

**ORCHARD PARK
SECONDARY SCHOOL**

“Home of the PATRIOTS”

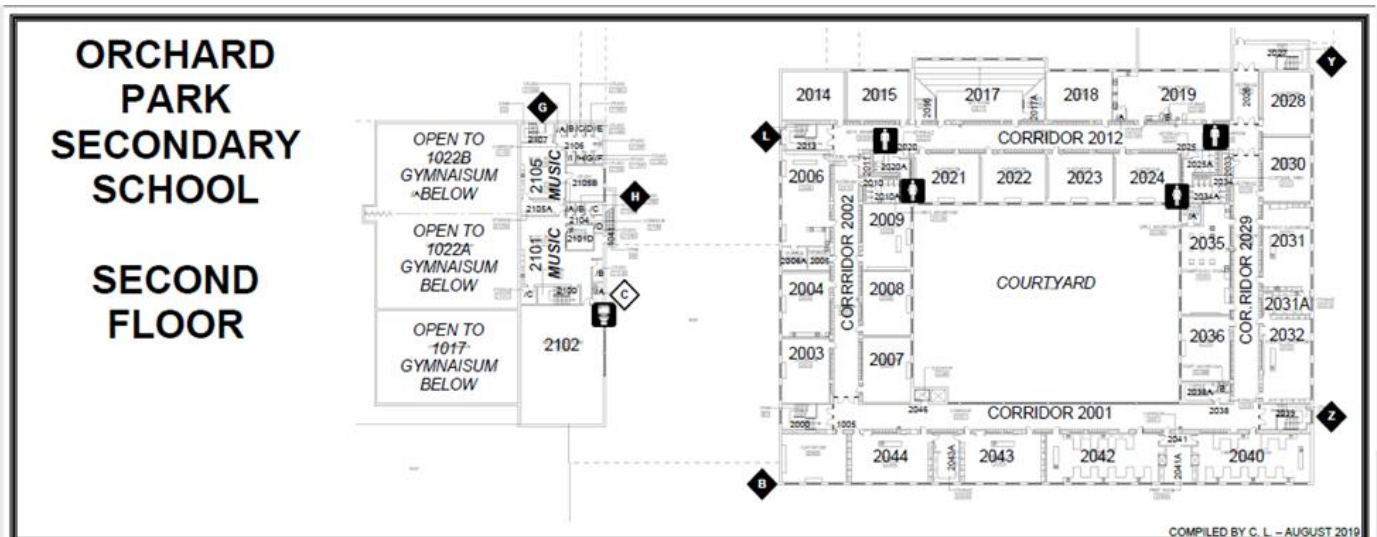
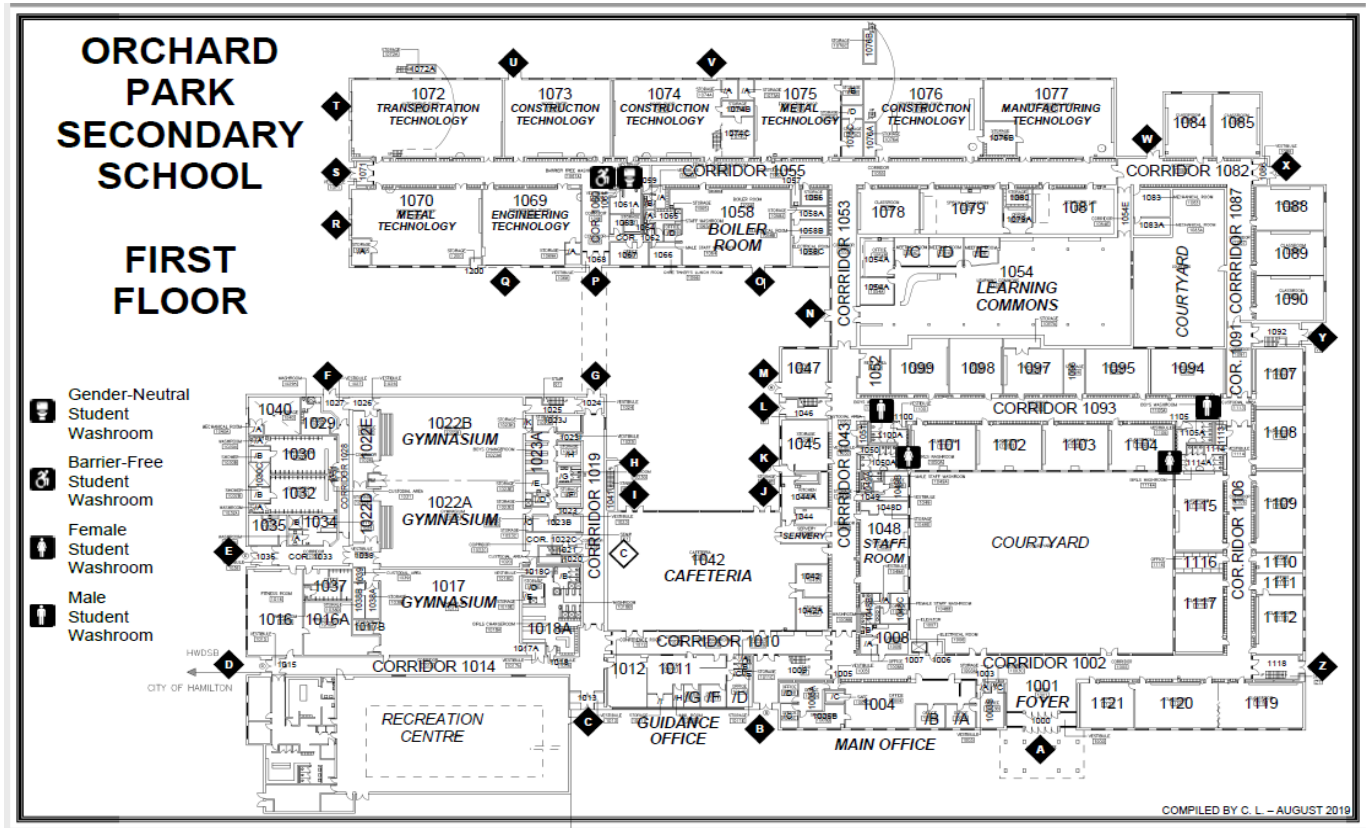
**Student/Parent Handbook
2021 – 2022**



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Map of the School



<h4 style="text-align: center;">DIRECTORY</h4> <h5 style="text-align: center;">WASHROOMS</h5> <p>SINGLE OCCUPANT STUDENT: 1061A, 2101A</p> <p>BARRIER-FREE STUDENT: 1061A</p> <p>FEMALE STUDENT: 1050A, 1114A, 2010A, 2034A</p> <p>MALE STUDENT: 1100A, 1105A, 2020A, 2025A</p> <p>SINGLE-OCCUPANT STAFF: 1064</p> <p>BARRIER-FREE STAFF: 1061A</p> <p>FEMALE STAFF: 1048B, 1050B</p> <p>MALE STAFF: 1049A, 1065A</p>	<h5 style="text-align: center;">ADMINISTRATION</h5> <p>MAIN OFFICE (ATTENDANCE): 1004</p> <p>PRINCIPAL: 1003B</p> <p>VICE PRINCIPALS: 1004A, 1004B</p> <p>CONFERENCE ROOM: 1005B, 1012</p> <h5 style="text-align: center;">STUDENT SERVICES</h5> <p>GUIDANCE: 1012</p> <p>CO-OP: 1049B</p> <p>LEARNING COMMONS: 1054</p> <p>STUDENT SUCCESS: 1005A</p> <h5 style="text-align: center;">LEARNING RESOURCES</h5> <p>LEARNING RESOURCE: 1054B</p> <p>ALTERNATIVE EDUCATION:</p> <p>GRADUATED SUPPORT:</p>	<h5 style="text-align: center;">CARETAKING</h5> <p>1066, 1067</p> <h5 style="text-align: center;">DEPARTMENT OFFICES</h5> <p>ARTS (VISUAL ARTS, DRAMA, MEDIA ARTS):</p> <p>CANADIAN AND WORLD STUDIES (GEOGRAPHY, HISTORY, CIVICS, INDIGENOUS STUDIES):</p> <p>ENGLISH:</p> <p>HUMANITIES (FAMILY STUDIES, BUSINESS, WORLD RELIGION, PHILOSOPHY):</p> <p>MODERN LANGUAGES (NON-IMMERSION FRENCH, SPANISH AND OTHER MODERN LANGUAGES):</p>	<h5 style="text-align: center;">DEPARTMENT OFFICES CONT.</h5> <p>MATHEMATICS: 1047</p> <p>MUSIC: 2101D</p> <p>PHYSICAL EDUCATION - BOYS:</p> <p>PHYSICAL EDUCATION - GIRLS:</p> <p>SCIENCE:</p> <p>TECHNOLOGICAL STUDIES (TECH COURSES, COMPUTER STUDIES):</p> <h5 style="text-align: center;">COMMUNITY SERVICES</h5> <p>O.A.S.I.S., PATHWAYS, PUBLIC HEALTH NURSE, SOCIAL WORKER, S.W.I.S.:</p>	<h5 style="text-align: center;">STAFF ROOM</h5> <p>1048</p> <h5 style="text-align: center;">CAFETERIA</h5> <p>1042</p> <h5 style="text-align: center;">PHYSICAL EDUCATION ROOMS</h5> <p>GYMS: 1017, 1022A, 1022B</p> <p>FITNESS CENTRE: 1016, 1016A</p> <p>HEALTH:</p> <p>FOOTBALL:</p> <p>GENDER-NEUTRAL STUDENT CHANGEROOM:</p> <p>FEMALE STUDENT CHANGEROOM:</p> <p>MALE STUDENT CHANGEROOM:</p>
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COMPILED BY C. L. - AUGUST 2019

PERIOD SCHEDULE

7:55 am - Warning bell (head to class)

Everyone is expected to remain quiet and still during the National Anthem

QUADMESTER BELL SCHEDULE (Semester 1) *:

AM Class	8:00 am – 10:30 am (150 minutes)
Lunch	10:30 am – 11:38 am (68 minutes)
PM Class	11:38 am – 2:08 pm (150 minutes)



Tentative Semester 2 BELL SCHEDULE

LUNCH 1	
Period 1	8:00 – 8:37 8:37 – 9:15
Transition	9:15 - 9:30
Period 2	9:30 – 10:07 10:07 – 10:45
LUNCH 1	10:48 - 11:33
Transition	11:33 – 11:35
Period 4	11:35 – 12:12 12:12 – 12:50
Transition	12:50 - 12:53
Period 5	12:53 – 1:30 1:30 – 2:08

LUNCH 2	
Period 1	8:00 – 8:37 8:37 – 9:15
Transition	9:15 - 9:30
Period 2	9:30 – 10:07 10:07 – 10:45
Transition	10:45 – 10:48
Period 3	10:48 – 11:25 11:25 – 12:03
LUNCH 2	12:05 – 12:50
Transition	12:50 – 12:53
Period 5	12:53 – 1:30 1:30 – 2:08

ORCHARD PARK SECONDARY SCHOOL MAIN OFFICE STAFF

PRINCIPAL

Mrs. K. Armstrong

VICE PRINCIPALS

Mr. M. Hopman

Mrs. L. Schaap

OFFICE STAFF

J. Leuzzi

P. Leaney

D. Leeming

G. Howard

J. Harris-Matheson

T. Grainger (Library Tech)

ACADEMIC POLICIES AND PROCEDURES

ASSESSMENT, EVALUATION AND REPORTING IN HWDSB

Assessment and evaluation are ongoing processes. At Orchard Park we focus on three areas for assessment: products, conversations, and observations. When dealing with products, we recognize that keeping up with work is vital for success, as descriptive feedback will instruct future learning.

Attendance and Evidence of Learning

Students need to be aware that their grade in a course is the 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.**

Assignment Submission

All assignments **must be submitted by their due date as set by the classroom teacher, and all tests completed on the assigned test day.** If an assignment is not submitted on time or a test is missed, a mark penalty may be applied as outlined in Policy Directive 7.1 *Missing Evidence of Learning (Appendix 2)*, not to exceed 10%. Parents/guardians will then be contacted by the teacher and/or administration to negotiate a revised due date or test date, in consultation with the student and/or administration. Contact home will consist of a person-to-person conversation, email exchange, or letter home. A voicemail message will not suffice. **Students who do not meet the revised due date or who do not make up a missed test will receive a mark of 0 (zero).** In the event that sufficient contact is not made between the school and caregivers, student work will be accepted for evaluation, and students may negotiate a new test date up until the end of the semester. *In all cases, mitigating circumstances will be considered.*

Guiding Principles

To ensure that assessment, evaluation and reporting are valid and reliable, teachers use practices and procedures that:

- are fair transparent and equitable for all students;
- support all students through universal design for learning, differentiated instruction and tiered interventions. Teachers adjust the learning environment, instruction, assessment and evaluation to meet each student's existing and emerging needs, including those with special education needs, those who are learning the language of instruction and those who are First Nation, Métis, or Inuit;
- are carefully planned to relate to the curriculum expectations and learning goals, and as much as possible, to the interests, learning styles and preferences, needs, and experiences of all students;
- are communicated clearly to students and parents/guardians at the beginning of the school year or course and at other appropriate points throughout the school year or course;
- are ongoing, varied in nature, and administered over a period of time to provide multiple opportunities for students to demonstrate the full range of their learning;
- provide ongoing descriptive feedback that is clear, specific to success criteria, meaningful, and continuous to support improved learning and achievement;
- develop students' self-assessment skills to enable them to assess their own learning, set specific goals, and plan next steps for their learning.

Aligning Classroom Practice with Growing Success

HWDSB has an expectation that all staff will follow the Assessment and Evaluation policies outlined in the Ministry Growing Success Document and the HWDSB AER Policy.

Specifically:

- Instruction, assessments, evaluations adhere to the Ontario Curriculum and the Achievement Chart
- Assessment and Evaluation practices are valid and reliable and clearly tied to the overall expectations of the course.
- Grade determination with respect to assessment and evaluation is based on curriculum overall expectations, linked to related curriculum specific expectations, with special consideration given to most consistent and most recent evidence
- The Achievement Chart assists teachers to make judgments about student work that are based on clear performance standards and on a body of evidence collected over time
- Student work/evidence of learning is triangulated with collections of conversations, observations and products to determine a grade
- Reporting is as per Growing Success and Board practices
- Tools such as Power Teacher Pro may be used to organize evidence collected to help determine a grade - tools such as Power Teacher Pro assist teachers to use professional judgment; **a grade is determined, and is not represented simply by calculation of an average.**

Further:

- Assessments directly connected to curriculum strands are recorded and organized by Overall Expectations (OE's) ensuring that current curriculum is being taught and assessed/evaluated.
- Accurately assessing students according to OE's allows teachers to communicate to students and parents what next steps are needed to improve outcomes.
- Credit Recovery Profiles are much easier to complete and will be accurate because learning and achievement are recorded and reported by OE's. Student success will increase when students and teachers can narrow their focus on the OEs to be recovered. Tools such as Power Teacher Pro allow teachers to quantify and qualify their professional judgment and values all evidence of learning. Students come to understand that everything they do, say and create is potentially evidence of learning.
- This evidence of learning can be collected in a variety of ways however the Power School tool is required in secondary for entry of marks to generate a report card for each student

“For Grades 1 to 12, all curriculum expectations must be accounted for in instruction and assessment, but evaluation focuses on students’ achievement of the overall expectations. A student’s achievement of the overall expectations is evaluated on the basis of his or her achievement of related specific expectations...” **Growing Success p. 38**

“The report card grade represents a student’s achievement of overall curriculum expectations, as demonstrated to that point in time. Determining a report card grade will involve teachers’ professional judgement and interpretation of evidence and should reflect the student’s most consistent level of achievement, with special consideration given to more recent evidence.” **Growing Success p. 39**

“The teacher gathers and records evidence of student achievement of the overall expectations at or near the end of a period of learning, determines the most consistent level of student performances in demonstrations of achievement of the overall expectations, with special emphasis on more recent evidence.” **Section 1.2 of the HWDSB “Determining Report Card Grades Directive – Policy 7.1”**

"**Professional judgement:** Judgement that is informed by professional knowledge of curriculum expectations, context, evidence of learning, methods of instruction and assessment, and the criteria and standards that indicate success in student learning. In professional practice, judgement involves a purposeful and systematic thinking process that evolves in terms of accuracy and insight with ongoing reflection and self-correction." **Growing Success p. 152**

Knowing Our Students

- Knowing our students is essential for teachers to, “on a daily and hourly basis, make professional judgments that ensure effective implementation of assessment principles.”
- Knowing our students allows teachers to make “decisions with respect to individual students and groups of students that have profound implications for them.”
- Knowing our students helps teachers understand that “how students feel about themselves as learners and whether they enjoy learning and strive for excellence are closely related to their teachers’ professional skills.”

- Knowing our students empowers teachers “both in differentiating instruction and assessment and in helping students understand how they can improve.”
- Knowing our students is essential for teachers to “create environments in which students feel valued and confident and have the courage to take risks and make mistakes.”

All quotations from Growing Success, page 8

CO-CURRICULAR ACTIVITIES

Education encompasses both in-class instruction and co-curricular activities. Orchard Park encourages **ALL** students to participate in sports and activities advancing their physical and personal growth and development. In representing Orchard Park, **ALL** participants subscribe to the highest standard of sportsmanship and personal conduct.

Clubs/Teams/Sports

Orchard Park provides an extensive co-curricular program with activities of interest to meet the diverse needs of the students.

Eligibility

- All students participating in athletics or any co-curricular activity must be a student in good standing.
- A student must have an “acceptable” attendance record and be punctual for all classes.
- A student may be asked to withdraw from a team or club if the above requirements are not met.
- Students transferring to Orchard Park from another school are ineligible to play sports until approved through the OFSAA transfer appeal process.

CODE OF CONDUCT

The Orchard Park Code of Conduct establishes standards of behaviour that are consistent with the Hamilton Wentworth District School Board and the Provincial code of conduct and applies to all members of the school community. HWDSB board policy 6.3 – Code of Conduct - can be found at <http://www.hwdsb.on.ca/board/policies/>

A summary of this policy is available at <http://www.hwdsb.on.ca/strathcona/files/2012/11/ConductPamphlet1.pdf>

PROGRESSIVE DISCIPLINE

Orchard Park administration and staff may work in several ways to try and change a student’s misbehaviour while the student continues to go to school. The progressive discipline policy outlines steps that school staff will undertake when the behaviour of a student is harmful to himself or herself or harmful to others in the school.

HWDSB board policy 6.4 - Student Behaviour and Discipline can be found at <http://www.hwdsb.on.ca/board/policies/>

A summary of this policy is available at
<http://www.hwdsb.on.ca/wp-content/uploads/2012/07/Progressive-Discipline-Pamphlet.pdf>

BULLYING

Bullying is typically a form of **repeated, persistent, and aggressive** behaviour directed at an individual or individuals that is intended to cause, (or should be known to cause), fear and distress and/or harm to another person's body, feelings, self esteem, or reputation. Bullying occurs in a context where there is a real or perceived power imbalance. Orchard Park staff follows HWDSB board policy 6.2 – Bullying Prevention and Intervention, when incidents of bullying occur.

This policy can be found at <http://www.hwdsb.on.ca/board/policies/>

A summary of this policy is available at
<http://www.hwdsb.on.ca/wp-content/uploads/2012/07/Safe-Caring-Pamphlet-What-is-Bullying.pdf>

SUSPENSION AND EXPULSION OF STUDENTS

Every student deserves to feel and be safe in school, on the school grounds, on the school bus and at school events and activities. At Orchard Park we know safety is essential to good learning. If a student misbehaves, the Principal decides on what steps to take to help the student improve his or her behaviour. These steps may include suspension or expulsion. HWDSB board policy 6.4 - Student Behaviour and Discipline outlines the process that is followed when a student is suspension can be found at <http://www.hwdsb.on.ca/board/policies/>

A summary of the school and board's suspension and expulsion process along with information about the Gateway program for students on long-term suspension or expulsion can be found at:

<https://www.hwdsb.on.ca/wp-content/uploads/2012/07/Safe-Schools-Suspension.pdf>

<https://www.hwdsb.on.ca/wp-content/uploads/2012/07/Expulsion-Pamphlet.pdf>

<https://www.hwdsb.on.ca/wp-content/uploads/2012/07/Expulsion-Gateway-Program.pdf>

ACCESS TO SCHOOL PREMISES

Students and staff are permitted access any day or time during regularly scheduled school hours. All others should report to the office upon arrival.

Prohibition from Access

- anyone whose presence, in the Principal's judgement, is detrimental to the safety or well being of a person on the premises;
- person who fails to report presence in a specified manner

The Principal may direct a person to leave the school premises if he believes that the person is prohibited by regulation or under a Board policy from being there.

Visitors to Orchard Park Secondary School

Students are **NOT** to invite non-Orchard Park students to visit them on school property during the school day. Any visitor to the school must be pre-arranged through the office. All visitors to Orchard Park should **immediately** report to the MAIN OFFICE upon entering the building.

DRESS CODE

Appropriate dress is attire that is neat, clean, suited to the learning task, and in keeping with a safe, respectful learning environment. Safe and respectful learning environments allow both teaching and learning to occur. Orchard Park encourages students to take pride in their physical appearance and to dress in the interest of safety, health, suited to the learning requirements and the location of the learning and be consistent with the Charter of Rights and the Human Rights Code. No clothing, hats, or jewellery will be worn that bears any of the following: sexual or racial comments, suggestive, offensive or objectionable messages, any representation or an advertisement for alcohol, drugs or tobacco, any representation of violence.

A summary of the school and board's dress expectations can be found at <https://www.hwdsb.on.ca/wp-content/uploads/2012/10/safe-caring-appropriate-dress.pdf>

RESPECT FOR SCHOOL PROPERTY

As responsible citizens, students must show proper care and respect for the school property, and the property of other members of the Orchard Park community including fellow students and staff members.

iPads, textbooks and other school material are the responsibility of the student

Student Lockers - Students are assigned **individual** lockers. **Lockers, and lock combinations are not to be switched or shared for any reason.** Students must register their **locker number, and combination lock with the school office**; failure to do so by the end of September could result in a loss of locker privileges. **Lockers are the property of the school but are the responsibility of the registered student. Valuables (phones, computers, cash, jewellery, etc.) are not to be left in lockers.** Lockers must be kept clean and free of objectionable materials, objects, pictures, etc. Students wishing to relinquish responsibility of an assigned locker **MUST NOTIFY** the office.

School Environment, including classrooms, the cafeteria, hallways, stairwells, and external properties of the school - The physical environment of the school directly reflects the Orchard Park community and special attention should be made to keep these areas free from litter. Students are expected to place garbage in the proper containers that are located throughout the school.

Garbage – Students should exhibit pride for our school and our environment by placing all garbage in the containers provided both inside and outside school.

Note: Only the cafeteria, main foyer, main courtyard and hallways adjacent to the cafeteria are accessible during lunches. This ensures that classes in session have a quiet and controlled learning environment.

Student Parking - Students are limited to parking on the NORTH side of the school near the football field. Under no circumstances, should students park in front of the school or in assigned parking spots.

National Anthem - All movement and talking must stop during the National Anthem.

Food and Drink - No food or drink may be consumed in classes. Exceptions are permitted for special events and in Family Studies classes.

Skateboards, Bikes and Roller Blades - Skateboards, roller blades or bikes are not to be used in the school.

No Smoking/Vaping Policy - No one will smoke or use a vaporizer device anywhere on school property. At all times, students will adhere to the Smoke-Free Ontario Act – Bill 199 bans smoking and the use of vaporizers on school property anywhere, by anyone, at any time. By-law officers may ticket students smoking on school property.

HWDSB PERSONAL ELECTRONIC DEVICE POLICY AND POLICY DIRECTIVE (PEDs Policy)

Personal Electronic Devices - The Teaching and Learning Everywhere document outlines Orchard Park's and HWDSB's current strategic directions with reference to using computers and electronic devices to create a personalized, collaborative inquiry based learning environment for each student. We believe these learning conditions support student achievement and well-being and prepare our students to participate effectively in our physical and digital world. **Students are responsible for the security of their devices. The school is not responsible for lost or stolen personal electronics.**

The Teaching and Learning Everywhere document can be found at:

<https://www.hwdsb.on.ca/wp-content/uploads/2012/05/tle.pdf>

ATTENDANCE POLICY

Students are expected to attend all classes indicated on their timetable, all assemblies and all special functions organized for the students during the school day.

In order to achieve academic success, attendance and punctuality are essential. The Ministry of Education's Policy on attendance states that:

Where attendance has been identified as an essential component of a course and where a student, with his/her parents, have been appropriately counselled and provided with support and direction to promote regular attendance in the course, and where the student is still unwilling to attend regularly, such a student will normally fail to achieve credit for the course.

SafeArrival

SafeArrival is the student absence reporting system used throughout the HWDSB. With SafeArrival, parents can notify the school in advance about an upcoming absence, or rapidly respond to excuse an absence after the fact. In one simple communication, parents can send attendance alerts to OP 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 three ways.

1. With the SafeArrival website, 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). 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.

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.

In addition, OP uses the SchoolMessenger automated notification system to contact parents whose child is absent when the absence was not reported in advance. The automated notification system will attempt to contact parents multiple times until parents confirm and explain the absence. If this system cannot reach the designated contacts, office staff will follow up.

If you report your child's absence in advance using either the SafeArrival toll-free number, the website or the mobile app, you will NOT receive these notifications.

Unavoidable Absences - Parents or guardians (or students 18 years of age or older with a signed permission form on record at the main office) are to use the above three options to report an absence each day the student is absent. Absences should be made **PRIOR to 8:00 am**.

After an absence a student may not be admitted to that class without an explanation. Use the app, website or toll-free number to explain your child's absence as soon as you receive a notification. Unexplained absences will result in progressive discipline.

Students who are absent are responsible for any work, including tests and assignments, and must make arrangements with their teachers to catch up.

Unexplained Absences/Truancy

Progressive Discipline Steps:

1. Teacher/Student conference
2. Teacher/Parent conference
3. Detentions
4. Vice-Principal/Student conference
5. Vice-Principal/Parent conference
6. Suspensions

Signing Out – Parents must use one of the three reporting systems if their child needs to leave school for an appointment or another partial day excusal. It is important that this take place in advance of the excusal time.

Your child will then inform their teacher that you have reported the dismissal and/or arrival time (return to school) using the app, website or toll-free number.

Dismissal from Class - Dismissal from class is a serious problem and indicates that one's behaviour has had a negative effect on classroom instruction. **STUDENTS DISMISSED FROM CLASS FOR ANY REASON ARE TO GO DIRECTLY TO THE MAIN OFFICE AND REMAIN THERE UNTIL SEEN BY A VICE-PRINCIPAL.** Teachers are to contact the office when dismissing a student from class. Students will be refused admittance to that class until the problem is investigated and a commitment is made on their part to rectify the problem. This regulation also applies to other disciplinary situations that occur within the school. When teachers call the office to inform them that they are sending a student down, a "Student Referral Form" will be filled out by the office staff which is then passed on to the appropriate Vice-Principal.

Automated Truant Calls/Unexplained Absences

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. Orchard Park 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 for Students of Legal Age - Students who reach the age of 18 are considered adults. They may write their own notes. Information can only be shared between adult students and parents with the adult student's permission. Notes signed by students do not absolve them from consequences. At the discretion of the administration, notes signed by students of legal age may be deemed "inappropriate."

Lates to Class - As a sign of respect for others in the school, every student is expected to arrive on time for each class. Students who come late to class will be dealt with by the classroom teacher. Persistent lateness will be dealt with through progressive discipline.

Signing In Late for School - Opening exercises begin at 8:00 am. Students arriving after 8:00 am will be **marked late** by the teacher. If your child arrives after 8:20 am, they need to come to the main office and see the attendance secretary who will make an effort to contact a parent to explain the late arrival and provide a late slip for your child to gain entry to their period one class. Please remember to use one of the three attendance reporting systems to report a late arrival.

Signing Out Due to an Unexpected Illness while in School - Students who are ill must report to the main office to sign out. The washrooms are not intended for use as health rooms. A phone call home will be made to ensure the ill student can be picked up. **FAILURE TO SIGN OUT WILL BE TREATED AS A TRUANCY.**

Truancy - A student is excused from attendance at school only if the student is unable to attend school by reason of sickness or other unavoidable causes.

Students with unexplained absences will be considered truant. Truancy will result in disciplinary action. A student is truant if he/she:

- a) does not report a sign in or out
- b) returns to school without reporting a signing in
- c) is absent from school without reporting prior permission of a parent/guardian
- d) becomes ill and stays in any room of the school instead of reporting to the attendance secretary
- e) does not attend a scheduled class, school function, and/or assembly
- f) receives permission from a teacher to go to a certain place and does not report there

COMMUNITY RESOURCES

Public Health & Community Services Department

Ontario Works/Income Support	1.877.869.8452
Sexual Health Info Line	905.528.5894
Child & Adolescent Services.....	905.570.8888
Community Health Bus	289.260.4948

Crisis Line

Assaulted Women’s Hotline.....	1.866.863.0511
Kids Help Phone (for children & teens)	1.800.668.6868
Sexual Assault Centre.....	905.525.4162
Suicide Prevention Crisis Line	905.522.1477
COAST.....	905.972.8338

Counselling Services

Children’s Aid Society	905.522.1121
Family Services of Hamilton-Wentworth.....	905.523.5640
Alternatives for Youth.....	905.527.4469
CONTACT Hamilton.....	905.570.8888

Immigration

Immigration Inquiries.....	905.572.2787
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Shelters, Crisis Lines

Inasmuch House Crisis	905.529.8600	905.529.8149
Interval House Crisis	905.387.8881	905.387.9959
Martha House Crisis.....	905.523.6277	905.523.8895
Notre Dame Youth Hostel.....	905.308.8090	

Other Services

Centre for Addiction and Mental Health	905.525.1250
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Legal Services

Legal Aid 905.528.0134

Community Information in and Around Hamilton

Hamilton-Wentworth Community Info 905.528.0104

English as a Second Language Resources

Resources for members of our E.S.L. community may be found at:

<http://atwork.settlement.org/sys/atwork>

“The Newcomers” Guides to Education in Ontario is a series of handouts in 18 languages on key school topics. The guides provide information and suggestions to help parents support their son and daughter in school.

MENTAL HEALTH

Orchard Park and the Hamilton-Wentworth District School Board (HWDSB) is committed to creating and supporting healthy schools and workplaces. We aim to create healthy living, learning and working conditions in schools and workplaces through a broad approach that includes healthy environments, activities, programs, policies and practices. HWDSB’s mental health supports can be found at [We Help](#).



Where to Get Help in Hamilton

- Contact Hamilton – access to children and youth mental health services - 905-570-8888
- If in crisis, call the youth COAST (Crisis Outreach and Support Team) program - 905-972-8338

WHAT DO YOU NEED TO GRADUATE?

Students must earn 18 compulsory credits to obtain the Ontario Secondary School Diploma:

- | | |
|----------------------------|---|
| • 4 credits in English | • 1 credit in the Arts |
| • 3 credits in Mathematics | • 1 credit in Health and Physical Education |
| • 2 credits in Science | • 1 credit in French as a Second Language |
| • 1 credit in History | • 0.5 credit Career Studies |
| • 1 credit in Geography | • 0.5 credit in Civics |

Plus one credit from each of the following groups:

- 1 additional credit in English, or French as a Second Language, or a Native language, or a classical or an international language, or Social Sciences and the Humanities, or

Canadian and World Studies, **or Guidance and Career Education, or Cooperative Education****

- 1 additional credit in Health and Physical Education, or the Arts, or Business Studies, **or Cooperative Education****
- 1 additional credit in Science, or technological education, **or cooperative education****

In addition to the compulsory credits, students must complete:

- 12 optional credits***
- 40 hours of community involvement activities
- the provincial literacy requirement

A maximum of 3 credits in English as a Second Language (ESL) or English Literacy Development (ELD) may be counted towards the 4 compulsory credits in English, but the fourth must be a credit earned for a grade 12 compulsory English course.

**A maximum of 2 credits in Cooperative Education can count as compulsory credits.

***May include up to four credits achieved through approved Dual Credit courses.

ONTARIO SCHOOL SECONDARY CERTIFICATE – 14 credits

(for students who leave secondary school without achieving diploma requirements)

- 7 Compulsory Credits -
- * 2 English
 - * 1 Canadian Geography or History
 - * 1 Mathematics
 - * 1 Science
 - * 1 Health and Physical Education
 - * 1 Arts or Technological Education

Plus 7 Optional Credits

CERTIFICATE OF ACCOMPLISHMENT

- Student does not meet OSSD or OSSC requirements
- Recognizes achievement of student
- Accompanied by Ontario Student Transcript
- May be issued only once

Deadline for students to submit completed applications for:

- OUAC (University), January 15, 2020
- OCAS (College), February 3, 2020

Orchard Park strongly recommends that all applications be submitted by mid December.

University and College Presentations Students should check the announcement monitors for in-school University and College dates and times.

Community Service Program - All students at Orchard Park must complete **40 hours of community service** as mandated by the Ministry of Education. Students must complete their “Community Involvement” forms and submit them to Student Services to demonstrate completion of this graduation requirement. This service can be started/completed in the summer before a student enters grade 9.

Student Transcript (OST) - The Student Transcript is part of the Ontario Student Record which is kept in the Guidance Office.

The OST will include:

- full disclosure for grade 11 and 12. The full disclosure date for all courses is 5 school days after mid semester point.
- highest achievement in successfully completed grade 9 & 10 courses;
- all courses taken or attempted, and credits earned for Grade 11 & 12 courses.

Check out Ontario School Counsellors Association website - www.osca.ca - Student resources for lots of useful information.

ACADEMIC HONESTY

Honesty is one of the keys to personal success; it demonstrates respect for self and others and promotes a positive school atmosphere. Honesty is both a virtue and an expectation of our society and school environment. Our school’s academic policies are designed on the premise of “academic honesty”. Refer to course of study outlines for course expectations and consequences for submitting plagiarized material. If students are unclear about what might be considered plagiarism, they should discuss their questions with their classroom teacher. Only original student work will be considered for evaluation.

PLAGIARISM

Plagiarism is theft.

Plagiarism is the wrongful use of someone else’s work, copied during a test or an exam, or copied from textbooks, newspapers, periodicals, Internet sources, other students’ work, etc., and passed off as one’s own work. In all assignments, students must acknowledge the following using the accepted documentation and citation format:

- a) someone else’s ideas or theories
- b) facts, statistics, etc. which the reader may not know or may want to check
- c) opinions which may not be generally known or accepted
- d) brief quotations using the exact words of another
- e) self plagiarism - the use of one’s own work that has previously been submitted for assessment or evaluation.

Remember, students who allow their work to be copied by fellow students are as guilty of academic dishonesty as the students who copied.

Students who are found to have plagiarized during an assessment (in full or part) will be required to meet with an administrator and a teacher to determine progressive discipline. Parents will be notified.

FINAL EXAMINATION INFORMATION FOR STUDENTS

- It is your responsibility to be at the examination area for the proper examination at the proper time.
 - If you are late for an exam you will only be given the scheduled time remaining.
 - If you are absent for an exam you will need documentation.
- In the event of a weather/structural damage event which cancels bussing/school, all exams will be moved forward one day. Students will write the missed exam the next school day. **For example**, if Tuesday, January 26 is a cancelled school day the Period One exam will be written on Wednesday, January 27, the Period Two will be written Thursday, January 28 and so on.
- Students will be given the opportunity to leave the exam room at the 60, 90 or 120 minute mark.
- Bring appropriate materials and resources to the exam.
- Academic dishonesty will be taken very seriously during the exam period.
- School bus transportation will be running on its' regular schedule during exams.
- All exam information and schedules will be posted in the school and on the school website.
- Remove all items and clean-out your locker at the end of your last exam.

THE OP LEARNING COMMONS

The Learning Commons is a classroom like any other at Orchard Park. Therefore, students who visit the Learning Commons before school, during instructional periods, at lunch, during study/spare periods or after school are expected to work quietly on school related activities. Participating in any behaviour that impedes the learning of others may result in the loss of Learning Commons privileges.

A Student Card is issued to every student and it **must** be presented each time items are borrowed. Allowing another student to use one's Student Card is prohibited and the borrowing of items for another student is strongly discouraged, since the cardholder is responsible for all materials borrowed under his/her name. Most Learning Commons materials may be borrowed for up to three weeks and in most circumstances students may renew the items.

Students are encouraged to use the Learning Commons computers for research, for class work and for the completion of homework. Once students are issued computer user I.D.s and passwords they must use only their own user I.D. and password to gain entry to the Board's computer system. Allowing other students to use one's user I.D. and password or using the user I.D. and password of another student may result in the loss of computer privileges for both students. Also, using the lab's computers for activities not related to course curriculum is prohibited and may result in the suspension of computer passwords.

Printing and photocopying are also available to students in the Learning Commons.

For more information on Orchard Park's Learning Commons visit the Learning Commons web page at: <http://schools.hwdsb.on.ca/orchardpark/student-services/library/>

Textbooks, Learning Commons Materials and other School Items

Students who borrow Learning Commons materials, textbooks and other school items are responsible for those items and must return them by the designated due dates and/or before the end of each semester.

BULLYING PREVENTION AND INTERVENTION POLICY (HWDSB)

Bullying is typically a form of **repeated, persistent, and aggressive** behaviour directed at an individual or individuals that is intended to cause, (or should be known to cause), fear and distress and/or harm to another person's body, feelings, self-esteem, or reputation. **Bullying occurs in a context where there is a real or perceived power imbalance.** Orchard Park staff follows HWDSB board policy 6.2 – Bullying Prevention and Intervention, when incidents of bullying occur.

- This policy can be found at <http://www.hwdsb.on.ca/board/policies/>
- A summary of this policy is available at
- <http://www.hwdsb.on.ca/wp-content/uploads/2012/07/Safe-Caring-Pamphlet-What-is-Bullying.pdf> (new update coming out soon)

All Staff Members within the HWDSB will:

- model caring, respectful interactions
- raise awareness of bullying behaviour and its long-term effect on all students
- recognize that creating a positive school climate is key in the prevention of bullying behaviours in schools
- develop and share a clear and developmentally appropriate definition of bullying behaviour, based on the definition in this policy directive
- provide support to new students to ensure that they understand expectations and routines
- provide opportunities for positive student leadership for all students
- encourage students to report bullying behaviours. Teach students the difference between **tattling/rattling** (getting someone into trouble) and **telling** (helping someone who is in trouble)
- respond to all incidents of bullying, if it is safe to do so in their opinion, by labeling and intervening quickly to any bullying behaviour of which they are aware
- engage bystanders – teach skills needed to deal with bullying situations positively and safely
- work with students and parents to resolve bullying issues in a timely and developmentally appropriate manner
- teach students pro-social behaviours and prompt and reinforce them throughout the school day
- report incidents of bullying to the Principal if the bullying may lead to suspension or expulsion

Responding by Board Employees to Incidents That May Lead to Bullying

All Board employees who work directly with students must respond to any inappropriate and disrespectful student behaviours, including bullying, that is likely to have a negative impact on school climate, if it is safe to do so, in the employee's opinion. (Education Act Part X111,300.4)

