 - 4 English (1 credit per grade)
 - 1 French (as a second language)
 - 3 Mathematics (at least 1 credit in Gr. 11 or Gr. 12)
 - 2 Science
 - 1 Canadian History
 - 1 Canadian Geography
 - 1 Arts
 - 1 Physical and Health Education
 - ½ Civics
 - ½ Career Studies

PLUS

Group 1 additional English, or French as a second language, or a third language, or social sciences and the humanities, or Canadian and world studies, or guidance and career education

Group 2 additional health and physical education, or the arts (Music, Art, Drama or Dance), or business studies, or additional French as a second language

Group 3 additional Science (Grade 11 or 12), or Technological Education (Gr. 9 - 12), or additional French as a second language or computer studies

18 TOTAL COMPULSORY CREDITS

EARNING A ROCKWAY DIPLOMA

- a. The Rockway Diploma is built on an integrated vision for learning that informs teaching, relationships and our program for all students. This vision shapes a shared commitment from teachers to help form and support faith and character virtues as students grow to be **responsible, globally minded, compassionate and reflective**.
- b. We believe that earning an optional Rockway Diploma, in addition to an Ontario Secondary School Diploma, lays a foundation for a life-long journey of faith formation and character building. The Rockway Diploma will be awarded to all grade 12 students who successfully complete Religious Studies course requirements and Service components during their time at Rockway.
- c. Grade 9-12: Students in grades 9-12 must successfully complete a minimum of 3 credits in Religious Studies in order to earn this Diploma (1 compulsory course in each of grade 9 and 10 and a minimum of 1 out of 3 courses, *World Religions, Philosophy or Canadian & World Issues* in grades 11 and 12). In addition to their Ministry mandated Community Service requirement (10 hours / year; 40 hours total) students in grades 9-12 who choose to earn a Rockway Diploma, must also complete an additional 20 hours of service beyond the school within the broader community. The school will provide guidance and suggest appropriate service options for students. Reflection and conversation about student service learning will occur in Religious Studies classes.

* In situations where a student's timetable does not permit him/her to take a Religious Studies course, provisions may be made for an alternative assignment to be given from another course that would allow him/her to receive the Rockway Diploma, alongside the completion of 20 hours of additional service. A written request for this provision must be submitted to the Principal.
- d. Rockway Diploma Award: Each year, teachers will select and award a Rockway Diploma Award to a deserving student during Senior Graduation ceremonies. This award will recognize a student who has been exemplary in responding to our foundational vision, who has engaged their learning in Religious Studies classes and who has completed service requirements.
- e. Religious Studies course titles are:
Grade 7 God Calls a People
Grade 8 God's People Walk in Faith
Grade 9 An Upside Down Kingdom (HRE131)
Grade 10 History of the Christian Church (HRE231)

One of the following courses is required for the Rockway Diploma:

Grade 11 World Religions (HRT3M1), Grade 12 Philosophy (HZT4U1) or Grade 12 Canadian & World Issues (CGW4U1)

ASSESSMENT, EVALUATION AND REPORTING

See our full *Assessment, Evaluation and Reporting Policy* at:
rockway.ca/myrockway/student-info/student-policies/

The primary purpose of assessment and evaluation is to improve student learning. Rockway Mennonite Collegiate believes that such improvement necessarily requires:

- i. Practices and procedures that are fair and transparent;
- ii. Practices that support all students (including those students who speak English as a Second Language and those students with Individual Education Plans);
- iii. Proactive communication with parents that ensures that parents understand curricular achievement charts, including levels of achievement (limited, some, considerable and high degree or thorough), categories of achievement (knowledge and understanding, thinking, communication and application), and demonstrations of achievements (observations and student products); and
- iv. An effective cheating and plagiarism prevention and intervention policy.

Applicable regulation(s): Growing Success (Ontario 2010)

THE ACHIEVEMENT CHART

The achievement chart for each subject is a standard province-wide guide and is to be used by all teachers as a framework with which to assess and evaluate student achievement of expectations. It enables teachers to make consistent judgments about the quality of student learning based on clear performance standards and on a body of evidence collected over time. It also provides teachers with a foundation for developing clear and specific feedback for students and parents.

The achievement chart identifies four categories of knowledge and skills that are common to all subject areas and disciplines. The four categories should be considered as interrelated, reflecting the wholeness and interconnectedness of learning.

The categories of knowledge and skills are as follows:

Knowledge and Understanding:

Subject-specific content acquired in each course (knowledge), and the comprehension of its meaning and significance (understanding)

Thinking:

The use of critical and creative thinking skills and/or processes

Communication:

The conveying of meaning through various forms

Application:

The use of knowledge and skills to make connections within and between various contexts

LEVELS OF ACHIEVEMENT

Curricular achievement charts identify four levels of achievement:

Level 1 (50-59%) represents achievement that falls much below the provincial standard. The student demonstrates the specified knowledge and skills with limited effectiveness.

Level 2 (60-69%) represents achievement that approaches the provincial standard. The student demonstrates the specified knowledge and skills with some effectiveness.

Level 3 (70-79%) represents the provincial standard for achievement. The student demonstrates the specified knowledge and skills with considerable effectiveness. Parents of students achieving at level 3 can be confident that their children will be prepared for work in subsequent grades/courses.

Level 4 (80-100%) identifies achievement that surpasses the provincial standard. The student demonstrates the specified knowledge and skills with a high degree of or thorough effectiveness.

Cautionary: Although demonstrated achievement at Level 1 will result in a student successfully earning credit, it is important to note that only at Level 3 or higher can parents be confident that students will be prepared for work in subsequent grades and/or courses. Where a student has earned a credit at Level 1 or 2, remediation, summer school programming or tutoring is recommended, together with consideration of subsequent courses at an applied (Grades 9/10) or workplace or college (Grades 11/12) preparation level.

ASSESSMENTS

Wherever possible, teachers should identify student success criteria when introducing any assessment as, of or for learning task (whether observation, conversation, student product, or combination thereof). This will promote fair and transparent criterion-based marking. Student success criteria can be introduced in a rich variety of formats.

EVALUATIONS (Assessment of Learning)

70% of the assessment of learning (evaluation) is conducted throughout the course. This portion of the grade reflects the student's most consistent level of achievement throughout the course, although special consideration should be given to more recent evidence of achievement.

30% of the assessment of learning (evaluation) is in the form of final evaluation activities that are administered at the end of each course. Students cannot be exempted from these final evaluations, which will be based on evidence from one or a combination of the following: an examination, a performance, an essay, and/or another method of evaluation suitable to the course content. The final evaluations allow the student an opportunity to demonstrate comprehensive achievement of the overall expectations for the course. Students intentionally submitting a blank final evaluation will be assigned a mark of zero, which will be weighted into the final grade at the Ministry-mandated 30% level.

HOMEWORK

Ministry guidelines place emphasis on independent study. Whereas some in-class time for research on assignments, projects and independent study will be provided, work outside of the class is necessary if excellence is to be achieved.

There will be regularly assigned homework at all grade levels. We believe homework is essential to ensure full understanding of concepts and material taught in class and to help students develop sound work and study habits.

Homework may include completing work begun in class, doing specially assigned work, preparing projects, or reviewing for tests and examinations.

We expect students to be conscientious in completing assigned work. Students are responsible to inform subject teachers when homework assignments cannot be completed in the time allotted.

CHEATING AND PLAGIARISM

Rockway Mennonite Collegiate will continue to discourage cheating and plagiarism, pro-actively work to detect incidents of cheating and plagiarism, and issue consequences for students who cheat or plagiarize.

Plagiarism is the presentation of someone else's work as one's own. It may involve borrowing large amounts of material, or changing a few sentences or words from another source without proper references. Rockway's goal is to teach the proper use and referencing of another author's work as an accepted and important part of research and scholarship. This skill and commitment is also a truthful way of using the ideas and writing of others. Proper research and reference procedures will be taught in all courses where these skills are important.

Plagiarized work will not count toward meeting course requirements. Work that has been plagiarized, in whole or in part, will not be marked. Consequences will typically include a requirement that the work be re-submitted within two weeks in order to avoid a mark of zero, but will involve consideration of a continuum of behavioural and academic responses, based on the following four factors:

- i. the grade level of the student;
- ii. the maturity of the student;
- iii. the number and frequency of incidents; and
- iv. the individual circumstances of the student.

Teachers must report all consequential incidents of cheating and plagiarism to the Principal.

LATE ASSIGNMENTS

Students are responsible for providing evidence of their achievement within the time frame and the form specified by the teacher. Students must understand that there will be consequences for not completing assignments for evaluation or for submitting those assignments late.

Late Penalty: Teachers in grades 9-12 may apply a penalty of 5% of the total mark for each day that an assignment is late, to a maximum of 15% (i.e. no further penalty after the third day late). Example: A student hands in an assignment two days late and earns 80%. They are penalized 10% of the total value of the assignment for a final mark of 70%.

Teacher Discretion: At a teachers' discretion, a student will be informed that they can no longer submit an assignment, after the teacher has returned the marked assignment / project to the class and the student has been given ongoing opportunity to have it completed and submitted. Some summative assignments, as well as Grade 12 ISU projects, must be submitted for students to earn credit in a course.

REPORTING

Students are encouraged to develop and demonstrate increasing responsibility for their own learning as grade levels increase. Such responsibility includes comprehensive and complete communication of academic progress to their parents. Report cards will be issued on an interim and on a final basis during each academic semester. Teachers will also notify families of any consistently demonstrated academic, behavioural or learning skill concerns considered in the teacher's opinion to be consequential. Parents are always encouraged to initiate any concerns in writing.

Report Card Dates

Friday, November 8, 2019 (sent home with students)	Progress Reports (Gr. 7&8) / Sem I Mid-term Reports (Gr. 9-12)
Friday, February 7, 2020 (sent home with students)	Report 1 (Gr. 7&8) / Sem I Final Reports (Gr. 9-12)
Monday, April 13, 2020 (sent home with students)	Sem II Mid-term Reports (Gr. 9-12)
July 2020 (mailed to home address)	Report 2 (Gr. 7&8) / Sem II Final Reports (Gr. 9-12)

Final Exams

Students will have an opportunity to review their final exams in a classroom setting at the end of semester I with the purpose of improving student learning. Final evaluation results for each semester are included in the final grade for each course. Final evaluation results for Semester II will be included in the teacher comment on the report card. All Final Evaluations are retained by the school and stored for Ministry of Education inspection purposes.

SUPPORTS AND RESOURCES

STUDENT SERVICES

The Student Services Department promotes an open door policy alongside appointments made through email in order to welcome, listen to, assist and inform students. It is the task of Student Services, in cooperation with teachers and parents, to provide students the opportunity to acquire the skills, knowledge and attitudes necessary to:

- successfully deal with personal and academic barriers to learning
- relate effectively and respectfully to others
- develop appropriate short and long range educational plans
- explore a variety of career options

Student Services seeks to meet these aims through formal and informal instruction, individual and group counselling, the coordination of combined efforts from various sources, and by providing students with accurate, up-to-date information on educational and vocational choices.

The school's Student Services Counsellors will be available to meet with students, both formally and informally, from 8:10 am to 3:10 pm and by appointment before 8:10 am or after 3:10 pm.

Deb Baxter Heeney is the primary contact for students in Grades 7-8 and Danette Adams is the primary contact for students in Grades 9-12.

COURSE SELECTIONS AND CHANGES

The guidance counsellors will help students make the appropriate course selections. In April of each year, students will be asked to select courses for the following school year. Parents/guardians are strongly encouraged to assist their son/daughter in the selection process.

Students may add or drop courses using the approved course change procedure at the beginning of each semester. The last day that changes may be made are:

	<u>Every-day Courses</u>	<u>Alternating-day Courses</u>
Semester 1	September 13, 2019	September 18, 2019
Semester 2	February 6, 2020	February 11, 2020

If students wish to drop or add a course, they must first discuss it with their parents. If that approval is forthcoming, the student must obtain an "add/drop form" from Student Services, which they will use to process this decision with their subject teacher. The student must continue to attend his/her original classes until the subject teacher returns to them with approval to change.

Only under special circumstances, and with the written approval of parents, the principal and the subject teacher, will a student be permitted to add or drop a course after the add/drop deadline. Students are strongly encouraged to continue a course of study once classes have started.

All attempts at courses in grade 11 and 12 must be recorded on students' Ontario Student Transcripts (OST). Students in these courses who withdraw within five instructional days following the issuance of the mid-semester report card will not have their course attempt recorded on their OST. Students who withdraw from a course after five instructional days following the issuance of the mid-semester report card will have a "W" (Withdrawal) recorded on the OST along with the grade as of that time. Students, who complete a grade 11 or 12 course with a failing grade, will have this course attempt and mark recorded on the OST.

LEARNING RESOURCE SERVICES

Teachers in the Learning Resource Centre help students develop life-long learning strategies, including organizational and time-management skills and effective study strategies. They also provide students with individualized subject-specific help. The Resource Centre is located adjacent to the library and is equipped with computer access, study rooms and carrels.

Learning Resource Teachers also create, monitor, update, and facilitate Individual Education Plans (IEPs) for many Rockway students. IEPs outline a student's learning profile – her strengths and needs – and it outlines any accommodations or modifications that might be helpful or required to ensure success in class.

Accommodations

Accommodations include individualized teaching and assessment strategies, human supports, and/or individualized equipment. In a subject or course identified in the student's IEP as "Accommodated Only", the provincial curriculum expectations are not altered. Assessment accommodations are changes in procedures that enable the student to demonstrate his or her learning. These may include: visual supports to clarify verbal instructions, assistive devices, or some form of human support; alternative methods for the student to demonstrate his or her achievement of expectations (e.g., allowing the student to take tests orally) or the allowance of extra time to complete the assessment; alternative settings that may be more suitable for the student to demonstrate his or her learning.

Accommodations offered at Rockway Mennonite Collegiate include the following:

- an individual or small-group setting or an individual study carrel
- use of assistive technology (Google Read&Write)
- preferential seating within the regular classroom
- prompts for students with severe attention problems who are off-task for significant periods of time
- additional time for testing, to a maximum of one-and-one-half the allotted time
- large-print
- verbatim reading

Modifications

Modifications are changes made to the grade-level expectations for a subject or course in order to meet a student's learning needs. Modifications may include the use of expectations at a different grade level and/or an increase or decrease in the number and/or complexity of expectations relative to the curriculum expectations for the regular grade level.

See our full Individual Education Plan Policy at:

rockway.ca/myrockway/student-info/student-policies/

ENGLISH LANGUAGE LEARNERS

English Language Learners

Learning opportunities to enable English language learners to develop proficiency in English are to be integrated into the curriculum in all subject areas. All teachers share in the responsibility for the English language development of these students. International students are also supported by Jill Sauer, our International Student Coordinator, as they adapt to Canadian culture and as they build connections in their homestays and within the Rockway community.

The ESL Program

At the secondary level, English language learners may also need to take English as a second language (ESL) courses. These credit-bearing courses can be used to meet English requirements for the OSSD (see page 15) and are offered at three levels: ESL C, ESL D, and ESL E. Each student will conduct an interview before coming to Rockway and complete a written English proficiency test upon their arrival in Canada. The results of the interview and written test will determine whether a student will need to take part in the ESL program and if so, the most appropriate starting level.

Transitioning from ESL to regular English classes

The faculty and administration of Rockway believes strongly in the ability for English language learners to develop and strengthen their English skills over time and see English proficiency as a primary academic goal. It is essential that students have the opportunity to succeed in senior English classes so they are prepared for post-secondary study in English.

Grade 9 or 10 students who begin in ESL E can move on to regular English classes at their grade level upon the completion of ESL E or they may even enroll in grade 9 or 10 English while they are taking ESL E.

Grade 11 or 12 students who begin in ESL E may enroll in grade 11 English after they have completed ESL E, although they are encouraged to take grade 10 English before any senior English classes.

Students who begin in ESL C or D must complete ESL E *and* grade 10 English before they can enroll in any senior English classes.

At the beginning of each new English class, students who have completed the ESL program will be given a diagnostic English test to provide their teachers with a better understanding of their starting point, and to see if it is perhaps more appropriate to take a different grade level of English.

Enrollment in other classes

In grades 7 and 8, English language learners will be placed with an age-appropriate group. In secondary schools, placement in a grade or in specific subjects will depend upon the student's prior education, background in specific subject areas, and aspirations. English language learners should be placed in a grade-level or subject-specific classroom for at least part of each day. Final decisions regarding placement are made by the principal in consultation with the student, staff, and parents. The principal will communicate the placement decision, and the rationale for the placement, to the student and parents.

Accommodations

In regular classrooms teachers must adapt the instructional program to address students' different levels of proficiency in English and help these students adjust to a new linguistic, cultural, and educational environment.

Accommodations that are typically used to support English language learners include:

- Extra time (up to time-and-a-half) for tests and exams
- Use of dictionaries or translation software in certain settings
- Use of glossaries in class and on assessments
- Alternate versions of notes, assignments, tests, or exams that include simplified language.

There are limitations to these accommodations and students should expect some reduction in accommodation as they approach graduation.

Caution about the use of translation software:

While using on-line translation tools (like Google Translate) to translate single words or short phrases is a helpful accommodation, students are cautioned that they should not be using such tools to translate full sentences or paragraphs. Using translation tools to translate longer texts does not support our goal of developing English language proficiency and it will be considered plagiarism.

LIBRARY COMMONS

Rockway's Library Commons strives to be a 21st century learning environment which encourages inquiry, imagination, discovery and creativity through the connection of learners to information, to each other and to communities around the world. This is accomplished by providing access to a wide variety of materials, instruction in their use, and working with students to improve their information access skills. We strive to accommodate all learners and address multiple learning styles and learning levels. (*Adapted from OSLA Together for Learning*)

We provide:

- regular hours of operation during the day as well as before and after classes
- multiple spaces for individual, small group and whole class learning
- management of student information resources and work spaces, both physical and virtual
- resources that support course work, and literature that inspires reading for pleasure.

Procedures for Library Commons use:

- Materials borrowed from the Library have a three week loan period
- Students are required to return resources by the prescribed due date
- If the resource is lost, a replacement fee will be charged
- Only beverages with covered lids are allowed in the library. No food at any time, please!

SUPPORTING STUDENTS

Working within a small and supportive community, Rockway Faculty and Administration are able to work with students on an individual basis throughout the school year. All teachers take part in regular meetings with well as guidance counsellors, learning resource teachers, and administrators to identify any student concerns, academic or otherwise, that may arise including careful tracking of any student at risk of not graduating. Guidance counselors, learning resource teachers, and administrators work collaboratively with students and parents to identify strategies or interventions that may be required to support students experiencing difficulty.

School staff may also work directly with families to provide information about community-based service providers that may support them. Community-based services may include private counselors or therapists, in addition to free community resources, including:

Front Door Child & Youth Mental Health: 519-749-2932

Kids Help Phone: 1-800-668-6868 or <http://www.kidshelpphone.ca>

Sexual Assault Support Centre of Waterloo Region
24-hour Support Line: 519-741-8633

Waterloo Region Crisis Line: 1-844-437-3247

Online Counselling: www.yourlifecounts.ca

Walk-in Counselling:

Tuesday: 12 pm - 6:30 pm at Lutherwood, 35 Dickson St. Cambridge

Wednesday: 12 pm - 6:30 pm at Front Door, 1770 King St. E, Kitchener

Thursday: 9 am - 3:30 pm at Langs, 1145 Concession Rd., Cambridge

Saturday: 9 am - 3:30 pm at Front Door, 1770 King St. E, Kitchener

In Ayr, Wellesley, New Hamburg, or Elmira: call 519-749-2932

IMPORTANT DATES

September	3	First Day of School
	12	Welcome Night (6:45 pm)
	13	Student Council Lunch
	24 to 26	Spiritual Emphasis Week
	27	Senior Girls Basketball Tournament
October	?	Post Secondary Information Session for Parents (7:30 pm in the Library)
	4	Family Breakfast with Grandparents (7:30 am)
	11	Junior Girls Basketball Tournament
	14	Thanksgiving (school is closed)
	18 to 19	Connections Weekend
	18	Spaghetti Supper, Community Silent Auction, Alumni Sports Challenge
	19	Class Reunions, Big Night Out
	21	Federal Election Day
25	Senior Girls Basketball Tournament (alternate date)	
November	4	PD Day (no classes)
	7	Discover Rockway (7:00 – 9:00 pm)
	8	Report Cards sent home (all grades)
	12	Early Dismissal (2:30 pm - set up for Parent/Teacher Interviews)
	12	Parent/Teacher Interviews (3:00 - 8:30 pm for all students)
	?	Food Drive kick-off
20	Annual General Meeting (7:00 pm)	
December	6	Food Drive pick-up
	10	Christmas Concert
	17	Christmas Chapel
	19	Christmas Banquet and Dance
	20	Early Dismissal (12:20 pm - start of Christmas Break)
January	6	Return to School (end of Christmas Break)
	10	Senior Boys Tournament
	21 to 24	Semester 1 Exams
	27	Semester 1 Exams Inclement Weather Day
	28	Start of Semester 2 classes
	29	Let's Talk (about mental health) Day
31	Junior Boys Basketball Tournament	
February	7	Report Cards sent home (all grades)
	9	75 th Anniversary Celebration: Founders Day Worship Service
	11	Parent/Teacher Interviews (3:30 – 6:00 pm for Gr. 7&8 only)
	14	Founders Day Online Campaign
	17	Family Day (school is closed)
March	13	PD Day (no classes)
	14 to 22	March Break (no classes)
	27	Early Dismissal (12:20 pm - PD in the afternoon)
	31	Ontario Secondary School Literacy Test
April	3 to 7	MSC Choir Festival (Lancaster, Pennsylvania)
	10	Good Friday (school is closed)
	13	Easter Monday (school is closed)
	14	Report Cards sent home (Gr. 9-12 only)
	16	Parent/Teacher Interviews (3:30 – 6:00 pm for Gr. 9-12 only)
	21	Visual Arts Night, New Gr. 9 Course Selection
29	An Evening of Gratitude	
May	4	Envirathon/Servathon
	18	Victoria Day (school is closed)
	19 to 22	Trips Week
	27	Rockway Golf Classic
June	3 to 6	All School Musical
	6	Ultimate Alumni Picnic
	10	End of Year Awards Assembly and All School Picnic
	11	Gr. 8 Graduation
	15 to 18	Semester 2 Exams
20	Gr. 12 Graduation	

STAY CONNECTED

Rockway communicates with families and students regularly throughout the school year. From a weekly FLASH email and web page for parents, to a detailed calendar of student life, we do our best to help you **stay connected**.

Find the following communication tools by going to
www.rockway.ca/myRockway

FLASH – The FLASH is a web page on our myRockway website that is *continually updated* throughout the week. A reminder link to the latest version is emailed to parents every Friday. If you only read one thing, parents, this is the one!

CALENDARS – Rockway has a Main Google Calendar which keeps you up to date on *student events* (i.e. field trips, Christmas Concert etc.), *special events* (i.e. Family Breakfast, Connections Weekend etc.) and *school activities* (i.e. Parent/Teacher Interviews). *Sports calendars* are also filled with try out, practice and game dates. Click on any calendar event to see more details about the event, and check back regularly.

DAILY ANNOUNCEMENTS – This is information for STUDENTS. Each morning, teachers read this to students during part of homeroom. It is also posted on the bulletin board outside the Main Office and is available online until 4 pm each day (when it is updated for the next morning).

HOMEWORK – Classroom teachers regularly share details of homework with students on the secure Google Classroom platform. To help parents keep a sense of upcoming tests, assignments and due dates, teachers will also be posting regular information on the Homework page of myRockway: **rockway.ca/myrockway/homework**

WEBSITE & SOCIAL MEDIA – Stay connected with us online! Follow Rockway on Facebook, Twitter or Instagram to like, share photos/videos to read posts about student life and to find out about school closures or cancellations (*we no longer announce closures or cancellations on the radio*).

www.rockway.ca

SCHOOL YEAR INFORMATION – 2019-2020

**The first day of classes for Grade 7-12 students is:
Tuesday, September 3, 2019.**

The last day of classes for Grade 7 & 8 is Friday, June 12, 2020.

The last day of classes for Grade 9-12 is Friday, June 12, 2020 (*exams to follow June 15-18*).

Holidays and Professional Development Days

Professional Development Days

Wednesday, August 28, 2019
Thursday, August 29, 2019
Friday, August 30, 2019
Monday, November 4, 2019
Friday, March 13, 2020
Friday, March 27 (*classes in am*)
Monday, June 22, 2020
Tuesday, June 23, 2020

School and Statutory Holidays

Labour Day Tuesday, September 3, 2019
Thanksgiving Monday, October 14, 2019
Christmas Break December 23 to January 3, 2020
Family Day Monday, February 17, 2020
Mid-Winter Break March 16 to 20, 2020
Good Friday Friday, April 10, 2020
Easter Monday Monday, April 13, 2020
Victoria Day Monday, May 18, 2020

Early Dismissals

▪ Tuesday, November 12 (2:30 pm) ▪ Friday, December 20 (12:20 pm) ▪ Friday, March 27 (12:20 pm)

Exams and Assessment Days

Gr. 9-12 Examination Days

Gr. 9-12 students are expected to be available for the examination days as follows:

Semester I January 21 to 24, 2020

Semester II June 15 to 18, 2020

Ontario Secondary School Literacy Test (OSSLT) Tuesday, March 31, 2020

Report Card Dates

Friday, November 8, 2019 Progress Reports (Gr. 7&8) / Sem I Mid-term Reports (Gr. 9-12)
(*sent home with students*)

Friday, February 7, 2020 Report 1 (Gr. 7&8) / Sem I Final Reports (Gr. 9-12)
(*sent home with students*)

Monday, April 13, 2020 Sem II Mid-term Reports (Gr. 9-12)
(*sent home with students*)

July 2020 Report 2 (Gr. 7&8) / Sem II Final Reports (Gr. 9-12)
(*mailed to home address*)

Parent-Teacher Interviews

Tuesday, November 12, 2019 3:00 – 8:30 pm Gr. 7-12

Tuesday, February 11, 2020 3:30 – 6:00 pm Gr. 7&8

Thursday, April 16, 2020 3:30 – 6:00 pm Gr. 9-12