



**DUNBARTON HIGH SCHOOL**

**STUDENT HANDBOOK  
& AGENDA**

**2022-2023**

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*Belonging   Safety   Success*

## **INDIGENOUS LAND ACKNOWLEDGMENT**

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.

# Dunbarton High School: 2022-2023 STUDENT HANDBOOK & AGENDA

*"Inclusion is not bringing people into what already exists; it is making a new space, a better space for everyone."*  
- Professor George Dei, University of Toronto

## INDIGENOUS RIGHTS and HUMAN RIGHTS

The Durham District School Board recognizes 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.

**THE INDIGENOUS LAND ACKNOWLEDGEMENT AND A STUDENT'S CREDO FOR CANADIAN UNITY** are read each morning as part of our opening exercises.

## A STUDENT'S CREDO FOR CANADIAN UNITY

We join together in gratitude for our country Canada, so rich in its people, its beauty, its heritage and resources. We trust that our nation will ever be a truly human community, where we may live in respect for one another. May we be strengthened in our unity through the appreciation of our various backgrounds, recognizing that these differences between us do not divide us, but add to the richness of our country.

DUNBARTON HIGH SCHOOL  
655 SHEPPARD AVENUE  
PICKERING, ONTARIO L1V 1G2  
South Campus, Arts Wing  
1470 Whites Rd., Pickering, ON, L1V 1R4  
(905) 839-1125 • Fax: (905) 839-6536

Website: [dunbartonhs.ddsb.ca](http://dunbartonhs.ddsb.ca)  
Durham District School Board Website: [www.ddsb.ca](http://www.ddsb.ca)  
Twitter: @dunbartondhs  
Instagram: @DHSspartans

Student's Name	
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## **DUNBARTON HIGH SCHOOL STAFF**

### **ADMINISTRATION**

Principal	C. Rock
Vice-Principal ( <i>last names A to G</i> ).	N. John
Vice-Principal ( <i>last names H to O</i> ).	A. Cullen
Vice-Principal ( <i>last names P to Z</i> ).	M. Holmes

### **OFFICE AND CLERICAL STAFF**

Head Secretary	C. Ross
Senior Secretary	G. Pereira
On-Call Secretary	A. Finbow
Receptionist	V. Martino
Guidance Secretary	M. Gaskin
LAN Technician	B. Klock

### **DEPARTMENT HEADS**

Arts & Classical and International Languages	K. Bilinskis
Business	A. Quartermain
Canadian & World Studies (Interim Acting)	C. Lyons
English	B. Cameron
Guidance	M. Trotti
Cooperative Education	A. Nelson
Health & Physical Education	C. Campbell
Library (Interim Acting)	J. Smith
Mathematics	K. Larter
Science	D. Melegos
Social Science & Humanities	M. Filinov
Inclusive Student Services	T. Johnson
Technological Education	R. Boehm

### **GUIDANCE COUNSELLORS**

Student Last Names: A-G	F. Aziz
Student Last Names: H-O	I. Mohorovic
Student Last Names: P-Z	M. Trotti

### **SUPPORT STAFF**

Lead Custodians	W. Mann & T. Willis
Facilities Supervisor	G. Noumtinis

### **STUDENT LEADERS:**

Student Trustee	Ben Cameron
SAC Co-Presidents	Maha Ali & Imran Aziz

## Welcome to Dunbarton High School! Home of the Spartans!

“Start where you are. Use what you have. Do what you can.”

– Arthur Ashe

African American Tennis Player who won three Grand Slam Singles Titles.

### ***Our Mission Statement:***

*Our goal is to support a sense of belonging, safety, and success. Dunbarton High School encourages students to actively develop their ability to try, seek, discover, and actualize their learning potential.*

We center Indigenous Rights and Human Rights, through our daily teaching and learning interactions. We embrace high expectations for ourselves and others, and our school community supports students in developing their future pathways. Through our equitable approach to education, community collaborations and connections, we are focused on amplifying our students' creativity, and leadership skills. By being culturally responsive and relevant, our staff continue to work together with the goal of creating an environment where all learners will thrive and grow. Building students' well-being and academic achievement on a foundation of mutual respect, relationships, and resilience, we are committed to **reinforcing the belonging (centering identity), safety (psychological and physical), and success of our diverse students.**

Your Student Agenda is a great tool, filled with information and reminders to support **respectful** and **responsible interactions** throughout the year. Please review the Code of Conduct and organizational strategies that will reinforce your success. **Upcoming assignments and course deadlines should be recorded in the calendar section of your agenda, and course requirements can be discussed on a regular basis with your teacher or an Administrator.** Opportunities to get involved in Co-Curricular activities will be shared on our school website and through daily announcements. There will be many ways for you to enhance your high school experience throughout the year. Please note academic, team tryouts, and leadership opportunities in your agenda.

On behalf of our administration and teaching staff, I wish you a successful school year!

Cheryl Rock

Principal

## **BELL SCHEDULES - DAILY SCHEDULE 2022 - 2023**

**Students will be scheduled for 4 periods per semester. Students will follow an alternating schedule of Week 1 and Week 2.**

The regular day begins at 9:30 am and ends at 3:30 pm.

	<b>Week 1 Schedule</b>	<b>Week 2 Schedule</b>
<b>9:30am - 10:50 am</b>	<b>Period 1</b> Includes Homeroom and announcements	<b>Period 2</b> Includes Homeroom and announcements
10:50 am - 10:56 am	Travel Time	Travel Time
<b>10:56 am - 12:11 pm</b>	<b>Period 2</b>	<b>Period 1</b>
12:11 pm - 12:54 pm	Lunch	Lunch
<b>12:54 pm - 2:09 pm</b>	<b>Period 3</b>	<b>Period 4</b>
2:09 pm - 2:15 pm	Travel Time	Travel Time
<b>2:15 pm - 3:30 pm</b>	<b>Period 4</b>	<b>Period 3</b>

### **Homeroom**

Daily homeroom time is attached to the start of the first instructional period of the day. This will be a time for opening exercises, school announcements, the distribution of other information, and homeroom activities.

### **Opening Exercises**

The opening exercises for DHS begin at the start of the homeroom. Students will listen to the DDSB Indigenous Land Acknowledgement, the national anthem, and the school credo.

Students must remain quiet during the opening exercises and announcements so that all may hear the messages clearly.

# **Student Code of Conduct**

The full Student Code of Conduct will be available on the school website and linked in all digital classroom platforms.

The following pages are a collection of some of the conduct expectations for quick reference.

## **I. ATTENDANCE AND BEHAVIOURAL EXPECTATIONS**

### **Attendance**

Students' attendance in all classes, homeroom, and scheduled assemblies is mandatory. This policy includes the days when co-curricular activities such as school dances (and the Prom) are held. **Students who wish to participate in a co-curricular event (for example, sports, club activities) must be in attendance on that day.** Regular and punctual attendance in all classes is required for academic success and for the sake of the learning environment in the classes.

### **Automated phone home system (Synervoice)**

Parents or guardians will receive daily phone calls/emails for unexcused missed classes.

### **Attendance and Missed Work**

General Policy: *Students are responsible for making up class work missed for any absence.* Students who are absent must make arrangements with each subject teacher to catch up on work missed and to submit missed work and write tests according to these arrangements. It is the student's responsibility to complete all work by the negotiated due date.

### **Absence from School**

Parents are asked to contact our **SAFE ARRIVAL** number **1-844-350-2646** to report their student's absence before the bell time, the day of the absence. If the absence is not reported by the bell, the day of the absence, parents may call the school office (905) 839-1125 or send a note with their student to report their absence. Excused and valid absences do not release the student from their academic responsibility. If the absence is 5 or more days, students are required to complete an "**Extended Absence Form**" and consult with their vice principal.

### **Sign-in/out**

All students must report to the office if leaving school during the school day. Unless a student is directed otherwise, a note or call from a parent is required to explain the reason for "signing out" during the day. A student who is ill or injured must report to the office. The receptionist will contact the parents to make arrangements for signing out. **Students who sign out must leave school property immediately.**

### **Unauthorized Absences (Skips)**

Students are expected to attend all classes, assemblies, and school events. If a student misses class without permission, then there will be a progression of interventions to promote success. These interventions can include verbal warning, parental notification, counselling, community service, learning packets, contract, detention, in-school suspension, out-of-school suspension and/or expulsion. **Excessive absenteeism is the predominant factor in poor academic performance.**



### **Late Policy**

Late arrival interrupts the teaching and learning process in the classroom and in distance/blended learning. If students are late they must report to the office to sign in. Subject teachers will inform the office of chronic lateness between classes. If a student arrives late for class without permission, then there will be a progression of interventions to change this behaviour.

1-4	Student is encouraged to be on time by the teacher
5	Student must speak to VP, parent contacted
6	Late warning sent home
8	VP applies consequences
10	Student must speak to VP, parent contacted, late warning sent home
10+	Office consequences, which may include: parent-student conference, additional detentions, attendance counseling

### **Dress Code**

The DDSB Student Dress Code supports a safe welcoming and inclusive school environment that recognizes the shared responsibilities to promote and protect individual rights and freedoms and to maintain respectful, safe and positive school climates.

Appropriate Dress:

A) 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 religious and creed accommodations.

Inappropriate Dress:

B) 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

### **Interactions with administration**

Students MUST cooperate with the school Administration during any type of school investigation. Students who are directed to leave class or any school activity must report immediately to the main office. Students must leave an area of the school when directed by a staff member or Administrator. Failure to leave the area when directed will result in further disciplinary action. Students must comply with school rules, policies, procedures and all laws. Inappropriate displays of affection are not acceptable.

### **Good Neighbour Policy**

Students are to respect the property of the families and businesses in the DHS area. Loitering, blocking the sidewalks, and standing in or near driveways will not be permitted. Students will face disciplinary consequences from our school when their behaviour disrupts the safety and orderliness of the school's surrounding geographic area. According to Board Procedure #5149, if an incident that happens off school property has a connection to the school and implications for the learning/working environment, the administration may apply appropriate disciplinary actions.

### **Lunch Period Procedures**

Students have the right to a safe, clean and healthy environment and have the responsibility to keep it so. Students will share in maintaining a litter-free environment. Students are requested to pack lunches in reusable containers. Students are responsible for all garbage at, and/or under their table.

The cafeteria provides the following services: light breakfast before school and lunches during the lunch period. In addition, there are vending machines for student use across from the cafeteria and in the corridor near the west gym. Vending machines are not for use during class time.

## **II. CODE OF CONDUCT**

The Durham District School Board is committed to the development of positive school climates in schools in which all members of the school community have the right to be safe, feel safe, included, accepted, and actively promote positive behaviours and interactions.

### **Introduction**

A school should be a place that promotes responsibility, respect, civility and academic excellence in a safe learning and teaching environment. A positive school climate exists when all members of the school community feel safe, included, and accepted, and actively promote positive behaviours and interactions.

All students, parents, teachers and other school staff have the right to be safe, and feel safe, in their school community. With this right comes the responsibility to contribute to a positive school climate.

The provincial Code of Conduct sets clear provincial standards for behaviour. These standards of behaviour apply to students whether they are on school property, or engaged in blended or online learning, on school buses, at school-related events or activities, in before and after school programs, or in other circumstances that could have an impact on the school climate. They also apply to all individuals involved in the publicly funded school system – principals,

vice-principals, teachers, early childhood educators, other school staff, parents, school bus drivers, volunteers, and community groups.

The Code of Conduct for the Durham District School Board reflects the provincial Code of Conduct.

### **Standards of Behaviour**

All School Codes of Conduct shall include the provincial and Durham District School Board Standards of Behaviour and must comply with all federal, provincial and municipal laws and regulations. ***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 race, ancestry, place of origin, colour, ethnic origin, citizenship, creed, sex, sexual orientation, gender identity, gender expression, age, marital status, family status, 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 swear at a teacher or at another person in a position of authority.

### **Safety**

All members of the school community must not:

- engage in bullying behaviours;
- commit sexual assault;
- traffic in weapons or illegal drugs;
- give alcohol or cannabis 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 alcohol, cannabis (unless the individual has been authorized to use cannabis for medical purposes), and illegal drugs;
- provide others with alcohol, illegal drugs, or cannabis (unless the recipient is an individual who has been authorized to use cannabis for medical purposes);
- 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 a property located on the premises of the school.

### **The Role of Students**

Students are to treat each other 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 a student:

- comes to school prepared, on time, and ready to learn
- shows respect for themselves, and for others, and for those in positions of authority
- refrains from bringing anything to school that may compromise the safety of others
- follows the established rules and takes responsibility for their own actions

### **Community Partners and the Police**

Through outreach, existing partnerships may be enhanced and new partnerships with community-based service providers and members of the community (e.g., Elders, Senators, Knowledge Keepers) may also be created.

### **Police in the School**

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 the *Provincial Model for a Local Police/School Board Protocol, 2015*, developed by the Ministry of Community Safety and Correctional Services and the Ministry of Education.

### **Bias-Aware Progressive Discipline**

The Durham District School Board expects the use of Bias-Aware Progressive Discipline as the means to support the Code of Conduct. Bias-Aware Progressive Discipline incorporates a Whole-School Approach that utilizes a continuum of prevention programs, interventions, supports and consequences to address inappropriate student behaviour and to build upon strategies that promote and foster positive behaviours. When inappropriate behaviour occurs, disciplinary measures should be applied within a framework that shifts the focus from one that is solely punitive to one that is both corrective and supportive.

Schools should utilize a range of interventions, supports, and consequences that are developmentally and socio-emotionally appropriate and include learning opportunities for reinforcing positive behaviour while helping students to make better choices.

In some circumstances, short-term suspension may be a useful tool. In the case of a serious student incident, long-term suspension or expulsion, which is further along the continuum of progressive discipline, may be the response that is required. For students with special needs, interventions, supports, and consequences must be consistent with the student's strengths and needs, as well as program goals and learning expectations documented in their Individual Education Plan (IEP).

A Bias-Aware Progressive Discipline approach promotes positive student behaviour through strategies that include using prevention programs and early and ongoing interventions and supports, reporting serious student incidents, and responding to incidents of inappropriate and disrespectful behaviour when they occur.

### **Activities Leading to Possible Suspension**

A Principal shall consider whether to suspend a pupil if they believe 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. uttering a threat to inflict serious bodily harm on another person\*;
2. possessing alcohol, illegal drugs or, unless the student is a medical cannabis user, cannabis\*;
3. being under the influence of alcohol or unless the student is a medical cannabis user, cannabis;
4. swearing at a teacher or at another person in a position of authority;
5. committing an act of vandalism that causes extensive damage to school property at the pupil's school or to property located on the premises of the pupil's school\*\*;
6. bullying; or,
7. any other activity that is an activity for which a principal may suspend a pupil under a policy of the Board. Education Act 306(1)

Other suspendable infractions including but not limited to:

- a) possessing or dispensing controlled or intoxicating substances that are not prescribed for medical purposes\*\*;
  - b) being under the influence of illegal or legal, controlled or intoxicating substances that are prescribed or not prescribed for medical purposes\*\*;
  - c) smoking on or near school property; (as per the Smoke Free Ontario Act. Refer to Regulation: *Substance Abuse, Students*)
  - d) committing vandalism\*\*, destruction, damage to school property or to the property of others located on or in school premises;
  - e) stealing property;
  - f) engaging in intimidation, extortion\*, harassment\*, or verbal aggression;
  - g) misusing or misappropriating school property or services, including computers and other technology systems;
  - h) engaging in hate motivated incidents\*;
  - i) engaging in gang related activity\*;
  - j) possessing dangerous objects or substances, including for example laser pointers; gloves with studs on knuckles; or any other item deemed by the principal to be unsafe or a hazard to persons or property in the school;
  - k) committing physical assault on another person\*\*;
  - l) engaging in or encouraging a fight;
  - m) engaging in conduct that constitutes opposition to authority;
  - n) demonstrating poor attendance that warrants disciplinary action;
  - o) engaging in behaviour that is disruptive to the learning environment of the class or school;
  - p) engaging in conduct that is detrimental to the moral tone of the school;
  - q) wearing clothing/apparel that is inappropriate, offensive or violates the school Dress Code;
  - r) engaging in unauthorized gambling or games of chance; (Bill 157, PPM 145)
- (\* require police involvement as outlined in the *Police/School Board Protocol*  
\*\*discretionary police involvement as outlined in the *Police/School Board Protocol*)

Please refer to the *Police/School Board Protocol* for further direction.

***Please refer to the Student Code of Conduct for detailed information regarding this policy.***

### **Office Referral**

When a student is requested to go to the office, whether the student is in class, the hall or any location in or outside the school, the student is expected to report to the office **immediately**. The student must report their arrival to the front desk secretary and complete an "Office Referral Sheet". The issue that resulted in the behavioural report will be resolved between the referring teacher, the student and the vice-principal. If a student is frequently referred to the office, then there will be a progression of interventions to promote success. These interventions can include verbal warning, parental notification, parent-student conference, restorative conference, counselling, learning packets, contract, detention, formal suspension and/or expulsion.

### **Detentions**

Detentions will be assigned by the school administration team. Detentions may be assigned before school, during lunch, or after school.

### **Bus Safety**

School buses are considered school property and all school rules apply to behaviour on them. If you ride a school bus, you are under school jurisdiction on the bus, and you must behave accordingly. Students are requested to observe the following rules as stated in Durham District School Board Transportation policy:

- Be at pick up points prior to scheduled arrival of the bus.
- Follow recommended procedures when crossing the road.
- Stand in an orderly line until the bus comes to a full stop.
- Do not push or shove when boarding or leaving the bus.
- Remain seated and do not distract the driver.
- Keep feet under the seats and bags out of the aisle.
- Do not tamper with emergency door, or equipment.
- Keep hands, heads and arms inside the bus.
- Do not throw anything in, out of, or at the bus at any time.
- Smoking/vaping is prohibited on all school buses.
- Do not fight or use obscene language on the bus.
- No consumption of food or drink on school bus.
- Use the containers provided for any debris.
- Student(s) responsible for wilful damage will be held responsible and remuneration for damage will be sought.
- The bus driver is in complete charge of the bus and will report any misconduct.
- **A student may be denied the privilege of riding the bus for not observing regulations and instructions.**
- Students are picked up and dropped off on Dunbarton High School property. There are no other entries or drop off points for students.

Bus information for students is available on the Durham District School Board website ([www.ddsb.ca](http://www.ddsb.ca)). For your convenience, the Board offers an automated bus information system available 24/7 at **905-666-6979** or 1-866-908-6578.

### **Conflict Resolution**

Students are expected to resolve conflicts in an appropriate manner. Students are expected to practice peaceful conflict resolutions. Staff, administration, and others are readily available to mediate and facilitate conflict resolution among students using Restorative Practices.

### **Harassment**

Harassment of any kind is not permitted. Students being harassed should report the harassment to administration, to a teacher or parent/caregiver. Students or parents are welcome to phone and leave a confidential message with their vice-principal or use the **Report Bullying Now** link on the DHS website (<http://dunbartonhs.ddsb.ca>).

### **Crime Stoppers**

A student who wishes to anonymously report information about a crime in the school may call the Durham Regional Crime Stoppers community telephone hotline **1-800-222-8477 (TIPS)**. This line is answered 24 hours a day, seven days a week. Crime Stoppers does not use call display. You never have to give your name. You never have to meet police, go to court or be hassled in any way. Do the right thing; call Crime Stoppers! It's your school – it's your call. You may also contact Dunbarton High School's, "**School Safety Hotline**", at **(905) 839-1125** and leave a **CONFIDENTIAL** message at voice mail #655.

## **III. PROTOCOL FOR A SAFE SCHOOL**

Dunbarton High school is committed to providing a safe, bullying-free and equitable place for students to learn. At DHS, we take a whole school approach to ensuring the academic, social and emotional needs of all are addressed. It is imperative that students, staff and community members all take an active role in our Safe School Protocols.

### **Allergens**

**Nuts and Peanuts:** Please limit the use of any food containing nuts and peanuts.

**Cinnamon:** Please limit the use of any food or cosmetic containing cinnamon.

**Scented Products:** For the comfort and safety of others, please limit the use of perfume/cologne/body spray and other scented products. The school is recognized as a scent aware environment.

**Please note:** No school or work-place can guarantee an allergen free environment at all times.

### **Jaywalking**

Students are expected to cross at the lights at all times. They must respect traffic regulations. Failure to comply with these expectations may result in consequences through the school and/or the DRPS.

### **Loitering**

Students who remain at school after the 3:30 pm dismissal must be involved in a supervised activity. Dunbarton High School students should not loiter on the sidewalk restricting public access, nor in surrounding neighbourhoods.

### **Knapsacks**

Knapsacks present a trip and injury hazard in the classrooms and hallways. Consequently, every effort should be made to leave knapsacks in your locker, except when arriving or departing school.

### **Personal Electronic Devices**

Personal Electronic Devices includes (but is not limited to) cellular phones, wearable technology (apple watch etc.) smart phones, tablets, portable digital media players and recorders, gaming systems, etc.

Students must be aware of the following guidelines for Personal Electronic Devices:

- Students are expected to use their personal electronic devices responsibly and appropriately for educational purposes as deemed by school personnel.
- Student cell phones may be confiscated by the administrative team, stored in the office and returned after 3:30 pm (see vice-principal). There will be Bias Aware Progressive Discipline applied for not adhering to this policy.
- The DDSB does not assume responsibility for lost or stolen Personal Electronic Devices.
- Personal electronic devices, other valuables and money are not to be left in change rooms during physical education classes or extracurricular activities. The school will not be responsible for those items left in change rooms if stolen.
- Unauthorized video or audio recording is prohibited on school grounds
- 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.
- Personal Electronic Devices are to be kept off and out of sight in classrooms unless explicit permission is given by an administrator or classroom teacher
- Personal Electronic Devices must not be a distraction in the learning environment and must not be used in a manner that compromises privacy or the personal dignity of others
- Students are advised to consult with their Vice Principal if there are any questions about the use of Personal Electronic Devices.
- 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.

**Lockdown / Hold and Secure / Shelter in Place Procedures**

The purpose of a Lockdown / Hold and Secure / Shelter in Place is to restrict movement during a time of a potentially serious violent incident. Students are expected to follow staff instructions. Use of cell phones is not permitted.

**Prohibited and Restricted Items**

The following items are not permitted on school grounds: laser pointers, nuisance items, portable stereos and firecrackers. Use of external speakers on school grounds is prohibited at any point in time without proper authorization (mini-speakers, built-in backpack speakers etc.). Do not bring them to school. Skateboards, scooters, roller blades and similar devices, are not to be used on DHS property. **Students are to store these items in their locker upon arriving at school.**

**Vaping and Tobacco Use**

The DDSB is responsible for working with the Durham Region Health Department to enforce the Smoke-Free Ontario Act and promote healthy lifestyle choices. Smoking, use of tobacco and associated devices, including, but not limited to, e-cigarettes, vaping devices, water pipes, hookahs, chewing tobacco and herbal cigarettes are prohibited by any person on school property at any time.

**Students who smoke/vape must do so 20 meters away from school property.** There is no smoking and/or vaping between or during classes. Students who do not abide by these rules face progressive school consequences leading to suspension and legal penalties as the



### **Illicit Substance Abuse**

Durham District School Board policy does not allow alcohol, illegal drugs and/or intoxicants to be brought to, or consumed on, school property or brought to, or consumed during activities under the jurisdiction of the school.

Students are not allowed to attend school or any school activities under the influence of alcohol, illegal drugs and/or intoxicants. Illicit substances will be seized, documented and given to the police. In all cases where criminal activity is suspected, police will be called and criminal charges may be laid by the police. **Personal medications must be brought in identifiable containers and not distributed to others.**

Penalties under this policy will range from, for the first offence, suspension for being under the influence or in possession of a restricted substance, to expulsion from all schools in the Durham District School Board. Trafficking or distributing an illegal substance may lead to an expulsion.

### **Student Identification (ID) Cards**

Students will be issued ID cards following photo day, and are encouraged to carry their ID card at all times. The student ID card will double as both identification card and library card, and will be used to sign any materials out of the library. Students who require a replacement ID card will go to the main office, fill out a replacement card form and make payment of \$5.00 for the replacement card. The new card will be delivered in homeroom classes.

Students who deface or tamper with their ID cards will be required to purchase a new card at their own expense. **All students must have their photo taken for student identification cards.**

## **IV. ASSESSMENT AND EVALUATION**

### **MISSION STATEMENT**

DHS believes in a supportive, open, and meaningful evaluation of students and recognizes that achievement extends beyond the academic domain. The primary purpose of assessment and evaluation is to improve student learning. Information gathered through assessment helps teachers to determine students' strengths and weaknesses in their achievement of curriculum expectations in each course.

Learning skills will be assessed regularly and objectively according to the criteria that have been communicated clearly to the students. The student's learning skills will be reported using a four level key (E-Excellent, G-Good, S-Satisfactory, N-Needs Improvement).

### **Student Success Program**

The Dunbarton Student Success Program is a school wide program available to all students who require assistance in achieving academic success and reaching their full academic potential in each of their semester courses. Students with special needs can access Student Success supports through the Academic Resource Room while all other students can access supports through the Student Success Room.

### **Absenteeism on Test Dates:**

- Legitimacy of absence will be determined by the subject teacher in consultation with a vice-principal.

- Students must communicate in advance with their teachers about any pre-arranged appointments or extracurriculars that occur on a test date to arrange for an alternative test date and time. Effort should be made to make appointments where possible outside of school time – before or after school.
- If absence is legitimate, a No Mark (NM) will be entered as a placeholder until an alternative test or assignment can be inserted.
- If absence is not legitimate (a skip), a mark of ZERO will be entered. The student may be required to write an alternative test or assignment after school or at lunch at the teacher's discretion.
- At the teacher, VP's and Principals discretion, an alternative test or assignment may be arranged for Credit Completion.

#### **Absenteeism on Exam Dates:**

**DURHAM BOARD POLICY STATES ALL STUDENTS ARE EXPECTED TO BE PRESENT FOR SCHEDULED EXAMS.** Final course evaluations are **compulsory**. Students absent from final evaluations and/or examinations may receive a grade of zero or incomplete as there would be insufficient evidence to base a mark/grade.

- Examinations are clearly marked on the school calendar. Students are expected to write exams during these time periods. **Alternate exam settings will not be arranged to accommodate family vacations, employment or other personal activities** – the exceptions are noted below. The school calendar is posted on the school website and in the school agenda.
- If a student is absent for an examination, they must prove that the absence was unavoidable. The office will determine the legitimacy of the absence.
- In the case of an illness, a doctor's statement is required stating that the student is "medically unfit to write their exam".
- **The school will require documentation to support any exam absence.**

#### **Late Assignments:**

Students are responsible for providing evidence of their achievement of the overall expectations within the time frame specified by the teacher, and in a form approved by the teacher. There are consequences for not completing assignments for evaluation or for submitting those assignments late. A number of strategies may be used by teachers to help prevent and/or address late and missed assignments. Those include, but are not limited to:

- Taking into consideration legitimate reasons for missed deadlines;
- Setting up a student contract;
- Teacher-Student conferences;
- Parent – Student – School Conference;
- Providing alternative assignments or tests/quizzes where, in the teacher's professional judgment, it is reasonable and appropriate to do so;
- Deducting marks for late assignments

#### **Assigning No Marks (NM) and Incomplete (I):**

- A "No Mark" will be used as a placeholder for legitimate absences only. It will be replaced with a mark when the test, quiz or assignment is complete.
- An "I" may be used for students in grades 9 or 10 only, for the midterm or final report card. "I" will be used for legitimate reasons determined in consultation with the vice-principal or principal. A percentage grade must be used for students in grades 11 and 12.

### **Final Grades**

The final grade for each course for Grades 9 – 12 will be determined as follows:

- 70% of the grade will be based on evaluations conducted throughout the course. This portion of the grade would reflect the student's most consistent level of achievement throughout the course, although special consideration should be given to more recent evidence of achievement.
- 30% of the grade will be based on a final evaluation in the form of one or more of the following: examination, performance, essay, final project or other method of evaluation suitable to the course content and administered towards the end of the course.

### **Cheating/Plagiarism/Academic Dishonesty**

Cheating and Academic Dishonesty refers to committing acts of dishonesty/unfairness to gain an academic advantage. Plagiarism is the use of someone else's work, or ideas, as your own. Plagiarism has occurred if you use any or all of another person's book, essay, magazine article, chart drawing, diagram, or any other piece of work in any of your assignments without proper acknowledgement. Plagiarism has occurred if you submit an assignment written by anyone else (this includes material taken from the INTERNET) or if you buy an essay. Use of computerized translator software is forbidden for foreign languages.

For incidents where a student is found to be cheating/plagiarising/academically dishonest, depending on the student's grade level combined with the severity, degree of intent, and/or frequency of the incident, consequences and interventions may include:

- re-submission with proper citation,
- repeat of the assignment and/or that part of the assignment that is plagiarised,
- substitution of an alternate and equivalent assignment,
- rewriting with staff monitoring,
- mark reduction or a mark of zero,
- administrative and parent involvement,
- increased monitoring of future assignments,
- detentions and/or suspension.

### **Reporting Procedures**

Formal report cards are issued twice each semester. A Progress Report will be issued for all students for all courses within the first third of each semester. Credit Endangered notifications will be issued in the last three or four weeks in each course to students who are in danger of losing a credit. **Dates for the distribution of report cards and credit endangered notifications are in the school calendar.**

### **DDSB Honour Roll Certificate Requirements:**

For Students in grade 9, 10 and 11 they must have an 80% overall average in their eight credits earned. For students in grade 12 they must have an 80% overall average in six credits earned.

### **Ontario Scholar Requirements**

A student may be designated an Ontario Scholar if they satisfy *both* of the following requirements:

- They obtain an aggregate of at least 480 marks in any combination of ministry-approved courses listed below that provide a total of six credits, as defined by *Ontario Secondary Schools, Grades 9 to 12: Program and Diploma Requirements, 1999* (OSS) and/or *Ontario Schools, Intermediate and Senior Divisions (Grades 7–12/OACs): Program and Diploma Requirements, rev. ed., 1989* (OSIS).

- They have been recommended by the school principal for the Ontario Secondary School Diploma (OSSD) in either the current school year or the previous school year.

## **V. ADDITIONAL INFORMATION**

### **Academic Resource**

Students who have questions about our academic resource programme or our learning strategies programme should direct questions to T. Johnson, Head of Inclusive Student Services or the academic resource teachers who are located in room 304.

### **Accidents/Insurance**

Report accidents in classes to the teacher in charge, no matter how minor they might seem. If an accident occurs outside of the classroom, report the accident to the office. It is necessary to have accident reports on file. Forms may be obtained from the reception desk in the office.

Student insurance will be on sale in early September. This insurance does not duplicate OHIP coverage. It does, however, provide extra services such as dental benefits. Students participating in co-curricular activities are urged to carry this insurance. The school cannot accept responsibility for accidents.

### **Activity Cards and Other Expenses**

All students are expected to purchase a bar-coded student activity card which will help to finance student activities that are promoted by the authority of the SAC and Council affiliates. All co-curricular participants must have an activity card. In some courses, especially those involving project activities, students may be expected to pay for materials used.

### **Co-curricular Activities**

Expectations for behaviour in co-curricular activities including assemblies, dances, meetings, team events and other student gatherings are the same as for the classroom. Students are expected to conduct themselves in an appropriate manner while taking part in co-curricular activities. Students on academic probation may be removed from co-curricular participation.

Dunbarton offers a wide variety of co-curricular activities to all students. These are held at lunch, after school, and occasionally, before school or in the evening. School teams are known as "SPARTANS" and the school colours are red, black, and white. The SAC plans, organizes, and arranges most of the activities for students at DHS. Presidents' council will operate through and support the SAC.

Students are advised to listen to announcements, check the school website and social media, and view the events' bulletin board outside the library and west gym, regarding information on the various activities. It is your responsibility to report for the activity when it is announced.

A student should be a full-time student to be eligible to participate and will be asked to pay a co-curricular fee once per year for the Student Activity Card. All appeals will be directed to the Principal.

It is expected that students participating in co-curricular activities will have passing grades, good attendance and responsible behaviour. Students are encouraged to participate in only one team sport per season. Students having academic difficulty will be monitored by their teachers and coaches. Participation in any co-curricular activity is a privilege.

### **Co-operative Education**

If you are interested in the Co-operative Education Programme, please direct your questions to A. Nelson, Head of Co-operative Education in room 408. Students can attend 2 or 4 credit placements in almost anything a student desires. Students can also apply for the OYAP program in many trades.

### **Dances**

Supervised dances are held under the auspices of the SAC and other councils. Students must have a student card to attend dances. You must present this card as identification at the door and, if you wish to bring a guest, you must obtain a guest pass in advance when you buy your tickets. Only registered guests and Dunbarton students are allowed into our dances. Dances are supervised by staff and police officers.

### **Diploma/Course Calendar Information**

Current information on diploma requirements and course selection can be found on the Dunbarton High School website: [dunbartonhs.ddsb.ca](http://dunbartonhs.ddsb.ca)

### **Course Based Field Trips**

Participation in these field trips enhance course curriculum. It is the expectation that all students in the course participate. When students attend any school functions, even when away from the school building, they are expected to demonstrate responsible behaviour and to follow all school rules.

### **Other School Sanctioned Excursions**

Participation in these trips is optional. This would include but is not limited to athletic events, music trips, non-course based overnight excursions and international travel. Participation in these field trips is a privilege, which can be denied at the discretion of the teacher and/or administrator.

### **Guidance Services**

Counsellors are assigned to help you with your current schedule of classes, future course selections, career decisions, and personal problems.

Plan a visit to our career resource area which is open before school, at lunch, during study periods, or after school. Guidance staff will assist you with a career search computer programme. Senior students should review the complete selection of calendars from universities and community colleges. For the most current information, log onto the Dunbarton Website to access the Guidance Website .

### **Graffiti and Vandalism**

Students are expected to respect school and neighbourhood property. Students who damage school property by graffiti or other means will face disciplinary consequences which will involve DRPS and students will pay for any clean up and repair.

### **Lockers**

All students are assigned lockers, normally in homeroom on the first day of school. Students are not permitted to move to another locker or to exchange or share lockers without permission from the Vice-Principal in charge of locker control. **Lockers must be secured with Dudley combination locks only.** Failure to meet this requirement may lead to the lock being removed at the student's expense. The office must have a record of each student's locker and

combination. Students must keep their locker combination confidential, and should not share their locker combination with any other student.

Inappropriate and/or sexually explicit pictures or words are not to be posted on or in lockers. Every year personal belongings are lost by students who fail to lock their lockers or who allow others to know their combination. Students are responsible for any lost or stolen articles. Students who damage or deface lockers will be required to clean the lockers or pay for the damage. **Lockers are loaned to students and are the property of the Durham District School Board.** Lockers may be searched at any time. In order to maintain a safe, orderly environment, the law allows school administrators to conduct searches of persons and property. Illegal or unsafe items stored in lockers may lead to school consequences based on Bias-Free Progressive Discipline.

### **Lost and Found**

Lost and Found valuable items are kept in the main office. Please turn in found articles to the office. Unclaimed items will be donated to charity at the end of each semester.

### **Parent/Caregiver, Teacher Interviews**

Parent/Caregiver, Teacher Interviews will occur once per semester and will follow the first progress report of the semester.

**Semester 1 = Thursday Oct 20th, 2022      Semester 2 = Thursday March 30th, 2023**

Communication between home and school is encouraged. Parental support is linked to student success.

### **Graduate Social (formerly known as Prom) Monday May 29th, 2023**

Prom is an event for senior level students. Students must complete the Prom Agreement, including parent/caregiver signature, prior to purchasing a ticket.

### **Recycling**

Dunbarton is a Platinum Level ECOschool! Recycling receptacles, blue boxes for paper, and red boxes for drink containers, are located throughout the school. It is every student's responsibility to participate in the recycling program.

Students are strongly encouraged to bring their own reusable water bottle, daily.

### **Religious Accommodation**

The Durham District School Board and Dunbarton High School follow the Guidelines and *Procedures for the Accommodation of Religious Requirements Practices and Observances* and the *Accommodating Creed in Schools*.

If you anticipate that you or your family might require religious accommodation at any point during the school year we ask that you inform your VP as early as possible, preferably at the start of the school year. Areas that you might consider include, but are not limited to, the following:

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

You are also welcome to speak to your school administration about unanticipated religious accommodation needs as they arise.

### **Resource Centre/Library**

The Dunbarton Library has an excellent collection of books, reference materials, periodicals, electronic data, and on-line services. These on-line services may be accessed at school or home. Passwords are available in the Library. These resources support all the various aspects of the high school curriculum.

Students are expected to respect the facility, cooperate with Library staff, and use the Library in such a manner as not to interfere with other individuals or classes using the facility. It is open throughout the school day, and before and after school.

Students owing textbooks, library books or materials from a previous semester may have library and computer privileges suspended and no new textbooks issued until the account is settled.

### **School Website, Twitter & Instagram:**

The administration and staff of DHS post many important documents on the school website:

<http://dunbartonhs.ddsb.ca>

This site contains information about the School's Activities, Daily Announcements, Course Calendar, The Code of Conduct, departments, newsletters and more. For up to date information, parents and students are encouraged to look at the site regularly. Please follow us on twitter: **@dunbartondhs** and Instagram: **@DHSspartans**

### **Video and Recording Privacy**

"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."

### **Wellness Centre Partnership**

The partnership between the Youth Centre and Dunbarton High School includes a Wellness Centre. The centre operates in the South Campus throughout the week. A schedule of services and available practitioners is available in guidance. This centre is available to Dunbarton High School students.

## **STUDENT ACTIVITIES**

### **Students' Activity Council 2022-2023**

One of the main groups charged with the responsibility of organizing student activities is the Students' Council. Students' Council is run in a collaborative fashion allowing for co-leadership and for student voice to be heard. All students are encouraged to participate in the clubs, activities and athletics that meet their interests.

### **Timetable Changes:**

1. Optional timetable changes must be completed before the start of each semester. Some changes (pre-requisites, upgrades, etc.) will only be permitted during the first week of the semester.
2. All course changes after the first week of the semester will be made in consultations with an administrator.

3. Part-time status will be granted in only extraordinary circumstances. Only the principal may grant part-time status.
4. No student will be permitted to pre-register in a subject for a subsequent semester if they is currently registered in that course.
5. Full Disclosure  
All Grade 11 and 12 students will be subject to a **Full Disclosure** policy. All courses a student is enrolled in 5 days after the distribution of the midterm report cards will be recorded on a student's transcript whether the course has been successfully completed or not. This information is to be made available to post-secondary institutions for them to consider when making admission or scholarship decisions.

### **Valuables**

**The school is NOT responsible for your personal valuables or assigned school property.**

Take the following precautions to see that you do not lose your valuables and personal items:

- Do not bring large sums of money or valuable personal items to school with you.
- Do not carry wallets, watches, rings or jewellery to physical education classes or co-curricular activities.
- **Lock your bicycle** to the stands at the front of the school near the main doors.  
Please note: School staff will not conduct investigations or searches for lost or stolen valuables. Students who bring valuables to school do so at their own risk!

### **Vehicles**

Students must operate motor vehicles in a safe and sensible manner on school property and must observe school parking regulations, including parking only in student assigned areas in the west parking lot. Students **MUST** apply for a parking permit at the school office. In order to maximize safety, students must park in the student designated parking area only. **Students are not permitted to loiter in or around vehicles in the student parking lot.** Incidents and issues that occur in the parking area must be reported to the school administration.

### **Visitors to the school**

All visitors must enter the school through the front door and report directly to the main office. Visitors are expected to sign in and obtain a visitor's I.D. card and lanyard which must be worn at all times. Students may not invite non-students to the school without permission from an administrator. Students **MUST** advise the main office of any unauthorized person on the school property. **Trespassers are liable for prosecution under the Trespass to Property Act.**



# What is Self-Care?

Self-care not only allows you to stay physically healthy, but it allows you to take care of your mental health as well. It's the steps an individual can take to manage stressors in their life and take care of themselves and well-being

# Why it's Important

Self-care shouldn't be something we force ourselves to do, it's something that should refuel us, rather than take from us. It encourages you to maintain healthy relationships with yourself and others. Paying attention to yourself is not selfish, but essential in order to become the best version of you. You need to love yourself first before you can transmit those feelings to others.

# Why This Booklet?

SAC's Mental Health and Wellbeing Subcommittee assembled this self-care booklet as an outlet for students. In times like these, it's hard to look after ourselves and put our needs first. We hope this booklet reminds you that self-care isn't something that should be overlooked and encourages students to take time out of their day to focus on themselves. We assembled this booklet based on what we believed would be most beneficial to teenagers and middle school students during difficult times. We hope that this booklet helps you to better cope with the stresses in your life and to prioritize yourself.

# Things to add to your Ideal Daily Routine



Eat nutritious food and maintain physical health with a quick workout

*Carpe diem!*



Drink lots of water and stay hydrated



Spend time off screens (read a book, journal)

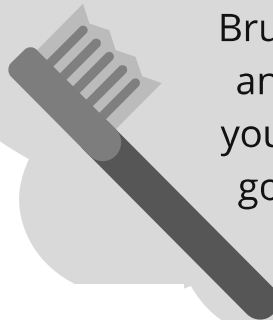
*enjoy every moment.*



Call a friend or a family member, make sure to socialize



Make sure to get some vitamin - D



Brush your teeth and make sure you're practicing good hygiene.

# My Ideal Daily Routine

Wake Up	
Breakfast	
Lunch	
Dinner	
Bedtime	

Date

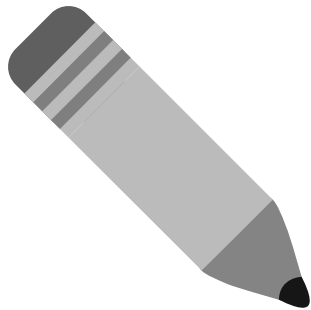
To Do

- ☐
- ☐
- ☐
- ☐
- ☐
- ☐

Notes

# Let your Creativity Flow

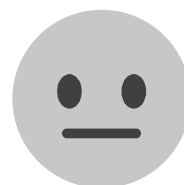




# Draw how you're Feeling Today

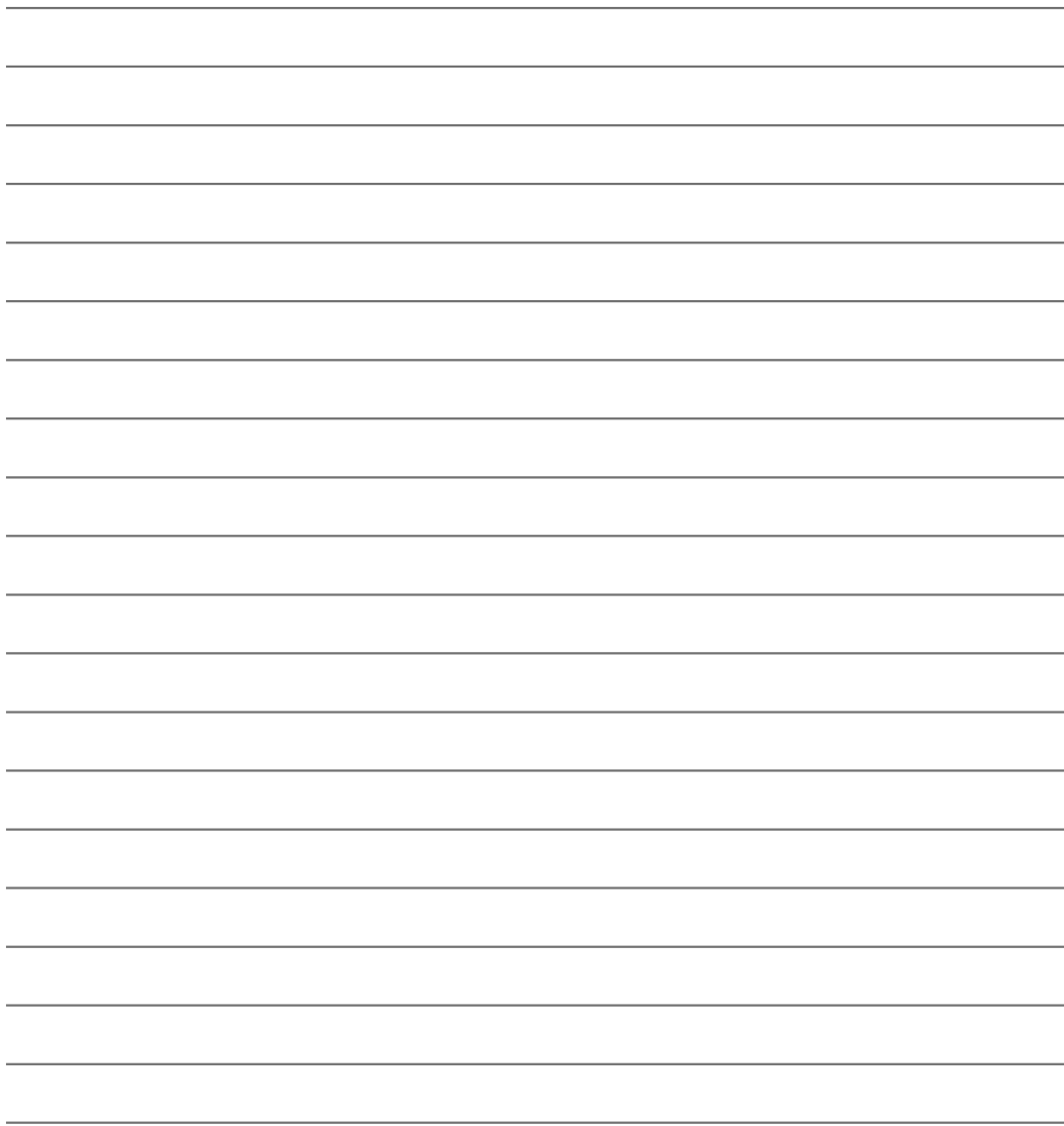
If you're feeling adventurous, use some new shapes  
or colours that you wouldn't normally use!

Date: \_\_\_\_\_



# Write a Letter to your Younger Self

What would you like to say to your younger self?



A large rectangular box with a hand-drawn border, containing horizontal lines for writing a letter. The box is designed to hold a letter to one's younger self.

# Let your Creativity Flow



Be healthy and take care of yourself, but be happy  
with the beautiful things that make you, you  
- Beyonce

# Doodling Page

Doodle your name in the fonts shown below:

*Name*

---

**Name**

---

NAME

---

*Name*

---

Name

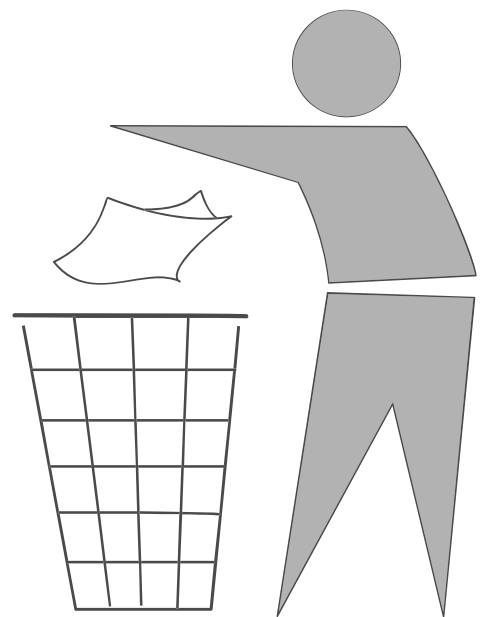
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# Brain Dump

A safe place to write out all of your stressful  
and overwhelming thoughts.

There is HOPE,  
even when your  
brain tells you  
there isn't  
- John Green



# Reflection Page

How can you share your feelings with people

□ □ • □ who care about you? □ □ • □

1

it's okay to feel



your feelings

2



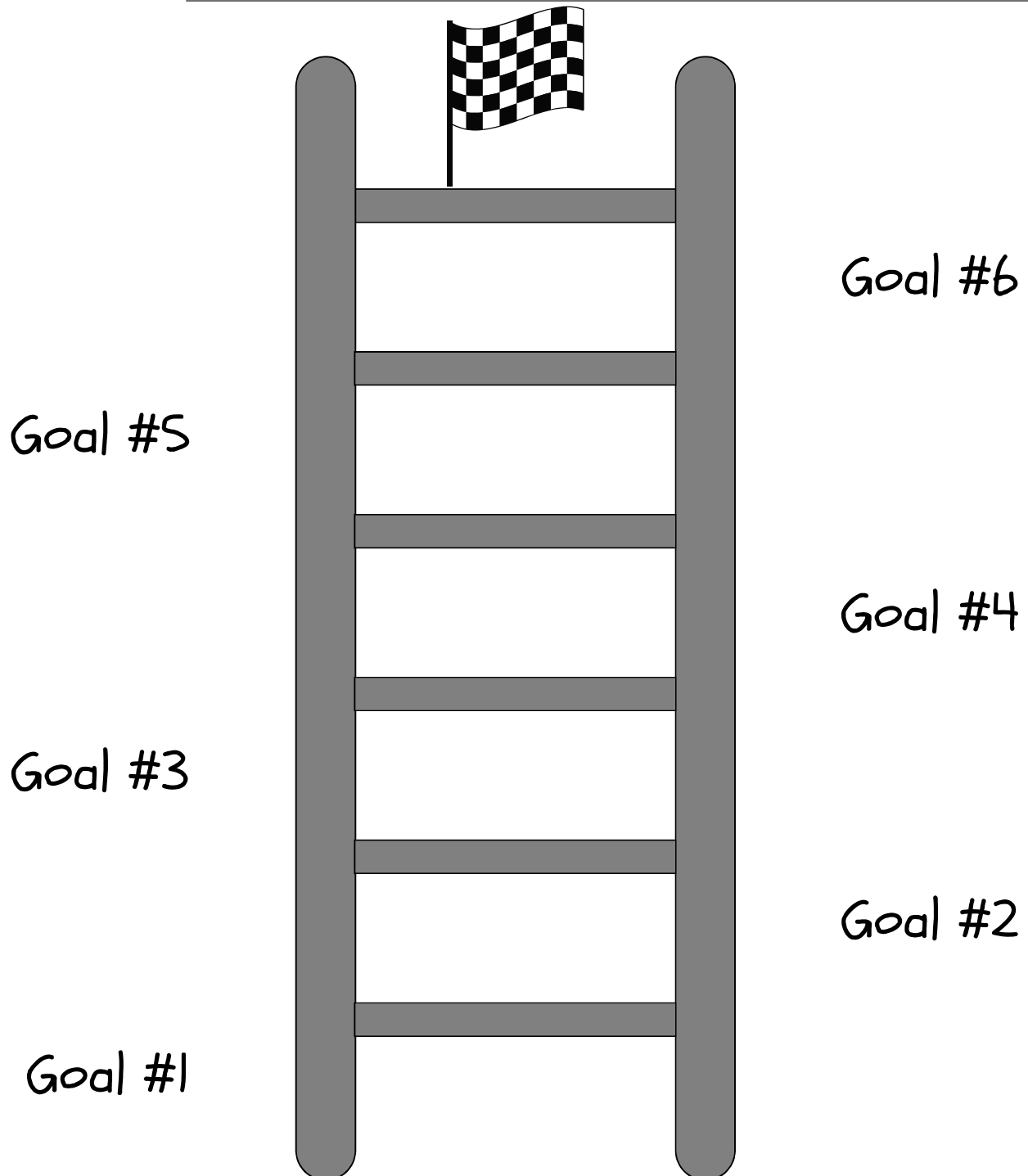
3

If your compassion  
doesn't include  
yourself, it is  
incomplete  
- Jack Kornfeild

# Steps to Achieve my Long Term Goal

Break your long-term goal into short-term goals

Main Goal: \_\_\_\_\_



# → Rip This Page out ←

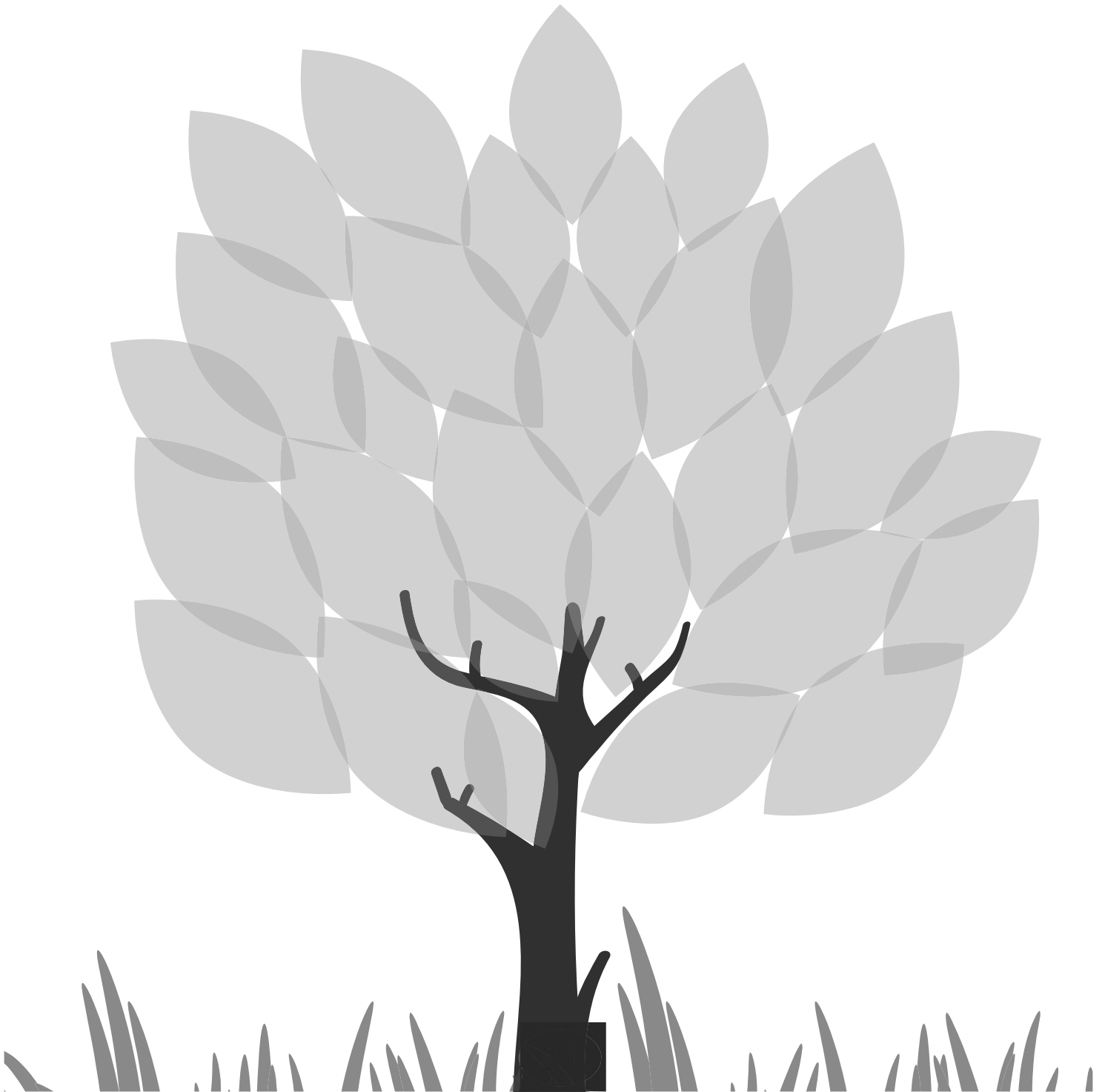
What has been on your mind lately? What has been weighing you down? Write it down, then rip it out



A large rectangular box with a hand-drawn, sketchy border. Inside the box are 20 horizontal lines for writing.

# Confidence Tree

Write down something you love about  
yourself on each of the leaves



# What Made you Happy Today?

Write down 3 things that made you smile

Date: \_\_\_\_\_

1 \_\_\_\_\_

2 \_\_\_\_\_

3 \_\_\_\_\_

Date: \_\_\_\_\_

1 \_\_\_\_\_

2 \_\_\_\_\_

3 \_\_\_\_\_

POSITIVE  
VIBES

Date: \_\_\_\_\_

1 \_\_\_\_\_

2 \_\_\_\_\_

3 \_\_\_\_\_

# Trigger Log

What stresses you out?

Ways you will De-stress

MAKE IT  
HAPPEN

"Self care is how  
you take your  
power back."

# Self Care Bingo

If bingo is completed, post it on you story and tag the  
SAC Instagram @dhs\_sac

 Went Outside	 Read a book	 Talked to a friend	 Decluttered my space	 Danced
 Exercised	 Hydrated Body Well	 Got 8 hours of sleep	 Took some time to myself	 Rewatched a favourite childhood movie
 Ate Healthy	 Took a break from screens	FREE SPACE	 Wrote in a journal	 Tried a new recipe
 Listened to Music	 Took a nap	 Relaxed	 Tried something new	 Watched the sunset
 Meditated	 Complimented someone	 Practiced Gratitude	 Took a long shower	 Did Yoga



# USING YOUR AGENDA:

## *How to maximize the best organizational tool available*

Short-term memory is imperfect, therefore developing organizational skills are important to academic success. Please read the following tips to help you maximize the effectiveness of your Student Agenda.

### **AGENDA USAGE FOR BEGINNERS:**

1. Bring the agenda to school every day
2. Bring the agenda to every class
3. Write down all homework and assignments
4. Bring the agenda home every night
5. Take it out of the schoolbag and open to today's page
6. After all work is done, put it back in the school bag
7. Repeat every day

Following these seven simple tips will help students avoid the "I forgot my homework!" scenario. However, agendas can also be used to take **time management** to the next level and can even help transfer **organizational skills** into other areas of life.

### **ADVANCED AGENDA USAGE:**

For students who regularly use their Student Agenda, read the following tips to take your organization abilities to the next level.

1. **Prioritize Workflow:** Use your to-do list to your advantage by starting with the most important task.
  - Look at everything on the list—all the homework and assignments for the night.
  - Determine what's most important/ needs to be completed first.
  - Highlight or underline that task.
2. **Put it in Order:** Use A,B,Cs to assign importance and order of completion. If Math is due tomorrow, but History isn't due for 2 days, assign Math an A, and History a B. If you have time to complete both, great, if not, then at least the most important task is done
3. **Timing:** Keep track of how long each task takes to complete. This is a good way to learn to estimate how long future tasks might take to complete.
4. **Write Your Thoughts:** Keep track of questions to ask the teacher during the next class, ideas for projects, add-ins for notes, etc.
5. **Check off Completed Tasks:** When an assignment is completed, check it off. If time ran out, draw an arrow then flip the page and write the task on tomorrow's to-do list.
6. **Keep track of extra-curricular activities:** Agendas are not just for school work. They're a great place to keep track of all the to-dos in a day, including extra-curricular activities, chores, sports, even parties and get-togethers.

September			
Sunday	Monday	Tuesday	Wednesday
28	29	30	31
4	5 Labour Day	6 Grade 9 only - First Day & Photo Day	7 Grade 10-12 First Day
11	12	13	14
18	19	20	21 Photo Day (Gr 10-12)
25	26	27	28 Post Secondary Program and Graduation Info Session (gr 12)

Notes:

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2022

## Goals

Thursday

Friday

## Saturday

1

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3

8

9

10

15

**16**

17

**22**  
Study and Go Abroad Fair -  
Metro Toronto Convention  
Centre

**22**  
Study and Go Abroad Fair -  
Metro Toronto Convention  
Centre

23

24

## 29

Post Secondary Program  
and Graduation Info  
Session (gr 12)

## 29

Post Secondary Program  
and Graduation Info  
Session (gr 12)

**30**  
Orange Shirt Day

**30**  
Orange Shirt Day

1

To Do

[illegible]

October			
Sunday	Monday	Tuesday	Wednesday
25	26	27	28
2 Ontario Universities Fair - Metro Toronto Convention Centre	3	4	5
9	10 Holiday - Thanksgiving	11	12
16	17	18 Vocal Cabaret	19 Ontario College Fair - Exhibition Place, Toronto
23	24 PD Day - No Classes Ontario Colleges Fair - Durham College Campus	25	26 Dunbarton Post-Secondary Fair
30	31 Halloween	1	2

Notes:

# 2022

Thursday	Friday	Saturday
29	30	1 Ontario Universities Fair - Metro Toronto Convention Centre
6 Scholarship Information Session (gr 12)	7	8
13 Progress Reports - Student Mark Updates	14	15
20 Parent/Caregiver - Teacher Interviews	21	22
27	28 Photo Retake Day (all grades)	29
3	4	5

Goals

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To Do

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November			
Sunday	Monday	Tuesday	Wednesday
30	31	1	2 Take Your Kid to Work Day (gr 9)
6	7	8 Final Day for 1/2 Credit Courses	9
13	14	15	16 Transmission of Midterm Marks to Colleges and Universities
20	21	22 College and University Application Seminars	23 College and University Application Seminars
27	28	29 Musical Theatre Performance: Feeder Schools	30 Musical Theatre Performance: Feeder Schools

Notes:

2022

## Goals

Thursday

Friday

## Saturday

3

4

5

10

# 11

## Remembrance Day

# 12

Student Life Expo - Metro  
Toronto Convention Centre

# 17

## Midterm Report Cards Available

# 17

## Midterm Report Cards Available

# 18

Professional Development  
Day - No Classes

# 18

Professional Development  
Day - No Classes

19

24

# 25

## Full Disclosure Deadline

# 25

## Full Disclosure Deadline

26

1
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2

3

### To Do

[illegible]

December			
Sunday	Monday	Tuesday	Wednesday
27	28	29	30
4	5	6	7
11	12 Grad Photos Begin	13	14
18	19	20	21
25	26	27	28

Notes:

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# 2022

Thursday	Friday	Saturday
<b>1</b> Musical Theatre Performance	<b>2</b> Musical Theatre Performance	<b>3</b>
<b>8</b>	<b>9</b>	<b>10</b>
<b>15</b> College/University Application Deadline Winter Music Night Credit Endangered Notifications	<b>16</b>	<b>17</b>
<b>22</b>	<b>23</b> Winter Holiday Begins	<b>24</b>
<b>29</b>	<b>30</b>	<b>31</b>

Goals

To Do

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January			
Sunday	Monday	Tuesday	Wednesday
<b>1</b> New Year's Day	<b>2</b>	<b>3</b>	<b>4</b>
<b>8</b>	<b>9</b> Classes Resume	<b>10</b>	<b>11</b>
<b>15</b>	<b>16</b>  M L King Day	<b>17</b>	<b>18</b>
<b>22</b>	<b>23</b>	<b>24</b>	<b>25</b>
<b>29</b>	<b>30</b> Exams	<b>31</b> Exams	<b>1</b>

Notes:

2023

Thursday	Friday	Saturday
5	6	7
12 Art Show	13	14
19	20	21
26 Exams	27 Exams	28
2	3	4

Goals

To Do

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February			
Sunday	Monday	Tuesday	Wednesday
29	30	31	1 Exams World Hijab day
5	6	7	8
12	13	14 Valentine's Day	15 Transmission of Semester 1 Marks to Colleges and Universities
19	20 Holiday - Family Day	21 Vocal Cabaret	22 Pink Shirt Day
26	27	28	1

Notes:

# 2023

Thursday	Friday	Saturday
<b>2</b> Credit Completion Day	<b>3</b> Semester 2 Begins (all grades)	<b>4</b>
<b>9</b>	<b>10</b>	<b>11</b>
<b>16</b> Canada Computing Competition Semester 1 Final Report Cards Available	<b>17</b> Professional Development Day - No Classes	<b>18</b>
<b>23</b> Pascal, Cayley and Fermat - Mathematics Contests (gr 9-11)	<b>24</b>	<b>25</b>
<b>2</b>	<b>3</b>	<b>4</b>

Goals

To Do

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March			
Sunday	Monday	Tuesday	Wednesday
26	27	28	1
5	6	7	8
12	13	14	15
19	20 Classes Resume	21	22
26	27	28	29

Notes:

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2023

Thursday	Friday	Saturday
2	3 Volunteer Hours Submission Deadline (gr 12 - graduating students)	4
9	10 March Break Begins	11
16	17	18
23 Progress Reports - Student Mark Updates	24	25
30 Parent/Caregiver - Teacher Interviews	31	1

Goals

To Do

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# April

Sunday	Monday	Tuesday	Wednesday
26	27	28	29
2	3	4	5 Euclid Math Contest
9	10 Holiday - Easter Monday	11	12
16	17	18 Final Day for 1/2 Credit Courses	19
23	24	25	26
30	1	2	3

Notes:

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2023

## Goals

**Thursday**

Friday
<p>1. <b>Introduction</b></p> <p>2. <b>Background</b></p> <p>3. <b>Methodology</b></p> <p>4. <b>Results</b></p> <p>5. <b>Conclusion</b></p>

## Saturday

30

31

1

6

**7**  
Holiday -  
Good Friday

Holiday -  
Good Friday

8

13

14

15

20

21

22

## 27

### Transmission of Midterm Marks to Colleges and Universities

## Transmission of Midterm Marks to Colleges and Universities

## 28

### Midterm Report Cards Available

Midterm Report Cards Available

29

4

5

6

### To Do

[illegible]

# May

Sunday	Monday	Tuesday	Wednesday
30	1	2 Music Trip	3 Music Trip
7	8	9	10
14 Mother's Day	15	16	17
21	22 Holiday - Victoria Day	23	24
28	29 Graduate Social (formerly known as Prom)	30	31

Notes:

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2023

Thursday	Friday	Saturday
<b>4</b> Music Trip	<b>5</b> Music Trip Full Disclosure Deadline	<b>6</b>
<b>11</b>	<b>12</b>	<b>13</b>
<b>18</b> Spring Music Night	<b>19</b>	<b>20</b>
<b>25</b> Graduate Social Assembly (gr 12)	<b>26</b> Jazz Night	<b>27</b>
<b>1</b>	<b>2</b>	<b>3</b>

Goals

To Do

# June

Sunday	Monday	Tuesday	Wednesday
28	29	30	31
4	5	6	7
11	12	13	14
18 Father's Day	19	20	21 Exams
25	26 Exams	27 Exams	28 Credit Completion Day Graduation - Durham College/Ontario Tech University

Notes:

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# 2023

Thursday	Friday	Saturday
<b>1</b> Credit Endangered Notifications	<b>2</b>	<b>3</b>
<b>8</b> Art Show	<b>9</b>	<b>10</b>
<b>15</b>	<b>16</b>	<b>17</b>
<b>22</b> Exams	<b>23</b> Exams	<b>24</b>
<b>29</b> Professional Development Day - No Classes	<b>30</b> Professional Development Day - No Classes Transmission of Semester 2 Marks to Colleges and Universities	<b>1</b>

Goals

To Do

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# July

Sunday	Monday	Tuesday	Wednesday
25	26	27	28
2	3	4	5 Transmission of Final Marks to Colleges and Universities
9	10	11	12
16	17	18	19
23	24	25	26
30	31	1	2

Notes:

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2023		
Thursday	Friday	Saturday
29	30	1 Canada Day
6	7 Semester 2 Final Report Cards Available	8
13	14	15
20	21	22
27	28	29
3	4	5

Goals

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To Do

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August			
Sunday	Monday	Tuesday	Wednesday
30	31	1	2
6	7 Civic Holiday	8	9
13	14	15	16
20	21	22	23
27	28	29	30

Notes:

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2023

Thursday

Friday

Saturday

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Goals

To Do

[illegible]



# CHARACTER

## Education



### TEAMWORK

I work  
**COOPERATIVELY**,  
valuing the  
**opinions**  
of others.  
towards a common goal.  
**I ENCOURAGE**  
others to  
**PARTICIPATE**.



### RESPONSIBILITY

I am  
**reliable** and  
**dependable**  
to do my work.

I take  
**RESPONSIBILITY**  
for what I do and say.  
**I THINK BEFORE I ACT**,  
understanding there are  
consequences for my actions.



### RESPECT

I treat others the way  
that I want to be treated.  
I am **courteous**  
and **polite**.

**I LISTEN**  
to what people say.  
I don't insult, ridicule or  
name-call.  
**I PROTECT**  
property and  
the environment.



### PERSEVERANCE

I am  
**DETERMINED**  
and work hard to  
finish what I start  
even if it is difficult.  
**I complete** all  
tasks to the  
**BEST**  
of my ability.  
**I DO NOT GIVE UP**  
when faced  
with challenges.



### OPTIMISM

I have a  
**POSITIVE**  
attitude.  
I look at  
**challenges** as  
**opportunities**  
**I HAVE HOPE**



### KINDNESS

I am **sensitive**  
to people's feelings.  
**I HELP**  
others in need.  
I am never  
mean or hurtful  
with my actions  
or words.  
I am  
**CHARITABLE**.



### INTEGRITY

I always **try**  
to do what's right,  
even when it is difficult.  
I am true  
to be my very  
**BEST SELF**.  
I live up  
to the highest  
**ETHICAL**  
standards.



### HONESTY

**I am**  
**TRUTHFUL**  
and  
**SINCERE**.



### EMPATHY

**I respect** and  
understand the feelings  
of others.  
I act with  
**KINDNESS**  
and  
**COMPASSION**.



### COURAGE

I face my fears with  
**CONFIDENCE**  
- being **brave**.  
**I FACE CHALLENGES**  
directly.

