




SINCLAIR SECONDARY SCHOOL

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"Commitment to excellence through a focus on well-being, building community and student growth."

Principal's Message

On behalf of the Celtic staff, I would like to welcome you to the 2023-2024 school year at Sinclair Secondary School. Our focus is to foster wellness, growth, and build community. Sinclair is well known for its high-level programming, knowledgeable and supportive staff and achievement focused students in both curricular and co-curricular endeavours.

This student agenda can act as your learning aide, to track your homework, tests and assignments, and to plan your time for participation in various activities. Important dates are included in the monthly calendar pages.

Our learning community of staff, students and parents help to move us forward in academics and extracurricular areas. Take the time to find out what is available to you.

Sinclair places great value on student leadership in a variety of areas and encourages you to become involved.

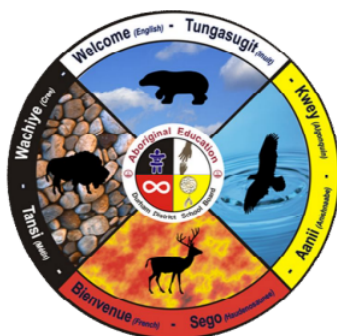
The school Code of Conduct, which reflects the policies outlined in the Ontario Schools Code of Conduct, is included in the agenda, providing a framework for a safe and respectful learning environment. At Sinclair, we follow a restorative approach to learning to best support students with their learning and growth as young adults.

I look forward to getting to know and working with students, staff, parents, and community partners in upholding the storied traditions and working to create positive new ones. Best wishes for a pleasant and successful 2023-2024 school year!

Mr. D. Sasseville
Principal

| Vice Principal Contact by Student Grade | |
|---|--|
| D. Bratincevic | Grade 9 and Grade 12 (Last names starting with Q-Z) |
| A. Williams | Grade 10 and Grade 12 (Last names starting with H-P) |
| J. Cook | Grade 11 and Grade 12 (Last names starting with A-G) |

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.



| Sinclair Secondary School Department Heads | |
|--|---------------|
| Department | Teacher |
| Arts | A. Grenon |
| Business Studies | K. Lee |
| Canadian and World Studies | D. Amenta |
| English | G. O'Toole |
| Guidance, Career Education and Cooperative Education | D. MacDonald |
| Health and Physical Education | L. Fockler |
| Library and Classical Studies and International Languages, FSL | M. McLaren |
| Mathematics | J. Fyfe |
| Science | A. Hanief |
| Special Education | A. Countryman |
| Social Sciences and Humanities | S. Wade |
| Technological Education | J. Mackinnon |

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MISSION STATEMENT

At Sinclair, we have a commitment to excellence through a focus on well-being, building community and student growth.

THE SCHOOL DAY

Daily Schedule

| Week 1 | Time | Week 2 |
|----------|--|----------|
| Period 1 | (Warning Bell – 9:25 a.m.) 9:30 a.m. - 10:50 a.m. Includes Anthem/Announcements | Period 2 |
| Period 2 | 10:55 a.m. - 12:10 p.m. | Period 1 |
| Lunch | 12:10 p.m. - 12:55 p.m. | Lunch |
| Period 3 | 12:55 p.m. - 2:10 p.m. | Period 4 |
| Period 4 | 2:15 p.m. - 3:30 p.m. | Period 3 |

INFORMATION AND PROCEDURES

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 accident form can be completed.

Attendance

Students have a responsibility to attend school. Academic success is directly correlated to school attendance. Parents/guardians are to notify the school through School Messenger of any absences. Skipping on the day of a test or assignment due date could result in a mark of zero. Students caught skipping will be subject to school consequences.

Attendance - Temporary Excusal of Attendance

When students know that they will be absent from school for more than five school days, students should complete a Temporary Excusal of Attendance form which can be found in the main office. Students are responsible keeping up with work while they are away from school.

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. (Definition of bullying from 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.

Cafeteria and Lunch

The lunch period is 45 minutes (12:10 pm - 12:55 pm). Students should ensure that they clean up their areas after eating, using the garbage pails located around the school. The school cafeteria is available for students to bring their own lunch or purchase food from the server.

- No backpacks or coats are allowed in the server.
- Deposit recyclable cans and bottles in the tall green containers provided throughout the school.
- Deposit all garbage in waste containers. Leave tables and floors clean. Do not leave your garbage for someone else to clean up.
- Please sit on chairs – not tables.
- Loitering by server or cafeteria doors, or around tables, is not permitted. Students must be seated in the cafeteria so that supervisors can see clearly across the room

Education Centre

The Education Centre and Education Centre Cafeteria is out of bounds to all students.

E-Learning

Students with a **STUDYE** (first semester) or **STUDYF** (second semester) have an e-Learning course in their schedule. e-Learning courses enable a student to learn in an environment that is flexible, engaging and available 24/7. Students with an e-Learning course interact with their teacher on a regular basis online. Students follow the same procedure as students on a study period. They must report to the Commons, Locker Bay or Resource Centre before the start of the period or leave the building during their e-Learning period. Students are not to be in the hallways or in any other location in the school building.

Electronic Equipment

The taking of photos, filming or recording, or the broadcasting of live audio and/or video, while at school or at a school related activity, is prohibited unless approved by the DDSB (or school), and/or where proper consents have been obtained, as may be appropriate. Video recording, audio recording and picture-taking can only be done for instructional purposes at Sinclair and on Sinclair 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 Sinclair Administration. Electronic music players can only be used in instructional areas with the approval of the teacher. The school is not responsible for any electronic devices brought to school.

Elevator

The elevator is only available to those with special needs (e.g. crutches). Should the need arise, please report to the office for assistance and sign out an elevator key. Otherwise, students should not use the elevator.

Lockers

Students will be assigned a locker. This locker becomes your personal space and you are responsible for keeping it clean and free from writing and damage. You will pay for all repairs of negligent damage. You are not permitted to move to any other locker without permission from a Vice-Principal. Your locker must be secured with a **Dudley*** combination lock (on sale in the main office) and the combination will be recorded by your Homeroom teacher and kept on file in the office. You must notify the office immediately of any change to your locker combination. The school is not responsible for items lost or stolen, including those left in your locker, so please ensure your locker is secured. ***Note:** Some other locks are easily tampered with.

Lost and Found

A Lost and Found receptacle is outside the main office. Please check it if you lost something and inform the office staff if you find something valuable. Valuables such as personal electronic devices, calculators, rings or watches will be kept in the office. Textbooks will be returned to the Department Heads. Unclaimed items at the end of each semester will be given

to local charities. The school is not responsible for lost, missing or stolen articles. It is recommended that items of value not be brought to school, left in change rooms or left unattended.

Part Time Status

Students may request part-time status for exceptional reasons only (e.g. medical reasons with doctor's certification). Failing/low grades, poor attendance, night school, work schedules, etc., are not acceptable reasons for part-time status.

Posters and Promotional Material

Anything posted or distributed in the school, in any medium, must be approved and initialed, by Administration. All approved posters are to be hung only on mounted poster strips in the hallways (no tape). Posters must be removed 24 hours after the event.

School Store

The school store is centrally booked at the main office by school clubs, teams and committees, in advance, for school related purposes such as ticket sales, product sales and fundraisers.

Special Education

Academic Resource delivers programs available to students working with an Individual Education Plan. Programs include academic withdrawal, study skills, and academic monitoring. Please see the Head of Special Education for more information.

Student Crimes Stoppers

A student who wishes to anonymously report information about a crime in the school may call the Durham Regional Crime Stoppers community telephone hotline at **1-800-222-8477 (TIPS)**. This line is answered 24 hours a day, seven days a week. Crime Stoppers does not use call display. You never have to give your name. You never have to meet police, go to court or be hassled in any way. Callers may be eligible for a cash reward. Do the right thing, call Crime Stoppers and put a stop to crime in your school. It's your school - it's your call.

Student Services (Guidance)

Student Services (Guidance) provides many services and counsellors are available for meetings to discuss courses, career planning, personal matters, and mental health. Students **MUST** book an appointment.

Study Period (Spare Period)

Students with a minimum of 24 credits and in a position to graduate by the end of the current school year may apply for one study period. If granted, students on a study period must report to the Locker Bay, Commons, or Library at the start of the period or leave the building. Students are not to be in the hallways or in any other location in the school building. When on a study period, students be prepared to show their timetable to staff members and must abide by the School Code of Conduct.

Study Hall

When a teacher is absent, students either remain in class with a supply teacher or proceed to study hall. Study hall is usually held in the cafeteria. Attendance will be taken in study hall and students are to complete work provided.

Textbooks and School Resources

Textbooks may be issued by your classroom teachers. You are responsible for textbooks issued in your name. Replacement charges will be levied if textbooks or Resource Centre materials are damaged, lost or stolen. Students with outstanding materials may lose borrowing privileges in the Resource Centre and computer access privileges in the school.

Washrooms

Whenever possible, washrooms should be used before and after class. You may leave class with a teacher's permission.

GRADUATION INFORMATION AND REQUIREMENTS

Commencement

This years' Commencement for the 2023-2024 graduates will occur on Wednesday, June 26th, 2024.



Community Involvement Hours

40 hours of "Community Involvement" is a graduation requirement. Students are responsible for submitting their completed "Community Involvement Record" forms to Student Services but must keep a copy for their own records for verification purposes. Students are encouraged to first check that their chosen voluntary activity will count toward "Community Involvement" hours.

Literacy Component: OSSLT / OLC

Graduating students must have written and passed the Ontario Secondary School Literacy Test (OSSLT) or completed and passed the Ontario Secondary School Literacy Course (OLC).

E-Learning Component:

Graduating students must have completed two E-Learning courses. Students can opt out of the E-Learning component by completing and returning the opt out form that can be found in the guidance office.

Graduation Pictures

Graduation photos are available to students graduating in the current year only. All graduating students book an appointment for their photos to be in the graduation composite and the yearbook (no charge). A sitting fee is charged if the graduating student wishes to receive a portrait package.

LIBRARY RESOURCE CENTRE

The Library is open from 8:45 a.m. to 3:45 p.m. Black and white printing is available before and after school and at lunch. Students are welcome, with their teacher's permission, to come down from classes to research, use the space, or print. Senior students are welcome to use the library during their spare. Please remember that our Library Learning Commons needs to be treated as a classroom and we need to respect the other students and staff using our wonderful space.

Library @ Lunch

The Library is open at lunch for students to work, print, and read. Students may not eat their lunch, and the library needs to be kept clean.

Research/Inquiry Tools

At Sinclair we provide many on-line databases so you have access to accurate, up to date and reliable information for your assignments and school work. We have also added online tutorials on many research related topics. Check our website for all of our resources.

Library Links:

[Library Learning Commons Website](#).

[Search our Library Catalog](#) and [EBooks](#).

Access our [Databases](#) for research. Any [Passwords](#) are listed here.

Sinclair used [Noodletools](#) to help track, organize and cite our research.

Teacher-Librarians

Mr. McLaren and Mr. McCormick are happy to help students with research, find books and answer questions. See you in the library!

ACCEPTABLE AND SAFE USE PROCEDURE FOR COMPUTING AND INFORMATION TECHNOLOGY FACILITIES AND RESOURCES

Use: The Durham District School Board (DDSB) is pleased to provide you with access to a variety of computing and information technology. Computing technology in Durham is provided for educational purposes, not for public access. They will help you to achieve your learning outcomes, research requirements, and assist with career preparation. Computer oriented learning activities at Sinclair Secondary School use hardware (including printers), software application programs, e-mail and the Internet in a network environment. As a result, students at Sinclair have a unique and exciting opportunity to use computer technology in their courses. Use of the computer technology facilities and resources of the DDSB shall be governed by all relevant federal (e.g. Copyright), provincial (e.g. Education Act), DDSB (Policies and Procedures), and local school (e.g. School Code of Behaviour) laws and regulations. Use of DDSB computing technology facilities and resources for illegal, political or private commercial and purposes is strictly prohibited. The onus is on the user to know and to comply with these laws and regulations.

Ontario School's Code of Conduct provides that all students and employees have the right to be safe in their school community. When cyber-bullying issues are reported to schools, the DDSB will determine whether there is sufficient evidence that off-school conduct is a school matter. The DDSB will determine if on-line threat(s) or intimidation resulted in a disruption to the school community and/or the creation of a compromised learning, working environment, harm to the moral tone of the school, or the well-being of others. Criminal and defamatory libel harassment are Criminal Code offences and will be referred to the police.

Students are responsible for:

- abiding by the DDSB's Acceptable and Safe User Procedure
- behaviour on and off school property which has a negative impact on the school environment and/or learning of students, including the professional reputations of teachers, administrators and support staff
- seeking help from principals, teachers and parents/guardians when victimized by cyber-bullying
- reporting cyber-bullying to principals, teachers and parents/guardians

Personal electronic devices are permitted on school property. These devices can be used during non-instructional time. However, the use of recording devices are not permitted without school permission. Once instructional time has commenced, all electronic devices should not be visible or in use unless authorized by a teacher or administrator. This may vary per class.

Appropriate Use Guidelines – All Users Must:

Respect and Protect the Privacy of Self and Others

- use only assigned accounts
- not view, use, or copy passwords, data, or networks to which they are not authorized
- not distribute private information about others or themselves

Respect and Protect the Integrity, Availability, and Security of all Electronic Resources

- observe all network security practices as posted
- report security risks or violations to a teacher or network administrator
- not destroy or damage data, networks, or other resources that do not belong to them
- conserve, protect, and share these resources with other students and Internet users

Respect and Protect the Intellectual Property of Others

- not infringe copyrights (no making illegal copies of music, games, or movies)
- not plagiarize
- not use electronic devices to commit or aid in academic fraud (cheating, plagiarism)

Inappropriate use of electronic devices can result in progressive discipline involving detentions, confiscation of the device, parental contact, suspension and/or expulsion as outlined in the code of conduct.

Safe Use

Students will not post personal information about themselves or others. This information includes last name, age, gender, home addresses, telephone numbers, pictures, videos, routes taken to school, parents' hours of work, etc.

Students will inform the teacher immediately when accidental access to inappropriate materials, or with unacceptable users, has been made. Students will seek help from principals, teachers and parents when victimized by cyber-bullying. Students will report cyber-bullying concerns to principals, teachers and parents.

Recourse for Abuse and/or 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 computer 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 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, or engaged in a school-related activity, or engaged in conduct that has a relationship to the school or school community (NEXUS). Recourse and disciplinary measures are outlined in the school Student Code of Conduct, Safe Schools Act, and Provincial Code of Conduct. Legal recourse may also be applied for criminal activities.

SCHOOL INVOLVEMENT

Clubs, Teams and Activities

Information about clubs, teams and other activities will be shared through daily announcements, on the internal TV screens, and Grade level Google Classrooms. Sinclair students are encouraged to view the Physical Education Bulletin Board weekly.

Student Parliament

The purpose of the Student Parliament is to provide a student government elected by the student body. The main functions of the Student Parliament are to:

- provide opportunity for student leadership
- help initiate and run co-curricular activities and social events for students on a school-wide basis

| SINCLAIR STUDENT PARLIAMENT POSITIONS 2023-2024 |
|--|
| Co-Prime Ministers |
| Cabinet Ministers |
| Grade Representatives |

EMERGENCY PROCEDURES

Fire Drill

Each room in Sinclair has a posted fire exit route. When the alarm sounds, move quickly and in an orderly fashion with your class to the indicated exit. Once outside, move 100 meters away from the building where possible, keeping roadways clear for emergency vehicles. Remain with your teacher until instruction is given for re-entry by an Administrator.

Hold and Secure Drill (Concern outside of the building)

In the event of a “**Hold and Secure**”, all staff and students should follow announcement instructions issued from the main office. Any classes outside the school should enter the school immediately by the front door. During “Hold and Secure”, the danger (e.g. bad weather) is outside the building, therefore, stay locked inside and continue regular school activity.

Lockdown Drill (Concern within the building)

In the event of a “**Lockdown**”, all staff and students should follow announcement instructions issued from the main office. Any classes outside the school during a lockdown should move as far away from the school as possible. During a “Lockdown”, students and staff are to be still and quiet, do not move or talk and get away from windows. Turn cell phone volume off.

Celtic Stay

A “Celtic Stay” is called when a student is going through a tough time in the hallways. In the event of a “Celtic Stay” all staff and students will remain in their classrooms and will continue with regular classroom activities until an announcement is made by the main office indicating that the “Celtic Stay” has concluded. During a “Celtic Stay”, there should be no students in the hallways.

ASSESSMENT AND EVALUATION

Assessment

The primary purpose of assessment and evaluation is to improve student learning. To ensure that assessment, evaluation, and reporting are valid and reliable, and that they lead to the improvement of learning for all students, teachers use practices and procedures that:

- are fair, transparent, and equitable for all students
- support all students
- Ensure IEP accommodations are implemented
- are carefully planned to relate to the curriculum expectations and learning goals and, to the interests, learning styles and preferences, needs, and experiences of all students
- are communicated clearly to students and parents at the beginning of the school year or course and at other appropriate points throughout the school year or course
- are ongoing, varied in nature, and administered over a period of time to provide multiple opportunities for students to demonstrate the full range of their learning
- provide ongoing descriptive feedback that is clear, specific, meaningful, and timely to support improved learning and achievement
- develop students' self-assessment skills to enable them to assess their own learning, set specific goals, and plan next steps for their learning

Assessment “For” and “As” Learning

Assessment is the process of gathering information that accurately reflects how well a student is achieving the curriculum expectations in a subject or course. The primary purpose of assessment is to improve student learning. Assessment for the purpose of improving student learning is seen as both “*assessment for learning*” and “*assessment as learning*”. As

part of *assessment as learning*, teachers provide students with descriptive feedback and coaching for improvement. Teachers engage in *assessment as learning* by helping all students develop their capacity to be independent, autonomous learners who are able to set individual goals, monitor their own progress, determine next steps, and reflect on their thinking and learning.

Evaluation

1. Teachers will obtain *assessment of learning* information for the purposes of producing a final grade through a variety of means. They may include formal and informal observations, discussions, questioning, conferences, homework, tasks done in groups, demonstrations, projects, portfolios, performances, peer and self-assessments, self-reflections, essays, and tests.

2. a) **Deadlines**

Deadlines are critical to the learning process as they:

- impact on the student's ability to absorb new classroom material and/or understand course expectations (ultimately affecting the student's credit)
- are part of normal workplace life
- are a reasonable workload management strategy for students and teachers
- bring closure to the unit of work
- allow the class to move forward in the curriculum and address other expectations

It is the teacher's responsibility to post assignments and due dates. Due dates will be established, where possible, in consultation with the students. A variety of strategies will be used to support students in submitting their assignments for evaluation by the posted due date. Some due dates are negotiable and some are absolute and non-negotiable. Where a deadline is negotiable, the **student/parent should initiate a discussion about an extension in advance of the due date**. Students must present a copy of their "work in progress" at this discussion.

Students are responsible for providing evidence of their achievement of the overall expectations within the time frame specified by the teacher, and in a form approved by the teacher. Students must understand that there will be consequences for not completing assignments for evaluation and for submitting those assignments late. (Refer to the Late Assignment Policy on this page and Summative Evaluation section on the next page). If students are going to be absent, students must make arrangements with teachers ahead of time to organize themselves to complete missed work.

- b) **Late Assignment Policy**

Students should strive to submit all assignments by the due date and communicate with the teacher about their progress. Following the guidelines for evaluation in "Growing Success", if a student does not submit an assignment on time, marks may be deducted from the final grade on the assignment up to and including a mark of "0".

- c) **Tests**

It is the responsibility of the teacher to inform the students in advance of test dates. Major test dates will be posted well in advance. It is the student's responsibility to know test dates, to prepare, and to write the test on the set date.

If a test is missed due to illness, or other legitimate reasons, it is the responsibility of the student to provide a note from his/her parent to the teacher indicating the reason for the absence, and the awareness that a test was missed, upon their return. The teacher, with the student, will then determine whether the test will be written or an alternate assignment will be used to provide evidence of achievement.

There are times when previously approved commitments conflict with scheduled tests (e.g. co-curricular activities). **It is the responsibility of the student to make alternate test date arrangements prior to the test with the subject teacher.**

A student who skips the class (unexcused absence) on the day of the test could receive a mark of zero or incomplete for the test.

2. Exams and Summative Days

There will be only one set of formal exams in each semester. Exams are up to 2 hours in length. Since Summative Evaluations and/or exams may represent up to 30% of a student's final mark, all students are expected to write and complete final evaluations/exams.

a) Absence from an Exam

If a student is absent for an exam, it is the student's responsibility to demonstrate that the absence was unavoidable. The school will arrange alternate examinations for illness or family tragedy. In the case where the absence is deemed to be invalid by an administrator, the exam mark shall be zero or incomplete. The final grade shall reflect its impact and the credit may be jeopardized.

b) Vacation

Exams (Summative Days) are clearly marked on the school calendar and on the school website. Students are to write exams during these time periods. Alternate exam settings will **not** be arranged to accommodate family vacations, employment or other personal activities. The school calendar is posted on the school website, at the beginning of the school year, to assist families in planning their vacations.

ACADEMIC INTEGRITY: PLAGIARISM AND CHEATING

The Durham District School Board believes that the use of the thoughts or ideas of another individual by a student, without crediting the sources, is plagiarism. The use of part, or all, of any other person's work, whether electronic or in print, without proper acknowledgement, is considered plagiarism and will result in consequences being administered. The Resource Centre has copies of Bibliographic Style Sheets that will guide you in citing and acknowledging the ideas of others.

Plagiarism of material, including print and internet, or another student's work (whether with permission or not), is unacceptable. The use of computerized translator software in international language courses is also unacceptable, as is the unauthorized use of technology.

As proof of original work, a student must retain all rough work (e.g. notes, sketches, outlines, drafts, etc.) completed for an assignment until that assignment has been evaluated by the teacher. If a student is uncertain whether an action may constitute plagiarism, he/she should consult the teacher immediately.

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

- administrative intervention which may include detention and/or suspension
- re-submission with proper citation and/or repeat of the assignment and/or that part of the assignment that is plagiarised
- substitute of an alternate and equivalent assignment
- rewriting with staff monitoring
- mark deduction and/or mark of zero (as long as deductions do not misrepresent the student's overall level of achievement)
- ongoing plagiarism issues may jeopardize the credit

REPORT CARDS

Report Cards

Report cards are distributed twice each semester. Parent- teacher conferences precede the mid-term reports. Students are invited to attend. Progress reports are issued 5 weeks into a course and credit endangered letters are issued at the end, in December and May, to students whose low marks may indicate a potential failure of a credit. These letters require a parent/guardian's signature to acknowledge receipt.

Parents may request progress updates between report cards from subject teachers. Staff are always encouraged to make phone contacts with parents/guardians regarding student progress, and parents/guardians are encouraged to contact teachers when necessary.

Placement on Sinclair's Honour Roll requires an average of 80% or better. Averages in Grades 9, 10 and 11 are based on a total of 8 credits. In Grade 12, an "Ontario Scholar" is a graduate who attains an average of 80% or greater in their six best Grade 12 courses.

Learning Skills and Work Habits

In addition to course expectations, students are to demonstrate learning skills and work habits in each of their courses. Teachers assess student progress in six learning skills and work habits.

- 1.) Responsibility
- 2.) Organization
- 3.) Independent Work
- 4.) Collaboration
- 5.) Initiative
- 6.) Self-Regulation

Learning skills and work habits are not part of the student's final grade. Learning skills and work habits are reported on the Provincial Report Card separately from the achievement of course expectations.

Final Grade

The percentage grade represents the quality of the student's overall achievement of the expectations for the course and reflects the corresponding level of achievement as described in the achievement chart for the discipline. Achievement charts are organized into four broad categories:

- Knowledge/Understanding
- Thinking
- Communication
- Application

Weighting of categories will vary slightly to reflect the nature of the discipline and subject, consistent with Board and Provincial policies. The final grade will be determined with 70% of the grade based on evaluations throughout the semester and 30% based on final evaluations or exams administered towards the end of the course. Mark deductions should not result in a percentage grade for the report card that misrepresents the student's actual achievement.

Religious Accommodations

The Durham District School Board and Sinclair Secondary School follow the "Guidelines and Procedures for the Accommodation of Religious Requirements Practices and Observances". This document has been produced in compliance with requirements of Ontario's Equity and Inclusive Education Strategy within the contexts of the Canadian Charter of Rights and Freedoms and the Ontario Human Rights code.

This document assists us in creating and maintaining equitable and inclusive environments within our schools and facilities, and guides the process of providing religious accommodations as the need arises.

This document is available for viewing at www.ddsb.ca - About us – Equity and Inclusive Education

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

- observation of major religious holy days and celebrations
- accommodation in, or exemption from specific areas of the curriculum or other school activities
- religious attire
- modesty requirements in physical education
- school opening and closing exercise
- prayer
- dietary requirements

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

CODE OF CONDUCT

INTRODUCTION

The code of conduct for Sinclair Secondary School was developed by students, staff, School Community Council, and Student Parliament 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 Sinclair Secondary School 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, effective April 30, 2018.

The Codes of Conduct for the Durham District School Board and Sinclair 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 17, 2018, provides an overview of the progressive discipline approach to be used when addressing issues of student conduct. When inappropriate behaviour occurs, Sinclair Secondary School will utilize a range of interventions, supports and consequences that are developmentally appropriate, that include opportunities for students to learn from mistakes, and that 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 Sinclair Secondary School support the provincial guiding principles centred around Indigenous Rights and Human Rights.

- 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, intoxicants and illegal drugs 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 or illegal drugs. (As well, smoking in school buildings and on school property is prohibited by law). The Durham District School Board does not tolerate the use or abuse of alcohol, illegal drugs and/or intoxicants within its jurisdiction and will respond accordingly as per Board policy and regulations.
- 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 dressed in a manner characterized by respect and civility.
- Recognition and acceptance of, and sensitivity toward, diversity are expectations of and within the school community.

ROLES AND RESPONSIBILITIES (Ontario Schools Code of Conduct)

The Durham District School Board and Sinclair 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 and commitment to academic excellence and a safe teaching and 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 and meaningfully with parents
- maintain consistent standards of behaviour for all students
- demonstrate respect for all students, staff, parents, volunteers, and the 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 for others, and for those in authority
- refrains from bringing anything to school that may compromise the safety of others
- follows the established rules and takes responsibility for his or her own actions

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:

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

STANDARDS OF BEHAVIOUR (Ontario Schools Code of Conduct)

The Durham District School Board and Sinclair 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, their ideas and opinions
- treat one another with dignity and respect at all times, and especially when there is disagreement
- respect and treat others fairly, regardless of, for example, race, ancestry, place or origin, colour, ethnic origin, citizenship, religion, gender, sexual orientation, age, or disability
- respect the rights of others
- show proper care and regard for school property and the property of others
- take appropriate measures to help those in need
- seek assistance from a member of the school staff, if necessary, to resolve conflict peacefully
- respect all members of the school community
- respect the need of others to work in an environment that is conducive to learning and teaching
- not use derogatory, demeaning or offensive words toward members of the school community

SAFETY

Weapons – All school members must:

- not be in possession of any weapon, including but not limited to firearms
- not use any object to threaten or intimidate another person
- not cause injury to any person with an object

Alcohol, Intoxicants and Drugs – All school members must:

- not be in possession of, or under the influence of, or provide others with intoxicants, alcohol or illegal drugs

Aggression – All school members must:

- not engage in bullying behaviours
- not commit sexual harassment or assaults
- not inflict or encourage others to inflict bodily harm on another person
- seek staff assistance, if necessary, to resolve conflict peacefully

All school members must:

- not traffic weapons or illegal drugs
- not commit robbery
- not engage in hate propaganda and other forms of behaviour motivated by hate or bias
- not commit an act of vandalism that causes damage to school property or to property located on the premises of the school

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 using progressive discipline strategies. 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
- temporary removal from class, activity or event
- problem-solving exercise
- parental contact
- counseling
- peer mediation and conflict resolution programs
- community/school service
- loss of privileges
- detention
- behaviour contracts
- restorative practices
- support and responsibility agreements
- restitution
- suspension
- expulsion

Conflict, Resolution and Restorative Practice

You owe it to yourself to find positive ways to deal with peers, your parents and with school staff. Conflict situations add unnecessary stress to the learning experience, and we want you to be successful at Sinclair. See a counselor if you need to learn effective strategies to resolve conflict or restore relationships.

STUDENT CODE OF CONDUCT AND DISTANCE LEARNING (Durham District School Board)

Students participating in Distance Learning will be expected to abide by the School Code of Conduct at all times. All members of the school community will continue to be responsible for adhering to the expectations in applicable legislation, policies and procedures and our regular school Code of Conduct.

Durham District School Board schools will focus on prevention, early intervention with progressive discipline and restorative practices as the key to maintaining a positive, safe, welcoming, respectful, accessible, equitable and inclusive virtual learning environment free from discrimination in which students can learn and educators can teach. When inappropriate behaviour occurs, all staff members will utilize a range of interventions, supports and consequences that are developmentally appropriate, that include opportunities for students to learn from mistakes, that consider mitigating factors, and that focus on improving behaviour.

Distance Learning Considerations:

Due to the nature of the on-line environment (digital classroom) of distance learning special considerations and expectations need to be in place to promote the safety and well-being of all students in a virtual environment. All members of the school community are entitled to be safe and to be treated with dignity and respect as within a regular classroom environment. Staff will promote responsible digital citizenship and monitor student conduct and intervene using Bias-Aware Progressive Discipline.

Student Expectations:

1. Be engaged in your classroom activities- ask for help if needed.
2. Complete your assigned work to the best of your ability.
3. Protect your passwords and only access your own account.
4. If posting or engaging in a video or video chat adhere to acceptable use standards
5. If posting information or videos, as part of an assignment, please ensure copyright rules are followed.
6. All digital communications with others need to be done in a respectful manner and adhere to your School's Code of Conduct.
7. Report any incident of cyberbullying or harassment to a parent or school staff member. You can also complete a Report Bullying Now Form from your school's webpage.

Parent/Guardian are encouraged to:

1. Be engaged in your child's learning- if needed contact the teacher by email if your child needs assistance.
2. Support your child to complete their work to the best of their ability.
3. Encourage your child to participate positively and remind them of the Code of Conduct.
4. Allow the virtual classroom/live sessions to be focused between the educator(s) and students. Save your questions or comments for a follow up email if needed.

EXPECTED CODE OF CONDUCT – BUS SAFETY

- Respect other people's property and belongings while waiting for the school bus
- Treat the driver with respect and follow their instructions
- Be courteous and respectful to others on the bus at all times

- Act appropriately in a manner that does not endanger the safety of themselves or others including, but not limited to:
 - Not engaging in any activity that interferes with the safe operation of the bus
 - Remaining seated at all times, facing forward while the bus is in motion
 - Keeping hands, arms, feet, head and belongings inside the vehicle until you have exited at your stop
 - Avoiding distracting or speaking to the bus driver except in the case of emergency
 - Refraining from inappropriate behaviour on the bus, e.g. throwing items, swearing, fighting, bullying, eating or drinking
 - Not bringing alcohol, drugs or weapons onto the school bus
 - Not touching safety equipment or emergency exits unless there is an emergency
 - No eating or drinking on the bus

SUSPENSION (Durham District School Board)

9.1 Circumstances Leading to Possible Suspension

9.1.1 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:

1. uttering a threat to inflict serious bodily harm on another person
2. possessing alcohol or illegal drugs
3. being under the influence of alcohol
4. swearing at a teacher or at another person in a position of authority
5. committing an act of vandalism that causes extensive damage to school property at the pupil's school or to property located on the premises of the pupil's school
6. bullying
7. 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 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 misappropriation of school property or services, including computers and other technology systems
- h) engaging in hate motivated incidents
- i) engaging in gang related activity
- j) possessing dangerous objects or substances, including for example, laser pointers; gloves with studs on knuckles; or any other item deemed by the principal to be unsafe or a hazard to persons or property in the school
- k) committing physical assault on another person
- l) engaging in or encouraging a fight
- m) engaging in conduct that constitutes opposition to authority
- n) demonstrating poor attendance that warrants disciplinary action
- o) engaging in behaviour that is disruptive to the learning environment of the class or school
- p) engaging in conduct that is detrimental to the moral tone of the school

- q) wearing clothing/apparel that is inappropriate, offensive or violates the school Dress Code
- r) engaging in unauthorized gambling or games of chance
- s) engaging in another activity that, under the Code of Conduct of the school, is one for which a suspension is warranted

9.1.2 In considering whether to suspend a pupil for engaging in an activity described in 9.1.1, a Principal shall take into account the mitigating factors:

Mitigating Factors:

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

9.2 Circumstances Leading to a Suspension, Investigation, and Possible Expulsion

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

- 1.) possessing a weapon, including possessing a firearm
- 2.) using a weapon to cause or to threaten bodily harm to another person
- 3.) committing physical assault on another person that causes bodily harm requiring treatment by a medical practitioner
- 3a.) assault/physical intimidation of an employee
- 4.) committing sexual assault
- 5.) trafficking in weapons or in illegal drugs
- 6.) committing robbery
- 7.) giving alcohol to a minor
- 8.) 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:

- a.) hate motivated violence
- b.) gang related violence
- c.) trafficking in controlled or intoxicating substances not prescribed or dispensed for medical purposes
- d.) uttering threats or threatening conduct intended to intimidate
- e.) engaging in harassment
- f.) ongoing conduct that is so refractory (persistent) that the student's presence in the school or classroom is considered by the principal to affect a danger or possibility of harm, physical or emotional, to others in the school or to the reputation of the school

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

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

9.2.3 A Principal may suspend a pupil under 9.2 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 in 9.0.4.

9.2.4 When a Principal suspends a pupil under 9.2, 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.

GOOD NEIGHBOUR POLICY

Sinclair's "Good Neighbour Policy" reflects our commitment to our community. We will exercise appropriate discipline when the behaviour of our students disrupts the safety and orderliness of our surrounding geographic area. According to Board Procedure, if an incident that happens off school property has a connection to the school and implications for the learning/working environment, the administration may apply appropriate disciplinary action.

SMOKE-FREE ONTARIO

The Smoke-Free Ontario Act, 2017 (SFOA, 2017) comes into force on July 31, 2018. The SFOA, 2017 will:

- Regulate the sale, supply, use, display, and promotion of tobacco and vape products (e.g., e-cigarettes), and the smoking of medical cannabis.
- Prohibit the smoking of tobacco, the use of an e-cigarette to vape any substance and the smoking of medical cannabis in all enclosed public spaces and enclosed workplaces.
- Further protect Ontarians from second hand smoke and vapour by prohibiting the smoking of tobacco, the use of an e-cigarette and the smoking of medical cannabis in:
 - Public areas within 20 metres from the perimeter of the grounds of a school
 - The outdoor grounds of a community recreation facility, and public areas within 20 meters of these grounds
 - Public areas within 9 meters from a restaurant or bar patio

CONCLUSION

When staff, students and families work together, a positive and productive learning environment is established at Sinclair 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 cooperation, courtesy, respect and restoration. 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.

SEPTEMBER 2023

| S | M | T | W | Th | F | S |
|----|-----------------|---|----|----------------|----------------------------------|----|
| | | | | | 1 Board Designated Holiday | 2 |
| 3 | 4 Labour Day | 5 Grade 9 Orientation Day (Revised Schedule) | 6 | 7 Photo Day | 8 | 9 |
| 10 | 11 | 12 | 13 | 14 | 15 | 16 |
| 17 | 18 | 19 | 20 | 21 | 22 | 23 |
| 24 | 25 | 26 | 27 | 28 | 29 | 30 |

OCTOBER 2023

| S | M | T | W | Th | F | S |
|----|-------------------|----|----|----|-----------------------------------|----|
| 1 | 2 | 3 | 4 | 5 | 6 Professional Activity Day | 7 |
| 8 | 9 Thanksgiving | 10 | 11 | 12 | 13 | 14 |
| 15 | 16 | 17 | 18 | 19 | 20 | 21 |
| 22 | 23 | 24 | 25 | 26 | 27 | 28 |
| 29 | 30 | 31 | | | | |

NOVEMBER 2023

| S | M | T | W | Th | F | S |
|----|----|----|----------------------------------|----|------------------------------------|----|
| | | | 1 | 2 | 3 | 4 |
| 5 | 6 | 7 | 8 Semester 1 Term 2 Begins | 9 | 10 Remembrance Day Assembly | 11 |
| 12 | 13 | 14 | 15 | 16 | 17 Professional Activity Day | 18 |
| 19 | 20 | 21 | 22 | 23 | 24 | 25 |
| 26 | 27 | 28 | 29 | 30 | | |

DECEMBER 2022

| S | M | T | W | Th | F | S |
|----|---------------|---------------|---------------|---------------|---------------|----|
| | | | | | 1 | 2 |
| 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 10 | 11 | 12 | 13 | 14 | 15 | 16 |
| 17 | 18 | 19 | 20 | 21 | 22 | 23 |
| 24 | 25 Holiday | 26 Holiday | 27 Holiday | 28 Holiday | 29 Holiday | 30 |

| JANUARY 2024 | | | | | | |
|--------------|---------------------|---------------------|--------------------------------|---------------------|---------------------|----|
| S | M | T | W | Th | F | S |
| 31 | 1 Holiday | 2 Holiday | 3 Holiday | 4 Holiday | 5 Holiday | 6 |
| 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| 21 | 22 | 23 | 24 Summative Day | 25 Summative Day | 26 Summative Day | 27 |
| 28 | 29 Summative Day | 30 Summative Day | 31 Credit Completion Day | | | |

| FEBRUARY 2024 | | | | | | |
|---------------|--------------------------|----|----|------------------------|------------------------------------|----|
| S | M | T | W | Th | F | S |
| | | | | 1 Semester 2 Begins | 2 | 3 |
| 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 11 | 12 | 13 | 14 | 15 | 16 Professional Activity Day | 17 |
| 18 | 19 Family Day Holiday | 20 | 21 | 22 | 23 | 24 |
| 25 | 26 | 27 | 28 | 29 | | |

| MARCH 2024 | | | | | | |
|------------|-------------------|-------------------|-------------------|-------------------|-------------------|----|
| S | M | T | W | Th | F | S |
| | | | | | 1 | 2 |
| 3 | 4 | 5 | 6 | 7 | 8 March Break | 9 |
| 10 | 11 March Break | 12 March Break | 13 March Break | 14 March Break | 15 March Break | 16 |
| 17 | 18 | 19 | 20 | 21 | 22 | 23 |
| 24 | 25 | 26 | 27 | 28 | 29 Holiday | 30 |

| APRIL 2024 | | | | | | |
|------------|--------------|----|----|----|------------------------------------|----|
| S | M | T | W | Th | F | S |
| | 1 Holiday | 2 | 3 | 4 | 5 | 6 |
| 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| 14 | 15 | 16 | 17 | 18 | 19 Professional Activity Day | 20 |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 |
| 28 | 29 | 30 | | | | |

| MAY 2024 | | | | | | |
|----------|---------------|----|----|----|----|----|
| S | M | T | W | Th | F | S |
| | | | 1 | 2 | 3 | 4 |
| 5 | 6 | 7 | 8 | 9 | 10 | 11 |
| 12 | 13 | 14 | 15 | 16 | 17 | 18 |
| 19 | 20 Holiday | 21 | 22 | 23 | 24 | 25 |
| 26 | 27 | 28 | 29 | 30 | 31 | |

| JUNE 2024 | | | | | | |
|-----------|--|--|---------------------|---------------------|---------------------|----|
| S | M | T | W | Th | F | S |
| | | | | | | 1 |
| 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| 16 | 17 (Week 1) Gr. 12 Period 3 Summatives | 18 (Week 2) Gr. 12 Period 4 Summatives | 19 Summative Day | 20 Summative Day | 21 Summative Day | 22 |
| 23 | 24 Summative Day | 25 Summative | 26 Commencement | 27 PA Day | 28 PA day | 29 |