Pine Ridge Secondary School
Student Handbook
2026-2027



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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 are 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
PUMAS
PINE RIDGE

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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 students' 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 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 at a Glance

Semester 1		**Semester 2**	
Sept 8	Grade 9 Day	Feb 3	First Day of S2
Sept 9	First Regular Day – All Grades	Feb 11	Open House
Sept 15	Grade Assemblies	Feb 10	Final S1 Reports sent home
Sept 17	Picture Day	Feb 12	PA Day
	Terry Fox Fun (TBD)	Feb 15	Holiday (Family Day)
Oct 7	Financial Literacy Exam	Mar 3	Financial Literacy Exam
	University Fair (TBD)	Mar 10	Progress Report Distribution
Oct 15	Progress Report Distribution	Mar 11	Financial Literacy Exam Retake
Oct 16	Financial Literacy Exam Retake	Mar 15	First Day of March Break
Oct 12	Holiday (Thanksgiving)	Mar 22	Regular Classes resume
	Career Day – Grade 10's	Mar 25	Parent Teacher Interviews
Oct 20	Photo Retake Day	Mar 26	Holiday (Good Friday)
Oct 22	Parent Teacher Interviews	Mar 29	Holiday (Easter Monday)
Oct 26	PA Day	Apr 6	OSSLT Day
Nov 10	Last Day of S1 Term 1	Apr 16	Last Day of S2 Term 1
Nov 11	First Day of S1 Term 2	Apr 19	First Day of S2 Term 2
Nov 4	Take Our Kids to Work Day – Grade 9	Apr 22	Mid-Term Reports sent home
Nov 18	Mid-Term Reports sent home	May 4/5	Spring Music Concert (Tentative)
Nov 17	OSSLT Day 1	May 11/12	Spring Music Concert (Tentative)
Nov 18	OSSLT Day 2		Grad Formal (TBD)
Dec 1	Grad Photos Begin	May 24	Holiday (Victoria Day)
Dec 1/2	Winter Music Concert (Tentative)	June 1	Moratorium Begins for Semester 2
Dec 8/9	Winter Music Concert (Tentative)	June 2-5	Musical Theatre Performance
Dec 18	Modified Schedule Day	June 18	Last Day of Regular Classes for S2
Dec 21	Winter Holiday Begins	June 21-24	EQAO Math exams for Grade 9
Jan 4	Return to Class	June 21	Period 1 Exam
Jan 4	Moratorium Begins for Semester 1	June 22	Period 2 Exam
Jan 25	Last Day of Regular Classes for S1	June 23	Period 3 Exam
Jan 26-29	EQAO Math exams for Grade 9	June 24	Period 4 Exam
Jan 26	Period 1 Exam Day	June 25	Exam Buffer Day
Jan 27	Period 2 Exam Day	June 28	Credit Completion & Exam Review
Jan 28	Period 3 Exam Day	June 29	Commencement (Tentative)
Jan 29	Period 4 Exam Day	June 29	PA Day
Feb 1	Inclement Weather Exam Day	June 30	PA Day
Feb 2	Credit Completion & Exam Review		

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. Also, 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
Admin Involvement	Loss of Privileges	Student Success Team
Admin Record of Incident	Mentoring	Student-Staff Contract
Alternate Workspace	Peer Mediation	Suspension
Alternate/Related Task(s)	Police Involvement	Temporary Removal of Item(s)
Alternate 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 parents/guardian. It is our hope that in most cases, the partnership with the parents/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.

Beginning in the 2026-2027 school year, most secondary courses will require written exams as a percentage of the final course mark. All written final exams from Grades 9 to 12 will take place during the designated exam period, including the EQAO Grade 9 mathematics assessment.

In Grades 9 and 10, a student's final mark will be based on:

- 65% classroom work completed throughout the course
- 20% mandatory final evaluations
- 15% attendance and participation

In Grades 11 and 12, a student's final mark will be based on:

- 65% classroom work completed throughout the course
- 25% mandatory final evaluations
- 10% attendance and participation

The updated Ontario Assessment and Evaluation policy also emphasizes the importance of regular attendance, punctuality, and active participation in learning.

To recognize the impact that student presence in class has on achievement, final student grades will reflect attendance and participation. Regular attendance and active participation support student success by ensuring that students have opportunities to develop skills, demonstrate understanding, and receive timely feedback throughout the course. It is important that all absences are reported. Absences can be reported prior to the absence or the day of the absence by using the parent portal or by calling the school office.

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 but is not limited to the following:

Conversations	Observations	Products
● Conference ● Oral question ● Teacher-student conversation ● Peer-Peer discussion ● Small group contribution ● Journals ● Online Forums/Posts	● Anecdotal Observations ● Contributions in small and large group ● Process work ● Listening and speaking ● Use of equipment ● Use of manipulatives ● Use of Support Staff	● 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 with 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):

Teachers will consider student conversation, observation, and product with an emphasis on most recent and most consistent demonstration of student achievement in determining a final grade. Evaluations may include quizzes, tests, exams, oral presentations, practical applications, audio-visual projects, written reports, labs, research assignments etc. Each evaluation 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 parent/guardian notice, unless student is 18+, 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 10% per day for assignments submitted late. Refer to individual course outlines
- 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.
- Accommodations may also be provided in consultation with Guidance, ISS or Admin.
- It is students' responsibility to check with each individual teacher, as different departments have different policies and procedures.

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 which includes family emergencies, or serious illness etc. 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. If a summative task was in process prior to the absence, all work/evidence completed to that period will be handed in for consideration.

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.

Info on appropriate citation is available through teachers and the Resource Centre/Library.

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, smart watches, 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.
- **Self-Plagiarism:** Submitting work from a previous course for a current existing course.

A.I. Policy

In accordance with the DDSB's Generative Artificial Intelligence Guidelines, AI may be used to support student learning. Students may use DDSB-approved AI tools, such as Google Gemini, only in ways permitted by their teacher for a particular task. Because expectations may differ by course and assignment, students must ask their teacher if they are unsure whether AI use is allowed. All Grade 9 students participate in an AI ethics and responsible-use workshop early in the school year.

Any permitted use of AI must be transparent. Students must identify how AI assisted their work, cite AI-generated text or images each time they are used, and provide relevant prompts or outputs if requested. Final work must reflect the student's own knowledge, thinking, skills and voice. Students are responsible for checking AI-generated information for inaccuracies, misinformation and bias.

Students must protect privacy and must not enter another person's personal information into an AI tool without consent. Using AI when prohibited, failing to disclose or cite its use, or submitting AI-generated content as one's own may be treated as academic misconduct or plagiarism.

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 my own original 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, as well appointments or other personal absences.
- Students are responsible for discussing means of completing work while on vacation outside of Canada. Students CANNOT access their DDSB google login and therefore CANNOT submit work. They will miss valuable learning and their ability to catch up, or complete missed evaluation tasks are at the discretion of their teacher. Teachers are NOT responsible for providing paper copies of learning materials in advance of a vacation.
- Students who skip class will face academic and/or administrative consequences (refer to assessment policy).
- Skipping on the day of a major test or assignment due date will result in a mark of zero. A valid reason would be a family emergency, serious illness etc.
- 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.
  “Unexcused = Skipping”.

Religious Observances/Holidays:

- If a religious holiday falls during a school day parents/guardians must sign their child out in advance.
- Students sending an email communication to teacher must be done through the students official DDSB student account.
- Students are responsible for notifying their teacher in advance that they will be absent.
- Teachers are responsible for accommodating 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 issues, or extended absence.

Illness/Injury:

Parent/Guardian is to excuse the absence electronically on the parent portal. Parents should contact their child's VP and teachers to discuss the circumstances and plans. If the student is able, the student should work on what they can and communicate with their teacher electronically.

Regular communication and collaboration are important to ensure the student is accommodated appropriately.

Extended Absence:

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 respective 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 may 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/exams upon their return.
- Academic penalties will still apply if the student does not complete tasks as assigned.
- Extended absence should be planned so that exams and major assessments are not affected. Parents/guardians are encouraged to consider major assessment dates before planning an extended absence with their wards. **In general, extended absences are not recommended.**
- Students **DON'T** have online access outside of Canada and therefore should not plan to complete classwork online during their absence.
- **If the extended absence is longer than 15 consecutive school days, the student will be removed from enrolment with the school and will need to register when they return. They WILL NOT be guaranteed the same classes and may not have a full timetable upon return.**

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 Admin
- No late slips will be issued within the last 20 minutes of class to prevent disruptions.
- Communication will go home to update parents/guardians.
- Consequences will be applied as appropriate based on 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.
- Student athletes should maintain a good academic standing and behaviour.

Dances & Grad Formal

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 behavior 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

What do you need to graduate?

For students who entered Grade 9 in fall 2024 or later

17 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 (Grade 9, Grade 10, and 1 credit in Grade 11 or 12)
2	credits in science
1	credit in technological education (Grade 9 or Grade 10)
1	credit in Canadian history (Grade 10)
1	credit in Canadian geography (Grade 9)
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 and citizenship
1	credit from the STEM-related course group

STEM-related course group

Business studies • Computer studies • Cooperative education • Additional mathematics • Additional science • Additional technological education

In addition, students must complete:

- ✓ 13 optional credits
- ✓ 40 hours of community involvement activities
- ✓ the provincial literacy requirement
- ✓ 2 online learning credits (unless opted out)

NEW FOR 2026–27

Students who began Grade 9 in 2025–26 or later must meet the financial literacy graduation requirement in Grade 10 Career Studies.

Earlier cohort

Students who entered Grade 9 in fall 2023 or earlier require 18 compulsory credits and 12 optional credits.

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 students for the rigours of college/university studies or for the workplace. 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 where 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.
- Students should use a reasonable volume when talking in hallways/stairwells at all times (no yelling, screaming etc.)

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- At no point should students be sitting on the stairs or stair landings and block entryways, 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 supervised after-school activities, must leave school property by about 2:20 pm as there is no supervision following that time to ensure student safety.

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

- Main Cafeteria, East Cafeteria, 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. To ensure safety in the school, 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 jeopardize the ability to earn course credits.
- Make a copy of your answers for EVERYTHING you turn in except for online tests & quizzes.
- Mute your microphone when you are not talking

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- 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 will be available 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 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 do 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 By-Law 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 years of age.

- 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 (beyond 20 meters). 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 there is reasonable belief of an intoxicating substance, the student's belongings and locker may be searched by administration and parent/guardian as well, police may be involved. This may involve cutting the lock.
- 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

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 and chargers 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.
- As per PPM 128, 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.
- Parents/guardians must not attempt to call or text their wards during classes. They should call the school.

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.
- It is illegal for students under 16
- 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 bus card with them in order to ride the bus and scan it upon boarding to ensure that they are on the right bus. 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 in 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 its cleanliness.
- There is to be no 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

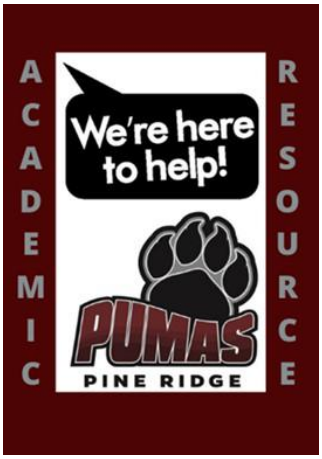
If you don't know where to begin, please reach out to the school and ask to speak to one of our Guidance Counsellors, your child's Vice-Principal, or the Special Education Resource Teacher. These staff members will be able to assist you in getting the appropriate support or information needed to support 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: Andrea Anderson (call) 905 420 1885 ext. 232050 (Email) Andrea.anderson@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.

Student Success:

The Student Success Team is dedicated to supporting students' academic and personal growth through consistent mentoring, targeted tutoring, and positive role modeling. They build strong relationships, foster a safe and inclusive environment, and help students overcome challenges. By guiding students in developing study skills, confidence, and resilience, they empower learners to achieve their full potential and stay on track toward graduation.

The Student Success Teacher is dedicated to supporting students' academic and personal growth through consistent mentoring, targeted tutoring, and positive role modeling. They build strong relationships, foster a safe and inclusive environment, and help students overcome challenges. By guiding students in developing study skills, confidence, and resilience, they empower learners to achieve their full potential and stay on track toward graduation.
Students may also access the support of the student success teacher by consulting their Classroom Teacher, Guidance Counsellor or VP.

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 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 ensuring 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 https://tellus.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:
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 (Carea 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=SJOjpprbfeE • Helping children with anxiety: https://maps.anxietycanada.com/courses/child-map/