

**Pine Ridge Secondary School
Student Handbook
2023-2024**



Address

2155 Liverpool Road North
Pickering, ON
L1X 1V4

Contact Information

Telephone: 905-420-1885
Website: <https://pineridgess.ddsb.ca/>
Email: pineridgess@ddsb.ca
Instagram: @pineridgess
Twitter: @pineridgess

Administration

Principal: Michelle Monk
Vice Principal (A-K): Christie Low
Vice Principal (L-Z): Philip Arkoh-Forson

Human Rights/Codes

Indigenous Rights/Human Rights:

The Durham District School Board recognizes Indigenous rights are distinct. In the exercise of those rights, Indigenous staff and students shall not be subjected to actions with the aim or effect of depriving these distinct rights.

The Durham District School Board is committed to learning and working environments that create human rights and equity and are safe, welcoming, respectful, equitable, accessible, inclusive, and free from discrimination.

Human Rights, Anti-Discrimination and Anti-Racism:

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

Safe and Respectful Workplace and Harassment Prevention Policy Rationale:

The Durham District School Board and Pine Ridge Secondary School is committed to providing working and learning environments in which all individuals are treated with respect and dignity. Every individual has an equal right to learn, work and feel safe in an environment that is free from discrimination and harassment under the Ontario Human Rights Code (Code) and the Ontario Occupational Health and Safety Act (OHSA).

PINE RIDGE SECONDARY SCHOOL COMMON COMMITMENTS

WHAT

We are committed to inclusive,
positive learning spaces

We are committed to
innovative programming
which engages all students'
needs, ability and pathways

We are committed to
respectful interactions
between all members
of our school community

HOW

We maintain consistent,
positive, structures
and routines

We care for our physical
and mental health

We provide opportunities
for students to develop and
practice learning skills

We support
students academically
and emotionally

We maintain high
expectations and
accountability

WHY

We value all our students
We believe all our students can
learn, thrive, and succeed



Table of Contents

Address	1
Contact Information	1
Administration	1
Human Rights/Codes	2
Indigenous Rights/Human Rights:	2
Human Rights, Anti-Discrimination and Anti-Racism:	2
Safe and Respectful Workplace and Harassment Prevention Policy Rationale:	2
PINE RIDGE S.S. COMMON COMMITMENTS	3
Introduction	7
Parent/Guardian Partnership:	7
Bell Schedule	7
Important Dates/Year at a Glance	8
Accountability/Progressive Discipline	9
Age of Majority	9
Assessment and Evaluation	9
Assessment and Evaluation Practices	10
Calculating a Final Grade (Evaluation):	10
Academic Expectations	11
Assignment Submission:	11
Missed Tests/Presentations/Assignments:	11
Exams/Final Summative Tasks:	11
Academic Integrity:	12
Academic Misconduct:	12
Pine Ridge Assessment & Evaluation Contract:	12
Attendance (Absences & Lates)	13
Absences/Skipping:	13
Religious Observances/Holidays:	13
Extended Absences	14
Illness/Injury:	14
Vacation:	14
Lates:	14
Cafeteria/Food Services	15
Co-curricular Activities & Field Trips	15
Dances & Grad Gala	15
Dress Code	16
Costumes:	16
Health and Safety Dress Code Requirements:	16
Elevator	16
Extra Help	17

Good Neighbour Policy	17
Graduation Requirements	18
Ontario Secondary School Diploma (OSSD):	18
Ontario Secondary School Certificate:	19
Certificate of Accomplishment:	19
Honour Roll Achievement:	19
Ontario Scholar:	19
Full-Time Status:	19
Hallways & Stairwells	19
Identification	20
Online Classroom Expectations	20
Best Practices for Students Online:	20
Prayer Room	21
Report Cards	21
Mark Reporting:	22
Scent Free Environment	22
Smoking, Vaping, Alcohol, Drugs & Intoxicating Substances:	22
Spare Period	23
Technology	23
Transportation	24
Busing:	24
Bus Cancellations:	24
Inclement Weather Cancellations:	24
Missing the Bus:	25
Washrooms	25
Vandalism	25
School and Community Resources	25
AR (Academic Resource) Supports:	25
Attendance Supports:	26
CBLP (Community Based Learning Program):	26
Cooperative Education:	26
E-Learning Courses:	26
Graduation Coach for Black Students:	27
Guidance and Career Education Program:	27
Home Instruction:	27
Home Schooling:	27
Incident Reporting:	27
Inclusive Student Services (ISS):	28
Instructional Facilitator (IF):	28
Psychological Services:	28
Social Work:	28

Supervised Alternative Learning Program (SAL):	28
Virtual Schooling:	28
Mental Health Resources for Families and Youth	29
Immediate Assistance:	29
Resources Specific to Durham Region	29
Durham Central Intake:	29
Frontenac Youth services: (Free)- Age 12+	29
Ifarada Centre for Excellence:	29
Durham Counselling Walk In Clinic (Carea Community Health Centre):	29
Durham Family and Cultural Centre:	29
Family Services Durham:	30
Resources for Coping Specific to COVID-19:	30
General Mental Health Information:	30
Resources for Youth:	30
Other Workbooks:	31
Services (Both require registration):	31
Phone Apps:	31
Resources for Younger Children:	31
Websites/Interactive Activities	31
Resources for Parents/Family Members/Supportive Adults:	31

Introduction

In order to maintain a safe, equitable, inclusive, and respectful working and learning environment, our Code of Conduct has been established on the foundation of human rights using the voice of students, staff and our community. The Code of Conduct sets out expectations that all stakeholders can uphold for our students at Pine Ridge Secondary School to focus on learning skills, expanding knowledge, and building character traits that will support their future success.

It is important that all students, staff, and community members are aware of the expectations to ensure a positive learning environment and support the smooth operation of the building and events.

When on school property or at a school event, all code of conduct expectations apply.

Parent/Guardian Partnership:

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

- Are engaged in their child's schoolwork and progress
- Make sure their child is properly dressed and prepared for school
- Ensure that their child attends school regularly and on time
- Promptly report their child's absence or late arrival to the school
- Maintain regular contact with the school and the student's teachers, as required
- Be familiar with, encourage and assist their child in following the Code of Conduct and school rules
- Assist school staff in supporting with discipline issues involving their child
- Demonstrate respect for all students, staff, parents, and community members

Bell Schedule

Times	Week One	Week Two
8:00 - 9:20	Period One	Period Two
9:25 - 10:40	Period Two	Period One
10:40 - 11:25	Lunch	Lunch
11:25 - 12:40	Period Three	Period Four
12:45 - 2:00	Period Four	Period Three

Important Dates/Year at a Glance

September:

5 Grade 9 Day
6 All Grades - First Day
8 Picture Day
12 Grade 12 Group Photo at Lunch
13 Club Day
21 Terry Fox Run
27 Take Back the Night Walk
29 Orange Shirt Day

October:

6 PA Day - No Classes
9 Holiday - School Closed
13 Photo Retake Day

November

1-4 Leadership Camp
7 Last Day for Term 1
8 First Day of Term 2
15 Mid-Semester Report Card Distribution
17 PA Day - No Classes
21 Fall OSSLT (Ontario Secondary School Literacy Test) Part 1
22 Fall OSSLT Part 2

December

7 Semi Formal Dance
11-15 Food Drive
22 Winter Assembly
25 Winter Break Begins - School Closed

January

8 Classes Resume
23 Last Day of Semester 1 Classes
24 Period 1 Exams & Grade 9 EQAO
25 Period 2 Exams & Grade 9 EQAO
26 Period 3 Exams & Grade 9 EQAO
29 Period 4 Exams & Grade 9 EQAO
30 Inclement Weather Exam Make Up Day
31 Credit Completion & Exam Review Day

February

1 Semester 2 Begins
14 Semester 1 Final Report Card Distribution
16 PA Day - No Classes

19 Holiday - School Closed
28 Black History Month Assembly

March

8 Spring Break Begins - School Closed
18 Classes Resume
26 Spring OSSLT - Part 1
27 Spring OSSLT - Part 2
28 Talent Show
29 Holiday - School Closed

April

1 Holiday - School Closed
16 Last Day of Term 3
17 First Day of Term 4
19 PA Day - No Classes
23 Mid-Semester Report Card Distribution

May

20 Holiday - School Closed
24 Grad Formal

June

17 Modified Timetable & Grade 12 Classes period 3 Exam Day
18 Modified Timetable & Grade 12 period Classes 4 Exam Day
19 Period 1 Exam Day & Grade 9 EQAO - All Grades
20 Period 2 Exam Day & Grade 9 EQAO - All Grades
21 Period 3 Exam Day & Grade 9 EQAO - Grade 9-11 Classes
24 Period 4 Exam Day & Grade 9 EQAO - Grade 9-11 Classes
25 Alternative Exam Day
26 Credit Completion & Exam Review Day
26 Last Day of Classes for PLP & Developmental Programs
27 Commencement/Graduation
27 PA Day - No School
28 PA Day - No School

July

5 Final Report Card Distribution

Accountability/Progressive Discipline

Not complying with expectations will require the individual and situation to be addressed. In all situations, a student's grade level, maturity, and individual circumstances (mitigating factors) combined with the degree of intent and number and/or frequency of the incidents will be considered when looking at next steps. As well, next steps will be decided in a collaborative manner as much as possible. Some next steps may include but are not limited to the following:

Academic Penalty	Group Discussions	Seizure of item(s)
Academic Resource	Guidance Support	Social Work
Administration Involvement	Loss of Privileges	Student Success Team
Administrative Record of Incident	Mentoring	Student-Staff Contract
Alternate Workspace	Peer Mediation	Suspension
Alternate/Related Task(s)	Police Involvement	Temporary Removal of item(s)
Alternative Program(s)	Private Conversations	Wellness Break
Attendance Counsellor	Psychological Services	
Conflict Resolution	Reflection Activity	
Contact with Parent	Removal from Activity/Course	
Detention	Restitution	
Expulsion	Seating Changes	

Age of Majority

When a student turns 18, they are required to have a conversation with administration regarding the responsibilities associated with being an adult. Students will become their own primary contact and will need to give permission for school staff to communicate with their parent/guardian. It is our hope that in most cases, the partnership with the parent/guardian will continue to achieve the main goal of supporting the student's success.

Assessment and Evaluation

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

Assessment and Evaluation Practices

Course assessment refers to tasks that are used as learning and for learning. **Course evaluation** refers to the assessment of student learning that is used to determine the student's final grade. The teacher will use a variety of assessment and evaluation tasks to collect evidence for, as, and of learning. Assessment and evaluation data will be triangulated using conversations, observations, and products. This triangulation will be differentiated based on student strengths and could include:

Conversations	Observations	Products
<ul style="list-style-type: none">• Conference• Oral question• Teacher-student conversation• Peer-Peer discussion• Small group contribution• Journals• Online Forums/Posts	<ul style="list-style-type: none">• Anecdotal Observations• Contributions in small and large group• Process work• Listening and speaking• Use of equipment• Use of manipulatives	<ul style="list-style-type: none">• Portfolios• Essay• Performance Tasks• Quizzes• Tests• Assignments• Videos• Journals• Projects

To provide students with a wealth of opportunities to improve learning outcomes, **regular and timely feedback** will be provided by the teacher. Students will also be asked to engage in self-assessment through ongoing reflection, goal setting and monitoring of progress.

Student choice and **student voice** are deeply valued at Pine Ridge. As such, students will (where possible) be provided choice in tasks and will be asked to participate in the creation of the success criteria used to assess their learning.

Calculating a Final Grade (Evaluation):

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 consider student conversation, observation, and product with an emphasis on most recent and most consistent demonstration of student achievement in determining a final grade. Assessments may include quizzes, tests, exams, oral presentations, practical applications, audio-visual projects, written reports, labs, research assignments etc. Each assessment will include some or all the following achievement categories:

[K/U] – Knowledge & Understanding

[T/I] – Thinking & Inquiry

[A] – Application

[C] – Communication

Students should refer to individual course outlines to identify the weighting of specific curriculum expectations: units, assignments, and learning strands.

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.

Academic Expectations

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 and may implement a number of strategies and consequences to address late and missed assignments. These may include:

- Asking the student to be accountable in clarifying the reason for not completing the assignment.
- 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.
- Deducting up to 5% per day for assignments submitted late.
- 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/Presentations/Assignments:

Students may be permitted to write a missed task if there is timely 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 may be assigned.

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. If using other people's work you must acknowledge this work through citations, bibliography and/or references.

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 such as information aids, conversation with others, books, and use of technology resources that are not approved by the teacher (for example, cell phones, tablets, websites, online app's/AI (Artificial Intelligence), 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.

Pine Ridge Assessment & Evaluation Contract:

All students must read, initial, and sign the following contract regarding assessment expectations or complete a form for their teacher to acknowledge that they have read and understand the Assessment and Evaluation policies and procedures.

- I have read the Pine Ridge assessment policy.
- I understand how my final grade will be calculated and how teachers will assess my work (I have read through the Course Outline).
- 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.

Student Signature : _____ Date : _____

Attendance (Absences & 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.

Absences/Skipping:

- Students have a responsibility to attend school in person and/or on-line based on the expectations of the course. Good attendance directly correlates with academic success.
- Parents/Guardians must communicate student absences by School Messenger in advance or by calling the main office. Communication during school hours must go through the main office.
- Text messages sent to a student from a parent are NOT ACCEPTABLE as a form of communication to excuse a student from a class. Please call 1-844-350-2646 for School Messenger and/or by calling the main office at 905-420-1885. You can also submit absences in advance using the School Messenger App.
- We encourage parents/guardians to submit absences ahead of time to prevent class interruptions.
- 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 expected to leave school property promptly.
- Students must come to the main office to sign out before leaving school property
- 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.

Religious Observances/Holidays:

- If a religious holiday falls during a school day parents/guardians must sign their child out in advance.
- Students are responsible to notify their teacher in advance that they will be absent.
- Teachers are responsible to accommodate when notified in advance.

Extended Absences

A student may need to miss a number of consecutive days as a result of a family emergency, health issue or family vacation.

Illness/Injury:

Parent is to excuse the absence electronically on the parent portal. Parents should contact their child's VP and teachers to discuss the circumstances and plan. If the student is able, the student should work on what they can and communicate with their teacher electronically. Regular communication and collaboration is important to ensure the student is accommodated appropriately.

Vacation:

An extended absence form is available in the main office for absences of 5 consecutive days or more.

- Student(s) and parent(s)/Guardian(s) should speak to the appropriate Vice-Principal in advance of the absence.
- The Vice-Principal will provide the extended absence form and discuss the absence and next steps.
- The student is then responsible for speaking to each of their teachers and completing the form which must be returned to the main office prior to leaving.
- The student is responsible for all missed work as assigned.
- The teacher will provide work that is reasonable for both the student and the teacher.
- The student will miss material and instruction and is responsible for obtaining that information from their peers and/or teacher.
- Students will be expected to know required information for tests/projects/assignments upon their return.
- Academic penalties will still apply if the student does not complete tasks as assigned.

Lates:

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

- Parents 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 a conversation with an administrator.
- Excessive, cumulative, and unexcused lateness will be tracked and addressed by administration.
- Communication will go home to update parents/guardians.
- Consequences will be applied as appropriate based on the individual circumstances.

Cafeteria/Food Services

- Students are expected to be sitting at a table while in the cafeteria
- Students are responsible for their litter whether eating in the cafeteria or elsewhere in and around the school.
- Students are to place garbage and recycling into the appropriate receptacles
- It is discouraged to order food from a delivery service as the timing of these services is not always reliable and can interfere with students being in class. The office reserves the right to hold food orders until such a time that is appropriate for students to consume if delivered during class time.
- Vending machines should not be used during class time
- Students should bring their own re-usable water bottles and utilize the refill stations throughout the school
- Chartwells cafeteria service is available to students during the lunch hour

Co-curricular Activities & Field Trips

- Expectations for behaviour in co-curricular activities including assemblies, dances, meetings, team events and other student gatherings are the same as for the classroom.
- Participation in co-curricular activities is a privilege. Students are expected to conduct themselves in an appropriate manner while taking part in co-curricular activities.
- Students on academic probation may be removed from co-curricular participation.
- Students are expected to follow all school rules while on any trip. The student's parent or guardian must complete and sign permission forms. Students who misbehave during a field trip may have the privilege of attending future trips revoked and there may be consequences by the PRSS Administration. If a student misses the trip, any money paid may not be refunded. Students are responsible for all work missed on any trip.

Dances & Grad Gala

Students attending any school dance must follow the school code of conduct and adhere to the following expectations:

- Only Pine Ridge students are permitted to attend school dances.
- Students will NOT be admitted early to a dance with the exception of the students who are helping to run the event.
- There will be no locker access
- 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, students will not be able to attend any dance for the remainder of the year.
- Students must show their student ID
- If Guests are permitted, they must have pre-approval from administration

Dress Code

The DDSB dress code supports human rights, equity, anti-oppression, anti-racism, non-discrimination, and equitable and inclusive education.

- Students are expected to dress respectfully for school
- Clothing must be free of drug, smoking and alcohol related references
- Clothing must not depict ethnic, religious, cultural, racial slurs, sexist or discriminatory messaging of any kind
- Students must not wear any type of clothing that serves to harass or intimidate others (this includes any gang related symbolic clothing/items), or that depicts violent, objectifying, or demeaning scenes or slogans
- For safety reasons, faces must be clearly visible at all times with the exception of religious clothing or medical items such as a medical mask, prescription eyewear following a concussion, 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 not upheld, students will be asked to arrange for a change of clothing.

Costumes:

For some special events, the school may allow costumes to be worn. Students must be recognizable and there are to be no replica weapons, no face masks, and no offensive costumes. All costumes must meet the School Dress Code. The costume must not promote racial, gender, cultural or other negative stereotypes based on Human Rights Code grounds.

Health and Safety Dress Code Requirements:

Students must comply with Health and Safety requirements for specific courses and/or co-curricular programs. Specialized dress requirements including personal protective/safety equipment occur in many classes/programs including science, physical education, technology and cooperative education.

Parents, guardians, and students must be informed well in advance, and individual needs will be accommodated by the school short of undue hardship.

In some special circumstances, students may be required (or choose) to wear personal safety clothing (e.g., surgical mask) for medical reasons. Communication between the student, parents, and guardians and administration must occur for these situations.

Elevator

The school elevators are available to staff, students and guests who require it. A key is required to operate the elevator, please speak with the main office if an elevator key is needed. A refundable security deposit of \$20.00 is required to obtain a key and will be returned once the key is given back to the main office.

Extra Help

Extra help is always available on request. In addition, each teacher will identify on their course outlines how, when, and where to connect with the teacher to receive support. Outside of the classroom there are additional supports in the school such as Academic Resource, Guidance, Student Success, Homework Help and more. Information on these resources is provided.

Good Neighbour Policy

It is expected that all of our students represent our school respectfully within the community. Students should respect the property of the families and businesses in the PRSS area. Loitering, blocking the sidewalks, littering, and standing in or near driveways will not be permitted. Students can face disciplinary consequences from our school when their behaviour disrupts the safety and orderliness of the school's surrounding geographic area. According to the DDSB Code of Conduct, and Discipline for Students Policy, if an incident that happens off school property has a connection to the school and implications for the learning/working environment, the administration may apply appropriate disciplinary actions.

Graduation Requirements

Ontario Secondary School Diploma (OSSD):

OSSD *Ontario Secondary School Diploma* **What do you need to earn an OSSD?**

18 Compulsory Credits

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

Credits	Subject
4	English (1 credit per grade)*
3	Mathematics (1 credit in Grade 11 or 12)
2	Science
1	Canadian History
1	Canadian Geography
1	Arts
1	Health and Physical Education
1	French as a Second Language
0.5	Career Studies
0.5	Civics

Plus one credit from each of the following groups:

Credits	Subject
1	Group 1
	English or French as a second language**
	A Native language
	A Classical or International Language
	Social Sciences and the Humanities
	Canadian and World Studies
	Guidance and Career Education
	Cooperative Education***
	First Nations, Métis, and Inuit Studies
	American Sign Language as a second language
1	Group 2
	Health and Physical Education
	The Arts
	Business Studies
	French as a Second Language**
	Cooperative Education***
	American Sign Language as a second language
1	Group 3
	Science (Grade 11 or 12)
	Technological Education
	French as a Second Language**
	Computer Studies
	Cooperative Education***
	American Sign Language as a second language



- 1 30 credits in total**
- 2 40 hours of Community Involvement**
- 3 Completion of the Literacy Requirement**
- 4 Earn at least 2 Online Learning Credits**

In addition, students must complete:

✓	12 elective 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 3.*

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

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

Ontario Secondary School Certificate:

The Ontario Secondary School Certificate will be granted on request to students who are leaving secondary school upon reaching the age of 18 without having met the requirements of the OSSD.

Certificate of Accomplishment:

Students who leave school before fulfilling the requirements for the Ontario Secondary School Diploma or the Ontario Secondary School Certificate may be granted a Certificate of Accomplishment. This certificate may be a useful means of recognizing achievement for students who plan to take certain vocational programs or further training, or who plan to find employment after leaving school.

Honour Roll Achievement:

A student will be placed on the Pine Ridge Secondary School Honour Roll if the student has an overall average of 80% or higher in the required number of credits. An aggregate of at least 640 marks in a student's highest achieving eight credits earned in grades 9, 10 and 11. An aggregate of at least 480 marks in a student's highest achieving six credits earned in grade 12.

Ontario Scholar:

A student may be designated an Ontario Scholar if they achieve an average mark of at least 80% in any six Grade 12 courses. This designation will be presented the year the student has completed these requirements.

Full-Time Status:

Pine Ridge Secondary School recommends full time registration. A full-time workload prepares pupils for the rigours of college/university studies or for the workplace, and a higher credit count gives students more options for the future. Part-time schedules will be approved on a case-by-case basis.

Hallways & Stairwells

- Students in the hallways during class time must be quiet in order to respect the classes that are in session
- Students should be moving directly to their destination without stopping or meeting up with others during class time
- Students must provide their destination and name when asked by any staff member
- Students should remain on the floor in which they have their class unless going to the office, AR, Guidance, Library, or a specific destination as directed by their teacher
- Students should not enter a classroom that is not theirs or stop and try to disrupt/distract students in a classroom when passing by

- At no point should students be sitting on the stairs or stair landings and block entry ways, accessibility ramps and doorways as this is a fire and safety hazard.
- Students should not block hallways when sitting or standing in groups before school, between classes and after school
- After school, any student not attending clubs, sports, or other after school supervised activities, must leave school property by about 2:20 pm as there is no supervision following that time to ensure student safety

During the lunch hour ONLY, students may eat in the following areas:

- Main Cafeteria, East Cafeteria, Library, Guidance, Academic Resource, or any other supervised area
- Any hallway
- STUDENTS MUST CLEAN UP AFTER THEMSELVES

Identification

Students should carry their Student ID with them at all times once it has been provided to them. Students must identify themselves when asked.

Online Classroom Expectations

In the event of an emergency transition to online/virtual learning students are expected to login to their course as per school schedule. Additional time may be required for assignment completion. If students are unable to commit to this expectation, they should discuss their participation with their teacher, Guidance Counsellor, or Administration. Students are responsible for checking announcements and emails each school day for updates. It is important that students communicate on a regular basis with their teacher. Teachers will be available in the Virtual Classroom as per timetable daily to deliver Real Time teaching or be available for help. Teachers are not required to, nor are they expected to be available online or respond to messages on weekends or outside work hours.

Best Practices for Students Online:

- Communicate with your teacher daily via email, the chatroom or by private message.
- Ask questions. Let your teacher know when you don't understand or miss something.
- Stay Organized. Save all the files for the course in the same folder.
- Use a calendar to schedule reminders for assignment due dates.
- Complete your assignments on time, doing your best work.
- Do your own work. Plagiarism is not acceptable and could make you fail the course.
- Make a copy of your answers for EVERYTHING you turn in except for online tests & quizzes.
- Mute your microphone when you are not talking

- Do not attempt to distract others with visual objects.
- Handle unexpected distractions quickly, mute your video during the distraction.
- Pay attention to the teacher/speaker.
- Being physically and mentally present makes a difference.
- Engage positively and respectfully with others in your class.
- Designate a distraction-free study space, limit background noises
- Be mindful of your background setting.

Prayer Room

At Pine Ridge, we are committed to upholding human rights for all students. We recognize that students may have religious, spiritual, and faith-based observances that require quiet reflection or prayer during the school day. To support these creed-based practices, we offer access to a multi-faith space for reflection and prayer at school. For more information, refer to the [Accommodating Creed in Schools – An Inclusive Design Approach](#) guide, or connect with your child’s teacher or school administration about the space available at Pine Ridge. If a student would like to utilize the Prayer Room, please have them inquire at the main office.

Report Cards

Learning Skills on the Report Cards (adapted from Choosing My Success: Grades 7-12)
Teachers will assess students as Excellent, Good, Satisfactory, or Needs Improvement on midterm and final report cards every semester. Excellence is based on:

Responsibility

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

Organization

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

Independent Work

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

Collaboration

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

Initiative

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

Self-Regulation

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

Mark Reporting:

Over the course of the semester, students will be given informal updates at regular intervals including the progress reports, and two formal report card periods. Students may request and will be given access to their individual mark records when asked. Students are responsible for keeping track of their returned assignments.

All students will receive a formal report card at mid-semester and at the end of each semester. Report cards are emailed to parents/guardians and the OEN (Ontario Education Number) (NOT the DDSB Student ID Number) is required to access the report. Students receiving an Alternative Report Card will receive a hard copy of the report.

Scent Free Environment

All DDSB Buildings are scent free. Many individuals have allergies to chemical-based products and as such, they should not be sprayed in the school. In addition, any odour that is impacting others will be addressed in a sensitive manner.

Smoking, Vaping, Alcohol, Drugs & Intoxicating Substances:

- 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. E-cigarettes, vaping, herbal cigarettes, cannabis, chewing tobacco, and snuff are prohibited on school property. The supplying/selling of tobacco, cannabis, or electronic cigarettes anywhere on school property 24 hours a day, 7 days a week is prohibited.
- Offenders will be referred to the Durham Regional Health Officer for further consequences and potential fines for smoking on school property and for distributing or selling prohibited products to a person under the age of 19.



- Students must not possess, consume, distribute or be under the influence of alcohol, drugs, or any intoxicating substance on school property at any time.
- Drugs not prescribed for medicinal purposes are not to be brought to school nor can anyone be under the influence of drugs prescribed for medicinal purposes while at school.
- Any person over the age of 19 including students, staff or guests smoking or vaping may do so off school property. Students and staff over the age of 19 who choose to smoke or vape should do so outside of scheduled class time only (i.e., before school, at lunch, after school or for staff on scheduled breaks)
- If a student or locker smells of an intoxicating substance, the student's belongings and locker may be searched by administration and parent/guardian as well, police may be involved.
- If a student is involved with alcohol, illegal or intoxicating substance use, distribution, or possession, they will be subject to suspension and police will be involved.
- The use of alcohol by a minor or the use of illicit drugs is a criminal offence.

Spare Period

Senior students with a spare period may leave the school property, go to the Library, Guidance, Academic Resource or use the East Cafeteria. Students are expected to be in one of these locations during their spare and must not loiter in the hallways, disturb other classes, or be spending this time with students who are expected to be in a class.

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. In addition:

- Students are responsible for bringing their DDSB Chromebooks to class, fully charged, as required, or directed by the teacher.
- If students leave the school board or graduate, they are responsible for returning the Chromebook to the school on their last day of attendance.
- Students are discouraged from sharing their login information with other students
- The DDSB is not responsible for damage as a result of students charging their personal devices or leaving them unattended
- Cell phones and ANY smart devices (Apple watch, smart watch, air Pods, smart pods, 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, receiving calls, playing games, listening to music when not permitted) will result in progressive discipline.
- Students are PROHIBITED from taking pictures or recording (audio and/or video) of any student and staff member on school property without clearly expressed consent. Taking pictures or recording individuals without permission is a violation of privacy and a human rights issue.

Transportation

- Students must use transportation safely and responsibly on school property. Bicycles, e-bikes, inline skates, 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
- Student drivers must register their vehicle with the main office and park in the student designated area
- Students must lock their bicycles in the locked racks. Inline skates and skateboards must be stored in the students' lockers
- Drivers must follow all traffic flow markers on school property and use the Kiss & Ride for pick-up and drop-off.
- Any unsafe/unlawful use of a vehicle or mode of transportation (e.g., reckless driving/behaviour) may be referred to police or reported to the DRPS traffic "Road Watch" online.

<https://www.drps.ca/online-services/online-reporting-and-registries/driver-complaint-road-watch/>

Busing:

Only students who are on the bus manifest may take the bus whether going to and from school or for school trips. Students must carry their student ID with them daily as they will be asked on occasion to show their ID to the driver. The driver is responsible for all students on the bus and therefore must ensure that only the students they are responsible for are on the bus.

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 the driver. The school bus should be viewed as an extension of the school and as a result the expectations within the School Code of Conduct apply. The safety of all passengers is the prime concern. Students who demonstrate unsafe or disruptive behaviour will result in appropriate consequences which may include suspension of bus privileges.

Bus Cancellations:

Students will be notified if an individual route is cancelled via their parent/guardian contact information.

Inclement Weather Cancellations:

Pine Ridge is Zone 4. Any cancellations for our Zone will be posted on our school website and announced on local radio stations and DDSB social media.

Missing the Bus:

Students are still required to attend school if they miss their bus. If unable to attend, a parent/guardian must contact the school to confirm the absence or time of late arrival. Students missing school as a result of missing the bus are still responsible for any missed assignments/schoolwork/tests.

For bus route information and eligibility please contact DSTS (Durham Student Transportation Services) at 1-866-908-6578 or by going to their website at www.dsts.on.ca.

Washrooms

- Individuals are not to stay in a washroom if they are not using the facilities
- Only those using the facilities should be in the washroom
- Individuals are expected to use the washroom nearest their classroom during class time
- Individuals are to respect the facilities and notify the main office or a staff member immediately if there is an issue such as a clogged toilet, broken door, lack of toilet paper, etc.
- Absolutely no cell phones out when using the washroom as this is a breach of privacy for those using the facilities
- This is a public space, and it is expected that everyone respects this space and maintains it cleanliness
- There is to be not eating or drinking in washrooms
- Personal or other items should not be left unattended in a washroom

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.

School and Community Resources

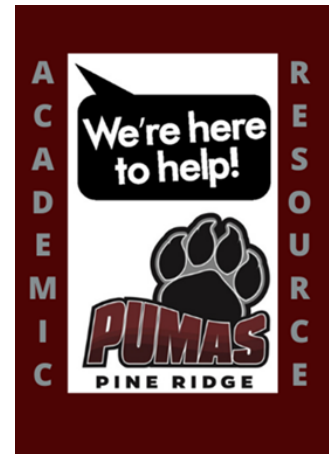
If you don't know where to begin, please reach out to the school and ask to speak to one of our Guidance Counsellors, your child's Vice-Principal, or the Special Education Resource Teacher. These staff members will be able to assist you in getting the appropriate support or information needed to support your child.

AR (Academic Resource) Supports:

The Academic Resource room (Rm 2038) is located near both the main office and the Guidance Office on the 2nd floor. Our purpose is to support students in being successful in high school. As we say. "We are here to help!"

We assist students in a variety of ways, including:

- Organization
 - e.g., helping to chunk a large task into smaller ones
- We provide an alternative place for students needing:
 - A quiet place to complete a class assignment or test
 - A place to study and review for an assessment
 - A place to regain a calmer and more positive mindset
- Subject specific help including things like:
 - Help writing or proofreading an essay
 - Understanding a task or assignment
 - Help understanding a math concept
- Providing accommodations and transition supports for those with documented needs.



If you require support, please come by to visit us in Room 2038 and speak to one of the staff. If you are a parent/guardian with concerns about your child requiring additional support, please give us a call or send us an email. Contact information: Daune Clarke (call) 905 420 1885 ext. 232050 (Email) daune.clarke@ddsb.ca .

Attendance Supports:

If students are struggling with attending school, Pine Ridge has attendance counsellors who are available to support students and families. Families may request a consultation with an attendance counsellor or school staff may make a referral for additional support.

CBLP (Community Based Learning Program):

This program is located at Durham Alternative Secondary School and is for students who have struggled with attendance or other challenges and need an opportunity to get back on track with their credits and programming. In order to access this program, a student must be referred to our school Social Worker to be eligible.

Cooperative Education:

Many students participate in co-op opportunities. This is a specific course/program that students may choose in grade 11 or 12 to gain work experience. Students may participate in either the 2-credit program (half day) or 4-credit program (full day).

E-Learning Courses:

These are courses that students may choose to be a part of their timetable. Currently there is a requirement for students to complete 2 e-learning courses as part of their graduation requirements. Parents/guardians may choose to opt out of this by completing an opt out form which can be obtained through the guidance department. These courses are correspondence style which means there is not a face-to-face portion with the classroom teacher.

Graduation Coach for Black Students:

The Graduation Coach works with students in grade 9-12, who identify as Afro-Caribbean, Afro-Canadian or Black. Students are supported through advocacy, coaching, mentorship, and guidance in the areas of credit accumulation, pathway exploration, goal setting, post secondary application and transition support along with access to information and various opportunities.

Guidance and Career Education Program:

The Guidance Department has assigned counsellors to work with students to promote personal well-being and pathway planning throughout high school. Counsellors work with students individually and in groups providing:

- Counselling about course, career, and personal matters
- Scheduling of courses and classes and course selection
- Career and post-secondary planning
- Individual Pathway Planning (IPP) completion
- Tutoring information and resources
- Post-secondary school destinations: college, apprenticeship, university, or the world of work, including scholarship and financial aid information
- Referrals for DDSB supports (including social work and psychological services)
- Community support resources to support student mental health and well-being

Students may access these programs and support through meetings with counsellors, classroom presentations, group presentations and assemblies organized to host community groups and liaisons.

Home Instruction:

Due to individual circumstances, some students may not be able to physically attend school for a period of time. Through the school it is possible to request Home Instruction which includes up to 5 hours of teacher instruction at a location other than the school. The intention of Home Instruction is to provide a temporary support for students who are unable to attend the school in person. This must be approved through administration and the DDSB.

Home Schooling:

If you wish to have your child remain at home or experience an alternative educational program such as the Independent Learning Center (ILC), you may decide to home school your child. If you are home schooling your child, you are responsible for ensure that they are completing the required programming to earn their diploma. In order to proceed you will need to provide a letter of intent to the Superintendent of Education.

Incident Reporting:

If a student, family member or community member has any concerns, witnesses any incidents or inappropriate activities, it can be reported to the school in a number of ways:

- Call the school and ask to speak to an administrator 905-420-1885
- Email the school if not an urgent matter pineridgess@ddsb.ca

- Report anonymously to www.reportnow.ddsb.ca
- If an emergency call 911

Inclusive Student Services (ISS):

Our ISS team are responsible for supporting students throughout the school. Although their focus is for students with an IEP, they provide support to students throughout the day, collaborate with staff to provide accommodations that are appropriate for each student and support parents/guardians in accessing additional resources for their child.

Instructional Facilitator (IF):

The IF is responsible for supporting all students in our special education programs and those with an IEP. The IF is a DDSB employee who also supports the school staff in ensuring appropriate programming supports are in place for our students with an IEP.

Psychological Services:

DDSB has psychologists and psychometrists who work with the school to provide supports and complete necessary assessments for educational needs. Parents/guardians can begin by requesting a consultation to determine if this service would be appropriate for their child. Guidance, administration, and Special Education Resource Teachers (SERT) are able to support families in accessing this service.

Social Work:

DDSB has Social Workers that are assigned to the school to provide supports to students for a variety of needs. Social Workers also help families connect with community resources depending on individual circumstances. Parents/guardians can request a consultation or Guidance staff, administration and Special Education Resource Teachers are able to support families in accessing this service.

Supervised Alternative Learning Program (SAL):

SAL is offered at Pine Ridge for students who may need a reduced course load or who are experiencing other difficulties that make it difficult for them to attend school on a regular basis. Students in this program have individualized schedules and plans in collaboration with school staff and parents/guardians.

Virtual Schooling:

Online courses are offered through the DDSB at DDSB@Home. To attend DDSB@Home you must register online as you would any other school. If you wish to participate in e-learning courses while attending school, you must select those courses through the guidance department. Alternatively, families may choose to Home School their child and access other online programs outside of the DDSB.

Mental Health Resources for Families and Youth

Immediate Assistance:

- Durham Distress Centre: 905-430-2522 or 1-800-452-0688
- Kids Help Phone: 1-800-668-6868 or text 686868
- York Support Services Network: 1-855-310 COPE (2673) - Community Crisis Response Service
- **Emergency Department-** If you require emergency assistance, please call 911 or go to your nearest hospital emergency department.

Resources Specific to Durham Region

Durham Central Intake:

Central Intake is the front door to services and supports for children and youth who need help with a mental health issue or who have a diagnosed Autism Spectrum Disorder (ASD). Central Intake can answer your questions, guide you through the referral process or steer you to an agency or service in the community that can best meet your needs. For service, please call Central Intake; 1-888-454-6275 or <https://www.kinark.on.ca/contact-us/>

Frontenac Youth services: (Free)- Age 12+

Frontenac Youth Services is a non-profit organization that provides services and programming for youth in Durham Region who experience mental health concerns.

- To get connected, contact Durham Central Intake (1-888-454-6275)
<https://frontenacyouthservices.org/>

Ifarada Centre for Excellence:

With a focus on culturally informed, anti-oppressive practice, and holistic care, Ifarada is a leader in supporting Black, Indigenous, and people of colour in the Durham Region. Ifarada is a not-for-profit organization designed to support holistic care, mental wellness, and community enrichment. To get connected: <https://ifaradainstitute.org/our-programs/>

Durham Counselling Walk In Clinic (Care Community Health Centre):

The Durham Counselling Walk-in Clinic (DCWIC) is a free, confidential counselling "walk-in" clinic that provides services for children and youth ages 3 - 19 years and their families.

- Contact the Clinic Coordinator at 289-509-0603 x 3203.

https://www.careachc.ca/getattachment/Global-Assets/Programs/The-Durham-Counselling-Walk-inClinic/DCWIC_Virtual_Flyer.pdf.aspx?lang=en-US

Durham Family and Cultural Centre:

Durham Family and Cultural Centre is a non-profit organization, established in February 2019. DFCC is a Durham-based organization that provides a space for members of the Black community, and other racialized and diverse groups to engage in programming that empowers their lives. We are the only organization of its kind in the Durham region established to meet the social and culturally specific needs of this growing population. Our mission is achieved through

culturally focused programs such as counselling, parenting, education, mentorship, and child and youth development programs. To get connected: <https://durhamfcc.org/>

Family Services Durham:

Family Services Durham (FSD) provides individual, couple and family counselling to people who live or work in Durham Region. We provide help for a variety of problems. Service is offered in-person, by telephone or by video.

- Call 905-666-6239 or toll-free at 1-888-721-0622 extension 5

<https://www.durham.ca/en/living-here/counselling.aspx#Request-counselling>

Resources for Coping Specific to COVID-19:

- Centre for Addiction and Mental Health (CAMH):

<https://www.camh.ca/en/health-info/mental-health-andcovid-19>

- Children's Mental Health Ontario (CMHO): <https://www.cmho.org/covid19>

- Kids Help Phone:

<https://kidshelpphone.ca/get-info/were-here-for-you-during-covid-19-novel-coronavirus/>

- Child Mind Institute (for parents):

<https://childmind.org/coping-during-covid-19-resources-for-parents/>

- Tolerance for Uncertainty: A Covid-19 workbook: <https://www.baypsychology.ca/workshops>

- Activity ideas for younger children:

<https://copingskillsforkids.com/coping-with-coronavirus>

General Mental Health Information:

- Kids Help Phone: <https://kidshelpphone.ca/>

- Hospital for Sick Children: <https://www.aboutkidshealth.ca/>

- Children's Hospital of Eastern Ontario (CHEO):

<https://www.cheo.on.ca/en/resources-and-support/a-zresources-mental-health.aspx#CHEO-mental-health-resources-and-support>

- Child Mind Institute: <https://childmind.org/audience/for-families/>

- Anxiety Canada: <https://www.anxietycanada.com/>

- Mood Disorders Society of Canada: www.depressionhurts.ca

Resources for Youth:

Workbooks & Skills Videos

Coping / Distress Tolerance (Videos):

- https://www.youtube.com/channel/UC7IKAPBLpZzXk3AZbG_BAQQ/featured?disable_polymer=1

Anxiety:

- <https://www.nhsinform.scot/illnesses-and-conditions/mental-health/mental-health-self-helpguides/anxiety-self-help-guide>

Depression:

- <https://psychhealthandsafety.org/asw> (print or available in audio)

- <https://www.nhsinform.scot/illnesses-and-conditions/mental-health/mental-health-self-helpguides/depression-self-help-guide>

- <http://depressionhurts.ca/en/pdf/mypath.pdf>

Other Workbooks:

- <https://www.cci.health.wa.gov.au/Resources/Looking-After-Yourself>

Services (Both require registration):

- BounceBack Ontario (ages 15+): <https://bouncebackontario.ca/>
- Big White Wall (ages 16+): <https://otn.ca/patients/bigwhitewall/>

Phone Apps:

- Mindshift TM CBT
- Virtual Hope Box
- Headspace
- CalmHarm
- OkayInside
- Calm

Resources for Younger Children:

Apps

- Smiling Minds
- Stop Breathe and Think Kids

Websites/Interactive Activities

- Kids Help Phone tools and games: <https://kidshelpphone.ca/topic/tool/tools/>
- Cosmic Kids Yoga: <https://www.cosmickids.com/>
- <https://www.cmho.org/education-resources/youth-resources>

Resources for Parents/Family Members/Supportive Adults:

- Supporting children & youth with their mental health:
<https://www.mentalhealthfoundations.ca/resources>
- Video - Short Story about Emotions:
<https://www.youtube.com/watch?v=SJOjprbfeE>
- Helping children with anxiety:
<https://maps.anxietycanada.com/courses/child-map/>