

**ORCHARD PARK
SECONDARY SCHOOL**

**Student/Parent Handbook
2023-2024**



“Home of the PATRIOTS”



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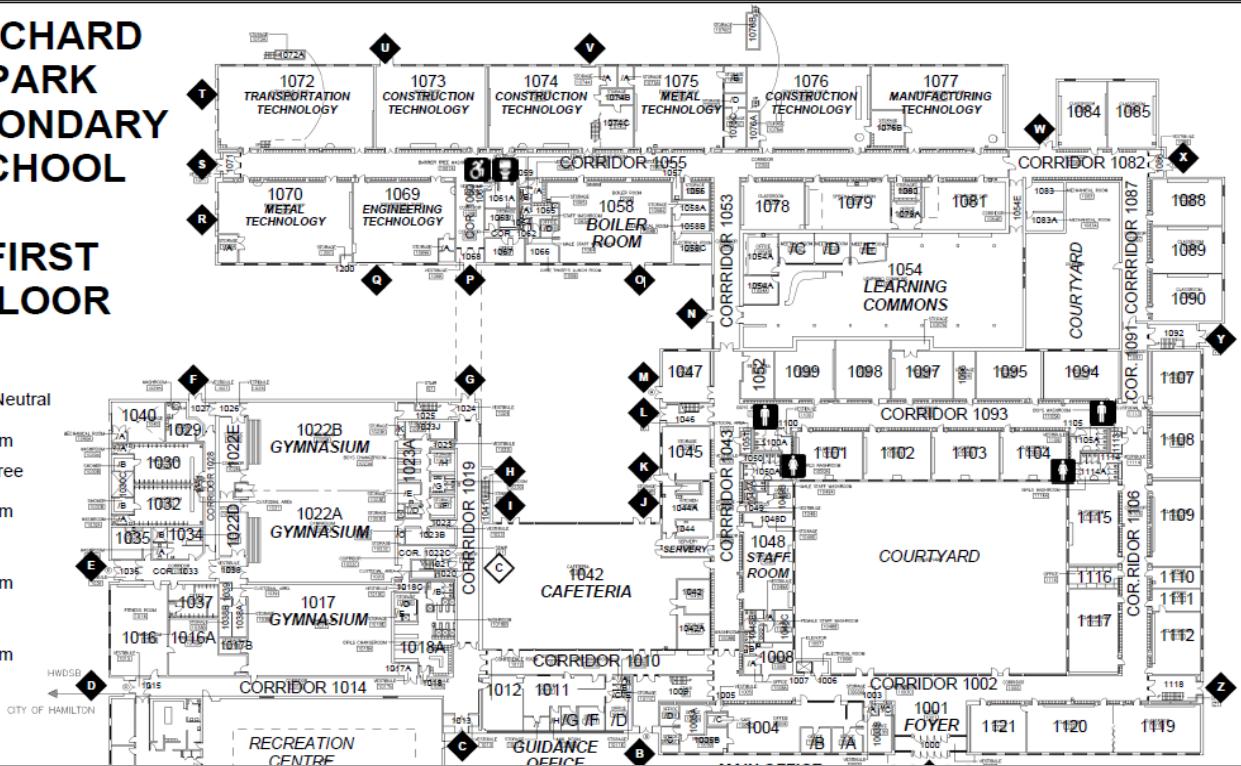
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MAP OF SCHOOL

ORCHARD PARK SECONDARY SCHOOL

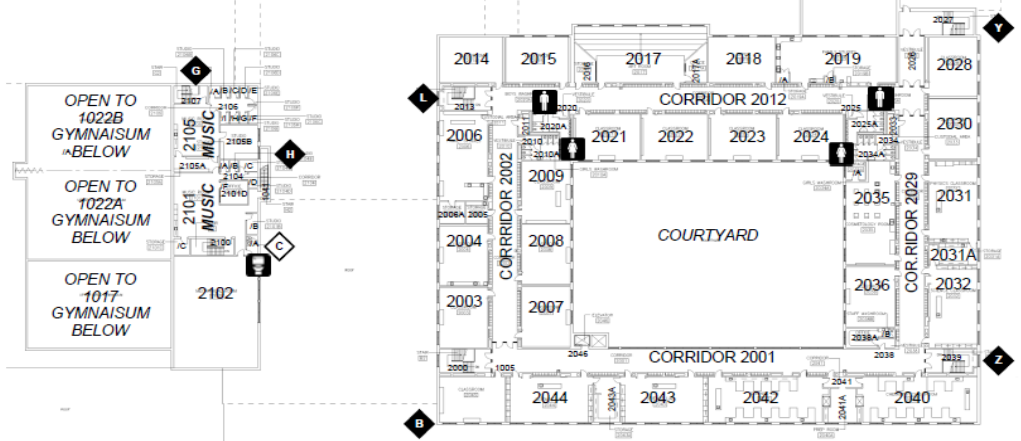
FIRST FLOOR

- Gender-Neutral Student Washroom
- Barrier-Free Student Washroom
- Female Student Washroom
- Male Student Washroom



ORCHARD PARK SECONDARY SCHOOL

SECOND FLOOR



COMPILED BY C. L. - AUGUST 2019

DIRECTORY WASHROOMS

- SINGLE OCCUPANT STUDENT: 1061A, 2101A
- BARRIER-FREE STUDENT: 1061A
- FEMALE STUDENT: 1050A, 1114A, 2010A, 2034A
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- SINGLE-OCCUPANT STAFF: 1084
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 MALE STUDENT CHANGEROOM:

COMPILED BY C. L. - AUGUST 2019

BELL/PERIOD SCHEDULE

BELL SCHEDULE

Orchard Park will be following a **Day 1/Day 2 morning schedule** for the 2023/2024 school year—ONLY Periods 1 and 2 will flip on odd and even days of the calendar: Day 1: Odd Calendar Days, Day 2: Even Calendar days. There are 2 lunches that overlap—students will have wither lunch 1 or lunch 2 and should follow the bell schedule below that aligns with their lunch.

The **First day of school (Sept. 6/23) will be a Day 1

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

**Everyone is expected to stop in the halls, remain quiet and still and if at your desk, stand if you are able, during the Land Acknowledgement and the National Anthem



Day 1 / Day 2 LUNCH 1			Day 1 / Day 2 LUNCH 2		
PERIOD 1	PERIOD 2	8:00 – 9:15	PERIOD 1	PERIOD 2	8:00 – 9:15
Transition	Transition	9:15 – 9:25	Transition	Transition	9:15 – 9:25
PERIOD 2	PERIOD 1	9:25 – 10:40	PERIOD 2	PERIOD 1	9:25 – 10:40
Lunch	Lunch	10:40 – 11:30	Transition	Transition	10:40 – 10:48
PERIOD 4	PERIOD 4	11:30 – 12:45	PERIOD 3	PERIOD 3	10:48 – 12:03
Transition	Transition	12:45 – 12:53	Lunch	Lunch	12:03 – 12:53
PERIOD 5	PERIOD 5	12:53 – 2:08	PERIOD 5	PERIOD 5	12:53 – 2:08



Ministry of Education **Secondary**

School Year Calendar 2023 - 2024

Legend **H** - Statutory Holiday **E** - Scheduled Examination Day **P** - Professional Activity Day **B** - Board Designated Holiday Half Day

Month	Number of Instructional Days	Number of Professional Activity Days	Number of Scheduled Examination Days	1 st Week					2 nd Week					3 rd Week					4 th Week					5 th Week										
				M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F						
August 2023					1	2	3	4	7	8	9	10	11	14	15	16	17	18	21	22	23	24	25	28	29	30	31							
September 2023	18	1						1	4	5	6	7	8	11	12	13	14	15	18	19	20	21	22	25	26	27	28	29						
October 2023	20	1							1	4	5	6	7	8	11	12	13	14	15	18	19	20	21	22	25	26	27	28	29					
November 2023	21	1				1	2	3	6	7	8	9	10	13	14	15	16	17	18	21	22	23	24	25	28	29	30							
December 2023	16							1	4	5	6	7	8	11	12	13	14	15	18	19	20	21	22	25	26	27	28	29						
January 2024	14		4						1	2	3	4	5	8	9	10	11	12	15	16	17	18	19	22	23	24	25	26						
February 2024	18	1	1						1	2	3	4	5	8	9	10	11	12	15	16	17	18	19	22	23	24	25	26						
March 2024	14								1	4	5	6	7	8	11	12	13	14	15	18	19	20	21	22	25	26	27	28	29					
April 2024	21	1							1	2	3	4	5	8	9	10	11	12	15	16	17	18	19	22	23	24	25	26						
May 2024	22					1	2	3	6	7	8	9	10	13	14	15	16	17	20	21	22	23	24	27	28	29	30	31						
June 2024	13	2	5						1	2	3	4	5	8	9	10	11	12	15	16	17	18	19	22	23	24	25	26						
TOTAL	177	7	10	Note: The 2023-2024 calendar provides for 195 possible school days between September 1, 2023 and June 30, 2024. The school year shall include a minimum of 194 school days of which three days must be designated as professional activity days with respect to specific provincial education priorities as outlined in the Policy/Program Memoranda 151 and up to four extra days may be designated by the board as professional activity days. The remaining school days shall be instructional days. The boards may designate up to ten instructional days as examination days																														

Administration

Principal: K. Armstrong

Vice-Principals: M. Grover & Y. Tjanetis

Main Office Staff

Attendance: A. Fogg

Accounts Administrator: P. Leaney

Office Administrator: J. Leuzzi

Student Services Staff

Guidance Counsellors: P. Vukosa / S. Ferney / A. Morreale / A. Lewis

Student Success: A. Lewis / B. Warrick / M. Lambert

SS Office Administrator: J. Harris-Matheson

School Contact Info:

200 DeWitt Road, Stoney Creek, Ontario

Tel: 905-662-3838

Email: orchardpark@hwdsb.on.ca

Website: [Orchard Park Secondary School \(hwdsb.on.ca\)](http://Orchard Park Secondary School (hwdsb.on.ca))

SCHOOL, BOARD, AND COMMUNITY RESOURCES AND SUPPORTS

SCHOOL COUNCIL

School Council is for Parents/Guardians. The purpose of the School Council is to act as a liaison between the school and the parent/guardian community and to act as an advisory board to the Principal—it is not about individual student/family issues. School Council meets at least 4 x per school year virtually. All parents are welcome to attend. Please email the school and/or the Principal if you are interested in participating in the OP School Council; otherwise, there will be regular communication to the parent community via emails from the Principal.

STUDENT SERVICES

Guidance Counsellors are available to assist students with educational and career planning as well as with personal challenges. Counsellors are assigned alphabetically by last name. Guidance appointments are virtual and can be booked through the Guidance Hub page. Guidance Counsellors will help direct students to the best instruction for prevention, intervention, and support: i.e., Credit Recovery, In-school Alternative Education, E-Learning, OLC, Reading and Math Interventions, Student Success, Co-op, Experiential Learning, OYAP, SHSM, Dual Credits, GLS, GLD, GLN, and all pathways to Graduation.

LEARNING RESOURCE

The Learning Resource Department ensures that students with Individual Education Plans (IEPs) have equitable opportunities to meet the essential requirements of their courses by providing necessary accommodations in IEPs.

Students with IEPs are assigned a Learning Resource Teacher (LRT) throughout their educational journey at Orchard Park. These LRTs are available for scheduled resource support when required.

The Learning Resource Department provides support services in the same space as the Learning Commons.

Appointments for IEP consultations with students and parents can be scheduled through the Orchard Park website.

STUDENT SUCCESS

The Student Success Teachers, on behalf of all students, are key facilitators for:

- Direct student advocacy and mentoring
- Student monitoring
- Student voice opportunities
- Students experiencing various transition issues
- Support In Risk Students
- Data collection, sharing and analysis
- Re-Engagement of Early Leavers

COOPERATIVE EDUCATION

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

LIBRARY LEARNING COMMONS

The Learning Commons is a classroom like any other at Orchard Park. Teacher Librarians/Learning Commons Lead are available to assist students and classes with research skills, as well as to provide instruction on information and technology literacy. 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 including those who are in the Learning Commons for their e-learning class. 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 the cardholder's name. Most Learning Commons materials may be borrowed for up to three weeks and in most circumstances, students may renew the items.

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/>

SOCIAL WORKER

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

PUBLIC HEALTH NURSE

A public health nurse is available to discuss student health concerns. Referrals are available through Student Services.

MENTAL HEALTH AND OTHER WELLNESS SUPPORTS

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.](#)

[HWDSB Helps](#)

We Help.

HWDSB Helps is a free and anonymous way for students to find help for themselves and one another. Tips may relate to student mental health, bullying, substance use and more. This is not a crisis line or counselling service.

Get or the HWDSB Helps app. Tips are anonymous so be sure to give specific details of your concern for follow up. Text to 905-963-0066. Standard rates apply.



HWDSB Helps
An anonymous way for students to find help for themselves and one another.
We all have the power to help.

Get help or share anonymous tips.
• Text message to 905-963-0066. Standard rates apply.
• App for iOS and Android
• Web chat at www.hwdsb.on.ca/hwdsbhelps

Questions?
Please contact your school principal.

www.hwdsb.on.ca/hwdsbhelps

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
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Community Information in and Around Hamilton

Hamilton-Wentworth Community Info	905.528.0104
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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.

GENERAL INFORMATION

RELIGIOUS ACCOMMODATION

Hamilton -Wentworth District School Board and Orchard Park Secondary School acknowledges everyone’s right to follow or not to follow religions beliefs and practices free from discriminatory of harassing behaviour and is committed to taking reasonable steps to provide religious accommodations to students. Staff of Orchard Park should make a reasonable effort to be aware of religious or creed observances of their students when planning assignments, tests, field trips etc. We ask students to not hesitate to speak to their teachers about religious accommodations specific to them.

GENDER EXPRESSION AND IDENTITY

An adult student or the parent(s)/legal guardian(s) of a non-adult student (in each case, the “Student”) may request to have the Student identified by a Living Name other than their Legal Name and/or Dead Name by submitting a form prescribed by the HWDSB. HWDSB shall consider such requests in good faith, and applicable to applicable law (including the Education Act R.S.O. 1990) facilitate the use of the Living Name in place of the legal Name and/or Dead Name of the Student, including in the Student’s report cards. The form shall reside within the Student’s Ontario Student Record (OSR).

If a student does not want to change their legal name, they may elect to change their preferred name by speaking to their teachers and to the office.

HWDSB HUMAN RIGHTS POLICY

Please see the full policy at:

[FINAL_Human-Rights.pdf \(hwdsb.on.ca\)](#)

Fostering and maintaining a culture of human rights at HWDSB and Orchard Park requires providing equitable and inclusive services grounded in the principles of equity, inclusive design, anti-racism, anti-colonialism and decolonization, and anti-oppression; and identifying and addressing discriminatory biases and systemic barriers. The Board and Orchard Park commit to governance and services grounded on human rights-based approach centred on principles of participation, inclusion, belonging, transparency and accountability.

All HWDSB and Orchard Park community members have a right to learn, work, access or provide services in an environment that is free of discrimination and harassment as set out in international agreements and Canadian law including the United Nations Universal Declaration of Human Rights, the Convention on the Rights of the Child, the Canadian Charter of Rights and Freedoms, the Ontario Human Rights Code, the Education Act, the Accessibility for Ontarians with Disabilities Act (AODA), and the Occupational Health and Safety Act

DRESS CODE

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

Students may attend school and school-related functions in dress of their choice that conforms to following system standards. Student dress must:

- Conform with established health and safety requirements for the intended activity (e.g., health and physical education classes, science and chemistry classes, sporting events, technical education, drama/dance classes, etc.). Respect the Board's intent to sustain a community that is positive, anti-oppressive, equitable, accepting and inclusive of a diverse range of social and cultural identities
- Not promote offensive, lewd, vulgar, or obscene images or language, including profanity, hate and pornography
- Not promote, nor, could not be construed as or include content that is discriminatory (e.g., racist, anti-Black, anti-Indigenous, anti-Semitic, Islamophobic, sexist, transphobic, homophobic, classist, ableist, sizist, etc.), or that reasonably could be construed as defamatory, threatening, harassing or promoting bias, prejudice or hate
- Not symbolize, suggest, display or reference: tobacco, cannabis, alcohol, drugs or related paraphernalia, promotion or incitement of violence or any illegal conduct or criminal activities
- Be worn in such a way that all bottom layers cover groin and buttocks and top layers cover nipples, both with opaque material
- Undergarments may not be substituted as outerwear and, if worn, should be worn beneath a layer of outer wear. Straps and waistbands may be exposed however.
- Any headwear that does not obscure the face may be worn (with the exception of medical masks)

SCHOOL PROPERTY/MATERIALS

School iPads, laptops, textbooks and other school material: These are the property of the school but the responsibility of the student when they are using them. Electronic devices are to be used in classrooms for instructional purposes only—please follow the direction of the classroom teacher. The 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.** The school is not responsible for lost or stolen items. Lockers must be kept clean and free of objectionable materials.

CLUBS/TEAMS/SPORTS

Orchard Park provides an extensive co-curricular program with activities of interest to meet the diverse needs of the students. Last year, some of the clubs/teams included:

TEAM / SPORT	CLUBS
FALL:	Robotics
Soccer	Improv Club
Football	Student Council
Cross Country	Positive Space
Touch Football	OP Newspaper
Volleyball	Junior Band
Basketball	Climate Crew
Baseball	Chess Club
Tennis	SSHOPSS
Golf	Art Club
Dance	Knitting Club
WINTER:	Cooking Club
Basketball	Music: Senior, Junior and
Volleyball	Stage Band
Hockey	
Waterpolo	
Dance	
SPRING:	
Badminton	
Ultimate Frisbee	
Soccer	
Track & Field	
Cricket	
Dance	

Eligibility

- All students participating in athletics, or any co-curricular activity must be a student in good standing.
- Parent/Guardian permission is required. If participating after school, students who are generally bussed to and from school will need to make their own transportation arrangements.
- 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 and/or the student displays objectionable conduct (violates the Code of Conduct) while participating.
- Students transferring to Orchard Park from another school are ineligible to play sports until approved through the OFSAA transfer appeal process. The full Orchard Park Athletic policy can be found on our website: [Extra-Curricular | Orchard Park Secondary School \(hwdsb.on.ca\)](http://www.hwdsb.on.ca)

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. 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. **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 DROP OFF and STUDENT PARKING

We respectfully ask parents to drive carefully and without distraction in our parking lot and across the front of the school as we have many staff and students crossing these areas to get into the building. **Students are limited to parking on the NORTH side of the school near the football field.** Under no circumstances, should students park on the south side and/or in front of the school.

FOOD AND DRINK

Except for water, special events and food classes, no food or drink may be consumed in classes during instructional time. There is to be no eating and drinking in the hallways and stairwells—please use the cafeteria or classrooms that teachers are supervising and making available at lunch time.

FREE TIME

Students on lunch or a scheduled spare period are permitted access to the Cafeteria, the Learning Commons (if not occupied by a class and if they are there to do schoolwork), various classrooms where appointments may have been made with teachers and the outside of the building. During the lunch periods, students are not permitted on the 2nd floor. Students are asked to stay out of and/or move quietly through the hallways occupied by classes on opposing lunch periods.

FIELD TRIPS

Parents must complete permission forms to take part in field trips. Payment for excursions need to be completed through School Cash Online. No students may drive other students on field trips. The only exception to this is for eighteen-year-old students; they may drive other students once they have written permission on the appropriate “volunteer driver” form. If the other students are not 18, parental permission is required. Behaviour on field trips is expected to be the same as at school. This includes smoking and vaping restrictions.

LOST AND FOUND

Lost and Found items are in the Main Office. Students are advised not to bring valuables to school or leave them unattended. The school cannot accept any responsibility for the security or loss of belongings and valuables.

VISITORS TO THE SCHOOL

Visitors are welcome to Orchard Park only if they have official business with the school. Students are not to invite their friends from outside to visit them at school at any time during the school day. This is to protect the safety of students and prevent distraction by visitors. Visitors must report to the Main Office upon their arrival to the building. Visitors not on school business will be asked to leave and may be sent “no trespassing” letters which empower the school to have trespassers charged by the police.

ACADEMIC POLICIES AND PROCEDURES

ASSESSMENT, EVALUATION AND REPORTING IN HWDSB

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;
- 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;
- 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: Assessment Evaluation and Reporting in Ontario Schools, 2010*" document.

Determining a Grade

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

MISSED EVIDENCE OF LEARNING

Students are responsible for:

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

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

In such situations, the teacher will communicate with parents and seek the support of the student success team, student services and/or administration. In the case where a student is not attending, the school social worker will be involved.

If after strategies for support have been put in place and the student has still not demonstrated achievement of the overall expectations of a course, the teacher will use “Lower Limits” on the report card to indicate where the student is on the continuum of learning. Lower Limits are as follows:

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

LATE SUBMISSION OF EVIDENCE

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

CITING, REFERENCING, the USE of ARTIFICIAL INTELLIGENCE (AI), and ACADEMIC DISHONESTY

Honesty is one of the keys to personal success; it demonstrates respect for self and others and promotes a positive school atmosphere. Our school’s academic policies are designed on the premise of academic honesty.

Plagiarism is a form of cheating. The Ministry of Education’s Growing Success document defines plagiarism as “the use or close imitation of the language and thoughts of another without attribution, in order to represent them as one’s own original work” (<https://www.edu.gov.on.ca/eng/policyfunding/growsuccess.pdf>). This includes the use of AI.

Plagiarism and academic dishonesty includes, but is not limited to, the following: Copying a passage (whether an entire assignment, paragraph, sentence, or phrase) word-for-word and not using quotation marks; putting a passage in one’s own words but not acknowledging the original source; using Chat GPT, QuillBot, or another AI/paraphraser website or app to generate content and trying to pass the work off as their own ideas and/or writing; submitting someone else’s work as one’s own (whether a sibling’s, peer’s, or stranger’s); or reusing an assignment from another one of their classes and trying to pass it off as new work (unless given permission by the teacher to do so).

Assignments which include plagiarism are NOT eligible for evaluation, as it is impossible for the teacher to accurately determine where the student's ideas and words begin and end, and where the source

information begins and ends. Therefore, students must ensure that their work is submitted with clear and precise citations and references.

Repeated actions of academic dishonesty will be treated as a violation of the school's Code of Conduct and will be referred to administration. The students and their parents will be made aware that this behaviour constitutes lying and/or theft and progressive discipline actions appropriate to these infractions will ensue. Ultimately, a mark of zero can be given for the product and the teacher will treat the expectations being evaluated as missing (see the missed evidence of learning section).

FINAL EVALUATION/EXAMINATION INFORMATION FOR STUDENTS

1. (a) It is each student's responsibility to be at the evaluation/examination area for the proper examination at the proper time.
- (b) If a student is late for an evaluation/exam the student will only be given the scheduled time remaining.
- (c) If a student is absent for an evaluation/exam, the Office will need documentation.
2. In the event of a weather/structural damage event which cancels bussing/school, all evaluations/exams will be moved forward one day. Students will write the missed evaluation/exam the next school day. **For example**, if Tuesday, January 26 is a cancelled school day the Period One evaluation/exam will be written on Wednesday, January 27, the Period Two will be written Thursday, January 28 and so on.
4. Students are responsible for bringing appropriate materials and resources to the evaluation/exam.
5. Academic dishonesty will be taken very seriously during the evaluation/exam period.
6. School bus transportation will be running on the regular schedule during exams.
7. All evaluation/exam information and schedules will be posted in the school and on the school website.
8. Students must remove all items and clean out lockers by the end of the last scheduled evaluation/exam.

MISSED TEST/FINAL EVALUATION PROCEDURE

Students are responsible for:

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

The procedure for reporting a student absence through School Messenger (Safe Arrival) applies in the situation where a student is going to be absent for any missed test / final evaluation.

- In addition to this reporting of the student's absence, the student's parent or guardian should endeavour, whenever possible, to contact the teacher by phone or email (found on the course outline) prior to the assessment taking place.
- If no contact is made, an academic penalty of a maximum of a 10%-mark deduction will be applied when the student completes the missed assessment.

- If a student still does not submit the evidence of learning, ultimately a mark of zero can be given for the product.
- Teachers will use their professional judgment when deciding when and how make up work will be completed.
- Repeated missed assessments will be referred to administration and documented.
- Parents should be aware that excusing students from school for the purpose of vacation may impact achievement.

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.

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 student'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 student is absent when the absence was not reported in advance. If you report your student'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**. 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

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 the student:

- 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

Signing Out – Parents must use one of the three reporting systems if their student 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. The student will then inform the 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.

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.” Students who turn 18 during the school year should inform the Office. The student can give permission (or decline) for the office/teachers to speak to the parents/guardians on their behalf (this includes matters of attendance, marks etc.....).

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 – Morning classes begin at 8:00 am. Students arriving after 8:00 am will be **marked late** by the teacher. 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.**

GRADUATION REQUIREMENTS

Ontario Secondary School Diploma--30 Credits

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

- 4 credits in English
- 3 credits in Mathematics
- 2 credits in Science
- 1 credit in History
- 1 credit in the Arts
- 1 credit in Health and Physical Education
- 1 credit in French as a Second Language
- 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
- Beginning in 2023/2024, Grade 12 students are required to have successfully completed a minimum of 2 online (elearning) courses to graduate. Unless the parent/guardian elects to OPT out of this requirement through the Parent Portal, or their Guidance Counsellor.

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

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

Post Secondary Applications

OUAC (University), January 15, 2024

OCAS (College), February 1, 2024

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

University and College Presentations are scheduled by Student Services in the Fall. Students should listen to morning announcements or check the HUB for more information.

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.

For more information including student resources, please see the Ontario School Counsellors Association website: www.osca.ca

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: [Code-of-Conduct-policy-revisedAug2019.pdf \(hwdsb.on.ca\)](http://www.hwdsb.on.ca/Code-of-Conduct-policy-revisedAug2019.pdf)

All members of the school community must not:

- engage in any bullying behaviours including the use of any physical, verbal, electronic, written, or other means of bullying
- engage in any hateful behaviours (physical, verbal, electronic, written) that are based on racist, anti-Semitic, Islamophobic, sexist, homophobic, transphobic and other hateful ideologies.
- engage in gender-based violence and incidents based on homophobia, transphobia or biphobia
- commit sexual assault
- traffic weapons or illegal drugs
- give drugs, alcohol or cannabis to a minor
- commit robbery
- be in possession of any weapon, including firearms
- use any object to threaten or intimidate another person
- cause injury to any person with an object
- be in possession of, or be under the influence of, or provide others with alcohol, illegal drugs and cannabis (unless the individual has been authorized to use cannabis for medical purposes)
- provide others with alcohol, illegal drugs or cannabis (unless the recipient is an individual who has been authorized to use cannabis for medical purposes)
- inflict or encourage others to inflict bodily harm on another person

- engage in 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.

Violations of the Code of Conduct shall be addressed through other relevant Hamilton-Wentworth District School Board Policies, Procedures and provincial legislation.

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 the student 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>

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 behaviour. These steps may include suspension or expulsion. The HWDSB board policy 6.4 - Student Behaviour and Discipline outlines the process that is followed when a student is suspended and 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>

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>

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 procedure
- include bullying prevention as a regular item on staff meeting agendas Procedure for Policy No. 5.2 Bullying Prevention and Intervention Procedure Page 4 of 11
- 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/ratting (getting someone into trouble) and telling (helping someone who is in trouble)
- develop a safe and anonymous way for students to report bullying (drop box, phone line, and website)
- take every report of bullying seriously
- 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
- provide intervention and support to assist students who engage in bullying behaviours to change their behaviours
- communicate to students and parents that a student who is engaged in bullying conduct will be subject to a range of interventions, including suspension or expulsion
- develop a safe intervention plan for students who are victims of bullying
- report incidents of bullying to the Principal if the bullying may lead to suspension or expulsion

All Students within HWDSB will:

- treat everyone with dignity and respect
- raise their awareness and understanding of bullying behaviour and its long-term effects
- realize that bullying behaviour is never acceptable
- report incidents of bullying behaviour whenever they see it
- engage in positive leadership opportunities
- provide support to new students or students who are alone/friendless
- endeavour to disengage from being a bystander to bullying behaviours
- actively support their school's bullying prevention and intervention programs
- support a positive school climate Procedure for Policy No. 5.2 Bullying Prevention and Intervention Procedure Page 5 of 11 1.3

All Parents/Guardians of students within HWDSB will:

- treat everyone with dignity and respect
- report incidents of bullying behaviour whenever they see it
- raise their awareness and understanding of bullying behaviour and its long-term effects

- in partnership with the school staff, work to address and rectify incidents of bullying behaviour (whether the parent of the student who is victimized, engaging in bullying behaviour, or bystander to bullying incidents)
- create awareness among their children/youth that bullying is never acceptable
- endeavour to get appropriate social/emotional help for their child if necessary
- support their school's anti bullying initiatives
- encourage their children/youth to report incidents of bullying behaviour
- model caring and respectful interactions
- teach their children/youth to be respectful and caring individual

SMOKING/VAPING (SMOKE FREE ONTARIO ACT, 2017)

Smoking cannabis or tobacco and vaping any substance is prohibited anywhere on school property and in public areas within 20 metres of the perimeter of the school grounds. If you are caught smoking or vaping in school or on school property, you may be suspended, ticketed and fined. Fines start at \$305. It is against the law to sell, buy for, or give any tobacco products to anyone under the age of 19.

SCHOOL SAFETY PROCEDURES

LOCKDOWN PROCEDURES

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

Students should be aware of the following terminology:

- ***HOLD AND SECURE:** used when the school is secured due to an ongoing situation outside and not related to the school. The school continues to function normally, with the exterior doors locked until the situation is resolved.
- ***SHELTER IN PLACE:** used for an environmental, or weather-related situation, where it is necessary to keep all occupants within the school to protect them. Examples may include chemical spills, blackouts, explosions or extreme weather conditions. People may enter and remain in the building with the doors and windows closed. The school may continue to function normally.
- ***LOCKDOWN:** used when there is a major incident or threat of school violence within the school, or in relation to the school. All movement within the school and in to and out of the school is restricted.

FIRE EVACUATIONS

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

MEDICAL HEALTH CONCERNS/HEAD INJURIES

Any student who has life threatening medical/health issues (Anaphylaxis, Diabetes, Asthma, Epilepsy,

severe allergies, etc.) must inform the office and fill out a Plan of Care form, so that a plan of action can be created to respond to a medical emergency. Any student experiencing a head injury should be seen by a medical professional. CONTACT ADMINISTRATION: they will contact parents and initiate procedures for suspected concussion as per board protocols.

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