

2023 - 2024



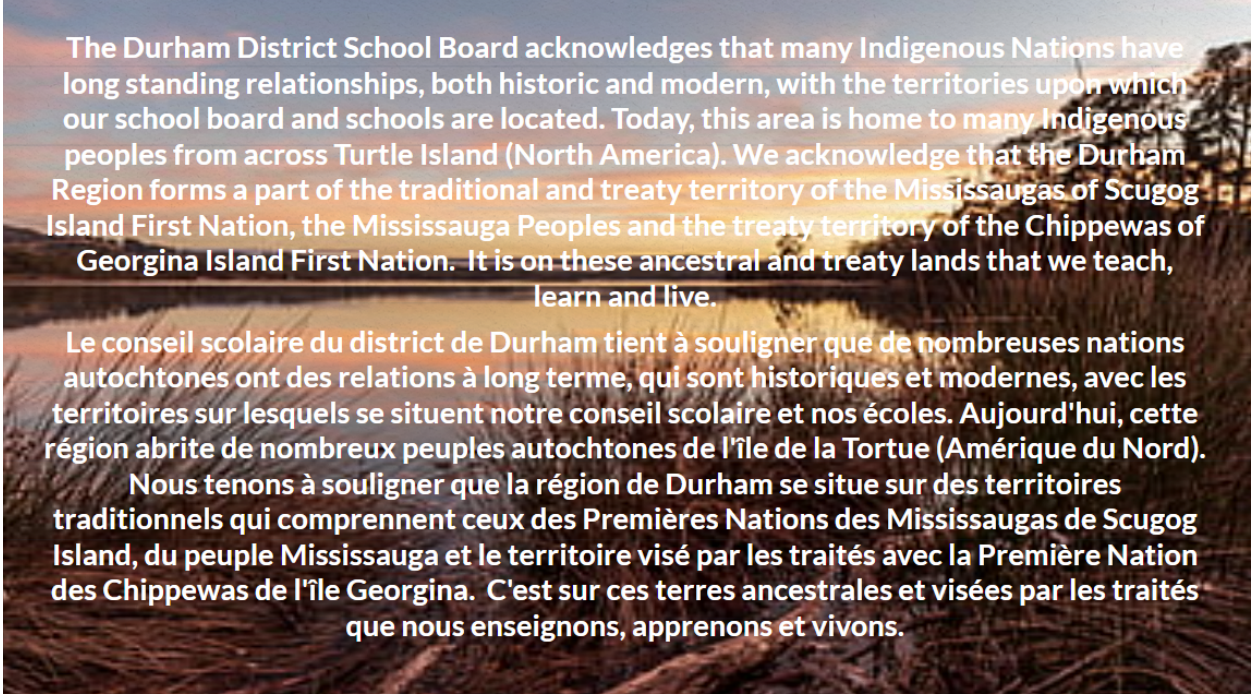
ENTER TO LEARN GO FORTH TO SERVE

Student Handbook

PICKERING HIGH SCHOOL

180 Church Street North, Ajax, Ontario L1T 2W7

Telephone: (905) 683-4760 ~ Email: pickeringhs@ddsb.ca ~ Fax: (905) 683-0491



The Durham District School Board acknowledges that many Indigenous Nations have long standing 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.

Le conseil scolaire du district de Durham tient à souligner que de nombreuses nations autochtones ont des relations à long terme, qui sont historiques et modernes, avec les territoires sur lesquels se situent notre conseil scolaire et nos écoles. Aujourd'hui, cette région abrite de nombreux peuples autochtones de l'île de la Tortue (Amérique du Nord).

Nous tenons à souligner que la région de Durham se situe sur des territoires traditionnels qui comprennent ceux des Premières Nations des Mississaugas de Scugog Island, du peuple Mississauga et le territoire visé par les traités avec la Première Nation des Chippewas de l'île Georgina. C'est sur ces terres ancestrales et visées par les traités que nous enseignons, apprenons et vivons.

The Durham District School recognizes that Indigenous rights are distinct. In the exercise of those rights, indigenous staff and students shall not be subjected to actions with the aim or effect of depriving these distinct rights.

The Durham District School Board is committed to learning and working environments that centre human rights and equity and are safe, welcoming, respectful, equitable, accessible, inclusive and free from discrimination.

Administration:

Principal:	Eleanor McIntosh
Vice Principal (A-G):	Michelle da Camara
Vice Principal (H-O):	Anthony Phelan
Vice Principal (P-Z):	Tomikka Brown

Department Heads:

Arts:	Ms. J. Goodine
Business:	Mr. P. Morgulis
Canadian & World Studies:	Mr. M. Thomas
Co-operative Education:	Ms. S. Barich
English:	Ms. K. Marshall
Guidance:	Ms. T. Craig
Mathematics:	Mr. V. Erhabor
Modern Languages:	Mlle K. Penzhorn
Physical Education:	Mr. S. Robinson
Science:	Ms. S. Godby
Soc. Sci. & Humanities:	Ms. J. Gharzouzi
Special Education:	Mr. P. Madigin
Technology:	Mr. M. Chatjaveridis
Library:	Ms. L. Sliz

Important Dates: <https://calendar.google.com/calendar/u/0/r/month/2023/6/1>

Semester 1

PA Day	Thursday, August 31
Semester 1 Begins	Tuesday, September 5
Grade Assemblies	Thursday, September 7
Photo Day	Wednesday, September 13
Grad Photo Week(s)	TBD
Semester 1 Timetable Changes	September 6 - 14
Grade Assemblies (10-12)	Thursday, September 7
Post-Secondary Information Night	Wednesday, September 27
Progress Report Distribution	Thursday, October 5
PA Day	Friday, October 6
Thanksgiving Holiday	Monday, October 9
Photo Retake Day	Tuesday, October 10
Parent/Teacher Interviews	Thursday, October 19, 5:00 – 7:00 pm
Awards Assembly (presentation)	Wednesday, November 1
Mid-term Report Card Distribution	TBD
OCAS Transmission Date – Mid-term S1 Interim Marks College & University	Thursday, November 16
PA Day	Friday, November 17
Semester 2 Timetable Changes	Monday, November 20 – Thursday, February 8
EQAO OSSLT – Fall Literacy Test	TBD
Winter Break	Monday, December 25 – Friday, January 5
EQAO Grade 9 Numeracy Test	TBD
Semester 1 Final Exams	Wednesday, January 24 – Tuesday, January 30
Credit Completion Day	Wednesday, January 31
Final Report Card Distribution	TBD
OCAS Transmission Date – Interim or Final S1 Marks College & University	Wednesday, February 14

Semester 2

Semester 2 Begins	Thursday, February 1
Semester 2 Timetable Changes	Thursday, February 8 - Grade 12's ONLY
Grad Photo Retake	February 8 & 9
Semester 2 TimeTable Change Deadline	Friday, February 9
SEM1 Final Report Card Distribution	TBD
OCAS Transmission Date – Interim or Final S1 Marks College & University	
PA Day	Friday, February 16
Family Day Holiday	Monday, February 19
March Break	Friday, March 8 – Friday, March 15
Progress Report Distribution	Wednesday, March 6
Teacher/ Caregiver Conferences	Wednesday, March 20
EQAO OSSLT – Spring Literacy Test	TBD
Good Friday Holiday	Friday, March 29
Easter Monday Holiday	Monday, April 1
Last Day of Semester 2 Term 1	TBD
First Day of Semester 2 Term 2	TBD
Mid-term Report Card Distribution	TBD
Transmission Date – Mid-term S2 Marks College & University	TBD
PA Day	Friday, April 19
Victoria Day Holiday	Monday, May 20
Grade 9 EQAO Numeracy Test	TBD
Semester 2 Final Exams	Wednesday, June 19 – Tuesday, June 25
PROM	TBD
Credit Completion	Wednesday, June 26
Commencement	TBD
PA Day	Thursday, June 27
PA Day	Friday, June 28
Transmission Date – Final Marks University	TBD
Transmission Date – Final Marks College	TBD
Final Report Card Distribution	TBD



GENERAL SCHOOL INFORMATION

Daily Schedule: Pickering High School is organised on a full credit semester system. The instructional year is divided into two semesters (September – January and February – June). Students will take four courses in Semester One and four different courses in Semester Two. If a student has earned 24 credits, he or she may apply for a study period. No student may be in the halls during class time without permission from their teacher.

The daily schedule for each semester includes four 75-minute subject classes and a common 50-minute lunch. Home room is attached to the student's Period 1 class in each semester. Only students who are supervised in extra-curricular or co-curricular activities are permitted to be in the school building after the closing bell. Students have 15 minutes at the end of the school day to leave the building.

Bell Times:

Week One

ENTRY	7:55 – 8:00 am
Period 1	8:00 – 9:15 am
Travel	9:15 – 9:20 am
Period 2	9:20 – 10:35 am
LUNCH	10:35 – 11:20 am
Travel	11:20 – 11:25 am
Period 3	11:25 – 12:40 pm
Travel	12:40 - 12:45 pm
Period 4	12:45 – 2:00 pm
DISMISSAL	2:00 – 2:15 pm

Week Two

ENTRY	7:55 – 8:00 am
Period 2	8:00 – 9:15 am
Travel	9:15 – 9:20 am
Period 1	9:20 – 10:35 am
LUNCH	10:35 – 11:20 am
Travel	11:20 – 11:25 am
Period 4	11:25 – 12:40 pm
Travel	12:40 - 12:45 pm
Period 3	12:45 – 2:00 pm
DISMISSAL	2:00 – 2:15 pm

Formal exam periods are noted in the school calendar and students are expected to be present for those exams.

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 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 online. 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**.

General Procedures:

Cafeteria: Students wishing to purchase food and drink from the cafeteria before school and during the lunch hour must enter the servery through the atrium entrance. Backpacks, bags, coats, etc. are not permitted in the servery. The school is not responsible for lost or stolen articles. Students are responsible for cleaning up their area when they finish eating in the cafeteria and hallways.

Lockers: Students are assigned a locker on the first day of school. All students are assigned individual lockers. Students are not permitted to change or to share lockers without permission from the vice principal responsible for lockers. Lockers must be secured with a combination lock and the combination must be on record in the office. The preferred type of lock is a Dudley combination lock. Failure to meet this requirement may lead to the removal of the lock at the student's expense. To safeguard your valuables, do not bring them to school.

Lost and Found: The lost and found depot is in the cafeteria.

Medical Issues: It is the parent/ caregiver 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. Areas for accommodation 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

Prayer Room: Pickering High School has a prayer room which can be accessed as needed throughout the day. This room is usually unlocked, but if it is locked, students can go to the office and ask a secretary to have it unlocked. There is also a footwash station in the single-stall washroom on the second floor located closest to the prayer room.

There is a larger room available for Friday prayers which will be room 109. This room will be unlocked all afternoon on Fridays.

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. 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. If financial assistance is necessary, students and parents/ caregivers can reach out to the appropriate VP for assistance.

Visitors: For safety and security reasons, all visitors are required to report directly to the school office upon arrival at the school. We do not permit friends to visit classes with students.

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 webpage 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.



<http://www.ddsb.ca/Students/SafeSchools/Pages/Bullying-Cyberbullying-Prevention.aspx>

CODE OF CONDUCT

Pickering High School's Code of Conduct is consistent with the Provincial Code of Conduct

GUIDING PRINCIPLES:

- All participants involved in the publicly funded school system – students, Parents/ Caregivers 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/ Caregivers.
- 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.

ATTENDANCE:

Late Policy

- 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.
 - 5 unexcused lates = meet with VP
 - 8 unexcused lates = detention
 - 10 unexcused lates = late letter sent home
 - 15 unexcused lates = detention and vp visit

Students with persistent 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/ Caregivers 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. This form is available in the main office.
- 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 days

- 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/caregiver. 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 time frames 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.

Online activity by staff, students and Parents/ Caregivers 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 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" form 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.

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 including garbage and recycling containers. 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 metres 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, brass knuckles, fireworks.
- Questionable items to be used in theatrical, sports or other presentations must be approved and stored by the classroom teacher.

Skateboards, Rollerblades, Bikes, Hoverboards, 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 and display the PHS parking permit.
- All drivers are expected to drive safely and responsibly.
- The Front entrance is for office 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/ Caregivers 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.

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
- No Grillz, no brass knuckles or any other form of jewellery that contravenes human rights

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.

PROGRESSIVE DISCIPLINE:

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

- *Engaging Parents/ Caregivers* — ongoing dialogue with Parents/ Caregivers 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 proactive 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 utilise a range of interventions, supports, and consequences that are appropriate and include learning opportunities for reinforcing positive behaviour while helping students to make better choices.

Progressively more serious consequences should be considered for inappropriate behaviour that is repeated or for progressively more serious inappropriate behaviour, taking into account mitigating and other factors including:

- the particular student and circumstances
- the nature and severity of the behaviour
- 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 behaviour. 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 counselling.

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/ Caregivers;
- maintain consistent standards of behaviour for all students;
- demonstrate respect for all students, staff, Parents/ Caregivers, 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/ Caregivers

Parents/ Caregivers 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/ Caregivers fulfil their role when they:

- show an active interest in their child's schoolwork 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/ Caregivers 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 the 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 behaviour. The DDSB provides Internet access to students and staff through IBM's NetVista 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

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

ASSOCIATIONS AND CLUBS

Art Club - The Art Club consists of High School students who love the Arts and cannot seem to get enough of them throughout the school day. The club will meet after school to hold meetings and attend open studio nights where we enjoy each others fellowship and hone our artistic skills. We are looking for students interested in volunteering for local organizations to promote the arts in various ways such as face painting, window painting, and arts advocacy.

Athletic Council - This group is a leadership group centered around athletic events. Events we run are the Athletic Banquet, Inside Ride, Rivalry Day(s), Intramurals, and any other ideas the students have.

Best Buddies - Best Buddies is a group that pairs mainstream students with exceptional students. We meet for lunch twice a month and engage in off-site activities twice per semester.

Breakfast Program – Fresh fruit and other snacks are available each morning in the main office.

Breaking Barriers - Breaking barriers is a club focused on challenging racial stereotypes through school wide initiatives. It originally started as the Black History club and while that is still a primary focus, the clubs look to challenge stereotypes that exclude other marginalized groups in the school and in the wider community. We host the Black History Month Celebration and organize other initiatives throughout the year.

Celebration of Cultures - Food, talent show, fashion show and information about the varies cultures that represent the world and our school.

Computer Science Club - The Computer Science Club is a weekly run club that invites all students to participate in learning and exploring the rapidly growing world of computer science. Within the club, the students work on developing software programs, building teamwork skills, and participating in engaging competitions. Within the club, the students work on developing software programs, building teamwork skills, and participating in engaging competitions.

Concert Band and Senior Concert Band – Concert Band is made up of music students from grades 9 – 12 who study a variety of concert band repertoire and perform at several MusicFest Canada festivals per year. They also perform at various school concerts. Non-music students are welcome by audition.

Concordia Concert Choir - This ensemble is comprised of grade 9-12 students who enjoy singing! We sing a variety of music and participate in school concerts/assemblies, provincial and national festivals and we are the group that travels for music tours. It is a great way to make new friends and memories! No previous experience required.

Debate Club – Students meet once a week to develop their oral communication skills in a fun and interactive manner.

DECA Team - DECA is a year-round, co-ed business team for students in all grades. Members compete in business case study competitions; members network with over 12000 elite business students across Ontario; members gain practical business knowledge and experience that prepares them for their futures; and members have fun while enjoying a variety of activities and experiences outside of the classroom.

Design Services - Design Services is for students interested in the visual arts and graphic design that want to apply their knowledge to produce artwork for their school and community. Products vary from: photography, screen printing, logo design, business cards, web design, pamphlets, posters and more. This is a great way to get community hours and help out your community.

Drama - The drama department is a super busy and amazing place to be! We run several events and performances throughout the year including Cabaret, Improv Troupe, Musical Theatre, NTS Drama Festival, and the Tech Team. We also participate in other school events like Arts Retreat. This is the place to meet people develop your performing or technical theatre skills and have the best time ever!

Eco Club - The Eco Club brings students from many grades together to work collectively to make positive change with regard to the environment.

Electric Car Club - We at the Pickering High School- Electric Car club strive to build the best electric vehicle. Our routine consists of regular meetings where we design, build and improve our electric vehicles. Many different tools, machines and techniques are used. We reside at the Pickering High School Automotive shop but work in and out of multiple tech shops. We meet every Monday, Wednesday and Friday at lunch and afterschool. Drop in and have a look!

Euphonix Show Choir - This is an auditioned group of students grades 9-12. Members will sing, dance and act and the ensemble's season is based on creating a show to take to Show Choir Canada in April. We also perform in the school and community. Must be a member of Concordia Concert Choir to audition.

GSA “Gender & Sexuality Awareness” - GSA is a student-run club, which provides a safe place for students to meet, support each other, talk about issues related to sexual orientation and gender identity and expression, and work to end homophobia and transphobia.

Impact – Impact is a gathering of students to engage in the development of Christian faith and discuss the life of Jesus Christ on the world and the Impact He has had on our lives. We have bible studies, share music, have special speakers, etc. The group meets Fridays at lunch.

Jazz Band Junior, Intermediate and Senior – The Jazz Ensembles perform Jazz and other genres of music for school concerts, community concerts, and several Musicfest Canada festivals, throughout the year. Entrance to PHS Jazz is by audition.

Law Mock Trial Club – Come join our award winning Mock Trial club and compete for the Durham Courthouse Kelly Cup Championship. PHS has won Silver and Bronze for the past two consecutive years. Meeting dates and times TBA.

Love146 Task Force - We are a Volunteer Expression (chapter) of Love146.org at PHS. Love146 is an international human rights organization working to end child trafficking and exploitation through survivor care and prevention. Our task force raises awareness about this issue, raises funds, and provides service in the community.

Math Club - The Mathematics Club meets every Tuesday at lunch in Room 236. We practice various problems, write the lunch time CNML Mathematics contests and prepare for other contests, including EFGH, PCF, Canadian Open and Canadian Intermediate/Senior. Bring your lunch and join us every Tuesday!

Mathematics Competitive Team – The Competitive Mathematics Team practices every Monday at lunch in Room 236, and teams compete three times during the year in February and April. Bring your lunch and be prepared to be challenged! (All grades are welcome).

Model United Nations Club - We organize the club's participation in various Model United Nations Conference in southern Ontario. At these conferences each student will role play the representative to the United Nations of a specific country. Topics of debate involve humanitarian, environmental, global health, economic issues and international peace.

Muslim Students Association – MSA is open to male and female Muslim students in grades 9-12. This association runs year-round.

Reach - This is a trivia game similar to Jeopardy, but it runs with teams of 4. We meet in room 227 at lunch most days, and plan to have two lunch times per week where we focus on either grades 9 - 10 or grades 11 - 12 students. Both teams compete regionally, and the senior team may win an entry to the provincial competition.

RGI – RGI PHS Chapter is a student led group that brings awareness of rare diseases to students. The club raises funds for patients who are awaiting the costly procedure of having their DNA sequenced in the hopes of finding a cure. RGI is an international group that acts as a hub to help families raise funds and connect them to scientists who can help them. Students also participate in science activities.

Robotics – Club members will design, construct and program robots to carry out specific tasks. We are focusing on VEX robotics. The main competition events are VEX competitions and Skills Canada Robotics competition. Students will get a hands-on experience in Electronics, Hardware, Programming, Product design and Manufacturing. Any PHS student who has an affinity towards these strings can join the club. All are welcome!

Scrabble Club – provides a daily opportunity to play Scrabble in room 115 at lunchtime.

Trojan Cabinet - Trojan Cabinet is a group of dedicated PHS students that are spirit boosters and they help raise the profile of school wide events!! This group is considered the "right arm" of the Leadership Class!! Cabinet will aid in the planning, marketing and execution of the various events that the Leadership Class creates and they themselves will also create events that will booster PHS Pride!

Trojans Without Borders – Works to fundraise to support MSF, “Doctors Without Borders” via a games night and bake sales.

White Pine Book Club & Battle of the Books - The WP Club is open to all students from grades 9-12. We read and discuss the ten WP nominated titles for the school year, and then any interested students can practice for the Battle of the Books event in the spring.

Zero Kelvin – Zero Kelvin is a student led club that focuses on providing additional experiences for students who love science. The club focuses on the priorities of the club members and is run by a small group of dedicated student facilitators. Past leaders have included lab activities, dissections, lectures by fellow students and information sessions.

SPORTS TEAMS

Fall Teams	Winter Teams	Spring Teams
<i>7s Rugby Girls</i>	<i>Badminton</i>	<i>Badminton</i>
<i>Basketball Girls</i>	<i>Basketball Boys</i>	<i>Baseball</i>
<i>Cross-Country</i>	<i>Curling</i>	<i>Golf</i>
<i>Field Hockey</i>	<i>Hockey Boys</i>	<i>Mountain Biking</i>
<i>Golf</i>	<i>Hockey Girls</i>	<i>Rugby Girls</i>
<i>Soccer Boys</i>	<i>Swimming</i>	<i>Soccer Girls</i>
<i>Softball</i>	<i>Volleyball Girls</i>	<i>Track</i>
<i>Tennis</i>	<i>Wrestling</i>	

<i>Volleyball Boys</i>		
<i>Ultimate Frisbee</i>		



CALENDAR



[Secondary Regular School Calendar 2023/24](#)