

North Grenville District High School
Character Counts Always: 7-12 Student Handbook
2022-2023 School Year



STUDENTS ARE OUR NUMBER ONE PRIORITY

Board Website: www.ucdsb.on.ca

School Website: www.northgrenville.ucdsb.on.ca

Follow our Facebook page: <https://www.facebook.com/NorthGrenvilleDistrictHighSchool>

Telephone: 613-258-3481

Fax: 1-855-408-0861

PRINCIPAL

Mr. Bourne

VICE PRINCIPAL

Ms. Culhane

INTERMEDIATE VICE PRINCIPAL

Mr. Hickey

Guidance Counsellors

Ms. Mitchell, Ms. Murdock & Mme. Campeau

Office Administrator

Ms. Pickup

2021-2022 Student Handbook

Contents

Title	Page
Mission, Vision, Values.....	3
Administrations' Message	4
NGDHS Character Counts Always.....	5-6
Standards of Behaviour.....	6
Roles and Responsibility.....	6-8
Provincial Safe Schools Act.....	9
Character Counts Always - Respect for Self	10
Character Counts Always - Respect for Others	11-12
Character Counts Always - Respect for Property	12
Character Counts Always - Responsibility	13
Character Counts Always - Honesty	13
Character Counts Always – Caring, Empathy, Fairness	14
Character Counts Always – Perseverance and Resilience	14
Character Counts Always – Courage and Generosity.....	14
School Policies and Procedures	15-17
Daily Schedule	18
School Routines	18-19
Student Services Department.....	19-20
Special Services and Resources	21
General Information.....	22-23
Threats to School Safety Response Procedures	23-24
Extra-Curricular Activities.....	25
NGDHS Faculty.....	26
Glossary of Terms.....	27-28
Appendix	
• Board Living Credo.....	29
• School Year Calendar.....	30



UPPER CANADA DISTRICT SCHOOL BOARD

Mission Statement

We prepare all students for a successful life.

Vision Statement

Creating Futures, Leading & Learning for all.

Values

Caring, Courage, Empathy, Fairness, Generosity,
Honesty, Perseverance, Resilience, Responsibility, Respect



NORTH GRENVILLE DISTRICT HIGH SCHOOL

Mission Statement

Our mission is to educate our students to be successful, contributing citizens.

Vision Statement

Students are the number one priority.

Values

Caring, Courage, Empathy, Fairness, Generosity,
Honesty, Perseverance, Resilience, Responsibility, Respect





Administration's Message

At North Grenville District High School, we know that “Character Counts Always”! We are happy to have you at NGDHS as one of our Knights. We believe in the pursuit of learning while building a strong sense of caring and respect for all. We are committed to ensuring your personal success and making North Grenville District High School a great place to learn and work.

Being part of a team also implies that we look out for one another while caring about the well-being of all our members. Your personal commitment to “Character Counts Always” defined below, supports the success of our collective community of Knights.

Caring is . . . *showing concern and interest in others and yourself; feeling and exhibiting concern and empathy for others.*

Courage is . . . *having the strength to stand up for what is right.*

Empathy is . . . *the ability to understand what another person is feeling; to show understanding and express it.*

Fairness is . . . *being open-minded, taking turns and trusting others; being free of favouritism or bias; impartial.*

Generosity is . . . *giving your time and knowledge to support others.*

Honesty is . . . *speaking and doing what you believe is right, no matter what the consequences; demonstrating integrity, truthfulness, sincerity.*

Perseverance is . . . *having the strength to never give up; to adhere to a course of action, belief or purpose.*

Resilience is . . . *having a positive attitude and an inner strength to bounce back from a tough time; to recover quickly from an illness, change or misfortune.*

Responsibility is . . . *leading the way, helping to accomplish tasks through initiative and hard work.*

Respect is . . . *honouring differences, caring for yourself and for others.*

In addition, your personal success can improve by:

- attending classes every day;
- being punctual for all classes and school activities;
- developing good work habits and effective study skills;
- acting responsibly at all times; and
- getting involved in co-curricular or extra-curricular activities.

This student handbook has many tools which will assist you as you pursue your goals. Take the time to read and understand the school policies and procedures and the helpful hints about goal setting, time management and personal planning. Together, we will make the 2021-2022 school year one of your best school years yet!

Mr. Bourne

Ms. Culhane

Mr. Hickey

NGDHS Character Counts Always

The promotion of a positive learning environment is enhanced by fostering a standard of behaviour as established in the **Education Act**, the **Upper Canada District School Board's Safe Schools Policy**, the **Anti-Racism and Sexual Discrimination Policy**, and the **Upper Canada District School Board Mission Statement**. For North Grenville District High School this standard is called **Character Counts Always**. All students regardless of race, age, sexual orientation, gender, faith, socioeconomic status, creed, colour, or physical ability are treated with dignity and respect. Each student is entitled to receive an education in a non-threatening, caring, learning environment and all students are expected to contribute in a positive way to the school community. To that end, a North Grenville District High School Code of Conduct has been developed with the help and approval of representatives from the NGDHS student body, parents/guardians, teachers, support staff, administration and the school board. The Code of Conduct is reviewed and updated every year. The main aspects of the code include:

- a reminder of the importance of a strong sense of self-worth and self-discipline in students;
- measures that are being taken at NGDHS to ensure a caring and nurturing environment;
- an outline of the realistic, appropriate and effective consequences for inappropriate student behaviour; and
- ways in which parents/guardians and members of the local community can become involved in the school community.

We believe in the pursuit of learning while building a strong sense of caring and respect for all.

North Grenville District High School promotes responsibility, respect, civility and academic excellence in an orderly, safe, learning and teaching environment. All students, parents/guardians, teachers and staff have the right to be safe, and feel safe. With this right comes the responsibility to be law-abiding citizens and to be accountable for actions that put the physical and emotional safety of others and oneself at risk.

The school's Code of Conduct follows the Ontario Code of Conduct, Safe Schools Act 2000, Keeping our Kids Safe at School Act 2010, and Accepting Schools Act 2012 which set clear provincial standards of behaviour. As required, the school Code of Conduct specifies the consequences for student actions that do not comply with the Codes of Conduct and/or these Acts. With the enactment of Bill 212 in February 2008, there were changes to the Act that respond to the consideration of mitigating factors for suspension/expulsion along with clearer instructions for appeal processes. Included in the Codes of Conduct are bullying prevention and intervention strategies that consist of forming a Safe School Team.

The standards of behaviour apply not only to students, but also to all individuals involved in the publicly funded school system – parents/guardians, volunteers, teachers, other staff – whether they are on school property, on school buses or at school-authorized events and activities.

Accepting Schools – Ministry Excerpt

A safe, inclusive and accepting school environment is a necessary condition for student success. Students cannot be expected to reach their potential in an environment where they feel insecure and intimidated. The Ministry is committed to providing all students with the supports they need to learn, grow and achieve.

Building a positive and inclusive school climate requires a focused effort on developing healthy and respectful relationships throughout the whole school and surrounding community, among and between students and adults. This involves a sustained long-term commitment to put this into practice and change school culture.

On June 5, 2012, the **Accepting Schools Act** passed third and final reading. The Act requires all school boards to take preventative measures against bullying, issue tougher consequences for bullying, and support students who want to promote understanding and respect for all. The legislation builds upon our **Equity and Inclusive Education and Safe Schools Strategies** that help make Ontario schools safe, inclusive and accepting places to learn.

The legislation is part of a comprehensive action plan which includes:

- new mental health workers in schools, as part of Ontario's 10-year **Mental Health and Addictions Strategy** and expanded tele-psychiatry (video counselling) services for kids;
- direction to **Ontario's Curriculum Council** to report on strengthening equity and inclusive education principles, and bullying prevention strategies across the curriculum and suggesting ways to support this learning in Ontario schools;

- a public awareness campaign that will stress that all Ontarians have a role in preventing and ending bullying; and
- an **Accepting Schools Expert Panel** to provide advice on evidence-informed resources and practices that focus on a whole school approach, including bullying prevention and intervention.

Standards of Behaviour

Respect, Civility, and Responsible Citizenship

All members of the school community must:

- respect and comply with all applicable federal, provincial, and municipal laws;
- demonstrate honesty and integrity;
- respect differences in people, their ideas and their opinions;
- treat one another with dignity and respect always, and especially when there is disagreement;
- respect and treat others fairly, regardless of, for example, race, ancestry, place of origin, colour, ethnic origin, citizenship, religion, gender, sexual orientation, age, or disability;
- respect the rights of others;
- show proper care and regard for school property and the property of others;
- take appropriate measures to help those in need;
- seek assistance from a member of the school staff, if necessary to resolve conflict peacefully;
- respect all members of the school community; and
- respect the need of others to work in an environment that is conducive to learning and teaching.

Safety

All members of the school community must not:

- engage in bullying behaviours;
- commit sexual assault;
- traffic weapons or illegal drugs;
- give alcohol or cigarettes to a minor;
- commit robbery;
- be in possession of any weapons, 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 or illegal drugs;
- inflict or encourage others to inflict bodily harm on another person;
- engage in hate propaganda and other forms of behaviour motivated by hate or bias; and
- commit an act of vandalism that causes extensive damage to school property or to property located on the premises of a school

Roles and Responsibilities

The Upper Canada District School Board and North Grenville District High School

- develop policies to set out how schools will implement and enforce the provincial Code of Conduct and all other rules which are related to the provincial standards that promote and support respect, civility, responsible citizenship and safety;
- review those policies regularly with students, staff, parents/guardians, volunteers, and the community;
- seek input from school councils, Parent Involvement Committee, Special Education Advisory Committee, parents/guardians, students, staff members, and the school community;
- establish a process that clearly communicates the provincial and school board Codes of Conduct to all;
- seek input from parents/guardians, students, staff members, and members of the school community in order to obtain their commitment and support;
- develop effective intervention strategies and respond to all infractions related to the standards for respect, civility, responsible citizenship and safety; and
- provide opportunities for all staff to acquire the knowledge, skills, and attitudes necessary to develop and maintain academic excellence in a safe learning and teaching environment.

Principals

Principals provide leadership in the daily operation of a school by:

- demonstrating care for the school community and a commitment to academic excellence in a safe teaching and learning environment;
- holding everyone under their authority accountable for his or her behaviour and actions;

- empowering students to be positive leaders in the school and community;
- communicating regularly and meaningfully with all members of their school community.

Teachers and Other School Staff Members

Under the leadership of Principals, teachers and other school staff members maintain order in the school and are expected to hold everyone to the highest standard of respectful and responsible behaviour. As role models, teachers and school staff uphold these high standards when they:

- help students work to their full potential and develop their sense of self-worth;
- empower students to be positive leaders in their classrooms, school and community;
- communicate regularly and meaningfully with parents/guardians;
- maintain consistent standards of behaviour for all students;
- demonstrate respect for all students, staff, parents/guardians, volunteers, and the members of the school community.

Students

Students are treated with respect and dignity and in return, they must demonstrate respect for themselves, for others, and for the responsibilities of citizenship through acceptable behaviour. Respect and responsibility are demonstrated when a student:

- comes to school prepared, on time, and ready to learn;
- refrains from bringing anything to school that may compromise the safety of others;
- follows the established rules and takes responsibility for his or her own actions.

Parents/Guardians

Parents/Guardians play an important role in the education of their children, and can support the efforts of school staff in maintaining a safe and respectful learning environment for all students. Parents/Guardians fulfill their role when they:

- show an active interest in their child's school work and progress;
- communicate regularly with the school;
- help their child be neat, appropriately dressed, and prepared for school including provision of lunches;
- ensure that their child attends school regularly and on time;
- promptly report to the school their child's absence or late arrival (before 7:55 a.m. the day of the absence);
- show that they are familiar with the provincial Code of Conduct, the board's Code of Conduct, and the school rules;
- encourage and assist their child in following the rules of behaviour;
- assist school staff in dealing with disciplinary issues involving their child.

Community Partners and the Police

The Upper Canada District School Board is committed to enhancing the developing partnerships with community agencies and members of the community by establishing protocols which will establish clear linkages and formalize the relationship between the board and its partners. These partnerships will respect all applicable collective agreements. The police play an essential role in making our schools and communities safe. The police investigate incidents in accordance with the protocol developed with the Upper Canada District School Board. This protocol is based on a provincial model developed by the Ministry of the Solicitor General and the Ministry of Education.

Communication with Parents/Guardians

Parents/Guardians and guardians are encouraged to contact the school for clarification when students arrive home with information that does not seem to make sense. If it is directly related to the classroom, please contact the teacher first. For any other concerns, please contact the office.

Teachers contact parents/guardians whenever an incident is serious, when misbehaviour is on-going, or when multiple detentions are administered, or at the frequency requested by a parent.

Communication with parents/guardians may be in writing (letter or email), through a telephone call, on the school website, on our Facebook page and/or via Twitter. Communication using our call-out system, Facebook, and Twitter are the school's primary and most timely methods for sharing information with parents/guardians and guardians.

Discipline and Consequences

Consequences are managed in a progressive discipline manner. Before determining the type of consequence and the length of the consequence, consideration will be given to the following:

- the serious nature of the offence;
- the number of times a child has been asked to change his/her/their behaviour;
- the strategies that have been considered previously;

- special or mitigating circumstances;
- the school's response to similar behaviour in the past;
- the expectations and procedures of applicable acts, regulations and policies; and
- available resources that offer a guide for determining type and the length of a consequence.

Consequences for Behaviours Not Requiring Suspension

Most students behave in a mature, responsible manner and rarely, if ever, require a consequence. When a student makes an error in judgment, a simple discussion and reminder is often the only consequence.

For some students, consequences are needed to discourage misbehaviour or to learn new behaviours and responses. Failure to adhere to the practices outlined in the handbook may result in consequences that include one or more of the following at the discretion of the teacher and administration:

- verbal warning
- loss of recess (for grade 7 and 8)
- contacting a parent or guardian
- written assignment
- contract agreeing to specific behaviour
- detentions –before school, after school, lunch hour
- personal escort to classes
- meeting with student
- teacher-assigned detentions
- assignment of appropriate tasks
- re-doing assignment with supervision
- involvement of parents/guardians
- referral to behavioural resource teacher, child and youth worker, or counsellor
- referral to Vice Principal, Principal
- referral to outside agencies (social/legal)
- community service work
- referral to Safe Schools Committee
- use of daily tracking sheets
- exclusion from attending events that require students to have more self-control than displayed in the past
- withdrawal of privileges
- payment for damage or loss
- temporary alternate placement
- TESS (Temporary Exclusion from class with Support and Supervision)
- temporary withholding of Student Card

Consequences for More Serious Offences

- suspension
- loss of credit
- involvement of police and or other agencies
- laying of criminal charges
- recommendation for expulsion
- alternate learning environment (after referral to the VP/P)

Reasons for Student Suspensions

The Education Act does not give reasons for suspending students. Although a suspension does not seem to be a punishment for some students, there are some valid reasons for suspensions.

Suspensions:

- tell others that a behaviour is unacceptable and inappropriate;
- may help an individual to access services outside of the school setting;
- leave a record of behaviour which can be used by the school to access counselling and other support services;
- alert school personnel to the need for ongoing supervision and intervention; and
- are required by law for certain behaviours;



Provincial Safe Schools Act

Infractions for Which Suspension Shall Be Considered

- uttering a threat to inflict serious bodily harm on another person
- possessing alcohol or illegal drugs
- being under the influence of alcohol and drugs
- swearing at a teacher or at another person in a position of authority
- committing an act of vandalism that causes extensive damage to school property at the pupil's school or to property located on the premises of the pupil's school
- an activity that is a mandatory expulsion offence under Board Policy

Mitigating Factors (Suspension, Expulsion)

A suspension or expulsion is not mandatory if, in the judgment of the Principal, Vice Principal or teacher (where a teacher has the authority to suspend):

- the student does not have the ability to control his/her behaviour;
- the student does not have the ability to understand the foreseeable consequences of his/her behaviour;
- the student's continuing presence in the school does not create an unacceptable risk to the safety or well-being of any other person.

Infractions for Which Suspension Is Discretionary

- persistent lates or truancy
- persistent opposition to authority
- habitual neglect of duty
- willful destruction of school property
- use of profane or improper language
- conduct injurious to the moral tone of the school or to the physical or mental well-being of others in the school
- any other infraction established by the Board Policy pursuant to s.307(1) of the Education Act

Note: The Principal has the authority to suspend students for up to twenty days

Infractions for Which Expulsion Shall Be Considered

- possessing a weapon, including possessing a firearm
- using a weapon to cause or to threaten bodily harm to another person
- committing physical assault on another person that causes bodily harm requiring treatment by a medical practitioner
- committing sexual assault
- trafficking in weapons or in illegal drugs
- committing robbery
- giving alcohol to a minor
- engaging in another activity that, under a policy of the Board, is one for which expulsion is mandatory

Two Types of Expulsions:

Limited

A limited expulsion is from the student's school and school-related activities, from 21 days up to one year. Principals are authorized to impose a limited expulsion

Full

A full expulsion is from all schools of the Board and school-related activities. Students cannot return to any regular publicly-funded school in Ontario until re-entry requirements are met. Boards are able to impose full expulsion. Most poor choices made by students result in the minimum consequence. Students who commit serious offences or who do not change their behaviour after having been given small consequences will receive more significant consequences.

Behaviour that is contrary to NGDHS or UCDSB policies will be dealt with in a fair and measured manner. Each situation will take into consideration all mitigating factors in accordance with the philosophy of progressive discipline. Matters requiring police intervention will be conducted with parental involvement as required by the Board of Education and Canadian law.

Character Counts Always – Respect

RESPECT FOR SELF		
BEHAVIOUR	REASONS FOR BEHAVIOUR	INTERVENTIONS
Dress Code: Clothing should be free of profanity, revealing holes, inappropriate images, suggestive or unacceptable comments and logos, underwear should not be visible. Students have the right to wear clothing needed to observe their religious beliefs. Concerns about student dress will be discreetly reported to the School Administration	In creating a positive atmosphere, dress and appearance play an important role in both school and in life. Certain standards of dress and appearance are expected for the business of attending school.	<ul style="list-style-type: none"> • verbal warning • change to acceptable clothing • parental contact • referral to Administration (Principal or Vice Principal)
Language: Students are expected to use acceptable language, verbal and non-verbal, always.	Respect for yourself and others is shown with acceptable language and body language. Verbal attacks negatively affect the learning environment.	<ul style="list-style-type: none"> • intervention by staff • parental contact • referral to Administration • possible suspension
Electronic Devices: To ensure students are fully engaged in class activities, electronic devices MUST be used for educational purposes only during instruction time, under the direction of the classroom teacher . Electronic devices may be used during non-instructional time as outlined in the Student Handbook, however the school and school board are not responsible for the loss of or damages to these devices. Listening to devices outside of class time may occur with one ear piece in, and at the discretion of the classroom teacher during class time.	Electronic devices, when used, must respect the need of others to work in an environment that is conducive to learning and teaching. Students who need to make a telephone call are to use the office phone. Bring your own device (BYOD) is encouraged as a way to support student learning in conjunction with the guidance of the classroom teacher.	<ul style="list-style-type: none"> • intervention by classroom teacher; verbal warning • parental contact • request for the parents/guardians to keep the electronic device at home • referral to Administration • possible suspension
Pictures/Videos: Students must not take pictures using cell phones, cameras or electronics without permission from the subject.	Recording, of any type, of another person is not permitted without that person's consent/permission.	<ul style="list-style-type: none"> • verbal warning • parental contact • meeting with Administration • possible suspension
Text Messaging: Students need to be focusing on learning during instructional time. Text messaging is a distraction that is not appropriate during instructional time unless it is deemed appropriate by the direct supervisor of the student.	Text messaging is an off-task activity that disturbs the learning environment and impacts the culture of the school.	<ul style="list-style-type: none"> • verbal warning • parental contact • request for the parents/guardians to keep the electronic device at home • meeting with Administration • possible suspension
Cigarettes (traditional or electronic) and other Tobacco Products: Smoking/Chewing Tobacco is not permitted at any time on Upper Canada District School Board property (including parking lot). Smoking in a person's vehicle, while on UPPER CANADA DISTRICT SCHOOL BOARD property, is also in violation of the by-law. The school grounds are monitored by by-law enforcement officers who may impose a fine should a student be found smoking.	Board Policy and the Smoke Free Ontario Act prohibits smoking on school property. Safe and clear access to your school shows respect and courtesy. Students who smoke should make themselves aware of the entire smoking by-law which includes fines for buying/selling and sharing cigarettes. Information can be obtained through the Leeds, Grenville & Lanark Ontario Health Unit at 613-283-2740.	<ul style="list-style-type: none"> • verbal warning and contact with home • suspensions • contact with Tobacco Enforcement Officer • violation of smoking by-laws – fine of \$305.00 for smoking on school property and/or a fine of \$365.00 for selling to or sharing cigarettes with minors.

<p>Alcohol and Drugs: Alcohol and drugs are not permitted on school property, during school related events or while visiting other high schools. In addition, students are expected to come to school free from the effects of alcohol and drugs. Students suspected of being under the influence of alcohol or drugs will be subject to consequences.</p>	<p>Federal law prohibits drinking under the age of 19 and the use of illicit drugs. To participate fully and safely in class and school activities, you must be alert and ready to learn.</p>	<ul style="list-style-type: none"> • exclusion from classes • suspension from school and school-related activities • parental contact • possible police involvement • completion of a Board sanctioned counselling program may be required before student may return to school
RESPECT FOR OTHERS		
BEHAVIOUR	REASONS FOR BEHAVIOUR	INTERVENTIONS
<p>Interactions: Students are expected to be courteous, considerate and respectful to students, staff and visitors in the school. Students should not impede the flow of other students, staff or visitors or display inappropriate behaviour. Students are expected to keep sidewalks, hallways, and entrances to the school clear and accessible. When walking in the halls, students are asked to stay to the right.</p>	<p>The Education Act and other laws defend people's rights to a safe working and learning environment, free of harassment and discrimination thus ensuring that all members of the school community are treated with respect and dignity.</p> <p>Hallways can sometimes be difficult to walk through when students are congregating. This is even more difficult for students with a disability.</p>	<ul style="list-style-type: none"> • intervention by staff • parental contact • referral to Administration • an assignment on accessibility • possible detention • possible suspension
<p>Physical/Verbal Interactions: Students are expected to interact safely on school property and on school-related activities, and to resolve conflicts that arise without physical confrontations or verbal abuse.</p>	<p>Positive interaction is an expectation for all as you make your way in our society.</p>	<ul style="list-style-type: none"> • intervention by staff • loss of privileges • contact with parents/guardians • referral to Administration • suspension from school and school activities • VTRA (violent threat risk assessment) • police involvement
<p>Sexual Harassment/Assault: Sexual harassment constitutes unwelcome sexual advances, unwelcome requests for sexual favours, inappropriate verbal conduct, inappropriate physical conduct, or unwanted communication of a sexual nature. The behaviour is harassing when it interferes with a person's education or creates an intimidating, hostile, or offensive environment. Sexual harassment is a behaviour of a sexual nature that (a) is unwanted and not liked, (b) is unwelcomed, and (c) occurs on a frequent basis. Sexual harassment is from the perspective of the person being harassed.</p>	<p>All members of the school community have the right to feel safe and free from physical and/or emotional intimidation or threats.</p> <p>Sexual harassing behaviours can include, but are not limited to:</p> <ul style="list-style-type: none"> • sexual or "dirty" jokes • gestures with the hands and body • graffiti • verbal comments (about parts of the body, what type of sex the victim would be "good at," clothing, and looks) • unwanted affectionate remarks 	<ul style="list-style-type: none"> • police involvement • VTRA(violent threat risk assessment)
<p>Non-Consensual Sharing of Intimate Images: Sharing intimate images without consent is a serious act that can be viewed as sexual harassment. In addition, sharing any intimate images of a minor outside of a consensual relationship is viewed as distributing child pornography.</p>	<p>All students have the right to a culture of safety in their learning environment.</p>	<ul style="list-style-type: none"> • police involvement • contact with parents/guardians • referral to Administration • suspension from school and school activities
<p>Public Displays of Affection: No matter what your age, caring for others and showing affection is important to you. An affectionate relationship between two people is and should remain private. There is nothing wrong with a</p>	<p>Public displays of affection are not appropriate in a school setting.</p>	<ul style="list-style-type: none"> • verbal warning • contact home

simple show of affection such as holding hands; however, excessive kissing and close physical contact in a public school will not be condoned.		
Weapons including Knives, Fireworks, Pellet Guns: The possession and/or display of weapons, stink bombs and firecrackers on school property are strictly forbidden.	All members of the school community have the right to feel safe.	<ul style="list-style-type: none"> • immediate suspension • police involvement • VTRA (violent threat risk assessment) • possible expulsion
Water Pistols or Toy Weapons: In the interest of student safety, water pistols or toy weapons are not permitted on school property.	All members of the school community have the right to feel safe.	<ul style="list-style-type: none"> • referral to Administration • possible parental involvement • possible suspension
Bullying: Students are expected to refrain from any activities that are defined as “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. Bullying prevention methods are reinforced through programs addressing discrimination based on such factors as age, race, sexual orientation, gender, faith, disability ethnicity and socio-economic status.	All members of the school community have the right to feel safe and free from physical and/or emotional intimidation or threats.	<ul style="list-style-type: none"> • referral to Administration • parental involvement • attendance at bullying intervention and prevention sessions • police involvement • possible suspension • possible expulsion
RESPECT FOR PROPERTY		
BEHAVIOUR	REASONS FOR BEHAVIOUR	INTERVENTIONS
Vandalism and Theft: Students are expected to treat the school building, including lockers, grounds, contents and the property of other students, staff and visitors, with respect.	We promote responsible citizenship. Vandalism and theft are not condoned by society. Students should notify the Main Office of any damage to school property immediately.	<ul style="list-style-type: none"> • repair, replacement or payment for damages caused accidentally or willfully will be made by the student(s) • suspension • police involvement
Textbooks: Students will return all books assigned to them.	Books are the property of the school.	<ul style="list-style-type: none"> • full replacement cost will be charged for a lost book
Computers: Students must make appropriate use of the computer network according to the UPPER CANADA DISTRICT SCHOOL BOARD Acceptable Use Agreement.	The integrity of the network must be maintained for efficient and effective daily student and staff use.	<ul style="list-style-type: none"> • limited use of school network • loss of computer privileges • suspension or expulsion • police involvement
Eating: Students will consume food and drinks in the Cafetorium or assigned areas and will clean up before they leave the designated areas.	Everyone shares the responsibility for clearing tables and putting trash in the receptacles. Maintaining a safe and clean environment is everyone’s responsibility.	<ul style="list-style-type: none"> • restricting where students eat • parental contact • cleaning duties assigned • detention • suspension
Skateboards, In-Line Skates...: Students may not use skateboards, track rollers, roller blades or scooters on or around school property which includes the path leading to the football field and the parking lots.	This is a result of safety concerns and liability issues.	<ul style="list-style-type: none"> • verbal warning • contact home • detention • suspension

Character Counts Always – Responsibility

RESPONSIBILITY FOR LEARNING - PREPARATION FOR CLASS		
BEHAVIOUR	REASONS FOR BEHAVIOUR	INTERVENTIONS
<p>Attendance: Attendance in all classes is compulsory. Students will attend school regularly. Students and parents/guardians MUST account for any absences from school prior to or before 7:55 a.m. the day of an absence.</p> <p>Parents/Guardians are to contact the school to report a student's absence. Students MUST report to the Main Office before leaving school and missing classes.</p> <p>Please refer to the safe arrival policy at the beginning of the agenda.</p>	Regular and accounted for attendance will set you up for success to meet the expectations of your classes.	<ul style="list-style-type: none"> • parental involvement • Special Services Counsellor involvement
<p>Class Preparation: Students are expected to be properly prepared for every class and be ready to learn. This includes completion of assigned tasks (homework, assignments and project completion on time) and meeting school/class expectations as well as bringing the necessary school supplies (books, pencils, pens, paper, etc.) The expectation is that the work will be completed and handed in to the classroom teacher on or before the due date. Students who will be away from school on the due date are expected to inform their teacher as soon as possible to arrange an alternative submission date.</p>	Completion of assigned work is essential for successful mastery of the course material.	<ul style="list-style-type: none"> • teacher interventions • parental involvement/meeting • active support by homeroom teacher • referral to Student Success Team • temporary removal from co-curricular activities
<p>Verification Forms: Students are expected to return completed and signed Student Verification Forms by the <u>end of the first week of September.</u></p>	Updated, accurate contact information is essential in case of emergency.	<ul style="list-style-type: none"> • withholding Student Card • parental contact

Character Counts Always – Honesty

BEHAVIOUR	REASONS FOR BEHAVIOUR	INTERVENTIONS
<p>Forgery and Lying: Students are expected to be honest in dealing with school staff and persons in positions of authority. Students will demonstrate integrity, truthfulness and sincerity.</p>	Good working relationships and personal integrity are based on trust.	<ul style="list-style-type: none"> • parental contact • referral to Administration • possible loss of privileges • possible detentions • possible suspension • possible police involvement
<p>Plagiarism: Students are expected to submit work which is original and represents the student's best efforts. Teachers may ask students to use www.turnitin.com to assist students with citation errors and to lessen incidents of student plagiarism.</p>	Copying and submitting other people's ideas, print or electronic material in whole or in part is illegal. Give credit to the authors through footnotes and works cited.	<ul style="list-style-type: none"> • meeting with student and teacher • parental contact • redo assignment under supervision (Student Success Room) or a failing grade

Character Counts Always – Caring, Empathy and Fairness

BEHAVIOUR	REASONS FOR BEHAVIOUR	INTERVENTIONS
Interactions: Students are expected to treat other students, staff and visitors as they would wish to be treated by others. Students will be expected to conduct themselves peacefully and refrain from making inappropriate comments – be they oral, written or electronic – to students, staff and others.	This contributes to a positive school culture.	<ul style="list-style-type: none"> • meeting with student and teacher • parental contact • meeting with Support Staff • Administration involvement • possible suspension • possible Police involvement
Acceptance: Students will be expected to be understanding and accepting of the differences and talents that each person brings to the community of NGDHS.	These are important character traits for success in life and dealing with people.	<ul style="list-style-type: none"> • meeting with student and teacher • parental contact • meeting with Support Staff • Administration involvement • possible suspension



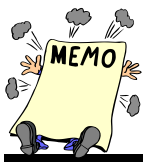
Character Counts Always – Perseverance and Resilience

Students will be expected and encouraged to seek help when experiencing difficulty. This may be with the subject teacher possibly outside of class hours, another teacher, classmate, peer, parent, tutor or a caring adult in the community of NGDHS.



Character Counts Always – Courage and Generosity

Students will be expected to do what's right and what's needed in order to be supportive of the other members of the NG community. If all students make a little difference, what a huge difference will be made collectively.



School Policies and Procedures

EVALUATION POLICY

As we move out of the restrictions brought on by the COVID pandemic, we have returned to a more traditional semester with culminating assignments and exams.

Where a culminating activity, examination or term work (assignments, essays, reports, etc) is required to complete the total evaluation in a course, no credit will be recorded on the report card for the course if the student fails to complete these requirements.

General Rules for Final Culminating Tasks/Examinations

1. To be eligible for a credit in a course, students must complete the requirements or their credit may be withheld.
2. Only extraordinary conditions will be acceptable for being absent from a culminating task or examination. This will be at the discretion of the Administration.
3. Approval for absences for culminating tasks/examinations must be obtained from the Principal or Vice Principal.
4. Marks for culminating activity/examinations missed for an approved reason will be estimated, based on term work and/or department policy.

REPORTING PERIODS

Three reports are issued each semester (4 in certain circumstances):

- (a) **Preliminary Reports** indicating progress in classes are issued in **early October** and **mid-March**. Following distribution of these reports a **Parent-Teacher Interview** evening is held to which both student and parents/guardians are invited.
- (b) **Mid-Term Reports** are issued in **November** and **April**.
- (c) ***Post Mid-Term Reports*(if required)** identifying students whose credits are at risk are issued in **early December and mid-May*** prior to final examinations. (* report will be used to identify potential summer semester/school)
- (d) **Final Reports** are issued at the end of **each semester** in **February** and **July**.

Parents/Guardians may request special progress reports or arrange interviews with subject teachers or Guidance counsellor at any time.

ASSESSMENT AND EVALUATION

NGDHS develops assessment and evaluation pieces for each course based on the following eight Guiding Principles:

Guiding Principle One:

The primary purpose of assessment and evaluation is to improve student learning.

Guiding Principle Two:

The pillars of assessment and evaluation are assessment FOR learning, assessment AS learning and assessment OF learning.

Guiding Principle Three:

Assessment and instruction must be a reflective process that incorporates knowledge of: students, instructional strategies and results, provincial curriculum expectations and achievement charts.

Guiding Principle Four:

Assessment and evaluation practices are designed to engage all students to think critically and creatively to make decisions and solve problems.

Guiding Principle Five:

Assessment and evaluation practices must provide opportunities for all students to demonstrate the full extent of their learning.

Guiding Principle Six:

We ensure our partners in education are aware of and involved in the assessment process – staff, students and parents/guardians.

Guiding Principle Seven:

Professional development and collaboration support assessment and evaluation through focused, job-embedded practice that is sustained through active teacher participation.

Guiding Principle Eight:

Assessment and evaluation practices are regularly reviewed and refined.

IN EACH CLASS

- a. At the beginning of each semester, students will be provided with a course outline identifying all course requirements including the weighting of term work and culminating activities and the evaluation pieces for each unit.
- b. Students are expected to be present for all scheduled evaluations: tests, presentations, summative and culminating activities.
- c. Teachers will give the class at least one week's notice of a major (unit) test. No tests or presentation assignments will be given to students within three days of their return from the Christmas or March Break or the two days preceding the beginning of formal exams and culminating activities.
- d. Students who are aware that they will be away on a test, summative evaluation or presentation day must inform the teacher in advance and decide to complete the presentation or write the test at a mutually agreeable time. Unless a student demonstrates that he/she has met the overall course expectation(s) in the evaluation piece, the credit will not be granted.
- e. Students who miss a test or a presentation but who arrive at school later that day must see the teacher concerned and decide to take the test or complete the presentation later that day.
- f. Students absent because of an acceptable reason shall see the teacher concerned on the first day back and arrange a time for the missed test or presentation. The evaluation may be delayed if an approved lengthy absence prevented the student from learning the material being evaluated.
- g. Students who are habitually absent from scheduled tests or presentations will meet with the Administration and their parent(s)/guardians(s) to determine a plan to have the student attend regularly scheduled evaluations.
- h. Alternate evaluations may be available.
- i. Students legitimately absent from school for a prolonged period may be excused from completing an evaluation; however, the student will be required to demonstrate a level of competence at a later date, likely on the final culminating activity.
- j. Culminating activities and evaluations are announced at the beginning of the semester with specific due dates. It is expected that students will meet deadlines, as outlined in the Late Assignment Policy.
- k. To avoid issues with technological failure, have assignments completed before the due date.
- l. In the final ten days of a semester (before exams) there will be no field trips or other school interruptions. A thorough review is essential in all subjects requiring a final examination.

ATTENDANCE

In keeping with the guidelines of the Ontario Ministry of Education and Training, attendance and participation form an integral part of your evaluation. For students to realize their potential, regular attendance is imperative.

Student absences can be reported in one of three ways:

1. **My Family Room:** use our My Family Room system including the convenient app.
2. **Phone call:** 613-258-3481 (before/after hours: extension 1 for grades 7-8. extension 2 for grades 9-12)
3. **Note:** report to the Main Office with a note ahead of time, if the absence is known in advance, or a sibling can deliver the note before 7:55 a.m. the morning of an absence (if applicable)
4. **email:** NGI_OfficeAssistants@ucdsb.on.ca (grades 7-8) **by 7:55 a.m. the morning of an absence.**
5. **email:** NGD_OfficeAssistants@ucdsb.on.ca (grades 9-12) **by 7:55 a.m. the morning of an absence.**

Please include the following information, if you are emailing or sending in a note:

- student's full name
- date(s) of absence
- reason for absence
- parents/guardians signature (for a note)
- a telephone number for contact during the school day, if necessary.

Students who are 18 years of age are required to follow these procedures as well. Unexcused absences are recorded as "truant" and will require follow-up and possible consequences.

NOTES/SIGN OUT FOR EARLY DISMISSAL

If a student is required to be absent during part of the school day, the student must bring a note from a parent/guardian to the Main Office prior to morning classes or have a parent send an email. A **Sign Out** slip will be issued to the student indicating the excusal time. The **Sign Out** slip will be presented to the teacher at the beginning of class.

SIGN-OUT PROCEDURE

In the event of illness or other unforeseen circumstances which necessitate leaving during school hours, all students must report to the Main Office.

AFTER SCHOOL PICK-UP

Please let the office know by 1:45 pm if your child is not to go home on the bus and you'd like the office to notify your child. Messages are not easily heard on the announcements at the end of the school day and some classes are transitioning from one location to another during the last 20 minutes of the day. Time is needed to ensure that the message is delivered to the student before transitioning begins. Students must be picked up at dismissal time, students may not remain in the school unsupervised.

EXTENDED ABSENCE

If parents/guardians are aware that students will be absent for an extended time, it is the responsibility of the parents/guardians to notify the Main Office in advance of the absence. It is the responsibility of the students to see their teachers well in advance of the absence to obtain the necessary assignments. **Students are responsible for making up work missed.** *If a student is absence for 5 consecutive days due to illness a medical note is requested.

VACATION

Parents/Guardians, and adult students are encouraged to plan vacation time during the 13 weeks allotted for student vacations. We do not recommend that students go on extended vacations during instructional time as it may adversely affect the students' academic success in their courses. **Teachers are not responsible for providing notes or alternate assignments for classes missed during vacation.** Students returning from vacation will be required to complete missed work and evaluations. It is the responsibility of the parents/guardians/adult students to inform the Main Office, in writing, well in advance of the vacation. **An "Extended Absence by Parents/Guardians Request" form must be completed as well.**

TEXTBOOK POLICY

The full replacement cost will be charged for a lost book that was issued. Students must return the book assigned to them. The replacement cost will be determined by the department Program Leader.

STUDY PERIOD POLICY

Students are required to have earned 24 credits before a study period is permitted in their timetable except in extenuating circumstances. A study period is intended for study, review and research. The Learning Commons and the Cafetorium are available for these purposes. **Students must not be in the halls or at their lockers during this time.** Students whose grades fall below 60% in one or more of their classes may be assigned to either the Learning Resource Room or to Student Success where attendance and progress will be tracked.

Daily Schedules



Secondary Timetable Tumbler - Schedule 2022-2023

TIME	DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
BLOCK A 8:00-9:00	1	2	3	4	5.1 5.2 5.3 5.4
BREAK 9:00-9:05	5 min. Break	5 min. Break	5 min. Break	5 min. Break	5 min. Break
BLOCK B 9:05-10:05	1	2	3	4	5.1 5.2 5.3 5.4
BREAK 10:05-10:15	10 min. Break	10 min. Break	10 min. Break	10 min. Break	10 min. Break
BLOCK C 10:15-11:15	2	1	4	3	5.1 5.2 5.3 5.4
LUNCH 11:15-12:05	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
BLOCK D 12:05-1:05	3	4	1	2	5.1 5.2 5.3 5.4
BREAK 1:05-1:10	5 min. Break	5 min. Break	5 min. Break	5 min. Break	5 min. Break
BLOCK E 1:10-2:10	4	3	2	1	5.1 5.2 5.3 5.4

Grade 7/8 Schedule 2022-2023

8:00-8:40	Morning Classes
8:40-9:20	
9:20-10:00	
10:00-10:30	
10:30-10:50	Grade 7- Lunch Grade 8- Recess
10:50-11:10	Grade 7- Recess Grade 8- Lunch
11:10-11:50	Afternoon Classes
11:50-12:30	
12:30-12:50	Grade 7/8 Recess
12:50-1:30	Afternoon Classes
1:30-2:00	



School Routines

LOCKERS AND LOCKS

Lockers are assigned to students during the **Grade 7 and 9 Orientation Days** and **during the first class for grades 8, 10, 11 and 12**. Each grade is assigned a specific area of the school for lockers. Students will choose their locker in these areas during their first class and their teacher will record the locker number and combination. There should be only one student per locker and students must use the locker that is on record at the office. Students will receive their first combination lock free of charge in grade 7. If the lock is lost or damaged, replacement ones are available at the office for \$5 (new) or \$3 (recycled). Only the combination locks purchased from the Main Office should be used on lockers. Except for registering the lock combination and serial number for school records, a combination should never be revealed to others. Students withdrawing from school must remove the lock and the contents. **After a week, the contents will be disposed of.** Lockers without locks will be emptied and bolted. Locks on the wrong lockers will be removed using the combination if we have it registered or cut off if the combination is not known. Lockers remain the property of the Upper Canada District School Board and **no responsibility is assumed by the Board for loss of property in lockers.** VALUABLES BROUGHT TO SCHOOL ARE THE STUDENT'S RESPONSIBILITY.

Lockers and items within are subject to search and seizure by the Administration where circumstances warrant such action.

You are responsible for the condition of your locker. Cost for damage to lockers or excessive cleaning or painting i.e. graffiti will be charged to the student. The cost to repaint a locker is \$50.00 and the cost to replace a locker door is \$100.00.

CAFETORIUM

Students are expected to maintain a clean and pleasant eating environment for others. Students should do their best to ensure that they do not leave any items behind on the table or floor when they leave the cafetorium. Grade 12 students on a study period or grade 11-12 students with their own device to access their on-line course may use the cafetorium to work quietly when it is free, under the supervision of Administration. All other students are to be with their assigned teacher. Improper student behaviour in the cafetorium may result in the removal of the privilege of using this space for a period of time. The cafetorium food service is closed when the buses are cancelled.

CAR PARKING

Students may park in the shared student/staff parking lot at the front of the school, at their own risk. The school is not responsible for any damages that may occur. Students are expected to drive safely always and be mindful of others in the parking lot. Smoking/vaping in a parked car on school property is not permitted and could result in a \$305.00 charge.

COMPUTER AVAILABILITY

Most classrooms have 4-5 computers available to students. Computers are available for student use in the Learning Commons at lunch (9-12). Students in grades 11-12 taking an on-line course or students in grade 12 with a study period may also access computers in Learning Commons, Student Services, or in the Learning Resource Room, when they are available.

Students using computers at NGDHS must comply with the Upper Canada District School Board Acceptable Use Policy. Every student must have a signed agreement on file with the office.

LOST AND FOUND

All articles found in or near the school should be taken to the Main Office. Unclaimed articles will be discarded on a regular basis throughout the school year (listen for announcements). Large sums of money should not be brought to the school. **DO NOT LEAVE MONEY OR VALUABLES IN THE CHANGE ROOMS.** Neither the school nor the school board will be responsible for the loss of personal property.

OFFICE HOURS

The Main Office is open from 7:30 am to 3:30 pm Monday to Friday, during the school year. Summer hours are 7:00 am to 2:00 pm Monday to Thursday.



Student Services Department (Grades 9-12)

The Student Services Department provides assistance to students in four areas: academic, career, personal and social. Students are requested to make appointments with a guidance counsellor whenever they feel a need to discuss academic situations or concerns of a more personal nature.

Counselling plays a central role in assisting students with a selection of school programs so that courses are chosen wisely in order that post-secondary, educational and career possibilities remain open. Our counsellors welcome and encourage interviews with parents/guardians.

TIMETABLES

Students with a valid reason for a timetable change must contact the Student Services Department within the first week in each semester. Students will not be allowed to select a new course after the first two weeks of a semester, unless they were on a waiting list and a space has become available. In this circumstance, teacher approval will be sought by Student Services.

Courses will not be dropped until all the paperwork has been completed and textbooks returned.

COURSE LOADS

All students must carry a full timetable until they have obtained **24** credits. After this point a **study period** may be considered, provided that students carry a minimum of 3 courses per semester. Grade 12 students must have obtained **24** credits to be eligible for a **study period**.



DROPPING A CLASS

Before a student is allowed to drop a class, the student must fill out a form which is available from the **Student Services Department**. The form must be signed by the Guidance Counsellor and parents/guardians.

Until all signatures have been obtained and the form has been returned to Student Services, the student will remain in the class originally scheduled and is expected to attend this class. Students, who have not officially dropped a subject, either through Student Services or Administration, will receive a final mark. **Final averages will be greatly affected.** Consequences for skipping classes will also apply.

Students in Grades 9, 10 and 11 will not be allowed to drop a course without a meeting or contact with the student, teacher, parent or guardian, Student Services Department and/or Administration to determine an alternate placement. **If a senior course is dropped later than five days after mid-term reports are issued, marks will permanently appear on the student transcript (Ministry regulation).**

MANDATORY COMMUNITY INVOLVEMENT ACTIVITIES

The information manual and the forms may be picked up in **Student Services**. The students require a minimum of **40 hours of community involvement** to graduate. It is strongly recommended that these hours are completed before Grade 11. The paperwork must be signed and returned to Student Services.

SUMMER SEMESTER

Each student at risk of failing one or more credits will be advised **in mid-May**, prior to the June exams. **It is the responsibility of the student and his/her parents/guardians** to contact **Student Services** to pre-register for the summer school semester. Parents/Guardians can go to www.ucdsb.on.ca and click on the **SUMMER SEMESTER** links to obtain more information on summer semester programs.

CO-OP EDUCATION PROGRAM

Expectations of students in this program often exceed expectations in other courses. All coop education students and parents/guardians are encouraged to seek out placements in advance of the coop course. See coop teacher for more information. Placements expect daily attendance and punctuality. A student may be terminated from their placement if they do not meet the criteria of the program and/or employer's expectations.

LEAVING SCHOOL PERMANENTLY

Students leaving school permanently before the end of a semester are to:

Note: Students must remain enrolled in school until graduation or the age of 18 in Ontario

- 1) Consult a counsellor and complete an exit interview
- 2) Notify the Administration
- 3) Empty locker and return all school property to Student Services prior to departure.

STUDENTS REQUESTING READMITTANCE TO NGDHS (INCLUDING GRADUATED 5TH YEAR STUDENTS)

Graduated students wishing to return to NGDHS must understand that non-graduated students receive priority to course offerings. When there is room in the desired/needed courses, a meeting will be set up with the Principal/Vice Principal and the Student Services councillor. This meeting will include a review of any attendance and behaviour issues, a plan for academic success for the student, and a reintegration schedule which includes meeting with the Vice Principal/student services councillor periodically throughout their first semester back.

HOME SCHOOLED STUDENTS

Parents/Guardians of home-schooled students who wish to enrol their teenager at NGDHS must meet with the Principal/Vice Principal to ensure the completion of the Home-Schooling Registration form and student services to look at available courses.






LEARNING COMMONS

The Learning Commons provides an environment for students to do research for assignments, to find materials to pursue personal interests, to do homework, to study and read quietly, and to develop computer skills.

The Learning Commons program aims to provide opportunities for students to do online courses; to use adaptive technology and; to round out their education by developing their research skills, expanding their interests and promoting a love of reading for enjoyment. Students in grades 7-8 have access to the Learning Commons as needed and are brought down as a class with their teacher. Students in grades 9-12 have access to the Learning Commons during lunch Monday to Friday. Students taking on-line classes and/or who have a study period have access during those assigned periods, if the Learning Commons is not booked for another purpose. Students must sign in with the Learning Commons Informationist upon arrival and may not leave the area without permission. The teacher will be called when a student is returning to class. Students not working productively on school work will be sent back to class.



Special Services & Resources

Need to talk to someone?	Find an adult that you can trust.	Caregiver, family member, guidance counsellor, teacher, principal, vice principal, secretary, etc.
Want to remain anonymous? Talk to a counsellor?	Kids Help Phone 	Call 1-800-668-6868 Chat online https://kidshelpphone.ca/
Are you in crisis and under 16 years old?	 Child, Youth & Family CRISIS LINE for Eastern Ontario	Call 1-877-377-7775
Are you in crisis and 16 years old or older?	 CRISIS LINE LIGNE DE CRISE	Call 1-866-996-0991
In need of emergency care because of a recent assault (physical or sexual)?	 KEMPTVILLE District HOSPITAL Building healthier communities	Present yourself to Kemptville District Hospital Emergency Department.
Want to start working with a mental health counsellor?	 Children's Mental Health of Leeds and Grenville	- Call or have your caregiver call to make a referral 613-258-1959 or 1-800-809-2494 - Ask a guidance counsellor to help.
Need an immediate, single session with a counsellor?	 Children's Mental Health of Leeds and Grenville Walk-In Clinic	Drop by 79 Shearer Street, Kemptville Wednesdays 11am -7pm Last session is at 5:30pm



General Information

ACCIDENT OR ILLNESS

Any accident that occurs on school property should be reported immediately to the Main Office. In the case of a serious accident, parents/guardians will be contacted and emergency services provided. If students become ill during the school day, they must report to the Main Office so that care can be provided and parents/guardians notified. Parents/Guardians are to ensure that their son's and/or daughter's emergency contact (a name and number other than yourself) and medical information is accurate.

BUS CANCELLATIONS

When morning weather conditions necessitate the cancellation of school bus service, announcements will be broadcasted on local radio and television stations. Bus cancellation information is also available on the Student Transportation of Eastern Ontario (STEO) website www.steo.ca.

CHANGES IN PERSONAL INFORMATION

All address changes and phone numbers need to be verified by a parent/guardian unless the student is living on his/her own. If a student is living on his/her own, documentation supporting the change of address or phone number will need to be provided to the school.

DRIVING TO SCHOOL EVENTS

Students are **not permitted** to drive other students to or from school-sponsored events (UCDSB Procedure 105: 9.5). For any trip where a student is riding in a privately-owned vehicle of a staff member or an adult volunteer, the teacher-in-charge will have adhered to board policy and procedures.

EMERGENCY

If the parent of a student cannot be contacted when it appears that an illness or injury may require emergency treatment, reasonable action shall be taken by the school Administration, while efforts to contact the parent continue.

FIRE SAFETY AND EQUIPMENT

If the fire bell rings, students shall proceed in a quick and orderly manner to the exit indicated by the card posted near the doorway in the room (or area) occupied by the class. Students should move well clear of the doors so that evacuation of the building will be unimpeded. Students are to remain with their class group and report to their teacher in the designated area. Any student reported tampering with any electrical or fire safety equipment will be suspended from school and fines and/or criminal charges may be laid.

SCHOOL BUSES

The driver is in charge on the school bus. Courteous and good behaviour is a student's ticket for bus privilege. Problem behaviour is reported to the Administration. Repeated misconduct will result in suspension of bus riding privileges. The Board can only provide one space per child. The Board cannot provide spaces on two different bus routes for the same child. School bus drivers can only pick up and drop off riders at an authorized regular daily stop for a home, caregiver or school address. Drivers cannot make changes to stops without authorization from STEO (Student Transportation of Eastern Ontario). STEO cannot provide transportation for special events such as birthday parties, sleepovers, a homework project, to complete community service hours or for a job. For more information, please access STEO's guidelines on their website www.steo.ca.

STUDENT COMPUTER ACCOUNTS

All students are given an account with password protection after signing the Acceptable Use Agreement Form. Students are responsible for all actions performed on the network by his/her user identification. It is expected that a student shall keep his/her password secret, and that he/she will change it if it is suspected that someone else knows what it is.

Use of the computer network is a privilege that will be revoked if it is abused. Abuse includes using obscene messages or verbal abuse on the system in any form or tampering with the equipment. Abuse of the computer network may result in suspension from school. Internet access is available to students; however, students are expected to follow the Upper Canada District School Board policy and must sign a user contract.

Disk space on the network is limited. Each student is allotted a minimum amount of the hard disk space available. It is up to the student to use the space wisely. Students are expected to show restraint in printing.

TECHNOLOGY PROGRAMS/SAFETY AWARENESS CONTRACT

All students and parents/guardians of students in technological studies programs are required to complete a Safety Awareness Contract. No student is permitted to use any equipment/tools until this contract has been completed and returned to the course teacher. Students are also required to complete a practical proficiency test (as required). Any violation of the Safety Awareness Contract can result in warnings, contacting parents/guardians, suspension from school, removal from the program(s) and loss of credit(s).

WHAT IF?

Classes move to a different location? Lockers break? Period lengths are shortened, etc.? When in doubt or confused about any procedure or regulation, go to the **Main Office**.



Threats to School Safety: Response Procedures

In partnership with the Ontario Provincial Police Services, the Upper Canada District School Board has developed emergency procedures that are to be initiated should a high-risk incident take place in or around our school. Shelter in Place, Hold and Secure and Lockdown represent the three different responses that may be initiated by a school Principal in the event of a threat to school safety.

SHELTER IN PLACE: Possible Environmental Danger in the School Neighbourhood

A Shelter in Place response is generally initiated by the OPP or other agencies, including Fire Services, having jurisdiction over the incident. The threat poses no immediate danger to students or staff unless they leave the building. All staff and students will be directed to remain indoors, with windows closed. Regular classroom routines will continue until the Shelter in Place is lifted.

HOLD & SECURE: Possible Danger in the School Neighbourhood

A Hold and Secure response is initiated when the threat is proximate to, but not inside the building. The threat poses no immediate danger to students or staff unless they leave the building. All staff and students will be directed to remain indoors, with windows closed and all exterior doors locked. Regular classroom routines will continue until the Hold and Secure is lifted.

LOCKDOWN: Danger on the School Site

A Lockdown response is initiated when imminent danger is present on the school site and the safety of students and staff is threatened. Staff and students will be directed to enter the nearest room, lock all doors, close windows, cover inner glass panes, turn off lights, move away from doors and windows and maintain silence until the Lockdown is lifted.

*In all three cases (Shelter in Place, Hold and Secure, and Lockdown) students and staff are directed to turn off cell phones and electronic devices.

LOCKDOWN DRILLS:

During the fall and again in the spring, we conduct Lockdown Drills. Procedures are reviewed with the students and they are told ahead of time that the drill will take place. They will be reassured that there is no actual danger present. The purpose of a Lockdown Drill is to prepare the students so that in the event of a real situation, they will be able to react in a practiced, prearranged manner that will allow for a sense of calmness, control and feelings of safety. Should a real threat to school safety procedure be initiated, the school will inform parents/guardians of the event that led to the particular response by letter.

FIRE DRILLS:

Throughout the academic year, we will conduct a minimum of 6 fire drills to ensure that staff and students are prepared in the event of a fire in the building. Staff will review expectations and conduct practices throughout the school year. During the drill, students are expected to exit the building following the exit information posted in the classroom near the door, walking in a quick, orderly and silent manner and assemble in the school yard at their designated location for attendance purposes. Students and staff not in a classroom are to use the nearest exit.

HEALTH AND SAFETY

Parents/Guardians have the opportunity to inform the school, confidentially, of any student health condition that needs to be noted. This is noted on the Student Verification form and as a confidential alert in the Student Information System.

MEDICATION

High school students may accept the responsibility for self-administration of prescribed medication. School personnel may become involved with the management of medication when such service is necessary for the health and safety of specific students but ONLY after a request/authorization form has been signed by the parents/guardians and the student's physician. For detailed information on the board policy, please refer to Policy 112 on the school board's website, www.ucdsb.on.ca.

STUDENT EMERGENCY PROTOCOL- PLANS OF CARE

To ensure that students are provided with a safe and healthy learning environment, students and parents/guardians must advise the school of serious medical conditions. In the case of a life threatening emergency medical condition, a student emergency plan of care outlining procedures to follow must be completed and signed. These plans of care are kept on file at the office and communicated to all staff.

HEALTHY SNACKS

Students at NGDHS who forget their lunch are welcome to healthy snacks that are located in the Main Office.

Extra-Curricular Activities

We encourage all students to take part in the total school community by becoming involved in our very extensive Co-curricular and Extra-Curricular Programs. We are the home of the Knights and our quest is for excellence. We strive to be our best in the classroom, on the field and in our community. We can make a positive difference in the world!

Clubs: Drama (7-12), Drumming (TBD) (7-12), Intramural Sports (7-8 & 9-12), Link Crew (12), Nerd Club (7-8 & 9-12), Pride Club (7-8 & 9-12), Student Activity Council (9-12), Student Organization Council (7-8), Sarah's HOPE (7-12), WEB (8), Our Voices (9-12), Musical Theatre (TBD)

Knight Teams: Badminton (7-8 & 9-12), Basketball (7-8 & 9-12), Cross-Country Running (7-12), Football (7-8, 9-12), Hockey (Girls 9-12), Hockey (Boys 7-8 & 9-12), Soccer (7-8, 9-12), Track and Field (7-8 & 9-12), Volleyball (7-8, 9-12), 3-pitch (7-8), Baseball (9-12), Tennis (9-12)

School Colours: Red and Black

Students must have a completed consent form returned to the school in order to participate in extra-curricular activities. Students who participate in these activities represent our school; therefore, we have high expectations for behaviour and sportsmanship. Listed below are the eligibility standards students must achieve and maintain to participate in our school activities:

- all students participating in extra-curricular activities must maintain their eligibility through acceptable academic performance and attendance which includes:
 - regular attendance, punctuality;
 - work assignments up-to-date to the teacher's satisfaction; and
 - acceptable behaviour and conduct in the classroom (i.e. no outstanding detentions).
- acceptable behaviour in the school and outside the classroom, must be maintained
- a student who fails to meet conditions in a previous semester will be required to meet with the Administration to complete the eligibility process
- within ten calendar days of the first registration or practice of the team or group the coach or advisor will submit the names of potential members of the team or group to the Main Office so that their eligibility can be determined
- no student shall be allowed to participate in any co-curricular event or activity which takes place on the day that the student is absent from school, unless he/she has special written permission from the Administration. These activities include school dances, after school practices, club activities sporting activities, play or band rehearsals, etc.
- no student shall be allowed to participate in any school event or activity if under suspension
- this eligibility procedure also applies to extended field trips

NGDHS ATHLETIC ELIGIBILITY POLICY (9-12)

Students must conform to the LGSSAA and EOSSA constitution.

Note: Prior to declaring a student ineligible, Administration and Coaches must consult with Student Services to clarify any extenuating circumstances.

LINK CREW CLASS

The NGDHS grade 12 Link Crew Class will promote the sense of belonging and inclusion of grade 9 students to support their social, emotional and academic growth.

WEB LEADERS

The NGDHS grade 8 WEB (Where Everybody Belongs) Leaders will promote the sense of belonging and inclusion of grade 7 students to support their social, emotional and academic growth. They will help the grade 7s feel comfortable and welcomed in their new school.

LEADERSHIP OPPORTUNITIES

Students will be given opportunities to promote lunch hour clubs, intramural activities and encourage students to become involved in the promotion of school spirit. The students need the co-operation and support of every student in the school to function effectively. Get involved!

ADMINISTRATION

Principal - Mr. C. Bourne
Vice Principal – Ms. K. Culhane
Intermediate Principal – Mr. B. O’Neil

SECONDARY TEACHING STAFF

Mr. Banford
Mr. Beckett
Mr. Bergeron
Ms. Bimm
Mr. Byrd
Mme Campbell
Mme Campeau
Mr. Carnduff
Ms. Chambers
Ms. Coleman
Ms. Duncan
Ms. Durant
Mr. Francis
Ms. Foster
Mr. Girouard
Ms. Goldsmith
Ms. Hawkins
Mr. J. Henderson
Ms. R. Henderson
Mr. S. Henderson
Ms. T. Henderson
Ms. Hubbard
Ms. Island
Ms. Jones
Mr. Kelly
Mr. Lacerte
Mr. MacIntyre
Ms. MacKay
Ms. McFarlane
Ms. McNab
Ms. Mitchell (Student Services)
Ms. Murdock (Student Services)
Mme Parent
Mme Reid
Ms. Robinson
Ms. Ryan
Ms. Staples
Mr. Stewart
Mr. Stone
Mr. Vaughan

LEARNING COMMONS INFORMATIONIST

Mr. Rylett

OFFICE STAFF

Office Administrator - Ms. Pickup
Financial Assistant - Ms. Gaw
Office Assistant - TBD
Office Assistant - Ms. Lackie-Hess
Office Assistant - Ms. Dorion (Student Services)

INTERMEDIATE TEACHING STAFF

Ms. Bradley
Mr. Brooks
Mr. Cobb
Ms. Hunter
Mr. Kelsey
Mme Lo Basso
Ms. Mahaffey
Mr. Pietersma
Mr. Preston
Ms. Prosper
Mr. Wilson
Ms. Zetting

EDUCATIONAL ASSISTANTS

Ms. Eaman
Ms. Findlay
Ms. Foley
Ms. Goodman
Ms. Leslie
Ms. Trumper
Ms. White

CUSTODIAL STAFF

Mr. Schlievert - Head Custodian
Mr. Hodder - Building Specialists
Mr. Smith
Ms. Plante
Mr. Camelon
Mr. McDonald

GLOSSARY OF TERMS

- **ABLE Program:** If a student is suspended for 6 days to 20 days, the student will be provided with a learning setting away from the school. All academics will be provided for the students.
- **Acceptable Use Agreement:** Acceptable Use Agreement is signed by all students, parents/guardians and staff. It outlines the rules of the computer and network use at NGDHS.
- **Achievement Chart:** Enables the teacher to make judgements about student work within four categories of knowledge and skills (Knowledge and Understanding; Thinking; Communication and Application) on a body of evidence collected over time.
- **Assessment:** Gathering data about student knowledge and/or skills, either through informal methods, such as observation, or formal methods, such as testing.
- **Assessment for Learning:** Assessment designed primarily to promote learning. Early drafts, first tries and practice assignments are all examples of assessment for learning.
- **Assessment as Learning:** Assessment designed to support student reflection on his/her learning style, interests and abilities.
- **Bloom's Taxonomy:** Bloom's Taxonomy categorizes levels of abstract thinking (Remember, Understand, Apply, Analyze, Evaluate, Create) and is a useful tool for teachers to use to engage students in higher-order thinking.
- **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. Bullying prevention methods are reinforced through programs addressing discrimination based on such factors as age, race, sexual orientation, gender, faith, disability, ethnicity and socioeconomic disadvantage.
- **Culminating Activity:** The Culminating Activities make up a part of or all of the final course evaluation of 30%. The culminating activity evaluates the overall expectations of the course.
- **Design Down/Backward Design:** Teachers provide students with clear understanding of the goals, standards or expectations and the requirements for assessment at the beginning of a unit or course of study.
- **Diagnostic Assessment:** Assessment to determine student's level of ability to determine appropriate starting points for instruction.
- **Differentiated Instruction:** Requires teachers to transform their practice from a program-based pedagogy to a student-based pedagogy. Teachers adapt interventions to the needs of each student, acknowledging that each student differs in interests, learning profiles and level of functioning.
- **Enduring Understanding:** Refers to the big ideas or the important understandings, that we want students to retain after they have forgotten the details.
- **Interim Reporting:** To provide formative assessment to the student and parents/guardians, addresses both Learning Skills and Categories of Achievement for specific subjects. The Upper Canada District School Board Preliminary Progress Report is used for this purpose in our secondary school.
- **Learning Commons:** Our libraries must change to serve the 21st century learner, 21st century classroom, 21st century school, and 21st century community so libraries in the Upper Canada District School Board have been renamed "**Learning Commons**" as the role of the learning space evolves.
- **Student Media Release and Photographs Consent Form:** Occasionally, students' photos and work are published in the local media and in board publications, displays and school websites. Students new to the school will be asked to sign a "Permission to Publish" form giving the school permission to publish student work.
- **Student**

- **Pre-assessment:** The teacher administers an assessment tool to determine individual and group strengths, weaknesses, understandings and misconceptions on a topic before beginning a new unit of study.
- **Pyramid of Interventions:** Pyramid of Interventions goes hand in hand with our progressive discipline. Early stages of discipline could include discussions, detention time while later stages of discipline would include suspension time or a change in the learning environment.
- **Student Success Teacher:** The Student Success Teacher advocates and offers support to students who are struggling with their courses.
- **Student Verification Form:** a student's personal data, updated annually by parent or adult student.
- **Summative Assessment:** Assessment that occurs at the end of a significant period of learning and summarizes student achievement of that learning.
- **Suspension:** Time spent away from the school for a period of 1-20 days. Work is provided by the school for students to complete.
- **TESS (Temporary Exclusion from class with Support and Supervision):** A student may be assigned to a location in the school under the supervision of staff to complete outstanding work due to an extended absence, or as a consequence as part of our progressive discipline plan.
- **Time for Time:** Students missing class time illegitimately serve time for the time missed with their teachers.
- **Universal Design for Learning:** Ensures that the classroom and other learning environments are as usable as possible for students, regardless of their age, ability or situation. Teachers should also aim to respond to the specific learning profiles of individual students with differentiated instruction.
- **VTTRA (Violent Threat Risk Assessment):** A violent threat risk assessment is an investigation/assessment conducted with police, our Special Services Counsellor, and administration to better understand a threat that has come to our attention either on or off school property. As the process unfolds parents/guardians of the student and members of other community agencies are invited into the discussions to share information.
- **Zone of Proximal Development:** Is the gap between a learner's current or actual development level determined by independent problem-solving and the learner's emerging or potential level of development.

OUR LIVING CREDO

We believe our first responsibility is to our students. We are also responsible to our parents, staff and the communities who benefit from the world-class education we provide. We will constantly strive to offer leadership in our classrooms and communities to help our students achieve academic, physical, social and moral excellence and a true sense of belonging. We are not just preparing students for academic success; we are preparing the stewards of our future so our communities may flourish and prosper.

We are responsible to our students. We will plan strategically for their success, maintaining the highest standards and ensuring our schools achieve a 90% graduation rate. We will honour students' abilities in a climate in which all students have the opportunity to reach their full potential. We will prepare our youth for their futures in post-secondary education, trades, apprenticeships, and work-destination programs. We understand that education is a lifelong journey and will partner with other agencies in our communities to educate our students and nurture healthy minds through all stages of life. We will make informed decisions, always seeking new and innovative ways to help our students attain their goals in a safe environment.

We are responsible to parents and guardians. We will support all families in their children's growth and development and encourage their participation in the daily life of our schools. We will operate with honesty and integrity and fiscal responsibility. We will act with character to inspire a sense of fairness, caring, compassion and tolerance in everything we do. We will respect and support every family, honouring the partnership that promotes good character in all. We will consistently communicate Board decisions to parents and community partners.

We are responsible to our employees. Every staff member will be considered as an individual and be treated with respect and dignity. We believe in teamwork and in providing an environment that promotes the sharing of best practices. We implement hiring procedures that recruit dedicated and caring individuals who help our students grow into caring and dedicated adults. We encourage ongoing professional learning for our employees through collaboration and other educational opportunities. We must provide strong and effective leadership at all levels. All actions must be just and ethical. We recognize employees as unique individuals and support the physical, intellectual, emotional and spiritual needs of both themselves and their families.

We are responsible to the communities we serve. We pledge to work with local partners to strengthen our communities' economic base by providing students with skills that business and industry require. We will work with community agencies to promote social and economic development. We will provide facilities that are clean, safe and inviting as focal points of community life, responsive to the academic, athletic, artistic, and social needs of area residents. We will assist our local partners to provide the necessary services that enhance community life.

We will promote environmental awareness among our staff, students and within the community. We recognize that we have only one world, and it is our responsibility to preserve it for future generations. Through our operations and educational programs we will practice energy conservation, respect for nature, reduction of waste, and an overall philosophy of environmental stewardship to ensure sustainability.

At the Upper Canada District School Board, education is about developing the head and the heart, choosing character over convenience, perseverance over quitting, and resilience over defeat. It is about showing integrity and being stewards of community success.

We believe in the pursuit of learning while building a strong sense of caring and respect of all.



character ALWAYS!

SECONDARY SCHOOL OPERATIONS SCHEDULE 2021-2022

SEPTEMBER 2021				
M	T	W	T	F
		1 PA	2 PA	3 PA
4 H	5	6	7	8
9	10	11	12	13
14	15	16	17	18
19	20	21	22	23
24	25	26	27	28

OCTOBER 2021				
M	T	W	T	F
				1
2	3	4	5	6
7	8	9	10	11
12	13	14	15	16
17	18	19	20	21
22	23	24	25	26

NOV 2021				
M	T	W	T	F
1	2	3	4	5
6	7	8	9	10
11	12	13	14	15
16	17	18	19	20
21	22	23	24	25
26	27	28	29	30

DECEMBER 2021				
M	T	W	T	F
		1	2	3
4	5	6	7	8
9	10	11	12	13
14	15	16	17	18
19	20	21	22	23
24	25	26	27	28

JANUARY 2022				
M	T	W	T	F
1	2	3	4	5
6	7	8	9	10
11	12	13	14	15
16	17	18	19	20
21	22	23	24	25
26	27	28	29	30

FEBRUARY 2022				
M	T	W	T	F
	1 PA	2	3	4
5	6	7	8	9
10	11	12	13	14
15	16	17	18	19
20	21	22	23	24
25	26	27	28	29

MARCH 2022				
M	T	W	T	F
	1	2	3	4
5	6	7	8	9
10	11	12	13	14
15	16	17	18	19
20	21	22	23	24
25	26	27	28	29

APRIL 2022				
M	T	W	T	F
				1
2	3	4	5	6
7	8	9	10	11
12	13	14	15	16
17	18	19	20	21
22	23	24	25	26

MAY 2022				
M	T	W	T	F
1	2	3	4	5
6	7	8	9	10
11	12	13	14	15
16	17	18	19	20
21	22	23	24	25
26	27	28	29	30

JUNE 2022				
M	T	W	T	F
		1	2	3
4	5	6	7	8
9	10	11	12	13
14	15	16	17	18
19	20	21	22	23
24	25	26	27	28

JULY 2022				
M	T	W	T	F
				1
2	3	4	5	6
7	8	9	10	11
12	13	14	15	16
17	18	19	20	21
22	23	24	25	26

AUGUST 2022				
M	T	W	T	F
1	2	3	4	5
6	7	8	9	10
11	12	13	14	15
16	17	18	19	20
21	22	23	24	25
26	27	28	29	30

Instructional Days:

First Day of School: September 1, 2021
First Day of School for Students: September 7, 2021
Last Day of School: June 28, 2022
Last Day of School for Students: June 27, 2022

Secondary:

Quad 1: September 1, 2021 – November 10, 2021
Quad 2: November 11, 2021 – January 31, 2022
Sem. 2: February 1, 2022 – June 28, 2022

Examination Days:

Sem. 2: June 21, 2022 – June 27, 2022

Designated on calendar as "E"

Winter Holiday Break:

December 20, 2021 – December 31, 2021

March Break:

March 14, 2022 – March 18, 2022

Statutory Holidays:

September 6, 2021 – Labour Day
October 11, 2021 – Thanksgiving
February 21, 2022 – Family Day
April 15, 2022 – Good Friday
April 18, 2022 – Easter Monday
May 23, 2022 – Victoria Day

Designated on calendar as "H"

Professional Activity (PA) Days:

Designated on calendar as "PA"

September 1, 2021
September 2, 2021
September 3, 2021
November 26, 2021
February 1, 2022
May 27, 2022
June 28, 2022