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Durham District School Board (DDSB) CODE OF CONDUCT

Our Commitments

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

The DDSB Code of Conduct was developed in accordance with the Education Act, the [Provincial Code of Conduct](#), and DDSB policies and operational procedures.

Purpose of the Code of Conduct

The purpose of this Code of Conduct is to support DDSB's commitments by:

- clarifying rights, standards and expectations for behaviour;
- supporting the safety and well-being of all individuals;
- identifying potential violations and breaches of the Code; and,
- setting out the roles and responsibilities for all DDSB community members.

The DDSB Code of Conduct is to be interpreted and applied in accordance with the DDSB's commitments to promoting and upholding Indigenous rights and human rights in all learning and working environments. This includes anti-colonial, anti-discriminatory and anti-racist approaches and actions consistent with the DDSB's [Indigenous Education Policy](#), [Human Rights, Anti-Discrimination and Anti-Racism Policy](#), [Safe and Respectful Workplace and Harassment Prevention Policy](#), and related procedures.

Standards of Behaviour

The standards of behaviour outlined in the DDSB Code of Conduct applies to all DDSB community members. DDSB community members are employees, students, parents/guardians, families, permit holders, vendors, service providers, authorized visitors and any other person authorized to be present within DDSB learning and working environments or spaces.

DDSB learning and working environments include virtual and in person meetings, events and activities including those that take place outside of usual learning and working spaces, or outside of usual learning and working hours, when the activity is sufficiently connected to DDSB learning environments or workplaces. The following are examples of DDSB working and learning environments or spaces where the Code of Conduct applies:

- on school property;
- while traveling on a school bus that is owned by the DDSB or that is under contract to the DDSB;
- during in-school sports and other activities;
- during off-site, school or work-sponsored activities and excursions; or,
- in circumstances where the behaviour has, or will have, an impact on the school climate or working environment (for example, the use of social media in some instances where it may be connected to the learning or working environment).

Respect, civility, and responsible citizenship

All members of the school community are expected to:

- respect and comply with all applicable federal, provincial, and municipal laws;

- respect and comply with all Ministry of Education, DDSB and school policies;
- demonstrate honesty and integrity;
- uphold human rights and responsibilities and treat one another with dignity and respect, both in person and online, especially when there are disagreements or differences;
- respect and treat others equitably and not engage in discrimination or harassment based upon race, ancestry, place of origin, colour, ethnic origin, citizenship, creed, sex, gender identity, gender expression, sexual orientation, age, marital status, family status, ability/disability and neurodiversity, and/or socioeconomic status (DDSB Human Rights Policy, section 3.5);
- show proper care and regard for school property and the property of others;
- demonstrate positive citizenship by taking appropriate measures to assist those in need;
- seek assistance from a member of staff, as necessary, to resolve conflict effectively and peacefully;
- refrain from using abusive, discriminatory, or hateful language (including and not limited to discriminatory slurs and epithets);
- refrain from the use of offensive language including swearing at others;
- respect the rights of others to learn and work in a safe and respectful environment; and,
- refrain from the use of personal mobile devices during instructional time except under the following circumstances:
 - for educational purposes, as directed by an educator;
 - and/or as approved by the school administrator (for example, for health and medical purposes, to support special education needs, as part of an approved accommodation plan or health and safety plan, or for other [Human Rights Code](#)-related needs or circumstances).

Safety

To support safe and respectful learning and working environments, all members of the school community must not:

- engage in any form of discrimination or harassment under the Indigenous Education Policy, the Human Rights Policy and the Safe and Respectful Workplace Policy;
- engage in bullying behaviours, including cyberbullying;
- commit sexual assault or sexual harassment;
- traffic in weapons or illegal drugs;
- commit fraud, robbery or theft;
- be in possession of any weapon, including firearms;
- threaten or intimidate another person;
- be in possession of alcohol, cannabis, and illegal drugs;
- use, or be under the influence of alcohol, cannabis, illegal drugs or related products;
- provide others with alcohol, illegal drugs, tobacco, electronic cigarettes, cannabis and related products;
- inflict, incite or encourage others to inflict bodily harm on another person;
- engage in hate propaganda or incite hate and other forms of discrimination or bias;
- commit vandalism that causes damage to DDSB property or to the property of others; and,
- record, take or share non-consensual recordings or images of members of the DDSB community.

Vaping and Smoking

The [Smoke-Free Ontario Act, 2017](#) prohibits smoking (tobacco and cannabis) and the use of electronic cigarettes (vaping) at schools, on school grounds, and all public areas within 20 metres of these grounds. Anyone smoking or vaping on school property is guilty of an offence and if convicted may result in a fine under the Smoke-Free Ontario Act, 2017.

The Smoke-Free Ontario Act, 2017 also prohibits the sale and supply of tobacco or e-cigarettes to anyone under 19 years of age. Anyone who sells or supplies tobacco or an e-cigarette to a

student under 19 years of age is guilty of an offence and if convicted may result in a fine under the Smoke-Free Ontario Act, 2017.

The DDSB is required to work with Tobacco Enforcement Officers to enforce the Smoke-Free Ontario Act, 2017 and to promote healthy lifestyle choices.

Smoking includes the carrying or holding of lighted cigars, cigarettes, pipes or any other lighted or electronic device. Examples may include but are not limited to E-cigarettes (vapes), herbal cigarettes, chew, snuff and snus.

Students are prohibited from being in possession of or using tobacco products and/or e-cigarettes or nicotine products at school.

If a student is in possession of any these items, the items must be handed over to an educator. Parents/guardians for students under the age of 18 will be notified immediately.

Any student who does not hand over the items when required, will be sent to the office. A bias-aware progressive discipline approach will be used to address breaches of this section of the DDSB Code of Conduct. The Tobacco Enforcement Officer may become involved and has the authority to issue a summons that may result in fines.

Student Personal Mobile Device Use

Elementary Schools

Students in Kindergarten to Grade 8 must not use personal mobile devices, such as a cellphone or tablet, while at school. During the school day, devices must be:

- turned off or set to silent mode
- stored out of view

Wearables such as smart watches must be put into the equivalent of 'airplane mode' during the school day.

Students may use their personal mobile devices in school if:

- a school administrator gives permission (for example, for health and medical purposes, to support special education needs, as part of an approved accommodation plan or health and safety plan, or for other Human Rights Code-related needs or circumstances); or,
- a teacher gives permission to use them as part of learning during instructional time.

Students are responsible for their personal mobile device and how they use it.

Students may face consequences if they use their personal mobile devices inappropriately. The inappropriate use of such devices may mean that school staff:

- require a student to hand in their personal mobile device
- store the mobile device in a safe place for the rest of the day

Any student who does not hand in their device when required, will be referred to school administration. A bias-aware progressive discipline approach will be used to address breaches of this section of the DDSB Code of Conduct.

Secondary Schools

Students in Grades 9 to 12 must not use personal mobile devices, such as a cellphone or tablet, during instructional time. During instructional time, devices must be:

- turned off or set to silent mode
- stored out of view

Wearables such as smart watches must be put into the equivalent of 'airplane mode' during instructional time.

Students may use personal mobile devices during instructional time if:

- a school administrator gives them permission (for example, for health and medical purposes, to support special education needs, as part of an approved accommodation plan or health and safety plan, or for other Human Rights Code-related needs or circumstances); or,
- a teacher gives permission to use them as part of learning.

Students can use their personal mobile devices during non-instructional times such as lunch or spares.

Students are responsible for their personal mobile device and how they use it.

Students may face consequences if they use their personal mobile devices inappropriately. The inappropriate use of such devices may mean that school staff:

- require a student to hand in their personal mobile device
- store the mobile device in a safe place for the rest of the day

Any student who does not hand in their device when required, will be referred to school administration. A bias-aware progressive discipline approach will be used to address breaches of this section of the DDSB Code of Conduct.

Student Access to Social Media

Social media platforms can only be accessed by students at school for educational purposes, directed by an educator, and the social media activity must align with the mandate outlined in the Code of Conduct.

Bias-Aware Progressive Discipline

If a student breaches any section(s) of the DDSB code of conduct, the DDSB will use a [bias-aware progressive discipline](#) framework and approach to resolve the situation.

Bias-aware progressive discipline is a whole-school approach that:

- shifts the focus from one that is punitive to one that is focused on learning, correcting and preventing inappropriate behaviour that does not align with the Code of Conduct;
- utilizes a continuum of interventions, supports, and consequences to address inappropriate student behaviour and to build on strategies that promote positive behaviours;
- takes into account circumstances and considerations (including and not limited to the individual identity, strengths, cultural and other needs and circumstances of the student) in a manner that is consistent with Ministry of Education directives and DDSB policies and procedures, including the Indigenous Education Policy, the Human Rights Policy and the Safe and Respectful Workplace Policy); and,
- considers the severity of the behaviour leading to the discipline, the previous disciplinary history of the student and all other relevant factors when making decisions about an appropriate consequence/next step.

When implementing bias-aware progressive discipline, those who are making decisions about the appropriate corrective/disciplinary resolution must:

- pause and reflect on what factors may be influencing or informing their decisions, (including and not limited to reflecting on their own identity, privilege, power, and positionality, and challenging how they interpret behaviours based upon their own biases); and,
- use anti-discrimination and anti-oppression principles and approaches to guide their decision.

The DDSB uses a range of interventions, supports and consequences that include learning opportunities for reinforcing positive behaviour while helping students to make good choices, including (in no particular order, and where appropriate given the circumstances):

- Discussion with a teacher, member of the support staff, vice-principal or principal;
- Attendance/engagement strategies;
- Time out;
- Reflection sheet, learning package;
- Parental contact and involvement in applying an appropriate next step;
- Written or oral apology;
- Peer Mentoring;
- Detention;
- Restitution for damage or stolen property;
- Community service;
- Peer mediation;
- Restorative practice;
- Culturally relevant and responsive practice;
- Suspension;
- Expulsion;
- Referral to, or engagement with, relevant community partners/service providers for appropriate support and resources;
- Mental Health and Well-Being support.

Considerations

Disciplinary processes, decisions and outcomes, including suspensions and expulsions will carefully and thoughtfully consider:

- rights and responsibilities under the Indigenous Education Policy, the Human Rights Policy, the Safe and Respectful Workplace Policy, related procedures and other mitigating factors;
- the disproportionate harm and impacts of suspension and expulsion on students based on Prohibited Ground(s) (for example, racialized students and students with disabilities) and intersectionality;
- the nature and severity of the behavior;
- the impact on the school climate, including the impact on students or other individuals in the school community;
- alternatives to suspension and expulsion;
- restorative practices; and,
- any other relevant contextual factors.

Where appropriate, the DDSB will review and may adjust school and classroom management practices that may have been a contributing factor in an incident.

Mitigating Factors

The following mitigating factors shall be taken into account:

1. the student does not have the ability to control their behaviour;
2. the student does not have the ability to understand the foreseeable consequences of their behaviour;
3. the student's continuing presence in the school does not create an unacceptable risk to the safety of any person.

Other Factors

The following other factors shall be taken into account if they would mitigate the seriousness of the activity for which the student may be, or is being, suspended or expelled:

1. the student's history of prior incidents;
2. whether a progressive discipline approach has been used with the student;
3. whether the activity for which the student may be or is being suspended or expelled was related to any discrimination against or harassment of the student because of a prohibited ground of discrimination or to any other form of harassment or bullying;
4. how the suspension or expulsion would affect the student's ongoing education;
5. the age of the student; or
6. in the case of a student for whom an individual education plan has been developed:
 - i. whether the behaviour was a manifestation of a disability, ability or neurodivergence as identified in the student's individual education plan;
 - ii. whether appropriate individualized accommodation has been provided and/or may need to be reviewed and updated; and,
 - iii. whether the suspension or expulsion is likely to result in an escalation in negative behaviour or conduct.

Roles and Responsibilities

Every member of the school community has a role to play, responsibilities to uphold, and expectations to follow in order to meet the requirements of the Code of Conduct. This includes upholding rights, responsibilities and requirements under the Indigenous Education Policy, the Human Rights Policy and the Safe and Respectful Workplace Policy, and related procedures (including and not limited to duty bearer responsibilities and other requirements set out in the Human Rights, Anti-Discrimination and Anti-Racism Procedure and the Human Rights Roles, Responsibilities and Accountability Framework). The Code of Conduct should be read together with these policies and procedures to support and enhance the implementation of the Code of Conduct.

The individual and shared responsibilities outlined below align with both the Provincial Code of Conduct and the DDSB Indigenous Rights, Human Rights, and Safe and Respectful Workplace policies:

DDSB

The DDSB provides direction to schools to promote student achievement and well-being and to ensure equitable opportunities, access, experiences and outcomes in DDSB learning and working environments. It is the responsibility of the DDSB to:

- develop policies that set out how schools will implement and enforce the DDSB Code of Conduct and all other rules that they develop consistent with the provincial standards that promote and support respect, civility, responsible citizenship, and safety;
- establish a process that clearly communicates the Provincial Code of Conduct and the DDSB Code of Conduct to all students, parents/guardians, employees, and members of the school community in order to obtain their commitment and support;
- review these policies regularly with those listed above and revise them as necessary;
- develop proactive strategies to prevent potential breaches of the DDSB Code of Conduct, develop effective intervention strategies, and respond to all infractions related to the standards for respect, civility, responsible citizenship, and safety;

- provide opportunities for all staff to acquire the knowledge, skills, and attitudes necessary to promote student achievement and well-being in a safe, inclusive, and accepting learning environment.

Principals and Vice-principals

Principals and vice principals, under the direction of the DDSB, take a leadership role in the daily operation of a school. They provide leadership by:

- working with teachers and other school staff to create and sustain an inclusive, welcoming and positive learning environment, and by holding everyone to the highest standard of respectful and responsible behaviour;
- addressing breaches of the DDSB Code of Conduct;
- demonstrating care for the school community and a commitment to academic excellence in a safe and inclusive teaching, learning and working environment;
- modelling the standards of respect, civility and responsible citizenship;
- communicating regularly and meaningfully with all members of their school community;
- holding everyone under their authority accountable for their own behaviour and actions; and,
- empowering students to be positive leaders in their school and community.

Educators and Other School Staff

Under the leadership of their principals, educators and other school staff are to create and sustain an inclusive, welcoming and positive learning environment and are expected to hold everyone to the highest standard of respectful and responsible behaviour. As role models, educators and other school staff uphold these high standards when they:

- help students work to their full potential and develop their sense of self-worth;
- empower students to be positive leaders in their classroom, school, and community;
- communicate regularly and meaningfully with parents/guardians;
- maintain consistent and fair standards of behaviour for all students;
- demonstrate respect for one another, all students, parents/guardians, volunteers, and other members of the school community; and,
- prepare students for the full responsibilities of citizenship.

Students

Students are to be treated with respect and dignity. In return, they must demonstrate respect for themselves, for others, and for the responsibilities of citizenship through acceptable behaviour. Respect and responsibility are demonstrated when a student:

- comes to school prepared, on time, and ready to learn;
- shows respect for themselves, and for others, and for those in positions of authority;
- refrains from bringing anything to school that may compromise the safety of others; and,
- adheres to the Code of Conduct, follows the established rules and takes responsibility for their own actions.

Parents and Guardians

Parents and guardians play an important role in the education of their children, and can support the efforts of school staff in maintaining a safe, inclusive, accepting, and respectful learning environment for all students. Parents and guardians can support as follows:

- are engaged in their child's schoolwork and progress;
- communicate regularly with the school;
- support their child in adhering to the [DDSB Student Dress Code](#), and being prepared for school;
- ensure that their child attends school regularly and on time;
- become familiar with and adhere to the Provincial Code of Conduct, and the DDSB's Code of Conduct;
- encourage and assist their child in following the rules of behaviour; and,
- assist school staff in dealing with behavioural expectations and/or disciplinary issues involving their child.

Community Partners

Through outreach, existing partnerships may be enhanced and new partnerships with community-based service providers and members of the community (e.g., Elders, Knowledge Keepers) may also be created. Community-based service providers are resources that the DDSB can access to deliver prevention or intervention programs or provide additional resources and supports. Protocols are effective ways of establishing linkages between the DDSB and community-based service providers and of formalizing the relationship between them. These partnerships must respect all applicable DDSB policies, procedures and collective agreements.

The police also play an essential role in supporting safer schools and communities. The police investigate incidents in accordance with the [protocol](#) developed with the DDSB (refer to [Procedure: Police/School Board Protocol](#).) This protocol is based on the [Provincial Model for a Local Police/School Board Protocol, 2015](#), developed by the Ministry of the Solicitor General and the Ministry of Education.

AJAX HIGH SCHOOL OPERATIONS

INTRODUCTION

Ajax High School strives to create a safe, caring, and inclusive learning environment. Part of realizing and sustaining this environment rests in the effort that every member of the school community puts forward on a day-to-day basis. Below you will find the Ajax High School Code of Conduct, a living document reviewed every year, which informs the operations that govern the school community. It is the student's responsibility to read, understand and abide by this information.

DAILY OPERATIONS

ACCIDENT/INJURIES:

If you are injured during a class, tell your teacher at once. If you have an accident and are injured on school property, notify an administrator in the main office at once so you can be assisted, and an accident form can be completed.

ANNOUNCEMENTS, ACKNOWLEDGEMENT, AND NATIONAL ANTHEM:

The Land Acknowledgement and National Anthem are played after entry. During this time everyone remains quiet, still and listens attentively. Students are expected to also listen attentively while the morning announcements are read.

ASSESSMENT, EVALUATION AND REPORTING:

The Ministry of Education released the document entitled “*Growing Success*”. This document sets policy and recommends practice with regards to assessing student work to inform teaching practice, evaluating student work and reporting on student progress. The “*Growing Success*” document can be downloaded from the Ministry website at <http://www.edu.gov.on.ca/eng/policyfunding/growSuccess.pdf>. The purpose of the “*Growing Success*” document is to promote 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/caregivers and teachers in elementary and secondary schools.

Student evaluation is a consolidation of marks from a variety of assessment tasks: evidence collected from classroom activities, conferences, peer dialogues, presentations, demonstrating process leading to a final product, projects, final assessments etc. Department evaluation procedures shall be distributed to each student in each course during the first week in each semester, and will include an explanation of all methods of evaluation, the weighting of marks assigned to each method, how marks are calculated, and the school's late and/or missed test and assignment policy. It is the student's responsibility to read and understand this information.

LATE AND MISSED ASSIGNMENT POLICY:

In instances when students are unable to complete a task by the assigned due date, they must work in consultation with their teachers prior to the due date, to establish a new submission date. If students do not submit or complete assigned tasks by the alternative due date, whether absent or otherwise, they may receive a mark of zero.

FINAL COURSE EVALUATIONS & MARK REPORTING:

Final summative tasks are compulsory and can constitute up to 30% of the final grade. They may include but are not limited to presentations, tests and exams.

Students absent from a final evaluation may receive a mark of zero unless prior permission from teachers and administration is obtained to complete the task at another time.

Progress/Interim Reports

First Semester Mid-October
Second Semester Mid- March

Midterm Reports

First Semester November
Second Semester April

Final Reports

First Semester February
Second Semester June

BICYCLES AND E-BIKES:

If you ride a bicycle or an e-bike to school, you must lock it securely to a bicycle rack at the front or back of the school. Bicycles should not be brought into the building unless they are part of a physical education activity, and you are supervised by a teacher. The school will not be held responsible if your bicycle is lost or stolen.

CAFETERIA:

The cafeteria serverly will be open to students from 12:05 pm – 12:50 pm. Students are responsible for cleaning up their eating area prior to leaving the cafeteria.

CLUBS/TEAMS & ACTIVITY FEES:

Information regarding the participation in Clubs and Teams will be communicated during the school year. If a student wishes to join a club or try out for a team, listen to the announcements, watch for postings around the school, check your Google Classroom and speak with staff advisors. Many clubs begin in the fall, while the athletics program continues throughout the year. Some activities (teams or clubs) may require an activity fee to cover various operating and maintenance costs associated with the club and/or team in the school. It is the student's responsibility to be accountable for informing teachers about planned absences prior to their activity and complete any assigned tasks that are assigned from any missed class(es).

COURSE FEES:

Students must purchase their own personal school supplies such as binders, pens, paper, etc. Items in optional courses may need to be purchased such as physical education clothing and workbooks for selected courses. Certain courses may require a materials fee to cover the cost of enrichment projects or activities i.e. family studies, technological education, physical education, etc. Course fees are due within the first two weeks of the course. Fees can be paid through School Cash Online.

DOOR ENTRY:

The safety and security of our students and staff are of utmost importance. To support this, Ajax High School has reduced the amount of doors that remain open during the instructional day. Students and families are welcome to use the following entry points:

West Front Hall Social Science East Science Doors Back Art Entrance	Locked @ 9:40am Open at Lunch Locked @ 1:00pm
Main Entrance	Open throughout the day for Students and Families

DROP OFFS/PICK UPS/DRIVING:

Ajax High School has a unique parking and drop off route around the back of our school. It is very important that our parking and driveway areas remain free flowing and accessible in the event of an emergency. Drop offs cannot occur at the back entrance as this slows down the flow of traffic. The front of the school is another

area with designated purposes as special bus routes use the front of the school and buses must not be blocked for the safety and security of all our students. Students parking privileges will be revoked for any unsafe driving or contraventions of the Code of Conduct.

FIELD TRIPS:

Field trips are an extension of the classroom and all code of conduct rules apply. Inappropriate behaviour on a trip may result in your parent/guardian/caregiver having to pick you up. A permission form must be completed by your parent/guardian/caregiver before leaving. If you miss the trip, money paid may not be refunded. It is the student's responsibility to be accountable for informing teachers about planned absences prior to their activity and complete any assigned tasks that are assigned from any missed class(es).

FOOD DURING LUNCH TIMES:

All waste must be properly disposed of in garbage or recycling containers. Food delivery services (ie. UberEats, Skip the Dishes, Door Dash) are not to be ordered or picked up during instructional time. The office will not accept any food delivery orders. All orders must be picked up outside of the school.

GOOD NEIGHBOUR POLICY:

At Ajax, we have a "Good Neighbour Policy" which reflects our commitment to our community. Students are asked not to loiter or smoke/vape on adjacent properties next to the school. This includes all of the private properties that surround our school.

GUIDANCE:

Counsellors are always willing to assist by providing individual counselling about courses, post-secondary pathways, and personal matters. If you require information regarding your student records, post-secondary applications or financial aid information, contact the guidance department before school, at lunch, after school, or use our online booking system to make an appointment. Counsellors are available before school, lunch, and after school for walk-in appointments. Please ensure that you join the Guidance Google Classroom in order to not miss out on important information, deadlines, trips, etc.

CREDITS FROM PRIVATE SCHOOLS/ALTERNATIVE INSTITUTIONS

Students who wish to enrol in a private institution are required to ensure that the school/credit is approved by the Ontario Ministry of Education. Ajax HS requires that all report cards for credits that have been achieved through private institutions, be sent to a member of the guidance department *directly* from the institution. We recommend that students meet with a guidance counsellor, prior to enrolling in an alternative course, in order to review the process and assist with pathway planning.

HELP AVAILABLE:

Academic support is available through your classroom teacher or our Inclusive Student Services department. Guidance counsellors and members of the Inclusive Student Services team help students to develop academic and career plans and can refer students and families to a wide range of Board and community resources. The LGI is open every day at lunch with teachers who are available to assist students with their school work. Students may also choose to work independently in the Library (Learning Commons) during lunch.

HOMEWORK:

The relationship between school and home is critical to the success and well being of our students. Therefore, homework is an extension of classroom activities and is expected to be completed outside of class time. Homework is intended to reinforce and help students review content and skills presented in class, practice skills, and introduce new topics. Families can support their child by providing a suitable environment for studying, reading and discussing homework on a regular basis, following up on assigned homework, and supporting the school if there is a concern.

HONOUR ROLL:

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

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

INCLUSIVE STUDENT SERVICES:

The Inclusive Student Services staff provide individualized services and programs for all students. Study skills, academic support, help with organization, quiet space for test and summative writing and/or use of computers are some of the ongoing services provided in room 106.

Student Success is open daily before school (8:30 am–9:30 am), during all 4 instructional periods, and after school (3:30 pm–4:10 pm).

LIBRARY LEARNING COMMONS (LLC):

The LLC will be open with limited capacity to students before school, at lunch and after school for quiet study, homework, class assignments, printing or casual reading. Coats, backpacks and food are not permitted in the LLC.

The LLC collection is dynamic and student input is greatly appreciated. Bring us your recommendations.

Students may borrow up to 2 resources at a time for a period of 2 weeks. Fines are applied to late items; 1.00 for lates returned within the first week, 2.00 for lates returned in the second week, and so on to a max of \$5.00 per item. Students who are not able to pay their late fee, may volunteer their time to have the fine eliminated. In addition, students will be required to pay for any lost/unreturned items before the last day of exams.

LOCKERS:

Lockers will be available for student use during the school year. You will be assigned a locker by the main office. All students have their own locker, and these should not be shared by multiple students. Students are to provide their own combination lock. You should not let anyone other than the office know your combination. Locker combinations must be recorded in the office, through your homeroom teacher. Lockers remain the property of the school, and must not be damaged or defaced. Students occupying unassigned lockers will be removed from that locker. The Durham District School Board reserves the right of access to lockers at any time. If your locker is broken into, report the incident to the main office as soon as possible. The school is not responsible for stolen articles. Locker cleanout happens prior to summative week. All locker contents must be removed from lockers by the last day of school. All locker contents will be removed over the summer months for cleaning.

LOST AND FOUND:

If you have lost an item, please check the lost and found, which is located in the main foyer, before proceeding to the Main Office to complete the lost/stolen form.

RELIGIOUS ACCOMMODATIONS:

The DDSB “[Accommodating Creed in Schools](#)” Inclusive Design Approach guides the development of inclusive practices to create a welcoming and inviting learning environment for all students.

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

- Observation of major religious holy days and celebrations
- Accommodation in, or exemption from, specific areas of the curriculum or other school activities
- Religious attire
- Modesty requirements in physical education
- School opening and closing exercises
- Prayer
- Dietary requirements

You are welcome to speak to your school administration about religious accommodation needs as they arise.

ROLLER BLADES, SKATEBOARDS, SCOOTERS, HOVERBOARDS, ETC:

If you use these to travel to school, you must carry them into the building and store them in your own locker. Their use inside and around the school property creates a safety hazard; if they are used anywhere on school property they may be confiscated.

SAFE SCHOOL PROCEDURES

FIRE ALARM:

When the fire alarm sounds, follow the fire exit instructions posted in your classroom. Walk quickly from the building with your teacher. Move to the front sidewalk or to the back of the school, and remain on the back field, away from the pavement until you are instructed by your teacher to re-enter the building.

RAMS REMAIN (Localized Safety Protocol):

Notification of a **"RAMS REMAIN" is not a request, but rather a directive.** The purpose is to contain a specific floor or section of a hallway, while permitting movement in other areas of the building. Anyone in a classroom or workroom impacted by the announcement should assume that the entire floor has been impacted. The Office will proceed with an announcement **Attention all staff and students; Rams Remain**. All students should follow the direction of their teacher until the Rams Remain is over. Students on spare should proceed to the LLC or library.

HOLD AND SECURE PROCEDURE:

Notification of a **"HOLD AND SECURE" is not a request, but rather a directive.** If you hear the following announcement **Attention all staff and students; the school is in a hold and secure** you should follow the direction of your teacher until the hold and secure is over. "Hold and Secure" is called when there is a threat of danger outside of the school. Traffic into and out of the school will be controlled as a part of this procedure, and classes will continue to operate. Students on spare should proceed to the LLC or library.

LOCKDOWN PROCEDURE:

If you hear the following announcement **Attention all staff and students; the school is in a lockdown.*

All teachers lock your doors. All students should report immediately to the nearest classroom. You should go to the closest classroom, identify yourself to the teacher, and stay there until a second announcement says the lock down is over. If you are in a classroom, follow the teacher's instructions. Please follow the same procedures and protocol when on spare or at lunch. Students on spare should proceed to the LLC or library.

SEVERE/EXTREME WEATHER:

Listen for an announcement from the main office and follow instructions contained in the emergency procedure duotang. If there is a severe storm, listen to your local radio stations or check the DDSB website or social media feeds for school closing and transportation information by 7:30 AM. Ajax High School is in zone 4 (southern area). Durham Student Transportation Services (Bus Cancellation) information can be found at <https://www.dsts.on.ca/>.

SIGNING OUT:

Students who need to leave the school during the school day must be signed out through SchoolMessenger or via phone call to the office. If a student becomes ill at school, they should report to the office and a parent/guardian/caregiver will be notified before they sign out.

Students who sign out on the day of an assessment (parental excusal, teams, field trips, etc.) are subject to the assessment and evaluation policies outlined above.

Students who are signed out need to leave the school property immediately thereafter as they are no longer under the supervision of AHS staff. If a student is absent, it remains the student's responsibility to complete all assessment tasks, and to catch up on all classroom work missed

SOCIAL MEDIA ACCOUNTS:

All students who are leading a club/committee and have a social media account that represents the school need to ensure that staff facilitators have control over the username and password of the account. Posts or information should only be made after staff facilitators have reviewed and approved the content. In addition, the administration will need to have the usernames and passwords for all accounts associated with the school.

SPECTATOR POLICY - HOME GAMES:

Ajax students are only allowed to view the game outside of school hours (after 3:30pm). Ajax students must

show a current student ID card to enter the gym/facility. There are no visiting team student spectators allowed in the school, unless accompanied by a school staff member or parent/guardian. Parents/Guardians and/or accompanied minors are welcome to spectate (AHS and visiting team). Spectators must sit in the bleachers area – no “standing room” spaces allowed. No food or drinks will be allowed in the gym (reusable water bottles are allowed). Student viewing privileges may be revoked if students violate the outlined expectations.

STUDY AND eLEARNING PERIODS:

Students who are on track to graduate high school may have the option for a study period (spare). If you have a study period on your timetable, you may leave the school property, or go to the Library (LLC) or LGI if it is open. Students should not be in the nook during instructional time. Students who work in the Library (LLC) are required to sign-in and remain in the Library (LLC) unless exiting the building. The cafeteria is not available for students on spare. In order not to disturb classes, students should avoid walking in the halls during classes. Students will be redirected to speak to their Vice Principal if they are in the hallways and disrupting classes.

STUDENT ACTIVITY COUNCIL (SAC):

The Student Activity Council provides a forum for student leadership in the school. Each grade elects a representative to provide students with a voice in school decision-making. The Student Activity Council sponsors many activities throughout the school year. Elections for positions in grades 10, 11, and 12 are usually held in May. Grade 9 position elections are held in September.

TELEPHONE:

There is a phone in the main office which can be used for signing out. Please check with a member of the clerical team before use.

TEXTBOOKS/LOANED MATERIALS:

You are responsible for all materials loaned to you. You will be expected to pay for their replacement if they are lost and/or damaged. This includes any Library(LLC) resources.

THEFT/LOSS OF ELECTRONICS:

Ajax High School and the Durham District School board cannot be held responsible for loss or theft of private property, including electronics and smart phones of any kind. Here are some tips to consider:

- Consider leaving expensive electronics and other valuables in a secure location at home
- Know where your valuable possessions are at all times. If you must carry them with you, keep them quiet and out of sight
 - Do not leave your valuables in an unsecured place, including changerooms.
 - Keep smartphones and other electronic devices electronically locked. Use encryption where possible.
 - Become familiar with recovery/location software available for smartphones.
 - Consider having insurance that protects valuables from loss or theft
 - Protect yourself from identity theft by not having important or sensitive information easily available/viewable

If your personal electronic device goes missing, consider these tips:

- Call the phone – if it is left in an obvious location, this may help return it quickly. If it goes straight to an automated answer it may indicate that it has been turned off
- Consider using recovery software that may help you track your phone's location
- Report the loss to your service provider – they may be able to help and should know ASAP.
- Report the loss to the police.

THEFT/LOSS OF VALUABLES:

Students are discouraged from bringing anything valuable to school, including technological devices, bicycles, etc. Do not leave valuable items such as jewellery, money, or personal electronic devices in an unsecure place. Report thefts to a Vice Principal immediately and fill out a theft report. The school will not be responsible for lost or stolen property.

TIMETABLE CHANGES:

If you wish to change your timetable, you must do so by the dates communicated through morning announcements and listed on the Guidance Google Classroom. Only prerequisite and pathway changes will be made after these dates. You are required to attend all classes on your timetable until it has been officially changed.

VISITORS AND TRESPASSERS:

All visitors to the school must immediately report to the main office. Students are not permitted to have guests in the school or on school property unless previously arranged and approved by an administrator. If guest speakers are arranged through Ajax High School Staff, staff must ask the guest speaker to report to the main office first. Persons who are in the building without office permission are trespassing and, in accordance with the Trespass Act, may be subject to legal action.

STUDENT CONDUCT**BULLYING/CYBER BULLYING:**

Bullying is a behaviour that is unsolicited and allows one person or one group to gain power over another person or group. Bullying intends to cause harm and is typically repeated over time. Intimidation is a key component of bullying resulting in verbal, physical, sexual and/or psychological harassment of the victim or victims and bystanders. This intimidation places the victim(s) in an inferior position creating isolation, alienation, insecurity, fear, and helplessness. These conditions are often created by using demeaning language, teasing, name calling, threatening (physical or otherwise), spreading rumours, gossiping, gestures, pushing, shoving, tripping, hitting and intruding on personal space to inflict harm (physical or otherwise) on the victim. Students who are involved in bullying other students may face suspension. The police may be involved.

CHROMEBOOKS AND COMPUTERS:

Teachers and students will understand and apply the values and norms of their community while using digital technology in the classroom. The Durham District School Board is pleased to provide you with our 1:1 Chromebook model for educational purposes, not for public access. They will help you to achieve your learning outcomes, research requirements, and assist with career preparation.

Please review this procedure with your parent/guardian/caregiver. Procedures and rules regarding the use of the facilities and resources must be followed:

Acceptable Use

- Students will not engage in cyber communications that cause someone to fear for their safety.
- Students will use the computing technology as prescribed or approved by their teacher.
- Students will not engage in Cyber-bullying, visiting unacceptable sites, and/or illegal activity.
- Students will not engage in posting writing on the internet that is designed to insult or injure a person's reputation.
- Students will accurately cite information from the Internet.
- Students will not plagiarize. Students will abide by copyright laws.
- Students will not download and share copyrighted materials without the copyright holder's permission.
- Students will abide by school procedures. Students will not share passwords or data or misrepresent their identity. Students will report all instances of hardware damage or changes to the desktop or operating system immediately.

Safe Use

- Students will not post personal information about themselves or others. This information includes last name, age, sex, home addresses, telephone numbers, pictures, videos, routes taken to school, parents' hours of work, etc.
- Students will inform the teacher immediately when accidental access to inappropriate materials or with unacceptable users has been made. Students will seek help from principals, teachers and parents when victimized by Cyber-bullying. Students will report Cyber-bullying concerns to principals, teachers and parents.

Appropriate Use

- Students will be polite. Students will not use language that is unacceptable in the classroom, including language that is racist, sexist, harassing, violent, or otherwise unacceptable.
- Students will not send messages containing information that would cause discomfort to themselves or others if it were written on a classroom blackboard or other public place.
- Students will not use the computing technology in ways that will disrupt other users. Any tactics which harm compromise the functionality of the system are forbidden.
- Students will assume that all communications received are private and confidential and will not disseminate them without permission from the original author. Students will not collect or distribute personally identifiable information about others on the Internet.

Recourse for Abuse/Misuse Students who do not follow this procedure AND those rules provided by their

teachers and their school Student Code of Behaviour will have their computing technology privileges suspended pending review. Students are reminded that the board Student Code of Conduct states that a student may be suspended or expelled from his or her school, expelled from attending any school in Ontario, and/or prohibited from engaging in school-related activities if the student commits an infraction of the Code of Conduct while he or she is at school, or engaged in a school-related activity, or engaged in conduct that has a relationship to the school or school community. Recourse and disciplinary measures are outlined in the school Student Code of Behaviour, Safe Schools Act, and Provincial Code of Conduct. Legal recourse may also be applied for criminal activities. For repairs to be made to the device, families are responsible for the first \$50 of necessary servicing for physical damage. Where the damage to the device has been deemed as intentional, the full cost of repairing and replacing the device will be invoiced.

DDSB STUDENT DRESS CODE:

Durham District School Board's Student Dress Code will support a safe, welcoming and inclusive school environment that recognizes the shared responsibilities to promote and protect individual rights and freedoms and to maintain respectful, safe and positive school climates.

A) Appropriate Dress

Students must wear;

- Clothing which includes both a top and bottom layer and footwear.

Students may wear;

- Any clothing that supports a human rights related need or accommodation
- Clothing (tops) that expose arms, shoulders, stomach, midriff, neckline, cleavage, and straps but will cover nipples
- Clothing (bottoms) that expose legs, knees, thighs, hips and expose waistbands but will cover groin and buttocks
- Any headwear that does not obscure the face, subject to human rights related needs and accommodations

B) Inappropriate Dress

Students may not wear;

- Clothing that promotes /symbolizes illegal activity (including gang activity) or drugs or alcohol or their use
- Clothing that promotes, symbolizes or incites hate, discrimination, bias, prejudice, profanity, pornography, incites harassment or bullying, threatens harm to the safety of self or others or that includes offensive (e.g. sexist, racist, homophobic, anti-indigenous, anti-Black, anti-Semitic, Islamophobic, etc.) images or language
- Clothing (tops) that exposes nipples
- Clothing (bottoms) that expose groin and/or buttocks
- Clothing (mask/scarf) that obscures the face (unless required to meet human rights related needs or accommodations)
- Undergarments as outerwear
- Transparent clothing that fully exposes undergarments
- Swimwear unless required for curricular or co-curricular approved activities

C) Health and Safety Dress Code Requirements

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

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

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

END OF SCHOOL DAY:

The end of the academic school day is marked by the last bell at 3:30pm. After this time, students are expected to gather their belongings and promptly exit the building. Students are not permitted in the building afterschool without direct supervision from a staff member. Students should only be on the property if they are directly supervised by a staff member.

LASER POINTERS, FIRECRACKERS, SNOWBALLS AND OTHER NUISANCE ITEMS:

Dangerous objects, including snowballs, firecrackers, hand-held laser pointers, cigarette lighters, water or air soft guns, noise makers, etc. must not be used on school property, and will be confiscated. Bias-Aware Progressive discipline measures may be applied if necessary.

OFFSITE AND AFTER HOURS INCIDENTS:

Ajax High School works in collaboration with parents/guardians/caregivers, community agencies and Durham Regional Police Services to educate youth on appropriate social interaction in school and the community. If you are involved in an incident off school property, or after school hours, which is against the Ajax High School Code of Behaviour, that has a nexus to and an impact on the learning environment of the school, you may be subject to the appropriate progressive discipline in accordance with DDSB Policy #5149.

The taking of photos, filming or recording, or the broadcasting of live audio and/or video, while at school or at a school related activity, is prohibited unless approved by the DDSB (or school), and/or where proper consents have been obtained as may be appropriate.

In keeping with the Freedom of Information and Privacy Act, unauthorized video or audio recording on school grounds for any purpose is prohibited. Further, the taking of photos, filming or recording while at school or at a school related activity, is prohibited unless approved by DDSB staff for educational purposes. In particular, the use of cameras for filming and/or recording is strictly prohibited in washrooms and change-rooms. However, this is not intended to prohibit sanctioned recording of activities at events open to the general public.

PLAGIARISM AND OTHER ACADEMIC DISHONESTY - ACADEMIC INTEGRITY:

As a student at Ajax High School, we expect that the work you submit for evaluation is your original work. Teachers will consult with their Curriculum Lead and administration regarding instances of academic dishonesty. Any confirmed occurrence of cheating/plagiarism will result in staff communication with the vice principal/principal and may be subject to the following considerations:

- resubmission of all or part of the assignment;
- substitution of an alternative assignment;
- increased monitoring of future assignments;
- participation in a written agreement;
- a mark of zero.

Teachers incorporate skills and strategies to avoid plagiarism and other forms of academic dishonesty into their curriculum delivery. Students are often given ample time during class along with ongoing feedback from their teachers to ensure that they are creating their own work. This time is provided with intention to support student learning and to avoid instances where a student might feel pressure to plagiarize. Various plagiarism checkers may be employed by the teacher to help support this approach.

PLAGIARISM: Plagiarism is the “use or close imitation of the language and thoughts of another without attribution, in order to represent them as one’s own original work” (Growing Success, p. 151). This includes paraphrasing a source of information without giving credit in both in-text citations and bibliographic entries, copying verbatim from a source of information (with or without credit), copying from another student, or having someone else (including AI programs) complete the task for the student.

REMOVAL FROM CLASS:

If a teacher directs you to leave the classroom for inappropriate behaviour, or if you choose to leave a classroom without the teacher’s permission, you must report to the office immediately, fill out a Student Behavioural Report, and wait to speak with an administrator.

SUBSTANCE ABUSE:

Ajax High School does not condone the use or abuse of alcohol, drugs and/or intoxicants within its jurisdiction and will respond accordingly as per Board Policy and Regulation. Students possessing, trafficking, or under the influence of controlled/intoxicating substances that are not prescribed for medical purposes may be subject to bias-aware progressive discipline. This includes drug paraphernalia.

SUSPENSION:

After ongoing engagement with the bias-aware progression discipline approach, student behaviour may result in a school suspension. The suspension will be considered in consultation with the student's family/care giver so that there is a clear understanding of the reasons for suspension and expectations of behaviour. Students returning from a suspension may require an administrator/parent interview to review the suspension upon their return. Suspended students are not allowed on school property while suspended and may face a lengthier suspension if not in compliance.

VANDALISM:

Destruction or defacing of school property whether through a malicious act, or indirectly caused by violent behaviour, horseplay, etc. may result in suspension, and restitution made upon return to school. Police may be contacted.

VIOLENCE:

Any form of violent behaviour (including play fighting if it has threatened the safety of others, and online threats) may result in suspension. Serious incidents may also include referral to Durham Regional Police Services.

WEAPONS:

A weapon is any object that could be used for attacking another person. Students in possession of weapons or replica weapons on school property may face suspension, and/or referral to Durham Regional Police Services.

ATTENDANCE: ABSENCES AND LATES**REPORTING STUDENT ABSENCES ONLINE:**

Parents/guardians/caregivers may choose to use the SchoolMessenger Safe Arrival system (<https://go.schoolmessenger.ca>) to report their student's absence in advance. Parents can also report absences through the automated telephone system by dialling 1-844-350-2646 without creating an account.

Please note that the Ajax High School answering machine will no longer be used to receive absence information for students.

ATTENDANCE:

Regular attendance and punctuality are essential for student learning and success. Learning comes from active listening during lessons, engaging activities provided by the teacher and utilizing class time to receive teacher and peer feedback.

Wellness breaks should be taken by students inside the classroom or outside of instructional time. Students with a break card should remain in the general area of the classroom.

If a student is absent, it remains the student's responsibility to complete all assessment tasks, and to catch up on all classroom work missed. In all instances of an absence, students must consult with their teachers (in advance where possible) to discuss alternate due dates for assignments. If assessment tasks are not completed, course expectations cannot be evaluated. Credit courses are granted by the principal based on 110 hours of instructional time per credit, and curricular delivery and assessment is based on this model.

Students who are absent from school should have a parent/guardian/caregiver call the SchoolMessenger Safe Arrival line (1-844-350-2646).

Students who are late will report immediately to the main office to obtain a late slip. Students must take their late slip directly to their classroom to be used for entry.

All lates and absences will be communicated to families through Safe Arrival at the end of each school day.

Continual lateness **or unexcused extended time away from class** will result in a referral to a Vice Principal.

Students who have a reason for a late entry (e.g. Medical appointment) which is validated by a parent/guardian/caregiver note or phone call will not be penalized; students who do not have a valid reason will be issued an unexcused late penalty.

BIAS-AWARE PROGRESSIVE DISCIPLINE POLICY FOR LATE ENTRY

Students will remain in the office to meet with the VP to discuss the pattern and establish strategies to prevent further late entry.	5 lates
Students will meet with Vice Principal	10 lates
Owed Time at lunch. Vice Principal contact family	15 lates
Owed Time, Letter sent home, Family Involvement	20 lates

BIAS-AWARE PROGRESSIVE DISCIPLINE POLICY FOR ELECTRONIC DEVICES

PERSONAL ELECTRONIC DEVICES (Smart phones, tablets, laptops, and other devices):

If a mobile device is used inappropriately during instructional time, staff members may ask for it to be turned in to the office and the student must comply. Please notify VP's about any oppositional behaviour in the interaction with the student.

FIRST OFFENCE: Student is cautioned, parents/caregivers contacted. Students will not return to class unless the teacher requests student return.

SECOND OFFENCE: Family will be contacted and the next step could be for the device to be confiscated and returned to the student at the end of the instructional day from the main office, or have parents/caregivers pick-up the device. Students will not return to class unless the teacher requests student return. Staff are asked to have students come to the office with their belongings to complete the revised Pink Sheet.

A phone call will be made to the family by a VP. It is recommended that teachers contact parents/caregivers as well.

THIRD OFFENCE:

On the third and all subsequent confiscations the device may only be returned to parents/guardians/caregivers. Family contact will be made and a meeting arranged with VPs to discuss bias aware progressive discipline.

A family meeting will be held with parents/caregivers and VP.

NON-MEDICAL EXTENDED ABSENCES:

Students who have a planned extended absence must notify the school and appropriate administrator two weeks prior to the absence and fill out an [Extended Absence Form](#) (refer to the Ajax HS website). In completing this form, students agree to the parameters laid out by the teachers and accept that lessons will not be repeated. Work may not be provided for the full duration of the absence. **Any missed work or assignments will be treated in the same way as outlined in the late or missed assignment policy.**

Human Rights Anti-Oppression Team

THE AJAX PACT

We promote a safe and welcoming school environment by allowing members of our community to express themselves in a positive manner, freely and appropriately without prejudice.



We are supporting Mentally and Emotionally Healthy Conversations that are Culturally Responsive in our Classrooms and School Spaces

P

prepare yourself

Pause and consider your preparedness for this conversation.

PROMPT: Am I open and ready to have this conversation and receptive to the response I may receive?

A

cknowledge and seek to understand what was heard

Clarify what was heard. There may be a difference between what was said and what I heard.

PROMPT: "I don't know if I heard that right..."

C

onfirm your Positionality and Power

Consider my perspective, privilege, biases and understanding of the issue.

PROMPT: Where am I situated in this interaction?

T

ake the Time

Continue the conversation and connect students and staff with support and resources.
Assess the impact of the interaction.

PROMPT: What is my next move?

THE DDSB

4 R'S OF ADDRESSING

BULLYING

WE WILL...

RECOGNIZE

BULLYING

WE WILL...

REFUSE

TO ACCEPT BULLYING

WE WILL...

REPORT

BULLYING TO AN ADULT

WE WILL...

RESTORE

RELATIONSHIPS

WE ARE

STRONGER
TOGETHER



COMMON COMMITMENTS

We promote student engagement within the school and community where diversity is supported

We promote a safe and welcoming school environment by allowing students to express themselves in a positive manner freely and without prejudice

We value and foster a sense of respect for self and others towards achieving a sense of positive self-worth

These can be accomplished by:

- **Acknowledging positive actions in and out of the classroom that foster respect**
- **Encouraging student and staff participation in diverse co-curricular and volunteer activities**
- **Acknowledging and greeting students daily with a friendly manner**
- **Providing diverse examples and resources in curriculum**
- **Modelling positive inclusive language at all times**
- **Maintaining high expectations**
- **Providing opportunities that extend the learning beyond the classroom**
- **Supporting platforms for authentic student voice**



AT THE DDSB

WE BELIEVE...

EACH STUDENT IS

UNIQUE

EACH STUDENT IS

VALUED

EACH STUDENT IS

WELCOME

EACH STUDENT IS

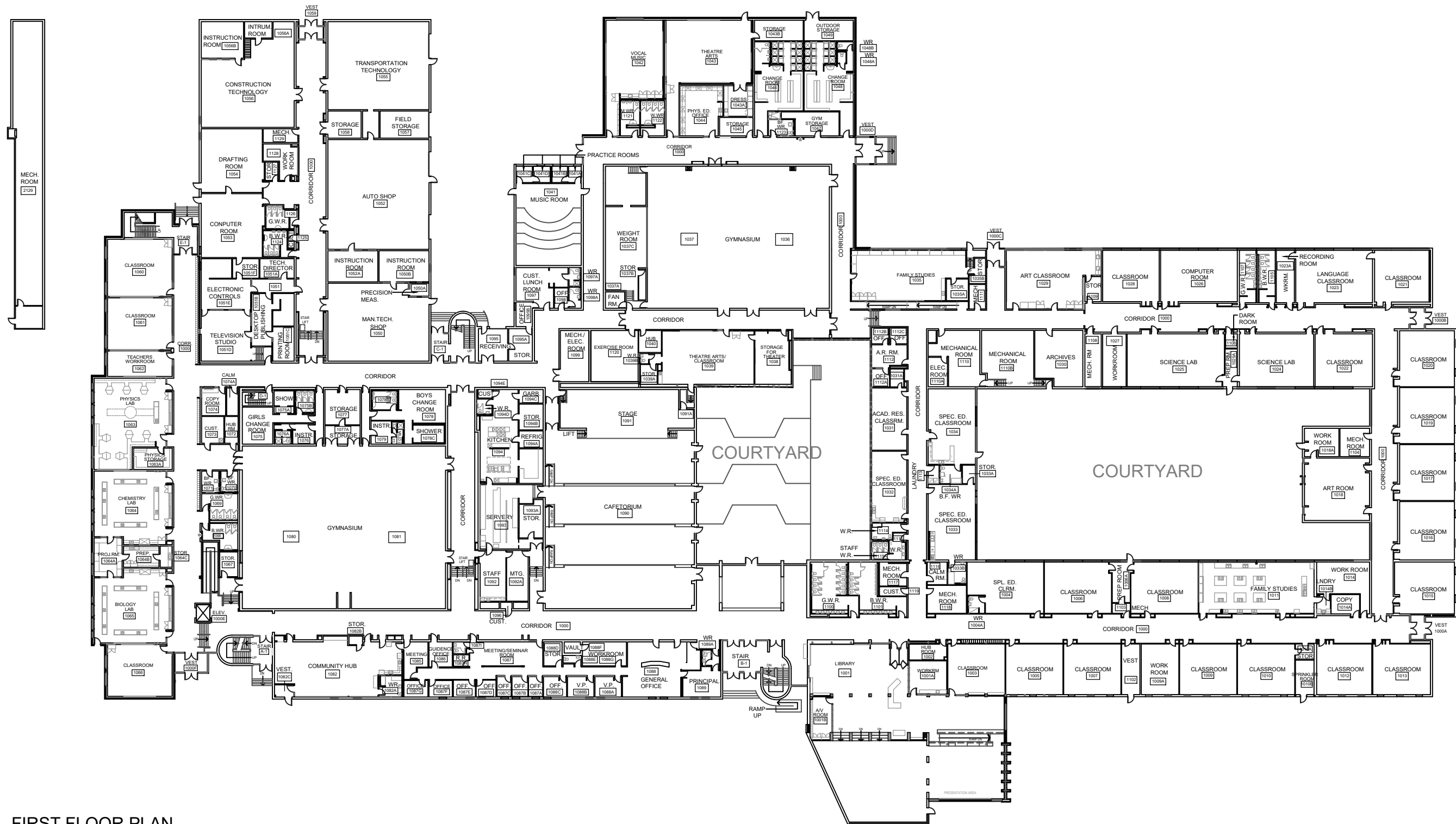
SUPPORTED

EACH STUDENT HAS AN

**IMPORTANT
VOICE**

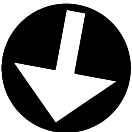
WE ARE

**STRONGER
TOGETHER**



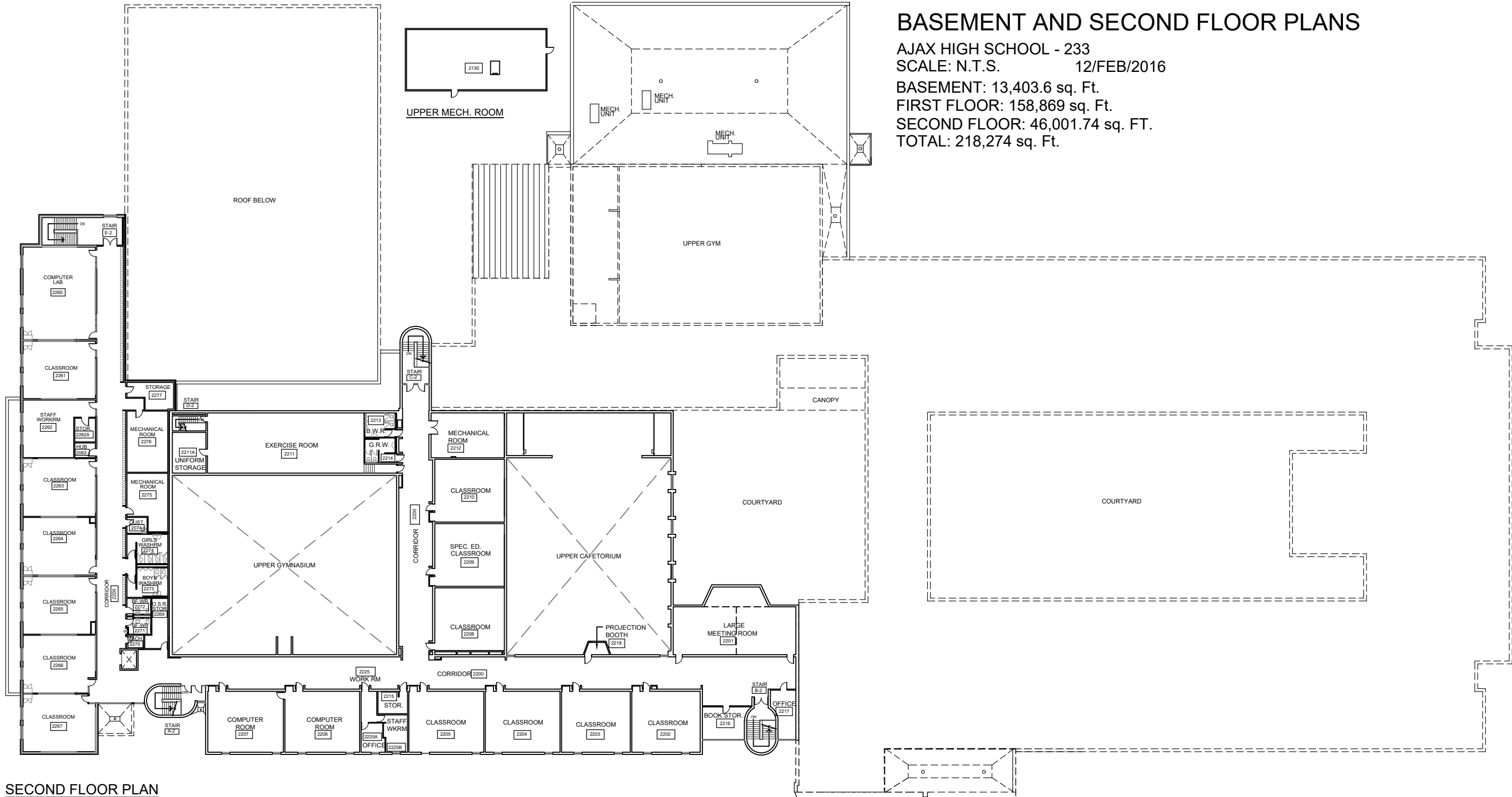
FIRST FLOOR PLAN

AJAX HIGH SCHOOL - 233
SCALE: N.T.S. 25/AUG/2021
BASEMENT: 13,403.6 sq. Ft.
FIRST FLOOR: 158,869 sq. Ft.
SECOND FLOOR: 46,001.74 sq. FT.
TOTAL: 218,274 sq. Ft.

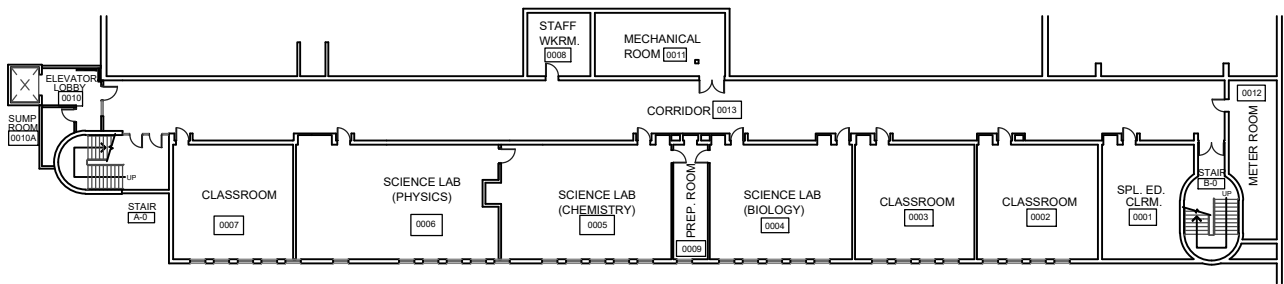


BASEMENT AND SECOND FLOOR PLANS

AJAX HIGH SCHOOL - 233
SCALE: N.T.S. 12/FEB/2016
BASEMENT: 13,403.6 sq. Ft.
FIRST FLOOR: 158,869 sq. Ft.
SECOND FLOOR: 46,001.74 sq. FT.
TOTAL: 218,274 sq. Ft.



SECOND FLOOR PLAN



BASEMENT FLOOR PLAN