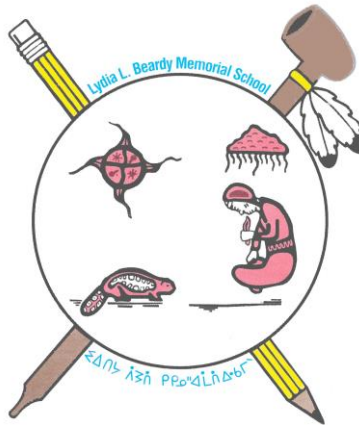


Lydia Lois Beardy Memorial School

K4 - Grade 10

STUDENT HANDBOOK



To promote our students pride in their culture and to provide the skills and knowledge
for success in a changing world by
HELPING, CARING, SHARING, AND LEARNING TOGETHER

2021/2022 Manual

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1. Welcome to Lydia Lois Beardy Memorial School

It is with great pleasure that we welcome you to the 2021/2022). Since its beginning, the school has adapted to meet the needs of the community and has continued to develop a tradition of learning in both contemporary and Native Education systems.

It is important for any school to encourage and support parental involvement and participation. Successful operation of any school requires the cooperation and understanding of everyone concerned -- teaching support staff and parents. At LLBMS, students will experience both the problems and benefits of life in a small community. Each of us is responsible to do our part in making this community a place we can live and work together in harmony. We must learn to respect the strengths and weakness of others; to communicate our wishes and intentions to each other; and, to carry out our responsibilities to the best of abilities.

This handbook is designed to assist both students and parents to gain a better understanding of the daily operation of LLBS in both the elementary and secondary programs. In addition, the school has a separate Secondary Student Handbook that gives further information about high school graduation requirements.

Parents are encouraged to contact the school for any further information. Should you have any question or concerns please call the school at:

Elementary School Phone Number: (807) 442-2575/2592

Secondary School Phone Number: (807) 442-2606

Fax Number: (807) 442-2640

Although school policies have been developed with the best interest of students in mind, we welcome your comments and questions about any of the items in this handbook. The school will keep you informed of any changes to this handbook.

The Wunnumin Education Authority (WEA) is responsible for the administration and operation of the school and programming. The WEA can be contacted at the First Nation Administration building.

Education Authority Phone Number: (807) 442-2559 Ext # 2454

Fax Number: (807) 442-2627

2. Mission Statement

To promote our students' pride in their culture, and to provide the skills and knowledge for success in a changing world by:

Caring, Helping, Sharing, and, Learning together.

3. School Aims

Lydia Lois Beardy Memorial School

- welcomes parents in the school and classrooms at any time
- welcomes parent volunteers
- invites parents to offer insights and observations any time
- strives for open dialogue and communications with the parents
- provides a safe, positive, caring, and learning environment
- believes children are the priority of all school planning
- strongly believes that each child is unique and their individual needs must be addressed to learn and develop at their own pace
- consistently promotes cultural and traditional education
- promotes respect, unity, and helping each other, regardless the race, language, or religion
- emphasizes the importance of education and learning

4. School Goals for 2021/2022

- 1) Prepare students for responsible citizenship and productive futures.
- 2) Enforce established policies to help the students become more responsible.
- 3) Promote a safe, nurturing school environment that encourages accountability.
- 4) Encourage staff, students, and parents to be active in extra curricular activities.
- 5) Encourage respect for a clean and orderly school environment.
- 6) Achieve an overall attendance rate of 80%, and a high school retention and promotion rate of 80%.
- 7) Celebrate the achievements of our students.

5. Recognition Awards/Certifications

Lydia Lois Beardy Memorial School makes it a practice to award outstanding students with certificates and other forms of recognition. This program is designed to encourage positive behaviour and to show students that their effort to do well and improve themselves are important, and deserve to be recognized and acknowledged.

Teachers will be encouraged to award the students for best attendance of the month as well as a star student award and other forms of special classroom recognitions.

The school will recognize students from each grade each term under the following categories:

1. Best Attendance

2. Best Academic Performance
3. Most Improved Performance
4. Native Language Award

6. History of Lydia Lois Beardy Memorial School

Lydia Lois Beardy Memorial School commemorates a young girl who died during her commencement of secondary education away from the community, down south. She is the late daughter of Mr. and Mrs. Shady Beardy, who lived with us in Wunnumin Lake. Lydia completed her elementary program in our former school building.

The construction of a proposed new school commenced in the year 1988. This new school building was completed and opened in the 1988/1989 school year. The new school was dedicated to this special girl so that we might remember her; furthermore, this dedication commemorates the importance of life, and the struggles and challenges our children face in their pursuit for higher education.

Moving into this new building was a special and historic moment for us. The Wunnumin Lake First Nation assumed direct responsibility for operating and administering our children's education via the transfer of Local Control of the Indian Education process from the Federal government to individual First Nations. It meant that First Nations were provided an opportunity to control and deliver the operation and administration of their own elementary school. The Chief and Council established and delegated the Wunnumin Lake Education Authority to administer and operate the school on their behalf. Seven community members were appointed by the Chief and Council to be the Education Authority Members.

It is the responsibility of the Education Authority to ensure our children are provided with instructional services and educational opportunities within the school curriculum. The Education Authority is responsible for the development of the school policies, programming, and curriculum. Currently the school offers kindergarten to grade 10 programming. In addition, the Education Authority assumes responsibility of the operations and maintenance program of all education facilities, including: the school; the teacherages; the grade 9/10 portable; the Washa Distance Education Centre; and, the gymnasium.

Under direction of the NAN Chiefs, the Wunnumin Education Authority and Lydia Lois Beardy Memorial School have implemented a bi-lingual/bi-cultural curriculum. It is designed to promote support and strengthening of the traditional skills of our children. Resource support for this program is provided the Kwayaciiwin Educational Resource Centre (KERC), in Sioux Lookout. Using this program, the school maintains a full Native Language immersion program, beginning in kindergarten and continuing until the end of grade two.

The school instills and advocates the need for unity by the participation, involvement, and cooperation of all parties: teachers, support staff, students, parents, and community members. The bi-lingual and bi-cultural curriculum promotes and advocates the process of unity by means of a collective decision-making process. The sole ownership of the school belongs to the children, the parents, the guardians, and the leadership of the Wunnumin Lake First Nation.

7. Staff List 2021/2022

The LLBMS staff believes that positive and good parent-teacher communication is important to a child's educational growth and learning process. We encourage parents to contact our teachers whenever there are questions, complaints, or other concerns.

Principal	Blaine Albany	blaine.albnay@k12kerc.com
Junior Kindergarten	Rita Gliddy	rita.gliddy@k12kerc.com
Senior Kindergarten	Mariah McKay	mariah.mckay@k12kerc.com
Grade 1 & 2	Mary Angees	mary.angees@k12kerc.com
Grade 3	Sharon Fiddler	sharon.fiddler@k12kerc.com
Grade 4 & 5	Crystal McKay	christal.mckay@k12kerc.com
Grade 6 & 7	Indu Bala Yadav	indubala.yadav@k12kerc.com
Grade 7 & 8	James Herceg	james.herceg@k12kerc.com
Grade 9 & 10		
Special Education	Kayla Harris	kayla.harris@k12kerc.com
Native Language 1-5	Kanita Shawinimash	kanita.shawinimash@k12kerc.com
Native Language 6-10	Viola Roundhead	viola.roundhead@k12kerc.com
Grade 1/2 English Language	Barbara Fiddler	Barbara.fiddler@k12kerc.com
Teaching Assistant JK/SK	Cheryl Martin	Cheryl.martin@k12kerc.com
Teaching Assistant Grade 1 & 2	Edna Bighead	edna.bighead@k12kerc.com
Teaching Assistant Grade 3	Tamara Angees	tamara.angees@k12kerc.com
Teaching Assistant Grade 4 & 5	Margret Bighead	margret.bighead@k12kerc.com
Teaching Assistant Grade 6 & 7	Lazarus Angees	Lazarus.angess@k12kerc.com
Teaching Assistant Grade 7 & 8	Keegan Mamakwa	keegan.mamakwa@k12kerc.com
Teaching Assistant Grade 9 & 10	Andrew Edwards	Andrew.edwards@k12kerc.com
Tutor Escorts	Viola Oskineegish Michelle Winnipetonga Hez Briskett Autumn Mamakwa	viola.oskineegish@k12kerc.com michelle.winnipetonga@k12kerc.com hezekiah.briskett@k12kerc.com autumn.mamakwa@k12kerc.com

	Elizabeth Fiddler Thomas Angees Tyberius Martin- Mamakwa Kaitlyn Mamakwa Reanne Meekis Colin Angess Kevin Martin Lynnora McKay Matilda Slipperjack	Elizabeth.fiddler@k12kerc.com Thomas.angees@k12kerc.com tyberius.martin- mamakwa@k12kerc.com caitlyn.mamakwa@k12kerc.com reanne.meekis@k12kerc.com colin.angees@k12kerc.com kevin.martin@k12kerc.com lynnora.mckay@k12kerc.com matilda.slipperjack@k12kerc.com
Social Counsellor	Samuel Angees	Samuel.angees@k12kerc.com
Elder in Residence		
Therapy Program Coordinator	Kairee Martin	kairee.winnepetonga@k12kerc.com
Therapy Aid		
School Secretary	Della McKay	della.meckay@k12kerc.com
Bus Driver	Edna Whitehead	edna.whitehead@k12kerc.com
School Floaters	Corrina Angees Timothy Mamakwa Millena Bighead	corrina.angees@k12kerc.com timothy.mamakwa@k12kerc.com millena.bighead@k12kerc.com
School & Teacherage O&M	Tony Bighead Chris Osikineegish	tony.bighead@k12kerc.com chris.osikineegish@k12kerc.com
School Security	Thomas Mekanak	
Custodial Staff	Barbara Gliddy Star Anderson Susan Neshinapaise Martini Neshinapaise	Barbara.gliddy@k12kerc.com star.anderson@k12kerc.com susan.neshinapaise@k12kerc.com martini.neshinapaise@k12kerc.com
Breakfast & Lunch	Clara Cromarty Denise McKay Jacob Anderson (Relief)	
IT	Irwin McKay	Irwin.mckay@k12kerc.com
Anti-Bullying Program	Curtis Martin	curtius.martin@k12kerc.com

Shibogama Remote Learning Monitor	Tyson Fiddler	tysonf@shib.ca
Education Director	Rhoda Angees	rhodaa@wunnumin.com
Assistant Education Director	Jordan Mamakwa	jordanm@wunnumin.com

Wunnumin Lake Education Authority Board Members

James Mamakwa – Acting Chairperson

Zack Mamaka – Member

Kalie Mamakwa – Elder

Myra Gliddy – Youth

Vacant – Member

Vacant - Chairperson

8. School Hours

During the cold winter months - the school doors will be opened for students to enter 10 minutes earlier, at the discretion of the principal.

Kindergarten

<i>Grade</i>	<i>Bus Pick-up</i>	<i>School Hours</i>
K4	8:40 am	9:00 am to 10:30 am
K5	10:00 am	10:30 am to 11:45 am
	12:40 pm	1:00 pm to 3:45 pm

Grade One to Eight

School Hours 9:00 am – 4:00 pm

8:55	Five-Minute Warning Bell
9:00	Classes begin
10:15 – 10:30	Recess Gr 1-3
10:30 – 10:45	Recess Gr 4-8
12:00`	End of morning classes
12:00 – 1:00	LUNCH
12:55	Five-Minute Warning Bell
1:00	Classes begin
2:15 – 2:30	Recess Gr 1-3

2:30 – 2:45 Recess Gr 4-8
4:00 End of afternoon classes
04:00 – 04:30 After School Programs

High School (Grade 9 & 10)

Period 1 – 9:00 am – 10:20 am

Break 10:20 am – 10:40 am

Period 2 – 10:30 am – 12:00 pm

Lunch 12:00 pm – 1:00 pm

Period 3 – 1:00 pm – 2:20pm

Break 2:20 pm – 2:30 pm

Period 4 – 2:30 pm – 3:50 pm

Break 3:50 pm – 4:00 pm

Period 5 – 4:00 pm – 6:15 pm (Optional)

9. School Year Calendar

September 2021						
S	M	T	W	T	F	S
			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		

October 2021						
S	M	T	W	T	F	S
					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
31						

November 2021						
S	M	T	W	T	F	S
	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						
S	M	T	W	T	F	S
			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	31	

January 2022						
S	M	T	W	T	F	S
						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	31					

February 2022						
S	M	T	W	T	F	S
		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					

2021-2022 School Calendar

Lydia Lois Beardy Memorial School

PO Box 108
Wunnumin Lake, Ontario
POV2 2Z0

Sept 6	Labor Day
Sept 13	First Day of School
Sep 30	Orange Shirt Day
Oct 11	Thanksgiving
Oct 31	Halloween
Nov 5	Progress Report
Nov 11	Remembrance Day
Nov 12	Professional Development Day
Dec 18-Jan 3	Winter Break
Feb 14-18	Professional Development Week
Feb 18	Family Day
Feb 25	End of Term 1
Mar 4	Term 1 Report Cards
Mar 11-21	Spring Break
April 5	Good Friday
April 18	Easter
May 23	Victoria Day
June 3	End of Term 2
June 13	Final Report Card
June 14	Awards Day
June 15	K5 Graduation
June 16	Grade 8 Graduation
June 17	Last Day
June 21	National Indigenous Peoples Day
July 1	Canada Day

High School Dates	
Sept 13	First Day of School
Nov 5	Semester 1 Mid-Term Report Card
Jan 19 -20	High School Exams
Jan 21	End of Semester 1
Jan 28	Semester 1 Report Card
Jan 24	Start of Semester 2
April 22	Semester 2 Mid-Term Report Card
June 6-7	High School Exams
June 13	Semester 2 Report Cards

March 2022						
S	M	T	W	T	F	S
		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	31		

April 2022						
S	M	T	W	T	F	S
					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

May 2022						
S	M	T	W	T	F	S
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	31				

June 2022						
S	M	T	W	T	F	S
			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		

July 2022						
S	M	T	W	T	F	S
					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
31						

August 2022						
S	M	T	W	T	F	S
	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	31			

A copy of this can be found on the school website at: <https://lydiabeardyschool.ca/school-calendar/>

10. Attendance and Lates

Overview

Lydia Lois Beardy Memorial School performs an attendance check for absentees, This is normally conducted by the school Education Counsellor, for those that have not shown up at the school and for whom the school has not received a notification from home. Please notify the school if your child will be absent or late. You may inform the school with a note to the teacher or by calling the school secretary. The purpose of this check is to ensure that all students who are supposed to be in school are accounted for.

At all times, we will ensure that your child is safe and receiving the best education that we can offer.

The school uses a computer database to monitor student attendance and lates.

Attendance

The school teaches students that it is important and necessary to attend school regularly and promptly, so that each child may successfully complete their learning and be promoted.

Absence from class for any reason does not excuse the student from taking steps to learn the material they missed, or to complete their assignments during their absence. It is the student's responsibility to approach another student or his/her teacher to obtain the necessary information to complete the assignments.

Lates

The school expects all students to arrive to school on time. Being late for school means a teacher may have to wait for your arrival before he/she can begin teaching, or that you miss important instructions. A warning bell rings five minutes before classes begin. Students are considered late if they are not in their classrooms when the **beginning of class bell** rings. Teachers will record all late arrivals in the attendance record before sending it to the office.

Teachers are required to discourage persistent lateness and to apply disciplinary measures as appropriate. If the student consistently arrives late, he/she will be referred to the Principal. Parents will be notified and appropriate disciplinary action will be taken. The Principal will determine the disciplinary actions to be used at the school.

It is hoped that students will do their best to be on time and to attend school daily. We ask that parents encourage their children to be punctual and attend school every day.

Students who are late without sufficient reason will be assigned a recess detention. On the second late of any week, the student will be assigned an after school detention of at least 30 minutes. At these detentions, students will have the opportunity to complete unfinished work.

Excused absence

Listed below are acceptable reasons for student absence. To be excused, a parent or guardian must notify the office or teacher in advance. Other situations may need to be cleared with the Principal or Education Authority.

- illness
- medical appointments
- pursuing home study program
- traditional pursuits
- court appearance
- family responsibilities

Chronic Truancy (Procedure under revision while implementing database)

Students who are frequently absent begin to have difficulties understanding work that is taught in the classroom. LLBMS will deal with chronic truancy cases in the following manner:

- The Education Counsellor will review all daily classroom attendance forms at 9:15 am and 1:15 pm. He will update the forms and ensure the computer data is correct. The secretary will enter the data into the computer;
- The Education Counsellor will call those parents who have not notified the school to discover why a student is absent;
- Students that are habitually absent will be called to the office for an interview. Poor attendance usually results in poor academic performance
- If the student continues to be absent, the student will be referred to the Education Director. The parents will be notified and requested to assist in the development of an attendance contract.
- Chronic truancy will be referred to the Education Authority for their ruling once the student accumulates twenty five instructional days;
- All disciplinary measures for each student will be documented and recorded by the school to be used for evaluation and discussion purposes by the Wunnumin Education Authority;
- The Education Counsellor will notify the parents of their children's attendance as following;
 - a. Once a student accumulates five absent days;
 - b. Again at ten absent days;
 - c. And then fifteen absent days;
- After twenty-five days of absence, the student must sign a contract. By this time, most students will have missed the equivalent of five weeks of classroom learning.

11. Parking and Drop Off Safety Zone

“Safety Over Convenience”

This is the phrase we would like to emphasize at Lydia Lois Beardy Memorial School in regard to children being dropped and picked up at the school. It is important that the safety of the children at the school be priority, which means that all of us need to be responsible and follow the rules set by the school. Although it may be convenient to drop off and pick up students at the south side of the school, it is potentially dangerous for our students due to the limited turning space. The risk of vehicles injuring students has become a serious risk.

All vehicles, except the school bus and maintenance truck, are prohibited from entering the area between the school and the portable.

Procedures when at the school:

1. Please park only at the front of the school when dropping off your children;
2. **DO NOT PARK OR GO TO THE MAIN STUDENT ENTRANCE**, between the school and the portable;
3. Staff will park their vehicles at the front area;
4. DO NOT leave your vehicle running and unattended when entering the school;
5. During school hours, the school rink and playground is off limits to all vehicles. This includes snowmobiles in the winter;
6. Students will park and place their bikes at the front of the school;
7. DO NOT park your four wheelers on the school deck;

12. Behaviour Expectations and Procedures

Overview

Behaviour and academic student contracts will be developed and utilized for disciplinary and intervention purposes once in-school disciplinary measures are exhausted by the teachers and support staff in their respective classrooms. These specific contracts will be utilized as soon as the “**Three Strike Policy**” is implemented. It is important for all students to understand the purpose of the student contracts and furthermore all parties involved have to sign the contract so that everyone knows what is expected. The Principal might request a meeting with the parents to discuss the student contract with the presence of the involved teacher and Education Counsellor.

The three-strike policy has been utilized for number of years. It seems to work well. It is the policy of the school to ensure all meetings between the parents and Principal or teacher are witnessed by the Education Counsellor or another staff member.

All meetings are to be documented.

Counselling Services

Lydia Lois Beardy Memorial School has a referral system at the school for any of the educational specialists, which includes a school psychologist, a reading specialist, and social worker through Tikinagan Child & Family services. Referrals can be initiated by the classroom teacher and/or parents in conjunction with the Education Counsellor. Parents must be notified in advance before any child is referred.

Behavioural Expectations

Lydia Lois Beardy Memorial School strongly believes in advocating and promoting values of respect, sharing, and accepting responsibility. At LLBMS we will treat each other (staff and students) with respect, understanding and caring of one another.

To make sure that this happens the following will occur in our school:

Our behavioural guidelines will:

- show students what they have done wrong;
- assist students to take responsibility for their own behaviour and actions;
- help students solve the problem they have created;
- leave each student's dignity intact;

Our students will not be punished for breaking a rule. Instead, they will know beforehand the consequences of misbehaviour and will choose for themselves to either:

- accept the rule or;
- accept the consequences for breaking the rule

Each classroom teacher will develop a set of classroom guidelines (rules) and consequences appropriate to each classroom setting. All students will be made aware of the rules and consequences at the beginning of the school year.

The following lists what the school considers **major offences**:

- open opposition to authority
- on-going use of improper or profane language (English and Native)
- conducting injury to other students and school staff
- wilful and consistent disobedience
- possession of, or intent to sell or furnish firearms, knives, explosives or any other object that may cause injury to another
- coming to school intoxicated, but not causing any trouble.

Zero Tolerance

The following incidents will result in an automatic suspension and may be reported to the police:

- possession of drugs or alcohol on school property
- coming to school intoxicated
- wilfully trying to hurt someone by a punching, kicking or biting
- harassment
- Parents will be notified.

A student on suspension cannot participate in any school activities until he/she demonstrates positive intentions to change and adhere to the rules as recommended by the Principal and Guidance Counsellor.

The principal shall suspend a student for a fixed period of time as deemed necessary to correct the behaviour. In-school suspensions will be utilized as much as possible. The school may refer students for counselling with the consent of the parents.

Consequences and Courses of Action

We believe that all students can conduct themselves appropriately and meet the school's expectations. However, should a student ignore or abuse the school guidelines, the behaviour will be considered inappropriate and will lead to logical consequences. If an offense is considered severe or highly dangerous, the appropriate consequences will be determined by the severity of the act. The principal of the school will have that discretion.

The following steps are the usual courses of action to be followed. There may be occasions where this sequence may be altered depending on the nature of the act.

Steps taken must be document at all times.

Steps 1: All major offenses are handled on the spot in class, hallways, gymnasium etc. This is usually initiated and implemented by the teacher. The teacher and the student will discuss what was done wrong and develop a positive action plan which will be acceptable to both the teacher and the student. The teacher must exhaust all avenues before advancing the student to step two. It is the decision of the teacher if he/she feels the parents should be contacted.

Step 2: For the first major offense, a student will be referred to the Principal. He/she will meet with the student to discuss the misbehaviour. The Principal and student will discuss how to resolve the problem and the student will write a positive action plan. The plan will be checked and must be accepted by the Principal. If the plan is not acceptable to the Principal, the student must redo the plan until it is acceptable. The parents will be notified of the incident.

Step 3: For the second major offense, the same procedures are to be followed as in step 2 and the student's parents will be contacted by the Educated Counsellor for their involvement. The positive action plan must be accepted by all parties involved.

Step 4: For the third major offense, the implementation of **Student Contact and Three Strikes policy** will come into effect. Each strike will enclose referral information, incident report, corrective measures, and expectation of student contract. The Principal, teacher, student, Education Counsellor and parents must sign the contract so that everyone can clearly understand the problem and expectations.

Step 5: After the student uses up the three strikes, the student will be removed from the school and will be referred for appropriate counselling.

Step 6: Upon successful completion of a prescribed counselling program, the student may apply to the Education Director for re-admission to the school.

Courtesy

Courtesy and respect to teachers, support staff, students, and visitors is an expectation at our school. Each of us should strive to be considerate of all others, regardless of race, religion, or economic background.

13. Cold Weather Policy

Lydia Lois Beardy Memorial School is committed to ensure the students have the opportunity to enjoy the fresh air during recess and to have fun outside. In order for the school to protect the health and well being of the students, the school will cancel recess when there is adverse, harsh, and cold weather conditions. The school will be closed if the temperature reaches -45 (below zero)

Recess will be cancelled for the following factors:

- Temperature -30
- conditions (snowy weather)
- Extreme rainy or windy conditions

All students will be expected to wear proper warm clothing during the winter. It is the parents' responsibility to ensure their child is properly dressed for the weather.

14. Dress Code

Standards of dress code are primarily responsibility of the students and parents. However, we believe that students should dress appropriately for school at all times. Extremes of dressing and grooming will not be permitted. The school dress should be neat, clean, and workable in a manner acceptable to the general public. Our aim is to establish and maintain a reasonable standard of dress for a school wear.

Dress influences the attitudes of students to themselves and their work. Just as there is a formal dress suited for office work and other special functions, there is mode of dress suited for the classroom.

Suitable indoor footwear appropriate for gymnasium use is required. For health reasons students are asked to leave outside clothing in the coat area of their classrooms and their outside footwear in the boot racks.

It is the responsibility of the student and parent to ensure the proper warm winter clothing is worn during the cold temperatures.

Footwear

Boot racks are located in each classroom for the students to store their boots and shoes. All students are to remove their shoes or boots at the front main entrance and carry them to their respective classroom. The school encourages parents to mark their children's shoes or boots for identification purposes. The school cannot assume financial responsibility for lost footwear, but will make every effort to assist students in recovering their losses. Shoes and boots are not allowed in the gym; it is recommended that students have extra running shoes for gym activities.

15. Field Trips

Field trips are an important part of our programs and provide valuable experiences for our students. We will request parent permission for field trips. Parents will be notified of all field trips requiring motor transportation. This notification will indicate the purpose and other requirements for the field trip, as well as the need for volunteer assistance. No child will be refused permission to participate in a field trip experience approved by their parents, unless they are under suspension by the school.

Parent permission forms for all school field trips should be returned to the school the day before the field trip.

16. Extra-Curricular Activities

Extra-Curricular activities are planned, prepared and implemented by the school staff for after school hours. The school staff are expected, and required, to be involved in an extra-curricular activity of their own choosing during the school year. Students are not obligated to participate, but we encourage all students to participate in activities that interest them.

We feel that these activities are an important part of school life and encourage student participation. We encourage community members to volunteer their time and to become

involved by starting an activity for the children. If you want to volunteer, please call the school 442-2575/2592.

17. Fire Drills

Overview

In order for students to know how to act quickly and without confusion in case of emergency, fire drills will be held throughout the year. It is important for the entire school population to clearly understand what each student and classroom have to do during the fire drill. It is up to the Principal to review the school fire drill procedure and make necessary additions or changes once the school starts.

Fire Drill Preparation

Each classroom teacher should have a fire drill route for their own classroom. The fire drill route and procedure should be in the teacher desk book. Teachers must instruct their students about the purpose of fire drills. Fire drills must be conducted in an orderly manner and followed exactly.

- Students must not panic or scream;
- Students must observe absolute silence throughout the drill;
- Students must walk quickly, but not run;
- Students will line up in orderly files and respond to the roll call;
- The students and teachers will remain outside until the Principal signals them to return to their classrooms

During poor weather, no extra time will be spent in putting on extra clothing; however, the Principal will attempt to do the fire drill during nice weather.

It is important that the building(s) be evacuated quickly and quietly. Instructions are to be posted in each room regarding fire exits to be used.

For any new additional school buildings or areas, the Principal of the school will ensure that fire evacuation procedures are established. It is important that the entire school population is aware of any new fire evacuation procedures.

18. Homework

Overview

Lydia Lois Beardy Memorial School believes in the need to have students learn and develop the skill of study and completing homework on time. It is important for a child to learn that he/she must have complete all work and assignments in order to learn the concepts they are being taught. It is often beneficial for a teacher to assign homework in the early grades. In the upper grades, homework is necessary and must assigned.

Purpose

- Finish classroom assignments
- completing daily assignments, long term assignments, special projects

- review work for upcoming tests or exams
- in-school suspension work or assignments
- catch up on a subject due to absence

Parents are encouraged to assist their children with their assignments/homework by providing an area and time when your child must do their homework. You can help your child by:

- Ensuring pencils, paper, and dictionary are available
- Encouraging, helping, and supporting your child

19. Junk Food

The school staff takes every opportunity to teach students to consume nutritional foods and to avoid “junk food” such as candy, gum, chips, etc. We would encourage parents not to send junk food to school. Students are **not** allowed to eat or drink junk food in the classroom unless previous planned (class parties). **Chewing gum is not allowed in the classrooms.**

20. Leaving Classroom During School Hours

If a student must leave the school during regular class time, parents are asked to send a note indicating the time the student has to leave and the purpose for the departure. This note should be shown to the classroom teacher and then presented to the office where the early leave will be recorded in the database. If a parent cannot provide a note for his/her child, then a telephone call must be made to the school secretary or Education Counsellor. Under no circumstances, should a student who is sick/ill remain in a washroom or leave the school without first contacting the office. Someone from the school must accompany the student to the clinic or their home.

21. Library Services

The library and all of its resources are for the benefit and pleasure of every individual in the school. Any student enrolled in the school may borrow books or use references in the library as long as they are considerate of other students needs. Every student has access to the library during school hours, as designated by his or her teachers. Conversation and distracting other students should be avoided. Proper care of library books and resources must be exercised by all students.

22. Administration of Medication

The school staff is not allowed to administer any medications to the students. It is the responsibility of a parent or guardian to make alternate arrangements for their child.

23. Non-teaching Staff

The school has many individuals working to ensure our facilities run smoothly. The contribution of these individuals is essential to the daily operation of the school and its programming. Our

school wants to take this opportunity to sincerely acknowledge the non-teaching staff as follows: Secretary, Custodians, Bus Drivers, Gymnasium maintenance worker and volunteers.

When these maintenance workers are at the school, please give them your cooperation. Students are expected to be considerate, cooperate and courteous towards the entire school staff.

24. Best Attendance Supper Policy

Lydia Lois Beardy Memorial School will only allow an in-school supper for the incentive program initiated and planned by the teachers or Principal to recognize and award students for their achievements. However, the school will follow this procedure:

- notify the parents in advance of the proposed special lunch by letter
- teachers must obtain a letter of permission
- ensure that supervision of the students is adequate
- ensure that the eating area is clean and healthy
- The school will make rules for school lunches
- notify the parents type of meals will be served to the children
- the school will make every effort to use proper well balanced meals
- ensure that supervision of the children is arranged when they go outside

25. Newsletters & Web Site

The school website can be accessed at <https://lydialbeardyschool.ca/>

26. Breakfast & Lunch Program

Breakfast Program runs from 8:10 am to 8:45 am and will serve 2 hot meals/week and 3 cold meals/week.

Lunch Program runs from 12:00 pm – 1:00 pm and will serve 3 hot meals/week and 2 bag lunches/week.

27. Parent Teacher School Council (PTA)

All parents who have children attending Lydia Lois Beardy Memorial School are eligible to be members of the PARENT TEACHER ADVISORY SCHOOL COUNCIL (PTA). We encourage all parents to be active participants. The council will provide the school with parents' points of view on what is happening in the school and facilitate projects and programs beneficial for students. The meetings of the council are informal and everyone is welcome.

28. Notification of Change

The school encourages and expects the parents to notify the school in writing of any changes of their telephone and emergency numbers.

29. Physical Disability or Illness

Lydia Lois Beardy Memorial School requires parents to fill out the student registration sheet and form prior to enrolling their children in the school. Any special circumstances that the school should be aware of pertaining to a child's health and disability should be noted and documented in the registration form. Please provide as much information as possible to help the school and teachers better understand your child.

Where exemptions from certain subjects, courses and activities are indicated, a note from the parents is required; for more than a week, a medical certificate will be required.

If there are special requirements for your child, Lydia Lois Beardy Memorial School will provide educational assistance and services based on the resources and availability of the service. **We can only provide what we have at the school.**

30. Pictures

The school will arrange for the photographer to come and take pictures of your children during the school year. Individual photos will be taken to be used for the school year book. Parents are not obligated to purchase these pictures. Parents will not be notified by the school bulletin in advance. Individual and family pictures must be paid up front.

31. Professional Development Days

Each school year, the teachers and support staff are provided with several professional development days designated by the Education Director and Principal. These days are organized and planned in order to enhance their teaching techniques and skills as educators. Professional development days are scheduled on the school calendar. The school is closed during Professional development days. Notices of P.D days will be sent in advance.

32. School Boundaries

The school expects all students to stay within the school boundaries during recess time and any other outside activities to ensure the safety and well being of all students. No student is allowed to leave the school grounds unless permission has been approved by the Principal.

The school boundaries are defined by the main road leading to the arena, the road leading to the airport, away from the back bushes of the school and gymnasium, and to the soccer and baseball area.

33. Washroom use

The school emphasizes the need to maintain proper, healthy, clean washroom environment. All the washrooms will be cleaned regularly during the school day

Use of washrooms

- Students must show respect for the washrooms and for the custodians who work hard to keep the facilities clean. Students must use the washroom with cleanliness in mind

- Students will throw their waste, garbage, and paper towels into garbage containers
- Students must not throw paper towels and other objects into the toilet. Toilets should be flushed after each use.
- Taps should be turned off after each use. Water should not be left on under any circumstances
- Graffiti or defacing of washrooms is strictly forbidden. Students must not mark or scratch washroom walls and cubicles
- Students will not gather or meet at the washroom during recess or dismissals
- Standing on the fixtures, including toilet seats and sinks is forbidden
- Failure to follow washroom rules will result in disciplinary action by the Principal

34. Property Damage

Students are responsible to ensure that their desks are kept in good order. If your desk had been defaced or marked, you must report the damage to your teacher.

Students are responsible to ensure that they don't cause any damage to school property and equipment. In circumstances where a student is deemed to be responsible, either in whole or in part, for damage or defacement of the building, equipment, furnishing, or property of others, the student or parents will be asked to pay for repairs or replacement of such damaged property.

Vandalism and Break-ins

The school will not tolerate any acts of vandalism, break-ins and form of damage to the school and its property. Students cannot break, damage, or deface any part of their school or property. All damages will be reported immediately to the Principal. Students should be taught to respect their school and should report any persons performing acts of vandalism or damage.

In case of break-ins, criminal action will be taken. Theft will not be tolerated in the school. The students are forbidden to steal from fellow students, teachers, or other school employees. This will lead to disciplinary action by the principal or result in criminal charges.

Reporting Vandalism

The school is requesting support from all residents in reporting acts of suspicious nature or vandalism at all educational facilities. It is our goal to preserve, protect and care for our school. Let us all join in unity to protect and report any vandalism as following:

If you see a person on the roof;

If you see a person throwing objects at windows or doors;

If you see a person shooting weapons of any kind;

If you see a person destroying playground equipment;

If you see a person writing on walls, doors or windows at any education facility;

If you see a person committing any other suspicious acts

Call the police (807) 442-2570 or report the incident to the principal or Education Director.

35. School Fund-raising

The school will plan and carry out a fund-raising campaign every school year. Funds raised from the campaigns are to provide educational incentives to the students. Students will have the opportunity to engage and participate, providing they fellow and abide by the school's expectations and rules. Fund raising activities range from bingo, bake sales, auctions, book fairs, etc.

The school will set up a fund-raising committee and a separate account. They will determine how this money will be used. The staff will decide early in the year if a school trip will occur and which grades will take part. We encourage all parents to volunteer and assist in fund-raising activities and functions.

36. School Sports

The school will develop and establish positive acceptable sportsmanship in all area of school sports. Safety should always be the utmost priority in the sports in the sports.

Students can participate in any school sports providing he/she maintains acceptable behaviour and achievement in the school. School starts are for those students attending our school only.

37. School Trips

The school has been offering trips to students for incentive and educational reasons. All school trips should give students an opportunity to gain and secure a place through their commitment, dedication and achievement. School trips must have group travel insurance coverage by Education Authority. All students must have parent consent forms signed to participate.

38. School Telephone Use

The school telephone and fax machine are for the school proposes only and must not be used for personal calls unless in cases of family emergency. Students must have prior approval from the Principal or teacher and for emergency purposes only. Visitors or any contract maintenance worker must have Principal authorization to use the school phone. The school staff must be courteous, helpful and understanding at all times when conversing with parents by a telephone.

39. School Rules

All school rules should be similar in general, however, in the classroom all teachers and their students are required to establish classroom rules and consequences that they will abide by. The following lists school rules to be used as a guide:

- We will attend regularly, be on time and prepared for our class;
- We will show consideration, courtesy and respect to others and their property;
- We will walk quietly and safety to and from all activities;
- We will be cooperative with staff and other students;

- We will not use profane language (Native and English)
- We will not use inappropriate gestures to anyone;
- When entering the school, we will proceed quietly to our classroom;
- We will remove our shoes upon entering the school and carry them to our classroom;
- We will leave the school promptly at dismissal times;
- We will treat all school property with dignity, care and respect;
- We will behave according to the school behaviour policy;

All classroom rules should be visible and posted for everyone to see and read. Teachers are expected to enforce school rules at all times.

40. School Playground Expectations (Recess)

The following lists school expectations of all students to abide by during recess time. Classroom teachers will reinforce these expectations to his/her students. Students are expected to be responsible for their behaviour and actions.

Students will be taught these expectations:

- to use school and playground equipment properly and safely;
- to play safe games that will not harm or potentially endanger us and others;
- not to play games such as play fighting, tackle football, throwing snowballs and etc.;
- to respect the rights of other players in organized games and not to be disruptive;
- to stay within the school boundaries;
- to listen to the yard monitors, teachers and support staff;
- not to smoke outside the school;

41. School Telephone Listings

The school requires your assistance and support to maintain a consistent updated parent telephone list. It is important that parents provide the school with telephone numbers to be reached in case of emergencies involving your children.

42. School Equipment

All school equipment and multimedia items that belong to the school will remain in the school at all times. The equipment and materials are solely for the purpose of providing resources to the teachers and the support staff in their work with the children.

43. School Supplies

School supplies are strictly for the use of the school and it's programming. There are times when other community groups have requested supplies from the school. In order to have sufficient instructional materials at the school, we need to ensure that these supplies are used in the school only.

44. School Functions

Lydia Lois Beardy Memorial School encourages parental involvement, participation, and assistance in all school functions. All parents are invited to attend the functions anytime. It is good for your child to see you supporting him/her by attending school functions. School functions and activities will be scheduled throughout the year.

45. Smoking

Lydia Lois Beardy Memorial School is a smoke free public building. All staff is expected not to smoke on school grounds. Smoking is prohibited on school property, which includes the community gymnasium.

High School students may smoke behind the portable. Elementary students may not smoke on school grounds. We aim to support them in establishing healthy habits. Students who contravene the smoking policy will experience consequences.

46. Parent Roles and Responsibility

Parents are encouraged to:

- see that their children attend regularly, arrive on time, and are prepared for class;
- inform the school if your child will be absent from school and explain why, depending on the circumstances of the absence. Homework can be assigned;
- assist your child in completing their assignments: by providing time, space and encouragement;
- take an active role in your child's education: attend teacher conferences, school functions;
- have your child already for bus pick up. If the child misses the bus it is your responsibility to bring your child to school;
- explain the school rules and expectations to your child.

47. School Closures

The school will be closed upon approval of the Education Authority. The following reasons will constitute reasons for closure:

- more than 25% of students are absent due to illness;
- 50% of regular teaching staff are sick or ill;
- winter blizzard with a sub zero temperature (-45 degrees below zero);
- major maintenance problems such as heating, plumbing, and electrical problems;
- major contamination or fuel spills at or near the school;
- funeral service for community member – ½ day, usually in the afternoon;
- health concerns - at the advisement of the environmental health officer (Health Canada)

48. Teacher's Role and Responsibility

It is the duty of a teacher to:

- teach diligently and faithfully the classes or subjects assigned by the Principal;
- encourage the students in their educational pursuits;
- be part of the team - be cooperative and helpful among other staff;
- maintain proper order and discipline in his/her classroom and while on supervision for other school functions and activities;
- conduct his/her class in accordance with a timetable;
- participate in Professional Development days as designated by the Education Authority;
- ensure the student's safety and well-being;
- encourage and support the students in their goal to preserve, protect and restore their native culture, traditions and language.

Each teacher is provided an opportunity to establish his or her classroom structure and routines that provide the optimal learning. Teachers are encouraged to ask for assistance from parents, principal, peers, and support staff.

49. Supply Teachers

Lydia Lois Beardy Memorial School will hire supply teachers when a teacher is absent. We expect students to abide by the school rules to respect others. Supply teachers are performing a difficult task in that they are not familiar with the pupils, procedures and routines of the school. The cooperation of students is necessary for them to successfully carry out their assignments.

50. School Supervision and Responsibility

The school requests your support and understanding not to send your children too early because there is no yard supervision. If the weather is cold, children will be allowed to enter the school. Supervision is provided by the teachers and support staff for yard duty, which is set up by the Principal. This ensures the safety of the children.

Students are encouraged to go home as soon as possible after school and during lunch hour. The school cannot continue to be responsible for your child after school and during lunch hour unless they are participating in an extra-curricular activity. The school is not responsible for the care of a child once they leave the school grounds. Parents are encouraged to assume responsibility to check and ensure your child arrives safely. Any problems that a child encounters on their way home is the responsibility of the parents, not the school, unless your child is being transported by bus.

Students are not allowed to be in the gym or classroom unsupervised. Teachers or support staff are the approved supervisors for any school sponsored event or activity.

The school is responsible for the children only during school hours, recess time, assemblies, field trips, and school trips.

51. Suspensions

At times, a student's behaviour may be such that it prevents other students from learning. In these cases, the school may suspend the student. Participation in all school activities and functions is not allowed while a student is suspended. Students will be required to complete their assignments.

Out of school suspensions will be applied as stated in the disciplinary policy for the major offenses listed, when it would be more beneficial than an In-School suspension. The Principal may suspend a student for a fixed period of time. Automatic suspensions will be applied accordingly without any question. **The school will document all suspensions and will be filed in the student's personal file.**

52. School Entrance Ages

Any child whose fourth birthday falls on or before December 31st of the current school year, may enter Kindergarten Four program. Even though it is important for children to attend school, parents have the final decision as to whether their child will attend school. It is the responsibility of a parent/guardian to submit evidence that a child has a right to attend school. The parent/guardian must complete the student registration form to enrol a child at the school. The forms can be obtained at the school office.

School Admission Procedure

Although parents have the right to enrol their child at any school because education is a right that is provided to children, the Wunnumin Education Authority has adopted a process that will be applied and used by the school for all new admissions. New admissions from other communities will have to go through the same process; however, detailed information will be required as to student background, to assist us in preventing potential problems for our students and staff. The process is strict and formal. Our intention is not to prevent students from enrolment; rather, it is to ensure that our resources are capable of meeting any special needs a child may have.

The procedures will be applied by the school as per direction of the Wunnumin Education Authority of any new admissions:

- call the Education Counsellor or the Principal for an appointment;
- bring all the necessary child's personal information and documents;
- fill out the school admission form;
- provide all pertinent information that will help the teacher and school; name of the parents or guardian in the community;
- be prepared to sign a school commitment contract if required by the Wunnumin Education Authority;
- if the Principal cannot decide to enrol the child immediately, then contact the Wunnumin Education Authority;
- the Principal will request the student's O.S.R. immediately.

A school commitment contract is a standard practice applied by a school for any anticipated potential behaviour problems.

53. Transportation

The school provides daily transportation for all kindergarten 4 & 5. The school bus is regularly serviced for safety purposes. The driver will follow the school timetable for student pick up schedules. Parents can call the school to find out your child's pick up schedule.

For safety purpose, teachers are required to teach proper safety procedures and rules for riding a bus as part of a lesson or teaching unit in their program. We expect parents to explain to their child about safety procedures when they are being transported. The driver cannot watch the children while he is driving; therefore, children will be asked to stay in their seats and no screaming.

It is the parents decision whether to allow your child to use the bus service. Should you decide not to use the service, it will be your responsibility to bring your child to school.

If, for some reason, the bus is not operating, parents will be informed.

We encourage safe behaviour on the bus. Any serious type of disruptive behaviour could lead to a student losing the privilege of riding the bus.

54. Student Transfers

As soon as you know that your child is going to transfer out of Lydia Lois Beardy Memorial School, please inform the school. On the last day of attendance, return all school property such as books, sports equipment, texts, references and etc. A copy of your recent report card and transfer form will be issue by the principal. The student's Ontario School Record (ORS) will be requested by the student's next school.

55. Promotion Policy

Lydia Lois Beardy Memorial School is committed to providing opportunities for all students to successfully pass. Promotion from one grade to another will be based on academic achievement, age, attendance, attitude, social needs and educational goals. Students will be granted Promotion on their report cards when they have successfully mastered the program requirements of their grade. The students must have attended school regularly to be considered for the next grade.

Some students will be granted Conditional Promotion based on their proven potential to benefit from the next grade. The condition placed on the promotion is one in which the student must demonstrate success in the following grade he/she completes the extra remedial work required for the first three (3) months.

Some students will be granted a Transfer to the next grade if they are considered too old to repeat the grade or if the teacher feels there is nothing to be gained by having the student repeat. Transfer will also be granted to students with learning problems who would not benefit by repeating the grade.

Promotional Guidelines

- No student will repeat the same grade twice from grades kindergarten to ten;
- Normally, students (K-4 to grade 8) that miss twenty five instructional day will automatically fail;

- Certain repeating students could be recorded as Unable to Access due to chronic truancy but will be recorded in the school register;
- Students leaving the community to attend secondary level will be recommended for placement in an applied or academic program;
- Due to the new Ministry of Education Standards, the school will develop a transitional program for those senior students in grade eight that are not prepared to handle grade nine applied;
- In cases where the students are not promoted to the following grade, counselling and assistance will be provided by the Education Counsellor;
- The Education Director, the principal and Wunnumin Education Authority will review the promotion policy every year.

Student Progress Reports

Three (3) progress reports (November, February and June) are issued during the school year. The school is expected to arrange the best possible means to have the parents involved in the reporting of their child's progress. We encourage the students to be involved in the process so they too will have a clear understanding. The school will be using the following format:

- Parent and teacher interviews at the school;
- Parent and teacher interviews at the home;
- Student, parent and teacher interviews at the school;
- Student, parent and teacher interviews at the home;

Interviews

There will be times when a teacher will request an interview with a parent. Parents will be notified in advance of the conference. We encourage all parents to make every effort to attend these meetings. If you have any questions pertaining to your child's report card, please call the school anytime for an appointment with your child's teacher.

Ontario Student Records

The parents of a student have the right to have access to the student's OSR, until the student becomes an adult (age eighteen). Under both the Children's Law Reform Acts and the Divorce Act, 1985, the legal right of a non-custodial parent to have access to a child includes the right to make inquiries and to be given information concerning the child's health, education and welfare.

The Ontario Student Record (OSR) is a file folder maintained for each student registered at the school. The folder states the student's name, birth date, band number where applicable, and parent's names and band numbers.

It also includes the following:

- The Ontario Education Number (OEN)
- Early Identification Program (K to Gr.3 Report Cards)
- Student Transcripts (Grade 9/10/11/12)
- Report Cards - Elementary and Secondary

- Any additional information relevant to the instruction of the student (e.g. health data—hearing, vision, etc.)
- Violent incident reports

These documents will be transferred to another school when there is a formal request from the receiving school.

At the end of the school year, high school teachers need to enter the necessary details on the cover of the OSR for each student.

The school maintains an Office Index card separate from the OSR Folder.

The following components of the OSR will be retained for fifty-five years after a student retires from school:

- Reports Cards
- The documentation file, where applicable
- Additional information that is identified by the Education Authority as appropriate for retention

The following components of the OSR will be retained for fifty-five years after a student retires from school:

- The OSR folder
- The OST
- The office index card

The destruction of all or any part of the OSR when its retention is no longer required under this guideline will be effected under conditions that ensure the complete and confidential disposal of the record.

56. Visitors

Visitors are welcome at our school, however we ask that everyone report to the office first. The school encourages visitors to come to the school. Please make arrangements with the off, if you want to meet with a teacher or your child. Your understanding and cooperation is appreciated.

57. Usage of Educational Facilities

All request for the use or rental of any educational facilities or vehicles must be requested to the Wunnumin Education Authority for approval. Principal will be notified in advance if the school or classroom will be used or rented out; however, under no circumstances will the school be used during the instructional days.

- Lydia Lois Beardy Memorial School
- Gymnasium
- Grade nine/ten Portable
- Wahsa Learning Centre
- Teacherages

58. High School Information

Importance of a Secondary Education

It is a requirement that students remain in secondary school until the student reaches the age of 18 or obtains an Ontario Secondary School Diploma.

- It is the responsibility of the student to obtain missed assignments during their own time.
- Regular Attendance is vital to a student's education and leads to higher success rates.
- It is a parent's/guardian's responsibility to ensure that their children are at school as mandated in the Education Act.

Please note that due to Covid-19 measures this year LLBMS is working closely with our community Nursing Station and Pandemic Committee. Attendance statistics, specifically sick days and sick days with Covid-19 symptoms will be communicated with these agencies.

Individual Pathway Plan:

Starting in Grade 7 students will document their learning in education and career/life planning in a web-based Individual Pathway Plan (IPP). The IPP is the primary planning tool for students as they move through the grades towards their initial post-secondary destination. Ongoing development of the IPP also provides students with a valuable archive of their learning and a record of resources that will assist them in planning. Students are responsible for establishing and maintaining their Individual Pathway Plans. All IPPs will be created on the first day of school and will be updated at the beginning of every semester by individual students.

Individual Education Plan:

An I.E.P. identifies a student's specific learning expectations and outlines how the school will address these expectations through appropriate programs and services. It will also identify the methods by which the student's progress will be reviewed. An I.E.P. is not mandatory but can provide the student, parents/guardians and staff with a clearly identifiable program to assist any student who may be experiencing problems within the school. Individual Education Plans are drawn up through consultation with the parents/guardians, the student and the staff. These plans are reviewed with all parties on a regular basis and adjusted as required. A copy of the I.E.P. will be given to parents/guardians so that they become a part of the process.

Ontario Secondary School Diploma Requirements

Students must earn the following compulsory credits in order to obtain the Ontario Secondary School Diploma.

18 Compulsory (Credits required by all students)

- 4 credits in English (1 credit per grade)
- 3 credits in mathematics (at least 1 credit in Grade 11 or 12)
- 2 credits in science
- 1 credit in Canadian history (Grade 10)
- 1 credit in Canadian geography (Grade 9)
- 1 credit in the arts

- 1 credit in health and physical education
- 1 credit in French or Native Language
- 0.5 credit in career studies
- 0.5 credit in civics and citizenship
- 1 credit in Group 1
- 1 credit in Group 2
- 1 Credit in Group 3

12 Optional Credits

Students must earn 12 optional credits by successfully completing courses offered in their school's program and course calendar. Optional credits may include up to 4 credits earned through approved dual credit programs.

Group 1 Credits

- English (including the Ontario Secondary School Literacy Course)
- French as a second language
- Native languages
- First Nations, Métis, and Inuit studies
- Classical and International Languages
- Social Sciences and the Humanities
- Canadian and World Studies
- Guidance and Career Education
- Cooperative Education
- American Sign Language as a second language
- Langue des signes québécoise langue seconde

Group 2 Credits

- health and physical education
- the arts
- business studies
- French as a second language
- cooperative education
- American Sign Language as a second language
- Langue des signes québécoise langue seconde

Group 3 Credits

- science (Grade 11 or 12)
- technological education
- French as a second language
- computer studies
- cooperative education
- American Sign Language as a second language
- Langue des signes québécoise langue seconde

The following conditions apply to compulsory credit selections from the above three groups:

- In groups 1, 2, and 3, a maximum of 2 credits in French as a second language can count as compulsory credits, one from group 1 and one from either group 2 or group 3.
- A maximum of 2 credits in cooperative education can count as compulsory credits, selected from any of the above three groups.
- Please note that the Langue des signes québécoise langue seconde course is only available in French-language schools.

Literacy Graduation Requirement

This requirement is waived for students graduating in the 2021-22 school year. This requirement will be restored for students graduating in the 2022-23 school year.

All students must meet the secondary school literacy graduation requirement to earn their high school diploma.

For most students, this means passing the Ontario Secondary School Literacy Test (OSSLT).

Students who do not successfully complete the OSSLT have other opportunities to meet the literacy graduation requirement. Students can contact their school principal to find out about these options.

Community Involvement Hours

For students who are graduating in the 2021-2022 school year, we reduced the graduation requirement to a minimum of 20 hours of community involvement activities. The community involvement graduation requirement of 40 hours will be restored in 2022-23. Students working towards their OSSD should make sure they meet these graduation requirements in time for their graduating year.

Students can start accumulating their community involvement hours in the summer before entering Grade 9.

If approved by your school's principal, students may count the following towards their community involvement hours:

- up to 10 hours of paid employment if a student is 14 years or older and completes a reflection exercise demonstrating how their work contributed to their community
- community involvement during school time, for example, walking a younger child to and from school or helping younger siblings with school work
- duties normally performed at home, for example, helping an elderly relative with errands or providing after school care for a sibling

Students under 18 years old should consult with their parents to plan and select their community involvement activities, according to ministry guidelines. Students should also

speak to their guidance counsellor about other ways their school could allow them to earn community involvement hours this year.

The community involvement requirement is designed to provide students with the opportunity to develop awareness and understanding about civic responsibility. Students can actively participate in supporting and strengthening their communities. It also provides the opportunity for students to learn more about themselves and possible career opportunities.

What is a Credit?

A credit is granted in recognition of the successful completion of a course that has been scheduled for a minimum of 110 hours. Credits are granted by a principal on behalf of the Minister of Education and Training for courses that have been developed or approved by the ministry. A half credit may be granted for each 55-hour part of a 110-hour ministry-developed course. Half-credit courses must comply with ministry requirements as outlined in the curriculum policy documents. Partial credits may be granted for the successful completion of certain locally developed courses.

Substitutions for Compulsory Courses

In order to allow flexibility in designing a student's program and to ensure that all students can qualify for the secondary school diploma, substitutions may be made for a limited number of compulsory credit courses using courses from the remaining courses offered by the school that meet the requirements for compulsory credits. To meet individual students' needs, principals may replace up to three of these courses (or the equivalent in half courses) with courses from the remainder of those that meet the compulsory credit requirements. In all cases, however, the sum of compulsory and optional credits will not be less than thirty for students aiming to earn the Ontario Secondary School Diploma and not less than fourteen for those aiming to earn the Ontario Secondary School Certificate. Substitutions should be made to promote and enhance student learning or to meet special needs and interests. The decision to make a substitution for a student should be made only if the student's educational interests are best served by such substitution. If a parent or an adult student requests a substitution, the principal will determine whether or not a substitution should be made. A principal may also initiate consideration of whether a substitution should be made. The principal will make his or her decision in consultation with the parent or adult student and appropriate school staff. In cases where the parent or adult student disagrees with the decision of the principal, the parent or adult student may go to the Lydia Lois Beardy Memorial Board of Education to review the matter. Each substitution will be noted on the student's Ontario Student Transcript.

Policy and Procedure for Waiving of Prerequisites

Any prerequisites that are considered to be appropriate are stated in the Lydia Lois Beardy Memorial High School Handbook. In cases where individual students or parents request exemption from a prerequisite course, the principal of Lydia Lois Beardy Memorial High School will rule on the request, with the exception of courses in English and mathematics. For example, a student must earn ENG 1P0 (i.e., prerequisite) to enroll in ENG 2P0. In the case where a prerequisite is waived, a Letter for Waiving Prerequisites is completed by the principal and is filed in the OSR for future reference.

Prior Learning Assessment and Recognition

Prior Learning Assessment and Recognition (PLAR) process is the formal evaluation and credit-granting process whereby students may obtain credits for prior learning. Students may have their knowledge and skills evaluated against the expectations outlined in provincial curriculum policy documents in order to earn credit towards the secondary school diploma. Students interested in more information on PLAR may speak to the principal at least one week prior to the start of a new semester.

Course Codes

- All courses are designated by a 5-digit code (i.e. ENG 2P, MPM 1D, CGE 3E, MTT 4G):
- The first three characters of the course codes are those given in the ministry's list of common course codes to indicate the subject.
- The fourth character indicates the grade of a course, as follows:
 - 1 (Grade 9),
 - 2 (Grade 10),
 - 3 (Grade 11),
 - 4 (Grade 12).
- For courses in English Literacy Development and Native languages only, it indicates the level of a course, as follows:
 - A (Level 1),
 - B (Level 2),
 - C (Level 3),
 - D (Level 4),
 - E (Level 5).
- The fifth character indicates the type of course, as follows:
 - D (academic),
 - P (applied),
 - O (open),
 - E (workplace preparation),
 - L (locally developed),
 - C (college preparation),
 - U (university preparation),
 - M (university/ college preparation),
 - T (transfer).
- Course codes beginning with "K" indicate courses consisting of alternative expectations, which do not lead to credits. These codes are structured somewhat differently: the fourth character indicates the year of attendance in secondary school (A for the first year, B for the second, etc.); and the fifth character N, indicates a non-credit course.

Understanding Course Types

All schools will offer both a sufficient number of courses and courses of appropriate types to enable students to meet the diploma requirements. Schools are not expected to offer all courses in all course types.

The types of courses available in the secondary school program are described below. In Grades 9 and 10, three types of courses are offered:

- academic courses,
- applied courses,
- open courses.

Academic courses emphasize theory and abstract problems. Applied courses focus on practical applications and concrete examples. Both types of courses set high expectations for students while preparing them for studies in the senior grades. Open courses are described below.

In Grades 11 and 12, courses offered to prepare students for their postsecondary destinations include:

- university preparation courses,
- university/college preparation courses
- college preparation courses,
- workplace preparation courses,

Open courses are also offered in Grades 11 and 12

Open courses, offered in all secondary school grades, are designed to prepare students for further study in certain subjects and to enrich their education generally. Like the other types of courses, open courses are credit-based and are counted towards the 30 credits required to meet diploma requirements.

Transfer courses, available in Grades 10, 11, and 12, offer students a means of transferring from one type of course to another if their interests and goals change during secondary school. Like the other types of courses, transfer courses are credit-based and are counted towards the 30 credits required to meet diploma requirements.

Locally Developed courses are not described in the ministry curriculum policy document. Students with widely ranging levels of competency may require this type of course; some of these students may be up to four years behind grade level with significant gaps in knowledge, conceptual understandings, and skills. The locally developed courses support students in developing and enhancing strategies that they need to develop skills and confidence to use these skills in their day-to-day lives.

59. LLBMS 2021/2022 High School Timetable

Semester 1

Time	Monday	Tuesday	Wednesday	Thursday	Friday
Period One 9:00 am - 10:20 am	LNAAO – LNOAO (Rm 1) PPZ3O (Rm 2)	LNAAO – LNOAO (Rm 1) PPZ3O (Rm 2)	LNAAO – LNOAO (Rm 1) PPZ3O (Rm 2)	LNAAO – LNOAO (Rm 1) PPZ3O (Rm 2)	LNAAO – LNOAO (Rm 1) PPZ3O (Rm 2)
Period Two 10:30 am - 12:00 pm	AVI1O (Rm 1)	AVI1O (Rm 1)	AVI1O (Rm 1)	AVI1O (Rm 1)	AVI1O (Rm 1)
LUNCH 12:00 pm - 1:00 pm	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
Period Three 1:00 pm - 2:20 pm	CGC1P (Rm 1)	CGC1P (Rm 1)	CGC1P (Rm 1)	CGC1P (Rm 1)	CGC1P (Rm 1)
Period Four 2:30 pm to 3:50 pm	CHC2P (Rm 1)	CHC2P (Rm 1)	CHC2P (Rm 1)	CHC2P (Rm 1)	CHC2P (Rm 1)
Period Five 3:45 pm - 6:15 pm			Homework Help		

Students have the option to take the below-listed course as an Independent Study Course

- Discovering the Workplace - GLD2O
- Science 10, Applied - SNC2P

Semester 2

Time	Monday	Tuesday	Wednesday	Thursday	Friday
Period One 9:00 am - 10:20 am	LNAAO – LNOAO (Rm 1) SNC2P(Rm 2)	LNAAO – LNOAO (Rm 1) SNC2P(Rm 2)	LNAAO – LNOAO (Rm 1) SNC2P(Rm 2)	LNAAO – LNOAO (Rm 1) SNC2P(Rm 2)	LNAAO – LNOAO (Rm 1) SNC2P(Rm 2)
Period Two 10:30 am - 12:00 pm	MFM1P/MFM2P (Rm 1) MEL3E (Rm 2)	MFM1P/MFM2P (Rm 1) MEL3E (Rm 2)	MFM1P/MFM2P (Rm 1) MEL3E (Rm 2)	MFM1P/MFM2P (Rm 1) MEL3E (Rm 2)	MFM1P/MFM2P (Rm 1) MEL3E (Rm 2)
LUNCH 12:00 pm - 1:00 pm	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
Period Three 1:00 pm - 2:20 pm	CHV2O/GLC2O (Rm1)	CHV2O/GLC2O (Rm1)	CHV2O/GLC2O (Rm1)	CHV2O/GLC2O (Rm1)	CHV2O/GLC2O (Rm1)
Period Four 2:30 pm to 3:50 pm	ENG1P/ENG2P (Rm 1)	ENG1P/ENG2P (Rm 1)	ENG1P/ENG2P (Rm 1)	ENG1P/ENG2P (Rm 1)	ENG1P/ENG2P (Rm 1)
Period 5 4:00 pm - 5:30pm	HFN1O (School Kitchen)	HFN1O (School Kitchen)	HFN1O (School Kitchen) Homework Help (Rm 1 - 3:45-6:15)	HFN1O (School Kitchen)	

Students have the option to take "Discovering the Workplace" - GLD2O as an Independent Study Course

Please note that CHV2O and GLC20 are 0.50 Credits. Each run for half the semester. Civics & Citizenship (CHV2O) will run from Jan 24 2022 - April 22, 2022 and Career Studies (GLC20) will run from April 25th 2022- June 17th 2022.

60. Descriptions of High School Courses Offered 2021-2022

Semester 1

Course Code	Course Name/Level	Period	Description
LNAAO – LNOAO	Native Language Level 1 – Oji Cree Open	1	Students will expand their vocabulary and knowledge of phrases and expressions, using simple dialogues, narrative writing, grammatical constructions, and reading, and to exchange information electronically.
PPZ3O	Health for Life, 11 Open	1	This course enables students to examine the factors that influence their own health practices and behaviours as well as those factors that contribute to the development of healthy communities. It emphasizes the concept of wellness, which addresses all aspects of well-being – physical, cognitive, emotional, spiritual, and social – and promotes healthy eating, physical activity, and building and maintaining a positive sense of self. Students will develop the skills necessary to make healthy choices and create a personal wellness plan. They will also design initiatives that encourage others to lead healthy, active lives. The course prepares students for college programs in health sciences, fitness, wellness, and health promotion.
AV11O	Visual Arts, 9 Open	2	This course is exploratory in nature, offering an overview of visual arts as a foundation for further study. Students will become familiar with the elements and principles of design and the expressive qualities of various materials by using a range of media, processes, techniques, and styles. Students will use the creative and critical analysis processes and will interpret art within a personal, contemporary, and historical context.
GCG1P	Canadian Geography, 9 Applied	3	This course focuses on current geographic issues that affect Canadians. Students will draw on their personal and everyday experiences as they explore issues relating to food and water supplies, competing land uses, interactions with the natural environment, and other topics relevant to sustainable living in Canada. They will also develop an awareness that issues that affect their lives in Canada are interconnected with issues in other parts of the world. Throughout the course, students will use the concepts of geographic thinking, the geographic inquiry process, and spatial technologies to guide and support their investigations.
CHC2P	Canadian History, 10 Applied	4	This course focuses on the social context of historical developments and events and how they have affected the lives of people in Canada since 1914. Students will explore interactions between various communities in Canada as well as contributions of individuals and groups to Canadian heritage and identity. Students will develop their ability to apply the concepts of historical thinking and the historical inquiry process, including the interpretation and analysis of evidence, when investigating the continuing relevance of historical

			developments and how they have helped shape communities in present-day Canada
GLD20	Discovering the Workplace ,10 Open	IS	This course provides students with opportunities to discover and develop the workplace essential skills and work habits required to be successfully employed. Students will develop an understanding of work through practical hands-on experiences in the school and in the community, using real workplace materials. They investigate occupations of interest through experiential learning opportunities, such as worksite visits, job shadowing, work experience, simulations, and entrepreneurial projects. This course helps students make plans for continued learning and work.
SNC2P	Science, 10 Applied	IS	Students will design and conduct investigations into everyday problems and issues related to ecological sustainability, chemical reactions, weather systems, and motion.

Semester 2

Course Code	Course Name	Period	Description
LNAAO – LNOAO	Native Language Level 1 – Oji Cree Open	1	Students will expand their vocabulary and knowledge of phrases and expressions, using simple dialogues, narrative writing, grammatical constructions, and reading, and to exchange information electronically.
SNC2P	Science, 10 Applied	1	Students will design and conduct investigations into everyday problems and issues related to ecological sustainability, chemical reactions, weather systems, and motion.
MFM1P	Foundations of Mathematics, 9 Applied	2	This course enables students to develop mathematical ideas and methods through the exploration of applications, the effective use of technology, and extended experience with hands-on activities
MFM2P	Foundations of Mathematics, 10 Applied	2	This course enables students to consolidate their understanding of linear relations and extend their problem solving and algebraic skills through investigation, the effective use of technology, and hands-on activities. Students will develop and graph equations in analytic geometry; solve and apply linear systems, using real-life examples; and explore and interpret graphs of quadratic relations.
MEL3E	Math for Everyday Life, 11 Workplace	2	This course enables students to broaden their understanding of mathematics as it is applied in the workplace and daily life. Students will solve problems associated with earning money, paying taxes, and making purchases; apply calculations of simple and compound interest in saving, investing, and borrowing; and calculate the costs of transportation and travel in a variety of situations. Students will consolidate their mathematical skills as they solve problems and communicate their thinking

CHV2O	Civics & Citizenship, 10 Open	3	This course explores rights and responsibilities associated with begin an active citizen in a democratic society. Students will explore issues of civic importance....while developing their understanding of the role of civic engagement and of political processes in the local, national, and/or global community. Students will apply the concepts of political thinking and the political inquiry process to investigate, and express informed opinions about, a range of political issues and developments that are both of significance in today's world and of personal interest to them.
GLC2O	Career Studies Open	3	This course teaches students how to develop and achieve personal goals in education and work and contribute to their communities.
ENG1P	English, 9 Applied	4	This course is designed to develop the key oral communication, reading, writing and media literacy skills students need for success in secondary school and daily life. Students will read, interpret, and create a variety of informational literacy, and graphic texts.
ENG2P	English, 10 Applied	4	This course is designed to extend the range of oral communication, reading, writing, and media literacy skills that students need for success in secondary school and daily life. Students will study and create a variety of informational, literary, and graphic texts.
HFN1O	Foods & Nutrition, 9 Open	5	This course explores the factors that affect attitudes and decisions about food, examines current issues of body image and food marketing, and is grounded in the scientific study of nutrition. Students will learn how to make informed food choices and how to prepare foods, and will investigate our Canadian food heritage and food industries, as well as global food issues. The course also intrudes students to research skills related to food and nutrition.
GLD2O	Discovering the Workplace ,10 Open	IS	This course provides students with opportunities to discover and develop the workplace essential skills and work habits required to be successfully employed. Students will develop an understanding of work through practical hands-on experiences in the school and in the community, using real workplace materials. They investigate occupations of interest through experiential learning opportunities, such as worksite visits, job shadowing, work experience, simulations, and entrepreneurial projects. This course helps students make plans for continued learning and work.

Accessing the Curriculum Documents

Parents and students can access the Ontario Secondary School Curriculum Documents here:

<http://www.edu.gov.on.ca/eng/curriculum/secondary/subjects.html>

Course Change Deadlines Once classes have commenced, the deadline for any class or timetable changes is 10 school days from the beginning of each semester. Parents must consent to any changes involving compulsory courses and/or changes in course type (ie.s Academic to Applied).

Course of Study The courses offered by Lydia Lois Beardy Memorial High School have been developed according to the requirements of the Ministry of Education and Training. The ministry inspects our high school annually and a part of this inspection includes a review of courses of study.

Copies of courses of study for all courses offered at Lydia Lois Beardy Memorial High School are available for perusal by students and parents/guardians. For more information, please contact the individual subject teacher or the principal.

**In the first week of each semester, students are given a course syllabus that includes a description of the course structure, overall expectations, information on evaluation, and major test and project dates.

Procedure for Transfer Courses A transfer course is a partial-credit course that bridges the gap between courses of two different types in the same subject and grade. Students who revise their educational and career goals and who wish to change from one destination-related stream to another in a particular subject may often do so by taking a transfer course. Transfer courses enable students to achieve the expectations not covered in one course type but required for entry into a course in the next grade. For example, the prerequisite for the Grade 11 university preparation course in English is the Grade 10 academic course in English. A student who is taking the applied English course in Grade 10 but who decides to enter the university preparation course in Grade 11 may do so by taking a transfer course. Transfer courses will be offered for students who wish to change from one course type to another in the same subject between Grade 10 and Grade 11 or between Grade 11 and Grade 12. A transfer course can be taken as a summer course or as an independent-study or partial-credit course within school hours.

Procedure for Changing Course Types A student may be identified as requiring a change in course type by a teacher, parent/guardian or guidance counsellor. Requests for changing course type may be initiated by the parent/guardian, principal or student. The student and parent (if student is under the age of 18, unless the student is 16 years of age and is self-supporting) are required to complete a Letter of Agreement for Changing Course Type Form. This form will also indicate whether a transfer credit course is required in order to allow for the change in course type (e.g., from Applied to Academic). This form can be obtained from the Lydia Lois Beardy Memorial High School Guidance Department. Upon review, the principal may change the course type of those listed as compulsory courses. A copy of this document will be filed in the student's OSR. If a student transfers to another school, a copy of this document will accompany the transfer application.

61. Other Graduation Paths Beyond the OSSD

Ontario Secondary School Certificate (OSSC)

The Ontario Secondary School Certificate (OSSC) will be granted, on request, to students who are leaving secondary school upon reaching the age of eighteen without having met the requirements for the Ontario Secondary School Diploma. To be granted an OSSC, a student must have earned a minimum of 14 credits, distributed as follows.

7 required compulsory credits

- 2 credits in English
- 1 credit in mathematics
- 1 credit in science
- 1 credit in Canadian history or Canadian geography
- 1 credit in health and physical education
- 1 credit in the arts, computer studies, or technological education
- 7 required optional credits

The Certificate of Accomplishment

Students who are leaving secondary school upon reaching the age of eighteen without having met the requirements for the Ontario Secondary School Diploma or the Ontario Secondary School Certificate may be granted a Certificate of Accomplishment. The Certificate of Accomplishment may be a useful means of recognizing achievement for students who plan to take certain kinds of further training, or who plan to find employment directly after leaving school. The Certificate of Accomplishment is to be accompanied by the student's Ontario Student Transcript. For students who have an Individual Education Plan (IEP), a copy of the IEP may be included.

62. High School Assessment Policy

Assessment and Evaluation of Student Achievement

The primary purpose of assessment and evaluation is to improve student learning. Information gathered through assessment helps teachers to determine students' strengths and weaknesses in their achievement of the curriculum expectations in each course. This information also serves to guide teachers in adapting curriculum and instructional approaches to students' needs and in assessing the overall effectiveness of programs and classroom practices. Assessment is the process of gathering information from a variety of sources (including assignments, demonstrations, projects, performances, and tests) that accurately reflects how well a student is achieving the curriculum expectations in a course.

As part of assessment, teachers provide students with descriptive feedback that guides their efforts towards improvement. Evaluation refers to the process of judging the quality of student work on the basis of established criteria and assigning a value to represent that

quality. In Ontario secondary schools, the value assigned will be in the form of a percentage grade.

Assessment and evaluation will be based on the provincial curriculum expectations and the achievement levels outlined in the curriculum policy document for each discipline. In order to ensure that assessment and evaluation are valid and reliable, and that they lead to the improvement of student learning, teachers must use assessment and evaluation strategies that:

- address both what students learn and how well they learn;
- are based both on the categories of knowledge and skills and on the achievement level descriptions given in the achievement chart that appears in the curriculum policy document for each discipline;
- are varied in nature, administered over a period of time, and designed to provide opportunities for students to demonstrate the full range of their learning;
- are appropriate for the learning activities used, the purposes of instruction, and the needs and experiences of the students;
- are fair to all students;
- accommodate the needs of exceptional students, consistent with the strategies outlined in their Individual Education Plan;
- accommodate the needs of students who are learning the language of instruction;
- ensure that each student is given clear directions for improvement;
- promote students' ability to assess their own learning and to set specific goals;
- include the use of samples of students' work that provide evidence of their achievement;
- are communicated clearly to students and parents at the beginning of the course and at other appropriate points throughout the course.

Academic Dishonesty

Cheating occurs when a student obtains or assists others in obtaining credit for work that is not his/her own. Plagiarism is the act of appropriating the ideas, language or work of another, and passing them off as one's own product.

Examples of cheating and/or plagiarism include, but are not limited to, the following:

- Copying from another student's test or helping another student during a test.
- Providing or accepting information regarding specific test content.
- Submitting another person's work as one's own.
- Stealing copies of tests or answer keys.
- Copying another student's homework, test, quiz, project, book report, assignment, or take-home test.
- Allowing another student to copy a test, homework assignment, quiz, project, book report, assignment, or take-home test.
- Presenting or Cutting & Pasting materials taken from sources, such as books, periodicals, newspapers, or the Internet without appropriate documentation & works cited.
- Changing answers on a test, assignment, or project after grading.
- Changing grades in a grade book or altering a computer-grading program.
- Using programmable calculators in a manner not specified by the teacher.

If a student or parent has a concern about whether a particular behaviour is ethical, he or she should discuss the behaviour with the teacher prior to taking such action.

Cooperative Learning is a recognized and beneficial instructional practice. When this practice is acceptable to the teacher, the teacher's expectations must be clearly explained. If not clearly delineated as approved, the copying of academic work will be considered cheating.

Consequences of Academic Dishonesty

First Offence

- No academic credit for educational product
- Parent contact by teacher
- Notification by teacher to counsellor or principal

Second Offence

- No academic credit for educational product
- Conference with parent, teacher, and student
- Notification by teacher to counsellor & principal
- Notification of student status to student's other teachers by counsellor

Third Offence

- Student dropped from class with a failing grade
- Students who provide their work to other students, allow others to copy, or complete work for others will be subjected to severe disciplinary action

Examinations

Formal final examinations will be scheduled at the end of each semester. The examination periods are part of the school year. Students should not accept employment, training or other commitments until after the last day of examinations. Students will write a comprehensive final examination in many courses. In these courses, the final examination is a requirement for credit

A few courses do not have formal final examinations on the schedule. Many of these courses have performance examinations during regular class time prior to the scheduled examinations. It is the student's responsibility to be present and on time for all examinations.

Students late for an examination will not be permitted to write the exam. Students who miss an examination due to extenuating circumstances will have to apply for a rewrite to an Examination Appeal committee, which includes their teacher, a guidance counsellor, and the principal. Students who are ill for an examination must submit a doctor's note.

Report Cards and Reporting Periods

Lydia Lois Beardy Memorial High School uses the Ministry of Education and Training's Provincial Report Card for all formal reporting purposes. You can find a blank copy of this

report card here:

http://www.edu.gov.on.ca/eng/document/forms/report/card/HS_Semester_First.pdf and here: http://www.edu.gov.on.ca/eng/document/forms/report/card/HS_Semester_Final.pdf

To communicate student development to parents and learners, teachers prepare first mid-term report will be ten weeks after the commencement of school in September, and a final report at the end of the first semester in January.

A second mid-term report will be sent out ten weeks after the commencement of second semester, and a final report at the end of the second semester in June.

Copies of these reports will also be placed in the student's Ontario Student Record (OSR). A progress report will also be produced for a student at the time of his or her transfer to another school if requested. Student achievement must be communicated formally to students and parents by means of the Provincial Report Card, Grades 9–12.

The report card documents the student's achievement in every course, at particular points in the school year or semester, in the form of a percentage grade. It also includes teachers' comments on the student's strengths and weaknesses, specifying the areas in which improvement is needed and the ways in which it might be achieved. The report card contains separate sections for recording attendance and for evaluating the student's learning skills in every course.

Resources Used Writing/Editing the High School Portion of this Handbook

Wiikwemkoong High School Student Hand Book - <https://22.files.edl.io/1c81/04/23/20/192310-85c8305f-8c4a-4971-9538-740778ad5a54.pdf>

Nbisiing Secondary School Student Handbook - https://f17758df-8103-4e58-bac3-86e6825e4b55.filesusr.com/ugd/cd6a6e_b48d599d409243698a68d48e89958b1f.pdf

The Ontario Curriculum: Secondary - www.edu.gov.on.ca/eng/curriculum/secondary/subjects.html

Graduation Requirements - <http://edu.gov.on.ca/extra/eng/ppm/graduate.pdf>

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