



MAXWELL HEIGHTS
SECONDARY SCHOOL

RESPECT | RESPONSIBILITY | RIGOR

STUDENT HANDBOOK



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[@maxwell.heights.ss](https://www.instagram.com/maxwell.heights.ss)



[@MaxwellHeights](https://twitter.com/MaxwellHeights)



<https://maxwellheights.ddsb.ca>

Land Acknowledgement

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 (North America).

We acknowledge that the Durham Region forms a part of the traditional and treaty territory of the Mississaugas of Scugog Island First Nation, the Mississauga Peoples and the treaty territory of the Chippewas of Georgina Island First Nation.

It is on these ancestral and treaty lands that we teach, learn and live.

Indigenous Rights Statement

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.

Human Rights and Equity Statement

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



MAXWELL HEIGHTS SECONDARY SCHOOL



STUDENT HANDBOOK



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DAILY SCHEDULE

The school operates on a two (2) week cycle with morning and afternoon classes flipping on alternate weeks. Homeroom occurs during the first 5 minutes of period 1 on Week 1, and the first 5 minutes of period 1 on

MAXWELL HEIGHTS SECONDARY SCHOOL DAILY SCHEDULE	
WEEK 1	
PERIOD/COURSE	Time
WARNING BELL	8:40am
HOMEROOM	8:45-8:50am (5min)
PERIOD 1	8:50am – 10:05am (75 min)
Travel TIME 	10:05am – 10:10am (5min)
PERIOD 2	10:10am – 11:25am (75 min)
LUNCH	11:25pm – 12:05pm (40 min)
WARNING BELL	12:05pm
PERIOD 3	12:10pm – 1:25pm (75 min)
Travel TIME 	1:25pm - 1:30pm (5min)
PERIOD 4	1:30pm – 2:45pm (75 min)

MAXWELL HEIGHTS SECONDARY SCHOOL DAILY SCHEDULE	
WEEK 2	
PERIOD/COURSE	Time
WARNING BELL	8:40am
HOMEROOM	8:45-8:50am (5min)
PERIOD 2	8:50am – 10:05am (75 min)
Travel TIME 	10:05am – 10:10am (5min)
PERIOD 1	10:10am – 11:25am (75 min)
LUNCH	11:25pm – 12:05pm (40 min)
WARNING BELL	12:05pm
PERIOD 4	12:10pm – 1:25pm (75 min)
Travel TIME 	1:25pm - 1:30pm (5min)
PERIOD 3	1:30pm – 2:45pm (75 min)

USEFUL PHONE NUMBERS

Abused Women Crisis Line	905-728-7311	Frontenac Youth Services	1-877-455-5527
Alateen	905-728-1020	Girls Incorporated Durham	905-428-8111
Bereaved Families of Ontario	1-800-387-4870	GO Transit	1-888-438-6646
Buses: Durhamway Bus Lines	905-433-1392	Information Durham	1-866-463-6910
Buses: First Student	1-866-652-4352	Kid's Help Phone	1-800-668-6868 / text 686868
Children's Aid Society	905-433-1551	Lakeridge Health Centre	905-576-8711
City of Oshawa	905-436-3311	LGBTQ Youthline	1-800-268-9688 / text 647-694-4275
Community Care Durham	905-430-5613	Naseeha Youth Helpline (peer support for Muslim Youth)	1-866-627-3342
Durham Community Legal Clinic	905-728-7321	Ontario Shores (Whitby Mental Health)	1-800-341-6323
Crimestoppers	1-800-222-TIPS	Police (Durham Regional)	905-579-1520
Denise House (family violence)	1-800-263-3725	Pregnancy Help Centre of Durham	905-720-3252
Distress Centre Durham	1-800-452-0688	Rose of Durham (pregnant teens)	905-432-3622
Durham District School Board	905-666-5500	Salvation Army	905-723-7422
Durham Rape Crisis Centre	905-668-9200	Sexual Health Clinic	905-433-8901
Durham Region Crisis Response	1-800-742-1890	Social Services	905-436-6747
Durham Region Health Department	905-668-7711	Unemployed Help	905-579-1821
Durham Region Transit	1-866-247-0055	United Way of Durham	1-866-463-6910
Employment Ontario	1-800-387-5656	Withdrawal Management Services	905-723-8195
Family Services Durham	1-866-840-6697	YMCA	905-438-9622
First Nations and Inuit Hope for Wellness Help Line	1-855-242-3310	Central Intake	1-888-454-6275

SCHOOL COMMUNITY COUNCIL

Students, Parents and Guardians are invited to attend Maxwell's School Community Council (SCC) meetings. SCC meetings will be held in-person and virtually (Dates listed below) The S.C.C. provides a forum for parents, community members, students, teachers and administration to work together and share ideas about our school. There are four meetings a year (dates subject to change). All meetings are open, and everyone is welcome to attend. Please see SCC Meeting Dates listed below; dates may be subject to change.

SEMESTER ONE – 6:00pm (location TBD)	Wednesday, September 17, 2025
SEMESTER ONE – 6:00pm (Virtual)	Wednesday, October 15, 2025
SEMESTER TWO – 6:00pm (Virtual)	Wednesday, February 11, 2026
SEMESTER TWO – 6:00pm (location TBD)	Wednesday, May 20, 2026

SCHOOL PERSONNEL

ADMINISTRATION

PRINCIPAL	Ms. Jadoon
VICE PRINCIPAL (Grade 10s, Grade 9s (A-F))	Ms. Yasodaran
VICE PRINCIPAL (Grade 11s, Grade 9s (G-L))	Ms. Verhoog
VICE PRINCIPAL (Grade 12s, Grade 9s (M-Z))	Ms. Mah

CURRICULUM LEADS

1. ARTS/MUSIC	Mr. Pighin
2. BUSINESS	Mr. Chaktsiris
3. CANADIAN WORLD STUDIES	Ms. Schieman
4. COOPERATIVE EDUCATION	Ms. Riddell
5. ENGLISH	Ms. Watson
6. GUIDANCE	Mr. Johnston
7. INCLUSIVE STUDENT SERVICES	Ms. Paterson (Acting)
8. LIBRARY	Mr. Cairns (Acting)
9. MATHEMATICS	Mr. Goad
10. MODERNS (LANGUAGES)	Ms. Labrakos
11. PHYSICAL EDUCATION	Mr. Clark
12. SCIENCE	Ms. Niles
13. SOCIAL SCIENCE & HUMANITIES	Ms. Huntington
14. TECHNOLOGICAL STUDIES	Mr. Sullivan

OFFICE CLERICAL SAFF

HEAD SECRETARY	Ms. Jensen
SENIOR SECRETARY	Ms. Wright
GUIDANCE SECRETARY	Ms. Bisschop
ATTENDANCE SECRETARY	Ms. Anderson
RECEPTION/FRONT DESK SECRETARY	Ms. Hunting
RECEPTION/FRONT DESK SECRETARY	Ms. LaRonde
LAND TECHNICIAN	Mr. Cannon

MAXWELL HEIGHTS SECONDARY SCHOOL CORE PRIORITIES

At Maxwell Heights we will prioritize and focus on the following CORE PRIORITIES:

COMMUNICATION

At Maxwell Heights, we value respectful, timely, effective, and consistent **communication**, understanding that it facilitates an open and safe working and learning environments for all.

We recognize the importance of a positive school climate and endeavor to ensure that **communication** with and between all stake holders is respectful, rooted in student learning.

ACCOUNTABILITY and PREPAREDNESS

At Maxwell Heights, we commit to providing a solid foundation to teach, model, and uphold the importance of **accountability and preparedness** to facilitate a rich learning environment for all.

Through growth and development, students will understand that being prepared, responsible, and accountable are key characteristics required for success in secondary school and beyond.

TIME-ON-TASK

At Maxwell Heights, we establish routine and structure throughout the school to facilitate a safe learning environment for all.

We are committed to student success, with clear expectations of students to be **on time, engaged and committed to their learning and achievement**.

GRADE LEVEL GUIDANCE COUNSELLORS and GOOGLE CLASSROOMS

Counsellor	Grade Level	Google Classroom CODE
Ms. Hudson	9	sxozymp
Mr. Johnston (Curriculum Lead)	10	vcpn4gq
Mr. Gani	11	budipwk
Ms. Wills	12	ztg23gh

Guidance Services

The counsellors of the Guidance Services Department are always willing to help you plan ahead by providing:

- individual counselling about course, careers and personal matters
- group presentations about careers and future education
- interest surveys to help you understand yourself
- information about jobs, colleges, universities, and other opportunities
- tours of colleges, universities, apprenticeship sites and various places of employment
- computer programs to learn about careers and future education
- records of your accumulated credits and transcripts
- information about scholarships and financial aid for future education
- speakers concerning jobs for those entering employment straight from high school
- Peer Tutoring.

What do you need to graduate?

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

Plus one credit from each of the following groups:

New	1	group 1: additional credit in English, or French as a second language,** or a Native language, or a classical or an international language , or social sciences and the humanities, or Canadian and world studies, or guidance and career education, or cooperative education***
New	1	group 2: additional credit in health and physical education, or the arts, or business studies, or French as a second language,** or cooperative education***
New	1	group 3: additional credit in science (Grade 11 or 12), or technological education, or French as a second language,** or computer studies, or cooperative education***

In addition, students must complete:

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

*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.

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reach every student



Students in grades 9, 10, and 11 must take eight courses. **Senior students may take a study period when they have achieved 24 credits provided, they meet certain requirements.**

Always check the Guidance page of our website for updates and info. Although, Guidance Counsellors try to see every student every year regarding future planning, students are encouraged to book an interview, at an appropriate time, rather than wait to be contacted. Make an appointment with the Guidance secretary at **905-440-7339**.

MAXWELL CODE OF CONDUCT

INTRODUCTION

The Code of Conduct for **MAXWELL HEIGHTS SECONDARY SCHOOL** is intended to promote the safety of staff, students, parents/guardians and community members in school. All staff, students, and parents have the right to be safe, and feel safe, in the school community. With this right comes the responsibility to follow the expectations in the School Code of Conduct, and to be accountable for actions that put the safety and dignity of others at risk. As such, the Code of Conduct establishes clear standards of behaviour both in and out of class and online, as well as consequences for student actions that do not comply with these standards.

Maxwell Heights Secondary School is a place that promotes responsibility, respect, civility and safety in the teaching and learning environment, and the Code of Conduct recognizes, accepts, and is sensitive to equity and inclusivity. It establishes and promotes Progressive Discipline that is bias-aware to promote and reinforce positive behaviour, and to help students make good choices. A whole school approach is essential in developing and sustaining a positive school climate. Students, staff members, and parents/guardians need to be actively engaged in helping to encourage and demonstrate respect, fairness and kindness in their interactions at the school and/or during online class/activities.

OVERALL EXPECTATIONS

Show Respect for Self

- **Attend school on time** daily and be prepared for class and ready to work. Bring all necessary equipment to class. Turn off and put away all electronic equipment in all instructional areas unless they are being utilized under teacher supervision. Do not leave valuables in the change rooms.
- Invest in your own success. Complete all assignments to the best of your ability and meet all set deadlines. Participate in classroom activities.

Show Respect for Others

- **Be Good Citizens.** Be respectful to all members of our school community (e.g., visitors, co-op employers, supply teachers, parents/guardians etc.). Be honest and act with integrity. Focus on high academic achievement to determine your preferred pathway.
- **Be Allergy Aware.** We are a scent-aware school. Various members of our community (staff, students, parents, guardians, visitors) are severely allergic to scents. We ask that you do not wear any scented products to keep our environment safe for all. We encourage you to not bring nuts, or items made with nuts to school as well.
- **Good Neighbour Policy:** Students are expected to be considerate of others and respect their desire for clean, quiet and safe surroundings. Loitering and littering are not permitted, and students are expected to follow the rules and regulations of the business establishments they frequent during the school hours.

Show Respect for Property

- Keep the school and school grounds litter free and in good repair. Water may be consumed in classrooms with the permission of the teacher. Clean-up after yourself. Keep desks, walls, and other property, damage free. Be sure to report damage and the abuse of school property.

Show Respect for the Environment

- Demonstrate respect for the environment by reducing waste, re-using materials and recycling. All paper will be recycled as appropriate. Lights in classrooms will be turned off when possible. Materials will be re-used and waste will be reduced.

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, 2013)

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. For more information, please refer to <http://www.ddsb.ca/school/maxwellheights/Pages/default.aspx> , or <http://www.ddsb.ca>.

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
- Completion of an alternate learning activity
- Problem-solving exercise
- Detentions (before school, at lunch or after school)
- Parental/Guardian/Caregiver contact
- Community/school service
- Peer mediation and conflict resolution programs
- Counselling
- Loss of privileges (Example. Participating on school teams, councils, attending events, etc)
- Restitution
- Support and responsibility agreements
- Suspension
- Expulsion

ATTENDANCE & LATES

Attending school on a daily basis is proven to have a direct correlation to student success, achievement and the development of important life-long social and employable skills development. 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.

- Ensure 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 **Safe Arrival** student absence reporting system is used at Maxwell Heights SS.
- **Parents may choose to report their child's absence in advance, or before bell time for the current day in one of two ways:**

- **Toll Free Number: 1-844-350-2646**
- **Using your smartphone – [Download the App](#)**
- **Logging into the [School Messenger website](#)**



- As part of this program, an automated notification system contacts parents when a student is absent but no notification was relayed to the school.
- **ALL PARENTS/GUARDIANS MUST BOOK ABSENCES EITHER THROUGH THE TOLL FREE NUMBER OR THE ONLINE APPLICATION.**
- **Illness:** If a student becomes ill during class, the parent or guardian will be contacted.
- **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.
- Students arriving at school after the bell, must attend the office for a late slip before going to class. Persistent lates will result in a variety of school consequences including parent meeting with administration, progressing to suspension.
- If a student must leave the school early, parents or guardians must call school messenger to indicate time the student will be leaving.
- Parents/guardians will be contacted should a student become ill. When necessary, 911 will be called.
- 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 provided by their teacher on their google classroom and or D2L Class.
- If you have any doubts about your student's progress or attendance, do not hesitate to contact the school and connect you with your student's teacher(s) guidance counsellor and or Vice Principal.

ABSENCES/SKIPPING:

- Students have a responsibility to attend school in person and/or on-line (eLearning courses). Good attendance directly correlates with academic success.
- Parents/Guardians must communicate student absences by School Messenger in advance.
- Text messages sent to a student from a parent are **NOT ACCEPTABLE** as a form of communication to excuse a student from a class. **Communication must be direct from parent/guardian to the office.** The office staff will then contact the teacher to dismiss the student from their classroom.
- Students are responsible for completing and submitting any work that is missed due to planned or unplanned absences, including school sports, trips and other school related activities. Students who skip class may face academic and/or administrative consequences (refer to assessment policy).
- Skipping on the day of a major test or assignment due date may result in a mark of zero.
- Students who are signed out by a parent or guardian are **REQUIRED to leave** school property promptly.
- **Students can NOT be signed out of a class by a parent/guardian to remain on school property** to catch up on work, watch a school sport or study for another class.
- Every time a student is marked absent 'unexcused' there will be a communication sent home to inform the parent/guardian of the period(s) that were missed.
- Student attendance can be accessed by a parent/guardian through the Parent Portal.

LATES:

Students are expected to arrive in class on time. Punctuality is an important habit, which promotes academic success.

Parents and or guardians should contact the school within twenty-four hours to excuse a student's late arrival. Students who arrive late must report to the main office to obtain their late slip. Students are to proceed directly to class after getting their late slip and are expected to travel through the halls and enter class quietly and without disruption. If the student does not proceed directly to class after acquiring their late slip, they will be required to return to the office to receive an updated late slip and have conversation with an administrator. Excessive, cumulative, and unexcused lateness will be addressed by administration. Communication will go home to update parents/guardians. Consequences will be put in place as follows. See policy below:

9 Lates	Letter To Parents/Guardians
15 Lates	Letter to Parents/Guardians
20 Lates	Letter and Meeting with VP
30 Lates	Letter and Meeting with VP and Parents/Guardians

Excessive, cumulative, and unexcused lateness will be addressed by administration. Early interventions by administration will involve communication with the student and parent/guardian and students may be assigned detentions or other school consequences. Students who accumulate 9 unexcused lates will have a message of their attendance communicated home. Students who accumulate 20 unexcused lates will have a letter sent home and a meeting with their vice principal.

For any additional unexcused lates, parent/guardian and student will meet with an administrator, further school consequences may be assigned, and there may be the possibility of the student being removed from participating in school activities/extracurriculars.

ASSESSMENT AND EVALUATION

Grading:

The percentage grade represents the quality of the student's overall achievement of the learning outcomes for the course and reflects the corresponding level of achievement as described in the achievement chart for each curriculum area.

A variety of assessment strategies such as but not limited to performances, quizzes, tests, oral presentations, practical applications, audio-visual projects, written reports, assignments, investigations, projects, journals and exams may be used to demonstrate students' learning. Each unit of study may contain several separate assessments for learning.

Calculating a Final Grade:

A student's final grade will be determined based on the following breakdown of assessments:

70% On-Going in-class Assessments, 30% Final Culminating Assessments

Teachers will also take into account student conversation, observation, and product with an emphasis on **most recent** and **most consistent results** in determining a final grade.

Each assessment will encompass some or all of the following achievement categories.

[K/U] – Knowledge & Understanding, [A] – Application, [C] – Communication, and [T/I] – Thinking & Inquiry. Marks will be assigned and accumulated by category and then combined to produce a final term mark. The term mark will be combined with summative/final marks to produce a final mark for the semester. Students should refer to individual course outlines to identify the weighting of specific curriculum expectations: units, assignments, and learning strands.

For course evaluation, refer to the course outlines provided by individual departments.

Social and **learning skills** such as attitude, attendance, effort, tardiness in handing in assignments, and participation are not mathematically factored into the percentage grade. The following learning skills are tracked and evaluated separately from the percentage grade: Responsibility, Organization, Independent Work, Collaboration, Initiative, and Self-Regulation. Each learning skill will be evaluated as E – excellent, G – good, S – satisfactory, or N – needs improvement.

Policies for work submission deadlines will be established by course, level and subject, and may vary by the type of assignment. **Late penalties may be applied with classroom teacher and or administration.**

Assessment policy:

Assessment opportunities will be assessments of specific learning objectives.

A course will consist of a variety of tests, assignments, quizzes, and other assessments for learning and assessments of learning.

Deadlines for all assignments will be announced and shared clearly with sufficient lead time. Deadlines are critical to the learning process as they develop workload management, impact the student's ability to learn, and are a part of workplace life. It is the student's responsibility to seek assistance from the teacher well in advance of the due date if they are unable to complete the task.

If a student is aware, prior to a test day or a due date, that they will be legitimately absent that period

(i.e. field trip, appointment, co/extra-curricular), alternate arrangements must be made with the teacher before the test /due date.

If a student is absent for a test or assignment due date, the following steps must be completed:

1. Parent/guardian communication (via email, in person or phone) with the subject teacher confirming the parent's understanding that the test/assessment has been missed for a legitimate reason.
2. If the completed tests/assignments have not been returned to the class, the student will have to opportunity to complete the assessment at an agreed upon time between the classroom teacher and student that is reasonable.
3. If the completed tests or assignments have been returned then the teacher may provide an alternative assessment for the student to complete.
4. If a student is suspended during a test date, then steps 2 and 3 apply.

IT IS ALWAYS THE RESPONSIBILITY OF THE STUDENT TO SUBMIT ANY ASSIGNED WORK

Extra Help

- Extra help is available from the course teacher at a mutually agreed upon time.
- Department-based extra help may be available on a regularly scheduled basis.

Final Course Evaluation Including Examinations:

- Final course evaluations are compulsory (30% Summative Evaluation including the final exam) for all courses.
- If a student is absent from a final evaluation, the absence must be supported by a note. Holidays or family vacations are not acceptable reasons for missing any part of a final summative evaluation (exams or other summative activities).

Accommodations:

Students identified through the IPRC process may require changes to the assessment and evaluation of their learning. These changes would be made after consultation with Administration, Our Inclusive Student Services Curriculum Lead and the Subject Teacher Curriculum Lead and would be incorporated into the student's Individual Education Plan.

ACADEMIC INTEGRITY:

Students are expected to maintain honesty in their academic work. As a community, we must trust each other to be fair, respectful and responsible in completing assignments, tests and engaging in any school-related activity. Evaluation is to be of the individual's skills, knowledge and ability, and students must ensure that these are not misrepresented in any way.

PLAGIARISM POLICY:

From Durham District School Board Policy 5122: 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 #5122 Cheating and Plagiarism, Prevention

and Intervention and regulation #5500 Durham District School Board Code of Conduct and Safe School Regulation.

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.

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. A new Board policy is being developed based on the Ministry of Education document, [Growing Success](#).

ACADEMIC MISCONDUCT:

Misconduct is when a student engages in behaviour that is contrary to Academic Integrity. Misconduct includes the following:

- **Plagiarism:** when a person “takes and uses (the thoughts, writings, inventions, etc. of another person) as one’s own” (Canadian Oxford Dictionary).
- **Cheating:** the use of materials that are not approved by the teacher for a task/assessment such as, information aids, conversation with others, books, **AI generators (including Chat GPT)**, and use of technology resources, (for example, cell phones, tablets, websites, online app’s, etc.).
- **Facilitating Misconduct:** when someone knowingly or negligently allows their work or parts of their work to be used by others, or who help others in committing misconduct.
- **Impersonation:** pretending to be someone else, doing someone else’s work, or putting your name on other’s work.

Consequences for Misconduct may include:

- Submission of an Academic Integrity Form to administration
- Referral to administration, parent/guardian contact
- Administrative record of the Misconduct
- Mandatory completion of learning related to Academic Integrity as assigned by Administration
- Resubmission of the work with potential of a reduction in grade
- Alternate activity in lieu of the initial assignment
- A failing grade for the assignment
- Removal from course
- Other consequences as determined by Administration

ACADEMIC EXPECTATIONS:

Maxwell Heights Secondary School course expectations are designed to prepare students for the rigorous expectations of the workplace and post-secondary institutions both in terms of content and work habits/time management. As such, students in all courses must adhere to the following standards:

ASSIGNMENT SUBMISSION:

- All assignments are expected to be submitted on the due date
- Students are expected to demonstrate responsible communication, a standard of time management, responsibility and self-advocacy with their teachers to ensure success at the high school level.
- Students are encouraged to negotiate extensions PRIOR to the due date! Student and/or parent/guardian notice is required if a student is unable to attend a class when an assignment is due or a quiz/test/lab is scheduled.
- Teachers may grant extensions in extenuating circumstances
- Teachers may implement a number of strategies and consequences to address late and missed assignments. **These may include:**
 - Encouraging the student to access extra support (e.g., parent/guardian contact, special-education, or student success services)

- Establishing a student contract to encourage better time-management skills
- Providing alternate assignments where, in the teacher's professional judgement, it is reasonable to do so.
- Assignments submitted after the 'Absolute Deadline' may not be assessed but held for academic consideration when determining a final grade. Teachers will determine and communicate the Absolute Deadline to students based on their professional discretion.
- Teachers will implement any assessment accommodations listed in a student's Individual Education Plan (IEP) when assessing student work.

MISSED TESTS:

Students may be permitted to write a missed quiz/test if there is communication from the parents/guardian, guidance counsellor, Special Education Resource Teacher or other qualified adult that indicates a valid reason to excuse the absence, or if the student negotiates an exception with the teacher beforehand. The teacher and/or administration will consider the circumstances and determine if the student will have the opportunity to write the test/quiz, complete an alternative task or receive a mark of zero.

EXAMS/FINAL SUMMATIVE TASKS:

Students absent from a final examination, or summative task, must prove, to the satisfaction of administration, that the absence was unavoidable or a mark of zero will be assigned. Formal documentation (e.g., medical, court orders, etc.) will be required in as much advance notice as possible.

MAXWELL HEIGHTS SECONDARY SCHOOL ASSESSMENT CONTRACT

All students must read and accept the following contract regarding assessment expectations or complete a google form for their teacher to acknowledge that they have read and understand the Assessment and Evaluation policies and procedures. **Assessment Contract will be done through a google form and will be shared in homerooms and grade level google classrooms for students to complete.**

- I have read the MAXWELL HEIGHTS SECONDARY assessment policy.
- I understand how my final grade will be calculated and how teachers will assess my work.
- I recognize my responsibilities to submit assigned work on time and to attend class for all quizzes and tests. I will communicate my absences to the teacher ahead of time.
- I understand the potential consequences for failing to meet these expectations.
- I will uphold academic integrity throughout the course.
- I will communicate with my teacher if I need help or am struggling with any of the assigned tasks
- I understand that there will be consequences for academic misconduct.

BUS BEHAVIOUR

Riding a school bus either daily or for school related events is a privilege and not a right. Students are expected to behave in a responsible and mature fashion and to always obey the directions of bus drivers. The safety of all passengers is the prime concern. Students who demonstrate unsafe or disruptive bus behaviour will face administrative discipline, which may include suspension of bus privileges.

CAFETERIA & FOOD SERVICES

- Cafeteria service is available at lunch. Service is not available during the exam period.
- Students are not to bring their backpacks into the cafeteria service area. Personal items can be left outside of the server in the cafeteria when students are inside the service area.
- Students are not to have food in the classroom except in certain situations with teacher approval.
- Students are expected to clear their tables after eating and place their garbage and recycling in the appropriate receptacles.
- Students must be responsible for their litter whether eating in the cafeteria or outdoors.

- Access to cafeteria services or vending machines is prohibited during class time with the exception of students on spare.
- Students are prohibited from ordering food from restaurants or online delivery services. If a student has food delivered, the office reserves the right to hold food orders until such a time that is appropriate for students to consume.

CO-CURRICULAR ACTIVITIES & FIELD TRIPS

Maxwell Heights SS values student participation in co-curricular activities and encourages all students to get involved with some of the many sports, clubs, and activities that are available outside of the classroom. However, participation in co-curricular activities and field trips is a privilege. Students must follow the guidelines below in order to participate in co-curricular activities or field trips:

- Students must inform teachers of absences in advance. Students are responsible for acquiring and completing all missed work due to co-curricular absence.
- Students must attend class on the day of the scheduled activity/event
- Students must demonstrate a good work ethic and respectful attitude in class to participate in co-curricular activities.
- Staff will determine suitability for continued participation in co-curricular activities. All athletes and co-curricular participants are students first.
- All other school rules apply while participating in co-curricular activities or field trips (e.g., dress code, behaviour expectations etc.)
- Students must have a valid parent/guardian permission form and/or team/club recurring trip form. Please note that no financial reimbursement is available if a student misses a field trip. Extenuating circumstances should be discussed with the administration.

DANCES & GRAD CELEBRATION DINNERS (GRAD GALA)

Students attending any school dance must follow the rules below:

- Only **MAXWELL HEIGHTS SECONDARY SCHOOL** students are permitted to attend school dances.
- Students will NOT be admitted early to the dance. Doors will only remain open for 30 minutes after the scheduled start time for the dance. No re-entry is permitted unless alternative arrangements are made with administration in advance
- Students are not allowed locker access at the dance – there will be a coat check available. All bags and coats will be checked by administration before students enter the dance.
- Students under the influence of drugs or alcohol will be refused admittance or will be removed from the dance. In addition to school consequences, students will not be able to attend any dance for the remainder of the year.
- All school rules regarding behaviour, dress code, and personal safety are in effect at a school dance.

Grad Celebration (Grad Gala): In addition to the above rules for school dances, students attending our Grad Celebration Dinner (Grad Gala) must also follow these additional procedures:

- Photo ID is required for all students (e.g., health card, driver's license, student card)
- Only students in Grade 12 and their guests are allowed to attend this Grad Celebration Dinner (Grad Gala) - All guests must be approved by administration.
- Students must complete a behaviour contract and a guest form (if required). Attendance at the pre-Grad Celebration Dinner assembly and information session is mandatory.
- There is no re-entry to the Grad Celebration Dinner (Grad Gala).
- Students are not permitted to bring bags to the Grad Gala, and purses will be checked at the door.
- Students are expected to adhere to the school's dress code.

DRESS CODE

The DDSB dress code supports human rights, equity, anti-oppression, anti-racism, non-discrimination, and equitable and inclusive education. Please note that, as the Administration reserves the right to make final decisions regarding appropriate dress, students may be sent home to change if they do not comply with the Dress Code. Everyone should be dressed for a professional school environment:

- Students are expected to dress respectfully for school.
- See-through clothing is not permitted.
- Clothing must be free of drug and alcohol related references
- Clothing must not depict ethnic, religious, cultural, or racial slurs
- Students must not wear any type of clothing that serves to harass or intimidate others, or that depicts violent, objectifying or demeaning scenes or slogans
- Any apparel that could be deemed as gang related such as jewelry, chains, badges, mouth pieces and/or bandannas are not to be worn
- For safety reasons, faces must be clearly visible at all times with the exception of medical masks when deemed essential
- Some departments or classes may have specific dress codes which must be adhered to for health and safety reasons (such as technology/shop classes, health and physical education classes, science classes, culinary classes, etc.)

All of the above requirements must be adhered to at all times unless required to meet human rights related needs or accommodations. If the dress code is violated, students will be asked to arrange for a change of clothing.

RELIGIOUS ACCOMMODATIONS

Maxwell Heights Secondary School follows the Durham District School Board's [Accommodating Creed in Schools](#) document and [Anti-Oppression Strategy](#) as well as the [DDSB Human Rights, Anti-Discrimination and Anti-Racism policy](#). These documents have been produced in compliance with requirements of Ontario's equity and inclusive education strategy within the context of the Canadian current charter of rights and freedoms in [The Ontario Human Rights Code](#). This document assists us in creating and maintaining equitable and inclusive environments within MHSS and guides the processes of providing religious accommodations as a need arises. If you require any accommodations, we ask that you inform administration.

HALLWAYS (OUT-OF-CLASS)

- Students are not permitted to eat or drink in the hallways (with the exception of water).
- Students on spare must not be in the hallways. They may be in the library or can leave school property
- Students are prohibited from entering out-of-bounds areas (e.g., Cafeteria) unless accompanied by a teacher.
- If asked by a staff member/adult in the building for their name and destination, students are required to stop and respond respectfully.

DISMISSAL FROM CLASS (WASHROOM, LOCKER VISITS ETC.):

- **Students are not to be excused from class during the first 10 minutes and last 10 minutes of class.**
- Students are required to sign out when leaving in person class – a standard sign-out sheet will be posted in each class where students can identify their destination, time of departure, and time of return.
- Only one student is permitted out of class at a time (this excludes students leaving to go to AR, Student Success, Office.)

- Students are expected to go straight to their destination and to return to class within a reasonable amount of time (typically 5 minutes or less). Failure to return within an acceptable time may result in consequences.

WASHROOMS:

To avoid missing valuable class time, students are expected to use the washroom before school, during lunch hours in between classes. Leaving a classroom for any reason is discouraged **during both the first and last 10 minutes of all classes** in order to keep the house clear and maximize instructional time.

In urgent cases, students may be excused at the teacher's discretion. Students may be asked to make up the time and work ministering the washroom break. Medical conditions need to be documented and brought to the attention of the administration.

In addition, we ask students to adhere to the following:

- Go to the closest washroom and if not usable, please contact main office.

When in a school washroom, students are expected to follow the rules below:

- NO eating or loitering
- NO Vandalism
- MAX 7 people at a time in the larger bathrooms, 1 person per stall
- MAX 1 person at a time in the individual/inclusive bathroom

Students are expected to follow the above recommendations. Students who do not adhere may face consequences.

PERSONAL PROPERTY, VANDALISM, & LOCKERS

Students are discouraged from bringing anything valuable to school. The school is not responsible for lost or stolen articles (including bikes, cellphones, computers, money, etc.). Students should protect their belongings from theft through careful storage in their locker.

- Valuables should never be left in the phys. ed change room.
- Administration may involve police in dealing with issues of theft or robbery.

Vandalism:

Vandalism is the destruction or defacing of school property (including in classrooms, hallways, lockers etc.), whether through a malicious act or indirectly caused by violent behaviour (e.g., horseplay). Vandalism will be addressed by administration and/or police.

LOCKERS:

- All Grade 9 students will be assigned a locker at the beginning of the school year. Students in Grades 10–12 will have the opportunity to request a locker if they wish to use one. Please note that due to limited availability, students in these grades may be required to share a locker.
- **Students must use only the locker that is assigned to them** and not share with others unless assigned. Students must attach a combination lock to their locker: the combination will be recorded and kept on file at the school. **Students must keep their locker combination private.** Further instructions will be shared by their homeroom teacher during the first week of school.
- Students are reminded that a locker is on loan for the duration of the year. Lockers are the property of the Durham District School Board, which reserves the right of access at any time.
- Students are responsible for the contents of their lockers. With reasonable suspicion, the administration has the right to search lockers and personal property. Administration has the right to seize contraband material, which will be held for evidence, and may be turned over to police. Parents/guardians (or the student, if the student is 18 years of age or older) shall be notified by administration if items are removed from a student's locker.

PERSONAL SAFETY

All staff and students at Maxwell Heights Secondary School have the right to be safe and feel safe in the school community. Students must demonstrate responsible, respectful, civil, and safe behaviour at all times in the teaching and learning environment be it in person or online.

Any form of violent behaviour (including horseplay, play fighting etc.) is prohibited. Intimidation, harassment, extortion, profane or improper language, and assault will not be tolerated. In addition to potential school consequences and suspensions, police may be involved and charges laid. **Students must not participate in or encourage violent behaviour, and they must NOT video record or take pictures or share any violent or inappropriate behaviour digitally or verbally or in person: they should rather report these issues immediately to a staff member or administration.**

Weapons: Knives, weapons, real, replica or toy and items used as weapons are absolutely prohibited from school and will be confiscated by Staff and/or Administration. Consequences will be applied and Police involved where appropriate. Students must not bring weapons to school. Administration may deem any item to be a weapon if it is used or intended to be used for the purpose of injuring, threatening, or intimidating any person. Such items are forbidden in the school.

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.

Visitors and Trespassers: Maxwell Heights S.S. is private property. Students may not bring visitors to school. All visitors, must have an appointment, 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.

BULLYING & HARASSMENT:

The Ministry of Education formally defines bullying as the following: bullying is “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. If harassment continues after due warning has been given, perpetrators will be disciplined.

- Bullying will not be tolerated on school property, at school-related activities, or in any other circumstances (including in online/digital forms).
- Students who feel victimized should report bullying (including cyber bullying) to a staff member or to the office. Students are encouraged to use the “Report Bullying Now” button on the school’s website.
- MHSS values equity, diversity, and inclusivity. Any form of harassment will not be tolerated. Harassment may include threats or abuse regarding an individual’s race, gender, sexuality, disability, physical condition, ethnicity, or religion.
- MHSS will provide support to any students who are impacted by incidents of bullying or harassment.

SMOKING, VAPING, ALCOHOL, & DRUGS

- The Smoke Free Ontario Act and the Durham District School Board does not permit smoking on school property at any time. Smoking includes the carrying or holding of lit cigars, cigarettes, pipes, or any other lighted or electronic device. Examples that are prohibited on school property may include but are not limited to vapes, E-cigarettes, herbal cigarettes, chew, snuff and snus.

- DDSB 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) restricts smoking and prohibits distributing tobacco products to others. Tobacco products are not permitted on school property at any time. If found, they will be confiscated. 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 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.**
- **Students must NOT possess, consume, or be under the influence of alcohol or illegal drugs on school property at any time. 20m away**
- 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

TECHNOLOGY

Students are responsible for reading, signing, and complying with the Durham District School Board's acceptable and safe use of technology policy through the Parent Portal.

Chromebooks: Students are issued Chromebooks in grades 9 - 12 with their parent's signature on the Chromebook Program Waiver or students may choose to bring their own computing device. Students responsible for bringing their DDSB Chromebooks to class, fully charged, as required or directed by the teacher. If students leave the school board, they are responsible for returning their Chromebook to the school.

- Students are discouraged from sharing their login information with other students.
- Devices used at Maxwell Heights Secondary School unequivocally includes compliance with the MHSS Acceptable and Safe Use for Computing and Information Technology Facilities and Resources form found on our 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.

The following are a selection of the computer network rules:

- No food or drinks allowed in computer rooms 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 escaping or shelling out to DOS at any time and no accessing independent networks.
- 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.

Cellphones and ANY smart devices (Apple watch, smart watch, air Pods, smart devices etc.) are only permitted in the classroom at the teacher's discretion when they are used to enhance the learning experience. Any disrespectful or inappropriate use of technology (for example, texting, playing games, listening to music when not permitted) will result in progressive discipline.

- Students are PROHIBITED from taking pictures recording (audio and/or video) of any student, staff member or visitor on school property without clearly expressed consent. Taking pictures or recording individuals without permission is a violation of privacy and a human rights issue.
- Confiscated cell phones will be returned to the student after school from the Main Office only twice. On the third and all subsequent confiscations the cell phone will only be returned to parents/guardians. **The school is NOT responsible for cell phones brought onto school property.**

Electronic Equipment/Recording/Broadcasting: 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 MHSS and on MHSS 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 MHSS 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 the end of the day. 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.**

TRANSPORTATION

Students must use transportation safely and responsibly on school property.

- 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 northwest and southeast corners 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 Phys. Ed. activity, and there is teacher supervision. **The school is NOT responsible for lost or stolen bicycles, scooters, skateboards.**
- Bicycles, roller blades, scooters, skateboards etc. may not be used inside the school building and may only be used as a mode of transportation on school property.
- Students are not permitted to loiter in the parking lot or in parked cars.
- Students must lock their bicycles, scooters in the locked racks. Roller blades and skateboards must be stored in the students' lockers.
- Drivers must follow all traffic flow markers on school property and use the Kiss & Ride behind the cafeteria as designated.
- Any unsafe use of a vehicle (e.g., reckless driving) may be referred to police or reported to the DRPS traffic "Road Watch" online.

Parking

Cars and Motorcycles: Students are **not permitted** to park on school property due to limited parking. Students can obtain a parking pass from the main office and park in the Delpark Homes Centre parking lot on the north side of the building

OTHER INFORMATION AND PROCEDURES

Academic Resource: Academic Resource delivers programs available to students working with an Individual Education Plan and any other students that may require support. Programs include academic withdrawal, study skills, academic monitoring, and extra help.

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.

Crime Stoppers: Any student who wishes to anonymously report information about crime in the 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.

Delpark Homes Centre including the City of Oshawa Library: Maxwell Heights S.S. and the Delpark Homes Centre staff will work together to ensure that students use that facility properly, respectfully, and that during

school hours they are there only under the supervision of a teacher or when they are properly signed out from school. It is expected that students will not play or loiter in the parking area of Delpark Homes Centre. Students will avoid littering in our neighbouring facilities.

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

Fighting/Horseplay: Fighting/horseplay are inappropriate behaviours in school. Students must keep hands and feet to themselves. **Horseplay is considered fighting in the discipline process.**

Food/Drink: Food and drinks are not permitted in the classrooms (the exception is water). Please bring a water bottle for use.

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 five school days after the midterm-reporting period, the course mark will appear on the transcript, even if it is dropped. Colleges and Universities may use this information for making admission and scholarship decisions.

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

Honour Roll: Full-time, secondary school students have the opportunity to earn a Durham District School Board Honour Roll Certificate in each of Grades 9, 10, 11 and 12. A secondary school student will have earned a Durham District School Board Honour Roll Certificate in their grade from July to June if they have achieved the following:

- Grade 9: An aggregate of at least 640 marks in their highest achieving eight credits earned
- Grade 10: An aggregate of at least 640 marks in their highest achieving eight credits earned
- Grade 11: An aggregate of at least 640 marks in their highest achieving eight credits earned
- Grade 12: An aggregate of at least 480 marks in their highest achieving six credits earned.

Note: Secondary school students excused from full-time attendance on compassionate grounds (Education Act, Reg. 374/10), Grades 9-12, will be considered for a Durham District School Board Honour Roll Certificate at the principal's discretion.

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 MHSS Administration.

Land Acknowledgement and National Anthem: During the Land Acknowledgement and National Anthem, students are expected to quietly stand at attention, and are encouraged to sing. Students in the halls during the anthem are expected to stay still and quiet until the anthem is completed, and may then proceed to their class.

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 MHSS Administrator for details.

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 MHSS Administration. Prohibited nuisance items, such as but not limited to: water guns, cap guns, or 'nerf'-style guns; firecrackers, party snappers, finger boards, etc. are not to be brought to school. Possession of nuisance items may result in consequences from MHSS Administration and/or DRPS.

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 MHSS Administration.

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

Snow Days: If there is a severe snowstorm, listen to local radio stations for closing and transportation information, including KX96 (95.9 FM), CKDO 1580, or 680 AM.

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 MHSS Administration.

Special Medical Requirements: Parents 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.

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

Textbooks\Electronic Equipment (CHROMEBOOKS): Students are responsible for all textbooks issued. Students are expected to pay for their replacement if a textbook is lost or damaged. Failure to return texts or make proper restitution may result in 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: In order to be nominated for Valedictorian, a student must be a graduating student in good standing and have made a significant contribution to student life.

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.

HEALTH & SAFETY - Community Threat Assessment & Intervention Protocol

Student Threat Assessment

Fair Notice & Process

The Durham District School Board and Community Partners are committed to making our schools safe for students and staff. As a result the Board will respond appropriately to all student behaviours that pose a potential risk to other students, staff and members of the community. It is hoped that support for early identification and intervention measures by Durham District School Board and Community Partners will prevent school violence.

There are many initiatives in place to support our schools as safe places for students to learn. One important initiative is the Community Threat Assessment and Intervention Protocol and the training of Board administrators and associated staff in Threat Assessment and Intervention. School teams work to assess potentially high risk student behaviour and evaluate the level of threat to others and the student exhibiting the behaviour. This training and response plan was developed by Kevin Cameron, The Director of the Canadian Centre for Threat and Risk Assessment.

The timely sharing of information about students at risk for violence towards self and/or others ensures that supportive plans are put in place to enhance safety. In addition, the effective implementation of The Community Threat Assessment & Intervention Protocol will support collaborative planning to prevent traumatic events.

WHAT IS THE PURPOSE OF THE STUDENT COMMUNITY THREAT ASSESSMENT AND INTERVENTION PROTOCOL?

- To ensure the safety of students, staff and parents.
- To understand, based on the data gathered, the factors that contribute to a threat-maker's behaviour.
- To develop an intervention plan that addresses the emotional and physical safety of the threat-maker and others.

WHAT BEHAVIOURS INITIATE A STUDENT THREAT ASSESSMENT?

A threat is an expression of intent to do harm or act out violently against someone or something. Threats may be verbal, written, drawn, posted on the Internet or made by gesture. Threats must be taken seriously, be investigated and followed up with a response.

A Student Threat Assessment will be initiated when a student exhibits behaviours that include, but are not limited to:

- Violence with the intent to harm or kill
- Verbal/written threats to harm or kill others (clear, direct and plausible)
- Internet website/social media threats to harm or kill others
- Possession of weapons, including replicas
- Bomb threats (making and/or detonating explosive devices)
- Fire setting
- Sexual intimidation or assault
- Gang related intimidation and violence

A Threat Assessment may be initiated because of the content of an incident or as a result of worrisome behaviour.

WHAT IS A COMMUNITY THREAT ASSESSMENT AND INTERVENTION TEAM?

Each school has a multi-disciplinary Community Threat Assessment and Intervention Team. The Community Threat Assessment and Intervention Team includes a variety of team members and support personnel. The team will include a combination of the following: Administrators, SERT, School Board Psychologist, Guidance Counsellors, Social Worker, School Resource Police Officer and other pertinent professionals and/or community resources (such as Mental Health Professionals). The Community Threat Assessment and Intervention team will share and review student information and the details of the event in order to collaborate on a plan of action based on a broad range of expertise.

WHAT IS THE PROCESS?

All threat making behaviours are reported to school administration who may activate the Protocol. A team is formed and people are assigned to gather data. Information may be obtained from multiple sources including:

- Teachers, students, targets, threat makers, parents/caregivers
- Current and previous school records
- Support groups and agencies
- Online sites and/or social media
- Locker and backpack search

Data collected is shared and a determination is made whether the threat is made of a low, medium, or high level of concern. An Intervention Plan is developed to reduce risk of violence.

DUTY TO REPORT

To keep our school communities safe, the Durham District School Board expects anyone in a school community having knowledge of high-risk student behaviour or having reasonable grounds to believe there is a potential for high-risk or violent behaviour to promptly report the information to the school Principal or designates. All Board policies, procedures and protocols align with the Ministry of Education's Safe Schools initiatives and other appropriate legislation.

For further information please contact your school Principal.

FIRE ALARMS/DRILLS

When a fire alarm sounds, students are to follow the fire exit instructions posted in classrooms. Students must walk quickly away 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 during an evacuation – smoking may result in fines from Oshawa Fire Services and/or consequences from MHSS Administration.

Exit routes are posted in all classrooms. When you hear the fire alarm, move quickly and quietly to get out of the school building. Do NOT run. Stand at least 15 metres from the building and leave all entrances accessible to emergency vehicles. Do not stand in the parking lot. Please stay with your class for attendance purposes.

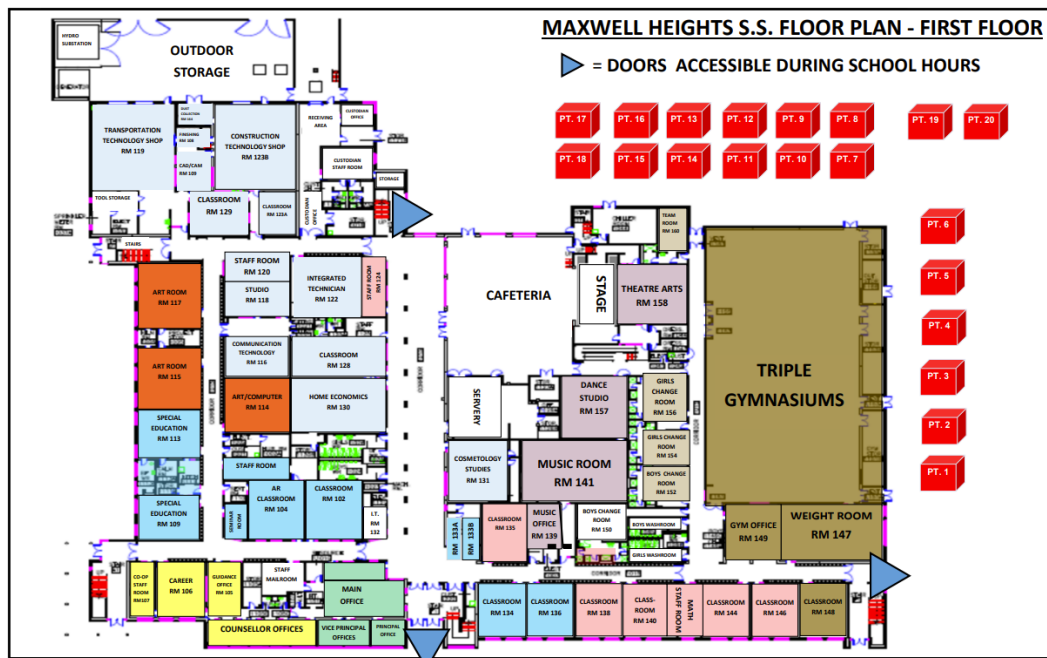
ACCIDENT/INJURIES

If students are injured during class or an athletic event, they must inform their teacher/coach immediately. If there is an accident on school property, an administrator must be notified immediately so that the injured person(s) can be assisted, parents/guardians notified, and accident forms completed. If the injury is a head injury the student must be given a Concussion Package to be completed by their doctor and returned to the office.

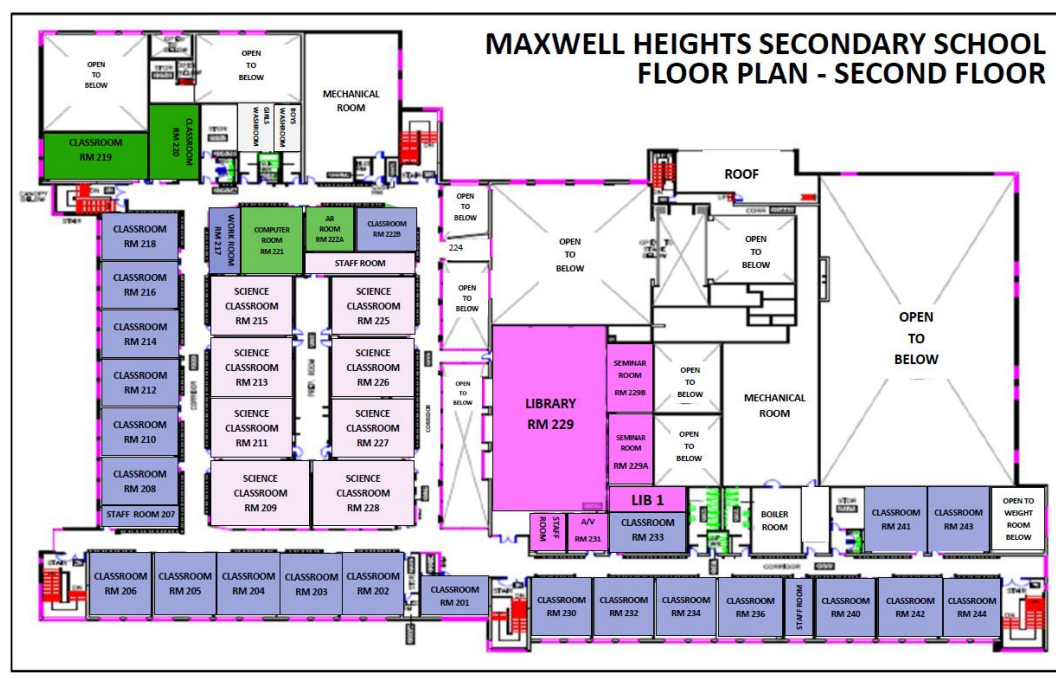
LOCKDOWN

Lockdown procedures are posted in each classroom. In the event of a lockdown, report to the nearest classroom immediately. Move away from the windows and follow the teacher's instructions. Lockdown status will be restated regularly until lockdown ends.

FLOOR PLAN FIRST FLOOR



FLOOR PLAN SECOND FLOOR



SCHOOL YEAR CALENDAR

We understand that our parent community may be wishing to arrange travel plans for the coming school year; please see the attached school year calendar. Please do not book any travel plans during the January or June **Summative Days (Final Exams)**.

Please note the **Summative Days (Final Exams)** are indicated by the letter "S" - they are **January 21-27, 2026** inclusive and **June 17-23, 2026** inclusive.

[Click here to access the school year calendar.](#)

DURHAM DISTRICT SCHOOL BOARD SECONDARY SCHOOLS – MODIFIED SCHOOL YEAR CALENDAR, 2025-2026

X - First Day of Classes – Thursday, August 21, 2025

Legend: **B** – Board Designated Holiday **H** – Statutory School Holiday **P** – Professional Activity Day **P*** – Prov Priority Day

S – Summative (formerly referred to as Exams) **CC** – Credit Completion **S2** – Semester 2

	Number of Pro & Provincial Activity Days	Number of Instructional Days	1st Week					2nd Week					3rd Week					4th Week					5th Week							
			M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F			
August	1	5					1	4	5	6	7	8	11	12	13	14	15	18	19	20	21	22	25	26	27	28	29			
								H														X				P*	B			
September		21	1	2	3	4	5	8	9	10	11	12	15	16	17	18	19	22	23	24	25	26	29	30						
			H																											
October	1	21			1	2	3	6	7	8	9	10	13	14	15	16	17	20	21	22	23	24	27	28	29	30	31			
												H						P*												
November	1	14	3	4	5	6	7	10	11	12	13	14	17	18	19	20	21	24	25	26	27	28								
			B	B	B	B	B						P																	
December		15	1	2	3	4	5	8	9	10	11	12	15	16	17	18	19	22	23	24	25	26	29	30	31					
																			B	B	B	B	B	B	B	B				
January		20				1	2	5	6	7	8	9	12	13	14	15	16	19	20	21	22	23	26	27	28	29	30			
						B	B														S	S	S	S	S	CC	S2			
February	1	18	2	3	4	5	6	9	10	11	12	13	16	17	18	19	20	23	24	25	26	27								
													P	H																
March		16	2	3	4	5	6	9	10	11	12	13	16	17	18	19	20	23	24	25	26	27	30	31						
													B	B	B	B	B	B												
April	1	19			1	2	3	6	7	8	9	10	13	14	15	16	17	20	21	22	23	24	27	28	29	30				
							H	H										P*												
May		20					1	4	5	6	7	8	11	12	13	14	15	18	19	20	21	22	25	26	27	28	29			
																			H											
June	2	18	1	2	3	4	5	8	9	10	11	12	15	16	17	18	19	22	23	24	25	26								
																S	S	S	S	S	CC	P	P							
Total	7	187																												

ONTARIO SCHOOLS CODE OF CONDUCT

The Code of Conduct for Maxwell Heights S.S. was developed by Maxwell Heights S.S. 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.

The Code of Conduct for Maxwell Heights 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 Maxwell Heights S.S. 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, Maxwell Heights S.S. will utilize a range of interventions, supports and consequences that are developmentally appropriate. They 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 Maxwell Heights S.S. 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, especially persons in positions of authority.
- 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 and illegal drugs are addictive and present a health hazard. Ontario schools will work co-operatively 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.)
- 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 Maxwell Heights S.S. 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; and
- 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;
- communicate regularly and meaningfully with parents;
- 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 and parents; and
- 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 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;
- help their child be neat, appropriately 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; and
- 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 Maxwell Heights S.S. 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 race, ancestry, place of origin, colour, ethnic origin, citizenship, religion, gender, sexual orientation, age or disability;
- respect the rights of others;
- show proper care and regard for school property and the property of others;
- take appropriate measures to help those in need;
- seek assistance from a member of the school staff, if necessary, to resolve conflict peacefully;
- respect all members of the school community;
- respect the need of others to work in an environment that is conducive to learning and teaching;
- not swear at a teacher or at another person in a position of authority;
- take appropriate measures to help those in need;
- respect persons who are in a position of authority;
- respect the need of others to work in an environment of learning and teaching.

Physical 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.

Alcohol and Drugs - All school members must:

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

Physical Aggression - All school members must:

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

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. Consequences may include:

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

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; or,
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 misappropriating school property or services, including computers and other technology systems;
- h) engaging in hate motivated incidents*;
- i) engaging in gang related activity*;
- j) possessing dangerous objects or substances, including for example laser pointers; gloves with studs on knuckles; or any other item deemed by the principal to be unsafe or a hazard to persons or property in the school;
- k) committing physical assault on another person*;
- l) engaging in or encouraging a fight;
- m) engaging in conduct that constitutes opposition to authority;
- n) demonstrating poor attendance that warrants disciplinary action;
- o) engaging in behaviour that is disruptive to the learning environment of the class or school;
- p) engaging in conduct that is detrimental to the moral tone of the school;
- q) wearing clothing/apparel that is inappropriate, offensive or violates the school Dress Code;
- r) engaging in unauthorized gambling or games of chance;
- s) 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.

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:

- 1. the student does not have the ability to control his or her behaviour;
- 2. the student does not have the ability to understand the foreseeable consequences of his or her behaviour; or
- 3. 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 he or she believes that the pupil has engaged in any of the following activities while at school, at a school-related activity or in other circumstances where engaging in the activity will have an impact on the school climate:

- 1. possessing a weapon, 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*;
- 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 effect 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 directs us when to place suspension/expulsion documents in the O.S.R.

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 9.04 above.

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.

Conclusion

When staff, students and families work together, a positive and productive learning environment is established at Maxwell Heights S.S. 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.

DURHAM DISTRICT SCHOOL BOARD



CHARACTER

Education

**TEAMWORK**

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

I ENCOURAGE
others to
PARTICIPATE.

RESPONSIBILITY

I am
reliable and
dependable
to do my work.

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

RESPECT

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

I LISTEN
to what people say.
I don't insult, ridicule or
name call.

I PROTECT
property and
the environment.

PERSEVERANCE

I am
DETERMINED
and work hard to
finish what I start
even if it is difficult.

I complete all
tasks to the
BEST
of my ability.

I DO NOT GIVE UP
when faced
with challenges.

OPTIMISM

I have a
POSITIVE
attitude.

I look at
challenges as
opportunities
for learning.

I HAVE HOPE
for the future.

KINDNESS

I am **sensitive**
to people's feelings.

I HELP
others in need.
I am never
mean or hurtful
with my actions
or words.

I am
CHARITABLE.

INTEGRITY

I always **try**
to do what's right,
even when it is difficult.

I am true
to be my very
BEST SELF.

I live up
to the highest
ETHICAL
standards.

HONESTY

I am
TRUTHFUL
and
SINCERE.

EMPATHY

I respect and
understand the feelings
of others.

I act with
KINDNESS
and
COMPASSION.

COURAGE

I face my fears with
CONFIDENCE
- being **brave.**

I FACE CHALLENGES
directly.