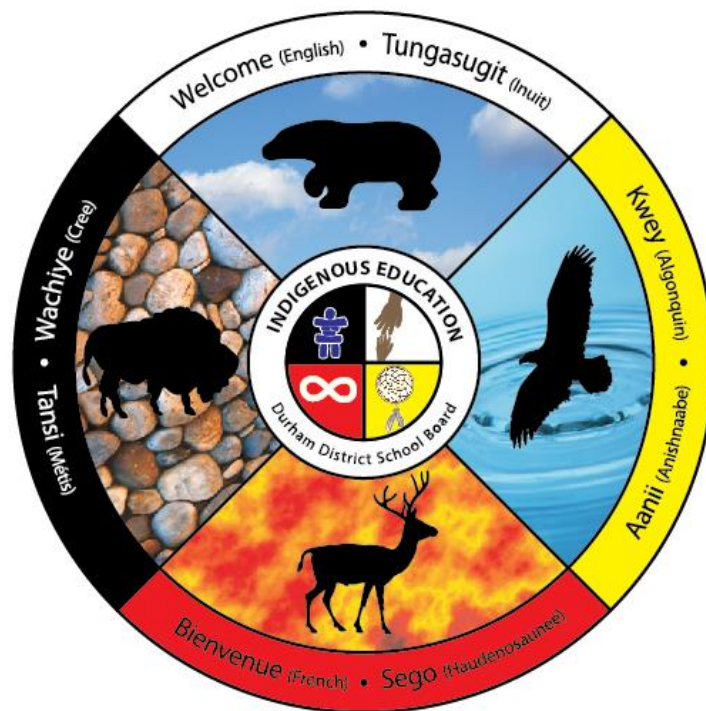


Cover Page Created By Student: Aliza Sikandar

The Durham District School Board acknowledges that many Indigenous Nations have longstanding relationships, both historic and modern, with the territories upon which our school board and schools are located. Today, this area is home to many Indigenous peoples from across Turtle Island (North America). We acknowledge that the Durham Region forms a part of the traditional and treaty territory of the Mississaugas of Scugog Island First Nation, the Mississauga Peoples and the treaty territory of the Chippewas of Georgina Island First Nation. It is on these ancestral and treaty lands that we teach, learn and live.



Administration:

Trustee, Town of Ajax, Wards 1 and 2:

Patrice Barnes

Student Trustee, Ajax/Pickering:

Aaliyah Jaleel

Superintendent of Education, Ajax Schools:

Mohamed Hamid

Principal: Randy Tennant

Vice Principal (A - G): Jack Page

Vice Principal (P - Z): Hoi Leung

Vice Principal (H - O): Kavita Kanavalli

Department Heads:

Arts: Helen Pring
Business: Pamela Buchanan
Canadian & World Studies: Matthew Thomas
Co-operative Education: Janet Taylor
English: Lynn Rochester
Guidance: Tania Craig
Mathematics: Victor Erhabor

Modern Languages: Kim Penzhorn
Physical Education: Scott Robinson
Science: Beth Godby
Soc. Sci. & Humanities: Jocelyn Gharzouzi
Special Education: Lizanne Harvey
Technology: Moses Chatjaveridis
Library: Laura Sliz

Main Office:

Head Secretary: Cindy Kraemer

Head Custodians: Eiaw Dawkins/Rhea Hewson

Student Council:

Prime Minister:

Senior Deputy Prime Minister: TBD

Junior Deputy Prime Minister: TBD

Communications Coordinator: TBD

Secretary: TBD

CRAM Representative: TBD

Minister of Finance: TBD

Creative Design: TBD

Grade 9 Representatives: *by-election to be held in September 2020*

Grade 10 Representatives:

Grade 11 Representatives:

Grade 12 Representatives:

School Contact Information:

180 Church Street North

Ajax, Ontario, L1T 2W7

Tel: 905-683-4760

Email : pickeringhs@ddsb.ca

Fax: 905-683-0491

www.pickeringhs.ca



Follow us on Twitter: @PickeringHS



PHS MOTTO

Enter to Learn. Go Forth to Serve

P.H.S. MISSION STATEMENT

Pickering High School encourages the growth of involved, responsible, and educated citizens by developing the skills and positive attitudes necessary for life-long learning in our rapidly changing world.

P.H.S. VISION STATEMENT and VALUES

We at Pickering High School value a clean, safe, and supportive school environment.

We believe in fostering cooperative partnerships and purposeful working relationships with all students, staff and community.

We pride ourselves in developing common respect for our school and the people in it.

We promote the development of communication, problem solving, decision making, and technological skills.

We believe the Pickering H.S. community will nurture self-worth.

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GENERAL SCHOOL INFORMATION

Daily Schedule

Student Schedule - Week 1

	Monday	Tuesday	Wednesday	Thursday	Friday
Block 1: 10:00 - 11:15	Course 1 Cohort A	Course 1 Cohort B	Course 1 Cohort A	Course 1 Cohort B	Alternate Cohorts
Block 2 11:15 - 12:30	Course 1 Cohort A	Course 1 Cohort B	Course 1 Cohort A	Course 1 Cohort B	Alternate Cohorts
Lunch/ Dismissal 12:30 - 1:30					
Block 3 1:30 - 2:45	Course 2 Real-Time Online	Course 2 Real-Time Online	Course 2 Real-Time Online	Course 2 Real-Time Online	Course 2 Real-Time Online
Block 4 2:45 - 4:00	Course 2 Subject Specific Real-Time Online Support	Course 2 Subject Specific Real-Time Online Support	Course 2 Subject Specific Real-Time Online Support	Course 2 Subject Specific Real-Time Online Support	Course 2 Subject Specific Real-Time Online Support
Student will be expected to do independent work that has been assigned by their teachers in the mornings when their cohort is not in school					

Student Schedule – Week 2

	Monday	Tuesday	Wednesday	Thursday	Friday
Block 1: 10:00 - 11:15	Course 2 Cohort A	Course 2 Cohort B	Course 2 Cohort A	Course 2 Cohort B	Alternate Cohorts
Block 2 11:15 - 12:30	Course 2 Cohort A	Course 2 Cohort B	Course 2 Cohort A	Course 2 Cohort B	Alternate Cohorts
Lunch/ Dismissal 12:30 - 1:30					
Block 3 1:30 - 2:45	Course 1 Real-Time Online	Course 1 Real-Time Online	Course 1 Real-Time Online	Course 1 Real-Time Online	Course 1 Real-Time Online
Block 4 2:45 - 4:00	Course 1 Subject Specific Real-Time Online Support	Course 1 Subject Specific Real-Time Online Support	Course 1 Subject Specific Real-Time Online Support	Course 1 Subject Specific Real-Time Online Support	Course 1 Subject Specific Real-Time Online Support
Student will be expected to do independent work that has been assigned by their teachers in the mornings when their cohort is not in school					

Emergency Procedures:

Accident/Injuries: If you are injured during a class, tell your teacher immediately. An accident form must be completed at the main office.

Fire Drills: Exit routes are posted in all classrooms. When you hear the fire alarm, move quickly and quietly. Do NOT run. Stand at least 15 metres from the building and leave all entrances accessible to emergency vehicles. Do not stand in the parking lot. Please stay with your class.

Lockdown: In the event of a lockdown, report to the nearest classroom immediately. Move away from the windows and follow the teacher's instructions. Lockdown status will be restated every five minutes until lockdown ends. For safety and to avoid miscommunication, cell phones and/or social media devices must not be used.

Hold and Secure: Is used when it is desirable to secure the school due to an on-going situation outside and may not related to the school. All door entrances will be locked – no one is allowed in, or out of the school.

Shelter in Place: This should be used for an environmental or weather related situation, where it is necessary to keep all occupants within the school to protect them from an external situation at or near the school. Examples may include chemical spills, blackouts, explosions, or extreme weather conditions.

Localized Safety Protocol: Should be used for any situation where a portion of the school is either evacuated, or areas are cleared and students are secured (classroom doors locked) for a safety response involving student behaviour that puts others at risk.

Guidance Information:

Night School: Students apply to night school directly on line. Before registering students must have prior approval from Guidance. Certain criteria apply before students are granted permission.

Spares: Students must have earned 24 credits before being eligible for a spare. Fourth year students who have obtained 24 credits must take a minimum of three courses at PHS each semester. Students on spares are to be in the Study Hall, Library or offsite during their spare (not in the halls). Spares should be used productively to complete assignments. Under new legislation (Reg. 298 11.1, effective September 1, 2013), students who are in their fifth year and have not graduated but have 28 or 29 credits, have the option to enroll on a part-time basis. See Guidance for details and for other options.

Returning Graduates: All graduates wanting to attend for a 5th year must get VP permission in the Spring of their Grade 12 year.

Library Information:

Borrowing: When you borrow a book, it is stamped with the due date. It is the student's responsibility to return the book by that date. There is a 1-day "grace period", for which we do not calculate fines. Fines are 10 cents per day to a maximum of \$5.00. All electronic resources, including eBooks, databases, encyclopedias, videos, newspapers and the DDSB Learning Commons can be accessed through the PHS library website. The usernames are all listed on the 'Research Resources' home page. The password for all sources is **research 12**.

Printing at the school is unavailable until further notice.

General Procedures:

Cafeteria: The cafeteria will not be available for student use.

Lockers: Student lockers will not be available until further notice. Students are required to keep belongings with them at their desk.

Lost and Found: The lost and found depot is located in front of the main office. **School staff will not investigate the loss of personal property.**

Medical Issues: It is the parents'/guardians' responsibility to inform the school of serious allergies or medical conditions. Forms are distributed at the beginning of the year and are in the office through the year. Parents may bring in an extra EpiPen to be stored in the Main Office.

Religious Accommodation: The Durham District School Board and Pickering High School follow the Guidelines and Procedures for the Accommodation of Religious Requirements Practices and Observances. This document reflects the Ontario's Equity and Inclusive Education Strategy within the contexts of the Canadian Charter of Rights and Freedoms and the Ontario Human Rights Code. This document helps maintain equitable and inclusive environments within our schools and facilities and guides the process of providing religious accommodations as the need arises. The document is available for viewing at <http://ddsb.durham.edu.on.ca/DDSBmain.htm> or you may ask to review a copy at your child's school. If you anticipate that you or your family might require religious accommodation during the school year please inform the administration as early as possible, preferably at the start of the school year. Possible areas may include:

- Observation of major religious holy days and celebrations.
- Accommodation in or exemption from, specific areas of the curriculum, or other school activities.
- Religious attire and/or prayer
- Modesty requirements in physical education.
- School opening and closing exercises
- Dietary requirements

Please speak to your school administration about accommodation needs as they arise.

School Activity Card Fees: All students who participate in school co-curricular activities must pay the \$25 student activity fee once each school year. This includes all clubs, teams and councils. Most clubs, councils, and teams require additional fees; starting at \$20 and upward. This payment is required for each school group and team that a student is a member of. Please note the fee for sports teams may include practice facility costs (hockey, swimming, golf, etc.) and there may be further fees for tournaments outside LOSSA regular season/playoffs.

School Community Council: S.C.C. consists of parents/guardians, students, teachers, nonteaching staff, and a community representative. Council elections will be held in the new school year (2020-2021). All parents / guardians are encouraged to attend. Meetings occur in the school library on the last Wednesday of most months at 7 p.m. (no meetings during December, January, March, or June). Please consult the online calendar at www.pickeringhs.ca, for detailed information.

Visitors: The school is closed to all non-essential visitors until further notice. If you wish to speak to a staff member please call the main office (905-683-4760).

DDSB and PHS SCHOOL CLIMATE AND CODE OF CONDUCT

SCHOOL CLIMATE

The school climate may be defined as the learning and environment and the sum of all relationships within a school and the school community. A positive school climate exists when all members of the community feel safe, included and accepted, and actively promote positive behaviours and interactions. Principles of equity and inclusive education are embedded in the learning environment to support a positive school climate and a culture of mutual respect. A positive school climate is a crucial component of bullying prevention.

Definition of bullying: Aggressive and typically repeated behaviour by a pupil where the behaviour is intended or known to have the effect of:

- a. causing harm, fear or distress to another individual, including physical, psychological, social or academic harm, harm to another's reputation or harm to the individual's property;
- b. creating a negative environment at a school for another individual; and
- c. the behaviour occurs in a context where there is real or perceived power imbalance between the pupil and the individual based on factors such as size, strength, age, intelligence, peer group power, economic status, social status, religion, ethnic origin, sexual orientation, family circumstance, gender, gender identity, gender expression, race, disability, or the receipt of special education.

Cyber-bullying: Bullying includes bullying by electronic means. This includes:

- a. creating a web-page or a blog in which the creator assumes the identity of another person;
- b. impersonating another person as the author of content or messages posted on the internet; and
- c. communicating material electronically to more than one individual or posting material on a website that may be accessed by one or more individuals

Aggressive behaviour may be intentional or unintentional, direct or indirect. It can take many forms, including physical, verbal and social. If aggressive behaviour is physical, possibly including hitting, pushing, slapping or tripping. If it is verbal, it may include name calling, mocking, insults, threats and sexist, racist homophobic or transphobic comments. If it is social or relational, it may be subtle and include gossiping, spreading rumours, excluding others from a group, humiliating others with public gestures or graffiti and shunning or ignoring. Social aggression may also occur through the use of technology. Harm can be experienced in a number of ways, including physical, mental, emotional and psychological.

Reporting Bullying: Anyone in the school community is able to report potential bullying. Reports can be made to school staff at any level. Reports can be made in person via letter, email or phone call. Members of the school community are encouraged to use the online "Report Bullying Now" tool that can be found on the DDSB and Pickering High School websites.



CODE OF CONDUCT

Students are expected to represent themselves in a respectful manner always. Failure to abide by the CODE OF CONDUCT could require administrative, parental, guardian, and/or police involvement consistent with the DDSB Bias Aware Progressive Discipline policy. Pickering High School's Code of Conduct is consistent with the Provincial Code of Conduct (located at end of this section).

GUIDING PRINCIPLES:

- All participants involved in the publicly funded school system – students, Parents/Guardians or guardians, volunteers, teachers and other staff members are included in this Code of Conduct whether they are on school property, on school buses or at school authorized events or activities.
- All members of the school community are to be treated with respect and dignity, especially persons in positions of authority.
- Recognition and acceptance of, and sensitivity toward, equity and inclusiveness are expectations within the school community.
- Maintaining a safe environment is the responsibility of the entire school community including students, staff and Parents/Guardians.
- Responsible citizenship involves appropriate participation in the civic life of the school community. Active and engaged citizens are aware of their rights, but more importantly, they accept responsibility for protecting their rights and the rights of others.
- The goal of discipline is to support a safe, inclusive, and accepting learning and teaching environment in which students can reach their full potential.

PREPARATION FOR LEARNING:

Before School

- Students will NOT be allowed to enter the school building before 9:45 am.
- Please enter the school at the designated door and proceed directly to class to avoid congregating.
- As soon as you enter the school building, you are required to proceed to your designated classroom carefully following the signage and arrows.
- You will NOT be allowed to wander the halls or hang out in the common areas before the school day begins.

During School

- The school has a 10 -10 Rule; *Students should not leave class* within the first and last 10 minutes of each class.
- Students are expected to be in their scheduled classroom during class time.
- During hallway transitions (entering the building/leaving the building/going to the washroom, etc.), students are required to maintain social distancing requirements. Please follow the arrows posted in the hallway.
- Please follow the arrows as well as signage posted around the building.
- Students are NOT allowed to wander the hallways or visit other classes

After School

- Students will be dismissed by their teachers and will be escorted out of the classroom.
- Students are REQUIRED to follow the directional arrows and signage and exit the building through the designated exit doors.
- Students are NOT allowed to loiter or wait around in the common areas inside the school building at the end of the school day.

ATTENDANCE AND LATE POLICIES:

Late Policy

- Students who are late for class will be marked late by their classroom teacher.
- Students who are more than 15 minutes late need to report to the main office to get a late slip.
- Students are expected to be on time for all classes, and for all school functions.
- Personal disorganization and poor time management are not acceptable excuses for lateness.
- Frequent lates may result in academic or behavioural consequences.

Students with 12 or more lates may be referred to the Attendance Counsellor, if it is determined that the student has a chronic attendance issue.

Attendance

- Students are expected to attend ALL classes and events scheduled by their teachers during class time.
- Unexcused absences will result in an office referral and possible disciplinary consequences in detention and suspension. Parents/Guardians are to call or email student absences. SchoolMessenger is located at go.school.messenger.ca (to download the app); 1-844-350-2646 (Toll Free number).
- All absences of 5 days or longer require completion of Extended Absence Form, signed by teachers, Vice Principal and Parent/Guardian.
- Missed classes may result in academic or behavioural consequences.
- Students *are expected* to attend all classes on the day of a team/club activity and be signed out by the team/club prior to excursions during class time.

Short-Term Absence

- Students are expected to advise the teacher if they know of an impending absence due to appointments, team/club activity, field trip
- A note from parent/guardian is to be submitted to the main office for any absence, prior to “signing out” during the day.
- A student who has taken ill must report to the Office, and the Receptionist will contact the parent/guardian for a decision regarding the situation.
- Student absences will only be excused with a valid reason.

Long-Term Absence – 3 or more

- Students absent for 15 or more consecutive days may be removed from the school register.
- The PHS Administration and staff do not condone Long-Term absences as they can have a negative impact on a student’s academic progress.
- Students must complete an Extended Absence form and have it signed by their teachers, Vice Principal and parent/guardian. This form must be returned to the office at least 24 hours prior to leaving.
- Arrangements for assignments and quizzes to be completed upon return are made according to mutually agreeable timeframes depending on the circumstances of the absence.

PERSONAL ELECTRONIC DEVICES (PED):

School Use

As of September 2019, the Ministry of Education implemented the following expectations for cell phone (and other personal electronic device) use during instructional time: The use of personal electronic devices during instructional time will be permitted under the following circumstances:

- For educational purposes, as directed by the educator in collaboration with administration.
- For health and medical purposes.
- To support students with special education needs.
- Volume level must not be heard by others.
- Earbuds or headphones cannot be worn in situations that may jeopardize safety of the student(s) or staff.

On-line activity by staff, students and parents/guardians that is directly or indirectly related to the school should comply with the School Code of Conduct. In particular, that a school is a place that promotes responsibility, respect, civility and safety in the teaching and learning environment.

The taking of photos, filming or recording, or the broadcasting of live audio and/or video, while at school or at a school related activity, is prohibited unless approved by the DDSB (or school), and/or where proper consents have been obtained, as may be appropriate.

Teachers embed the use of personal technology into learning opportunities for students. The D.D.S.B. supports these actions, and encourages this use when it is educationally based and provides opportunities for our students to develop digital citizenship skills.

The Durham District School Board does not assume the liability for lost, damaged or stolen personal electronic devices. If a student suspects that a theft occurred, they are asked to complete a "Theft Report" in the main office which will be put on file in the event that the lost device is turned in to the office, or to a staff member.

Quizzes, Tests and Exams/EQAO Provincial Tests (OSSLT and Math)

- All PEDs must be turned off and stored off their person.
- The use of PEDs during a quiz, test or exam is considered plagiarism/cheating.
- No earbuds, headphones or listening devices may be used unless directed by staff.
- PEDs are not to be used as calculators, sources of music, white noise, communication or for any other reason during a quiz, test or exam.
- If students are found with a PED during a quiz, test, or exam administration will be contacted.

GENERAL CONDUCT:

Respect for Self and Others

- Comply with school rules, policies, and procedures at all times.
- Be courteous and show respect towards all staff and fellow students regardless of their race, age, place of origin, disability religion, ability, gender, sexual orientation, economic status, marital status, family status or culture.
- Inappropriate and excessive displays of affection are not acceptable.
- Students must identify themselves and/or report to the office when requested by any Pickering High School staff member.
- Students must respond and apply to directions from any PHS staff member. Failure to do so is opposition to authority and may result in disciplinary action.
- Students are expected to respect others' need for physical safety by general considerations including keeping the halls and aisles free of tripping hazards.
- Pickering High School is a scent free zone. Students and staff should not use colognes, perfumes, lotions and other scented products.

Respect for the School and Community

- Be respectful of the school and surrounding community's property, including personal property of staff and fellow students.
- Robbery or vandalism of school property (e.g., windows, lockers, textbooks, computers and equipment), as well as the property of others, will not be tolerated. Damage and/or loss of any of these may result in repair/replacement costs to the student.
- Students should report any damaged property, including computers, to a staff member.
- Students should not loiter in hallways, in the parking lot, or in surrounding community areas.
- Students are expected to use respectful and inclusive language at all times.
- Students are expected to use proper waste disposal systems
- Failure to do so may result in school community service and/or detentions.

Food and Drink in the Classroom

- Students may not bring food into classrooms unless permission is specifically given by the teacher.
- Water can be consumed in class.
- Students are to be mindful of allergies of students and staff and adhere to posted signage.

No food deliveries will be permitted at the school, unless authorized by a staff member.

Verbal and Physical Aggression

- Bullying is defined as aggressive and typically repeated behaviour by a pupil, by *any* means, where the behaviour is intended or known to have the effect of
 - Causing harm, fear or distress to another individual, including physical, psychological, social or academic harm, harm to another's reputation or harm to the individual's property;
 - Creating a negative environment at a school for another individual; and
 - The behaviour occurs in a context where there is real or perceived power imbalance between the pupil and the individual based on factors such as size, strength, age intelligence, peer group power, economic status, social status, religion, ethnic origin, sexual orientation, family circumstance, gender, gender identity gender expression, race, disability or the receipt of special education.
- A positive school climate is a crucial component of bullying prevention, and immediate interventions are used to prevent and stop bullying. Consequences can include restorative processes, school discipline and police involvement.
- Harassment and intimidation will not be tolerated. This includes
 - Bullying (physical, verbal, intentional exclusion, and cyber bullying),
 - Fighting, play fighting, encouraging a fight, and/or rough horse-playing, and
 - Any form of initiation or hazing.
- Reporting bullying: Anyone in the school community is able to report bullying. Reports can be made to school staff at any level, or via letter, email or phone call. An online "Report Bullying Now" tool can be found on the DDSB and the Pickering High School websites.
- Use of rude, profane, or obscene language will not be tolerated.

Smoking, Vaping, Alcohol, Drugs and Intoxicating Substances

- Students are not permitted to be
 - Under the influence of alcohol, drugs and/or intoxicating substances,
 - In possession of, or trafficking in, drugs,
 - Associating with students who are actively consuming alcohol or illegal drugs.Smoking/Vaping anywhere on school property, or within 20 meters of its property boundary (including playing fields, courtyards, driveways, parking lots and in cars in the parking lots).
- Pickering High School encourages students to seek help through Community Supports and their family doctor for assistance with these issues. See Community Phone Numbers listed in this book.

Weapons and Other Dangerous Objects

- Weapons, replica weapons, or other objects which may pose a risk, are not permitted on school property. This includes but is not limited to items such as, knives, guns, laser pointers, chains, fireworks.
- Questionable items to be used in theatrical, sports or other presentations must be approved and stored by the classroom teacher.

Skateboards, Rollerblades, Bikes, Hover boards, and Scooters

- Roller blades, skateboards, bicycles, and scooters may be used as a means of transportation to and from school but are not to be used on school property.
- Bikes must be locked on the bike-racks provided by the school; other items are to be stored in lockers.

Parking Area

- Students are permitted to park in the north parking lot only and display the PHS parking permit.
- All drivers are expected to drive safely and responsibly.
- The south parking lot and front entrance is for staff and buses only. (Student drop off and pick up is only permitted in these areas before 7:30 am, after 2:45 pm, and during the lunch hour.)
- Parents/Guardians and visitors are permitted to park in visitor spaces at the front of the school or in the north lot.

Out of School Activities

- The CODE OF CONDUCT applies for all out of school activities, trips and events
- Athletic and co-curricular participation is a privilege.

MASK POLICY

Students in Grades 4 to 12 are required to wear non-medical or cloth masks indoors in school, including in hallways and during classes.

Students may wear their own non-medical masks,

Parents/students are responsible for the safe use and cleanliness of their non-medical mask.

Each school will maintain an emergency stock supply of disposable masks for student use in the event the student's mask becomes damaged or misplaced. Masks that are found are not to be placed in the lost and found, they should be disposed.

DRESS CODE:

Appropriate Dress

Students must wear;

- Clothing which includes both a top and bottom layer
- Footwear

Students may wear;

- Any clothing that supports a human rights related need or accommodation
- Clothing (tops) that expose arms, shoulders, stomach, midriff, neckline, cleavage, and straps but will cover nipples
- Clothing (bottoms) that expose legs, knees, thighs, hips and expose waistbands but will cover groin and buttocks
- Any headwear that does not obscure the face, subject to human rights related needs and accommodations

Inappropriate Dress

Students may not wear;

- Clothing that promotes /symbolizes illegal activity (including gang activity) or drugs or alcohol or their use
- Clothing that promotes, symbolizes or incites hate, discrimination, bias, prejudice, profanity, pornography, incites harassment or bullying, threatens harm to the safety of self or others or that includes offensive (e.g. sexist, racist, homophobic, anti-indigenous, anti-Black, anti-Semitic, Islamophobic, etc.) images or language
- Clothing (tops) that exposes nipples
- Clothing (bottoms) that expose groin and/or buttocks
- Clothing (mask/scarf) that obscures the face (unless required to meet human rights related needs or accommodations)
- Undergarments as outerwear
- Transparent clothing that fully exposes undergarments
- Swimwear unless required for curricular or co-curricular approved activities

Health and Safety Dress Code Requirements

Students must comply with Health and Safety requirements for specific courses and/or co-curricular programs.

Specialized dress requirements including personal protective/safety equipment occur in many classes/programs including science, physical education, technology and cooperative education.

Parents, guardians, and students must be informed well in advance, and individual needs will be accommodated by the school short of undue hardship.

In some special circumstances students may be required (or choose) to wear personal safety clothing (e.g. surgical mask) for medical reasons. Communication between the student, parents, and guardians and administration must occur for these situations.

For some special events, the school may allow students to wear a costume. The costume must not promote racial, gender, cultural or other negative stereotypes based on Human Rights Code grounds.

BIAS AWARE PROGRESSIVE DISCIPLINE:

Progressive Discipline (PPM145) has several important elements, including:

- *Engaging Parents/Guardians* — ongoing dialogue with Parents/Guardians about students' achievement and behaviour
- *Helping students learn* — students have opportunities to learn from the choices they make
- *Offering supports* — early intervention and on-going support for students is critical

Schools help prevent inappropriate behaviour by implementing pro-active programs such as bullying prevention and intervention, character education and citizenship development.

When inappropriate behaviour occurs, disciplinary measures are within a framework that is both corrective and supportive. Schools should utilize a range of interventions, supports, and consequences that are appropriate and include learning opportunities for reinforcing positive behavior while helping students to make better choices. Progressively more serious consequences should be considered for inappropriate behavior that is repeated or for progressively more serious inappropriate behavior, taking into account mitigating and other factors including:

- the particular student and circumstances
- the nature and severity of the behavior
- the impact on the school climate, including the impact on students or other individuals in the school community.

Ongoing interventions may be necessary to address underlying causes of inappropriate behavior. Some examples of ongoing interventions are meeting with the parent(s), requiring the student to perform volunteer service in the school community, conflict mediation, peer mentoring, and/or a referral to counseling.

ACTIVITIES LEADING to a SUSPENSION, INVESTIGATION, and POSSIBLE EXPULSION:

A Principal shall suspend a pupil if he or she believes that the pupil has engaged in any of the following activities while at school, at a school-related activity or in other circumstances where engaging in the activity will have an impact on the school climate:

1. Possessing a weapon*; possessing a firearm*; using a weapon to cause or to threaten bodily harm to another person*
2. Committing physical assault on another person that causes bodily harm requiring treatment by a medical practitioner*; assault/physical intimidation of an employee*;
3. Committing sexual assault*;
4. Trafficking in weapons or in illegal drugs*;
5. Committing robbery*;
6. Giving alcohol to a minor*;
7. Bullying, if,
 - a. the pupil has previously been suspended for engaging in bullying,
 - b. the pupil's continuing presence in the school creates an unacceptable risk to the safety of another person, and
 - c. any activity listed in Suspensions that is motivated by bias, prejudice or hate based on race, national or ethnic origin, language, colour, religion, sex, age, mental or physical disability, sexual orientation, gender identity, gender expression, or any other similar factor.
8. Committing an act of vandalism that is derogatory or particularly egregious, due to factors such as seriously compromising the learning environment, or posing a significant safety risk to other*;
9. Any other activity that, under a policy of a board, is an activity for which a Principal must suspend a pupil and conduct an investigation to determine whether to recommend to the board that the pupil be expelled. Other infractions for which suspension could be issued include, but are not limited to:
 - a. hate motivated violence*;
 - b. gang related violence*;
 - c. trafficking in controlled or intoxicating substances not prescribed or dispensed for medical purposes*;
 - d. uttering threats or threatening conduct intended to intimidate*;
 - e. engaging in harassment*;
 - f. ongoing conduct that is so refractory (persistent) that the student's presence in the school or classroom is considered by the Principal to result in a danger or possibility of harm, physical or emotional, to others in the school or to the reputation of the school.

**requires police involvement*

THE PROVINCIAL CODE OF CONDUCT (PPM 128, December 2012)

Subsection 301(1) of Part XIII of the Education Act states that “the Minister may establish a code of conduct governing the behaviour of all persons in schools.” Subsection 301(2) sets out the purposes of this provincial code of conduct, as follows:

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 the schools.
6. To discourage the use of alcohol and illegal drugs.
7. To prevent bullying in schools.

STANDARDS of BEHAVIOUR:

Respect, Civility, and Responsible Citizenship

All members of the school community must:

- respect and comply with all applicable federal, provincial, and municipal laws;
- demonstrate honesty and integrity;
- respect differences in people, their ideas, and their opinions;
- treat one another with dignity and respect at all times, and especially when there is disagreement;
- respect and treat others fairly, regardless of, for example, race, ancestry, place of origin, colour, ethnic origin, citizenship, religion, gender, sexual orientation, age, or disability;
- respect the rights of others;
- show proper care and regard for school property and the property of others;
- take appropriate measures to help those in need;
- seek assistance from a member of the school staff, if necessary, to resolve conflict peacefully;
- respect all members of the school community, especially persons in positions of authority;
- respect the need of others to work in an environment that is conducive to learning and teaching;
- not use profanity toward a staff member or person in a position of authority.

Safety

Members of the school community must not:

- engage in bullying behaviours;
- commit sexual assault;
- traffic in weapons or illegal drugs;
- give alcohol to a minor;
- commit robbery;
- be in possession of any weapon, including firearms;
- use any object to threaten or intimidate another person;
- cause injury to any person with an object;
- be in possession of, or be under the influence of, or provide others with alcohol or illegal drugs;
- inflict or encourage others to inflict bodily harm on another person;
- engage in hate propaganda and other forms of behaviour motivated by hate or bias;
- commit an act of vandalism that causes extensive damage to school property or to property located on the premises of the school.

ROLES and RESPONSIBILITIES:

Principals

Under the direction of their school boards, principals take a leadership role in the daily operation of a school. They provide this leadership by:

- demonstrating care for the school community and a commitment to academic excellence in a safe, inclusive, and accepting teaching and learning environment;
- holding everyone under their authority accountable for their behaviour and actions;
- empowering students to be positive leaders in their school and community;
- communicating regularly and meaningfully with all members of their school community.

Teachers and Other School Staff

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

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

Students

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

- come to school prepared, on time, and ready to learn;
- show respect for themselves, for others, and for those in authority;
- refrain from bringing anything to school that may compromise the safety of others;
- follow the established rules and take responsibility for their own actions.

Parents/Guardians

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

- show an active interest in their child's school work and progress;
- communicate regularly with the school;
- ensure that their child attends school regularly and on time;
- promptly report to the school their child's absence or late arrival;
- show that they are familiar with the provincial Code of Conduct, the board's code of conduct, and school rules;
- encourage and assist their child in following the rules of behaviour;
- assist school staff in dealing with disciplinary issues involving their child

COMMUNITY PARTNERS and the POLICE:

Through outreach, partnerships already in place may be enhanced and new partnerships with community-based service providers and members of the community (e.g., Aboriginal Elders) may also be created. Community-based service providers are resources that boards can use to deliver prevention or intervention programs. Protocols are effective ways of establishing linkages between boards and community-based service providers and of formalizing the relationship between them. These partnerships must respect all applicable collective agreements.

The police play an essential role in making our schools and communities safer. The police investigate incidents in accordance with the protocol developed with the local school board. These protocols are based on a provincial model that was revised in 2011 by the Ministry of Community Safety and Correctional Services and the Ministry of Education.

Acceptable and Safe Use Procedure for Computing and Information Technology Facilities and Resources

The Durham District School Board is pleased to provide parents/guardians and students with information regarding computing and information technology facilities and resources available to students at school. Please read this letter and the accompanying Acceptable and Safe Use Procedure.

DDSB computing and information technology facilities and resources are made available to students to support their learning, research requirements, and career preparation. Such facilities and resources may include computers and associated peripherals, the communication infrastructure and related equipment including local area networks (LANs) and wide area networks (WANs), facsimile machines, scanners, copiers, telephone, video, and other multimedia devices and forms of software.

Students are encouraged to be media literate. Internet resources may contain material that may be questionable, objectionable, or illegal. Students re-visiting unacceptable sites will be subject to discipline according to the School's Code of Conduct.

DDSB uses Internet filtering software. This software blocks access to specific unacceptable sites known to contain violence, sexually explicit acts, hate-crimes information, pornography, racist and other extremist viewpoints, cults etc. No software is capable of blocking all unacceptable Internet sites.

DDSB services and technologies are expanding to allow all schools to offer Internet access to their students. The Internet is a vehicle for accessing a global network of information resources. It provides valuable information and interaction unavailable elsewhere.

Students may use this service to locate and retrieve information and communicate with others. With access to Internet from all over the world comes the availability of material that may be questionable, objectionable, or illegal, or contact with persons who may exhibit unacceptable behavior. The DDSB provides Internet access to students and staff through IBM's Net Vista which utilizes Cyber Patrol filtering software. This software blocks access to specific sites known to contain violence, sexually explicit acts, intolerant, racist, and other extremist viewpoints, cults, etc. No software is capable of blocking all unacceptable Internet sites; however, the Internet is a leading technology in the delivery of information in today's society and; therefore, an integral part of our students' education.

Teachers and students are instructed on the safe and acceptable use of the Internet and other DDSB computing and information technology facilities and resources. Teachers will supervise student use of the Internet as they supervise student use of all other school resources.

All students are expected to abide by the DDSB Acceptable and Safe Use Procedure. Misuse and/or abuse of the facilities and resources are subject to corrective practices as defined and explained in their school's Student Code of Conduct. Use of the Internet is governed by Regulation 5500, the Durham District School Board Code of Conduct, which states that "a student may be suspended or expelled from his or her school, expelled from attending any school in Ontario, and/or prohibited from engaging in school-related activities if the student violates the Code of Conduct while he or she is at school, engaged in a school-related activity, or engaged in conduct that has a relationship to the school, school community, the reputation of the school or Board."

In addition, use is governed by all relevant federal (e.g. Copyright), provincial (e.g. Education Act) DDSB (Policies and Procedures), and local school (e.g. School Code of Conduct) laws and regulations. Use of DDSB computing and information technology facilities and resources for illegal, political, or private commercial purposes is strictly prohibited. The onus is on the user to know and to comply with these laws and regulations.

We look forward to providing students with the opportunity to use the school's computing and information technology facilities and resources in a safe and meaningful way.

Computer Use/Technology

- Students must sign the ACCEPTABLE AND SAFE USE PROCEDURE for computing and information technology facilities and resources form at the beginning of this agenda. Students who do not sign this form, which also acknowledges they have read and will abide by the code of conduct, will not have access to computers within PHS.
- Applies to the use of all computer resources, including use of the Internet. Students are expected to adhere to the hardware, software, and Internet Policies of the Durham District School Board and PHS.
- Students are encouraged to use the computers and technology systems available at PHS for the express purpose of academic achievement. Computer resources are to be used only for the purposes of school-related activities and are not to be used for commercial or non-school related activities.
- Students accessing material obtained from any source will not plagiarize this material in any school assignment or project or aid other students in plagiarizing material.
- Students will not access, send, print, or distribute inappropriate material. Examples of inappropriate material include, but are not limited to, the following:
 - Content that is sexual, pornographic, racist, violent, satanic, militant or extremist in nature.
 - Material depicting illegal activities, drug and drug culture, cults, gambling, betting, MUDS, or violent games;
 - Fraudulent, harassing, or obscene messages or materials. Chain letters and other forms of mass mailings are not permitted;
 - Contents deemed inappropriate by school administration.
- Students will not be allowed to access chat groups, chat lines or Usenet News Groups. Games, other than those approved and installed by Board personnel, are not permitted.
- Students are responsible for proper password protection and a student may only use the account assigned to them. Frequent changing of one's password is encouraged.
- Students will not attempt to circumvent data protection schemes or uncover security loopholes.
- Students will not violate terms of applicable software licensing agreements and copyright laws.
- Students will not knowingly run or install on any computer system or network, (or give to another person), a program intended to damage or to place excessive load on a computer system or network. This includes their home address, telephone number, picture, route taken to school, parent's hours of work, etc. Students will inform the teacher immediately when accidental access to inappropriate materials, or with unacceptable users, has been made.
- Students will assume that all communications distributed on the system are private and confidential and will not disseminate them without permission from the original author.
- Students will report all instances of hardware damage or changes to the Windows desktop or operating system immediately.
- Student files and folders will be monitored by the site administrator.

Consequences for Technology Related Infractions

- Students may lose computer privileges at Pickering High School
- Possible suspension, possible expulsion, based on the seriousness of the offence
- Parents will be informed of serious technology infractions and resulting corrective practice
- Police may be involved for cyber bullying and harassment or hate messages printed or online

ASSESSMENT and EVALUATION POLICY

The primary purpose of assessment, evaluation and reporting is to provide feedback to students, parents/guardians, and teachers “that directs instruction in the classroom towards improving student learning.” Deadlines are crucial to the learning process and teachers may use a variety of methods for dealing with late or missed evaluations.

Pickering High School’s assessment, evaluation, and reporting policies support the directions set out in the policies of the Ministry of Education and pay due attention to issues of confidentiality. Successful assessment and evaluation policies and practices are contingent on the shared responsibility of the school, the students, and the parents/guardians.

Pickering High School’s parents and guardians will receive feedback regarding student achievement in Oct., Nov., Feb., Mar., Apr. and June (except for non-semester courses). Teachers use assessment and evaluation strategies that:

- are fair, transparent, and equitable for all students;
- support all students, including those with special education needs, those who are learning the language of instruction (English or French), and those who are First Nation, Metis, or Inuit;
- relate to the curriculum expectations and learning goals and, as much as possible, to the interests, learning styles and preferences, needs, and experiences of all students;
- are communicated clearly at the beginning of the course and at other appropriate points throughout the course;
- are ongoing, varied in nature, and administered over a period of time to provide multiple opportunities for students to demonstrate the full range of their learning;
- provide ongoing descriptive feedback that is clear, specific, meaningful, and timely to support learning and achievement.

STUDENT RESPONSIBILITIES

- Attend class and be punctual
- Keep track of all their due dates
- Seek assistance well in advance of a due date if they are having difficulty meeting a deadline
- Negotiate an extension well in advance of a due date (granted at teacher’s discretion)
- Notify the teacher well in advance of a planned field trip, team event or appointment (Absence due to a field trip or team event is not an excuse for not handing in work or missing an assessment)
- Ensure all assignments are handed in, regardless of the reason for absence. Students can submit work themselves, through a responsible peer, or electronically (if available)
- Contact a classmate (before class) to get caught up on work missed (also check the online learning environment (Moodle, D2L, Google Classroom, etc.), Remind, or other class resources, if applicable)
- Provide acceptable documentation for a missed assessment due to an absence
- Submit all assignments at the BEGINNING of class (unless otherwise indicated by the teacher), otherwise it will be considered late and may be subject to late penalties
- Ensure alternate arrangements are made for the completion of a missed evaluation
- Complete an extended absence form for any absence of five days or longer

<i>CONSEQUENCES for LATE and MISSED ASSESSMENTS</i>
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Assignments:

- Late assignments may be subject to a late penalty per day, at the discretion of the teacher
- To maintain the integrity of assessments/evaluations, once the teacher has handed back work, late submissions may not be accepted, and the student may receive a mark of zero
- Absences on a due date may be considered a “skip” and the student may receive a mark of zero

Presentations, Practical Assignments, Labs, Performances:

- Group presentations may continue as scheduled even if a group member is away. The absent student may be required to present on their own or make up an equivalent task at the teacher’s discretion.
- A missed presentation may be given a mark of zero with no opportunity to make up that presentation.
- Any missed practical assignments (art/tech projects, science labs, social science labs, etc.) must be made up on the student’s own time and at the teacher’s discretion. Acceptable documentation must be provided for any missed practical assignments. A mark of zero may be assigned.

Tests/quizzes:

- Missed tests/quizzes (which were discussed in advance with the teacher) will be made up on the student’s own time, at the teacher’s discretion.
- Students who are unable to make advance arrangements due to medical issues, must provide acceptable documentation and should be prepared to write the test/quiz upon their return.
- A missed test/quiz may result in a mark of zero.

Summative Evaluation (Exams/Culminating Activities):

- All culminating activity components are due at the BEGINNING of class on the due date (unless otherwise specified).
- Culminating activity components CANNOT be submitted LATE. A mark of zero may be assigned unless acceptable documentation is provided.
- Exams must be written on the scheduled date and time unless acceptable documentation is provided to the administration.

ACADEMIC INTEGRITY POLICY

Students are expected to be honest and display academic integrity in all course work. Students who cheat on quizzes, tests or exams, or who plagiarize essays (see further information below), assignments or projects, or use translation software to complete work where not permitted by the classroom teacher are committing academic dishonesty. The Ontario Ministry of Education has now made software available to schools (Turn-it-in) that is capable of analyzing a student's work to assess the source of the information. Students may be asked to submit their work electronically through Turn-it-in to validate the originality of their assignments.

Plagiarism: Plagiarism is defined as the use of the thoughts or ideas of someone else by a student without crediting the source. If you use part or all of any other person's book, essay, magazine article, chart drawing, website, diagram, or any other piece of work in any of your assignments without proper acknowledgement, you are plagiarizing. Even with proper accreditation, information must be properly paraphrased and not just reworded using a thesaurus. Direct quotations must appear within quotation marks. If you submit an assignment written by anyone else (e.g., a relative, friend, or fellow student) or if you buy an essay or present information taken from the internet as your own, you are plagiarizing. Even with proper accreditation, information must be properly paraphrased and not just reworded. Direct quotations must appear within quotation marks. If you submit an assignment written by anyone else (e.g. a relative, friend, or other student) or if you buy an essay or present information taken from the internet as your own, you are plagiarizing.

Cheating: Cheating is defined as the act or set of acts that would unfairly increase a student or group of students' chances of improved academic standing in a course. Some examples of cheating include: perceived use of hand-gestures/signs/signals for the purposes of collaboration during a quiz, test or exam, the possession and/or use of "crib" notes or electronically stored information which contains advantageous curricular information, and inappropriate viewing for another student's quiz/text/exam or allowing a quiz/test/exam to be inappropriately viewed. Teachers may use their professional discretion to identify other forms of cheating, and the above examples are not exhaustive.

Do not take out electronic devices e.g. phones, to check the time during tests or exams. These devices can be used for academic dishonesty.

Where a student is found to be plagiarizing or cheating (including the use of translation software), the consequences will be determined by Teacher/Administrator discretion in considering the following factors:

- the student's grade level
- the severity of the infraction
- the intent
- the student's history of similar offences.

Academic Consequences

Any Academic penalties, include late marks or zeros will be assigned by the appropriate administrator, in consultation with the classroom teacher. This consultation will occur prior to any decision communicated to the student or parent/guardians. Academic penalties may range from marks deducted up to and including the full mark value of the assignment. The assessing of an academic penalty will depend on a number of factors, including:

- **Grade of the student**
- **Severity of the infraction**
- **Progressive Discipline followed**
- **Student History**
- **Other Mitigating factors**

Pickering High School uses the bias aware progressive discipline model to address plagiarism and cheating. All infractions must be reported to the office and parental contact will be made. In addition, corrective practices and interventions may include:

- mandatory plagiarism/cheating education sessions(s)
- re-submission with proper citation
- repeat of the assignment and/or that part of the assignment
- substitution of an alternate and equivalent assignment
- rewriting with staff monitoring
- mark reduction
- mark of zero
- administrative consequences (detentions and/or suspension)
- restorative techniques
- administrative and parent involvement
- increased monitoring of future assignments

ADDITIONAL ACADEMIC INFORMATION

Curriculum Expectations: Students will be given numerous and varied opportunities to demonstrate the full extent of their achievement of the curriculum expectations across all four categories of knowledge and skills. The four categories allow teachers to demonstrate that learning is interconnected. The weightings of each category have been tailored to each specific course to reflect their importance in specific curricula.

Knowledge, Thinking, Communication, Application

All curriculum expectations must be accounted for in instruction, but evaluation focuses on students' achievement of the overall expectations. In this light, assessment (feedback) is provided for all activities leading up to major assignments, unit culminating activities, etc. when an evaluation (assigning a mark) takes place. The 70% "course work" portion of the grade should reflect the student's most consistent level of achievement throughout the course, although special consideration should be given to more recent evidence of achievement. The 30% "Summative evaluation" portion of the mark may include more than one assessment and may be in the form of an examination, performance, essay, and/or other method of evaluation suitable to the course content.

Learning Skills: In addition to curriculum expectations, students are to demonstrate learning skills in each of their courses. The development of learning skills and work habits is an integral part of a student's learning. Teachers assess student progress in the six learning skill categories:

Responsibility, Organization, Independent Work, Collaboration, Initiative, and Self-Regulation

Full Disclosure: Students taking grade 11 and 12 courses are subject to the full disclosure policy. Colleges and Universities use this information for making admission and scholarship decisions. If a student is enrolled in a course five school days after the midterm-report card has been distributed, the course will appear on the transcript, even if it is dropped.

Honour Roll: Secondary school students have the opportunity to earn a Durham District School Board Honour Roll Certificate in grades 9, 10, 11 and 12 which is calculated annually. A secondary student's grade year is to be recognized as July to June. This means that a summer school course mark is assigned to courses beginning the following September. Ontario Secondary School Diploma recognizes credits as full courses (110 hours) and are to be included in the calculation of each grade's Honour Roll. This includes, but is not limited to, full-credit courses taken in: a mainstream school setting during the school day, accelerated night school, accelerated summer school, credits earned from another OSSD granting institution, e-learning, learn-at-home and/or home instruction. Grades 9, 10 and 11: An aggregate of at least 640 marks in a student's highest achieving eight credits earned. Grade 12: An aggregate of at least 480 marks in a student's highest achieving six credits earned

10 Character Traits of Successful People (from Mr. Tzogas in GLE)

- 1) **PASSION:** You are passionate about what you do. You love what you do! You love to learn, improve and work with enthusiastic effort.
- 2) **ON TIME AND PRESENT:** You arrive before the bell. You have settled and are ready to work when the bell goes.
- 3) **EFFORT:** You work hard all the time. You always strive to be the hardest worker in the room. You work outside of your comfort zone for as long as you can. You seek out challenges to test yourself for valuable learning lessons to improve.
- 4) **ATTITUDE:** You have an unwavering optimistic positive attitude. You are a happy person always looking on the bright side of everything. Gratitude also plays an important role.
- 5) **COACHABILITY:** You follow instructions and do not get off track by being distracted (by devices or off topic conversations). You listen actively and are engaged in the learning. You take feedback graciously and use it to improve your efforts and achievement.
- 6) **PREPARATION:** You think ahead of time about what materials and time you will need to accomplish your task. You build in travel time and account for unknown factors like traffic, weather or accidents. You are organized with a monthly and daily planner. You hope for the best but prepare for the worst.
- 7) **BODY LANGUAGE:** You lean into the conversation and the lesson. You use eye contact. You keep your shoulders relaxed, back straight, head up and smile all the time - especially when you fail or lose. Failure can be a very good teacher. Mr. Failure provides valuable lessons for improvement.
- 8) **RESPECTFUL:** You never put others down. You always build others up with your positive words and actions. You are honest. You do what you say, and you act with integrity.
- 9) **CARING:** You are kind towards others. You act as a team player. You put your team ahead of yourself. You always make your partners, teammates and group members look good. You are patient and forgiving.
- 10) **RESILIENT:** You are resilient - you bounce back from setbacks like failures. You can take criticism. You use any setbacks as motivation and use the above 9 points to help you improve.

