O’Gorman High School

Program & Course Calendar

2026 – 2027

Learning together. Striving for excellence. In service to God and each other.

This calendar provides students and families with information about O’Gorman High School programs, diploma requirements, course planning, assessment, supports, school expectations, and the School Code of Conduct.

Principal's Message

Welcome to O'Gorman High School.

At O'Gorman, we believe that secondary school is about much more than earning credits. It is a time for students to discover their strengths, deepen their faith, develop meaningful relationships, and begin shaping the path they will follow beyond high school. As a Catholic school community, we are committed to helping every student grow academically, spiritually, socially, and personally.

Our Program & Course Calendar is intended to help students and families understand the opportunities, expectations, supports, and pathways available at OHS. Course selection is an important part of that journey. Students are encouraged to choose courses thoughtfully, seek advice from their teachers and Guidance Counsellors, and consider both their current interests and future goals.

Success in high school is a shared responsibility. Students are expected to attend regularly, engage fully in their learning, meet academic and behavioural expectations, and take advantage of the many opportunities available through academics, athletics, leadership, faith, service, and extracurricular activities. In turn, our staff are committed to knowing our students, supporting their individual pathways, and helping them overcome barriers to success.

We are proud of the strong sense of community at O'Gorman High School and of the many ways our students use their God-given gifts in service to one another. I encourage every student to become involved, ask for help when it is needed, challenge themselves, and make the most of their years at OHS.

Together, we continue our mission of learning together, striving for excellence, and serving God and each other.

Dr. Sean Robertson
Principal
O'Gorman High School

This Program & Course Calendar is published in two connected parts: this document and the live OHS Course Guide in myBlueprint. Together they provide the school information, diploma requirements, course information, supports, and procedures required for secondary school programs and course calendars. Where a current Ministry or Board requirement changes after publication, the current official requirement takes precedence.

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OHS Quick Reference

Topic	Quick Information
Main Office	705-268-4501 | ohtmsec@ncdsb.on.ca
Attendance	Report absences/late arrivals by calling or emailing the Main Office.
School Day	8:55 a.m.-3:05 p.m.; four instructional periods; lunch 11:30 a.m.-12:30 p.m.
Guidance	Course selection, graduation requirements, pathways, PLAR, postsecondary applications, transfers and timetable planning.
Course Guide	The live public OHS Course Guide in myBlueprint is Part B of this calendar and contains the school course catalogue.
Graduation	Only students whose graduation requirements have been completed and verified by the school are eligible to participate in the OHS graduation ceremony.
Community Involvement	Graduating students must submit and have required hours verified by the annual mid-April school deadline.
Final Evaluations	Exams and required culminating activities are mandatory; families should avoid discretionary conflicts during final-assessment periods.
Extracurricular Eligibility	Students are expected to meet the attendance, behaviour, academic and safety requirements described in this calendar.

1. The School: Philosophy, Organization, Schedule & Expectations

O'Gorman High School is committed to helping every student complete secondary school and achieve a successful outcome. A secondary education provides the foundation for further education, apprenticeship, work, community participation, and lifelong learning. The school works with students and families to identify appropriate pathways, remove barriers, and provide timely intervention when students are at risk of not earning credits or graduating.

As a Catholic secondary school, O'Gorman High School seeks to nurture academic excellence, spiritual growth, character, service, and responsible citizenship. Students are encouraged to develop their God-given gifts and to contribute positively to the school, parish, and broader community.

Under Ontario law, students are required to remain in secondary school until they reach age 18 or obtain the Ontario Secondary School Diploma (OSSD), subject to the provisions of the Education Act.

The school operates on a semester system. Students normally take four courses per semester. Formal reporting occurs through provincial report cards, with communication about progress occurring throughout the semester. The school day consists of four instructional periods with a one-hour lunch.

How to Use This Program & Course Calendar

This annual calendar is O'Gorman High School's primary reference for academic planning, graduation requirements, programs, course selection, assessment expectations, student supports, school procedures, and responsibilities. Students and families should use it together with the live OHS myBlueprint Course Guide, the NCDSB/school calendar, and advice from Guidance. Where legislation, Ministry policy, Board policy, or a current official directive changes after publication, the current official requirement takes precedence.

Course offerings, programs, staffing, deadlines, and event dates can change from year to year. Publication of a course in this calendar or in myBlueprint does not guarantee that the course will run in a particular school year. Course offerings are subject to sufficient enrolment, staffing, scheduling, student pathway needs, and other operational considerations.

Address	150 George Ave., Timmins, ON P4N 4M1
Phone	705-268-4501
Fax	705-267-1550
Email	ohtmsec@ncdsb.on.ca
Website	https://ncdsb.on.ca/profile/ogorman-high-school/
Principal	Dr. S. Robertson
Vice-Principal	Mr. A. Schraer
School Secretaries	Mrs. P. Baker, Mrs. D. Paul, Mrs. N. Desormeaux

School Staff

Mr. D. Aide — Teacher

Mr. A. Black — Teacher/Student Success

Mrs. J. Bois — Mental Health Worker
Mr. M. Buhler — Pastoral Care Worker
Mrs. R. Buhler — Teacher
Mrs. B. Charlebois — Teacher
Mr. C. Cole — Teacher
Mr. D. Davis — Teacher/Department Head
Mrs. S. Dinel — Teacher
Mr. P. Dobias — Teacher
Mrs. G. Dupuis — Custodian
Mr. B. Fregonese — Teacher
Mrs. J. Gvozdanovic — Educational Assistant
Ms. S. Johns — Teacher/Cooperative Education
Mrs. L. Kelly — Teacher/Special Education
Mr. C. LaBine — Teacher
Mr. J. Lavoie — Teacher/Department Head/Special Education
Mrs. B. Lepage — Teacher/Special Education
Mrs. J. Pule — Educational Assistant
Mrs. A. MacDonnell — Teacher/Cooperative Education
Mr. B. Mann — Maintenance
Mrs. A. Maxwell — Teacher/Department Head
Mrs. M. McCarty — Teacher/Department Head
Mr. C. Morin — Custodian
Mrs. L. Morrison — Teacher
Ms. L. Romanowski — Teacher/Department Head/Guidance Counsellor
Mr. V. Rudolf — Custodian
Mrs. E. Shelley — Teacher
Mr. J. Skinner — Teacher
Mrs. J. Stewart — Teacher
Ms. H. Telik — Teacher
Mrs. P. Vincze — Teacher
Ms. C. Watt — Educational Assistant
Mr. S. Woolsey — Custodian

Staff assignments can change during the year. If you are not sure who to contact, please call the Main Office and we will help connect you with the right person.

School Schedule

Regular School Day

Time	Schedule
8:50 a.m.	Morning Warning Bell
8:55–10:10	Period 1
10:15–11:30	Period 2
11:30–12:30	Lunch
12:25 p.m.	Afternoon Warning Bell
12:30–1:45	Period 3
1:50–3:05	Period 4

Event/Mass Schedule

On designated event or Mass days, the school may operate an adjusted timetable. The schedule is communicated in advance to students and families.

Important Dates & Annual Planning Milestones

The official NCDSB 2026–2027 school year calendar identifies school holidays, professional activity days, examination periods, and the last day of school. Families should use the school and Board calendars when planning appointments, travel, or other commitments. Exams and culminating activities are mandatory and should be treated as fixed school commitments.

Northeastern Catholic District School Board

2026 – 2027 School Year Calendar

Learning together.
Striving for excellence.
In service to God and each other.

AUGUST				
Mon	Tue	Wed	Thu	Fri
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

1

SEPTEMBER				
Mon	Tue	Wed	Thu	Fri
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30		

OCTOBER				
Mon	Tue	Wed	Thu	Fri
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

NOVEMBER				
Mon	Tue	Wed	Thu	Fri
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30				

DECEMBER				
Mon	Tue	Wed	Thu	Fri
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	

JANUARY				
Mon	Tue	Wed	Thu	Fri
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

FEBRUARY				
Mon	Tue	Wed	Thu	Fri
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26

MARCH				
Mon	Tue	Wed	Thu	Fri
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		

APRIL				
Mon	Tue	Wed	Thu	Fri
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

MAY				
Mon	Tue	Wed	Thu	Fri
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

JUNE				
Mon	Tue	Wed	Thu	Fri
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30		

CALENDAR LEGEND

No School for Students
- Board Holiday
- Professional Activity Day
- Statutory School Holiday

School Days
- First Day of School
- Scheduled Exams at OHS
- Last Day of School
- Ontario Day

Current OHS/NCDSB calendar: https://ncdsb.on.ca/profile/ogorman-high-school/

Annual Planning Milestones

Because exact dates change annually, OHS publishes current dates through the school/Board calendar and school communications. Families should watch for the following recurring milestones:

Approximate Time	Planning Milestone
September	Timetable review; Grade 12 graduation-status review; confirm pathway and postsecondary prerequisites.
Fall	OSSLT preparation/testing; postsecondary planning begins.
November–January	University, college, apprenticeship and other postsecondary application planning and deadlines.
January	Semester 1 final evaluations/examinations, including EQAO Grade 9 Mathematics for students enrolled in MTH1W; preparation for Semester 2.
Semester 1	Students considering a PLAR course challenge must inform the school and meet with a Guidance Counsellor.
January/February	Course selection for the following school year through myBlueprint; alternate selections should also be chosen carefully.
February	Semester 2 begins; students verify timetables and graduation plans.
Mid-April	Graduating students' community involvement hours are due for graduation clearance and Minister's Certificate processing.
Spring	OSSLT preparation/testing; graduation clearance continues.
May/June	Final graduation-status verification; Semester 2 culminating activities and examinations, including EQAO Grade 9 Mathematics for students enrolled in MTH1W.
June	Graduation ceremony for students whose graduation requirements have been completed and verified by the school.

Who Do I Contact?

Families are encouraged to contact the person closest to the issue. If a matter remains unresolved, it can then be brought to school administration.

- Attendance, absences and sign-outs: Attendance Secretary / Main Office
- Course selection, graduation requirements, pathway planning and postsecondary applications: Guidance Department

- Classroom learning, assessment or course-specific concerns: Classroom Teacher
- IEPs, accommodations and special education supports: Special Education / Resource Staff
- Athletics and school teams: Coach or school administration, as appropriate
- Registration, including transfers from outside Ontario or Canada: Begin with the NCDSB online Registration Request; OHS staff will contact the family following review.
- Unresolved or significant school concerns: School Administration

Student Responsibilities, Achievement & Attendance

Students are expected to attend regularly and punctually, engage in learning, complete assigned work and evaluations, demonstrate academic honesty, follow staff directions, respect the rights and property of others, use technology responsibly, comply with the school uniform and personal mobile device expectations, and follow the School Code of Conduct. Students and families should communicate early with teachers, Guidance, Student Success or school administration when barriers are affecting attendance, achievement or successful credit completion.

Regular attendance is essential to student achievement and successful credit accumulation. Students are expected to attend all scheduled classes and required school activities and to arrive on time. The school uses progressive intervention and support when attendance concerns emerge. Detailed attendance, lateness, truancy, sign-out and intervention procedures are contained in Section 8 of this calendar.

Temporary Excusals from Attendance

For a planned non-medical absence of three or more school days, families must contact the Main Office in advance to obtain and complete a Temporary Excusal from Attendance form. The completed form must be submitted before the absence and requires approval by the school principal.

Temporary excusals are not intended for absences resulting from illness or other medical reasons. Medical absences should be reported through the school's regular attendance procedures. Medical documentation or a note from an appropriate health-care provider may be required in certain circumstances.

Failure to complete the required Temporary Excusal from Attendance process for a planned non-medical absence of three or more school days may result in the absence being recorded as truancy. An approved temporary excusal does not remove the student's responsibility for maintaining academic progress or completing required course work, assignments, assessments and other learning missed during the absence. Students and families should communicate with teachers in advance whenever possible regarding academic responsibilities associated with a planned absence.

Safe Schools

OHS operates under NCDSB Policy E-34 Safe Schools and the related administrative procedures for the Code of Conduct, bullying prevention and intervention, promoting positive student behaviour, suspension and expulsion, and appeals. The OHS School Code of

Conduct and local expectations are reproduced in Section 8. Current Board policies and procedures are available through the NCDSB Policies & Procedures directory.

2. Diplomas, Certificates & Graduation Requirements

Ontario Secondary School Diploma (OSSD)

The requirements depend on the year a student entered Grade 9. Students and families should review the student's individual graduation plan with Guidance each year.

Students entering Grade 9 in 2024–2025 or later require a minimum of 30 credits: 17 compulsory credits and 13 optional credits. They must also meet the provincial secondary school literacy requirement, complete at least two online learning credits (unless an applicable opt-out/exemption applies under provincial policy), and complete 40 hours of community involvement. Students who entered Grade 9 in 2025–2026 or later must also meet the Financial Literacy Graduation Requirement beginning in 2026–2027.

For students entering Grade 9 in 2024–2025 or later, the 17 compulsory credits are:

Students who entered Grade 9 in September 2023 or earlier generally require 18 compulsory credits and 12 optional credits. Guidance will verify the appropriate set of requirements for each student.

- 1 credit from the STEM-related compulsory-credit group required for students entering Grade 9 in 2024–2025 or later.
- 0.5 credit in civics and citizenship
- 0.5 credit in career studies
- 1 credit in French as a second language
- 1 credit in health and physical education
- 1 credit in the arts
- 1 credit in Canadian geography
- 1 credit in Canadian history
- 2 credits in science
- 3 credits in mathematics (Grade 9, Grade 10, and 1 credit in Grade 11 or 12)
- 4 credits in English (1 credit per grade)

Guidance will verify the exact compulsory-credit requirements that apply to each student, particularly for transfer students and students who entered Grade 9 under earlier requirements.

Provincial Secondary School Literacy Requirement

The Ontario Secondary School Literacy Test (OSSLT) is the usual way students meet the literacy graduation requirement. Students who are not yet successful may have further opportunities to write the OSSLT and, when eligible, may complete the Ontario Secondary School Literacy Course (OSSLC). Ontario policy also provides for accommodations, special provisions, deferrals, exemptions for eligible students not working toward an OSSD, and an adjudication process in defined circumstances. Guidance and Special Education staff can explain the pathway that applies to an individual student.

Financial Literacy Graduation Requirement

Beginning in 2026–2027, students who entered Grade 9 in 2025–2026 or later must meet the provincial Financial Literacy Graduation Requirement. It is normally completed through the compulsory Grade 10 Career Studies course. Students have up to two attempts during the course and must achieve at least 70% on the provincial financial literacy modules. The highest applicable attempt contributes 5% of the Career Studies final mark. Once completed, the requirement is recorded on the Ontario Student Transcript. Provincial policy provides additional opportunities, supports, and exceptions in defined circumstances; students transferring into Ontario should have their status reviewed by Guidance.

Substitutions for Compulsory Credits

In limited circumstances and in accordance with Ontario policy, the principal may approve substitutions for compulsory credit requirements. Substitutions are considered individually and are recorded on the Ontario Student Transcript. Families should consult Guidance where a substitution may be required.

Ontario Secondary School Certificate (OSSC)

The OSSC may be granted, on request, to a student leaving secondary school at age 18 without having met the OSSD requirements. It requires at least 14 credits: 7 compulsory credits and 7 optional credits. The compulsory credits are 2 English, 1 mathematics, 1 science, 1 Canadian history or Canadian geography, 1 health and physical education, and 1 arts/computer studies/technological education credit. The provincial substitution provisions also apply to the OSSC.

Certificate of Accomplishment

A Certificate of Accomplishment may be granted to a student who leaves secondary school at age 18 without having met the requirements for the Ontario Secondary School Diploma (OSSD) or Ontario Secondary School Certificate (OSSC). The certificate recognizes the student's achievements and accomplishments during their time in secondary school.

Community Involvement

All students working toward an OSSD must complete at least 40 hours of eligible community involvement activities. Students should begin early in secondary school and submit documentation as hours are completed. Graduating students must have their required hours submitted and verified by the school by the school's annual mid-April deadline in order to support graduation clearance.

Students who exceed the 40-hour requirement may be eligible for the Ontario Minister's Certificate of Recognition for Community Involvement. Current provincial recognition levels are:

Recognition	Verified Community Involvement Hours
Bronze	50–99 hours
Silver	100–199 hours
Gold	200+ hours

Because certificates must be processed in advance, students seeking a Minister's Certificate should submit all eligible hours by the school's mid-April deadline. The certificate is recognition beyond the graduation requirement; it does not replace the required 40 hours.

Students are responsible for ensuring activities are eligible and appropriately verified. Guidance can provide the OHS Community Involvement & Christian Service Information Package and answer questions before a student begins an activity.

Community Involvement Procedures: Students should review the OHS Community Involvement & Christian Service Information Package before beginning activities. Students are responsible for confirming that an activity is eligible, completing the required documentation, obtaining verification from the supervising person or organization, and submitting completed hours to the school. Where an activity requires prior school approval under Board/Ministry procedures, students must obtain that approval before completing the activity. OHS provides the current information package through the school website and Guidance, including information about eligible and ineligible activities. Students with disabilities or special education needs should speak with Guidance or Special Education if support is required to access suitable opportunities.

Graduation Clearance & Graduation Ceremony Eligibility

The annual graduation ceremony recognizes students who have successfully completed the requirements for graduation. Only students whose requirements have been completed and verified by the school will be eligible to participate in the O'Gorman High School graduation ceremony.

Graduating students are responsible for ensuring that all credits, the literacy requirement, online-learning requirement, Financial Literacy Graduation Requirement (where applicable), and community involvement hours are completed in time for school verification. Community involvement hours for graduating students are due by the school's annual mid-April deadline.

Grade 12 students should regularly review their graduation progress in myBlueprint and with Guidance. Being enrolled in Grade 12, having a graduation photograph taken, paying graduation-related fees, participating in fundraising, or receiving information about graduation does not confirm graduation eligibility. Eligibility is determined from the school's official records after all applicable requirements have been completed and verified.

Students who are uncertain whether they are on track to graduate must meet with Guidance well before the end of Semester 2. Participation in graduation-related fundraising, photographs, rehearsals, or other senior activities does not by itself establish eligibility to participate in the graduation ceremony.

3. Curriculum, Courses, Assessment & Reporting

Definition of a Credit

A credit is granted by the principal on behalf of the Minister of Education when a student successfully completes a Ministry-authorized secondary school course. Courses are organized by discipline, grade, and course type and are delivered through classroom, online, and/or approved experiential learning activities, as applicable.

Course Types

Course Type	Code	General Purpose
De-streamed	W	Grade 9 core courses designed to provide a common foundation for students.
Open	O	Courses suitable for all students and not designed around a specific postsecondary destination.
Academic	D	Grade 10 courses emphasizing theory and abstract problems and preparing students for senior university/college pathways.
Applied	P	Where offered, Grade 10 courses emphasizing practical applications and concrete examples.
Locally Developed	L	Courses developed to meet particular learning needs and support success in compulsory-credit areas.
University Preparation	U	Grade 11–12 courses designed to prepare students for university programs.
University/College Preparation	M	Grade 11–12 courses designed to prepare students for both university and college programs.
College Preparation	C	Grade 11–12 courses designed to prepare students for college programs.
Workplace Preparation	E	Grade 11–12 courses designed to prepare students for the workplace and related pathways.

Understanding Course Codes

Ontario course codes generally use five characters. The first three identify the subject/course; the fourth identifies the grade or level; and the fifth identifies the course type or destination. For example, ENG4U is Grade 12 English, University preparation; MTH1W is Grade 9 Mathematics, de-streamed; and GLC2O is Grade 10 Career Studies, Open.

Students must pay close attention to prerequisites. A course may be required before a student can enrol in a later course, and postsecondary programs may require specific Grade 11 or 12 courses and minimum grades.

Prerequisite Waivers
In Grades 10 to 12, students normally must complete the prerequisite identified for a course. Where the principal believes that a student can succeed in a course without having completed the specified prerequisite, the principal may waive the prerequisite in accordance with Ontario policy. A parent/guardian or adult student may request consideration of a waiver, and the principal may also initiate consideration. The decision is made in consultation with the parent/guardian or adult student and appropriate school staff. A waiver is not automatic and should be discussed with Guidance before course selection or registration.

Course Offerings, Descriptions & Course Outlines

The complete O'Gorman High School course catalogue is published through the public OHS Course Guide in myBlueprint. The course guide supplied for this calendar displays courses and allows students and families to search and filter offerings by grade and discipline. Each listing identifies the course name, course code, grade level, credit value and discipline; selecting a course in myBlueprint provides the available planning information for that course. The live myBlueprint guide forms the course-offerings component of this Program & Course Calendar and should be used during course selection.

Students and families can also create a myBlueprint Family Account, link with their child where available, and explore course and pathway information together. Guidance Counsellors remain available to help interpret course codes, prerequisites, graduation requirements and postsecondary implications.

OHS Course Guide: https://app.myblueprint.ca/public/courses/NECDSB/gormannecdsb

Because course offerings can change from year to year based on enrolment, staffing, student pathway needs, and timetable feasibility, a course appearing in the guide is not a guarantee that the course will run. Guidance staff will work with students if a requested course is unavailable or conflicts with another course.

The principal retains up-to-date course outlines for courses offered at OHS, as required by Ontario policy. Course outlines are available for students and parents/guardians to examine. Requests may be made through the classroom teacher, Guidance, or school administration. Ontario Curriculum documents are available through the Ministry of Education Curriculum and Resources website: https://www.dcp.edu.gov.on.ca/en/

Course Changes, Withdrawals, Prerequisites & Changing Course Types

Course changes may only occur after discussion with and approval through the Guidance Department. Students must continue to attend the courses on their official timetable until a change has been approved and processed. Failure to attend a scheduled class before the change is official may be treated as truancy.

Timetable changes are considered primarily where there is an academic, pathway, prerequisite, graduation, placement, or exceptional student need. Changes are not normally made solely for teacher preference, preferred semester or period, lunch preference, or to be scheduled with friends. Timetable feasibility, class size, program integrity, and the effect of a change on other students must also be considered. Guidance and school administration retain responsibility for approving timetable changes.

Changing course types or pathways should be planned carefully. Guidance will review prerequisites, graduation requirements, postsecondary implications, and whether additional preparation or transfer work is required.

Full Disclosure – Grade 11 and 12 Courses

Ontario Student Transcript rules apply to withdrawals from Grade 11 and 12 courses. Where a student withdraws after the provincially defined full-disclosure point for the course, the course and the student's percentage grade at the time of withdrawal are recorded on the Ontario Student Transcript. Because the applicable date depends on the semester/course schedule, OHS does not publish a fixed date in this calendar. Students must consult Guidance before withdrawing so the current deadline, transcript impact, prerequisites, graduation implications, and postsecondary consequences can be reviewed.

Prior Learning Assessment and Recognition (PLAR)

Prior Learning Assessment and Recognition (PLAR) is Ontario's formal evaluation and credit-granting process for recognizing prior learning. There are two components within PLAR: the challenge process and the equivalency process. OHS administers these components differently because they serve different purposes and operate on different timelines.

PLAR Challenge Process at O'Gorman High School

A student who intends to challenge a course must inform the school during Semester 1 and meet with a Guidance Counsellor to discuss the proposed challenge, eligibility, the course involved, evidence of prior learning and the established requirements. The Semester 1 timeline is an OHS planning requirement for the course challenge process; it is not a deadline for equivalency reviews or other PLAR-related transfer-credit work.

The principal/school administration determines whether a course challenge application will proceed. Approval is not automatic. Where approved, the OHS course challenge process is normally completed during Semester 2. The assessment must evaluate achievement of the relevant overall curriculum expectations using the assessment components required by

provincial policy. Students must continue to follow their regular timetable and course requirements unless the school advises otherwise.

Provincial rules establish eligibility requirements, limits on challenge credits and courses that may not be challenged. Students should not assume that a course is eligible until Guidance and school administration have reviewed the request. Any credit granted through the challenge process is recorded in accordance with provincial requirements.

PLAR Equivalency / Transfer Credit Assessment (Ongoing)

Equivalency and transfer-credit assessment is distinct from the OHS course challenge timeline. It is an ongoing process used, where applicable, when students transfer from another jurisdiction, home schooling, or a non-inspected private school. The principal determines placement and any equivalency credits after reviewing the student's prior learning and available documentation in accordance with Ontario policy. Families should provide complete educational records as early as possible so that appropriate placement and graduation planning can occur.

Other Ways of Earning Credits

Online Learning Graduation Requirement & Opt-Out

Students subject to the provincial online-learning graduation requirement must earn the required online learning credits unless an applicable opt-out or exemption is recorded in accordance with Ministry/Board procedures. Families or adult students seeking information about opting out should contact Guidance. Students should not assume that taking an online course is required in every individual circumstance until their graduation record has been reviewed.

Courses Taken Outside O'Gorman High School

Students considering taking a secondary school course outside their regular OHS program should speak with Guidance before registering. Guidance will help determine whether the proposed course is appropriate for the student's pathway, whether prerequisites are met, and how the course may affect graduation requirements, timetable planning, postsecondary prerequisites, and the student's overall academic plan.

Students and families should not assume that a course completed through an outside provider will automatically be recognized for OHS graduation or pathway-planning purposes. Students should consult Guidance before making a commitment or registering for an outside course.

Summer School

Summer school opportunities and registration procedures may vary from year to year. Students considering summer school should speak with Guidance and follow the current NCDSB-approved registration instructions. Students completing an approved summer school course may request continued use of a school Chromebook, subject to school procedures and availability.

Specialized & Experiential Learning Programs

Specialist High Skills Major (SHSM)

SHSM programs allow students to focus learning on a specific economic sector while meeting OSSD requirements. Students complete a bundle of credits, cooperative education, sector-recognized certifications/training, experiential learning and career exploration, and a reach-ahead experience. Successful students receive an SHSM seal on the OSSD and recognition on the Ontario Student Transcript. Current OHS/NCDSB SHSM availability is published through the Board's Pathway Programs information and Guidance.

Ontario Youth Apprenticeship Program (OYAP)

OYAP enables eligible students to explore skilled trades and, where requirements are met, begin apprenticeship-related learning while completing secondary school. Participation is connected to cooperative education and is planned with school staff and employers. OYAP-FAST opportunities may be available for students seeking an enhanced apprenticeship focus.

Dual Credit

NCDSB dual credit opportunities are offered in partnership with Northern College. Eligibility and admission are not automatic; interested students must speak with Guidance and complete the required application process.

Cooperative Education, Job Shadowing and Job Twinning

Cooperative education combines classroom preparation, workplace/community experience, and integration activities. Other experiential learning opportunities, including job shadowing and job twinning, may be available where appropriate. Students must meet safety, attendance, and program expectations.

Assessment, Evaluation & Reporting (2026-27)

Beginning in the 2026–2027 school year, Ontario's updated secondary assessment policy changes how final grades are calculated and introduces mandatory written examinations in most secondary courses. Assessment and evaluation continue to be guided by Growing Success, Board policy, curriculum expectations, and educator professional judgement.

Overall Final-Mark Structure

Grade	Classroom Work	Mandatory Final Evaluations	Attendance & Participation
Grades 9–10	65%	20%	15%
Grades 11–12	65%	25%	10%

Excused absences do not negatively affect the attendance component. Attendance and participation are assessed using the provincial criteria and the school's records. Students are expected to attend regularly, arrive on time, participate appropriately, and contribute to a positive learning environment.

Mandatory Final Evaluation Breakdown by Subject

The following summarizes the provincial 2026–2027 requirements. Course-specific details will be communicated by the teacher.

Subject Area	Grades 9–10	Grades 11–12
English, Mathematics, Science	20% written exam (Grade 9 MTH1W: EQAO assessment is the 20% written exam)	25% written exam
Arts, Computer Studies, Health & Physical Education, Technological Education	10% written exam + 10% culminating task	10% written exam + 15% culminating task
Canadian & World Studies	20% written exam	15% written exam + 10% culminating task
Business Studies; Social Sciences & Humanities	10% written exam + 10% culminating task	15% written exam + 10% culminating task
French as a Second Language; Classical/International/Native Languages	10% written exam + 10% culminating task	10% written exam + 15% culminating task
First Nations, Métis & Inuit Studies	10% written exam + 10% culminating task	10% written exam + 15% culminating task (NBE3U/NBE3C require 25% written exam)
Guidance & Career Education	Grade 10 GLC2O: 5% financial literacy requirement + 15% culminating task	Exempt from mandatory written exam; final evaluation rules apply

Courses exempt from the mandatory written-exam requirement include Grades 9–10 locally developed compulsory credit courses; Grades 11–12 workplace (E) and open (O) courses; and subject areas such as Guidance and Career Education (except GLC2O as noted), Cooperative Education, Interdisciplinary Studies, and American Sign Language as a Second Language. These courses still require the applicable 20% or 25% final evaluation, which may include in-class written evaluations, projects, presentations, portfolios, or other approved final evaluations.

Religious Education – OHS / Catholic Education Direction

The Institute for Catholic Education has directed that Religious Education align with the updated Growing Success practices as a Humanities discipline. Beginning in 2026–2027, OHS Religious Education final assessment will be structured as follows:

Grade	Written Exam	Culminating Activity
Grade 9	10%	10%
Grade 10	10%	10%
Grade 11	15%*	10%
Grade 12	15%*	10%

*Grade 11 and 12 Open-level Religious Education courses do not require a written final exam. In those courses, the final evaluation is worth 25% and may include in-class written evaluation and/or other final evaluations such as projects, presentations, and portfolios.

Reporting

Student achievement is reported using the Provincial Report Card and recorded, where applicable, on the Ontario Student Transcript (OST). Learning Skills and Work Habits are reported separately from the percentage grade except where provincial policy specifically incorporates attendance and participation into the final mark beginning in 2026–2027.

Exams and Culminating Activities

Final Assessment Periods - Families Must Plan Accordingly

Written examinations and required culminating activities are mandatory components of courses. Students must be available during the official examination period and during teacher-scheduled culminating activities. Families should not schedule vacations, appointments, work shifts, tournaments unrelated to the school, or other discretionary commitments that conflict with these requirements.

In general, an exam or culminating activity will not be rescheduled for personal convenience or ordinary personal circumstances. A missed exam or culminating activity may be considered for an alternate arrangement only where there is a significant circumstance accepted by school administration, such as illness, injury, bereavement, emergency, or another serious circumstance. Medical documentation or other appropriate documentation may be required.

Students are expected to write examinations in their regularly assigned classrooms with their classmates unless an alternate setting is identified in the student's Individual Education Plan (IEP), supported by relevant medical documentation, or otherwise approved by school administration in accordance with the student's documented needs.

Students who are absent without an accepted reason remain subject to the school's assessment, attendance, truancy, and academic consequences. Decisions about missed final evaluations are made by school administration in accordance with Ministry and Board policy.

For online courses offered through a school board, students should expect to write required final examinations in person at O'Gorman High School or another approved location unless the Board provides secure online proctoring that meets provincial requirements.

Academic Honesty, Artificial Intelligence & Late Work

Academic honesty is essential to learning. Students must submit work that accurately represents their own knowledge and skill and must acknowledge sources appropriately. Plagiarism, cheating, unauthorized collaboration, falsification, copying, and presenting another person's or system's work as one's own may result in academic and disciplinary consequences under the School Code of Conduct and Board assessment policy.

Generative Artificial Intelligence (AI)

Students must assume that generative AI tools are not permitted for an assignment, test, project, or other evaluation unless the teacher explicitly authorizes their use. Teachers will identify when AI may be used, the permitted purpose, and any requirements for citation, disclosure, process evidence, or verification of learning.

Using AI when it has not been authorized, using AI beyond the limits established by the teacher, or attempting to pass AI-generated content off as the student's own work will be treated as an academic honesty concern and may be addressed through assessment consequences and the School Code of Conduct. When unsure, students must ask the teacher before using AI.

Late and Missing Work

Teachers communicate deadlines and support students in meeting them. Consequences for late or missing work are applied in accordance with Growing Success, Board policy, course expectations, and professional judgement. Students and families should communicate early when a serious circumstance affects the ability to meet a deadline.

Ontario Student Record (OSR), Report Cards & Ontario Student Transcript (OST)

The Ontario Student Record is the official school record maintained for a student in accordance with provincial requirements. The Ontario Student Transcript is the official cumulative record of secondary school credits and other required information. Report cards communicate achievement during a course; the OST records the secondary credit history that is used for graduation and may be shared for postsecondary or other authorized purposes. Students and families with questions about records, transcript entries, or access to student records should contact Guidance or school administration.

4. Supports, Guidance & Education/Career-Life Planning

Guidance

The Guidance Department supports pathway planning, course selection, scheduling, postsecondary applications, scholarships, career planning, graduation tracking, community involvement, and transitions. Students and families may request an appointment with a Guidance Counsellor at any time during the school year.

Student Success and Credit Recovery

Student Success staff work with students who are experiencing barriers to credit accumulation or graduation. Supports may include progress monitoring, learning strategies, transition planning, credit recovery where appropriate, and coordination with classroom teachers and families.

Mental Health and Wellness

O'Gorman High School has regulated health professionals and school-based supports available to assist students. The school also works with community agencies and may facilitate referrals where appropriate and with required consent.

Indigenous Student Connections

NCDSB provides culturally relevant programming and supports designed to strengthen student connection, belonging, achievement, and well-being while integrating First Nations, Métis, and Inuit perspectives across learning.

Grade 8 to 9 Transition / LINK

The OHS LINK program supports Grade 9 students through the transition to secondary school. Senior student leaders serve as positive role models and help Grade 9 students build confidence, connection, and successful high-school habits.

Entering Grade 9

Grade 8 students and families are encouraged to begin secondary planning early. OHS provides information about secondary programs, course selection, graduation requirements, supports, and how to access Guidance. Course requests are completed through myBlueprint during the annual selection window. Students and families should review compulsory courses, electives, prerequisites, pathway interests, and any special education or accommodation information that should transition with the student.

Families who are unsure about course selection, placement, French-language programming, special education supports, or a student's transition needs should contact Guidance before selections are finalized.

English Language Learners

Students who are learning English are supported in accordance with Ontario policy. Programming, placement, assessment, and accommodations are determined based on the student's language-learning needs, prior schooling, and individual circumstances. Families should contact Guidance or school administration when registering a student who may require English language learner supports.

Library, Technology and Learning Resources

Students have access to school technology, digital learning tools, the library/resource centre, Brightspace/eHub, and other Board-provided resources. Students are expected to follow Board responsible-use requirements at all times.

Education and Career/Life Planning & myBlueprint

Education and career/life planning is an ongoing process from Grade 9 through graduation. Students use their Individual Pathways Plan (IPP) to explore who they are, opportunities available to them, the goals they wish to pursue, and the steps required to achieve those goals.

O'Gorman High School uses myBlueprint for pathway planning and course selection. Students can use myBlueprint to review graduation progress, explore careers and postsecondary options, plan courses, and submit course requests during the school's course-selection window.

1. Sign in to myBlueprint using the access method provided by NCDSB/school staff.
2. Open the High School Planner to review completed, current, and planned credits.
3. Review prerequisites and postsecondary admission requirements before selecting courses.
4. Select the requested courses for the following school year and submit them when the course-selection window opens.

5. Students under 18 should review selections with a parent/guardian and may be required to obtain approval.
6. Students who are uncertain about a pathway, course type, prerequisite, or graduation requirement should meet with a Guidance Counsellor before submitting selections.

Public OHS Course Guide in myBlueprint:
https://app.myblueprint.ca/public/courses/NECDSB/gormannecdsb

O'Gorman High School website: https://ncdsb.on.ca/profile/ogorman-high-school/

The OHS Course Guide is also linked from the school website under Key Links → OHS Course Guide. Course availability is subject to enrolment, staffing, timetable constraints, and Board programming decisions.

Course Requests and Timetable Placement
Submitting a course request does not guarantee placement in that course, a particular semester or period, or with a particular teacher. Courses may be cancelled, combined, capped, or scheduled in only one semester because of enrolment, staffing, timetable feasibility, program needs, or other operational considerations. Students should select alternate courses carefully. Where a requested course cannot be scheduled, Guidance will work with the student to identify an appropriate alternative.

Four-Year Graduation Planning

Graduation planning is a four-year process rather than a Grade 12 task. Students should review their Individual Pathways Plan and graduation progress with Guidance each year. A typical planning sequence is:

Grade	Typical Planning Priorities
Grade 9	Build a strong transition to secondary school; complete compulsory Grade 9 courses; begin the Individual Pathways Plan (IPP); begin community involvement; review graduation requirements and online-learning requirements.
Grade 10	Continue compulsory credits; complete Career Studies and Civics; complete the OSSLT when scheduled; complete the Financial Literacy Graduation Requirement when applicable; review Grade 11 pathway prerequisites.
Grade 11	Select destination-appropriate courses; confirm prerequisites for postsecondary programs, apprenticeship, work, or other pathways; review credit totals, literacy status, online-learning credits, and community involvement progress.

Grade	Typical Planning Priorities
Grade 12	Confirm all OSSD requirements early; complete remaining compulsory/optional credits and community involvement; monitor postsecondary application requirements and deadlines; verify graduation eligibility with Guidance.

This sequence is a planning guide only. Individual pathways differ, and students transferring into OHS may require an individualized plan based on prior credits and equivalencies.

Postsecondary Admission Responsibility

Earning the OSSD does not by itself guarantee admission to a college, university, apprenticeship, training program, or other destination. Students are responsible for reviewing the admission requirements, prerequisite courses, minimum grades, supplementary requirements, and application deadlines for programs they are considering. Guidance supports students with planning and applications, but admission requirements and decisions are established by the receiving institution or program.

Planning and Course Selection Support

Students and families may seek support from Guidance, classroom teachers, Student Success, Special Education and school administration when planning courses or pathways. myBlueprint supports the Individual Pathways Plan (IPP), graduation tracking, course selection and exploration of postsecondary and career options. Students should review prerequisites and destination requirements before submitting course requests.

5. Special Education

O'Gorman High School provides special education programs and services for students who require them. Supports may be provided to students formally identified through an Identification, Placement and Review Committee (IPRC) as well as to students who have an Individual Education Plan (IEP) without a formal identification, where appropriate.

Accommodations, Modifications and Alternative Expectations

Accommodations are teaching, assessment, environmental, human-support, or equipment-related adjustments that enable a student to learn and demonstrate learning without changing the provincial curriculum expectations. Modifications change the grade level or course expectations to meet a student's learning needs. Alternative expectations address learning that is not represented in the Ontario curriculum; at the secondary level, alternative courses are non-credit courses.

The student's IEP identifies required accommodations, modifications and/or alternative programming. Where a secondary course is modified, the principal determines whether achievement of the modified expectations is sufficient for the course credit and communicates that decision to the student and family.

Family Responsibility to Provide Information

Families and adult students are responsible for informing the school as early as possible about known disabilities, medical conditions, learning needs, existing IEPs, professional assessments, and required accommodations that may affect instruction or assessment. Relevant documentation should be provided during registration or promptly when a need becomes known so that the school can review and plan supports before tests, examinations, culminating activities, field trips, placements, and other learning activities.

Where documentation is reasonably required to understand a medical or disability-related need, the school may request appropriate professional documentation consistent with Board procedures, Ministry policy, and applicable human-rights obligations. A medical note may also be required to substantiate illness or a medical circumstance connected to a missed examination or other major evaluation.

Accommodations should be established before an assessment whenever possible. A request made only after an assessment has been completed does not automatically require the school to re-grade, repeat, or retroactively alter the result. Any request for a retroactive adjustment will be reviewed individually by school administration with appropriate staff, taking into account the documentation available, the timing of disclosure, fairness to the student, and applicable legal and policy obligations.

IPRC, IEP and SEAC

The IPRC process identifies a student as exceptional, where appropriate, and determines placement. The IEP is the working plan that records the student's strengths and needs, accommodations, modifications and/or alternative expectations, and related supports. The NCDSB Special Education Advisory Committee (SEAC) advises the Board on matters affecting special education. Families may obtain the Board's Special Education information and policies through the NCDSB website or by contacting the school.

NCDSB Special Education information, including the Parent Guide to Special Education, the Board Special Education Plan, information about IEPs and SEAC, and related policies and procedures, is available on the NCDSB Special Education webpage. Families may also request assistance or copies through OHS Special Education staff or the Main Office.

6. Board-Wide and Specialized Programs

This section identifies Board-wide and specialized program opportunities available to OHS students, including where programs are delivered and how students access them. Because offerings may change annually, students should confirm current availability and application timelines with OHS Guidance before making course or pathway decisions.

Program / Opportunity	Location / Delivery	How to Access
French Immersion, Grades 9-12	O'Gorman High School	Discuss placement and course planning with Guidance; registration/course-selection requirements apply.
Specialist High Skills Major (SHSM) - Health and Wellness; Hospitality and Tourism	O'Gorman High School and approved experiential learning locations	Students should consult Guidance regarding eligibility, required course bundle, certifications, cooperative education and enrolment.
Ontario Youth Apprenticeship Program (OYAP) / OYAP-FAST	OHS cooperative education, employer placements and partner training locations as applicable	Apply/plan through Guidance and Cooperative Education; eligibility and placement requirements apply.
Dual Credit	OHS in partnership with Northern College; delivery location depends on the approved dual-credit offering	Students must speak with Guidance and complete the required application; admission is based on program eligibility and available spaces.
Cooperative Education	OHS plus approved workplace/community placements	Select/plan through Guidance and Cooperative Education; placements require suitability, safety and program approval.
Summer School / e-Learning	Online delivery	Students should consult Guidance before registration. Current registration procedures, dates, locations and eligibility are communicated annually.

NCDSB Pathway Programs: https://ncdsb.on.ca/programs-services/pathway-programs/

NCDSB Student Resources: https://ncdsb.on.ca/programs-services/student-resources/

NCDSB Policies & Procedures: https://ncdsb.on.ca/our-board/policies-procedures/

7. Registration, Graduation & School Operations

Registration, Transfers & Students Arriving from Outside Ontario/Canada

Registration Process

All new student registration requests must begin through the NCDSB online registration process. Families should review the registration information, gather the required documentation, confirm their designated school, and submit an online Registration Request through the Board website:

NCDSB Registration: https://ncdsb.on.ca/registration/

Families should complete the online Registration Request before contacting O'Gorman High School to arrange a registration appointment. The Board registration page identifies the information and documentation required to begin the registration process.

Once OHS receives and reviews the Registration Request, school staff will contact the family to arrange an admission meeting and confirm any information or documentation that should be brought to the meeting. Where special circumstances require additional information or discussion, school administration, Guidance, or other appropriate staff may contact the family before an appointment is scheduled.

Students Arriving from Outside Ontario

Students transferring from another province or territory may require additional review of educational records and other information needed for placement and registration. Families should provide complete and, where possible, official educational records such as transcripts, report cards, course descriptions, and records of prior secondary schooling. Guidance and administration use these records to determine appropriate placement, prerequisites, equivalency credits, and remaining OSSD requirements. If required documentation is unavailable, timetable creation, credit assessment, or placement may be delayed.

Students Arriving from Outside Canada

Students arriving from outside Canada may require additional review of educational records, residency/eligibility information, immigration/status documentation where applicable, custody/guardianship information, and other records needed for registration and placement.

For students with prior secondary schooling outside Ontario, the principal reviews available credentials and determines appropriate placement and equivalency credits in accordance with Ontario PLAR policy. This equivalency review is ongoing and is not subject to the Semester 1/Semester 2 timeline used by OHS for the challenge process. Incomplete records can delay a reliable credit and graduation assessment.

Federal requirements for minors studying in Canada vary according to citizenship/immigration status and individual circumstances. OHS can explain school registration and educational-document requirements but does not provide immigration or legal advice. Families are responsible for confirming federal requirements that apply to the student and should consult Immigration, Refugees and Citizenship Canada (IRCC). Some minor students require a study permit, while others may be authorized to study without one in defined circumstances.

Government of Canada - Find out if you need a study permit:
https://www.canada.ca/en/immigration-refugees-citizenship/services/study-canada/study-permit/study-permit-tool.html

Temporary Enrolment Elsewhere for Athletics

A student or family considering enrolment at another school for a semester primarily to participate in athletics must contact the O'Gorman High School Guidance Department before making the change. A Guidance Counsellor will review the student's credit accumulation,

prerequisites, graduation plan, timetable implications, postsecondary goals, and the proposed plan for returning to OHS.

Families will be required to complete a signed agreement outlining the plan for academic reintegration into O'Gorman High School. The agreement may address expected return timing, courses required on return, graduation implications, records/transcript transfer, and the student's responsibility to remain on track academically.

This arrangement is not recommended during Semester 2 of Grade 12 because it may create significant risks related to course completion, prerequisites, graduation clearance, postsecondary admissions, and participation in the OHS graduation ceremony. Families should discuss these risks with Guidance before making a decision.

Extracurricular Activities, Athletics & Field Trips

O'Gorman High School values athletics, clubs, leadership activities, and field trips as important parts of student development. Participation is a privilege and is conditional on students meeting school expectations for attendance, behaviour, academics, safety, and any activity-specific requirements.

90% Attendance Eligibility Standard

To participate in school sports, clubs, and field trips, students are expected to maintain at least 90% attendance. Eligibility will normally be reviewed using the student's attendance across scheduled classes during the current semester and other relevant recent attendance information. Parent/guardian-approved or otherwise excused absences accepted under school/Board procedures - including illness, bereavement, approved appointments, religious/cultural observances, and other significant circumstances - are not counted against the 90% standard. Medical or other appropriate documentation may be required where necessary to substantiate an absence.

Students who do not meet the attendance expectation may be placed on extracurricular probation or be ineligible to participate until the school determines that the requirement has been restored or an appropriate exception applies. School administration makes final eligibility decisions, considering the student's attendance record and the circumstances of absences.

Eligibility Review

Where exceptional circumstances exist, a student or parent/guardian may ask the principal to review an extracurricular eligibility decision. The review may consider the student's attendance record, the nature and documentation of absences, academic progress, behaviour, safety, previous interventions, and other relevant circumstances. The principal makes the final school eligibility decision, subject to Board and governing athletic/activity requirements.

School Athletics

Before participating on any school team, students must complete all required registration and safety documentation, including the O'Gorman High School Athletics Contract and the

Concussion Code of Conduct. Students must also comply with coach, school, Board, league, and provincial safety requirements, including concussion recognition and return-to-school/return-to-sport procedures where applicable.

Field Trips

School-approved field trips and experiential learning activities that are part of a course or instructional program are considered part of the regular school program. Attendance at these activities is expected and is mandatory when the activity is connected to course learning.

Students who are unable to participate must communicate with the teacher or school in advance and may be required to complete an appropriate alternative learning activity. Failure to attend or complete required alternative learning may affect the student's ability to complete assignments, assessments, or other course requirements connected to the learning that occurred during the field trip.

Medical, Safety & School Operations

Medical Conditions and Plans of Care

O'Gorman High School is allergy-sensitive and scent-free. Families must notify the school of prevalent medical conditions and other health concerns at registration and whenever information changes. Where required, students, families, and school staff will collaborate on a Plan of Care. Medication and emergency medication are managed in accordance with Board procedures.

Illness, Accidents and Leaving School

Students who become ill or need to leave during the school day must report to the Main Office and follow sign-out procedures. For students under 18, parent/guardian authorization is required. In an emergency, school staff may contact emergency services and will notify the family as soon as possible.

Emergency Preparedness

The school conducts emergency preparedness drills, including fire and lockdown drills, and maintains procedures for other emergencies. Students and visitors must follow staff directions during drills and emergencies.

Transportation and Inclement Weather

Student transportation is coordinated through North East Tri-Board Student Transportation. Bus cancellation and school-closure information is communicated through the consortium and Board/school channels. Families are responsible for reporting student absences when transportation is cancelled and the student will not attend.

Student Parking

Students may use designated student parking areas subject to school rules. The school does not assume responsibility for loss or damage to personal vehicles. Students must drive safely and follow posted speed and parking expectations.

Visitors and School Access

All visitors must report to the Main Office on arrival and follow school sign-in, identification, and access procedures. Visitors may not proceed through instructional or student areas without authorization. The school may restrict or deny access where necessary to protect student safety, privacy, learning, and school operations.

Personal Property

Students are responsible for personal belongings brought to school. The school cannot generally assume responsibility for personal property that is lost, stolen, misplaced, or damaged, including phones, earbuds, clothing, money, and other electronics or valuables. Students should secure belongings in their assigned locker and avoid bringing unnecessary valuables to school.

Student Nutrition

O'Gorman High School provides access to student nutrition supports. Cafeteria service and breakfast or nutrition programming may vary during the year. Closures or changes are communicated to students and families.

School Cash Online

School Cash Online is used for all school payments and activities. Families must use the current NCDSB School Cash Online portal. Families who need help accessing the service should contact the Main Office.

Student Fees and Yearbook

The school may collect an annual student activity fee to support extracurricular opportunities and may offer a separate optional yearbook purchase. Current amounts and payment instructions are communicated annually. Families experiencing financial barriers are encouraged to contact school administration confidentially.

Lost and Found

Students are responsible for caring for personal belongings. Found items should be brought to the Main Office. Unclaimed items are held for a limited period and may later be donated or disposed of. Students should not bring unnecessary valuables to school.

School Materials and Lockers

Students are expected to arrive prepared with ordinary classroom supplies identified by their teachers. Significant instructional materials and equipment are provided by the school as required. Students are assigned lockers and school-issued locks. Students may use only their

assigned locker, may not share lockers, and must keep the locker clean and in good condition. Lockers are school property and may be inspected by administration in accordance with Board procedures.

Community Partnerships

OHS works with community agencies and service providers to support student learning, well-being, transitions, and pathways. Where a service or referral requires consent, the school will follow relevant Board procedures and contact the student or family as appropriate.

Fundraising

School fundraising supports approved student activities, field trips, athletics, and other school initiatives. Fundraising activities require school approval and must follow Board procedures and relevant Catholic School Parent Council expectations.

Parish Life and Catholic Faith Formation

O'Gorman High School partners with the Diocese of Timmins and the local parish community to support Catholic faith formation. Students participate in the religious life of the school through Religious Education, prayer, liturgies, Masses, service, and other faith-based opportunities. Families are encouraged to support students' participation in parish and sacramental life.

Chromebooks, Chargers & Digital Citizenship

School-issued Chromebooks and chargers are the responsibility of the student and family while they are assigned to the student. Families must complete the required Chromebook Agreement before a school Chromebook will be issued. Families are responsible for the cost of repair or replacement when a Chromebook or charger is lost, stolen, or damaged, in accordance with applicable Board and school procedures.

School Chromebooks are normally distributed at the beginning of the school year and collected at the end of the school year. Students enrolled in summer school who require a device may request a Chromebook through the school.

Students experiencing technical difficulties with a school Chromebook may submit a technology-support ticket by emailing tech@ncdsb.on.ca or visit the school secretary for assistance.

Students are expected to be positive and responsible digital citizens. School technology must be used appropriately, respectfully, safely, and in accordance with the NCDSB Responsible Use of Information and Communication Technology requirements and the School Code of Conduct. Students are responsible for caring for assigned equipment, protecting their account information, respecting the privacy and rights of others, and using Board technology for appropriate educational purposes.

Family Communication & Involvement

Strong communication between home and school supports student success. Families are encouraged to contact classroom teachers when questions arise rather than waiting for formal reporting periods. Staff will endeavour to respond within a reasonable professional timeframe, recognizing instructional and supervision responsibilities during the school day.

School-wide communication is primarily electronic through email, the school website, and approved school social-media channels. Families who require an alternate communication format should contact the Main Office.

Students 18 Years of Age or Older

When a student reaches age 18, certain permissions, access to student information, attendance decisions, and school communications may be directed to the adult student or require the student's consent before information is shared with a parent/guardian, subject to applicable law and Board procedures. Adult students are expected to follow all school attendance, documentation, assessment, and Code of Conduct requirements.

Catholic School Parent Council

Catholic School Parent Council provides advice to the principal and supports school-family-community partnerships. Elections occur near the beginning of the school year. Families are encouraged to participate.

Volunteers

Family and community volunteers are welcome in approved school activities. Screening requirements, including a school-specific criminal record check where required by Board policy, must be completed before volunteering. Contact the school before obtaining screening documentation so the correct process is followed.

8. School Code of Conduct, Safe Schools & Uniform Policy

The following Code of Conduct and local uniform provisions operate together with NCDSB Policy E-34 Safe Schools and its related administrative procedures. Current Board policy takes precedence if updated after publication.

School Conduct

School Code of Conduct

Policy Statement

The Northeastern Catholic District School Board (NCDSB) believes that all people are created in the image and likeness of God and that every person has the right to be treated with dignity, respect and fairness. The Board recognizes that a positive school climate exists when all members of the school community feel safe, included and accepted and actively promote positive behaviours and interactions. The NCDSB is committed to building and sustaining safe

Catholic school communities where all members and stakeholders share the responsibility of eliminating violence in accordance with our Catholic faith and gospel values. The NCDSB believes that safe learning environments enable students to reach their full academic and spiritual potential.

Purpose of the Code

The Ministry of Education expects that school communities be places that promote responsibility, respect, civility and academic excellence in a safe learning and teaching environment and that a positive school climate exists when all members of the school community feel safe, comfortable, and accepted. Accordingly, the Education Act permits the Minister of Education to establish a provincial code of conduct governing the behaviour of all persons in schools. The purposes of the provincial code of conduct are:

1. To ensure that all members of the school community, especially people in positions of authority, are treated with respect and dignity
2. To promote responsible citizenship by encouraging appropriate participation in the civic life of the school community
3. To maintain an environment where conflict and difference can be addressed in a manner characterized by respect and civility
4. To encourage the use of non-violent means to resolve conflict
5. To promote the safety of people in schools
6. To discourage the use of alcohol and illegal drugs, and, except by a medical cannabis user, cannabis
7. To prevent bullying in schools

The *Education Act* provides that every school board shall take such steps as the Minister directs to bring the Provincial Code of Conduct to the attention of the entire school community including students, parents/guardians, teachers and other school staff, and other members of the school community.

Roles and Responsibilities

All members of our Catholic school communities and visitors to our Catholic school communities have the following responsibilities:

1. To respect the person and the rights of all members of the school community
2. To comply with all school, board, and Ministry expectations and regulations regarding behaviour
3. To contribute positively to the Catholic environment of the school
4. To use language that is appropriate in a school setting and respectful of others
5. To respect the property of the school at all times: building, grounds, equipment, materials
6. To participate fully in the religious life of the school, including the celebration of liturgy, Religious Education and related activities

Standards of Behaviour

Respect, Civility, and Responsible Citizenship

To create, promote, and sustain a safe, inclusive and accepting school climate, all members of the school community **must**:

1. Comply with all applicable federal, provincial and municipal laws
2. Comply with all Ministry of Education, school board and school policies
3. Demonstrate honesty and integrity
4. Respect differences in people, in their ideas and opinions
5. Treat one another with dignity and respect at all times, both in person and online, especially when there is disagreement or difference
6. Respect and treat others fairly, regardless of race, ancestry, place of origin, colour, ethnic origin, citizenship, creed, sex, sexual orientation, gender identity, gender expression, religion, age, marital status, family status, or disability
7. Respect the rights of others
8. Show proper care and regard for school property and the property of others
9. Take appropriate measures to help those in need
10. Seek assistance from a member of the school staff, if necessary, to resolve conflict peacefully
11. Refrain from using abusive language or swearing at another person
12. Respect the needs of others to work in an environment that is conducive to learning and teaching
13. Not use personal mobile devices during instructional time except where authorized for health and medical purposes or to support special education needs.

Safety

To create, promote, and sustain a safe, inclusive and accepting school climate, all members of the school community are accountable and responsible for their behaviour, and shall not:

1. Engage in bullying behaviours, including cyberbullying
2. Commit sexual assault or sexual harassment
3. Traffic in weapons or illegal drugs
4. Commit robbery or theft
5. Be in possession of any weapon including a firearm
6. Threaten or intimidate another person
7. Be in possession of alcohol, cannabis, and illegal drugs. For students this also includes being in possession of electronic cigarette, tobacco, and nicotine products
8. Use, or be under the influence of alcohol, cannabis, tobacco, electronic cigarettes, illegal drugs or related products
9. Provide others with alcohol, illegal drugs, tobacco, electronic cigarettes, cannabis, and related products
10. Inflict or encourage others to inflict bodily harm on another person
11. Engage in hate propaganda and other forms of behaviour motivated by hate or bias
12. Commit an act of vandalism that causes damage to school property, property located on the premises of the school or to the property of a member of the school community

Expectations of Conduct

In addition to demonstrating the Standards of Behaviour, all members of the school community are expected to align and monitor their behaviour in accordance with the following provisions:

Academic Honesty

Members of the school community must not knowingly plagiarize, cheat, or copy the language, thoughts, or ideas of another person and present them as their own work. Staff members must inform themselves of the restrictions of the *Copyright Act* and adhere to the Fair Dealing Guidelines that address copyright law (CMEC Copyright Consortium).

Attendance

Regular attendance and punctuality by all members of the school community is essential to support student success. Student attendance is compulsory as described in the *Education Act* and it is the parent's/guardian's responsibility to ensure students attend school. In case of a student absence or late arrival, the parent/guardian must inform the school in advance. The school message line is available 24/7 by calling 705-268-4501 and selecting option 1 for attendance or you may email ohtmsec@ncdsb.on.ca. Parents/Guardians will be notified daily by an automated messaging system when a student is absent from class. Students that are over 18 may sign themselves out, but may require documentation upon the request of school administration (i.e., medical note). Note that according to Board policy, any student that is absent for three days or more for a non-medical reason must complete a Temporary Excusal form, which can be picked up from the Main Office. It must be submitted prior to the absence and approved by the school principal. Failure to complete the form will result in the student being marked as truant.

Leaving During the School Day

Students should only be leaving during the school day for illness, medical appointments, or emergency situations. Those who need to leave during the school day must report to the Main Office to sign out. Students will require a note or phone call from their parent/guardian to sign out or parents/guardians will be contacted to ensure the student is allowed to leave. If students do not provide a note, or parents/guardians cannot be reached, students will not be permitted to sign out.

Lateness

Students who are late must follow one of the following procedures:

If students arrive within the first 10 minutes of class, they are to report directly to class and teachers will mark them late through their attendance reporting OR if students arrive after the first 10 minutes of class, they are to report to the Attendance Secretary. They will receive an admit-to-class slip which must be provided to their classroom teacher. Teachers will address class lateness with a range of consequences including detentions and loss of privileges. Teachers will contact parents/guardians for students who are habitually late. Ongoing issues with lateness will be addressed by the school administration and may result in suspension.

Truancy

Students will be considered Truant in each of the following situations:

1. Students are absent for the first period of the day and parents/guardians have not contacted the school to explain the absence
2. Students are absent for any other period of the day and have not signed out at the Main Office
3. Students do not report to class after signing in late with the attendance secretary
4. Students are permitted to leave class but fail to return within a reasonable amount of time
5. Students leave class without permission
6. Students who arrive in class during the last thirty minutes of a period without prior notification to the Main Office.

Students who are truant from class will face a range of consequences from both the classroom teacher and school administration. Truancy during a course evaluation (for example, a test or examination) will be addressed in accordance with current Ministry, Board, school assessment, attendance, and academic-honesty requirements. Academic and disciplinary consequences may apply. Continued truancy will result in suspension.

Please note: Students who are absent for 15 consecutive days in any class will be removed from the class. Should this occur, they will be unable to have another course added to their timetable. This will impact graduation timelines as students will have a reduced credit count.

Attendance Intervention and Support

Where patterns of absence, lateness, or truancy emerge, the school may contact the student and family, establish attendance goals or an attendance improvement plan, involve classroom teachers, Student Success, Guidance, Special Education, or school administration, and engage Board attendance supports or community partners where appropriate. The purpose of intervention is to restore regular attendance, address barriers, protect credit accumulation, and support successful completion of the student's program.

Care and Respect for Property and Grounds

School community members share responsibility for helping to keep school buildings, grounds, and adjacent neighbourhoods clean and safe. Use of garbage cans and recycling bins to dispose of waste is expected at all times. All borrowed materials (i.e., textbooks, laptops, tools, etc.) must be returned in clean and working conditions. Damage to any borrowed material must be reported immediately. Willful damage or vandalism to any borrowed material, or to any property, building, or grounds, is not permitted and may require restitution by the person inflicting the damage.

Dress Code

Members of the school community are expected to dress in a tidy and modest manner that supports full participation in their required activities. Clothing, jewelry, or other visible items that are deemed by the principal to be offensive in any way, including to race, gender, or Christian

teachings, are not permitted. Clothing that promotes alcohol, drugs, vulgar language, tobacco products, violence, or sexualized matter is not permitted. In all cases where staff or student uniform policies have been adopted, staff and students are required to dress according to such policies. If the dress code is not adhered to, principals will address the individual to seek compliance. Students will be asked to change the clothing and parents will be notified. Students may be sent home for non-compliance.

Drugs and Alcohol

While on school property, at any school-related or school-sponsored event, or on the school bus, the possession, sale, or use of alcohol, illegal or restricted drugs, and cannabis is not permitted.

Immunization

The *Immunization of School Pupils Act* states that parents/guardians are required to complete the prescribed program of immunization for each pupil. Failure to do so will result in suspension and/or exclusion from school by the Public Health Unit. All parents/guardians are urged to make sure that all children have the required up-to-date immunization.

Medication

Students requiring any prescription or over-the-counter medication during the school day must comply with all expectations of the NCDSB Provision of Health Support Services in Schools procedure (APE012). Parents/Guardians will be required to advise the principal of the requirement and complete the Administration of Medication Form. For safety reasons, no student should bring any form of medication to school without prior approval from the principal.

Photographs, Digital Images, and Audio/Video Recording

School community members are expected to respect the privacy rights of others and refrain from taking pictures or capturing audio or video recordings of any person on school property without first obtaining the permission of every person included in the image or recording. Permission must also be obtained to share images or recordings in any format (i.e., printing, digitally sharing via email or social media apps, etc.). Schools will obtain permission from parents/guardians for the purposes of including students in images and recordings within the enrolment registration and update process. Schools will also provide notice in areas where video surveillance is occurring for safety purposes, in accordance with NCDSB Policy I-1: Video Surveillance. It is recommended that students take steps to limit their involvement in taking pictures or recording others on school property, and to ensure permission is obtained if proceeding with this activity.

Responsible Use of Information and Communication Technology

School community members who are granted access to the Internet through the board network must abide by the provisions of the Responsible Use of Information and Community Technology policy (I-2) and procedures (API001). Staff and students are required to acknowledge their

review of the acceptable use provisions each year. Online activity is monitored and access to inappropriate or illegal material is prohibited.

Search and Seizure

Desks, lockers and other storage spaces are school property and as such there is to be no expectation of privacy on the part of students. A search of any storage space is permissible by the school administration. In this case, the principal or the vice-principal is acting under the authority of the *Education Act* to maintain proper order and discipline in the school, and not as an agent of the police.

Smoking and Vaping

Smoking and vaping is prohibited in all buildings and on all property owned, leased and operated by the Board, as well as on school buses or other school-sponsored transportation. This applies to parking lots as well, and smoking/vaping cannot occur while in a vehicle parked in a Board-operated parking lot. In accordance with the *Smoke Free Ontario* law, no person may smoke within 20 metres of any school property. Students are not permitted to engage in smoking or vaping during school, at any school-related or school-sponsored event, or while on the school bus.

Personal mobile devices, including cellphones, must remain stored in students' lockers during the school day unless a teacher or school administrator explicitly directs otherwise for an approved purpose. Students may access their devices before school, during the lunch period, and after school.

Personal mobile devices must also remain stowed during school field trips and excursions unless the supervising teacher explicitly authorizes their use. The use of any personal mobile device must not interfere with teaching, learning, supervision, safety, or the rights and privacy of others. Students are personally responsible for the security of any device brought to school.

Students who do not comply with these expectations will have their device confiscated and brought to the Main Office. Failure or refusal to comply with staff direction, or repeated violations, will result in increasing consequences in accordance with the School Code of Conduct and progressive discipline. A parent/guardian who believes their child requires ongoing access to or possession of a personal mobile device during the school day must complete the school's required form. Families should contact school administration for further information. Approved exceptions will be considered in accordance with applicable health, medical, special education, and accommodation requirements.

Visitors

Upon arrival, all visitors must immediately report their presence to the Main Office and comply fully with all local processes established to support the safety of staff of other school community members.

Cafeteria, Hallways, and Common Area

Students are expected to remain in their class during instructional time unless otherwise required (i.e., bathroom). No students should be roaming the hallways. Students on a spare must either be in the Library or Cafeteria. It is expected that everyone moves to their next class within the 5 min. timeframe.

Backpacks and Bags

Students are expected to leave their backpacks and bags in their locker unless they are required for a specific class (i.e., physical education). They may access their lockers between classes for necessary items.

Dismissal from Class

In cases where students are dismissed from class due to disruptive behaviour, they are to go immediately to the Main Office, inform the secretary why they have been dismissed from class, and sit and wait quietly and respectfully to meet with school administration. Students are not to leave the Main Office before meeting with the principal or vice-principal.

Response to Code of Conduct Infractions

The NCDSB will distinguish between staff, students, and other members of the school community when enforcing the Provincial Code of Conduct:

1. PPM 145 Progressive Discipline and Promoting Positive Student Behaviour and related procedures will be used to address unacceptable student behaviour
2. For staff, any disciplinary policies and procedures will be used to address unacceptable behaviour, in a manner consistent with local agreements
3. The school board must develop, implement and enforce procedures that address unacceptable behaviour of other persons such as, but not limited to volunteers and visitors. This will be in accordance with NCDSB Policy E-1 Access to School and Board Premises.
4. Addressing unacceptable behaviour
5. Each step in addressing identified unacceptable behaviour must be documented.
6. Boards must follow direction in the Provincial Model for Local Police/School Board Protocol
   and PPM 145 Progressive Discipline and promoting positive student behaviour when reporting and documenting a violent incident involving a student, as defined in PPM 120 Reporting violent incidents to the Ministry of Education.
7. Unacceptable behaviour for staff shall be in accordance with NCDSB Policy P-8 Progressive Discipline of Employees and/or other related legislation.
8. Unacceptable behaviour of volunteers and visitors shall be in accordance with NCDSB Policy E-1 Access to School and Board Premises and/or other related legislation.

Contraventions of the Code of Conduct will be investigated and addressed by the appropriate board or school staff.

Uniforms

Students are expected to wear their uniforms during the entire school day, upon arrival to school in the morning until 3:05 pm. The uniform is also to be worn during all school excursions or fieldtrips unless otherwise specified. Students must only wear uniform pieces that are outlined within this document. At no time are students allowed to change their clothing in classrooms or in the hallways. Failure to dress appropriately will result in disciplinary action by both teachers and administration. Students who are not in proper school uniform will not be admitted to class. Parents/Guardians will be responsible for bringing the necessary uniform items to school or bringing the student home for the day. Students who continually fail to comply with the uniform policy may be suspended.

Permissible Uniform Items

Supplies by Top Marks

Top	Bottom
-Short sleeve polo (green, white) -Long sleeve polo (green, white) -Short sleeve blouse (white) -Long sleeve blouse (white) -Long sleeve dress shirt (white) -Long sleeve V-neck sweater (green) -Long sleeve rugby (green) -Sweatshirt with half zipper (green) -OHS pullover hoodie (green) *OHS crest/embroidery must be visible on all uniform tops	-Black twill pants (pleats, flat front) -Khaki twill pants (pleats, flat front) -Black cargo shorts -Khaki cargo shorts -Khaki skirt -Black watch kilt (with kilt pin) -Black skort

1. Uniform items are not to be altered in any way stylistically. Students may have pants hemmed to an appropriate length as needed based on their height, but seams must be finished and no elastics may be added.
2. Students may choose to wear plain white or black t-shirts with a modest neckline, under their uniform tops. These undershirts must not be visible through the uniform top so students should select colours appropriately (i.e., white under white). Logos, graphics, or slogans on these undershirts must not be visible through the uniform top or on any exposed portion of the undershirt. Undershirts must not hang below uniform tops.
3. **Between November 1 and May 1, students wearing a skirt, kilt or skort must wear solid black or navy-blue tights with their skirts. No shorts are permitted during this time period.** Skirts, kilts or skorts must be hemmed to no more than two inches above the knee and no bare legs are allowed.
4. Jewelry and belts must not detract from the spirit of the uniform. Students are reminded that facial and other piercings may pose a health and safety risk in some courses such as Co-op, Physical Education, and Construction.

5. Footwear must be in the spirit of the uniform. For safety reasons, flip-flops and beach footwear are not allowed. No footwear can extend past the knee. It is recommended that dry shoes be worn indoors during the winter months.
6. **Coats, jackets, hoodies, hats etc., that are worn to school must be stored in lockers during the school day.** Students are expected to remove hats when entering the building and carry them to their lockers.
7. At all times, the school administrators will determine the appropriateness of student clothing. Consequences for inappropriate dress have been outlined in the school's Code of Conduct.
8. Every Friday is considered OHS Spirit Day. On Fridays, students may substitute their uniform top with an OHS team, club, or spirit shirt that has been purchased through the school. Students must wear uniform bottoms on these days.
9. On "dress down days" students must wear school appropriate clothing. Ripped jeans, inappropriate logos, or clothing that is too short, tight or revealing is not permissible.

Wearing the O'Gorman High uniform properly and with respect demonstrates "pride and dignity for all". Students attending O'Gorman High School are expected to wear the school uniform during the full school day and are expected to abide by the established uniform regulations. The student's uniform cultivates equality and is a sign of belonging to this school community.

9. Policy & Resource References

This calendar summarizes important school, Board, and Ministry expectations in family-friendly language. The official laws and policies still apply. If this calendar ever differs from a current Ministry or NCDSB policy, the current official policy takes priority. Please contact the school if you would like help understanding how a policy applies to your child.

Ontario Schools, Kindergarten to Grade 12: Policy and Program Requirements – School program and course calendar: https://www.ontario.ca/document/ontario-schools-kindergarten-grade-12-policy-and-program-requirements/school-and-board-information

Ontario Schools – Diploma and certificate requirements:
https://www.ontario.ca/document/ontario-schools-kindergarten-grade-12-policy-and-program-requirements/diploma-and-certificate-requirements-related-procedures

Ontario Schools – Secondary school courses and related procedures:
https://www.ontario.ca/document/ontario-schools-kindergarten-grade-12-policy-and-program-requirements/secondary-school-courses-and-related-procedures

PPM 129 – Prior Learning Assessment and Recognition (PLAR):
https://www.ontario.ca/document/education-ontario-policy-and-program-direction/policyprogram-memorandum-129

Growing Success – 2026 secondary assessment and evaluation update:
https://www.ontario.ca/page/growing-success-assessment-evaluation-and-reporting-ontario-schools-kindergarten-grade-12

Ontario high school graduation requirements: https://www.ontario.ca/page/earning-your-high-school-diploma

Community involvement / Minister's Certificate of Recognition:
https://www.ontario.ca/page/get-your-high-school-volunteer-hours

O'Gorman High School website: https://ncdsb.on.ca/profile/ogorman-high-school/

OHS public myBlueprint Course Guide:
https://app.myblueprint.ca/public/courses/NECDSB/gormannecdsb

NCDSB Policies & Procedures: https://ncdsb.on.ca/our-board/policies-procedures/

Religious Education final assessment direction: Institute for Catholic Education, "Final Assessment in Religious Education – June 2026," memo dated June 30, 2026 (provided to O'Gorman High School/NCDSB).

Government of Canada - Studying in Canada as a minor:
https://www.canada.ca/en/immigration-refugees-citizenship/services/study-canada/study-permit/prepare/minor-children.html

Government of Canada - Find out if you need a study permit:
https://www.canada.ca/en/immigration-refugees-citizenship/services/study-canada/study-permit/study-permit-tool.html

Ontario Student Transcript / secondary school course procedures:
https://www.ontario.ca/document/ontario-schools-kindergarten-grade-12-policy-and-program-requirements/secondary-school-courses-and-related-procedures

Financial Literacy Graduation Requirement: https://www.ontario.ca/page/financial-literacy-education-schools

NCDSB Safe Schools policy and procedures: https://ncdsb.on.ca/our-board/policies-procedures/

NCDSB Special Education / Parent Guide / Special Education Plan:
https://ncdsb.on.ca/programs-services/special-education/

NCDSB Pathway Programs: https://ncdsb.on.ca/programs-services/pathway-programs/

OHS school page and Community Involvement & Christian Service Information Package:
https://ncdsb.on.ca/profile/ogorman-high-s