

Donald A. Wilson S.S.

Student Agenda



2024-2025

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 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 = _____

Donald A. Wilson – Week 1	
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
Donald A. Wilson – Week 2	
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 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.

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Painting by Brooke Walker and Amy Young, former DAWSS 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 2023/2024 Yearbook class

*Building relationships and humanizing
education to promote creativity, innovative
thinking, health and well-being, and pride in
our school and community...*

*the **Wilson GATOR** way!*



Principal's Message

Dear Students of Donald A. Wilson,

Welcome to the 2024-2025 school year at Donald A. Wilson Secondary School and congratulations on being a Wilson Gator! We are thrilled to host 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 learning 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:
 - choosing my name, pronouns, what I wear and how I express my gender identity
 - having other people at school call me by my chosen name and pronouns
 - having my chosen name and pronouns on my school documents and communications
 - choosing washrooms, change rooms and gendered (or gender segregated) spaces and activities that feel the most right for me
 - 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 Wilson Gator and we are all in this journey **together**.

- **TOGETHER**, we will support one another, address, and disrupt adversities and oppression, set, and meet goals, and explore opportunities.
- **TOGETHER**, we will continue to work towards making our school an integral and inclusive part of the Whitby community, and 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 wellbeing, and achieve success for all.

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. Build relationships – engage with the students and staff of Donald A. Wilson Secondary School.

The Donald A. Wilson Secondary School Code of Conduct, contained herein, establishes the level of behaviour expected by all school members 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 where all of us remain safe, healthy, and well.

James 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

PROUD PRINCIPAL

James Klodnicki – pronouns : he/him/his

PROUD VICE-PRINCIPALS

Sarah Khattab – pronouns: she/her

Jennifer Sims Jackson – pronouns: she/her

DURHAM DISTRICT SCHOOL BOARD

Superintendent: Stephen Nevills

Trustee: Michelle Arseneault, Tracy Brown, Christine Thatcher

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

Follow us at:



Instagram @donaldawilson



Twitter @DAWSSPrincipal

Donald A. Wilson Secondary School is committed to ensuring equitable practices throughout our school community.

YOU BELONG AND YOU MATTER



DONALD A. WILSON SECONDARY SCHOOL

681 ROSSLAND ROAD WEST,

WHITBY, ON

L1P1Y1

TEL: (905) 665-5057

EMAIL donaldawilsonss@ddsb.ca

WEBSITE: <https://donaldawilsonss.ddsb.ca/en/index.aspx>

CLERICAL STAFF

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

DEPARTMENT HEADS

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



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. Simms-Jackson - Students with last names M to Z



STUDENT SERVICES

Inclusive Student Services

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 monies and donations to identified charities raised through special ventures and initiatives.
- Providing and developing student leadership in all areas of the school community.
- Fostering meaningful associations between the school and its larger community.

Student Government	
Co-Prime Ministers Aditdi Senthil Kumar, Christina Cucan	Deputy Prime Minister Rhythm Panchal



Daily Schedule and Bell Times

7:45 AM- recommended time to arrive to school

7:53 AM- get to class music; **7:58 AM** – music is silenced

8:00 AM – final morning bell – students should be in class, ready to learn!

 Donald A. Wilson - <i>You belong, and you matter</i>	
PERIOD/ COURSE	TIME
Homeroom	8:00- 8:05 AM
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Important Dates

SEMESTER ONE – DONALD A. WILSON S.S. – 2024-2025			
August 29	P.D. Day – No classes	November 5	Civics/Careers Changeover
August 30	Board Holiday	November 5	SCC meeting
September 2	Labour Day – No classes	November 6	Take your Kids to Work Day
September 3	Grade 9 Day	November 11	Remembrance Day
September 4	1st day of classes – all student grade levels	November 12	Mid Term Report Cards
September 6	Picture Day	November 15	PA Day
September 24	First SCC meeting	November 21	Full Disclosure date
October 2	Post Secondary Fair	December 2-13	Graduation Pictures
October 14	Board Holiday	December 12	Credit Endangered Notice
October 10	Progress Reports (6 weeks in)	December 21- January 3	Winter Holidays- No classes
October 17	Parent/Guardian Teacher Interviews	January 15, 16	EQAO Grade 9 Mathematics
October 22	Picture Retake Day	January 21	Civics/Careers Final Class
November 1	P.D. Day	January 22-28	Formal Written Exams
November 5 to December 3	EQAO OSSLT Window	January 29	Credit completion / Final day of Semester 1

SEMESTER TWO – DONALD A. WILSON S.S.– 2024-2025

January 30	First day of Semester 2	April 18-21	Board Holiday
February 3-5	Graduation Pictures	April 22	Midterm Report Card
February 4	SCC meeting	April 30	Full Disclosure
February 12	Sem.1 Final Report Cards	May 15	Credit Endangerment Notice
February 14	P.D. Day	May 19	Board Holiday
February 17	Family Day	May 20	SCC meeting
March 7-14	March Break	June 17	Last Instructional Day of Semester 2
March 18 to April 18	EQAO OSSLT Window	June 18-24	Exams
March 20	Progress Reports	June 25	Final Day for ISS Small Classes
March 27	Parent/Guardian Teacher Interviews	June 25	Grade 12 Grad Social
March 31	P.D. Day	June 25	Credit Completion Day
April 14	End of term for Careers	June 26, 27	P.A. Day – No classes
April 15	Term 2 begins	June 27	Grade 12 Graduation
April 15	SCC meeting	July 4	Final Report Cards

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 (Specific, Measurable, Achievable, Relevant, and Time-Bound) 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 DDSB Transitions document)

Your teacher will assess your Learning Skills as Excellent, Good, Satisfactory, or Needs Improvement on your Mid Term and Final report cards every semester

Tips for students to achieve the Excellent level of assessment – a student at the Excellent level for:

Responsibility

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

Organization

- ✓ **Uses their agenda effectively**
- ✓ **Creates a plan to complete work, and follows timeline**
- ✓ **Creates goals, and achieves goals**
- ✓ **Is digitally organized, uses filing system**
- ✓ **Has a 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 your 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.

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, but it will also 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 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/Guardians/Caregivers: your parents or guardians or caregivers 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.

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, further consequences

- 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 2022-2023: September 27, October 18, Tuesday November 15, February 7, March 21, April 18, May 16

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 cell phone use is prohibited during instructional time. If a cell phone is visible or is heard by a staff member, during instructional time, they may ask for it to be turned over to the office and the student must comply. 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. Confiscated cell phones may be returned to the student at the end of the day. On all subsequent confiscations the cell phone may only be returned to parents/guardians. The school is not responsible for cell phones brought onto school property.

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 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.

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 main office. Guidance is located within the Student Services area along with Skills.

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 DAW Administration.

15 Minute RULE: As part of DAW'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 DAW Administrator for details.

On-Line Instruction: A variety of courses at DAW 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 DAW 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: 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: 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.

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

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.

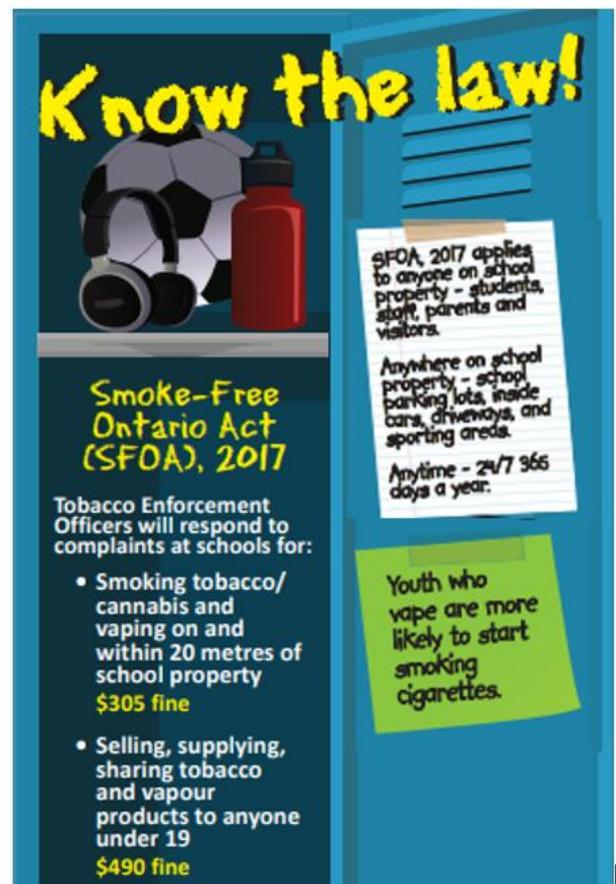
School Telephones: The telephone in the office is available for student use. Classroom phones are for staff use only. Cell phones may only be used during the designated times (see **Cell phones**).

Signing In or Out: If a student needs to leave school during the school day, the student must be signed out by a parent 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.

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 assignment/test on time; the assignment/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 parents/guardians/caregivers when any assessments are not submitted or completed.

Tests/Exams (Formative Assessments and Summative Evaluations)

If a student is aware, prior to a test 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 test date** so that discussion and alternate arrangements can be made with the teacher.

If a student is absent without prior notice to the teacher for a test 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 test 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 to or from home occurs, tests/exams may be assigned a zero). Teaching staff will communicate with students and parents/guardians/caregivers regarding missed tests/exams prior to the assigning of a mark of zero.**
2. Once a parent's/guardian's communication is received:
 - a. If the completed tests have not been returned to the class, then the absent student will write the test at a mutually agreed upon time, as per the teacher/student/parent/guardian communication.
 - b. If the completed tests have been returned to the class, then the teacher may provide an alternative assessment for the student to complete and/or assign the missed test a "No Mark". **Teaching staff will communicate with students and parents/guardians/caregivers regarding missed tests/exams prior to the assigning of a "No Mark".**

NOTE: All missed Summative Assessments (i.e., exams; performance tasks; etc.) require communication (e.g., an email; a note) or a mark of zero may be assigned. Teaching staff will communicate with students and parents/guardians/caregivers regarding missed tests/exams prior to the assigning of a mark of zero.

Formative and Summative Assessments

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

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, must be brought to class at a mutually agreed upon time, as per the teacher/student/parent/guardian communication.
2. Once a parent's/guardian's communication is received:
 - a. If the completed assessments have not been returned to the class, then the absent student will submit the assessment at a mutually agreed upon time, as per the teacher/student/parent/guardian communication.
 - b. If the completed assessments have been returned to the class, then the teacher will either accept and assess the students' completed assessment **OR** provide an alternative assessment for the student to complete.

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

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

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.

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.

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;

Source: Growing Success Pg. 42

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.

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 February 1, 2008, that pertain to suspension and expulsion of students.

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.**

RATIONALE (Ontario Schools Code of Conduct)

The Durham District School Board is committed to providing a safe and secure school environment. The Safe Schools Act, 2000 required each board and each school to develop a Code of Conduct that is consistent with the legislation and board policy. These provisions were more recently amended by Bill 212, An Act to amend The Education Act, in respect of behaviour, discipline and safety. The revised Education Act, together with the related Regulation 472/07, is effective February 1, 2008.

The Codes of Conduct for the Durham District School Board and Donald A. Wilson Secondary School reflect the following provincial policy.

A school is a place that promotes responsibility, respect, civility and academic excellence in a safe learning and teaching environment.

All students, parents, teachers and staff have the right to be safe, and feel safe, in their school community. With this right comes the responsibility to contribute to a positive school climate and be law-abiding citizens and to be accountable for actions that put at risk the safety of others or oneself.

The Ontario Schools Code of Conduct sets clear provincial standards of behaviour. It specifies the mandatory consequences for student actions that do not comply with these standards. Policy/Program Memorandum No. 145, "Progressive Discipline and Promoting Positive Student Behaviour", October 4, 2007, provides an overview of the progressive discipline approach to be used when addressing issues of student conduct. When inappropriate behaviour occurs, Donald A. Wilson SS will utilize a range of interventions, supports and consequences that are developmentally appropriate. They include opportunities for students to learn from mistakes, and they focus on improving behaviour.

The provincial standards of behaviour apply not only to students, but also to all individuals involved in the publicly funded school system - parents or guardians, volunteers, teachers and other staff members - whether they are on school property, on school buses or at school-authorized events or activities.

GUIDING PRINCIPLES (Ontario Schools Code of Conduct)

The Durham District School Board and Donald A. Wilson Secondary School support the provincial guiding principles and endorse recognition, acceptance and sensitivity toward ethno-cultural diversity

- All participants involved in the publicly funded school system - students, parents or guardians, volunteers, teachers and other staff members - are included in the Ontario Schools Code of Conduct whether they are on school property, on school buses or at school-authorized events or activities
- All members of the school community are to be treated with respect and dignity
- Responsible citizenship involves appropriate participation in the civic life of the school community
- Active and engaged citizens are aware of their rights, but more importantly, they accept responsibility for protecting their rights and the rights of others
- Members of the school community are expected to use non-violent means to resolve conflict. Physically aggressive behaviour is not a responsible way to interact with others
- The possession, use or threatened use of any object to injure another person endangers the safety of oneself and others
- Alcohol, illegal/legal drugs and intoxicants are addictive and present a health hazard. Ontario schools will work cooperatively with police, drug and alcohol agencies to promote prevention strategies and, where necessary, respond to school members who are in possession of, or under the influence of, alcohol, illegal/legal drugs and/or intoxicants. (As well, smoking/vaping in school buildings and on school property is prohibited by law.)
- Insults, disrespect and other hurtful acts disrupt learning and teaching in a school community. Members of the school community have a responsibility to maintain an environment where conflict and difference can be addressed in a manner characterized by respect and civility
- Recognition and acceptance of, and sensitivity toward, ethno-cultural diversity are expectations of and within the school community

ROLES AND RESPONSIBILITIES (Ontario Schools Code of Conduct)

The Durham District School Board and Donald A. Wilson Secondary School accept the provincial direction regarding individual roles and responsibilities. In addition to school staff, students and parents, other members of the public, who interact with members of the school community while present in or on school property or premises, have a responsibility to respect others in the school and to conduct themselves accordingly.

Principals, under the direction of their school board, take a leadership role in the daily operation of a school. They provide this leadership by:

- demonstrating care for the school community and commitment to student achievement and well-being in a safe, inclusive and accepting learning environment

- holding everyone, under their authority, accountable for their behaviour and actions
- empowering students to be positive leaders in their school community
- communicating regularly and meaningfully with all members of their school community

Teachers and School Staff, under the leadership of their principal, maintain order in the school and are expected to hold everyone to the highest standard of respectful and responsible behaviour. As role models, staff uphold these high standards when they:

- help students work to their full potential and develop their self-worth
- empower students to be positive leaders in their classroom, school, and community
- communicate regularly with parents
- maintain consistent and fair standards of behaviour for all students
- show respect for all students, staff and parents, volunteers and members of the school community
- prepare students for the full responsibilities of citizenship

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, others and for those in authority
- refrains from bringing anything to school that may put the safety of others at risk
- follows the established rules and takes responsibility for his or her own action

Parents play an important role in the education of their children and have a responsibility to support the efforts of school staff in maintaining a safe and respectful learning environment for all students. Parents fulfill this responsibility when they:

- are engaged in their child's schoolwork and progress
- communicate regularly with the school
- make sure their child is properly dressed and prepared for school
- ensure that their child attends school regularly and on time
- promptly report to the school their child's absence or late arrival
- become familiar with the Code of Conduct and school rules
- encourage and assist their child in following the rules of behaviour
- assist school staff in dealing with discipline issues involving their child
- demonstrate respect for all students, staff and parents

Police and Community Members are essential partners in making our schools and communities safer. Community members need to support and respect the rules of their local schools. Police investigate incidents in accordance with the protocol developed with the local school board. These protocols are based on a provincial model developed by the Ministry of Community Safety and Correctional Services and the Ministry of Education.

STANDARDS OF BEHAVIOUR (Ontario Schools Code of Conduct)

The Durham District School Board and Donald A. Wilson Secondary School support the provincial standards of behaviour which include respect, civility, responsible citizenship and physical safety.

Respect, Civility and Responsible Citizenship

All school members must:

- respect and comply with all applicable federal, provincial and municipal laws
- demonstrate honesty and integrity
- respect differences in people
- treat one another with dignity and respect at all times, and especially when there is disagreement
- respect and treat others fairly, regardless of their race, ancestry, place of origin, colour, ethnic origin, creed, sex, gender identity, gender expression, sexual orientation, age, marital status, citizenship, family status or disability
- respect the rights of others
- show care and respect for school property and the property of others
- take the proper steps to help those in need
- respect all members of the school community, especially persons in positions of authority
- respect the need of others to work in an environment that encourages learning and teaching
- seek help from school staff, if necessary, to resolve conflict peacefully
- not swear at a teacher or at another person in a position of authority

Safety

School community members must not:

- engage in any form of bullying, whether it is in person or through technology, like email or cell phones
- commit sexual assault
- traffic weapons or illegal drugs
- commit robbery
- give alcohol or cannabis to a minor
- be in possession of a weapon, including firearms
- use any object to threaten or intimidate another person
- injure anyone with an object

- be in possession of alcohol, cannabis (except by an individual who is authorized to use cannabis for medical purposes), or illegal drugs
- be under the influence of alcohol, cannabis (except by an individual who is authorized to use cannabis for medical purposes), or illegal drugs
- provide others with alcohol, illegal drugs, or cannabis (unless the recipient is an individual who has been authorized to use cannabis for medical purposes) inflict or encourage others to inflict bodily harm
- engage in hate propaganda or other types of behaviour caused by hate or bias
- commit an act of vandalism that causes extensive damage to school property at the student's school or to property on the school premises.

The Need for a Progressive Discipline Process

A progressive discipline approach provides an operational framework that assists administrators, teachers, students and parents with a structure and process to deal with student behaviour.

The Durham District School Board recognizes the importance of respectful partnerships between home and school to ensure schools are safe places to learn. Progressive Discipline involves a process for home and school to work together in a positive manner to address discipline issues.

What is progressive discipline?

A progressive discipline approach provides a framework for accountability and for consistent progressive discipline. The progressive discipline approach also assists in communicating concerns, strategies, and consequences at each stage; this approach involves the interaction and dialogue of all stakeholders.

Parental Participation

It is important that parents are informed and involved at the different progressive stages. Parents are partners in dealing with behaviour. Students must also understand the consequences in order to take responsibility and be accountable for their behaviour.

How does progressive discipline work?

Progressive discipline is a school wide approach that brings staff together as a collaborative team to identify and determine minor and major discipline issues and concerns. This step-by-step process involves staff taking a proactive and progressive approach for handling discipline. This approach is in partnership with administration and parents and the goal is to assist students in changing their behaviour.

In addition, students are reminded that the Durham District School Board Code of Conduct states that a student may be suspended or expelled from his or her school, expelled from attending any school in Ontario, and/or prohibited from engaging in school-related activities if the student commits an infraction of the Code of Conduct while he or she is at school, engaged in a school-related activity, or engaged in conduct that has a relationship to the school, school

community, the reputation of the school or Board. Recourse and disciplinary measures are outlined in the school Student Code of Behaviour. Legal recourse may also be applied for criminal activities.

CONSEQUENCES (Durham District School Board)

Students who do not comply with the standards of behaviour outlined in the Code of Conduct will be dealt with in a judicious and considerate manner. Actions will vary depending on the circumstances of each individual case. Mitigating factors are always considered before determining consequences. Consequences may include:

- caution by teacher, support staff, administrator, or adult supervisor
- restorative practices
- temporary removal from class, activity, or event
- behaviour contracts
- problem-solving exercise
- detentions
- parental contact
- community/school service
- peer mediation and conflict resolution programs
- counselling
- loss of privileges
- restitution
- support and responsibility agreements
- suspension
- expulsion

Suspensions

Activities Leading to Possible Suspension

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

- uttering a threat to inflict serious bodily harm on another person
- possessing alcohol or illegal drugs
- being under the influence of drugs or alcohol
- swearing at a teacher or at another person in a position of authority

- committing an act of vandalism that causes extensive damage to school property at the pupil's school or to property located on the premises of the pupil's school
- bullying; or,
- any other activity that is an activity for which a principal may suspend a pupil under a policy of the Board. Other suspendable infractions including but not limited to:
 - a) possessing or dispensing controlled or intoxicating substances that are not prescribed for medical purposes
 - b) being under the influence of illegal, controlled or intoxicating substances that are not prescribed for medical purposes
 - c) smoking or vaping on school property
 - d) committing vandalism, destruction, damage to school property or to the property of others located on or in school premises
 - e) stealing property
 - f) engaging in intimidation, extortion*, harassment*, or verbal aggression
 - g) misusing or misappropriating school property or services, including computers and other technology systems
 - h) engaging in hate motivated incidents
 - i) engaging in gang related activity
 - j) possessing dangerous objects or substances, including for example laser pointers; gloves with studs on knuckles; or any other item deemed by the principal to be unsafe or a hazard to persons or property in the school
 - k) committing physical assault on another person
 - l) engaging in or encouraging a fight
 - m) engaging in conduct that constitutes opposition to authority
 - n) demonstrating poor attendance that warrants disciplinary action

 - o) engaging in behaviour that is disruptive to the learning environment of the class or school
 - p) engaging in conduct that is detrimental to the moral tone of the school
 - q) wearing clothing/apparel that violates the school dress code
 - r) engaging in unauthorized gambling or games of chance
 - s) engaging in harassment/sexual slur or comment
 - t) uttering a threat/conduct that is intended to intimidate
 - u) profanity and swearing
 - v) engaging in another activity that, under the Code of Conduct of the school, is one for which a suspension is warranted.

* may require police involvement as outlined in the Police/School Board Protocol.

In considering whether to suspend a pupil for engaging in an activity described above, a Principal shall take into account the mitigating factors:

- the student does not have the ability to control his or her behaviour
- the student does not have the ability to understand the foreseeable consequences of his or her behaviour; or
- the student's continuing presence in the school does not create an unacceptable risk

Circumstances Leading to a Suspension, Investigation, and Possible Expulsion

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

- possessing a weapon, including possessing a firearm
- using a weapon to cause or to threaten bodily harm to another person
- committing physical assault on another person that causes bodily harm requiring treatment by medical practitioner
- assault/physical intimidation of an employee
- bullying
- committing sexual assault
- trafficking in weapons, in illegal drugs or intoxicants
- committing robbery
- giving alcohol to a minor
- giving cannabis to a minor
- any other activity that, under a policy of a board, is an activity for which a principal must suspend a pupil and conduct an investigation to determine whether to recommend to the board that the pupil be expelled.
- other suspendable infractions including but not limited to:
 - activity motivated by bias/prejudice/hate
 - hate motivated violence
 - gang related violence
 - trafficking in controlled or intoxicating substances not prescribed or dispensed for medical purposes

- uttering threats or threatening conduct intended to intimidate.
- engaging in harassment
- committing an act of vandalism
- ongoing conduct that is so refractory/persistent that the student's presence in the school or classroom is considered by the principal to affect a danger or possibility of harm, physical or emotional, to others in the school or to the reputation of the school. (*require police involvement as outlined in the Police/School Board Protocol.)

Guidelines from the Ministry of Education direct us to place Suspension/Expulsion documents in the O.S.R. Guidelines will be established as directed by the Ministry of Education.

A pupil who is suspended under this section is suspended from his or her school and from engaging in all school related activities.

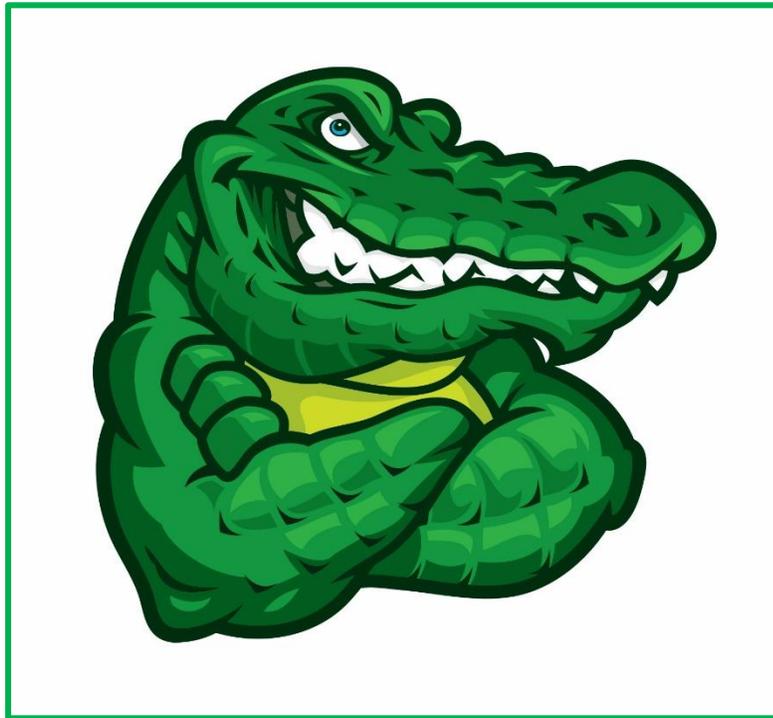
A Principal may suspend a pupil for up to 20 school days and, in considering how long the suspension should be, the Principal shall take into account the mitigating factors, as well as the other factors, set out above.

When a Principal suspends a pupil, the pupil shall be assigned to a program for suspended pupils, as established by the Board in accordance with any policies or guidelines issued by the Minister.



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 2024

Monday	Tuesday	Wednesday
August 26	August 27	August 28
2 Labour Day 	3 Grade 9 Day 	4 Week 1 First Day of School for all Grades 
9 Week 2	10	11
16 Week 1	17	18
23 Week 2	24 SCC Meeting 	25

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 29 PA Day 	August 30 BREAK	31
		1
5	6 PICTURE DAY 	7
		8
12	13	14
		15
19	20	21
		22
26	27	28
		29

October 2024

Monday	Tuesday	Wednesday
30 Week 1	1	2 Post Secondary Fair 
7 Week 2 Staff Meeting 	8	9
14 Week 1 Thanksgiving Day 	15	16
21 Week 2	22 Picture Re-take Day 	23
28 Week 1	29	30

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
<p>3</p>	<p>4</p>	<p>5</p>
<p>10</p> <p>Progress Reports</p> 	<p>11</p>	<p>6</p> <p>12</p> <p>13</p>
<p>17</p> <p>Parent Teacher Interviews</p> 	<p>18</p>	<p>19</p> <p>20</p>
<p>24</p>	<p>25</p>	<p>26</p> <p>27</p>
<p>31</p> <p>Halloween</p> 	<p>1</p> <p>PD Day</p> 	<p>2</p> <p>3</p>

November 2024

Monday	Tuesday	Wednesday
<p data-bbox="110 384 467 474">4 Week 2 Staff Meeting</p> 	<p data-bbox="589 384 1024 569">5 Careers Course Final Date SCC Meeting</p> 	<p data-bbox="1068 384 1455 554">6 Take our Kids to Work Day</p> 
<p data-bbox="110 690 542 781">11 Week 1 Remembrance Day</p> 	<p data-bbox="589 690 1029 781">12 Midterm Report Cards</p> 	<p data-bbox="1068 690 1110 722">13</p>
<p data-bbox="110 997 315 1029">18 Week 2</p>	<p data-bbox="589 997 634 1029">19</p>	<p data-bbox="1068 997 1114 1029">20</p>
<p data-bbox="110 1304 310 1335">25 Week 1</p>	<p data-bbox="589 1304 634 1335">26</p>	<p data-bbox="1068 1304 1114 1335">27</p>

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
7	8	9
14	15 PA Day 	10
21 Full Disclosure	22	16
28	29	17
28	29	23
28	29	24
28	29	30
28	29	1

December 2024

Monday	Tuesday	Wednesday
2 Week 2 Graduation Pictures Staff Meeting 	3 Graduation Pictures 	4 Graduation Pictures 
9 Week 1 Graduation Pictures 	10 Graduation Pictures 	11 Graduation Pictures 
16 Week 2	17	18
23 Winter Holiday 	24 Christmas Eve 	25 Christmas 
30 Winter Holiday 	31 New Year's Eve 	1 2025 

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
5 Graduation Pictures 	6 Graduation Pictures 	7 8
12 Credit Endangered Notice 	13 Graduation Pictures 	14 15
19	20	21 
26 Winter Holiday 	27 Winter Holiday 	22  28  29 
2 Winter Holiday 	3 Winter Holiday 	4  5 

January 2025

Monday	Tuesday	Wednesday
6 Week 1 Staff Meeting 	7	8
13 Week 2	14	15
20 Week 1	21 Civics Final Date	22 Final Exams 
27 Final Exams 	28 Final Exams 	29 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
9	10	11
		12
16	17	18
		19
23 Final Exams 	24 Final Exams 	25
		26
30 Week 1 First Day of Semester 2 	31	1
		2

February 2025

Monday	Tuesday	Wednesday
<p>3 Week 2 Graduation Pictures</p>  <p>Staff Meeting</p> 	<p>4 Graduation Pictures</p>  <p>SCC Meeting</p> 	<p>5 Graduation Pictures</p> 
<p>10 Week 1</p>	<p>11</p>	<p>12 Final Report Cards</p> 
<p>17 Week 2 Family Day</p> 	<p>18</p>	<p>19</p>
<p>24 Week 1</p>	<p>25</p>	<p>26</p>

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
6	7	8
		9
13	14 PA Day 	15
		16
20	21	22
		23
27	28	1
		2

March 2025

Monday	Tuesday	Wednesday
3 Week 2 Staff Meeting 	4	5
10 March Break 	11 March Break 	12 March Break 
17 Week 1	18	19
24 Week 2	25	26

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
6	7 March Break 	8
		9
13 March Break 	14 March Break 	15
		16
20 Progress Reports 	21	22
		23
27 Parent Teacher Interviews 	28	29
		30

April 2025

Monday	Tuesday	Wednesday
31 Week 1 PA Day 	1	2
7 Week 2 Staff Meeting 	8	9
14 Week 1 End of term for Careers Course	15 First Day of Civics Course SCC Meeting 	16
21 Week 2 Easter Monday 	22 Midterm Report Card 	23
28 Week 1	29	30 Full Disclosure

April Character Trait: Honesty

I am truthful and sincere.

Thursday	Friday	Saturday / Sunday
3	4	5
		6
10	11	12
		13
17	18 Good Friday	19
		20
24	25	26
		27
1	2	3
		4

May 2025

Monday	Tuesday	Wednesday
5 Week 2 Staff Meeting 	6	7
12 Week 1	13	14
19 Week 2 Victoria Day 	20	21
26 Week 1	27	28

May Character Trait: Empathy

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

Thursday	Friday	Saturday / Sunday
8	9	10
		11
15 Credit Endangerment Notice 	16	17
		18
22	23	24
		25
29	30	31
		1

June 2025

Monday	Tuesday	Wednesday
2 Week 2 Staff Meeting 	3	4
9 Week 1	10	11
16 Week 2	17 Last Instructional day of S2	18 Final Exams 
23 Final Exams 	24 Final Exams 	25 Credit Completion Day 
30	1 CANADA DAY 	2

June Character Trait: **Courage**

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

Thursday	Friday	Saturday/Sunday
5	6	7
		8
12	13	14
		15
19 Final Exams 	20 Final Exams 	21
		22
26 PA Day 	27 Graduation  PA Day	28
		29
3	4	5
		6

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 AVI3M1
Teacher: Lydia Hallard*



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

 **DDSB**
Ignite Learning

**STRONGER
TOGETHER**


Inclusive
STUDENT SERVICES
Let's celebrate what makes us different!
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SAFE SCHOOLS
Durham District School Board

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**
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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



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>© 2018</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>© 2018</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 interrupt or name call.</p> <p>I PROTECT property and the environment.</p> <p><small>© 2018</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>© 2018</small></p>	<p>OPTIMISM</p> <p>I have a POSITIVE attitude.</p> <p>I look at challenges as opportunities for learning.</p> <p>I HAVE HOPE</p> <p><small>© 2018</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.</p> <p>I am CHARITABLE.</p> <p><small>© 2018</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>© 2018</small></p>	<p>HONESTY</p> <p>I am TRUTHFUL and SINCERE.</p> <p><small>© 2018</small></p>	<p>EMPATHY</p> <p>I respect and understand the feelings of others.</p> <p>I act with KINDNESS and COMPASSION.</p> <p><small>© 2018</small></p>	<p>COURAGE</p> <p>I face my fears with CONFIDENCE - being brave.</p> <p>I FACE CHALLENGES directly.</p> <p><small>© 2018</small></p>