



2023-2024

Jr. High Student Handbook



Gordon Bell High School

3 Borrowman Place
Winnipeg, MB
R3G 1M6

204-774-5401



WINNIPEG SCHOOL DIVISION



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MESSAGE FROM THE ADMINISTRATION

Gordon Bell is very proud of its multicultural student body where people of many different backgrounds, cultures and beliefs are able to work together in a spirit of harmony and mutual respect. We depend upon the students to contribute and enhance this proud tradition.

ADMINISTRATION TEAM

Mr. Vinh Huynh
Principal

Ms. Mercy Sackey
Vice-Principal

Mr. Jonathon Fast
Vice-Principal

CONTACT

Gordon Bell High School
3 Borrowman Place
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gboffice@wsd1.org



twitter.com/GordonBellHigh



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POLICIES

SCHOOL HOURS

9:00 am - 12:20 pm (classes)

12:20 pm- 1:20 pm (lunch)

1:20 pm - 3:30 pm (classes)

Students are asked to leave the building at 4:30 pm unless they are involved in a school sponsored activity.

SCHOOL RECORDS

If there is a change in your address or telephone number, please inform the school as soon as possible 204-774-5401 or email gboffice@wsd1.org. We would also appreciate notification regarding changes in the emergency information for each student.

Students receive report cards in November, February, April and June. Student Led - Parent/Teacher conferences in November and April allow parents/guardians/caregivers an opportunity to discuss student progress.

ACADEMIC HONESTY

Academic Honesty is taught at all grade levels and in all subject areas in Gordon Bell. Lessons are designed to reflect the age and grade of the student, level of the student understanding and be specific to the requirements of differing subject areas. Topics include: what is deemed to be plagiarism, copying and/or cheating, how to research, how to reference reliable sources, use of technology and the internet, citing, copyright, royalties, etc.

Consequences for plagiarism, copying other student work, cheating, etc. will vary according to age, grade, understanding and whether the offence has occurred before. Consequences may include: re-doing the work, loss of marks, consultations with parents/guardians/caregivers, loss of computer privileges, suspension, etc. Teachers will clearly outline to students, both orally and in writing, the expectations in assignments, tests and exam situations related to Academic Honesty.

LOCKERS

Students may be required to share a locker with another student. A combination lock will be issued. **STUDENTS MAY NOT USE THEIR OWN LOCK.** The combination lock and locker are the student's responsibility. Combinations should not be shared with other students, as the school cannot assume responsibility for personal property or school supplies missing from lockers. Students are allowed to go to their locker before classes in the morning, during lunch hour, and at school closing. Lockers are school property and administration or staff may check lockers if a need arises.

BICYCLES

The school can assume **NO** responsibility for the security of bicycles ridden to school. Bikes should be chained and locked. **There is a Bike Cage available in the Courtyard to keep bikes secure. U-locks are also available daily on a loan basis from the office.**

CELL PHONES/AND ALL OTHER ELECTRONIC DEVICE USE

It is important to be safe and respectful when using the Internet. Cell phones and other personal electronic devices are to be used only with staff supervision. Cyber-bullying is not permitted and devices are used for educational purposes during school hours. Consequences for cyber-bullying can include suspensions, police involvement or transfer to another setting or school. In the event of a school or community wide emergency, such as lock down or hold and secure, cell phones **are not be used.** This is to ensure the integrity/availability of the cellular networks used by emergency responders. Also student should not wear headphones as, in an emergency, they cannot hear directions.

MEDICATION

Parents are advised that school staff may not administer over the counter medication. There is an official procedure designed by the school division for students who require medication during the course of the day. Please call the office (204 774-5401) for details and information.

DRESS CODE

- Students are expected to dress appropriately for class.
- Headgear or clothing with offensive or illegal logos or gang symbols are not permitted. This includes bandanas, caps and outerwear.
- Footwear is required at all times. Closed toe footwear is **MANDATORY IN** Home Economics and Industrial Arts classes and Science Labs.
- Students are further required to dress in a safe manner when participating in school activities such as physical education.

Administration will make the final determination on appropriate clothing worn during school hours.

STUDENT SERVICES

STUDENT SERVICES

Three Counsellors assist students with their personal, social, educational, and career-related well-being and development. This includes helping students adjust to a new school, make plans for the future (post-secondary planning), as well as learning and developing skills in decision-making and conflict management. Counsellors provide a safe, caring, non-judgmental and confidential counselling environment for all students. They also act as a liaison with students, teachers, parents, and agencies outside the school such as the Clinical Support Services, Child and Family Services, Probation Services, community agencies and others.

RESOURCE

Students referred to the Resource Department receive assistance primarily in compulsory courses. Services can be accessed by self-referral, teacher referral, or parental referral. Intervention may be in the form of one-to-one or indirect classroom support through consultation and collaboration with the classroom teacher, Clinical Support Services and the Student Services team.

CLINICAL SUPPORT SERVICES

Staff and students at Gordon Bell are supported by the services of the Clinical Support Service (C.S.S.). The CSS team provides the school with expert support in Psychology, Social Work, Speech and Language, Hearing and Reading. **The involvement of these specialists takes place only with the full consent and knowledge of the parent/guardian of the student.**

CAFETERIA

Gordon Bell High School offers a free Breakfast Program For any Gordon Bell student each day from 8:00 am – 8:55 am. Food is available for purchase from breakfast time until late afternoon. Students who bring their own lunch are welcome to use the facility. Cafeteria staff offer nutritious and reasonably priced lunch choices. Hours of operation: 8:00 am to 1:00 pm.

LIBRARY

Gordon Bell has a large, well-stocked library of books, online items, magazines, DVDs and other materials. Students can use the facility during the lunch hour, before school in the morning, after school or at times assigned by the teacher. Teacher and Library Technician provide reading, guidance and instruction in the use of resources to support school programs, assignments, individual interests, hobbies and leisure reading. The library also has computers. Library hours of operation: 8:00 am to 4:00 pm.

STUDENT LEADERSHIP: STUDENT COUNCIL

Students from grades 7-12 are welcome to join Student Council. We plan a variety of activities throughout the year, such as dances, “grade wars” competitions, and Spirit Week. Weekly meetings are held in order to plan events and discuss issues that affect students

STUDENT SERVICES

STUDENT AWARDS

At the end of the academic year, outstanding students are recognized for:

- 1) Outstanding individual achievements in various subject areas.
- 2) Contributions to the quality of school life.
- 3) Special recognition is also given to students involved in the athletic program.

These awards are in the form of book prizes and Certificates of Merit and are awarded on the recommendation of teachers. An awards assembly is held each June.

VISITORS

For the safety of everyone in and around the school, all visitors are to report to the school office first to sign in and state the nature of their visit. Students are not permitted to invite friends during the regular school day who do not attend our school to visit them in school. Any visitors who cause a disturbance in the school or on school property will be charged with trespassing.

PARENT ADVISORY COUNCIL

This is an active and committed group of parents who, over the years, have assisted the school in its efforts to support and resource learning. Large group meetings are planned for the community as a whole. Parents are invited to take an active role in this process. Further information is available by contacting the school.

ATTENDANCE

The single most reliable indicator of a student's success in school is regular attendance. It is extremely important that students attend regularly to keep up their work. The only acceptable reason for absence is illness or an emergency of a personal nature. All students should provide a note signed by the parent/guardian to explain the reason for their absence or call the main office.

Teachers or the administration will communicate with the parent/guardian, either by phone or in writing, when a student's attendance becomes problematic. Attendance is also reported on the report cards. **Please phone Safe Arrival, the school absent reporting system if your child will be absent at 1-855-278-4513 or visit <https://go.schoolmessenger.ca>.**

RATIONALE FOR ATTENDANCE

Success in school is directly related to students' participation in school and learning classroom activities. Students are assessed on their on-going classroom participation, interaction with classmates, group work and completion of classroom assignments. For a student to be successful they must attend their classes each and every day. It is expected that students will attend all the classes for which they have registered. The only time that they are not to be in their class is when they are involved in a school related activity or are too ill to be in class. Any external appointments with doctors, dentists, social workers, probation officers and other professionals should be made before or after school hours.

ILLNESS

Students who become ill during the school day will not be allowed to go home without the office first contacting the parent/guardian. Parents are asked to call the office if their child is ill or Safe Arrival.

ATTENDANCE PROCEDURES FOR STUDENTS 15 YEARS OLD AND YOUNGER

For students in grades 7, 8 and 9, teachers will notify parents/guardians on an on-going basis of any attendance issues. Contact with the parents/guardians will be made by phone calls, letters, email or home visits. If students are going to be absent, please call the school. When a student returns back to school, we ask that a note of explanation be sent if parents/guardians have not called the school

office.

SAFE ARRIVAL

Safe Arrival is the automated school absent reporting system. All reporting must be made before the bell time of the current day. If your child is going to be absent, please call 1-855-278-4513 or visit <https://go.schoolmessenger.ca>

MIDDLE YEARS

CORE SUBJECTS

MIDDLE YEARS PROGRAM

Gordon Bell Junior High School is designed for our grade seven and eight students. The classes are mixed with both grades together, and students will remain with the same core subject teachers (English, social studies, math, science, and physical education) for two years.

Students are taught strategies to develop them as independent learners and problem solvers. The majority of learning is student

– centered, with a significant amount of collaboration between students, with choice involved in assignments and assessment. Subject teachers work closely with each other to plan and integrate units and lessons across academic disciplines. Teachers foster innovative, thinking classrooms, with problem – based learning, and focus on skill development over content knowledge.

Teachers strive to include Indigenous perspectives and Truth and Reconciliation in their classroom lesson plans and units. Beyond the classroom, middle years students have the opportunity to participate in land – based learning, plan and participate in Indigenous Day celebrations, create and host exhibitions to honour Missing and Murdered Indigenous Women, create star blankets, join boys drum groups, listen to Indigenous speakers, and enjoy the Indigenous garden on our Gordon Bell Green Space and outdoor classroom.

The structure of a typical school day consists of five 65 minute periods, with an hour lunch break scheduled between the third and fourth period. Grade seven and eight students are usually taking classes in their designated hallway on the third floor, except when moving to courses they have chosen outside the core subject classes. Students augment their learning throughout the day with additional options courses, choosing from classes like French, cultural studies, foods and nutrition, fabrics, graphic arts, tech, dance, music, band, and visual arts.

ENGLISH LANGUAGE ARTS GRADE 7 & 8

The Middle Years Grade 7 and 8 English Language Arts program includes a variety of learning experiences that include listening, speaking, reading, writing, viewing and representing. Students participate individually, in pairs and groups with emphasis on interpersonal and pro-social skills development. Student initiative is encouraged in developing projects and units of study. Learning outcomes are incorporated thematically and through integration with other subjects.

GRADE 7 ENGLISH LANGUAGE ARTS

This course outline includes a human rights unit which includes a novel study. All units are thematic in nature and the teacher ensures that there is a balance of all six strands in their development and delivery. Word recognition and reading comprehension are taught using a variety of strategies. Reading and writing are performed daily, and include a variety of genres. Students are encouraged to participate in discussions and actively be involved in oral presentations. Drama and role-playing are also encouraged.

GRADE 8 ENGLISH LANGUAGE ARTS

This course outline is a continuation of Grade 7 learning outcomes with emphasis in refining skills in all of the six strands. Thematic units are developed and delivered to the students. The English Language Arts learning outcomes are integrated across the disciplines evident in Art, Performing Arts, Social Studies and Science. Multiple intelligence strategies are also planned into the units of study to ensure meeting the different learning styles of students.

Assessment practices can include quizzes, tests and an exam at the end of the school year. Student projects, daily assignments, participation and cooperative group work also play a great deal in measuring progress. In addition, all grade 8 students write a division wide final exam. Student self- assessment is a critical tool for learning.

MATHEMATICS GRADE 7 & 8

Mathematics today is seen and focused upon as more than just rote memory and repetition. In addition to knowing and understanding all basic mathematical skills of today, graduating students also need to be problem solvers. The Manitoba Middle Years Mathematics Curriculum identifies five major goals for students. Students should learn to value mathematics; become confident in their mathematical abilities; become mathematical problem solvers; learn to communicate mathematically; and learn to reason mathematically.

MIDDLE YEARS

CORE SUBJECTS

MATHEMATICS GRADE 7 & 8

There are four strands that are taught using a variety of instructional strategies. These strands are Patterns and Relations, Statistics and Probability, Shape and Space and Number Concepts and Operations.

Within each of the four strands, assessment is ongoing in addition to a division wide final exam written by all grade 8 students in June. Assessment strategies include textbook assignments, teacher-made handouts, whole class activities, tests and quizzes, group projects, and individual assignments.

SCIENCE GRADE 7

Students study four topic areas in science throughout the year. These four clusters are: Interactions with Ecosystems, Particle Theory of Matter, Forces and Structures and Earth's Crust. As the year progresses students will continually build on their overall skills and attitudes towards scientific inquiry through a variety of activities, experiments and projects. A number of formative and summative assessment strategies are used to help students accomplish all the desired outcomes, including lab work, research assignments, projects (science fair every second year), note taking and tests. Technology is used extensively throughout the year as a way to engage students and aid in their learning.

SCIENCE GRADE 8

Students study four topic areas in science throughout the year. These four clusters are: Cells and Systems, Optics, Fluids and Water Systems on Earth. Students will continue to build on foundational skills acquired in grade 7. The instructional and assessment strategies are the same as outlined in Grade 7 Science.

SOCIAL STUDIES GRADE 7

Grade 7 Social Studies explores the world, its geography, its communities, and its resources that we use. Students build skills in understanding and using maps and globes. They study the physical environment; water, minerals and food resources; distribution and diversity of the human population; and an integrated study of selected countries. Students also study human rights and quality of life in our country and around the world. Assessment is continuous throughout the school year. Assignments consist of research projects, displays, presentations, and biographies. Tests and quizzes, notebook assignments and participation in discussions are part of the assessment process.

SOCIAL STUDIES GRADE 8

The Grade 8 Social Studies program looks at world communities from early humans to modern times. Various civilizations are chosen so students can learn how people lived, the technology they used, and their beliefs and customs at certain times in history. The expectations for assignments and assessment procedures are the same as outlined in Grade 7 Social Studies.

JR HIGH LAL

The LAL Centre (Literacy, Academics, and Language Centre) is for students who are learning English as an additional language and may have been interrupted or have no prior schooling. The goal of the Jr. High LAL programming is to help students learn English, build foundational background knowledge and skills in Language Arts, Math, Science and Social Studies, and develop literacy needed for life in Canada and classroom success. LAL students engage in intensive and purposeful learning activities with more time to build skills in a variety of curricular areas. Students also take part in co-curricula courses such as Phys Ed, Fine Arts, and Practical Arts.

PHYSICAL EDUCATION & HEALTH

The physical education program in grades 7 and 8 is offered five days per six-day cycle and promotes physical activity and healthy lifestyles for all students. The program in both subject areas is integrated and organized within five general learning outcomes. The learning outcomes are movement, fitness management, safety, personal and social management and healthy lifestyle practices. The Physical Education Department recognizes that all students learn in different ways, at different rates and to different capacities.

MIDDLE YEARS

PRACTICAL ARTS

All grade 7 & 8 students will rotate through four areas. The following courses make up the areas of rotation.

HUMAN ECOLOGY: TEXTILES & DESIGN ART

Clothing and Textiles courses create awareness of the role that clothing and textiles play in our daily lives. The learning outcomes develop skills, knowledge, and understanding as students participate in learning activities that allow them to express themselves through designing, producing, and evaluating finished textile projects.

TEXTILES AND DESIGN ART GRADE 7

Students will learn safety expectations, laundry care and symbols, basic sewing terms and construction of a hand sewing project.

TEXTILES AND DESIGN ART GRADE 8

Students will learn safety expectations, identify basic pattern symbols, operate a sewing machine and follow written instructions to construct a simple sewing project.

HUMAN ECOLOGY: FOOD & NUTRITION

The food and nutrition area of study teaches about healthy relationships with food through theoretical and practical food experiences. A study of food and nutrition can expose students to accurate information and provide opportunities for them to gain competence in making informed choices. The learning outcomes develop skills, knowledge, and understanding of basic food preparation and nutrition.

FOOD AND NUTRITION GRADE 7

Students will be introduced to the basic nutritional needs of individuals, as well as plan, prepare and serve easy nutritious foods while applying basic principles of cooking. Topics to be covered:

- Introduction to kitchen safety and sanitation
- Introduction to kitchen equipment
- Introduction to Canada's Food Guide
- Breakfast nutrition and eating habits
- The Six Major Nutrients
- Basic Nutrition Label Information

FOODS AND NUTRITION GRADE 8

Students will continue to learn curriculum course outcomes that include and expand upon grade 7 outcomes. Basic food preparation and food handling skills are practiced. Safety and lab procedures will be emphasized along with planning and skills involved in creating a variety of easy-to-prepare nutritious foods.

Topics to be covered:

- Kitchen Equipment, measuring
- Reading a recipe
- Manners, table setting
- Food Safety
- Canada Food Guide + Nutrients
- Food Waste
- Emotional Eating
- Reading a Nutrition Facts label

GRAPHICS GRADE 7

Middle Years Graphics is an introductory level course that focuses on the graphic design field with a "hands on" approach. The topics covered in Grade 7 are the design process, screen printing, computer graphics and problem solving in a variety of those areas.

GRAPHICS GRADE 8

In Grade 8 Graphics students study airbrushing, screen printing, computer graphics and problem solving. Students will continue to learn curriculum course outcomes that include and expand upon grade 7 outcomes.

MIDDLE YEARS

OPTION COURSES

ART

The course is composed of a series of exercises, discussions and projects which are used to give students a basic understanding of concepts and media in art. Art history is added as it relates to specific projects and/or media. Evaluation is based on specific and general curricular outcomes. Marks are derived through the attainment of these outcomes through self-evaluation, discussion, tests, sketchbook work, and project work.

DANCE

Dance allows students the opportunity to experience a basic dance class. They will focus on finding the rhythm of movement, elements of technique, and how to express themselves using dance. They will receive instruction in various dance styles and will also learn the basic expectations and etiquette that are part of the dance studio/class environment.

MUSIC

Students will begin with a foundation in basic music theory, with emphasis on rhythmic and pitch notation. Based on student interest, this course may include introduction to basic guitar, percussion techniques and/or keyboarding skills.

BAND OPTION

Band is a full year course. Students in the Band program will perform music in a variety of styles. They will be instructed in the theory and forms of music to enhance their understanding of the art. Band provides an environment for the student to express their creativity. The Band program will contribute to the development of the school community through public performance.

FRENCH

The French program in middle years is designed to prepare students to be able to develop and improve oral and written communication in French, as well as listening and reading comprehension. The course is organized and taught thematically and includes topics such as food, peer pressures, sports and travel. Students will recognize that the French language is alive in Canada and not just a subject taught within 4 walls.

WELLNESS LIFESTYLE PRACTICES

The course provides and enriches students' strategies to cope with stressful situations. Student will leave with a tool box that includes a variety of culturally relevant practices including meditation and importance of movement and balance.

STEM

(Science – Technology – Engineering – Mathematics) education is at the heart of today's high-tech, high-skill global economy. Students must develop the critical-reasoning and problem-solving skills that will help make them ready for their future. Through problem-based learning and hands-on classroom experiences involving robotics, coding, building and designing with various materials students will be given the opportunity to develop these skills. Students will be required to apply their learning in challenges to solve related problems applying the steps of the design process. Students will be expected to develop an understanding of the problem, generate solutions, develop prototypes, test and then share their solutions and learning.

DIGITAL TECHNOLOGY

This course teaches students how to apply their artistic vision to a wide spectrum of digital platforms for web, mobile and desktop. Through the use of programs like Tinker Cad and Blender, students learn the process of 3D design and its practical applications.

LAND-BASED LEARNING

Land-based learning takes a sampling approach to expose students to various theories, practical knowledge and hands-on learning when involved with recreational games, nature appreciation and survival, plant identification, shelter building, trip program planning and gathering practices through the lens of Indigenous perspectives and experts in the field of outdoor education. Students in this program have opportunities to take part in field excursions (swimming, hiking, sledding, snowshoeing, cross-country skiing, fishing museums, zoo and camping).

INCLUSION SUPPORT PROGRAMS

The Inclusion Support Program (formerly known as Special Education) offers a variety of low-enrolment Winnipeg School Division based programs. Students must meet the WSD criteria, Provincial funding requirements and reside within the Winnipeg School Division. Students are referred to programs through the division's Inclusion Support Services. All students have individualized Education Plans (IEP's) developed by a team of teachers, clinicians, therapists, social agencies and parents.

SKILLS FOR INDEPENDENT LIVING (SIL) JUNIOR HIGH

The junior SIL program is designed for students between 12 and 16 years of age who have moderate to severe challenges. These challenges may be cognitive, academic, physical and or emotional in nature. Programming is individualized to address the specific need of each student. Students can participate in a variety of specialized classes including art, movement, music, choir, adapted phy Ed., music therapy, cooking, sewing and graphics. Classroom activities involve student initiated projects, theme based learning and the development of curriculum based outcomes in core curricular domains. Academics are designed to be functional and practical with the intent of maximizing independence.

There is a strong emphasis on creative and innovative learning. Students participate in a variety of scheduled community outings to places such as Fort Whyte Alive, the YMCA and community recreational facilities. School based volunteer work experience opportunities such as recycling, working in the cafeteria and/or infant lab allow the students to cultivate a sense of confidence and also introduce the themes of responsibility and work ethic. Clinicians, therapists, teachers and support staff work collaboratively to promote independent living, skill acquisition, and learning experiences designed to help each student realize their potential.

ADAPTIVE SKILLS PROGRAM (ASP)

The ASP program(s) offers educational opportunities for students aged 12-21 with physical and intellectual challenges. School facilities and programming are adapted to meet the specific and unique needs of each student. All programming is individualized and a team of teachers, clinicians and therapists work collaboratively to provide meaningful educational experiences and to maximize the potential of every student. Areas of programming include cognitive and sensory development augmentative communication, personal care (grooming and toileting), fine and

gross motor development, physio and occupational therapy regimes, housekeeping, independent living and community experience. Classes include: weekly swimming and music therapy programming, physical education, music, movement, food prep and functional academics. As students become older, the programming emphasis shifts to transition planning. By the time students reach the age of twenty, appropriate community-based day programs have been identified and the students spend their last few months prior to graduation transitioning to the designated day program.

SPECIAL EDUCATION CENTRES (SEC)

JUNIOR HIGH, GRADES 7-9

The Junior High SEC (ages 12-15) is intended for students who require individualized programming. Core subjects such as math, language arts, science and social studies are adapted and modified based on individual student needs. Students work on individualized modules with assistance from support staff and whenever possible instruction is geared to the students dominant learning style. Students also participate in option classes such as clothing, foods, graphics, art, physical education, music, dance and bike shop. The life skills component of the program includes field trips based on community experience and healthy living. Technology in the form of smart boards, I pads, computer labs and lap tops are utilized to support learning. Parental support is a key factor in reinforcing and helping students assimilate the concepts taught at school level. Grade 9 students receive modified credits for all their courses.

LEARNING ASSISTANCE CENTRE

JUNIOR HIGH, GRADES 7-9

The LAC program is designed for students aged 12-14 who have diagnosed severe emotional or behavioral disorders (EBD). The structured low-enrolment setting helps students to improve their social functioning. Outcomes include developing age appropriate behaviors and coping skills, improving self-esteem, self-regulation, problem solving skills and building academic strength. By addressing these skill areas students acquire the skills to reintegrate into the regular instructional setting. There is also significant focus on academic programming. All students have an IEP and behavior intervention programming (BIP) is implemented as needed. Community outings also constitute a large part of the program. Recreational activities such as swimming, bowling, skating, billiards, archery and visits to parks and museums are incorporated into daily or weekly programming.

EXTRA-CURRICULAR ACTIVITIES

ACTIVITIES AT GORDON BELL INCLUDE:

Student Council	Science Fair
Peaceful Village Program	Art Club
Bike Lab	Chess Club
Vegetarian Club	Skating
Choir	Learning Centre
Drama	Shops/Practical Arts
D & D	GB Pride Club
Drama	Homework Club
Science Fair	

SPORTS ACTIVITIES AT GORDON BELL:

Badminton	Volleyball
Ultimate Frisbee	Soccer
Cross Country Running	Dodgeball
Track and Field	Softball
Basketball	

