



Port Colborne High School

...your community high school

Tradition - Community – Innovation

2016 - 2017

211 Elgin Street
Port Colborne, ON L3K 3K4
Phone: 905 835 1186 Fax: 905 835 1085
website: www.porthigh.dsbm.org

Attendance: 905 835 9258

Administration

PrincipalMs. Ann Kennerly
Vice-PrincipalMr. Roy Zuccarello

Student Services

Head of GuidanceMr. Barclay Walker
Head of Student AchievementMr. Frank Balogh
Youth CounsellorMr. Dave Krar
Social Worker.....Ms. Naomi Petendra
Guidance SecretaryMs. Laurie Maxemuck

Main Office Secretaries

Administrative Secretary.....Ms. Laura Wickham-Jones
Attendance Secretary.....Ms. Jessica Carthew



Welcome to Bear Country!

Port Colborne High School has a tradition of academic excellence and is the only community high school serving the students and families of Port Colborne and Wainfleet. Blue Bears seek to maintain our traditions while embracing innovation to prepare for the future.

School Day Schedule		
Period One	8:25 am - 9:40 am	
Period Two	9:45 am - 11:00 am	
Lunch	11:00 am - 11:45 am	
Period Three	11:45 am - 1:00 pm	
Period Four	1:05 pm - 2:20 pm	

Important Dates for 2016 - 2017



<u>Semester One</u>	<u>Semester Two</u>
Sept. 6 thFirst Day of School	Feb. / March T/B/A HIGH SCHOOL MUSICAL
Sept. 29 thPep Rally, Terry Fox Walk & BBQ	Feb. 1 stCollege Applications Due
Sept. 16 thEarly Release Day	Feb. 3 rdPD Day
Sept. 20 thParent Advisory Council	Feb. 6 thFirst Day of Semester 2
Sept. 14 thPhoto Day	Feb. 17 th PD Day
Oct 6 thHonour Roll Banquet	Feb. 20 thFamily Day Holiday
Oct. 7 thPD Day	March 13 th - 17 th March Break Holidays
Oct.10 thThanksgiving Holiday	March 22 nd Anecdotal Reports Handed Out
Oct.17 thAnecdotal Reports Handed Out	March 30 thOSSLT Day
Oct. 21 stPhoto Retakes	April 6 thParent Teacher Interviews
Oct. 20 thParent Teacher Interviews	April 28 thMid-term Report Cards Mailed
Nov. 2 ndTake Our Kids to Work Day	April 14 thGood Friday Holiday
Nov. 18 thPD Day	April 17 thEaster Monday Holiday
Nov. 18 thMid-term Report Cards Mailed	May 17 thSemester 2 Arts Showcase
Nov. 29 thPCHS 8 Open House	May 19 th PD Day
Dec. 1 stChristmas Semi-Formal	May 22 ndVictoria Day Holiday
Dec. 5 th - 9 thGraduate Photos	May 26 thGrad Breakfast
Dec. 21 stSemester 1 Arts Showcase	June 1 stAwards Assembly
Dec. 26 th - Jan. 6 thChristmas Holidays	June 22 nd - 28 thSemester 2 Exams
Jan. 9 thFirst Day of Classes for 2017	June 28 thLast Day of School
Jan. 11 thUniversity Applications Due	June 29 thCommencement at 6:00 p.m.
Jan. 27 th - Feb. 2 ndSemester One Final Exams	June 29 thPD Day
	June 30 thPD Day



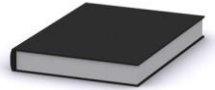
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Age of Majority

Students who have attained the age of 18 are treated as adults in the educational setting. Reports regarding attendance and achievement are issued directly to the student and notes or phone calls from parents regarding absences are not required. Additionally, parents should be aware that the automatic phone system for student absence does not call the homes of age of majority students. Students over the age of 18 are permitted and expected to take responsibility for their attendance and achievement. They may sign themselves in and out at the Attendance office without parental permission. Students are reminded, however, that with age and privilege comes responsibility. Being 18 doesn't mean that students can sign in and out without reason. Also, students are responsible for the consequences of their decisions.



Attendance

One of the major objectives of Port Colborne High School is to prepare young people to become productive, self-reliant members of society. A very important component of this preparation is the ability to accept responsibility related to the successful completion of academic studies. This can only be accomplished if a student is in attendance on a very regular basis.

Students are expected to attend school regularly. Failure to do so will result in: referral to attendance/youth counsellors, parental interviews, make up of work missed, removal from class/credit when absence is chronic, removal of extra-curricular and co-curricular participation privileges and withholding/withdrawal of letters of recommendation when there are chronic attendance problems.

CLASS ABSENCE

1. Students are expected to attend all classes on time and regularly.
2. The only acceptable reasons for absenteeism and lateness are the following:
 - Personal illness
 - Religious observance
 - Approved school activities
 - Dental and medical appointments
 - Legal and immigration appointments
 - Family emergency

Persistent sleeping in or missing the bus will not be an acceptable reason for absence and may result in progressive disciplinary measures.

3. Parents are asked to **call the Attendance Secretary at 905-835-9258 if their son/daughter will be absent that day.** There is an automated answering service available 24 hours per day. Please call at any time and leave your message. If a call cannot be made, please send a note outlining the reason for the absence upon his / her return to school.
4. The school will contact the home every time a student is absent from school. This will come as a recorded call from our automated system. If no parental contact is made and the student's reason for absence is unknown, an attendance slip will be issued to the student. Failure to do so may result in being marked truant.
5. All students who have not informed the school of a valid reason for their absence (PARENTAL NOTE OR CALL) **must report to the Attendance Secretary before 8:15 a.m. on the morning of their return.** Students 18 years of age and over must report to the Attendance Secretary on the morning of their return as well.

Buses

All bus company personnel are to be treated with the same respect given to school personnel. Unruly behaviour reported to the school by bus personnel will be dealt with by school administration. Parents will be contacted in these matters. All rules of the bus company must be followed. Bus transportation is a privilege and not a right and therefore privileges could be revoked. Students wishing courtesy transportation who are not scheduled on a bus route must see administration to apply for permission from the Board. Concerns about transportation should be reported to Port High at 905-835-1186.



“Students are not to drive to school sponsored trips/activities/events unless this has been approved by Administration prior to the event.”

Code of Conduct

All staff and students of Port Colborne High School are expected to adhere to the intrinsic principles of *The Canadian Charter of Rights and Freedoms* by respecting diversity and promoting equality. The environment at Port Colborne High School should be a place where all students can learn with a sense of security and freedom from harm. Teachers and students try always to respect the rights, property and opinions of others. The development of responsibility within this framework is essential to student growth and an environment conducive to learning.

- Students are expected to exercise self-discipline, be courteous to fellow students and obedient and courteous to all teachers, office staff and support staff.
- Students are expected to follow Board and School rules.
- Students are expected to be responsible for their conduct while on the school premise or while traveling on school buses or on a school field trip.
- Students are expected to wear safety glasses where machinery is in operation and in laboratories where experiments are in progress.
- Students with long hair are expected to secure it safely when necessary, for example in a tech shop or culinary arts class.

Consequences of Behaviour Code and Attendance Violations

Normally, students will proceed through a range of consequences. The primary aim will be to eliminate the misbehaviour and to promote student self-discipline. Any consequence will remain in effect for a fixed period of time. A range of consequences will not be followed in cases of serious misbehaviours. Serious misbehaviours will result in immediate suspension.

1. Warning from the teacher
2. Detention
3. Interview with the administration
4. Behaviour contract
5. Attendance contract
6. Controlled timetable
7. Parental contact / interview
8. Loss of school privileges
9. Removal from course
10. Program change
11. Suspension from school
12. Expulsion
13. Police or other agency contact

Dress Code

At Port Colborne High School, it is the belief that student and staff dress should be appropriate to an academic setting, create a separation between the street and the school, and contribute to an overall positive image of our school.

In order to create a consistent approach to school dress between the elementary and secondary schools of Port Colborne and to enhance an educational environment and tone conducive to the achievement of excellence, the following rules concerning student dress have been adopted and will be applied to both male and female attire.

The dress code followed by the school has been determined by the District School Board of Niagara and will have minimum impact or influence on most students since the vast majority of students presently dress in a fashion that complies with these rules. The stated rules serve to answer questions and confirm decisions made by teachers, students and parents about appropriate school dress.

Teachers will refer students with questionable attire to the administration. All final decisions concerning the appropriateness and consequences of student attire will be made by the school administration.

1. Hats or head-coverings (bandanas, head bands, kerchiefs, wave caps, hoods, visors, etc.) are to be removed before entering the school or participating in school field trips or activities. Face coverings (ie: full face masks or full face paint) are prohibited.
This social and traditional sign of respect and courtesy is not only a point of established Canadian etiquette, but has also proven to be a good security practice which allows quick and easy identification of students and/or trespassers. Headdresses or head coverings worn for religious purposes are exempt.
2. Blouses, shirts or tops that reveal bare midriffs or undergarments, or that have spaghetti straps or revealing necklines are not to be worn in PCHS classes, hallways, during class activities or on field trips. Halter-tops, tube tops, muscle shirts, see-through or mesh tops (unless worn with an undershirt) are not to be worn.
3. Shorts and skirts are to be of a length that is appropriate to a school environment and that does not reveal undergarments in the normal range of movement. An appropriate guide is the length of your arms with fingers extended.
4. Low riding pants, shorts and skirts are to be worn above the hip points and in such a fashion that undergarments are not revealed.
Such immodest dress (as outlined in numbers 3, 4, and 5), although fashionable outside the school environment, is not conducive to creating an environment that has education as its central focus. The school's role is to encourage self-respect, positive school tone and student interaction alongside traditional education and career preparation.

5. Clothing which advertises or promotes alcoholic beverage, drugs, violence or racism or that displays obscene, distasteful or hurtful messages is not to be worn in PCHS or during any of its activities or field trips.

Healthy lifestyles and a positive school culture and tone are integral to the creation and enhancement of a school environment committed to the achievement of personal and academic excellence.

6. Metal spiked studded collars, wristbands etc. and hardware chains (used as wallet chains or jewelry) are not to be present in the school, or on school sponsored field trips or activities.

These items may pose a safety risk to the wearer or to others. Also, these items can serve as open displays of potential weapons and contribute to an intimidating school atmosphere.

7. All clothes are to be clean and in good repair, free from holes and tears.

8. Footwear appropriate to the subject area or activity must be worn at all times. Open toe shoes are not permitted in the shop areas.

Safety and health must always be a major school concern.

9. No gang associated clothing, symbol or paraphernalia is to be worn or displayed in the school, during school activities and field trips or on school property.

A school environment that is conducive to the achievement of excellence must be free from the fear and intimidation associated with gang activity.

10. All outdoor-use coats and jackets are to be placed in student lockers and left in lockers until the student leaves the school.

Safety and health concerns and the ease of identification of students and potential trespassers provide the motivation for the inclusion of this ruling.

Progressive Discipline/Consequences for infractions could range from one to any combination of the following:

- a warning;
- surrendering the hat/head-covering to staff and holding of the hat/head covering by administration until the end of the instructional day or longer;
- cover-up instructions;
- dismissal from school to go home, in order to change and return to school;
- detention
- suspension for persistent disregard or repeated, regular offences of school rules

Contact may also be made with the student's parents/guardians.

Computer Use Agreement

DSBN Acceptable Use Agreement for Students Using Information and Communication Technologies (ICT)

POLICY REGARDING THE STUDENT USE OF NETWORK SERVICES

Student use of any network services provided by Port Colborne High School and the District School Board of Niagara constitutes the student agreement to abide by all directions contained in the DSBN "Acceptable Use Agreement" document and other guidelines concerning electronic messages as established by the school staff.

The use of networks is a privilege, not a right, and inappropriate use will result in the cancellation of those privileges. Students are expected to abide by the accepted rules of network etiquette, which are outlined in the DSBN "Acceptable Use Agreement".

These rules apply to all computers in the school as well as computers used outside of the school when: the name, photograph, video image and/or accomplishments of any student, teacher, or support staff members are being used. Students are prohibited from using the name of Port Colborne High School or any persons associated with PCHS (students, teachers, support staff) on any network (Internet) without the written consent of these individuals and of the school. Students using the network inappropriately will immediately remove offensive materials and provide full disclosure about offensive materials on any other network sites.

Failure to observe and follow policy will result in consequences ranging from:

- Review of the guidelines with the student
- Consultation with parents
- Community service performed in the school
- Termination of school network privileges
- Suspension
- Expulsion from the school



Student Support Services

HEALTH SERVICES

Our public health nurse is in the school every Thursday as a confidential service to students and staff. Appointments are made with the secretary in Student Services. Our nurse is available to deal with issues relating to physical, emotional and social health.

PEOPLE WHO CAN HELP

If you are having difficulty or simply want someone to whom you can talk, the following people are here to listen and assist: Principal, Vice-Principal, teachers, other students, guidance counsellors, coaches, youth counsellor, caretakers, secretarial staff, and cafeteria staff. You may be surprised how much people are willing to help and how much they care.

STUDENT SERVICES (Guidance)

As you proceed through high school, you will make many important educational decisions. Port Colborne High School provides you opportunities to seek information and develop appropriate program plans that will allow you to reach your full potential. The Student Services Department at Port Colborne High School is prepared to assist you in making the decisions that will not only contribute to your success in school but in the future as well. You will be speaking to a guidance counsellor throughout your secondary career. Some topics you may be reviewing are: job searching techniques, post-secondary education, testing, survival skills, scholarship and financial aid, individual counselling and alternative education. Appointments are made with the secretary in Student Services.

STUDENT SUCCESS TEACHER

Student Success is about helping all students achieve their potential. Every one of our high schools has a Student Success Teacher who is able to work with students who need extra support or alternatives to a regular classroom setting.

SPECIAL EDUCATION RESOURCE TEACHER

Each school has a Special Education Resource Teacher who can help with the academic planning for students with an Individual Education Plan. Classroom Teachers work with the SERT to provide accommodation and support for students.

YOUTH COUNSELLOR/SOCIAL WORKER

Port Colborne High School has the benefit of a Youth Counsellor and also of a Social Worker available 3 days per week. They are members of the School Support Services Department staff from the District School Board of Niagara.

The primary purpose of the Youth Counsellor or Social Worker is to deal with students who are experiencing attendance and / or social problems. They also provide support in the areas of emotional support, assessment of problems, development of action plans, (both long and short term), liaison with support agencies, family counseling and transitional support from grade 8 to grade 9.

Library Services

Library Services provide students with print, computer and electronic resources for support with your academic work. There is a librarian available to help you find the right information for projects or assignments

Electronic Equipment

Electronic messaging devices are a distraction and can compromise the integrity of assessments. Cell phones are to be turned off during class time. Students who take photos or videos, send or receive phone calls or text messages during class may have their cell phones confiscated and the students parent/guardian may be contacted. Parents are asked not to contact their children by phone during the school day. Messages for students may be left in the main office and students will be called from class at the end of the period.

DSBN Policy states that cameras, cellular telephones, laptops, and similar types of electronic or communication devices owned and/or carried by students are to be turned off and are not to be used on school property. These devices are not to be used in private areas such as locker rooms and washrooms, nor are they to be used where their use interferes with the learning, privacy, or safety of staff, students or others.



Security of these items is the student's responsibility at all times. Larger units with speakers are not allowed in school.

Laser pointers may not be brought to school.

Emergency Procedures / Fire drills / Lockdown



All District School Board of Niagara schools are required to have a safe school plan. An important part of that plan is to practice what to do in the event of an emergency. An emergency is defined in Board Policy as “an unexpected situation which requires prompt action beyond normal procedures”. Consequently (in common with all DSN schools), Port Colborne High School will practice fire drills and emergency lockdown procedures as deemed necessary by the Administration or the Police / Fire Department.

In the case of Fire/Lockdown: During a Fire Alarm:

Make yourself aware of the primary and alternate exits from each instructional area. At the time of an alarm, everyone must follow these instructions:

1. All staff and students must leave the building.
2. All windows and doors are to be closed.
3. Staff and students are to proceed to the correct exit as quickly as possible and exit from the building.
4. Staff and students are to move away from the school, off the streets, and clear of entrances.

During a Lockdown: Follow the directions of school staff, fire department, & or police.

Frequently Asked Questions

What do I do if I am absent from school?

Parents must phone the school to inform us of your absence. (905-835-9258) If you are 18, you can inform the school yourself.

If I am 18 can I sign out whenever I want?

You must have a valid reason to sign out or it will be considered invalid and teachers can assess appropriate penalties for the absence.

If I need to leave during the school day, what should I do?

You need to sign out in the Main Office. You must come down prior to leaving the school to ensure safety for yourself. We need to know your whereabouts.

If you are sent out of class by a teacher, what do you do?

You should report directly to the Main Office.

If I have an accident at school, what should I do?

All accidents and injuries must be reported to the Main Office.

If I lose something of value, what should I do?

Report lost or stolen goods to the Main Office.

Where can I use a telephone?

A pay phone is located near the Main Office. The Main Office phone is only available for emergencies. Phone calls should not be made during class time.

Can I eat my lunch in the halls?

Students are allowed to eat their lunches on the 1st floor and in the Cafeteria. Students are responsible to dispose of their own garbage.

Do I have to use the locker that was assigned to me?

YES, it is imperative for security and safety reasons that we know who is in each of the schools' lockers. Everyone is assigned a locker and if you do not have one, please ask for one in the Main Office.

Can I share my locker with a friend?

NO, lockers are assigned individually for safety and security reasons.

What do I do if I am late for a class?

Report to class if you are less than 10 minutes late for class and the teacher will change your absence to a late. If you are more than 10 minutes you must sign in at the Main Office.

Lockers and Valuable Items

Each student will be assigned a locker. A Dudley combination lock must be used. All lock combinations must be registered in the main office and all lockers remain the property of the District School Board of Niagara. School administration is authorized to search lockers if it has any reason to suspect that it contains stolen or illicit items.

STUDENTS ARE NOT TO SHARE LOCKERS!

Do not bring valuable items to school. Students should leave valuables at home at all times. Students cannot be reimbursed for goods taken from change rooms, classrooms or lockers.

The District School Board of Niagara insurance policy does not cover the cost of items damaged, lost or stolen at school. If there is some extenuating reason why a student must bring an item of value to school, he/she should take it to the main office for safekeeping. Though attempts are made to keep the change room doors locked during class time, **change rooms are not secure areas. The school is not responsible for items lost or stolen from change rooms.** Port Colborne High School and the District School Board of Niagara cannot assume responsibility for personal belongings of staff or students at any time.

Plagiarism Policy

Plagiarism has many shapes and forms in an academic community. Plagiarism is the use of the ideas of others **without appropriate acknowledgment**. It is also the submission of the work of others as one's own written work.

Plagiarism is a form of fraud. Whether the plagiarism involves one line or dozens of lines, one idea or several ideas, it is still plagiarism. If students plagiarize, a parent / guardian will be contacted.

Plagiarism is:

- copying and pasting text from an on-line media, encyclopedias, without acknowledgment;
- copying and pasting text from any web site without acknowledgment;
- transcribing text from any of the above sources (closely paraphrasing ideas without acknowledgment);
- simply modifying text from any of the above sources (closely paraphrasing ideas without acknowledgment);
- replacing a few select words from a source by using a thesaurus;
- using another student's work and claiming it as your own, even with permission; this is academically unethical and also known as "collusion";
- acquiring work from commercial sources;
- using an essay that you wrote for another class or another purpose without getting permission from the teacher of both the current class and the class for which the original work was used; this is self-plagiarism.



In conclusion, submit your own work and document all sources that you integrate in your writing by including all rough work and a "works cited" page following the MLA or APA format at the end of the assignment. Take research notes carefully to avoid plagiarism. When in doubt, seek the advice of your teacher and always be sure to quote your sources.

Safe Schools

Every student in Port Colborne High School has the right to attend school in an atmosphere that is safe, comfortable, and inviting. Any individual who interferes with this right will be removed from the school until their behaviour is totally acceptable to Port Colborne High School Administration.

As a parent, your child's safety and well-being is important to you. At Port Colborne High School, we firmly believe that a safe learning environment is essential for students to succeed.

In common with the other schools in Niagara, and as part of our Safe Schools Policy, searches may be carried out by school authorities with the assistance of private companies offering drug dog services, or by the Niagara Regional Police, including the Canine Unit, at the direction of school authorities when there are reasonable grounds to suspect a breach of a school rule.



The Principal has the authority under the Ontario Education Act to conduct searches which are reasonably related to the maintenance of order and discipline in the school. The Principal may retain the services of a private company or invite the Niagara Regional Police, including the Canine Unit, to accompany and assist in conducting a search that may reveal evidence of the breach of a school rule. The search may be conducted by the Principal, Vice-Principal, or designated teaching staff. Charges may be laid by the Niagara Regional Police as a result of these searches and students may be disciplined in accordance with the Education Act. Any drugs or drug paraphernalia that are found as a result of these searches are turned over to the Niagara Regional Police for further investigation and/or disposal. We appreciate the support of our parents/guardians and School Council in our efforts to maintain a safe school environment.

In June 2007, the provincial government passed Bill 212, the Education Amendment Act, (Progressive Discipline and School Safety), Its provisions took effect on February 1, 2008. The Board's Policy Advisory Committee reviewed existing policies, and either maintained, revised or replaced them.

To fulfill the obligations of the Act, and further its commitment to student success, the District School Board of Niagara has also launched the R.I.S.E. (Reducing Incidences of Suspensions and Expulsions) program. R.I.S.E. provides educational structure and supervision to youth that are suspended or expelled from DSBN schools, ensuring that they have the opportunity to continue their education.

The following are highlights of the policies and practices required by the legislation, several of which are already DSBN policy:

Bullying is a behaviour for which students can be suspended.

- Students who are suspended or expelled will have the opportunity to continue learning.
- Homework packages will be made available to students who are suspended for five days or fewer, ensuring they don't fall behind their peers.
- Students suspended for a period of six or more days are eligible to enter the R.I.S.E program and/or continue to receive homework packages.
- Parents meet with the Principal and school staff to complete an Action Plan to ensure the student's success.
- Activities that negatively impact the school environment, such as inappropriate online behaviour, including cyber-bullying, may result in suspension or expulsion. A student may face discipline even if the inappropriate behaviour does not occur on school grounds, school sanctioned trips, or during school hours.
- Expulsions are determined by the Board's Discipline Committee. Individual Principals will no longer be able to expel students.
- A progressive discipline approach will be taken when determining consequences for inappropriate behaviour.
- When determining consequences for inappropriate behaviour, Principals must consider mitigating and other factors.

If you have any questions regarding the DSBN Safe Schools Policies, please contact Ms. Kennerly, Principal, at the school by calling 905-835-1186.

Thank you for working with us as we continue to nurture a school climate that supports learning and encourages students to achieve to their fullest potential.

Smoking/Vaping

NO ONE MAY SMOKE ON SCHOOL PROPERTY

Port Colborne High School has a 1-step smoking policy. When caught smoking the first time, the student will be required to pay a \$305.00 fine to the Ministry of Health. Students who are 16 years of age or younger must appear in court with his/her parents/guardians and the judge will decide the extent of the fine. E. cigarettes are not allowed on school property.

Smoking is confined to the sidewalk area along Fielden Street. This area must be kept clean. It is not acceptable to use our neighbours' properties, nor the front of the school as a smoking area. Our continuing good relationship with the people who live around the school is critical. We want them to be our best supporters.



Supporting Student Achievement



Through the assessment and evaluation of students' work, teachers are able to determine the extent to which students have achieved the curriculum expectations of each course. Having this information enables teachers to adapt instruction and review as needed. It also allows the teacher to identify students' areas of strength and areas for improvement. Sometimes assessment involves spontaneous feedback to students based on observations made in the classroom, the answers to questions, etc.

This is an informal process and generally no marks are assigned to this kind of assessment.

Frequently, work such as assignments, problem sets, essays, projects, pieces of writing, etc. are required to be handed in so that the teacher can accurately gauge the achievement of the curriculum expectations by each student. These represent a more formal kind of evaluation.

There are several reasons why it is important that students submit their work by the deadline indicated by the teacher:

- the teacher is able to give timely feedback to students about their achievement while there is still time to make improvements.
- the class is able to move along at an appropriate pace so that all students are productively engaged in learning and the curriculum content can be completed within the time allowed.
- students are encouraged to develop efficient time management skills that will be useful not only in school, but in areas outside of school as well.
- a more equitable classroom environment is established when all students are expected to submit work at the same time.

Teachers will do their best to ensure that students have the information and support they need in order to meet assignment deadlines. This will include the use of student-teacher conferencing and contacting parents/guardians. In addition, teachers may use other techniques, including:

- student-teacher conferencing;
- contacting parents/guardians;
- 'mini-deadlines', on larger assignments, for subunits of work;
- providing opportunities to complete the work under supervision outside of the regular class time (e.g. lunch time, or after school).

If a student foresees that he/she will be unable to meet a deadline due to extenuating circumstances, he/she should immediately speak with the teacher to discuss a possible extension.

Once an assignment has been evaluated and returned to the class, late submission of that particular assignment may not be accepted. A substitute assignment and deadline may be offered where appropriate.

Suspension Policy

District School Board of Niagara School Suspension Policy

It is the policy of the District School Board of Niagara to deal with suspensions of students in accordance with the Education Act, as amended by the Safe School's Act 2000, and the Regulations.

MANDATORY SUSPENSION (Section 306)

Circumstances in which a Student **Will Be** Suspended

It is mandatory that a student be suspended from his/her school by the Principal and from engaging in all school-related activities if the student commits any of the following infractions while he/she is at school or is engaged in school-related activities, subject to the mitigating factors below:

- I. Uttering a threat to inflict serious bodily harm on another person.
- II. Possessing alcohol or illegal drugs.
- III. Being under the influence of alcohol.
- IV. Swearing at a teacher or at another person in a position of authority.
- V. Committing an act of vandalism that causes extensive damage to school property at the student's school or to property located on the premises of the student's school.
- VI. Engaging in another activity that under a policy of the Board is one for which a suspension is mandatory.
- VII. An activity identified as a mandatory expulsion offence under Board policy.

DISCRETIONARY SUSPENSION (Section 307)

Circumstances in Which a Student **May Be** Suspended

A student may be suspended by the Principal from his/her school and from engaging in all school-related activities, or from one or more classes or one or more school-related activities or both, if the student commits any of the following infractions: persistent truancy, persistent opposition to authority, habitual neglect of duty, willful destruction of school property, use of profane or improper language, or conduct injurious to the moral tone of the school or to the physical or mental well-being of others in the school.

MITIGATING FACTORS FOR SECTION 306 & 307

In determining whether a student will be suspended on any of these discretionary grounds, the following questions should be considered:

- I. Does the student have the ability to control his or her behaviour?
- II. Does the student have the ability to understand the foreseeable consequences of his/her behaviour?
- III. Does the student's continuing presence in the school create an unacceptable risk to the safety or well-being of any person?

Winter Snowstorms: Cancelling Buses and Closing Schools **School Closure & Bus Information will be broadcast on Spirit FM 91.7 and CHRE FM 105.7**

How do we decide?

Whenever possible, we feel it is important for students to be in class continuing their education. However, student safety is a top priority at the District School Board of Niagara and there are times when weather conditions will force the cancellation of transportation services and the closures of our schools.



Cancelling Student Transportation

When adverse weather conditions are forecasted, Niagara Student Transportation Services gathers information on road and weather conditions. From late the night before and beginning very early in the morning (4:00 a.m.), they gather data from a wide variety of sources, including bus companies, municipal and regional agencies, and from NSTS staff performing checks on selected routes to experience the road conditions first hand.

Once all available information has been collected and reviewed, the decision to cancel buses is made by NSTS, in consultation with the bus companies, if it is determined that students cannot be safely transported to schools, as well as transported home at the end of the day.

Closing Schools

The decision to close schools is separate from the decision to cancel transportation services; however, student safety remains our number one concern. The decision to close schools is made by the Director of Education.

The decision whether or not to cancel transportation and/or close schools is made at approximately 6:00 a.m., and that information is immediately conveyed to local radio, television and newspaper outlets and posted on the appropriate websites (www.NSTS.ca, www.DSBN.org). DSBN Superintendents communicate with all principals to advise them of bus cancellations or school closures.

Despite these measures, the final decision whether or not to send your child to school during inclement weather rests with the parent or guardian.

Important Contact Numbers as Per DSBN Policy



Community Resources	
Contact Niagara	905-684-3407
Employment Help Centre (122b Queenston St.)	905-685-1353
Job Gym (210 King St.).....	905-682-8372
Alcohol & Drug Counselling	
NADAS - Alcohol & Drug Counselling (1 St Paul St.)	905-684-1183
Alateen	905-328-1677
Alcoholics Anonymous	905-685-7426
Narcotics Anonymous	905-685-0075
OTEC (Alcohol and Drug Treatment)	905-641-0018
Birth Control/Pregnancy	
Birth Control Centre	905-688-3917
Niagara Life Centre	905-934-0021
Birthright	905-685-1913
Counselling	
Mental Health - NHS - Community Crisis Centre	905-684-1859 Ext 43230
FACS -Family and Children's Services	905-937-7731
NCYS - Niagara Child & Youth Services	905-684-3407
Sexual Health Centre (277 Welland Ave).....	905-688-3817
Crisis Response	
Kids Help Phone	1-800-668-6868
Distress Centre	905-688-3711
Rapid Response Line	1-800-263-494
Niagara Regional Sexual Assault Centre (CARSA)..... (24 Hour - Crisis Line)	905-682-4584
Gambling	
Gambling Help	905-684-7859
Ontario Help Line	1-800-230-3505
Shelters	
Niagara Women in Crisis (NOVA).....	905-356-5800
Women's Place / Gillian's Place	905-684-8331
The Raft	905-984-4365
Government Offices	
Health Card Ontario	1-800-664-8988
Social Insurance Card	1-800-206-7218
Passport Office	1-800-206-7218

Student Council 2016 - 2017

Name	Position
Nick Bussi	Prime Minister
RJ Van Kralingen	Deputy Prime Minister
Teaghan Edwards	Deputy Prime Minister
Carol Booker	Secretary
Asiya Visram	Minister of Finance
James McAvoy	Minister of Finance
Brooke Bulitz	Staff Liaison
Laryn Youngblut	Staff Liaison
Reagan Grano	Minister of Advertisement
Kaylah Benner	Minister of Advertisement
Carly Irvine	Minister of Advertisement
Mallory Jackson	AV Representative
Michael Varden	AV Representative
Tiawna Galandy	Athletic Rep
Madeline Irvine	Grade 12 Representative
Alia Rehman	Grade 12 Representative
Trent Barrick	Grade 11 Representative
Wyatt Barrick	Grade 11 Representative
Caitlyn van Kralingen	Grade 10 Representative
Jen Kozelj	Grade 10 Representative
Riley Lannan	Athletic Representative

Student Council 2016 - 2017

Victoria Fraser	Athletic Representative
Sydney Vrbanac	Minister Without Portfolio
Laura Dell	Minister Without Portfolio
Nate Katch	AV Rep
Moriah Robinson	Grade 12
William Bartley	Grade 12
Abby Thalen	Grade 10
Amelia Veinot	Grade 10
Seth Roy	Grade 9
Eric Birrell	Grade 9
Morgan Wiatt	Grade 9
Jenna Krick	Grade 9
Malori Lee	Grade 9
Alyssa Hoyle	Grade 9
MacKenzie Furry	Grade 9
McKalah Owens	Grade 9
Anita Bussi	Grade 9
Sahel Visram	Grade 9
Maddie Coleman	Grade 9
Mackenzie Wells	Grade 9
Blaize Reker	Grade 9

Student Council 2016 - 2017

Tate Davies	Grade 9
Morgan Davies	Grade 9
Deanna Donnelly	Grade 9
Jazmyn Marr	Grade 9
Leslie Buck	Grade 9
Colton Weaver	Grade 9
Ally Grenier	Grade 9
Callen Tuck	Grade 9
Alyssa Chesham	Grade 9
Merissa Curtis	Grade 9
Alyssa Channon	Grade 9

THE ONTARIO SECONDARY SCHOOL LITERACY TEST (OSSLT)

The Ontario Secondary School Literacy Test is administered to all students in the province in March of their Grade 10 school year. Successful completion of the test is a graduation requirement. The test is composed of reading selections with multiple-choice and open-response items, writing prompts with multiple choice writing items. The test is administered in one day in two 75-minute blocks. Accommodations can be provided to students with Individual Education Plans and special provisions are available to students new to English.

Reading Skills

The test has multiple-choice and open-response questions that focus on the reading skills required in school and daily life:

- understanding explicitly (directly) stated ideas and information;
- understanding implicitly (indirectly) stated ideas and information and
- making connections between information and ideas in a reading selection and personal knowledge and experience.

Reading Selections

The reading selections include the following: an information paragraph, a news report, a dialogue, a real-life narrative and a graphic text (e.g., a schedule). They vary in length from a single paragraph to two pages.

Tips for Reading

General Strategies

- Manage your time so that you complete all sections of the test.
- Read the questions first. This will help you predict what the reading selection is going to be about.
- Skim the selection and then read it closely.
- Underline or highlight important information and ideas as you read.
- As you read, think about what you are reading and ask yourself questions about it.
- Try to “see” what you are reading; some readers say this is like running a video or movie in their heads.
- Look for links between what you are reading and experiences you have had.
- If you read a word you don’t understand, look for a root word that you know inside the larger word; look for prefixes and suffixes.
- If you still don’t understand the word, read to the end of the sentence and look for clues to its meaning. Try reading the sentences before and after the sentence to see if you can find the meaning from the context.
- If a long sentence has you confused, reread it and try to put it into your own words.
- If you are having trouble understanding an idea, either read on until the meaning becomes clearer, or stop and reread.

Strategies for Multiple-Choice Reading Questions

- Read and reread the question carefully.
- Read the four answers and rule out any answers that are incorrect.
- If necessary, reread the relevant parts of the selection to choose the best or most correct answer.
- Record the answer on the Student Answer Sheet as described in the test instructions.

Strategies for Open-Response Reading Questions

- Read and reread the question carefully.
- Keep your answer within the six lines provided.
- Answer the question using specific and relevant details and information from the reading selection.
- Make connections between the ideas and information in the reading selection and your own experience.
- Reread your response and correct any errors you notice.

Writing Skills

The test has short and long-writing tasks, and multiple-choice questions that focus on three writing skills required in school and daily life:

- developing a main idea with sufficient supporting details;
- organizing information and ideas in a coherent manner and
- using conventions (spelling, grammar and punctuation) in a manner that does not distract from clear communication.

Tips for Writing

It is important that you follow the instructions and write in the required form. Read the assigned topic for each task carefully before you begin to write. Make sure your work is on-topic and is in the required form. For the long- and short-writing tasks, use full and correctly written sentences.

A. Long-writing tasks

> One of the tasks is writing a news report based on a picture and headline provided. Make up facts and information to answer the questions Who? What? Where? When? Why? and How? and write a one-page report on the event. Your audience is an adult reader of a newspaper.

Strategies for the News Report

- Look closely at the headline and picture. Think of an event that relates to them.
 - Make up the information and facts as you answer some or all of the following questions: Who? What? Where? When? Why? How?
 - Pretend you are writing for a newspaper, not for a radio or television station.
 - Do not write an advertisement, for example, as that is not the form of writing required.
 - Write your report using the third person.
- > The other long-writing task is a series of paragraphs expressing an opinion on a given topic. Develop your main idea with supporting details (proof, facts, examples, etc.) and write a minimum of three paragraphs on the two pages provided for your response. Your audience is an adult who is interested in your opinion.

Strategies for the Series of Paragraphs

- Read the topic question and decide what position you will take in your response.
- Clearly state your opinion at the beginning or end of your response.
- Write at least three paragraphs. Include an introduction, development and a conclusion.

- Support your opinion with reasons and relevant examples or facts.
- Make sure the divisions between paragraphs are clear.

B. Short-writing tasks

These tasks give you the opportunity to use your knowledge and personal experience while demonstrating your writing skills.

Strategies for the Short-Writing Task

- Read and reread the Question carefully.
- Think of links between the topic and your knowledge and personal experiences.
- Answer the question using specific details and relevant information.
- Reread your response and correct any errors you notice.

C. Multiple-choice questions

These multiple-choice questions give you the opportunity to demonstrate the three writing skills.

Strategies for Multiple-Choice Writing Questions

- Read and reread the question carefully.
- Read the four answers and rule out any that are incorrect.
- If necessary, reread the question to choose the best or most correct answer.
- Record the answer on the Student Answer Sheet as described in the test instructions.

Questions and Answers

Do I have to write the OSSLT?

If you entered Grade 9 in September 2000 or later and are working toward an Ontario Secondary School Diploma (OSSD), you must write the OSSLT. This applies to all students in publicly funded schools and inspected private schools.

Mature students may enrol directly in the Ontario Secondary School Literacy Course (OSSLC) without first attempting the OSSLT. A mature student is a student who

- is at least eighteen years of age on or before December 31 of the school year in which he or she registers in an Ontario secondary school program;
- was not enrolled as a regular day-school student for a period of at least one school year immediately preceding his or her registration in a secondary program;
- is enrolled in a secondary program for the purpose of obtaining an OSSD.

Why do I need to write the OSSLT?

You need to be sure that you have the reading and writing skills you should have acquired by the end of Grade 9, as outlined in *The Ontario Curriculum*. These skills are the basis for learning in all subject areas throughout both elementary and secondary school.

Successful completion of the OSSLT meets one of the 32 requirements for the OSSD.

Why am I writing the OSSLT in Grade 10 instead of closer to graduation?

Writing now gives you time to get help if you need to improve your reading and writing skills. If you do not pass the OSSLT this year, you will have opportunities to retake it in future years.

Will the OSSLT count toward my course marks?

No. Successful completion of the OSSLT is one of the 32 requirements for the OSSD. The test will not count toward your course marks.

Will universities and colleges see my OSSLT results?

Your secondary school transcript will indicate that you have completed the OSSLT as one of the 32 requirements for the OSSD.

Is the test difficult?

The OSSLT is designed to reflect the requirements of *The Ontario Curriculum*. The test assesses literacy (reading and writing) skills students are expected to have acquired by the end of Grade 9.

What happens if I do not pass the OSSLT?

You can take the test again the following year.

You can also talk to your parents or guardians and your school principal and/or teacher about taking the OSSLC instead of retaking the test.

Can I get an accommodation?

If you have an Individual Education Plan (IEP) for classroom tests and assessments, you may be able to get an accommodation. For more information, visit EQAO's Web site. www.eqao.com and talk to your parents or guardians and your school principal and/or teacher.

Can I get an exemption?

To be eligible for an exemption, you must have an IEP that clearly indicates that you are not working toward an OSSD. For more information, talk to your parents or guardians and your school principal and/or teacher, or visit EQAO's Web site. www.eqao.com.

I am new to Ontario, and English is not my first language. Can I get a special provision or deferral?

You may be able to get a special provision or deferral. For more information, talk to your parents or guardians and your school principal and/or teacher, or visit EQAO's Web site. www.eqao.com.

What happens if I leave questions blank?

You'll get a score of zero for these questions.

SOME TIPS FOR ENSURING WEBSITES ARE VALID FOR RESEARCH

Finding the author of a website	http://easywhois.com and enter the URL of the website
Understanding the meaning of the URL of a website	.com - commercial, most widely used extension and historically represented business .n et- network, used by Internet Service Providers or other web services .org - organization, used by non-profit organizations (still doesn't mean it's always safe) .ca - Canada, indicates that the website is registered in Canada .gov - government agency .edu - higher education ~ or % - indicates a personal website
Determine the website's context by finding those who link to it	http://www.altavista.com and type link:URL of website
Find the history of the website	The Wayback Machine at http://www.archive.org has cached websites from the past 15 years

Considering Your Digital Footprint

Your digital footprint is a direct reflection of your character. It sends a clear message to the world about who you are and what you believe in.

Once something is published digitally, it is there forever. No amount of deletions can erase that material from being accessed by those who know how to search for it.

Publish only information that you would be willing to share with the world *even on private sites*. This includes relatives, friends and post-secondary recruiters or potential employers.

Check the privacy policies of sites where you are posting your personal information. Do those images, videos and words become the property of that site once posted? Are you relinquishing your control over who owns these items? If so, reconsider whether you want to continue to use such a site.

Be wise about sharing personal information. A wrongly posted cellphone number, address or additional information about you can lead to untold numbers of strangers using your personal information for malicious purposes.

As a general rule, digital friends should be those you have met in real life. The potential for people to misrepresent themselves in order to gain your trust can be harmful to your well-being. The rule your parents taught you 'Don't talk to strangers' should be followed in the digital world as well.

Searching for a Book That Interests You?

Check out these websites to assist you in matching your interests to a book for teens.

<http://www.teenreads.com/features/ultimate-reading-list.asp>

http://www.goodreads.com/list/show_tag?name=teen

<http://bookseer.com/>

FREE ALTERNATIVE SOFTWARE

Software Comparison	Free Version
Word Processors - ex. Microsoft Word and Corel Wordperfect	www.abisource.com www.openoffice.org docs.google.com
Presentations - ex. Microsoft Powerpoint	www.openoffice.org prezi.com docs.google.com
Web site Design - ex. Adobe Dream Weaver	kompozer.net
Free Video Calling	www.skype.com
Podcasting	audacity.sourceforge.net
Screencasting - ex. Camtasia Studio	www.screentoaster.com camstudio.org
AntiVirus - ex. Norton and McAfee	www.avast.com www.microsoft.com/security_essentials
PDF Reader - ex. Adobe	www.tracker-software.com/product/pdf-xchange-viewer
Operating Systems - ex. Windows XP, Vista or 7	www.ubuntu.com
File Compression - ex. WinZip	www.7-zip.org
Music Player	www.apple.com/itunes www.winamp.com
Video Player	www.videolan.org/vlc
Email Program - ex. Outlook	www.mozillamessaging.com/thunderbird gmail.com
Video Capture	downloadhelper.net keepvid.com savevideo.me
Computer Maintenance	www.glaryutilities.com/ www.auslogics.com/en/software/disk-defrag/ www.piriform.com/ccleaner www.revouninstaller.com
Picture Editing	www.getpaint.net www.gimp.org

Portable Applications

A small thumbdrive/USB drive can be a student and teacher's best friend as they can carry many things other than files. These can be portable operating systems that can carry "some" programs that can be used at any windows computer.

portableapps.com
www.liberkey.com

DSBN eLEARNING

The District School Board of Niagara eLearning Program offers online education in a secure environment. Using resources developed by eLearning Ontario, online teachers engage students using a variety of web-based tools, while giving the learner the flexibility needed to succeed.

Within the online environment, teachers act as guides, helping students navigate through the content, discussion boards, wikis, blogs, and learning objects that exist within an online course. This dynamic content is available ANYWHERE, ANYTIME, and ANYPLACE. Online students are able to self-direct, and take ownership of the learning process and develop the skills required for learning in the 21st Century.

If you would like to take an online course, please see your Guidance Counsellor. They will work with you to ensure you have the necessary program prerequisites, access to the required hardware and software, a course mentor and in-school supports for you to succeed.

For more information, please go to the DSBN eLearning website:

<http://www.dsbn.org/eLearning>

The following eLearning courses are being offered by the DSBN for the 2010-2011 school year.

<i>BAF 3M</i>	-	<i>Financial Accounting Fundamentals</i>
<i>BAT 4M</i>	-	<i>Financial Accounting Principles</i>
<i>CHV 2O</i>	-	<i>Civics</i>
<i>CIA 4U</i>	-	<i>Analysing Current Economic Issues</i>
<i>CLN 4U</i>	-	<i>Law</i>
<i>ENG 4U</i>	-	<i>English 4U</i>
<i>ENG 4C</i>	-	<i>English 4C</i>
<i>GLC 2O</i>	-	<i>Career Studies</i>
<i>HSB 4M</i>	-	<i>Challenge and Change in Society</i>
<i>HZT 4U</i>	-	<i>Philosophy: Questions and Theories</i>
<i>MCT 4C</i>	-	<i>Mathematics for College Technology</i>
<i>SES 4U</i>	-	<i>Earth and Space Science</i>

Additional eLearning courses are made available to students through the Ontario eLearning Consortium. See Guidance for more details.

Periodic Table of the Elements

1 IA 1A																	18 VIIIA 8A										
1 H Hydrogen (1.00784,1.00811)																	2 He Helium (4.002602(2))										
3 Li Lithium (6.938(907))	4 Be Beryllium (9.0121831(5))											13 IIIA 3A	14 IVA 4A	15 VA 5A	16 VIA 6A	17 VIIA 7A	18 VIIIA 8A										
		<div style="border: 1px solid black; padding: 5px;"> <p>Atomic mass values reflect the IUPAC accepted values as of 09/2015.</p> <p>Masses expressed in [a,b] format show the lower and upper limit of atomic mass depending on the physical and chemical history of the element.</p> <p>Masses expressed in <-> format are the mass numbers of the longest-lived isotopes for elements with no stable nucleus.</p> </div>										<div style="border: 1px solid black; padding: 5px;"> <p>Atomic Number</p> <p>Symbol</p> <p>Name</p> <p>Atomic Mass</p> </div>		5 B Boron (10.806(10.821))	6 C Carbon (12.0096(12.0119))	7 N Nitrogen (14.00643(14.00728))	8 O Oxygen (15.99903(15.99877))	9 F Fluorine (18.998403163(6))	10 Ne Neon (20.1797(6))	11 Na Sodium (22.98976928(2))	12 Mg Magnesium (24.304(24.307))	13 Al Aluminum (26.9815386(6))	14 Si Silicon (28.084(28.086))	15 P Phosphorus (30.973761998(5))	16 S Sulfur (32.059(32.070))	17 Cl Chlorine (35.446(35.457))	18 Ar Argon (39.948(1))
19 K Potassium (39.0983(1))	20 Ca Calcium (40.078(4))	21 Sc Scandium (44.955908(5))	22 Ti Titanium (47.867(1))	23 V Vanadium (50.9415(1))	24 Cr Chromium (51.9961(6))	25 Mn Manganese (54.938045(5))	26 Fe Iron (55.845(2))	27 Co Cobalt (58.933194(4))	28 Ni Nickel (58.9334(4))	29 Cu Copper (63.546(3))	30 Zn Zinc (65.38(2))	31 Ga Gallium (69.723(1))	32 Ge Germanium (72.630(8))	33 As Arsenic (74.921595(6))	34 Se Selenium (78.971(8))	35 Br Bromine (79.901(79.907))	36 Kr Krypton (83.798(2))										
37 Rb Rubidium (85.4678(3))	38 Sr Strontium (87.62(1))	39 Y Yttrium (88.90584(2))	40 Zr Zirconium (91.224(2))	41 Nb Niobium (92.90637(2))	42 Mo Molybdenum (95.95(1))	43 Tc Technetium <98>	44 Ru Ruthenium (101.07(2))	45 Rh Rhodium (102.90550(2))	46 Pd Palladium (106.42(1))	47 Ag Silver (107.8682(2))	48 Cd Cadmium (112.414(4))	49 In Indium (114.818(1))	50 Sn Tin (118.710(7))	51 Sb Antimony (121.760(1))	52 Te Tellurium (127.60(3))	53 I Iodine (126.90447(3))	54 Xe Xenon (131.293(6))										
55 Cs Cesium (132.90545196(6))	56 Ba Barium (137.327(7))	57-71 Lanthanide Series	72 Hf Hafnium (178.49(2))	73 Ta Tantalum (180.94788(2))	74 W Tungsten (183.84(1))	75 Re Rhenium (186.207(1))	76 Os Osmium (190.23(3))	77 Ir Iridium (192.217(3))	78 Pt Platinum (195.084(6))	79 Au Gold (196.966569(5))	80 Hg Mercury (200.592(3))	81 Tl Thallium (204.382(204.385))	82 Pb Lead (207.2(1))	83 Bi Bismuth (208.98040(1))	84 Po Polonium <209>	85 At Astatine <210>	86 Rn Radon <222>										
87 Fr Francium <223>	88 Ra Radium <226>	89-103 Actinide Series	104 Rf Rutherfordium <261>	105 Db Dubnium <268>	106 Sg Seaborgium <271>	107 Bh Bohrium <272>	108 Hs Hassium <270>	109 Mt Meitnerium <276>	110 Ds Darmstadtium <281>	111 Rg Roentgenium <280>	112 Cn Copernicium <285>	113 Uut Ununtrium unknown	114 Fl Flerovium <289>	115 Uup Ununpentium unknown	116 Lv Livermorium <293>	117 Uus Ununseptium unknown	118 Uuo Ununoctium unknown										

57 La Lanthanum (138.90547(7))	58 Ce Cerium (140.118(1))	59 Pr Praseodymium (140.90786(2))	60 Nd Neodymium (144.242(3))	61 Pm Promethium <145>	62 Sm Samarium (150.36(2))	63 Eu Europium (151.964(1))	64 Gd Gadolinium (157.25(3))	65 Tb Terbium (158.92535(2))	66 Dy Dysprosium (162.500(1))	67 Ho Holmium (164.93033(2))	68 Er Erbium (167.259(3))	69 Tm Thulium (168.93422(2))	70 Yb Ytterbium (173.054(5))	71 Lu Lutetium (174.967(1))
89 Ac Actinium <227>	90 Th Thorium (232.0377(4))	91 Pa Protactinium (231.03688(2))	92 U Uranium (238.02891(3))	93 Np Neptunium <237>	94 Pu Plutonium <244>	95 Am Americium <243>	96 Cm Curium <247>	97 Bk Berkelium <247>	98 Cf Californium <251>	99 Es Einsteinium <252>	100 Fm Fermium <257>	101 Md Mendelevium <258>	102 No Nobelium <259>	103 Lr Lawrencium <260>

MATHEMATICS - UNITS OF MEASURE

Linear Measure

1 mil	0.001 inch	0.0254 millimeter
1 inch	1,000 mils	2.54 centimeters
12 inches	1 foot	0.3048 meter
3 feet	1 yard	0.9144 meter
5.5 yards or 16.5 feet	1 rod (or pole or perch)	5.029 meters
1 mile	5,280 feet	1.6094 kilometers
40 rods	1 furlong	201.168 meters
8 furlongs	1 mile	1.6094 kilometers
3 miles	1 league	4.83 kilometers
	1 millimeter	0.03937 inch
10 millimeters	1 centimeter	0.3937 inch
10 centimeters	1 decimeter	3.937 inches
10 decimeters	1 meter	39.37 inches or 3.2808 feet
10 meters	1 decameter	393.7 inches or 32.8083 feet
10 decameters	1 hectometer	328.083 feet
10 hectometers	1 kilometer	0.621 mile or 3,280.83 feet
10 kilometers	1 myriameter	6.21 miles

	1 square inch	6.452 square centimeters
144 square inches	1 square foot	929.03 square centimeters
9 square feet	1 square yard	0.8361 square meter
30.25 square yards	1 square rod	25.292 square meters
160 square rods	1 acre	0.4047 hectare
1 acre	4,840 square yards	43,560 square feet
640 acres	1 square mile	259 hectares
	1 square millimeter	0.00155 square inch
100 square millimeters	1 square centimeter	0.15499 square inch
100 square centimeters	1 square decimeter	15.499 square inches
100 square decimeters	1 square meter	1,549.9 square inches
100 square meters	1 square decameter	119.6 square yards
1 square meter	1 centiare	1,549.9 square inches
100 square decameters	1 square hectometer	2.471 acres
100 centiares	1 are	119.6 square yards
100 ares	1 hectare	2.471 acres
100 hectometers	1 square kilometer	0.386 square mile
100 hectares	0.386 square mile	247.1 acres

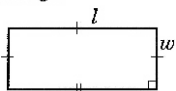
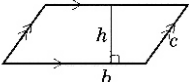
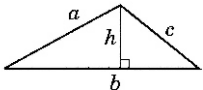
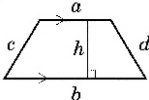
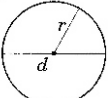
Cubic Measure



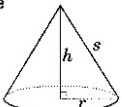
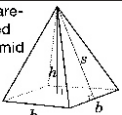

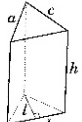
	1 cubic inch	16.387 cubic centimeters
1,728 cubic inches	1 cubic foot	0.0283 cubic meter
16 cubic feet	1 cord foot	0.453 cubic meter
128 cubic feet	1 cord	3.625 cubic meters
27 cubic feet	1 cubic yard	0.7646 cubic meter
1,000 cubic millimeters	1 cubic centimeter	0.06102 cubic inch
1,000 cubic centimeters	1 cubic decimeter	61.023 cubic inches or 0.0353 cubic foot
1,000 cubic decimeters	1 cubic meter	35.314 cubic feet

MULTIPLICATION TABLE

	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
1	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
2	2	4	6	8	10	12	14	16	18	20	22	24	26	28	30	32	34	36	38	40	42	44	46	48	50
3	3	6	9	12	15	18	21	24	27	30	33	36	39	42	45	48	51	54	57	60	63	66	69	72	75
4	4	8	12	16	20	24	28	32	36	40	44	48	52	56	60	64	68	72	76	80	84	88	92	96	100
5	5	10	15	20	25	30	35	40	45	50	55	60	65	70	75	80	85	90	95	100	105	110	115	120	125
6	6	12	18	24	30	36	42	48	54	60	66	72	78	84	90	96	102	108	114	120	126	132	138	144	150
7	7	14	21	28	35	42	49	56	63	70	77	84	91	98	105	112	119	126	133	140	147	154	161	168	175
8	8	16	24	32	40	48	56	64	72	80	88	96	104	112	120	128	136	144	152	160	168	176	184	192	200
9	9	18	27	36	45	54	63	72	81	90	99	108	117	126	135	144	153	162	171	180	189	198	207	216	225
10	10	20	30	40	50	60	70	80	90	100	110	120	130	140	150	160	170	180	190	200	210	220	230	240	250
11	11	22	33	44	55	66	77	88	99	110	121	132	143	154	165	176	187	198	209	220	231	242	253	264	275
12	12	24	36	48	60	72	84	96	108	120	132	144	156	168	180	192	204	216	228	240	252	264	276	288	300
13	13	26	39	52	65	78	91	104	117	130	143	156	169	182	195	208	221	234	247	260	273	286	299	312	325
14	14	28	42	56	70	84	98	112	126	140	154	168	182	196	210	224	238	252	266	280	294	308	322	336	350
15	15	30	45	60	75	90	105	120	135	150	165	180	195	210	225	240	255	270	285	300	315	330	345	360	375

MATHEMATICS - GEOMETRY - FORMULA SHEETS

GEOMETRIC FIGURE	PERIMETER	AREA
Rectangle 	$P = l + l + w + w$ or $P = 2(l + w)$	$A = lw$
Parallelogram 	$P = b + b + c + c$ or $P = 2(b + c)$	$A = bh$
Triangle 	$P = a + b + c$	$A = \frac{bh}{2}$ or $A = \frac{1}{2}bh$
Trapezoid 	$P = a + b + c + d$	$A = \frac{(a+b)h}{2}$ or $A = \frac{1}{2}(a+b)h$
Circle 	$C = d$ or $C = 2r$	$A = r^2$

GEOMETRIC FIGURE	SURFACE AREA	VOLUME
Cylinder 	$A_{\text{base}} = r^2$ $A_{\text{lateral surface}} = 2rh$ $A_{\text{total}} = 2A_{\text{base}} + A_{\text{lateral surface}}$	$V = (A_{\text{base}})(\text{height})$ $V = r^2h$
Sphere 	$A = 4r^2$	$V = \frac{4}{3}r^3$ or $V = \frac{4}{3}r^3$
Cone 	$A_{\text{lateral surface}} = rs$ $A_{\text{base}} = r^2$ $A_{\text{total}} = A_{\text{lateral surface}} + A_{\text{base}}$ $= rs + r^2$	$V = \frac{(A_{\text{base}})(\text{height})}{3}$ $V = \frac{1}{3}r^2h$ or $V = \frac{r^2h}{3}$
Square-based pyramid 	$A_{\text{base}} = b^2$ $A_{\text{total}} = 4A_{\text{triangle}} + A_{\text{base}}$ $= 2bs + b^2$	$V = \frac{(A_{\text{base}})(\text{height})}{3}$ $V = \frac{1}{3}b^2h$ or $V = \frac{b^2h}{3}$
Rectangular prism 	$A = 2(wh + lw + lh)$	$V = (\text{area of base})(\text{height})$ $V = lwh$
Triangular prism 	$A_{\text{base}} = \frac{1}{2}bl$ $A_{\text{rectangles}} = ah + bh + ch$ $A_{\text{total}} = A_{\text{rectangles}} + 2A_{\text{base}}$ $= ah + bh + ch + bl$	$V = (A_{\text{base}})(\text{height})$ $V = \frac{1}{2}blh$ or $V = \frac{blh}{2}$

MATHEMATICS - LINEAR EQUATIONS

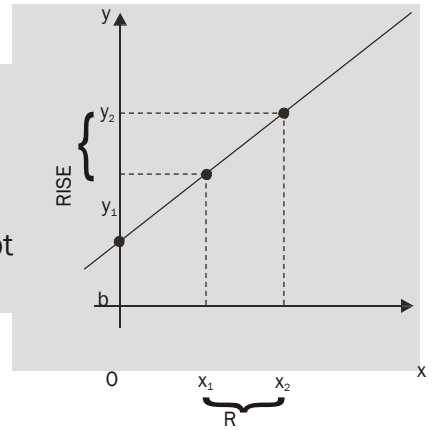
Slope

$$m = \frac{\text{rise}}{\text{run}} = \frac{y_2 - y_1}{x_2 - x_1}$$

Equation of a Line

$$y = mx + b \quad \text{or} \quad \begin{matrix} m = \text{slope} \\ b = y\text{-intercept} \end{matrix}$$

$$y - y_1 = m(x - x_1)$$



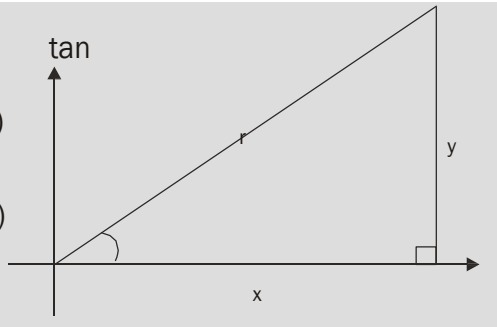
TRIGONOMETRY

Trigonometric Ratios - sin

$$\sin \theta = \frac{y}{r} \quad (\text{opposite/hypotenuse})$$

$$\cos \theta = \frac{x}{r} \quad (\text{adjacent/hypotenuse})$$

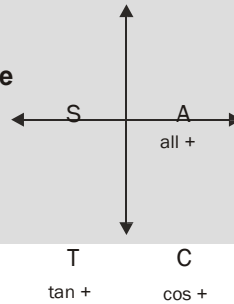
$$\tan \theta = \frac{y}{x} \quad (\text{opposite/adjacent})$$



Identities

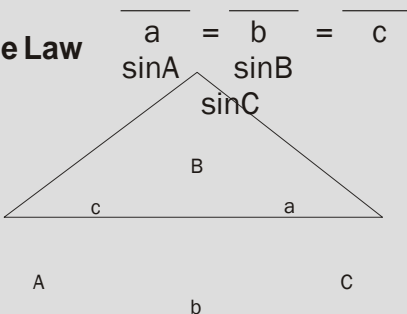
$$\sin^2 \theta + \cos^2 \theta = 1$$

Cast Rule

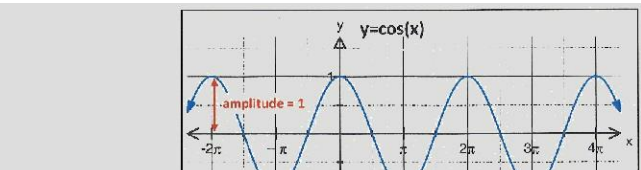
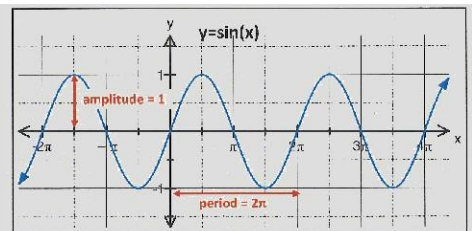


$$\sin^2 \theta + \cos^2 \theta = 1$$

Sine Law



Sine Curve



Cosine Law

$$a^2 = b^2 + c^2 - 2bc \cos A$$

$$b^2 = a^2 + c^2 - 2ac \cos B$$

$$c^2 = a^2 + b^2 - 2ab \cos C$$

Cosine Curve

MATHEMATICS - PERFECT SQUARES

n	n ²	n	n ²	n	n ²	n	n ²	n	n ²	n	n ²
1	1	4	16	7	49	10	100	13	169	25	625
2	4	5	25	8	64	11	121	14	196	50	2 500
3	9	6	36	9	81	12	144	15	225	100	10 000

ALGEBRA

Expanding

$$x(y + z) = xy + xz$$

$$(x - y)^2 = x^2 - 2xy + y^2$$

$$(x + y)^2 = x^2 + 2xy + y^2$$

Factoring

$$x^2 - y^2 = (x + y)(x - y)$$

$$x^2 + 2xy + y^2 = (x + y)^2$$

$$x^3 + y^3 = (x + y)(x^2 - xy + y^2)$$

$$x^2 - 2xy + y^2 = (x - y)^2$$

$$x^3 - y^3 = (x - y)(x^2 + xy + y^2)$$

Roots of a Quadratic

The solution for a quadratic equation $ax^2 + bx + c = 0$ is given by the quadratic formula:

$$\frac{-b \pm \sqrt{b^2 - 4ac}}{2a}$$

Exponent Laws /

If $x, y \in \mathbb{R}$, $x, y \neq 0$
and $a, b \in \mathbb{Q}$, then:

$$\begin{array}{llll} \text{i) } x^a x^b = x^{a+b} & \text{iii) } (x^a)^b = x^{ab} & \text{v) } \left(\frac{x}{y}\right)^a = \frac{x^a}{y^a} \quad (y \neq 0) & \text{vii) } x^{-a} = \frac{1}{x^a} \quad (x \neq 0) \\ \text{ii) } x^a x^{-a} = x^{a-a} = x^0 = 1 & \text{iv) } (xy)^a = x^a y^a & \text{vi) } x^0 = 1 \quad (x \neq 0) & \end{array}$$

PROBABILITY

8 11 6 11 13 21 14

Mean (= average) - add up all the numbers and divide by how many numbers there are:
 $87 \text{ divided by } 7 = 12$

Mode - the number in the set of data that occurs most often: 11

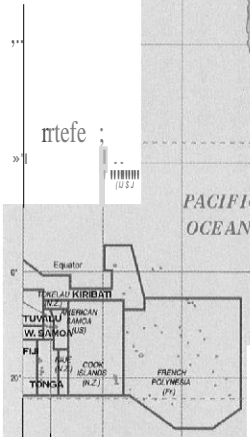
Median - the number in the middle when the series is sorted from smallest to greatest, (i.e., 6 8 11 11 13 14 21)
middle number is: 11

Range - the difference between the greatest and the smallest number in the series:
21 (greatest number)
subtract 6 (smallest number) = 15

COUNTRIES AND CAPITALS OF THE WORLD

Afghanistan - Kabul	East Timor - Dili	Libya - Tripoli	Sao Tom and Principe - Sao Tome
Albania - Tirane	Ecuador - Quito	Liechtenstein - Vaduz	Saudi Arabia - Riyadh
Algeria - Algiers	Egypt - Cairo	Lithuania - Vilnius	Senegal - Dakar
Andorra - Andorra la Vella	El Salvador - San Salvador	Luxembourg - Luxembourg	Serbia - Belgrade
Angola - Luanda	Equatorial Guinea - Malabo	Macedonia - Skopje	Seychelles - Victoria
Antigua and Barbuda - Saint John's	Eritrea - Asmara	Madagascar - Antananarivo	Sierra Leone - Freetown
Argentina - Buenos Aires	Estonia - Tallinn	Malawi - Lilongwe	Singapore - Singapore
Armenia - Yerevan	Ethiopia - Addis Ababa	Malaysia - Kuala Lumpur	Slovakia - Bratislava
Australia - Canberra	Fiji - Suva	Maldives - Male	Slovenia - Ljubljana
Austria - Vienna	Finland - Helsinki	Mali - Bamako	Solomon Islands - Honiara
Azerbaijan - Baku	France - Paris	Malta - Valletta	Somalia - Mogadishu
The Bahamas - Nassau	Gabon - Libreville	Marshall Islands - Majuro	South Africa - Pretoria
Bahrain - Manama	The Gambia - Banjul	Mauritius - Port Louis	Spain - Madrid
Bangladesh - Dhaka	Georgia - Tbilisi	Mexico - Mexico City	Sri Lanka - Colombo
Barbados - Bridgetown	Germany - Berlin	Micronesia, Federated Sates of - Palikir	Sudan - Khartoum
Belarus - Minsk	Ghana - Accra	Moldova - Chisinau	Suriname - Paramaribo
Belgium - Brussels	Greece - Athens	Monaco - Monaco	Swaziland - Mbabane
Belize - Belmopan	Grenada - Saint George's	Mongolia - Ulaanbaatar	Sweden - Stockholm
Benin - Porto-Novo	Guatemala - Guatemala City	Montenegro - Podgorica	Switzerland - Bern
Bhutan - Thimphu	Guinea - Conakry	Morocco - Rabat	Syria - Damascus
Bolivia - La Paz	Guinea-Bissau - Bissau	Mozambique - Maputo	Taiwan - Taipei
Bosnia and Herzegovina - Sarajevo	Guyana - Georgetown	Myanmar (Burma) - Rangoon	Tajikistan - Dushanbe
Botswana - Gaborone	Haiti - Port-au-Prince	Namibia - Windhoek	Tanzania - Dar es Salaam
Brazil - Brasilia	Honduras - Tegucigalpa	Nauru - no capital	Thailand - Bangkok
Brunei - Bandar Seri Begawan	Hungary - Budapest	Nepal - Kathmandu	Togo - Lome
Bulgaria - Sofia	Iceland - Reykjavik	Netherlands - Amsterdam	Tonga - Nuku'alofa
Burkina - Faso-Ouagadougou	India - New Delhi	New Zealand - Wellington	Trinidad and Tobago - Port-of-Spain
Burundi - Bujumbura	Indonesia - Jakarta	Nicaragua - Managua	Tunisia - Tunis
Cambodia - Phnom Penh	Iran - Tehran	Niger - Niamey	Turkey - Ankara
Cameroon - Yaounde	Iraq - Baghdad	Nigeria - Abuja	Turkmenistan - Ashgabat
Canada - Ottawa	Ireland - Dublin	Norway - Oslo	Tuvalu - Vaiaku Village
Cape Verde - Praia	Israel - Jerusalem	Oman - Muscat	Uganda - Kampala
Central African Republic - Bangui	Italy - Rome	Pakistan - Islamabad	Ukraine - Kyiv
Chad - N'Djamena	Jamaica - Kingston	Palau - Melekeok	United Arab Emirates - Abu Dhabi
Chile - Santiago	Japan - Tokyo	Panama - Panama City	United Kingdom - London
China - Beijing	Jordan - Amman	Papua New Guinea - Port Moresby	U. S. of America - Washington D.C.
Colombia - Bogota	Kazakhstan - Astana	Paraguay - Asuncion	Uruguay - Montevideo
Comoros - Moroni	Kenya - Nairobi	Peru - Lima	Uzbekistan - Tashkent

Congo, Republic of the - Brazzaville	Kiribati - Tarawa Atoll	Philippines - Manila	Vanuatu - Port-Vila
Congo, Democratic Republic of the - Kinshasa		Poland - Warsaw	Vatican City - Vatican City
Costa Rica - San Jose	Korea, North - Pyongyang	Portugal - Lisbon	Venezuela - Caracas
Cote d'Ivoire - Yamoussoukro	Korea, South - Seoul	Qatar - Doha	Vietnam - Hanoi
Croatia - Zagreb	Kosovo - Pristina	Romania - Bucharest	Yemen - Sanaa
Cuba - Havana	Kuwait - Kuwait City	Russia - Moscow	Zambia - Lusaka
Cyprus - Nicosia	Krygyzstan - Bishkek	Rwanda - Kigali	Zimbabwe - Harare
Czech Republic - Prague	Laos - Vientiane	Saint Kitts and Nevis - Basseterre	
Denmark - Copenhagen	Latvia - Riga	Saint Lucia - Castries	
Djibouti - Djibouti	Lebanon - Beirut	St. Vincent & the Grenadines - Kingstown	
Dominica - Roseau	Lesotho - Maseru	Samoa - Apia	
Dominican Republic - Santo Domingo	Liberia - Monrovia	San Marino - San Marino	

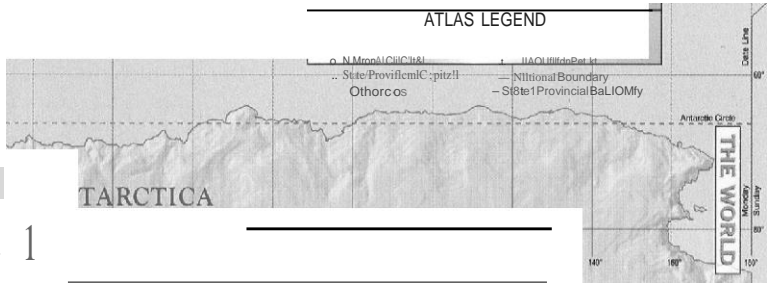


0 1000 2000 3000 Miles at Equator
 0 1000 2000 3000 Kilometers of Equator

GIS Project
 UNIV. of MAINE

ATLAS LEGEND

- National Boundary
- State/Provincial Boundary
- Other
- Site
- Provincial Boundary
- National Boundary
- Site



THE WORLD

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Countries and Capitals of North America

Antigua and Barbuda - **St. John's**

Bahamas - **Nassau**

Barbados - **Bridgetown**

Belize - **Belmopan**

Canada - **Ottawa - Ontario**

Costa Rica - **San Jose**

Cuba- **Havana**

Dominica - **Roseau**

Dominican Republic - **Santo Domingo**

El Salvador - **San Salvador**

Greenland - **Nuuk**

Grenada - **St. George's**

Guatemala - **Guatemala City**

Haiti - **Port-au-Prince**

Honduras - **Tegucigalpa**

Jamaica - **Kingston**

Mexico - **Mexico City**

Nicaragua - **Managua**

Panama - **Panama City**

St. Kitts and Nevis - **Basseterre**

St. Lucia - **Castries**

St. Vincent and The Grenadines - **Kingstown**

Trinidad and Tobago - **Port-of-Spain**

United States - **Washington D.C.**



Provinces and Capitals of Canada



Alberta - **Edmonton**

British Columbia - **Victoria**

Manitoba - **Winnipeg**

New Brunswick - **Fredericton**

Newfoundland & Labrador - **St. John's**

Northwest Territories - **Yellowknife**

Nova Scotia - **Halifax**

Nunavut - **Iqaluit**

Ontario - **Toronto**

Prince Edward Island - **Charlottetown**

Quebec - **Quebec City**

Saskatchewan - **Regina**

Yukon Territory - **Whitehorse**

States and Capitals of the U.S.A.

Alabama - **Montgomery**

Alaska - **Juneau**

Arizona - **Phoenix**

Arkansas - **Little Rock**

California - **Sacramento**

Colorado - **Denver**

Connecticut - **Hartford**

Delaware - **Dover**

Florida - **Tallahassee**

Georgia - **Atlanta**

Hawaii - **Honolulu**

Idaho - **Boise**

Illinois - **Springfield**

Indiana - **Indianapolis**

Iowa - **Des Moines**

Kansas - **Topeka**

Kentucky - **Frankfort**

Louisiana - **Baton Rouge**

Maine - **Augusta**

Maryland - **Annapolis**

Massachusetts - **Boston**

Michigan - **Lansing**

Minnesota - **Saint Paul**

Mississippi - **Jackson**

Missouri - **Jefferson City**

Montana - **Helena**

Nebraska - **Lincoln**

Nevada - **Carson City**

New Hampshire - **Concord**

New Jersey - **Trenton**

New Mexico - **Santa Fe**

New York - **Albany**

North Carolina - **Raleigh**

North Dakota - **Bismarck**

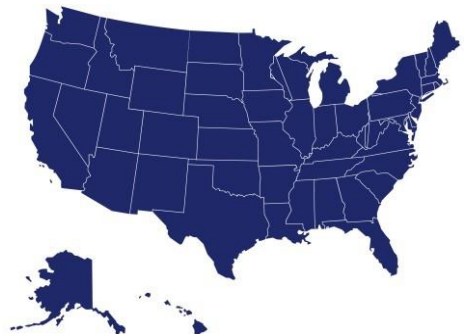
Ohio - **Columbus**

Oklahoma - **Oklahoma City**

Oregon - **Salem**

Pennsylvania - **Harrisburg**

Rhode Island - **Providence**



South Carolina - **Columbia**

South Dakota - **Pierre**

Tennessee - **Nashville**

Texas - **Austin**

Utah - **Salt Lake City**

Vermont - **Montpelier**

Virginia - **Richmond**

Washington - **Olympia**

West Virginia - **Charleston**

Wisconsin - **Madison**

Wyoming - **Cheyenne**

NORTH AMERICA



0 200 400 600 800 Miles
0 200 400 600 Kilometers
Equal Area Projection
©UniversaiMAP-



CANADA

The Prime Ministers of Canada



**The Right Honourable
Sir John A. MacDonalld**
1867-1873, 1878-1891



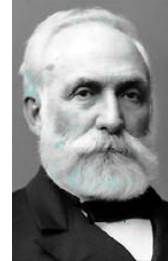
**The Honourable
Alexander Mackenzie**
1873-1878



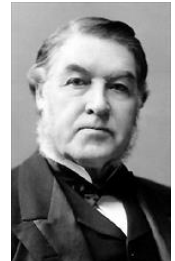
**The Honourable
Sir John Abbott**
1891-1892



**The Right Honourable
Sir John Thompson**
1892-1894



**The Honourable
Sir Mackenzie Bowell**
1894-1896



**The Honourable
Sir Charles Tupper**
1896



**The Right Honourable
Sir Wilfrid Laurier**
1896-1911



**The Right Honourable
Sir Robert Borden**
1911-1920



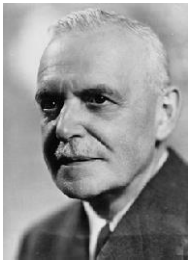
**The Right Honourable
Arthur Meighen**
1920-1921, 1926



**The Right Honourable
William Lyon Mackenzie King**
1921-1926, 1926-1930, 1935-1948



**The Right Honourable
Richard Bennett**
1930-1935



**The Right Honourable
Louis Saint-Laurent**
1948-1957



**The Right Honourable
John Diefenbaker**
1957-1963



**The Right Honourable
Lester B. Pearson**
1963-1968



**The Right Honourable
Pierre Elliott Trudeau**
1968-1979, 1980-1984



**The Right Honourable
Joe Clark**
1979-1980



**The Right Honourable
John Turner**
1984



**The Right Honourable
Brian Mulroney**
1984-1993



**The Right Honourable
Kim Campbell**
1993



**The Right Honourable
Jean Chrétien**
1993-2003



**The Right Honourable
Paul Martin**
2003-2006



**The Right Honourable
Stephen Harper**
2006-2015



**The Right Honourable
Justin Trudeau**
2016



District School Board of Niagara

TechEd.dsbn.org

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Cooperative Education (Co-op) lets you connect what you're studying in school to experience in a workplace, while earning credits towards your Ontario Secondary School Diploma (OSSD). The Ontario Youth Apprenticeship Program (OYAP) is part of Co-op and allows you to gain work experience in an apprenticeship skilled trade. You may even start your apprenticeship while you're still in high school!

Earn Your Secondary School Diploma and Get the Specialized Training You Need to Succeed After High School!



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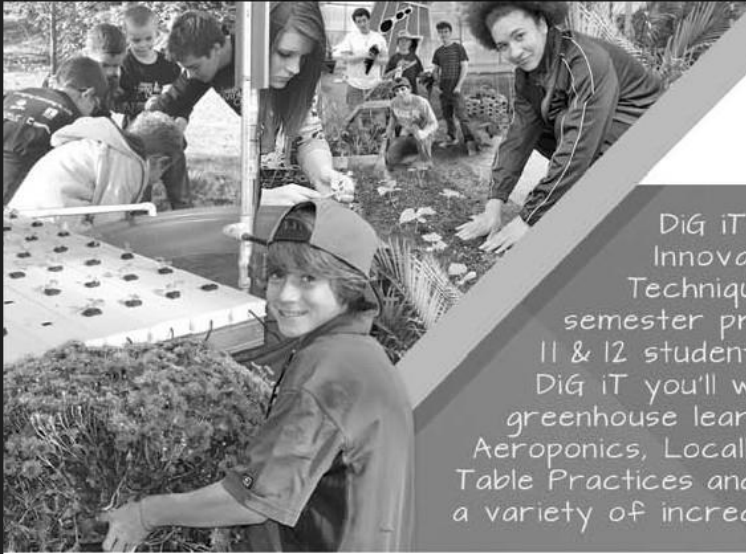
DISTRICT
SCHOOL BOARD
OF NIAGARA

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The Specialist High Skills Major (SHSM) is a Ministry-approved specialized program that allows you to focus your learning on a specific economic sector that interests you, while meeting the requirements for your Ontario Secondary School Diploma (OSSD). An SHSM assists you in your transition from secondary school to apprenticeship training, college, university, or the workplace by enabling you to gain sector-specific skills and knowledge in the context of engaging, career-related learning environments, so you can focus on graduation and on pursuing your postsecondary goals.

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- ARTS & CULTURE
- BUSINESS
- CONSTRUCTION
- ENERGY
- ENVIRONMENT
- HEALTH & WELLNESS
- HORN CULTURE
- HOSPITALITY & TOURISM
- INFORMATION & COMMUNICATIONS TECHNOLOGY
- MANUFACTURING
- SPORTS
- TRANSPORTATION

DSBN.ORG/SHSM



DiG iT stands for "Discovering Innovative Green Industries Techniques." It's a full-day, one semester program open to grades 11 & 12 students across the DSBN. In DiG iT you'll work in an experimental greenhouse learning about Aquaponics, Aeroponics, Locally-Grown and Farm-to-Table Practices and more, plus learn from a variety of incredible industry partners!

SPECIALIST HIGH SKILLS MAJOR REGIONAL PROGRAMS

The SHSM Regional Home Build is a full-day, one semester program open to grades 11 & 12 students across the DSBN. Students build a home from the ground up, learning all aspects of construction and earning various industry certifications. Students may also become signed apprentices through the Ontario Youth Apprenticeship Program.

SHSM Re9ional Home Build



For more information visit TechEd.dsbn.org/SHSM

