

Donald A. Wilson Secondary School

Student Agenda

2025-2026



Cover Artwork by Amanda Betty

Reconnaissance du Territoire / Acknowledgment of Traditional Lands

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. 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 Board acknowledges that many Indigenous Nations have longstanding relationships, both historic and modern, with the territories upon which our school board and schools are located. Today, this area is home to many Indigenous peoples from across Turtle Island. 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.

Déclaration sur les droits des Autochtones / Indigenous Rights Statement

Le conseil scolaire du district de Durham reconnaît que les droits des Autochtones sont distincts. Dans l'exercice de ces droits, les membres du personnel et les élèves autochtones ne doivent pas être soumis à des actions ayant pour but ou pour effet de les priver de ces droits distincts.

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.

Déclaration des droits de la personne/ Human Rights and Equity Statement

Le conseil scolaire de Durham s'engage à offrir un milieu d'apprentissage et un milieu de travail centrés sur les droits de la personne et l'équité, qui sont sécuritaires, accueillants, respectueux, équitables, accessibles, inclusifs et sans discrimination, sans oppression et ni préjudice.

The Durham District School Board is committed to learning environments that are safe, welcoming, respectful, equitable, accessible, inclusive and free from discrimination, oppression, and prejudice while placing Human Rights and Equity at the center.



Donald A. Wilson Secondary School Student Agenda



My Daily Schedule

Name: _____	Locker #: _____
Homeroom (fill in the information below)	
Semester 1: _Room # _____	Semester 2: _Room # _____
Semester 1: Teacher = _____	Semester 2: Teacher = _____

<div style="text-align: center;"> Donald A. Wilson – <i>Week 1</i> </div>	
PERIOD/ COURSE (Fill in your information below)	TIME
Homeroom	8:00- 8:05 AM
Period 1:	8:05 AM- 9:20 AM
Period 2:	9:25- 10:40 AM
Lunch	10:40- 11:20 AM
Period 3:	11:25AM- 12:40 PM
Period 4:	12:45- 2:00 PM
<div style="text-align: center;"> Donald A. Wilson – <i>Week 2</i> </div>	
PERIOD/ COURSE (Fill in your information below)	TIME
Homeroom	8:00- 8:05 AM
Period 2:	8:05 AM- 9:20 AM
Period 1:	9:25- 10:40 AM
Lunch	10:40- 11:20 AM
Period 4:	11:25AM- 12:40 PM
Period 3:	12:45- 2:00 PM

Students with Study Periods (spares) or eLearning periods are not permitted in the halls at any time. Students with Study Periods (spares) or eLearning periods can go to the Library, designated areas in the school (i.e., the Cafeteria), or out of the building. Students not involved in supervised activities are to leave school property by 2:15 pm. Students who are “signed out” of school classes must leave school property.

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*Painting by Brooke Walker and Amy Young, former DAW students under the guidance of Mrs. Korkola and the patronage of Mr. Henry.
We are pleased to recognize student artwork and its positive contribution to the Wilson community.*



Photo credit: Mr.Retsinas Yearbook class

*Creative, innovative thinking and
school pride...the **GATOR**
way!*



Principal's Message

Dear Students of Donald A. Wilson,

Welcome to the 2025-2026 school year at Donald A. Wilson Secondary School. We are thrilled to have you as an important and valued member of our learning community, where we work together to have your classroom learning reflect your lived experiences and realities. This is part of your **Students' Rights and Responsibilities Under the DDSB Human Rights Policy and Procedures**:

Students' Rights - As a DDSB student in DDSB schools and learning environments, I have a right to:

- Be treated with dignity and respect
- Be free from all forms of discrimination, racism, hate and harassment
- Learn and take part in school services and activities without discrimination and hate (for example, learn in inclusive, accessible and equitable spaces without discriminatory slurs, behaviours, bullying, harassment, racism, ableism, sexism, homophobia, biphobia, transphobia, faithism/religious discrimination and classism)
- Raise and report human rights issues in ways that feel safe and without reprisal
- See myself - my identity, my family, my community - reflected in my learning (for example, my ancestry, racial/cultural identity, (dis-)ability, religion, sexual orientation, gender identity)
- Have a say in decisions that affect me - I have input and my voice is heard
- Have accommodation under the [Ontario Human Rights Code](#) and the [DDSB's Human Rights, Anti-Discrimination and Anti-Racism Policy](#) and [Human Rights Inclusive Design and Accommodation Procedure](#) (for example, for needs related to disability, religion/creed, gender identity, gender expression, etc.)
- Express my felt or lived gender identity in ways that feel the most comfortable for me; where I feel safe to do so, this includes:
 - o choosing my name, pronouns, what I wear and how I express my gender identity
 - o having other people at school call me by my chosen name and pronouns
 - o having my chosen name and pronouns on my school documents and communications
 - o choosing washrooms, change rooms and gendered (or gender segregated) spaces and activities that feel the most right for me
 - o having information about my gender identity and gender expression kept confidential and not telling anyone else without my consent
- Observe days of religious, cultural or spiritual significance for me
- Observe my religious or faith beliefs through my clothing/attire (e.g., head/face coverings) or symbols - except where these symbols may be discriminatory or cause harm to others
- Choose to not take part in opening exercises (i.e., the national anthem)
- Access spaces for prayer or spiritual practices during the regular school day.

If I self-identify as a person who is First Nations, Métis or Inuit, I also have other distinct rights under the Indigenous Education policy and procedures.

Students' Responsibilities

I also have a responsibility to treat others with dignity and respect and to not discriminate against anyone else. This includes my responsibilities under the [Human Rights, Anti-Discrimination and Anti-Racism Policy](#), [Code of Conduct](#) and the [Student Dress Code Policy](#) and [Procedure](#).

For more information about students' human rights and responsibilities, please read the Human Rights, Anti-Discrimination and Anti-Racism Policy and procedures.



Principal's Message (continued)

Please remember that you are not alone at Donald A. Wilson Secondary School – you are a Gator and we are all in this journey **together**.

- **TOGETHER**, we will support one another, address and disrupt barriers, adversity, and oppression.
- **TOGETHER**, we will set and achieve our goals, and explore new challenges and opportunities.
- **TOGETHER**, we will continue to make our school an integral and inclusive part of the Whitby community
- **TOGETHER**, we will build on the Donald A. Wilson Secondary School reputation for excellence in academics, athletics, technology, and the arts.
- **TOGETHER**, we will treat each other with dignity and respect, connect and engage in learning, build inclusive and equitable relationships to support our mental health and well-being so we can achieve success for everyone.

We encourage all students to become involved in their education and the activities offered at Donald A. Wilson Secondary School, all of which will enhance and enrich your learning experience.

The Donald A. Wilson Secondary School Code of Conduct, contained herein, establishes the level of behaviour expected by all in every learning environment. Following the Code of Conduct helps to ensure that we have a safe, welcoming school where success and achievement are reached through cooperation, courtesy and respect. Please review the Code of Conduct and the additional information found in this Student Agenda.

Do also remember to communicate, regularly and often, with the Donald A. Wilson SS educators and support staff who are here to assist you and further your success. As noted in our Assessment and Evaluation policy – Communication is Key!

We wish you a fantastic year of learning and our hopes that you all remain safe, healthy, and well.

J. Klodnicki

Proud Principal – Donald A. Wilson Secondary School

Pronouns: he/him/his





DONALD A. WILSON SECONDARY SCHOOL

681 ROSSLAND ROAD WEST, WHITBY, ON L1P1Y1

TEL: (905) 665-5057 EMAIL donaldawilsonss@ddsb.ca

Visit us at: <https://donaldawilsonss.ddsb.ca/en/index.aspx>



Follow us at: Instagram @donaldawilson

PROUD PRINCIPAL

James Klodnicki – pronouns : he/him/his

VICE-PRINCIPALS

Sarah Khattab – pronouns: she/her Students With Last Names A-L

Jonathan Demaray – pronouns: he/him/his Students With Last Names M-Z

DURHAM DISTRICT SCHOOL BOARD

Superintendent: Stephen Nevills

Trustees: Michelle Arseneault, Tracy Brown (Chairperson), Christine Thatcher

CLERICAL STAFF

Head Secretary	R. Thornington	Receptionist Secretary	T. Scala
Senior Secretary	A. McConkey	Guidance Secretary	C. Papageorgiou
Intermediate Secretary / Attendance	N. Fagan	LAN Tech	M. Williams

CURRICULUM LEADS

The Arts	S. Fletcher-Pescod	Guidance & Career Education/ Co-op	N. Chinnick
Business Studies/ Social Sciences and Humanities	K. Kerr	Health and Physical Education	J. Henry
Canadian & World Studies	F. Fung	Library	J. Hung
Modern Languages (including French Immersion)	G. Hook	Mathematics	A. Vasani
English	C. Kok	Technological Education	R. Montanari
Science	C. Chan	Inclusive Student Services/ Special Education	L. Lee



ADMINISTRATION



Students are assigned to a Vice Principal based on the first letter of their last name. Questions or concerns should be addressed to the appropriate Vice Principal:

S. Khattab - Students with last names A to L
J. Demaray - Students with last names M to Z



INCLUSIVE STUDENT SERVICES

Inclusive Student Services (formerly Special Education)

The Inclusive Student Services **LEARNING CENTRE** provides support to all students, some of whom have an Individual Education Plan and some of whom do not. Staff provide academic counselling, coordination of special programs, training in effective note taking, study skills, time management, conflict resolution skills, and monitoring of student progress. With provincial standardized testing, emphasis will be placed on developing literacy and numeracy skills for all students. Requests for assistance may be initiated by parents, teachers, students or administrators. Access to the Learning Centre during class time is initiated by the teacher or the student, and requires students to have a pass for entry and sign in. The Learning Centre is open every day after school for Homework Help. It is staffed by a rotating schedule of volunteer teachers from various departments of the school.



Guidance and Career Education

The Guidance Office has up to date career and educational information and is open daily. The Guidance Department will assist with: Career and Educational Planning, and Connecting with Community and Health Services. Assistance is provided with Post-Secondary planning and the application process, academic counselling, applications for Summer School and Night School, and connecting students with peer tutoring. Transcripts and Status sheets can be requested through the Guidance Secretary.

Student Success

The Student Success room (Room 107) can be accessed as an intervention to support students as arranged by a Classroom Teacher, Guidance, or Administration. Student Success offers an alternative learning space for students. Access to the Student Success room during class time is can initiated by the teacher or the student, and requires students to have a pass for entry and sign in.



Co-operative Education

Experiential learning opportunities that focus on work education and career exploration are available to all students. Available programs include Career Days, Job Shadow/Take a Student to Work, Work Experience, Co-operative Education, and Integrated Apprenticeship.

Student Government

Student government provides students with the opportunity to contribute to the school by participating in a student government elected by, and representative of, the entire student body. The main student government functions are the following:

- Helping initiate co-curricular activities and social events for students on a school wide basis.
- Collecting and distributing to identified charities monies raised through special fund-raising ventures.
- Providing and developing student leadership in all areas of the school community.
- Fostering meaningful associations between the school and its larger community.


Student Government	
Prime Minister Olivia Zheng	Co-Deputy Prime Ministers Sedney Lee and Rebecca Pan

Daily Schedule and Bell Times



7:45 AM- recommended time to arrive to school

7:53 AM- 5 Minutes of “get to class” music

7:58 AM – Music ends – students should be in class!

 Donald A. Wilson - <i>You belong and you matter</i>	
PERIOD/ COURSE	TIME
Homeroom	8:00- 8:05 AM
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My Daily Schedule

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Important Dates

SEMESTER ONE – DONALD A. WILSON S.S. – 2025-2026			
August 28	P.A. Day – No Classes	November 4 – December 2	EQAO OSSLT Window
August 29	Board Holiday – No Classes	November 5	Grade 9 “Take Your Kid to Work” Day
September 1	Labour Day Holiday – No Classes	November 5	Semester 1 Term 2 Begins
September 2	Grade 9 Only Day	November 11	Remembrance Day
September 3	1 st Full Day of Classes – all student grade levels	November 11	Mid-Term Report Card
September 5	Picture Day	November 11	SCC meeting
September 23	First SCC meeting	November 14	P.A. Day – No Classes
October 2	Post Secondary Fair	November 20	Full Disclosure Date
October 9	Progress Reports	December 1-12	Graduation Photos
October 13	Thanksgiving Holiday-no classes	December 12	Credit Update Notice
October 16	Parent/Guardian Teacher Interviews	December 22-January 2	Winter Holidays- No Classes
October 20	P.A. Day – No Classes	January 14-16	EQAO Grade 9 Assessment of Mathematics
October 21	Picture Retake Day	January 20	Final Day of Semester 1 Classes
November 4	Semester 1 Term 1 Ends (Civics/Careers)	January 21-27	Formal Exams
		January 28	Credit Completion Day; Final Day of Semester 1 Term 2

SEMESTER TWO – DONALD A. WILSON S.S.– 2025-2026

January 29	First day of Semester 2	April 21	Midterm Report Card
February 2-3	Graduation Photos	April 21	SCC meeting
February 10	SCC meeting	April 29	Full Disclosure Date
February 11	Semester 1 Final Report Card	May 15	Credit Update Notice
February 13	P.A. Day – No Classes	May 18	Victoria Day Holiday – No Classes
February 16	Family Day – No Classes	May 26	SCC meeting
March 10	Progress Reports	June 16	Last Instructional Day of S2
March 11	Parent/Guardian Teacher Interviews	June 17-23	Formal Exams
March 13-20	March Break – No Classes	June 24	Credit Completion Day; Final Day of Semester 1 Term 2
March 23 – April 20	EQAO OSSLT Window	June 24	Grade 12 Grad Social
April 3-6	Board Holiday – No Classes	June 25, 26	P.A. Day – No classes
April 14	Semester 2 Term 1 Ends (Civics/Careers)	June 26	Graduation
April 15	Semester 1 Term 2 Begins	July 3	Final Report Cards
April 17	P.A. Day – No Classes		

Tips for Success

What do you need to graduate from high school?

18 compulsory credits

Students must earn the following compulsory credits to obtain the Ontario Secondary School Diploma:

4	credits in English (1 credit per grade)*
3	credits in mathematics (1 credit in Grade 11 or 12)
2	credits in science
1	credit in Canadian history
1	credit in Canadian geography
1	credit in the arts
1	credit in health and physical education
1	credit in French as a second language
0.5	credit in career studies
0.5	credit in civics

In addition, students must complete:

- ✓ 12 optional credits†
- ✓ 40 hours of community involvement activities
- ✓ the provincial literacy requirement

Plus one credit from each of the following groups:

Group 1:

- English or French as a second language**
- a Native language
- First Nations, Metis, and Inuit studies
- 1 • a classical or international language
- social sciences and the humanities
- Canadian and world studies
- guidance and career education
- cooperative education***

Group 2:

- health and physical education
- the arts
- 1 • business studies
- French as a second language**
- cooperative education***

Group 3:

- science (Grade 11 or 12)
- 1 • technological education
- French as a second language**
- computer studies
- cooperative education***

* A maximum of 3 credits in English as a second language (ESL) or English literacy development (ELD) may be counted towards the 4 compulsory credits in English, but the fourth must be a credit earned for a Grade 12 compulsory English course.

** In groups 1, 2 and 3, a maximum of 2 credits in French as a second language can count as compulsory credits, one from group 1 and one from either group 2 or group 3.

*** A maximum of 2 credits in cooperative education can count as compulsory credits.

† The 12 optional credits may include up to 4 credits earned through approved dual credit courses.

Success is achieved by developing the following skills:

Goal Setting

When setting goals for the school year, follow the SMART acronym. SMART goals stand for Specific, Measurable, Achievable, Relevant, and Time-Bound. Divide your goals into areas of focus, i.e. academic or health/ fitness. Predict an obstacle that will be present and your plan to overcome that obstacle.

My SMART Goal:

Target date for achieving my goal:

Strategies to achieve my goal:

Obstacles I may encounter:

To overcome these obstacles, I choose to:

Time Management Tips for Students

- ✓ **Use an agenda and your digital calendar app**
- ✓ **Create a short term goal EVERY DAY (what do you want to achieve that day)**
- ✓ **Create a daily and weekly to-do list (either digitally or written)**
- ✓ **Always start with your easiest task first**
- ✓ **Prioritize your tasks and make sure you complete your most important task**
- ✓ **Create your own timeline for due dates (when an assignment is due, and what date YOU will work on it/ finish it)**
- ✓ **Use a highlighter colour assigned to each task (blue highlighter for sports practice, yellow highlighter for tests, etc.)**
- ✓ **Write down all major tasks/ tests in your calendar**
- ✓ **If your test, or major assignment is on Monday, write a reminder in your day notes on Friday**
- ✓ **Find a homework buddy in each class and get their contact (they can help you catch up if you miss school)**
- ✓ **If you will be missing school, let your teacher and homework buddy know ahead of time and get your homework that you will be missing ahead of time**
- ✓ **Focus on a few key sports and activities, and learn how to say no to everything else**
- ✓ **Sleep at least 8-10 hours a night (this will improve the quality of time you spend in class or studying)**
- ✓ **Get digitally organized; create a filing system for your documents and emails, and delete or unsubscribe from any unwanted sources**
- ✓ **Create 'To Do Lists' using an app, like Google Keep, as well as your agenda**
- ✓ **Always have a book to read or work to do in case you finish work early in your class**
- ✓ **Make a goal, and write an honest obstacle to the goal**
- ✓ **Create realistic timelines for goal achievement**

Learning Skills on your Report Card (adapted from Transitions document)

Your teacher will assess you as Excellent, Good, Satisfactory, or Needs Improvement on your midterm and final report card every semester

Tips to achieve excellent:

Responsibility

- ✓ Completes and submits classwork, homework and assignments on time
- ✓ Takes responsibility, and manages own behavior
- ✓ Fulfills daily learning goal

Organization

- ✓ Uses agenda effectively
- ✓ Creates a plan to complete work, and follows timeline
- ✓ Creates goals, and achieves goals
- ✓ Digitally organized, uses filing system
- ✓ Neat and organized binder

Independent work

- ✓ Follows instructions with minimal follow-up and supervision
- ✓ Uses class time appropriately to complete assigned tasks
- ✓ Can critically think, and use creativity to complete class work and assignments

Collaboration

- ✓ Builds positive relationships with peers in class
- ✓ Works well in a group, in a productive and co-operative manner
- ✓ Can resolve conflicts if they arise
- ✓ Contributes positively to class environment

Initiative

- ✓ Looks for new ideas, or new opportunities for learning
- ✓ Demonstrates creativity, and the ability to think for oneself
- ✓ Demonstrates curiosity
- ✓ Positive attitude
- ✓ Can self-advocate

Self-Regulation

- ✓ Monitors own behavior in the classroom and halls
- ✓ Asks for clarification
- ✓ Has the ability to monitor one's voice level, and think before speaking
- ✓ Can recognize own strengths and weaknesses, and sets goals around this

How is a Course at Donald A. Wilson usually broken down?

CHECK THE COURSE OUTLINE: 70% Course work - 15% Exam - 15% ISU

Course work:

Composed of tests and quizzes, usually weighted twice as much as assignments!

Composed of projects, papers, and assignments

Exam: A final test taken at the end of the semester that includes everything you learned during the semester...keep your binder organized, so you can study your notes at the end of the year!

ISU: An independent project you will be given at the end of the semester that shows you have learned all the concepts taught throughout the semester...this is often worth just as much as your exam!

The key to success is an organized and neat binder!

Some options for organization:

- ✓ 1 large binder for all four subjects
- ✓ 1 morning binder, 1 afternoon binder
- ✓ 4 small binders, 1 for each subject

What to include:

- ✓ a title page
- ✓ dividers to separate each subject section
- ✓ your timetable
- ✓ a calendar
- ✓ extra lined paper at the back
- ✓ each subject's course outline
- ✓ a timetable that outlines per day the homework and topic assigned
- ✓ any assignments or feedback your teacher gives back

Common vocabulary words used in the classroom:

Learning Goal: Learning Goals describe, in student friendly language, what students know and will be able to do by the end of a period of learning

Success Criteria: Success Criteria describe, in specific terms, what successful attainment of the learning goal will "look like". Success Criteria need to be clearly defined and developed prior to the learning period. Success Criteria can be co-constructed with students (after the teacher has defined the success criteria for themselves as a baseline guide).

Descriptive Feedback: Feedback from teachers to students (or peer-to-peer or through self-assessment) which is related to the Learning Goals and Success Criteria for the learning period. Is usually in written form, but can be given verbally.

Self- and Peer-Assessment: Assessment of a student's work done by the student (or peer) to improve learning by monitoring progress, setting specific goals, making adjustments in learning approaches, reflecting on learning, and planning for next steps in the learning process.

Summative Assignment: The word summative means final, it's a task given at the end of a unit, or the entire semester to determine how much a student has learned.

Assessment vs. Evaluation: Assessments are given throughout the unit, and can be in written or verbal form, it is ONGOING in the classroom. Evaluations are given when the teacher assigns a numerical value, or grade to the evidence of learning, and is usually in the form of a test or quiz.

Study Skills

Do you have zero motivation to study because you just don't know where to begin? Do you study for hours, days, and weeks, and still blank out on tests? Don't worry, you're not alone! Here are some general guidelines to help you get the best out of your studying.

1. Figure out your learning style. Everyone learns in a different way. The best way to improve your study skills is to first figure out how you learn. If you can remember things better by listening to someone else explain them, or feel like you can get more accomplished with some soft music or background noise when you study, you are most likely an Auditory learner. With your teacher's permission, try tape recording class lectures or discussions and play them back later when you sit down to study.

If you need to see things written out or prefer reading your textbook to understand the material, you are probably more of a Visual learner. Take notes during class so you can read them later. Try to fit your material into graphic organizers or draw pictures to help you remember.

Are hands-on projects how you learn the best? You might be a Tactile/Kinesthetic learner. Role playing, recreating projects or scenes and lots of movement (like pacing) could help you study more effectively.

2. Learn time management skills. Organization is the key to improving study skills. Set out a plan before you begin and stick to it. It will not only help you accomplish your goals, it will keep you on track time-wise.
3. Study in short bursts. There is nothing worse than burnout when you are trying to study. Don't try to do a marathon session if studying, as you will not be able to remember everything all at once. Take breaks every now and then between chapters or subjects to give your brain a rest!
4. Block out distractions. Turn off your phone, shut off your IM program and the TV, and close your door. Nothing will derail your studying as quickly as interruptions. If you really want to be successful, you need to focus.
5. Cramming is not the answer. Don't put off studying for a test until the last minute. Most teachers give you plenty of advance warning before an upcoming test. Study small sections at a time over a span of days and you will remember more. Then you can review everything right before the test if it is necessary. You might be surprised at how much you actually remembered.

Academic Resource Room/SKILLS is open to ALL students before school, at lunch and after school.

Students should become aware of the extra help that each of their teachers offers outside of class time. This individual help can be the key to success for some students.

Take your time, make a plan, and stick with it. The key to improving study skills is to study smart, not hard. Don't procrastinate and don't get distracted. You'll be acting the test sooner than you think!

Quick tips:

Don't get behind on your studying or homework. Keep up to date with your assignments to relieve some stress in the long run and to study more effectively.

Before you start studying, make sure you have everything you need—books, paper, pencils/pens to cut back on distractions.

Where to get Support at Donald A. Wilson

Are you feeling sad or anxious? Use the following supports to help you overcome your feelings:

Parents or guardians: your parents or guardians are your main support pillars. Confide in them, and they will advise you with the best guidance

Teachers: your teachers are there for you to support your learning but are also the first person you should approach if you are feeling unsafe, or anxious in the classroom. They have a duty to care about you

Friends: it is very important to choose your friends wisely and choose friends with whom you have common interests. If something is bothering you, tell your friends, and they can support you throughout your high school experience at DAW.

Guidance Counselor: your counselor is available to you for individual, family, or academic counseling and can connect you to community resources if needed

Your Vice Principal: Find out who your Vice Principal is. They will be matched with the first letter of your last name. Talk to your Vice Principal if you feel unsafe at school

Family doctor: Your family doctor has a duty to care for your health. If you are feeling sad or anxious, tell your family doctor, and he or she can refer you to a specialist, if you feel you cannot manage your feelings



Crime Stoppers

A student who wishes to anonymously report information about a crime in school may also call the Durham Regional Crime Stoppers 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, nor meet police, go to court, or be contacted in any way. IF YOU ARE BEING INTIMIDATED, THREATENED OR HARASSED: All DDSB school websites including the Board's site have a button which reads "REPORT BULLYING NOW." Anyone can click on this link and anonymously report bullying.

DURHAM DISTRICT SCHOOL BOARD

SECONDARY SCHOOLS – REGULAR YEAR CALENDAR, 2025-2026

First Day of Classes – Tuesday, September 2, 2025

Week 1 Legend: **B** – Board Designated Holiday **H** – Statutory School Holiday **P** – Professional Activity Day **P*** – Prov Priority Day **9**- Grade 9 Day

Week 2 E-Exams **X**- Staff Meetings D-Department Head Meetings **PT** Parent-guardian-teacher interviews **PR**- Progress Reports

	Number of Pro & Provincial Activity Days	Number of Instructional Days	1st Week					2nd Week					3rd Week					4th Week					5th Week				
			M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F
August	1	0					1	4	5	6	7	8	11	12	13	14	15	18	19	20	21	22	25	26	27	28	29
							H																		P	B	
September		21	1	2	3	4	5	8	9	10	11	12	15	16	17	18	19	22	23	24	25	26	29	30			
			H	X				X										D									
October	1	21			1	2	3	6	7	8	9	10	13	14	15	16	17	20	21	22	23	24	27	28	29	30	31
								X				PR		H			PT		P				D				
November	1	19	3	4	5	6	7	10	11	12	13	14	17	18	19	20	21	24	25	26	27	28					
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December		15	1	2	3	4	5	8	9	10	11	12	15	16	17	18	19	22	23	24	25	26	29	30	31		
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February	1	18	2	3	4	5	6	9	10	11	12	13	16	17	18	19	20	23	24	25	26	27					
			X									P	H					D									
March		16	2	3	4	5	6	9	10	11	12	13	16	17	18	19	20	23	24	25	26	27	30	31			
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April	1	19			1	2	3	6	7	8	9	10	13	14	15	16	17	20	21	22	23	24	27	28	29	30	
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May		20					1	4	5	6	7	8	11	12	13	14	15	18	19	20	21	22	25	26	27	28	29
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June	2	18	1	2	3	4	5	8	9	10	11	12	15	16	17	18	19	22	23	24	25	26					
			X										D		S	S	S	S	S	CC	P	P					

SCC Dates
September 23
November 11
February 10
April 21

Grade 9s only- September 2
 First day for whole school- September 3
 Picture day- September 5, Retake Oct. 21
 Post Secondary Fair- 6-7:30 pm October 2
 Progress Report- October 9
 Parent-teacher interview- October 16
 Gr. 9 Take Your Kids To Work Day-
 November 5 S1 Term 2 begins- November 5

Midterm Reports- November 11 OSSLT- TBD
 Full disclosure- November 20
 Last Instructional day of Semester 1- January 20
 Credit completion- January 28
 Semester 1 Final Report Card - February 11
 PA day- February 13
 First day of semester 2- January 29
 Graduation Pictures Dec.1-12, Feb 2 & 3

Progress report- March 10
 Parent-teacher interview-March 11
 Term 2 begins- April 15
 Mid Term Report- April 21
 Full disclosure- April 29
 Last instructional day of S2- June 16
 Credit Completion- June 24
 Graduation- June 26
 Final Report Card- July 3

Grade 12 Exams
 June 15-June 19

Important Information for Parents/Guardians

We believe that our students will achieve their best when a partnership characterized by clear communication and close co-operation exists between home and school. The following suggestions may assist in helping to maximize student potential.

- Insist your student attends school regularly and punctually; current research suggests that for every class missed, the student's achievement can be negatively impacted by 1%.
- The **School Messenger** student absence reporting system is used at Donald A. Wilson Secondary School. **Parents/Guardians may choose to report their child's absence in advance, or before bell time for the current day by:**



1. **Calling: 1-844-350-2646**
2. **Online or on your smartphone through the SchoolMessenger app available using the website:**

<https://go.schoolmessenger.ca/#/home>

As part of this program, an automated notification system will contact parents/guardians when a student is absent **and** no notification from home was communicated to the school. If our automated system is unable to reach a designated parent/guardian contact, our office staff will follow up.

ALL PARENTS/GUARDIANS MUST BOOK ABSENCES EITHER THROUGH THE TOLL-FREE NUMBER OR THE ONLINE APPLICATION OR USING THE WIRELESS APPLICATION SOFTWARE.

- **Illness:** If students become ill during the school day, they must move to OR contact the office before leaving property so that parents/guardians can be contacted. When necessary, 911 will be called. Illness, resulting in missed assessments, requires a doctor's note to mitigate academic consequences (refer to the Assessment and Evaluation section of the Agenda.)
- **Extended Absences:** Forms for extended absences (more than 1 day) are available in the office. Students are responsible for all work missed during the extended absence. Please respect our exam schedules and Provincial assessments (EQAO and the OSSLT), and PLAN HOLIDAYS ONLY DURING REGULAR SCHOOL VACATIONS. If you allow your child to go on holidays during regular school time, work must be submitted on time or a mark of zero may be assigned. It is the student's responsibility to know about and complete assignments. There will be no make-up tests or examinations for students who miss these due to family holidays.

- Students arriving to class after the bell, indicating the beginning of a period, or late after lunch, MUST sign in at the office. Persistent lates will result in school consequences progressing to suspension.

Consequences for lates

5 lates-meet with administrator, possible detention

10 lates- meeting and letter home, possible detention

15 lates- meeting with vice Principal and phone call home,
possible detention, possible suspension

- If a student must leave the school early, parents/guardians are to send a note indicating the reason, Students must sign out in the office before leaving the school early.
- Insist that homework be done. The amount of homework will vary according to the grade, level, and nature of the course. Students can always review their notes or work ahead in their textbooks/Chromebooks.
- If you have any concerns about your student's progress or attendance, do not hesitate to contact the school. We are pleased at any time to arrange an interview with individual teachers, a Guidance Counsellor, your Vice-Principal or Principal.



Chromebooks

Every DAW High School student is paired with a Chromebook (a mobile computer that runs on Google's Chrome Operating System) for their entire high school career. **Before a Chromebook is issued for use at home, students and parents/guardians must complete the Student User Agreement, the Parent Permission Form, and have acknowledged the Safe & Acceptable Use Policy ONLINE. Please refer to the Chromebook section in the Agenda for hardcopy sample.**

School Community Council (S.C.C.)

The S.C.C. provides a forum for parents, community members, students, teachers and administration to work together and share ideas about our school. The meetings take place at 6:00 pm, location to be determined. All meetings are open, and everyone is welcome to attend. Meetings are scheduled for the following Tuesday evenings for 2025-2026: September 23, November 11, February 10, April 21, May 26

Useful telephone numbers

Abused Women Crisis Line	905-728-7311	Information Durham	1-866-463-6910
Addiction Services (Pinewood)	1-888-881-8878	Kid's Help Phone	1-800-668-6868
Alateen	905-728-1020	National Eating Disorder	416-340-4156
Bereaved Families of Ontario	1-800-969-6904	Ontario Shores	1-800-263-2679
Buses: Stock Transportation	705-357-3187	(Whitby Mental Health)	
Canada Employment Centre	905-837-1727	Police (Durham Regional)	1-888-579-1520
Children's Aid Society	905-433-1551	Pregnancy Support	905-852-4192
Community Care Durham	905-852-7445	Public Health (Durham)	905-723-8521
Community Legal Clinic	905-728-7321	Rape Crisis Centre	905-668-9200
Crimestoppers	1-800-222-TIPS	Rose of Durham (pregnant teens)	905-985-4221
Denise House (family violence)	1-800-263-3725	Salvation Army	905-852-0090
Distress Centre	1-800-452-0688	Sexual Health Clinic	905-985-4889
Durham District School Board	905-666-5500	Social Services	905-852-4566
Durham Transit	1-800-263-1916	Township of Whitby	905-430-4300
Family Counselling	905-852-7690	Unemployed Help	905-579-1821
Girls Incorporated Durham	1-877-447-5795	Youth Employment Services	905-427-7670
GO Transit	1-888-438-6646		

Information and Student Expectations

Accident or Injuries: If a student is injured during a class, they must tell their teacher at once. If a student has an accident and is injured on school property, or during a school sponsored activity off property, they must notify the main office so that they can be assisted, and an OSBIE accident reporting form can be completed.

Announcements, Land Acknowledgement and National Anthem: During the National Anthem, students are expected to quietly stand at attention and are encouraged to sing. Students are expected to listen attentively while the Land Acknowledgement and morning announcements are made. Students in the halls during the announcements are expected to stay still and quiet until the announcements are completed and may then proceed to collect a late slip from the Main Office to gain access to their classroom (See *Lates*).

Attendance: Students have a responsibility to attend school. Academic success is directly correlated to school attendance. Students will be responsible to validate their absences. Notes and/or phone calls from parents/guardians may be required. Skipping on the day of a test or assignment due date could result in a mark of zero. Students caught skipping may be subject to school consequences.

Backpacks: Backpacks, knapsacks, book bags, duffle or sports bags, and handbags must be left in the student's locker and will not be brought to class. Backpacks can be brought in class with specific accommodation as approved by admin.

Bicycles: If a student rides a bicycle to school, they must dismount at the property line and walk their bicycle to the bicycle racks available near the entrances of the school. Bicycles must remain locked at the bicycle racks during school hours. Bicycles should not be brought into the building unless they are part of a Physical Education activity, and there is teacher supervision. The school is not responsible for lost or stolen bicycles.

Bullying and Harassment: The Ministry of Education formally defines bullying as the following: bullying is typically a form of repeated, persistent and aggressive behaviour directed at an individual or individuals that is intended to cause (or should be known to cause) fear and distress and/or harm to another person's body, feelings, self-esteem or reputation. Bullying occurs in a context where there is a real or perceived power imbalance (Policy/Program Memorandum 144, Ministry of Education). Students who feel victimized should report bullying (including cyber-bullying) to a staff member or to the office. If harassment continues after due warning has been given, perpetrators will be disciplined.

Buses: Buses are provided for student transportation. Riding a school bus is a privilege, not a right. Students are expected to behave in a responsible and mature fashion. Students must obey the directions of bus drivers at all times. Students who misbehave on the bus may be disciplined. We expect students to remain seated when the bus is moving. No horseplay or fighting on the bus is tolerated. No smoking or vaping is allowed on the bus. No objects can be thrown from the bus, no appendages or body parts can be outside of the windows when the bus is moving.

Cafeteria: The cafeteria is open morning and lunchtime. Food and drink purchased in the cafeteria must remain in the cafeteria. If a student brings a bag lunch from home, they may also eat it in the cafeteria or other designated lunch areas. Students are expected to clear their tables when they are finished and place their garbage in the containers provided, including use of recycling bins.

Cars and Motorcycles (Parking): Student parking is a privilege and can be revoked at any time. The student parking area is at the west side of the school. Students are not permitted to sit in cars or to loiter in the parking lot. Cars will be towed at owner's expense if they are not parked in designated areas. Bus and fire routes and fire exits must not be blocked. Parking restrictions are posted and must be obeyed. Drivers must obey Ministry of Transportation rules of the road on school property. Please note that any vehicle, parked on school property, is subject to searches if the administration has safety concerns. Students will be required to register their vehicles with the main office.

Cell phones/Personal Electronic Devices: Students are expected to use personal electronic devices responsibly for educational purposes as deemed by school staff. Personal electronic devices are permitted outside of class time; during class times, personal electronic devices and headphones may be used at the discretion of the teacher. Portable speakers are not permitted inside the school. Personal electronic devices have the potential to disrupt and interfere with teaching and learning. Please ensure your device is turned off or on airplane mode. There will be progressive school consequences leading to suspension for not adhering to this policy. Video recording anyone without their consent will result in school consequences up to and including suspension.

The school cannot assume the liability or responsibility for lost or stolen personal electronic devices. As per the Durham District School Board, "On-line activity by staff, students and parents/guardians that is directly or indirectly related to the school should comply with the School Code of Conduct, in particular that a school is a place that promotes responsibility, respect, civility and safety in the teaching and learning environment. The taking of photos, filming or recording, or the broadcasting of live audio and/or video, while at school or

at a school related activity, is prohibited unless approved by the DDSB (or school), and/or where proper consents have been obtained, as may be appropriate.” The use of cameras, filming and/or recording is strictly prohibited in washrooms and change rooms.

Cell Phone Policy

As per Ministry of Education Guidelines regarding cell phones and other mobile devices (including tablets and smart watches) in schools:

- All classes will begin with cell phones and other mobile devices put away.
- Students may not use cellphones or other mobile devices during class time without the explicit permission of their teacher. This supports student achievement and well-being by:
 - keeping students focused on learning by removing distractions
 - promoting positive mental health and well-being
- Students may be required to put away their cell phone in a designated “wall pocket” at the beginning of class to support self-regulation and learning.
- Students may be permitted by the teacher to keep their cell phone, tablet or smart watch with them, but they must do ALL of the following:
 - turn it off — or set it to airplane mode
 - store it out of view (for example, in a backpack)

Consequences for not following the Cell Phone Policy will include:

Initial Incident of not following the Cell Phone Policy	Warning from Classroom Staff
Additional Incidents of not following the Cell Phone Policy	Classroom staff will engage in some or all of the following: <ul style="list-style-type: none">• Communication with parents/guardians/caregivers• Communication with School Administration• Redirection of student to School Administration for further progressive discipline

Please familiarize yourself with the Ministry of Education policy around cell phones: [Ontario.ca/CellphonesInSchools](https://www.ontario.ca/cellphonesinschools)

And the DDSB Code of Conduct - page 3

<https://www.ddsb.ca/en/family-and-community-support/resources/Documents/Safe-Schools/DSB-Code-of-Conduct.pdf>

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 written consents have been obtained, as may be appropriate. The use of a cell phone for personal video or photographic use (including unauthorized images of students, staff, and visitors) is strictly prohibited.

Cleats: Soccer, Baseball, Rugby and other sport footwear with cleats on the bottom are not allowed to be worn in the school building. They must be removed and cleaned before entering the building and carried throughout the building at all times.

Computers: In addition to each student having a Chromebook, the school has a number of computers and computer labs that are accessible to students, or students may choose to bring their own computing device. Device use at Donald A. Wilson Secondary School unequivocally includes compliance with the DDSB Acceptable and Safe Use Procedure for Computing Technology, found on the DDSB website. School staff monitors the use of Internet. Students who violate the school Internet or network rules, or breach network security may face loss of network privileges, suspension, or criminal prosecution. Please note that students and families will be financially responsible for lost and damaged tech devices.

The following are a selection of the computer network rules:

- No food or drinks allowed in computer rooms or around computing devices at any time.
- No downloading of programs off the network and no uploading of programs onto the network.
- Games are not to be played on the computer.
- No accessing independent networks or circumventing the firewall.
- No use of social networking or chat lines.
- Students will never use computing technology for any illegal activity.
- Students should limit the number of devices connected to the school’s WiFi as multiple devices reduce accessibility for all.

Crime Stoppers: Any student who wishes to anonymously report information about crime at school may call the Crime Stoppers community telephone hotline, 1-800-222-8477 (TIPS). This line is answered 24 hours a day, 7 days a week. Crime Stoppers doesn't use call display. You don't have to give your name, meet with police or go to court. Callers may be eligible for a cash reward.

Dances:

- Students must present a valid student ID to purchase tickets.
 - Dances typically start at 7:00 p.m. and end at 10:00 p.m. with everyone cleared out by 10:30 p.m. sharp.
 - Students must arrive with a valid student ID, check in with dance organizers, and present their ticket (if applicable).
 - Guests must be pre-approved, using the Guest Contract, by a Donald A. Wilson Secondary School administrator.
 - Students may only bring one guest.
 - All lockers are out of bounds during a dance.
 - Coats must be left in the coat-check area; no unsupervised access to coats is available.
 - Students must enter and leave by designated doors only. Doors will be locked at 7:30 pm.
 - All school rules apply, and school discipline will be applied.
 - There is no smoking area during the dance as everyone must remain inside.
 - Anybody "under the influence" of drugs, alcohol or any type of intoxicant will not be admitted or will be removed and face school consequences.
 - Once students enter the dance they may not leave and re-enter.
 - Dance Contracts are required of all students and must be approved by administration, prior to the dance.
- Note: Participation in DAW Grade 12 Social requires that students follow the same guidelines as all dances.

Detentions: Detentions typically last for 20 minutes and are generally served at lunch. Failure to serve assigned detentions may result in a Restorative Circle and/or a suspension. No food or beverages are allowed in the office during detention. Students will sit or work quietly, or the detention may need to be served again. No backpacks (etc.) are allowed in detention.

Dress Code: The school dress code assists in the creation of a positive learning environment. The Donald A. Wilson Secondary School Dress Code aligns and changes with direction from (including but not limited to) the Ontario Ministry of Education, Durham District School Board and Durham Region Public Health.

Please note that, as the Administration reserves the right to make final decisions regarding the dress code, students may be sent home to change OR provided with alternative clothing if they do not comply with the dress code. Expectations are as follows:

A) 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

B) Inappropriate Dress

Students may not wear:

- Ski masks or balaclava masks
- Sunglasses that are not meant for medical purposes (medical note required)
- 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, or health and safety related needs or accommodations)
- Undergarments as outerwear
- Transparent clothing that fully exposes undergarments
- Swimwear unless required for curricular or co-curricular approved activities

C) 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. Students still need to comply with the dress code requirements.

Electronic Equipment/Personal Electronic Devices/Recording/Broadcasting: “It is the practice of the Durham District School Board that the use of personal electronic devices is prohibited during the school-day on school property. Unless deemed appropriate by the school administration for educational purposes and permission is granted by staff, a student who brings a personal electronic device to school, should turn it off and keep it out of sight. Personal electronic devices may be utilized off school property or in designated areas and during times assigned by the school.

Online activity by staff, students and parents/guardians that is directly or indirectly related to the school should comply with the School Code of Conduct, in particular that a school is a place that promotes responsibility, respect, civility and safety in the teaching and learning environment. The taking of photos, filming or recording, or the broadcasting of live audio and/or video, while at school or at a school related activity, is prohibited unless approved in writing by the DDSB, and/or where proper consents have been obtained, as may be appropriate. Video recording, audio recording and picture-taking can only be done for instructional purposes at DAW and on DAW excursions and require the consent/permission of the teacher and of the subjects. All recordings must have the authorization/permission of the subject(s) or must be deleted. Lack of authorization/permission by the subject(s) of the recording could result in consequences from DAW Administration. Electronic music players can only be used in instructional areas with the approval of the teacher. Unauthorized use of an electronic device during class time will result in the device being confiscated. Confiscated devices will be returned at 2:00 p.m. from the main office only twice. On the third, and all subsequent confiscations, the device will only be returned to parents/guardians. The school is not responsible for any electronic devices brought to school.

Elevator: The elevator is only available to students with accommodation needs, or with special permission.

Field Trips: Students are expected to follow all school rules while on any trip. The student’s parent or guardian must complete and sign permission forms. Students who misbehave during a field trip may have the privilege of attending future trips revoked and may be consequence by DAW Administration. If a student misses the trip, any money paid may not be refunded. Students are responsible for all work missed on any trip.

Fire Alarm: When the fire alarm sounds, students are to follow the fire exit instructions posted in classrooms. Students must walk quickly from the building with their teacher and follow directions provided by staff or emergency services personnel. Students must stay with their teacher and remain a safe distance from the building. Students are not to re-enter the building until they are instructed by their teachers to do so. Students may not smoke or vape during an evacuation – smoking may result in fines from Durham Fire Services and/or consequences from DAW Administration.

Food/Drink: We request that food and drinks only be consumed in the cafeteria or other designated lunch areas. Food and drinks are permitted in classrooms, at the discretion of a staff member (water is always allowed). Students consuming food or drink may be redirected to a more appropriate area by staff. DAW students and other members of the school community are expected to clean up after themselves and report any spills, which are a safety hazard, to teachers, staff or custodians.

Full Disclosure: All students taking Grade 11 and 12 courses will be subject to a Full Disclosure policy. If a student is in a course after five school days following the midterm-reporting period, the course mark will appear on the transcript, even if it is dropped subsequent to that time. Colleges and universities may use this information for making admission and scholarship decisions.

Full-Time Program: DAW registers students in a full-time program. Students must have achieved 24 credits before they are permitted to have a spare. Part-time schedules will be approved by administration.

Gambling: Any gambling or games of chance, including the use of dice, is prohibited.

Gang Identifiers: Gang identifiers are not to be worn or displayed at school, on the property (including the smoking area) at any time or in any form. It is the discretion of Administration whether any item fits the description of a gang identifier.

Grade 12 Grad Social: Participation in DAWSS Grade 12 Grad Social requires that students follow the same guidelines as all dances (see **Dances**). A mandatory Grade 12 Grad Social assembly will occur prior to the event. Students will be asked to present their Grade 12

Social tickets at the door.

Guidance: Counsellors are available for individual counselling about courses, careers, and personal matters. Students wishing to book an appointment can do so before or after school, or during the lunch hour. These appointments are booked through the Guidance office. Guidance is located within the Student Services area, beside Room 197 (Student Success Room) and across the hall from the Learning Centre (Academic Resource Room).

Hall Pass: Students who leave their scheduled classes must carry their hall pass, signed by their current teacher. Staff may require students who are in the hall to show their hall pass. Failure to comply may result in a referral to the office for an unexcused late slip or other consequences from DAWSS Administration.

15 Minute RULE: As part of DAWSS's commitment to reduce congestion in halls and to support a safe and orderly school environment, students will not be permitted to leave classes during the first 15 minutes and the last 15 minutes of class.

Consequences for lates -

Number of Unexcused Lates	Consequence
5 lates	Meet with administrator, possible detention
10 lates	Meeting and letter home, possible detention
15 lates	Meeting with Vice Principal and phone call home, possible detention, possible further consequences

Library/Learning Commons Student Centre: Open daily for quiet study, homework, class assignments or casual reading. Computers are available for school related work and research. Students are expected to follow all computer network rules.

Lockers: Homeroom teachers will assign student lockers. Students may speak with Administration to request a change of locker location. Students must use a combination lock and are not to share their combination with other students. The locker is the property of the Durham District School Board, and is not the property of the student. Lockers must only be used to store school related materials and authorized personal items. Students are responsible for the contents of their lockers. Lockers are to be treated with respect. As a result, the inside of the locker must be kept free of inappropriate graffiti, postings or pictures. Illegal or unsafe items stored in lockers may lead to school consequences based on Progressive Discipline. In addition, following Procedure #3041 – Police/School Board Protocol, the police may be contacted. Administration have the authority, with reasonable suspicion, to search personal property and lockers. The right to search is established to allow school administration to provide a safe and secure learning environment. Principals have the right to seize contraband material. Illegal contraband will be held by an Administrator for evidence in disciplinary proceedings, and will be turned over to a police officer. The parent/guardian of a minor student or the student, if the student is 18 years of age or older, shall be notified by the school administration if illegal or unsafe items are removed from his or her locker. The school is not responsible for lost or stolen articles.

Note Writing Privileges: If a student is eighteen years of age or older, he or she may apply for note writing and sign-out privileges. Please contact a DAWSS Administrator for details.

On-Line Instruction: A variety of courses at DAWSS have incorporated an on-line instructional component (e.g., Moodle; Google Classroom; D2L). Enrollment in DAW unequivocally includes compliance with the DDSB Acceptable and Safe Use Procedure for Computing Technology form found on our website.

Physical Education Uniforms: The staff members of the DAWSS Physical Health Education Department believe that all students should be evaluated on their individual performance and participation in class. This uniform policy promotes the idea of "TEAM" within the class environment. All students (Grades 9-12) must wear DAW Secondary School physical education uniforms. These may be purchased from your teacher during the first week of class. If you have questions or concerns about purchasing a physical education uniform, please contact the school office or your student's physical education teacher. Weather appropriate clothing may be worn when class is outdoors. Only non-marking running shoes are allowed in the gym and weight room.

Plagiarism Policy: Please also see Page 37

From Durham District School Board procedure 'Cheating and Plagiarism Prevention and Intervention' the Durham District School Board defines cheating as any attempt to give or obtain unauthorized assistance in a formal academic exercise (the use of unauthorized materials during a quiz, test, examination etc., including using notes, copying from other students, use of information from print, electronic devices or other sources). Plagiarism is a form of cheating involving the use of the thoughts or ideas of another individual by a student, without crediting the sources. The use of part or all of any other person's book, essay, magazine article, chart, drawing, diagram or any other piece of work in an assignment, without proper acknowledgement, is considered plagiarism. Cheating and plagiarism will result in consequences being administered in accordance with Procedure 'Cheating and Plagiarism, Prevention and Intervention' and Durham District School Board procedure 'Code of Conduct and Discipline for Students'.

Additionally, school consequences will be applied in a situation where a student has shared or distributed their work (electronically or otherwise) with the purpose of providing assistance to another student in any way.

Police Services: It is the policy of the Durham District School Board to cooperate with Durham Regional Police Services (DRPS) in order to maintain a safe learning environment in our school.

Prohibited Items: The Durham District School Board has banned laser pointers from all schools. If a student is found with a laser pointer, it will be confiscated, and consequences may be applied by DAW Administration. Prohibited nuisance items, such as but not limited to water guns, cap guns, 'nerf'-style guns, firecrackers, party snappers, etc. are not to be brought to school. Possession of nuisance items may result in consequences from DAW Administration and/or DRPS. Administration will make final decisions regarding the identification of and consequences for prohibited and nuisance items.

Progressive Discipline: Please also see Page 40

The Ministry of Education, the Ontario Human Rights Commission and the Durham District School Board are committed to fostering a safe, caring, inclusive and accepting learning environment in our schools. In our learning communities, all stakeholders are welcome, respected and valued, and all students are fully supported and empowered to meet with success in a culture of high expectations.

"Bias-free progressive discipline is a whole-school approach that utilizes a continuum of prevention programs, strategies for fostering and reinforcing positive behaviour and helping students make good choices, and age-appropriate interventions, supports and consequences used to address inappropriate student behaviour. The disciplinary measures used in response to inappropriate behaviour are applied within a framework that shifts the focus from one that is solely punitive to one that is both corrective and supportive." (Ontario Ministry of Education, 2012)

Progressive Discipline is a means to support the Code of Conduct. Progressive Discipline is a whole-school approach that utilizes a continuum of prevention programs, interventions, supports and consequences to address inappropriate student behavior and to build upon strategies that promote and foster positive behaviours. This approach includes building upon the level of response, intervention, and consequence with repeated occurrences of the same behaviour. All behaviour issues will be dealt with using this approach, which fosters a safe, caring, inclusive and accepting learning environment for all school community members involved and has the aim of correcting inappropriate behaviours and restoring relationships.

Public Health Partnerships:

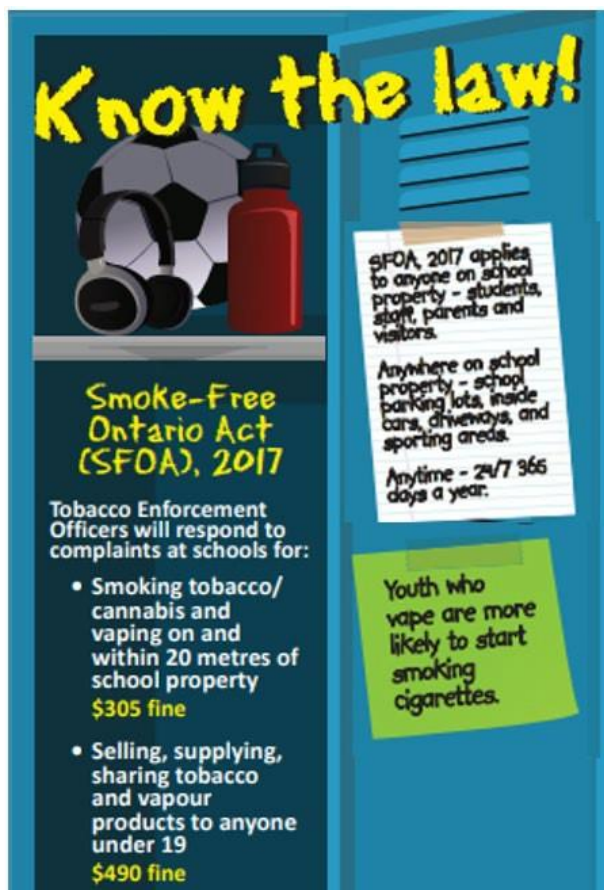
Smoking Cessation Program - Living smoking free is part of a healthy lifestyle. Effective tobacco reduction in schools requires the cooperation of the whole community. Behaviour change can occur when schools and communities work together to reinforce positive behaviours through ongoing, focussed, tobacco-related activities. Donald A. Wilson Secondary School, together with the Health Department of Durham Region, has a comprehensive plan to address tobacco issues with our school community.

E-cigs or vapes are not permitted to be used on school property. Associated devices, smoking equipment, and electronic devices, that may contain tobacco products, or may reasonably be perceived as containing tobacco products, are not permitted on school property.

Recycling: Students are encouraged to participate in our recycling program. Items that should be recycled include bottles, cans, fine paper, newspapers, discarded notes, and cardboard.

Reporting to the Office: When a student is instructed by a staff member to report to the office, the student must comply immediately. If a student is instructed to leave a classroom, they are to report to the office immediately (unless there are alternate specific instructions from the classroom teacher). Students who refuse to leave will be given consequences by Donald A. Wilson Administration.

Restitution: Students must make financial restitution for damage they cause on school property or damage caused during off-site school-related activities.



Roller Blades, Scooters, Skateboards and Longboards: Skateboards, longboards, scooters, and roller blades are not to be used anywhere on school property at any time and may be confiscated. Confiscated equipment will be returned in a timeline determined by DAW Administration. If this equipment is used as transportation to school, student must dismount from the equipment and carry it onto school property. This equipment must be safely stored in the student's locker, meaning all such equipment must fit in the student's locker. Equipment that does not fit into a locker should not be brought to school.

School Telephones: The telephone in the office is available for student use. Classroom phones are for staff use only. Cell phones may only be used during the designated times (see **Cell phones**).

Signing In or Out: If a student needs to leave school during the school day, the student must be signed out by a parent/guardian/caregiver on parent portal. Otherwise, they will be marked absent, unexcused, which is equivalent to skipping a class. Students who are signed out from classes must leave the school property immediately, unless they are signed out for an event or activity and are under the direct supervision of a teacher. Students cannot be signed out of classes by parents/guardians/caregivers to remain on property

Skips: Class attendance is mandatory. Failure to attend will result in progressive school consequences.

Smoking: The Smoke Free Ontario Act (SFOA 2017) and the DDSB Procedure 'Prohibiting Smoking and Associated Devices' does not permit holding or smoking lighted tobacco products in the buildings or on its properties at any time (e.g., in vehicles in the parking lot). Smoking includes the carrying or holding of lighted cigars, cigarettes, pipes, or any other lighted or electronic device. Examples may include but are not limited to vapes, E-cigarettes, herbal cigarettes, chew, snuff and snus. The Smoke Free Ontario Act and the DDSB Policy 5145 does not permit supplying/selling tobacco products to anyone under the age of 19 years in its buildings or on its properties at any time. Associated devices, smoking equipment and electronic devices that may contain tobacco products, or may reasonably be perceived as containing tobacco products, are not permitted. The SFOA (2017) and DDSB Procedure 'Prohibiting Smoking and Associated Devices' restricts smoking and prohibits distributing tobacco products to others. Tobacco products are not to be used on school property at any time. Do not leave the school building or the school property between classes to smoke. Although students are encouraged not to smoke, they may smoke off school property before school, during lunch, and after school. Offenders of the SFOA (2017) and DDSB Procedure 'Prohibiting Smoking and Associated Devices' will be referred to the Durham Regional Tobacco Enforcement Officer for further consequences and potential fines for smoking on school property and for distributing or selling tobacco products to a person under the age of 19.

Education resources are available at www.durham.ca or Durham Health Connection Line at 905-666-6241 (1-800-841-2729)

Enforcement resources available at www.durham.ca or the Environmental Help Line at 905-723-3818, ext. 2188

Snow Days: If there is a severe snowstorm, listen to local radio stations for closing and transportation information, including DURHAM RADIO 94.9 the Rock, KX 96 at 95.9, or CKDO 107.7 on the FM dial or CKDO 1580 and CFTR 680 News on the AM dial. Donald A. Wilson is in ZONE 4, bus 526 is in ZONE 3. Go to Durham Student Transportation Services at www.dsts.on.ca for more information.

Snowballs: Throwing snowballs is a dangerous action, which could cause injury or damage. Students are not to throw snowballs. Students who throw snowballs will be subject to consequences determined by Donald A. Wilson Administration.

Special Medical Requirements: Parents/guardians must inform the school of the special medical requirements of students (e.g., use of EPIPENS). A student who requires a Medical Alert bracelet must wear it at all times. Please note that some students have severe peanut allergies. We appreciate you not bringing peanuts, or items made with peanuts, to school.

Student Identification: Students must correctly identify themselves when requested to do so by any staff member. Failure to do so may result in a suspension and/or other consequences from DAW Administration. Students are encouraged to carry their identification cards, provided by the school, at all times on school property or in the school building.

Student Council: Student Council organizes many activities throughout the school year. Students are encouraged to become involved in the activities and to become involved with Student Council.

Student Recognition/Awards: There are a broad variety of ways in which students can make a positive contribution at Donald A. Wilson. Each month we celebrate the accomplishments of the following students: Athlete of the Month; Artist of the Month; Citizen of the Month; Student of the Month.

Study Hall: Students in study hall must sit in the area designated by the teacher in charge, work quietly on the assigned work for the duration of the period, refrain from eating or drinking, and refrain from using personal electronic/entertainment devices.

Study Periods: If a student has a study period on their timetable, they may leave the school property, or go to the library. Students must not loiter in the halls or disturb other classes. Students in the library must work and sit in the designated area of the library.

Textbooks/Library Books/School-Owned Electronic Equipment: Students are responsible for all textbooks, library books, and school electronic equipment issued (e.g., Chromebooks). Students are expected to pay for their replacement if a textbook or library book is lost or damaged. Failure to return texts or make proper restitution may result in computer privileges, report cards, timetables, transcripts, and textbooks being withheld. Found or recovered texts that have already been paid for may be fully or partially refunded if they are in satisfactory condition for use.

Valedictorian: To be nominated for Valedictorian, a student must be a graduating student in good standing and have made a significant contribution to student life.

Valuables: Students are discouraged from bringing valuables to school. Students must not leave valuable items, electronic goods or money in the gym change rooms. The school is not responsible for lost or stolen property.

Video Surveillance System: Security Cameras are in operation for the safety of students, staff, and visitors. Persons on school premises are subject to video recording.

Visitors and Trespassers: Donald A. Wilson is private property. Students may not bring visitors to school. All visitors to the school must report to the main office, sign-in and wear an identification badge. Persons who are in the building without office permission are trespassing and, in accordance with the Trespass Act, may be prosecuted. Students are to meet friends away from the school. Spectators for events in the gym must report directly to the gym and must not loiter in halls or areas of the school beyond the gym and must leave the school immediately after the event has concluded. Spectators must identify themselves to school staff when asked and cooperate in respecting school policy and procedures.

Washrooms: To avoid missing valuable class time, students are expected to use the washroom before school, during lunch hour and between classes. In urgent cases, students may be excused during class time. Medical conditions need to be documented and brought to the attention of administration. Smoking and vaping is not permitted in washrooms (please refer to **Smoking** for details).

Weapons: Knives, weapons and items used as weapons are absolutely prohibited from school and will be confiscated by Staff and/or Administration. Consequences will be applied, and Durham Regional Police Services involved where appropriate.

Assessment, Evaluation and Reporting

ASSESSMENT AND EVALUATION POLICY

Assessments give students and teachers feedback about student progress and learning. Assessments may include, among other activities: observation, class discussions, conversations, homework, self/ assessment, rubrics, tests, assignments, or performances. Formative Assessments provide informal assessment opportunities to determine a student's level of comprehension and are not included in a course mark. Formative assessments give feedback (written/verbal comments, marks/levels) on how and where learning can be improved.

As per the "[Welcome to the DDSB: Parent/Guardian Resources](#)" document of 2021 if students or parents/guardians need help or have any questions or concerns, begin by contacting your child's teacher. If you wish to meet with another staff member, contact the school office to book a meeting. Please remember to sign in at the school office when you arrive.

Statement of Purpose

The primary purpose of assessment, evaluation and reporting is to provide feedback to students, parents/guardians, and teachers that directs instruction in the classroom towards improving student learning.

Guiding Principles

Successful assessment and evaluation policies and practices are contingent on a partnership among and the shared responsibility of the school staff, the students, and the parents/guardians/caregivers.

Donald A. Wilson SS parents/guardians/caregivers will receive feedback regarding school, board wide, and provincial student achievement, and the methods of assessment, evaluation and reporting.

In May 2010, the Ministry of Education released the document entitled "Growing Success". The "Growing Success" document sets policy and recommends practice regarding assessing student work to inform teaching practice, evaluating student work and reporting on student progress. The "Growing Success" document can be downloaded from the Ministry website at [Growing Success PDF](#).

Communication is Key – students and parents/guardians should contact teaching staff IN ADVANCE of the assignment or test due date if the ability to submit assignments/tests by the due date has been impacted by mitigating circumstances (e.g., illness). School based trips cannot be used as reasons for not completing an assessment/test on time; the assessment/test must be completed prior to departure.

NOTE: *Students with Individualized Education Plans (IEP) will have this policy applied as per the accommodations and language within their IEPs.*

Teaching staff will communicate with students and (where appropriate) parents/guardians/caregivers when assessments are not submitted or completed.

Assessments/Exams (Formative Assessments and Summative Evaluations)

If a student is aware, prior to an assessment due date, that they will be legitimately absent that period (i.e. field trip, appointment, co/extra-curricular activity, date of significance), the student must communicate this to the teacher **before the assessment due date** so that communication/discussion and alternate arrangements can be made with the teacher.

If a student is absent **without** prior notice to the teacher for an assessment due date, the following steps must be completed:

1. A parent's/guardian's communication (i.e., email; written note; etc.) addressed to the subject teacher, confirming the parent's/guardian's **understanding that the assessment has been missed** and the **defined reason for the absence** (examples are, but not limited to: family crisis, medical circumstance, etc.), must be brought to class the first day the student is back to school. **(If no communication from home occurs, assessments/exams may be assigned a zero). Teaching staff will communicate with students and (where appropriate) parents/guardians/caregivers regarding missed major-assessments/exams prior to the assigning of a mark of zero.**
2. Once a parent's/guardian's communication is received:
 - i. If the completed assessments have not been returned to the class, then the absent student will submit/write the assessment at a mutually agreed upon time, as per the teacher/student/parent/guardian communication.
 - ii. If the completed assessments have been returned to the class, then the teacher may **either** have the absent student submit/write the assessment at a mutually agreed upon time, as per the

teacher/student/parent/guardian communication or provide an alternative assessment for the student to complete or assign the missed assessment a “No Mark”. **Teaching staff will communicate with students and (where appropriate) parents/guardians/caregivers regarding missed major-assessments and the assigning of a “No Mark”.**

- iii. If no assessment is submitted, then the teacher may assign a “No Mark” as a placeholder until the assessment is submitted.
- iv. Any “No Mark” may be converted to a mark of zero at the 4 reporting opportunities (i.e., Progress Reports; Mid Term Report Cards; Credit Update Reports; Final Report Cards) to provide fully transparent disclosure of student completion, achievement, and success. Teaching staff will communicate with students and (where appropriate) parents/guardians/caregivers regarding missed assessments, the assigning of a “No Mark”, or the assigning of a subsequent mark of zero.

3. If no parent/guardian/caregiver communication is received, the assessment may be assigned a “No Mark” or “zero”. Teaching staff will communicate with students and (where appropriate) parents/guardians/caregivers regarding missed major-assessments and the assigning of a “No Mark” or the assigning of a mark of “zero”.

NOTE: All missed Summative Assessments (i.e., exams; performance tasks; etc.) require communication (e.g., an email; a note) or a mark of “No Mark” or “zero” may be assigned. Teaching staff will communicate with students and parents/guardians/caregivers regarding missed summative assessments. Teaching staff will communicate with students and parents/guardians/caregivers regarding the assigning of a “No Mark” or the assigning of a subsequent mark of “zero” for summative assessments.

Assessment and Evaluation

As stated previously, the primary purpose of assessment, evaluation, and reporting is to provide feedback to students, parents, and teachers “that directs instruction in the classroom towards improving student learning”. In May 2010, the Ministry of Education released the document entitled Growing Success. This document sets policy and recommends practice in regard to assessing student work to inform teaching practice, evaluating student work, and reporting on student progress. It promotes fair, transparent, and equitable assessment, evaluation, and reporting practices in Ontario schools with the aim of maintaining high standards, improving student learning, and benefiting students, parents/guardians, and teachers in elementary and secondary schools.

Assessment and evaluation will encompass the Curriculum Achievement Chart Categories and/or Curriculum Strands (below) and will be embedded in individual assessments and evaluations. A variety of teaching and assessment types, strategies, and structures will be incorporated throughout the course, and will vary from unit to unit.

Achievement Chart Categories	Strands*
<ul style="list-style-type: none"> Knowledge/Understanding - 40% Thinking/Inquiry - 30% Communication - 15 % Application - 15% 	<ul style="list-style-type: none"> Oral Communication – 25% Reading and Literature Studies – 25% Writing – 25% Media Studies – 25% <p>(* Strands have the Achievement Chart Categories embedded within)</p>

Course Final Evaluation

Growing Success, a provincial policy document states the following;

“For Grades 9 to 12, a final grade (percentage mark) is recorded for every course. The final grade will be determined as follows:

- **Seventy percent (70%)** of the grade will be based on evaluation conducted throughout the course. This 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. (i.e., most recent; most relevant)
- **Thirty percent (30%)** of the grade will be based on a final evaluation administered at or towards the end of the course. This evaluation will be based on evidence from a combination of the following: an examination, a performance, an essay, and/or another method of evaluation suitable to the course content. The final evaluation allows the student an opportunity to demonstrate comprehensive achievement of the overall expectations for the course.”

Growing Success, Ministry of Education 2020, Page 41

To provide students with a wealth of opportunities to improve learning outcomes, regular and timely feedback will be provided by the teacher. In this way, the teacher will continually assess student learning and authentically gauge what they know in a manner that is responsive to their learning style(s). Students will also be asked to engage in self-assessment through ongoing reflection, goal setting and monitoring of progress. Student choice and student voice are deeply valued at Donald A Wilson Secondary School. As such, students will (where possible) be provided choice in tasks and will be asked to participate in the creation of the success criteria used to assess their learning.

Teaching, Learning & Assessment and Evaluation Strategies

The primary purpose of assessment and evaluation is to improve student learning. This involves an ongoing practice of varying assessments to give multiple opportunities to demonstrate the full range of learning and skill development throughout the course. Fair, transparent, and equitable assessment and evaluation practices will be shaped by student interests, culture, and learning styles.

The teacher will use a variety of assessment and evaluation strategies to collect evidence from the student. These strategies will include observations, classroom conversations, and products. The triangulation of data will be differentiated based on student learning strengths and might include any of the following:

Teachers will obtain **assessment** information through a variety of means, which may include formal and informal observations, discussions, learning conversations, questioning, conferences, homework, tasks done in groups, demonstrations, projects, portfolios, developmental continua, performances, peer and self-**assessments**, self-reflections, essays, and tests. (*Growing Success*, page 28)



CONVERSATIONS	OBSERVATIONS <i>(only recording and assessing evidence of student learning of expectations)</i>	PRODUCTS
Conferences (about talking through reasoning and verbalizing processes)	investigation skills during a real or virtual investigative task	Assignments
Discussions	collaborating with others to achieve group goals and responsibilities	Demonstrations/labs
Focused learning conversations	appropriate selection and use of mathematical tools	Exhibits/web pages
Follow-up questions	interaction with and examination of data	Journals/logs
Journals	Presentations	Performance Tasks
Moderated online forums	Problem solving process	Portfolios
Portfolio conferencing	Questioning	Projects, including electronic
Questioning during processes	Process portfolio	Reader responses/blogs
Summative conversations	etc.	Tests, quizzes, exams
etc.		Videos/podcasts etc.

Students' Responsibilities in Assessment

It must be made clear to students early in the school year that they are responsible not only for their behaviour in the classroom and the school but also 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. Students must understand that there will be consequences for not completing assignments for evaluation or for submitting those assignments late. Where in the teacher's professional judgement it is appropriate to do so, a number of strategies may be used to help prevent and/or address late and missed assignments. They include:

- asking the student to clarify the reason for not completing the assignment;
- helping students develop better time-management skills;
- collaborating with other staff to prepare a part- or full-year calendar of major assignment dates for every class;
- planning for major assignments to be completed in stages, so that students are less likely to be faced with an all-or-nothing situation at the last minute;
- maintaining ongoing communication with students and/or parents about due dates and late assignments, and scheduling conferences with parents if the problem persists;
- in secondary schools, referring the student to the Student Success team or teacher;
- taking into consideration legitimate reasons for missed deadlines;
- using counselling or peer tutoring to try to deal positively with problems;
- holding teacher-student conferences;
- reviewing the need for extra support for English language learners;
- reviewing whether students require special education services;
- requiring the student to work with a school team to complete the assignment;
- for First Nation, Métis, and Inuit students, involving Aboriginal counsellors and members of the extended family;
- understanding and taking into account the cultures, histories, and contexts of First Nation, Métis, and Inuit students and parents and their previous experiences with the school system;
- providing alternative assignments or tests/exams where, in the teacher's professional judgement, it is reasonable and appropriate to do so;

Source: Growing Success Pg. 43

Accommodations

Should students have an individualized education plan (IEP), their teacher will provide instructional and assessment accommodations and strategies that meet the students needs.

Parents/guardians, please have your child read through the following section with you as it is written in a student-centered perspective. There are very important details below that will help support your child throughout the course.

Your Role in Classroom Assessment

Your success in this course is boosted by the regular assessment support and feedback that your teacher (and increasingly you and your peers) can provide. Every opportunity that a teacher has to gauge your progress and nudge you toward better learning pathways offers enormous benefits to your growth and mastery of the skills and knowledge you are learning. The feedback that you receive in class will be all the more meaningful if it's timely and is reflective of your best efforts.

It is essential that you continue to develop a sense of ownership for your own learning as you begin your journey through secondary courses. Mastering the skills and concepts connected with learning in any course curriculum requires a commitment to:

- a belief that you are capable of succeeding in the course, regardless of past grades or experiences, "start fresh" if need be!
- continual and consistent personal reflection and goal setting;
- connecting your prior experiences, knowledge, skills, and habits of mind to your new learning;
- a willingness to work both independently and collaboratively in an inclusive environment;
- dedication to ongoing practice - this means grit and perseverance.
- develop and open mind to teacher feedback and ask questions to clarify understanding;
- a willingness to explore new learning in the course and share insights and experiences.

Through ongoing practice and reflection, you can (and will) develop a positive and healthy learning identity whereby you value and appreciate any course curriculum as a discipline, and see yourself as a confident and competent learner.

Extra Help

The key to being successful in any course is consistent practice and asking questions. Students should seek extra help after completing or attempting practice questions. Often times, this attempt or "struggle" will prompt an inquiry or question about the material. This is when the learning really starts to take place! As you encounter difficulty with the work, seek extra help with urgency. This is called taking proactive measures, which means you are taking ownership for your learning needs. You should be able to identify your need for extra help and steps to improve through the feedback you receive from your teacher. Here are some different examples of when to take action.

- If you are struggling with a concept or skill, ask for help. If they are unavailable they can arrange a time to assist you soon.

- If your teacher has designated extra-help times during the week, ensure you know the room and time and be sure to attend.
- You can always have a visit with the guidance department who can assist you in finding a tutor

Important Reminders

- Formal assessment dates will be announced with ample time for all students to prepare (typically at least a week in advance).
- To best support your own learning, please bring all lesson materials to class each day. This includes, but is not limited to writing utensils, paper, your Chromebook.
- Course work, including practice questions, are assigned to help support your learning. You are encouraged to complete all assigned course work to maximize your learning.
- You are also encouraged to review class examples and complete exit tickets/homework daily.
- If you are absent from class, take initiative and connect with your teacher (or a classmate) to inquire about the work that you have missed. This should be done as soon as possible, ideally before you return to school. Many teachers use an online learning platform (Google Classroom or D2L) which provides you with options to contact your teacher.
- Missing class makes it extremely difficult for your teacher to accurately assess your understanding of the course goals and furthermore, provide you with on-going and necessary feedback.
- If you know that you will miss a test and/or major assessment, please communicate with your teacher ahead of time to discuss the most appropriate steps possible

Smartphones - In this digital and information age, we understand how integral technology can be as part of your learning experience at school. This means that your smartphone is just as much of an asset as it can be a distraction. Please adhere to your teacher's directions about smartphone use. There will be opportunities where your smartphone will be utilized in class and other times where it is not allowed. The use of smartphones, smartwatches, and headphones is strictly prohibited during assessments/evaluations unless explicitly supported by the teacher and/or a school administrator gives them permission (for example, for health and medical purposes, to support special education needs, as part of an approved accommodation plan or health and safety plan, or for other Human Rights Code-related needs or circumstances) – do engage with your teacher in that conversation in advance of the assessment/evaluation.

As per the DDSB Code of Conduct: Students in Grades 9 to 12 must not use personal mobile devices, such as a cellphone or tablet, during instructional time. During instructional time, devices must be:

- turned off or set to silent mode
- stored out of view

Wearables such as smart watches must be put into the equivalent of 'airplane mode' during instructional time.

Students may use personal mobile devices during instructional time if:

- a school administrator gives them permission (for example, for health and medical purposes, to support special education needs, as part of an approved accommodation plan or health and safety plan, or for other Human Rights Code-related needs or circumstances); or,
- a teacher gives permission to use them as part of learning.

Preventing Plagiarism: Student Resources

In a research paper, you have to come up with your own original ideas while at the same time using work that's already been done by others. But how can you tell where their ideas end and your own begin? What's the proper way to include sources in your paper? If you change some of what an author said, do you still have to cite that person?

Confusion about the answers to these questions often leads to plagiarism. If you have similar questions, or are concerned about preventing plagiarism, we recommend using the checklist below.

A. Consult with Your Teacher

Have questions about plagiarism? If you are unsure about something, you should ask your teacher. He or she will most likely be very happy to answer your questions. You can also check out guidelines for citing sources properly. If you follow them, and the rest of the advice on this page, you should have no problems with plagiarism.

B. Plan Your Paper

Planning your paper well is the first and most important step you can take toward preventing plagiarism. If you know you are going to use other sources of information, you need to plan **how** you are going to include them in your paper. This means working out a balance between the ideas you have taken from other sources and your own, original ideas. Writing an outline, or coming up with a thesis statement in which you clearly formulate an argument about the information you find, will help establish the boundaries between your ideas and those of your sources.

C. Take Effective Notes

One of the best ways to prepare for a research paper is by taking thorough notes from all of your sources, so that you have much of the information organized before you begin writing. On the other hand, poor note-taking can lead to many problems – including improper citations and misquotations, both of which are forms of plagiarism! To avoid confusion about your sources, try using different coloured fonts, pens, or pencils for each one, and make sure you clearly distinguish your own ideas from those you found elsewhere. Also, get in the habit of marking page numbers, and make sure that you record bibliographic information or web addresses for every source right away – finding them again later when you are trying to finish your paper can be a nightmare!

D. When in Doubt, Cite Sources

Of course, you want to get credit for your own ideas. And you don't want your teacher to think that you got all of your information from somewhere else. But if it is unclear whether an idea in your paper really came from you, or whether you got it from somewhere else and just changed it a little, you should always cite your source. Instead of weakening your paper and making it seem like you have fewer original ideas, this will actually strengthen your paper by: 1) showing that you are not just copying other ideas but are processing and adding to them, 2) lending outside support to the ideas that are completely yours, and 3) highlighting the originality of your ideas by making clear distinctions between them and ideas you have gotten elsewhere.

E. Make it Clear **Who** said **What**

Even if you cite sources, ambiguity in your phrasing can often disguise the real source of any given idea, causing inadvertent plagiarism. Make sure when you mix your own ideas with those of your sources that you always clearly

distinguish them. If you are discussing the ideas of more than one person, watch out for confusing pronouns. For example, imagine you are talking about Harold Bloom's discussion of James Joyce's opinion of Shakespeare, and you write: "He brilliantly portrayed the situation of a writer in society at that time." Who is the "He" in this sentence? Bloom, Joyce, or Shakespeare? Who is the "writer": Joyce, Shakespeare, or one of their characters? Always make sure to distinguish **who** said **what**, and give credit to the right person.

F. Know How to Paraphrase:

A paraphrase is a restatement **in your own words** of someone else's ideas. Changing a few words of the original sentences does NOT make your writing a legitimate paraphrase. You must change **both** the **words** and the **sentence structure** of the original, **without** changing the content. Also, you should keep in mind that paraphrased passages **still require citation** because the ideas came from another source, even though you are putting them in your own words.

The purpose of paraphrasing is not to make it seem like you are drawing less directly from other sources or to reduce the number of quotations in your paper. It is a common misconception among students that you need to hide the fact that you rely on other sources. Actually, it is advantageous to highlight the fact that other sources support your own ideas. Using quality sources to support your ideas makes them seem stronger and more valid. Good paraphrasing makes the ideas of the original source fit smoothly into your paper, emphasizing the most relevant points and leaving out unrelated information.

G. Evaluate Your Sources

Not all sources on the web are worth citing – in fact, many of them are just plain wrong. So how do you tell the good ones apart? For starters, make sure you know the author(s) of the page, where they got their information, and when they wrote it (getting this information is also an important step in avoiding plagiarism!). Then you should determine how credible you feel the source is: how well they support their ideas, the quality of the writing, the accuracy of the information provided, etc. We recommend using rubrics for evaluating web sites as an easy method of testing the credibility of your sources.

The Assessment and Evaluation Policy is reviewed on an ongoing basis and may be subject to change at any time based on changes required by the Ministry of Education or The Durham District School Board.

General Code of Conduct

INTRODUCTION

The Code of Conduct for Donald A Wilson S.S. was developed by staff, SCC, and Student Council and was established following the Ontario Schools Code of Conduct (2000) and the applicable policies, regulations and procedures of the Durham District School Board. In accordance with Policy/Program Memorandum No. 128 from the Ministry of Education, the Code of Conduct has been revised to reflect changes made in the Education Act, effective 29 August 2024.

The Code of Conduct for Donald A. Wilson S.S. is designed to provide a framework to ensure that school is a safe, productive learning environment for all. We ask families to review this Code of Conduct, so that all parties are familiar with school expectations and procedures. **The Code of Conduct is subject to change at any time, based on directions from the Ministry of Education or the Durham District School Board.**

Durham District School Board Code of Conduct

Our Commitments

The Durham District School Board (DDSB) 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 DDSB is committed to providing learning and working environments that centre human rights and equity and are safe, welcoming, respectful, equitable, accessible, inclusive, and free from all forms of discrimination, oppression, harassment and harm.

The DDSB Code of Conduct was developed in accordance with the Education Act, the [Provincial Code of Conduct](#), and DDSB policies and operational procedures.

This DDSB Code of Conduct shall be deemed to be the Code of Conduct for each school within the DDSB and replaces any and all school-based Codes of Conduct within the DDSB. This Code of Conduct is in force immediately and applies over any inconsistent terms in any other DDSB or school-based terms or requirements.

Purpose of the Code of Conduct

The purpose of this Code of Conduct is to support DDSB's commitments by:

- clarifying rights, standards and expectations for behaviour;
- supporting the safety and well-being of all individuals;
- identifying potential violations and breaches of the Code; and,
- setting out the roles and responsibilities for all DDSB community members.

The DDSB Code of Conduct is to be interpreted and applied in accordance with the DDSB's commitments to promoting and upholding Indigenous rights and human rights in all learning and working environments. This includes anti-colonial, anti-discriminatory and anti-racist approaches and actions consistent with the DDSB's Indigenous Education Policy, Human Rights, Anti-Discrimination and Anti-Racism Policy, Safe and Respectful Workplace and Harassment Prevention Policy, and related procedures.

Standards of Behaviour

The standards of behaviour outlined in the DDSB Code of Conduct applies to all DDSB community members. DDSB community members are employees, students, parents/guardians, families, permit holders, vendors, service providers, authorized visitors and any other person authorized to be present within DDSB learning and working environments or spaces.

DDSB learning and working environments include virtual and in person meetings, events and activities including those that take place outside of usual learning and working spaces, or outside of usual learning and working hours, when the activity is sufficiently connected to DDSB learning environments or workplaces. The following are examples of DDSB working and learning environments or spaces where the Code of Conduct applies:

- on school property;
- while traveling on a school bus that is owned by the DDSB or that is under contract to the DDSB;
- during in-school sports and other activities;

- during off-site, school or work-sponsored activities and excursions; or,
- in circumstances where the behaviour has, or will have, an impact on the school climate or working environment (for example, the use of social media in some instances where it may be connected to the learning or working environment).

Respect, civility, and responsible citizenship

All members of the school community are expected to:

- respect and comply with all applicable federal, provincial, and municipal laws;
- respect and comply with all Ministry of Education, DDSB and school policies and procedures;
- demonstrate honesty and integrity;
- uphold human rights and responsibilities and treat one another with dignity and respect, both in person and online, especially when there are disagreements or differences;
- respect and treat others equitably and not engage in discrimination or harassment based upon race, ancestry, place of origin, colour, ethnic origin, citizenship, creed, sex, gender identity, gender expression, sexual orientation, age, marital status, family status, ability/disability and neurodiversity, and/or socioeconomic status (DDSB Human Rights Policy, section 3.5);
- show proper care and regard for school property and the property of others;
- respect the integrity and security of DDSB's computer networks. Respect the confidential nature of information on DDSB computer networks and systems and on any individual computer or other electronic device;
- demonstrate positive citizenship by taking appropriate measures to assist those in need;
- seek assistance from a member of staff, as necessary, to resolve conflict effectively and peacefully;
- refrain from using abusive, discriminatory, or hateful language (including and not limited to discriminatory slurs and epithets);
- refrain from the use of offensive language including swearing at others;
- respect the rights of others to learn and work in a safe and respectful environment; and,
- refrain from the use of personal mobile devices during instructional time except under the following circumstances:
 - for educational purposes, as directed by an educator;
 - and/or as approved by the school administrator (for example, for health and medical purposes, to support special education needs, as part of an approved accommodation plan or health and safety plan, or for other [Human Rights Code](#)-related needs or circumstances).

Safety

To support safe and respectful learning and working environments, all members of the school community must not:

- engage in any form of discrimination or harassment under the Indigenous Education Policy, the Human Rights Policy and the Safe and Respectful Workplace Policy;
- engage in bullying behaviours, including cyberbullying;
- commit sexual assault or sexual harassment;
- traffic in weapons or illegal drugs;
- commit fraud, robbery or theft;
- be in possession of any weapon, including firearms;
- threaten or intimidate another person;
- be in possession of alcohol, cannabis, and illegal drugs;
- use, or be under the influence of alcohol, cannabis, illegal drugs or related products;
- provide others with alcohol, illegal drugs, tobacco, electronic cigarettes, cannabis and related products;
- inflict, incite or encourage others to inflict bodily harm on another person;
- engage in hate propaganda or incite hate and other forms of discrimination or bias;
- commit vandalism that causes damage to DDSB property or to the property of others; and,
- record, take or share non-consensual recordings or images of members of the DDSB community.

Vaping and Smoking

The [Smoke-Free Ontario Act, 2017](#) prohibits smoking (tobacco and cannabis) and the use of electronic cigarettes (vaping) at schools, on school grounds, and all public areas within 20 metres of these grounds. Anyone smoking or vaping on school property is guilty of an offence and if convicted may result in a fine under the Smoke-Free Ontario Act, 2017.

The Smoke-Free Ontario Act, 2017 also prohibits the sale and supply of tobacco or e-cigarettes to anyone under 19 years of age. Anyone who sells or supplies tobacco or an e-cigarette to a student under 19 years of age is guilty of an offence and if convicted may result in a fine under the Smoke-Free Ontario Act, 2017.

The DDSB is required to work with Tobacco Enforcement Officers to enforce the Smoke-Free Ontario Act, 2017 and to promote healthy lifestyle choices.

Smoking includes the carrying or holding of lighted cigars, cigarettes, pipes or any other lighted or electronic device. Examples may include but are not limited to E-cigarettes (vapes), herbal cigarettes, chew, snuff and snus.

Students are prohibited from being in possession of or using tobacco products and/or e- cigarettes or nicotine products at school.

If a student is in possession of any these items, the items must be handed over to an educator. Parents/guardians for students under the age of 18 will be notified immediately.

Any student who does not hand over the items when required, will be sent to the office. A bias- aware progressive discipline approach will be used to address breaches of this section of the DDSB Code of Conduct. The Tobacco Enforcement Officer may become involved and has the authority to issue a summons that may result in fines.

Student Personal Mobile Device Use

Secondary Schools

Students in Grades 9 to 12 must not use personal mobile devices, such as a cellphone or tablet, during instructional time. During instructional time, devices must be:

- turned off or set to silent mode
- stored out of view

Wearables such as smart watches must be put into the equivalent of 'airplane mode' during instructional time.

Students may use personal mobile devices during instructional time if:

- a school administrator gives them permission (for example, for health and medical purposes, to support special education needs, as part of an approved accommodation plan or health and safety plan, or for other Human Rights Code-related needs or circumstances); or,
- a teacher gives permission to use them as part of learning.

Students can use their personal mobile devices during non-instructional times such as lunch or spares.

Students are responsible for their personal mobile device and how they use it.

Students may face consequences if they use their personal mobile devices inappropriately. The inappropriate use of such devices may mean that school staff:

- require a student to hand in their personal mobile device
- store the mobile device in a safe place for the rest of the day

Any student who does not hand in their device when required, will be referred to school administration. A bias-aware progressive discipline approach will be used to address breaches of this section of the DDSB Code of Conduct.

Student Access to Social Media

Social media platforms can only be accessed by students at school for educational purposes, directed by an educator, and the social media activity must align with the mandate outlined in the Code of Conduct.

The IT department has implemented measures, and shall implement any further appropriate measures, to block access to prohibited social media by students in accordance with the terms of this Code of Conduct.

Bias-Aware Progressive Discipline

Students are subject to discipline in accordance with the provisions of sections 306 and 310 of the Education Act, as amended, and related provisions. In addition to the conduct listed in the Education Act that may result in suspension or expulsion, if a student engages in conduct that violates the terms of the DDSB code of conduct but that is not expressly referenced in section 306 or section 310 of the Education Act, the student may be subject to suspension under section 306 of the Education Act, as permitted under section 306(1)(7) of the Education Act.

DDSB will use [a bias- aware progressive discipline framework](#) and approach to resolve the situation.

Bias-aware progressive discipline is a whole-school approach that:

- shifts the focus from one that is punitive to one that is focused on learning, correcting and preventing inappropriate behaviour;
- utilizes a continuum of interventions, supports, and consequences to address inappropriate student behaviour and to build on strategies that promote positive
- takes into account circumstances and considerations (including and not limited to the individual identity, strengths, cultural and other needs and circumstances of the student) in a manner that is consistent with Ministry of Education directives and DDSB policies and procedures, including the Indigenous Education Policy, the Human Rights Policy and the Safe and Respectful Workplace Policy); and,
- considers the severity of the behaviour leading to the discipline, the previous disciplinary history of the student and all other relevant factors when making decisions about an appropriate consequence/next step.

When implementing bias-aware progressive discipline, those who are making decisions about the appropriate corrective/disciplinary resolution must:

- pause and reflect on what factors may be influencing or informing their decisions, (including and not limited to reflecting on their own identity, privilege, power, and positionality, and challenging how they interpret behaviours based upon their own biases); and,

- use anti-discrimination and anti-oppression principles and approaches to guide their decision.

The DDSB uses a range of interventions, supports and consequences that include learning opportunities for reinforcing positive behaviour while helping students to make good choices, including (in no particular order, and where appropriate given the circumstances):

- Discussion with a teacher, member of the support staff, vice-principal or principal;
- Attendance/engagement strategies;
- Time out;
- Reflection sheet, learning package;
- Parental contact and involvement in applying an appropriate next step;
- Written or oral apology;
- Peer Mentoring;
- Detention;
- Restitution for damage or stolen property;
- Community service;
- Peer mediation;
- Restorative practice;
- Culturally relevant and responsive practice;
- Suspension;
- Expulsion;
- Referral to, or engagement with, relevant community partners/service providers for appropriate support and resources;
- Mental Health and Well-Being support.

Considerations

Disciplinary processes, decisions and outcomes, including suspensions and expulsions will carefully and thoughtfully consider:

- rights and responsibilities under the Indigenous Education Policy, the Human Rights Policy, the Safe and Respectful Workplace Policy, related procedures and other mitigating factors;
- the disproportionate harm and impacts of suspension and expulsion on students based on Prohibited Ground(s) (for example, racialized students and students with disabilities) and intersectionality;
- the nature and severity of the behavior;
- the impact on the school climate, including the impact on students or other individuals in the school community;
- alternatives to suspension and expulsion;
- restorative practices; and,
- any other relevant contextual factors.

Where appropriate, the DDSB will review and may adjust school and classroom management practices that may have been a contributing factor in an incident.

Mitigating Factors

The following mitigating factors shall be taken into account:

1. the student does not have the ability to control their behaviour;
2. the student does not have the ability to understand the foreseeable consequences of their behaviour;
3. the student's continuing presence in the school does not create an unacceptable risk to the safety of any person.

Other Factors

The following other factors shall be taken into account if they would mitigate the seriousness of the activity for which the student may be, or is being, suspended or expelled:

1. the student's history of prior incidents;
2. whether a progressive discipline approach has been used with the student;
3. whether the activity for which the student may be or is being suspended or expelled was related to any discrimination against or harassment of the student because of a prohibited ground of discrimination or to any other form of harassment or bullying;
4. how the suspension or expulsion would affect the student's ongoing education;
5. the age of the student; or
6. in the case of a student for whom an individual education plan has been developed:
 - i. whether the behaviour was a manifestation of a disability, ability or neurodivergence as identified in the student's individual education plan;
 - ii. whether appropriate individualized accommodation has been provided and/or may need to be reviewed and updated; and,
 - iii. whether the suspension or expulsion is likely to result in an escalation in negative behaviour or conduct.

Roles and Responsibilities

Every member of the school community has a role to play, responsibilities to uphold, and expectations to follow in order to meet the requirements of the Code of Conduct. This includes upholding rights, responsibilities and requirements under the Indigenous Education Policy, the Human Rights Policy and the Safe and Respectful Workplace Policy, and related procedures (including and not limited to duty bearer responsibilities and other requirements set out in the Human Rights, Anti-Discrimination and Anti-Racism Procedure and the Human Rights Roles, Responsibilities and Accountability Framework). The Code of Conduct should be read together with these policies and procedures to support and enhance the implementation of the Code of Conduct. The individual and shared responsibilities outlined below align with both the Provincial Code of Conduct and the DDSB Indigenous Rights, Human Rights, and Safe and Respectful Workplace policies:

DDSB

The DDSB provides direction to schools to promote student achievement and well-being and to ensure equitable opportunities, access, experiences and outcomes in DDSB learning and working environments. It is the responsibility of the DDSB to:

- develop any appropriate further procedures and protocols that may set out further particulars on how schools will implement and enforce the DDSB Code of Conduct and any other rules that may be developed consistent with the provincial standards that promote and support respect, civility, responsible citizenship, and safety;
- establish a process that clearly communicates the Provincial Code of Conduct and the DDSB Code of Conduct to all students, parents/guardians, employees, and members of the school community in order to obtain their commitment and support;
- develop proactive strategies to prevent potential breaches of the DDSB Code of Conduct, develop effective intervention strategies, and respond to all infractions related to the standards for respect, civility, responsible citizenship, and safety;
- provide opportunities for all staff to acquire the knowledge, skills, and attitudes necessary to promote student achievement and well-being in a safe, inclusive, and accepting learning environment.
- Manage suspension and expulsion appeals in accordance with the provisions of the Education Act

Principals and Vice-principals

Principals and vice principals, under the direction of the DDSB, take a leadership role in the daily operation of a school. They provide leadership by:

- working with teachers and other school staff to create and sustain an inclusive, welcoming and positive learning environment, and by holding everyone to the highest standard of respectful and responsible behaviour;
- addressing breaches of the DDSB Code of Conduct and/or breaches of section 306 or 310 of the Education Act, including compliance with any and all requirements around notice, timelines and other procedural requirements;
- demonstrating care for the school community and a commitment to academic excellence in a safe and inclusive teaching, learning and working environment;
- modelling the standards of respect, civility and responsible citizenship;
- communicating regularly and meaningfully with all members of their school community;
- holding everyone under their authority accountable for their own behaviour and actions; and,
- empowering students to be positive leaders in their school and community.

Educators and Other School Staff

Under the leadership of their principals, educators and other school staff are to create and sustain an inclusive, welcoming and positive learning environment and are expected to hold everyone to the highest standard of respectful and responsible behaviour. As role models, educators and other school staff uphold these high standards when they:

- help students work to their full potential and develop their sense of self-worth;
- empower students to be positive leaders in their classroom, school, and community;
- communicate regularly and meaningfully with parents/guardians;
- maintain consistent and fair standards of behaviour for all students;
- demonstrate respect for one another, all students, parents/guardians, volunteers, and other members of the school community; and,
- 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 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; and,
- adheres to the Code of Conduct, follows the established rules and takes responsibility for their own actions.

Parents and Guardians

Parents and guardians play an important role in the education of their children, and can support the efforts of school staff in maintaining a safe, inclusive, accepting, and respectful learning environment for all students. Parents and guardians are to comply with all applicable provisions of the Code of Conduct. In addition, parents and guardians can support student compliance as follows:

- being engaged in their child's schoolwork and progress;
- communicating regularly with the school;
- supporting their child in adhering to the [DDSB Student Dress Code](#), and being prepared for school;
- ensuring that their child attends school regularly and on time;
- encouraging and assisting their child in following the rules of behaviour; and,
- assisting school staff in dealing with behavioural expectations and/or disciplinary issues involving their child.

Community Partners

Through outreach, existing partnerships may be enhanced and new partnerships with community-based service providers and members of the community (e.g., Elders, Knowledge Keepers) may also be created. Community-based service providers are resources that the DDSB can access to deliver prevention or intervention programs or provide additional resources and supports. Protocols are effective ways of establishing linkages between the DDSB and community-based service providers and of formalizing the relationship between them. These partnerships must respect all applicable DDSB policies, procedures and collective agreements.





The police also play an essential role in supporting safer schools and communities. The police investigate incidents in accordance with the [protocol](#) developed with the DDSB (refer to [Procedure: Police/School Board Protocol](#).) This protocol is based on the [Provincial Model for a Local Police/School Board Protocol, 2015](#), developed by the Ministry of the Solicitor General and the Ministry of Education.

Conclusion

When staff, students and families work together, a positive and productive learning environment is established at Donald A. Wilson Secondary School where goals are set and achieved. The Code of Conduct establishes the level of behaviour expected for all so that we have the best possible school where success and achievement are reached through co-operation, courtesy, and respect. Please review this Code of Conduct at the beginning of the school year and keep it in a safe place where it can be referenced if necessary.



August/September 2025

Monday	Tuesday	Wednesday
August 25	August 26	August 27
1 Labour Day 	2 Week 1 Grade 9 Day 	3 First Day of School for all Grades 
8 Week 2	9	10
15 Week 1	16	17
22 Week 2	23 SCC Meeting 	24

September Character Trait: Teamwork

I work cooperatively, valuing the opinions of others, towards a common goal.

I encourage others to participate.

Thursday	Friday	Saturday/Sunday
August 28 PA Day 	August 29 BOARD HOLIDAY	30
		31
4	5 PICTURE DAY 	6
		7
11	12	13
		14
18	19	20
		21
25 Terry Fox Run	26	27
		28

October 2025

Monday	Tuesday	Wednesday
29 Week 1	30	1
6 Week 2 Staff Meeting 	7	8
13 Week 1 Thanksgiving Board Holiday 	14	15
20 Week 2 PD Day 	21 Picture Re-take Day 	22
27 Week 1	28	29




October Character Trait: Responsibility

I am reliable and dependable to do my work. I take responsibility for what I say and do.

I think before I act, understanding there are consequences for my actions

Thursday	Friday	Saturday / Sunday
2 Post Secondary Fair 	3	4
		5
9 Progress Reports 	10	11
		12
16 Parent Teacher Interviews 	17	18
		19
23	24	25
		26
30	31 Halloween 	1
		2

November 2025













Monday	Tuesday	Wednesday
3 Week 2 Staff Meeting 	4 Semester 1 Term 1 Ends	5 Semester 1 Term 2 Begins Gr, 9 Take our Kids to Work Day 
10 Week 1	11  Remembrance Day Midterm Report Cards SCC Meeting	12
17 Week 2	18	19
24 Week 1	25	26

November Character Trait: *Respect*

I treat other people the way 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















Thursday	Friday	Saturday / Sunday
6	7	8
		9
13	14 PA Day 	15
		16
20 Full Disclosure	21	22
		23
27	28	29
		30

December 2025






Monday	Tuesday	Wednesday
1 Week 2 Graduation Pictures Staff Meeting 	2 Graduation Pictures 	3 Graduation Pictures 
8 Week 1 Graduation Pictures 	9 Graduation Pictures 	10 Graduation Pictures 
15 Week 2	16	17
22 Winter Holiday 	23 Winter Holiday 	24 Winter Holiday 
29 Winter Holiday 	30 Winter Holiday 	31 New Year's Eve 

December Character Trait: 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




Thursday	Friday	Saturday/Sunday
4 Graduation Pictures 	5 Graduation Pictures 	6
		7
11 Graduation Pictures Credit Update Notice 	12 Graduation Pictures 	13
		14
18 	19 	20 
		21 
25 Winter Holiday 	26 <i>Winter Holiday</i> 	27 
		28 
1 2025 	2 Winter Holiday 	3 
		4 

January 2026








Monday	Tuesday	Wednesday
5 Week 1 Staff Meeting 	6	7
12 Week 2	13	14 EQAO Grade 9 Assessment of Mathematics
19 Week 1	20 Semester 1 Term 2 Ends	21 Final Exams 
26 Final Exams 	27 Final Exams 	28 Credit Completion 

January Character Trait: Optimism

I have a positive attitude. I look at challenges as opportunities for learning. I have hope for the future.

Thursday	Friday	Saturday / Sunday
8	9	10
		11
15 EQAO Grade 9 Assessment of Mathematics	16 EQAO Grade 9 Assessment of Mathematics	17
		18
22 Final Exams 	23 Final Exams 	24
		25
29 Week 1 First Day of Semester 2 	30	31
		1

February 2026







Monday	Tuesday	Wednesday
2 Week 1 Graduation Pictures  Staff Meeting 	3 Graduation Pictures 	4 Graduation Pictures 
9 Week 2	10 SCC Meeting 	11 Semester 1 Final Report Cards 
16 Week 1 Family Day 	17	18
23 Week 2	24	25

February Character Trait: 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.

Thursday	Friday	Saturday / Sunday
5	6	7
		8
12	13 PA Day 	14
		15
19	20	21
		22
26	27	28
		1




March 2026

Monday	Tuesday	Wednesday
2 Week 1 Staff Meeting 	3	4
9 Week 2	10 Progress Reports 	11 Parent Teacher Interviews 
16 March Break 	17 March Break 	18 March Break 
23 Week 1	24	25
30 Week 2	31	1





March Character Trait: 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.


Thursday	Friday	Saturday/Sunday
5	6	7
		8
12	13 March Break 	14
		15
19 March Break 	20 March Break 	21
		22
26	27	28
		29
2	3	4
		5

April 2026

Monday	Tuesday	Wednesday
30 Week 2	31	1
6 Easter Monday Board Holiday 	7 Week 1	8
13 Week 2 Staff Meeting 	14 Semester 2 Term 1 Ends	15 Semester 2 Term 2 Begins
20 Week 1	21 Midterm Report Card  SCC Meeting 	22
27 Week 2	28	29 Full Disclosure

April Character Trait: Honesty

I am truthful and sincere.

Thursday	Friday	Saturday / Sunday
2	3 Good Friday Board Holiday	4
		5
9	10	11
		12
16	17 PA Day 	18
		19
23	24	25
		26
30	1	2
		3

May 2026







Monday	Tuesday	Wednesday
4 Staff Meeting 	5	6
11	12	13
18 Victoria Day Board Holiday 	19	20
25	26 SCC Meeting 	27

May Character Trait: Empathy

I respect and understand the feelings of others. I act with kindness and compassion


Thursday	Friday	Saturday / Sunday
	1	2
		3
7	8	9
		10
14 Credit Update Notice 	15	16
		17
21	22	23
		24
28	29	30
		31

June 2026

Monday	Tuesday	Wednesday
1 Staff Meeting 	2	3
8	9	10
15	16 Semester 2 Term 2 Ends	17 Final Exams 
22 Final Exams 	23 Final Exams 	24 Credit Completion Day 
29	30	1 CANADA DAY 

June Character Trait: *Courage*

I face my fears with confidence - being brave. I face challenges directly.

Thursday	Friday	Saturday/Sunday
4	5	6
		7
11	12	13
		14
18 Final Exams 	19 Final Exams 	20
		21
25 PA Day 	26 Graduation  PA Day	27
		28
2	3	4
		5



Notes:

4

11

18

25

1

AUGUST 2026

8

15

22

29

***All event dates are tentative.**

NOTES:

[illegible]

NOTES:

[illegible]

DDSB Information and Technology Policy

Secondary School Acceptable and Safe Use Procedure

The DDSB is pleased to provide you with access to a variety of computing and information technology facilities and resources. The facilities and resources are provided for educational purposes, not for public access. They will help you to achieve learning outcomes, research requirements, and assist with career preparation. You must review this procedure with your parent. Procedures and rules regarding the use of the facilities and resources must be followed.

Acceptable Use

- Students will use the computing and information technology facilities and resources as prescribed or approved by their teacher
- Students will accurately cite information from the Internet. Students will not plagiarize
- Students will abide by copyright laws. Students will not download and share copyrighted materials without the copyright holder's permission
- Students will abide by school procedures
- Students will not share passwords or data or misrepresent their identity
- Students will report all instances of hardware damage or changes to the Windows Desktop or operating system immediately
- Students will not engage in cyber communications that cause someone to fear for his or her safety
- Students will not engage in Cyber-bullying, visiting unacceptable sites, and/or illegal activity
- Students will not engage in posting writing on the internet that is designed to insult or injure a person's reputation

Safe Use and Cyber Misuse

Students will not post personal information about themselves or others. This includes last name, age, sex, home address, telephone number, pictures, videos, routes taken to school, and parent's hours of work. Students will inform the teacher immediately when accidental access to inappropriate materials or with unacceptable users has been made. Students will seek help from and report to principals, teachers and parents when victimized by Cyber-bullying.

Appropriate Use

- Students will be polite. Students may use school issued computers only.
- Students will not use language that is unacceptable in the classroom, including language that is racist, sexist, harassing, violent, or otherwise unacceptable.
- Students will not send messages containing information that would cause discomfort to themselves or others if it were written on a classroom blackboard or other public place.
- Students will not use the computing technology in ways that will disrupt other users. Any tactics which harm or compromise the functionality of the system are forbidden.
- Students will assume that all communications received are private and confidential and will not disseminate them without permission from the original author. Students will not collect or distribute personally, identifiable information about others on the Internet.

Reliability/Accuracy

While the Durham District School Board strives to maintain the efficient operation of the computing and information technology facilities and resources, it does not guarantee their reliability. Additionally, the Durham District School Board does not guarantee the accuracy of the information found on the Internet.

Recourse for Abuse/Misuse

Students who do not follow this procedure AND those rules provided by their teachers and their school Student Code of Conduct, will have their computing and information technology privileges suspended pending review. Students are reminded that the board Student Code of Conduct states that a student may be suspended or expelled from his or her school, expelled from the Durham District School Board, and/or prohibited from engaging in school-related activities if the student commits an infraction of the Code of Conduct while he or she is at school, or engaged in a school-related activity, or engaged in conduct that has a relationship to the school or school community. Recourse and disciplinary measures are outlined in the school Student Code of Conduct. Repair costs may apply. Legal recourse may be applied for criminal activity.

Painting on the right by:

James Olguin, Student in

Mrs. Hallard's Visual Arts Class



CHARACTER Education



<p>TEAMWORK</p> <p>I work COOPERATIVELY, valuing the opinions of others, towards a common goal.</p> <p>I ENCOURAGE others to PARTICIPATE.</p> <p><small>DDSB POSITIVE SCHOOL CLIMATES</small></p>	<p>RESPONSIBILITY</p> <p>I am reliable and dependable to do my work.</p> <p>I take RESPONSIBILITY for what I do and say.</p> <p>I THINK BEFORE I ACT, understanding there are consequences for my actions.</p> <p><small>DDSB POSITIVE SCHOOL CLIMATES</small></p>	<p>RESPECT</p> <p>I treat others the way that I want to be treated. I am courteous and polite.</p> <p>I LISTEN to what people say. I don't insult, ridicule or name call.</p> <p>I PROTECT property and the environment.</p> <p><small>DDSB POSITIVE SCHOOL CLIMATES</small></p>	<p>PERSEVERANCE</p> <p>I am DETERMINED and work hard to finish what I start even if it is difficult.</p> <p>I complete all tasks to the BEST of my ability.</p> <p>I DO NOT GIVE UP when faced with challenges.</p> <p><small>DDSB POSITIVE SCHOOL CLIMATES</small></p>	<p>OPTIMISM</p> <p>I have a POSITIVE attitude. I look at challenges as opportunities for learning.</p> <p>I HAVE HOPE</p> <p><small>DDSB POSITIVE SCHOOL CLIMATES</small></p>
<p>KINDNESS</p> <p>I am sensitive to people's feelings.</p> <p>I HELP others in need. I am never mean or hurtful with my actions or words. I am CHARITABLE.</p> <p><small>DDSB POSITIVE SCHOOL CLIMATES</small></p>	<p>INTEGRITY</p> <p>I always try to do what's right, even when it is difficult.</p> <p>I am true to be my very BEST SELF.</p> <p>I live up to the highest ETHICAL standards.</p> <p><small>DDSB POSITIVE SCHOOL CLIMATES</small></p>	<p>HONESTY</p> <p>I am TRUTHFUL and SINCERE.</p> <p><small>DDSB POSITIVE SCHOOL CLIMATES</small></p>	<p>EMPATHY</p> <p>I respect and understand the feelings of others. I act with KINDNESS and COMPASSION.</p> <p><small>DDSB POSITIVE SCHOOL CLIMATES</small></p>	<p>COURAGE</p> <p>I face my fears with CONFIDENCE and brave.</p> <p>I FACE CHALLENGES directly.</p> <p><small>DDSB POSITIVE SCHOOL CLIMATES</small></p>

THE DDSB

4 R'S OF ADDRESSING

BULLYING

WE WILL...

RECOGNIZE
BULLYING

WE WILL...

REFUSE
TO ACCEPT BULLYING

WE WILL...

REPORT
BULLYING TO AN ADULT

WE WILL...

RESTORE
RELATIONSHIPS

WE ARE



**STRONGER
TOGETHER**



Au DDSB

NOUS CROYONS QUE...

CHAQUE ÉLÈVE EST

UNIQUE

CHAQUE ÉLÈVE EST

VALORISÉ·E

CHAQUE ÉLÈVE EST LE/LA

BIENVENU·E

CHAQUE ÉLÈVE EST

SOUTENU·E

CHAQUE ÉLÈVE A UNE

**VOIX
IMPORTANTE**

NOUS SOMMES

**PLUS FORTS
ENSEMBLE**

Inclusive 
STUDENT SERVICES

DDSB
POSITIVE
SCHOOL CLIMATES

 **DDSB**
Ignite Learning

AT THE DDSB

WE BELIEVE...

EACH STUDENT IS
UNIQUE

EACH STUDENT IS
VALUED

EACH STUDENT IS
WELCOME

EACH STUDENT IS
SUPPORTED

EACH STUDENT HAS AN
IMPORTANT VOICE

WE ARE

**STRONGER
TOGETHER**



DONALD A. WILSON ~ FIRST FLOOR



DONALD A. WILSON ~ SECOND FLOOR



