



BROOKLIN HIGH SCHOOL

STUDENT HANDBOOK

2023-2024

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JULIE MACKENZIE- Principal
JONATHAN DEMARAY - Vice Principal
FEBE AZIZ - Vice Principal

SCHOOL COLOURS:
BLACK, GREY, **CYAN BLUE**



MISSION STATEMENT

*Inspire * Innovate * Inquire*

We are an innovative, inquisitive community inspiring success in learning.

ADMINISTRATION

J. MACKENZIEPrincipal
 J. DEMARAYVice Principal
 F. AZIZVice Principal

CLERICAL STAFF

K. SMITH Head Secretary
 J. CRANSTONSenior Secretary
 C. PRONTACKGuidance Secretary
 J. ECKHARDT Attendance Secretary
 S. MADDENFront Desk Secretary
 M. MASTROIANNI.....Front Desk Secretary
 L. YOUNIS.....Local Area Network (LAN) Technician

DEPARTMENT HEADS

A. BARBER The Arts
 K. KERR Business & Computer Studies
 C. KALIANTERIS Canadian & World Studies
 N. SHAHEnglish
 N. MORGAN-COOKGuidance, Career & Co-op Ed
 M. PARFITT Health & Physical Education
 J. BEGGS Library and Languages
 R. CHRONISMathematics
 S. PUIU Science
 V. HODOWANSKI Social Sciences & Humanities
 C. KASPAR..... Special Education
 D. MATHIESON Technological Education

CUSTODIAL STAFF

J. CRADDOCKGroup Leader
 M. HOOPER Acting Group Leader
 S. RUGGIEROGroup Leader
 C. CRADDOCK, B. FOOTE, T. FOSTER, C. GREENTREE, G. HURLEY, P. KIRBY, J. OSTAFICHUK Custodians

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A MESSAGE TO STUDENTS

Welcome to the 2023-2024 school year at Brooklin High School, the 9TH year for the Bears!

We are extremely excited to be working with you this year. Together, we are building a dynamic school and positive learning environment. Brooklin High School has become an integral part of the community. We continue to build a solid reputation for excellence in academics, technology, arts, and athletics. We encourage you to become involved in co-curricular activities that will enhance and enrich your learning experience. We encourage our students and teachers to use technology to enhance learning and explore global competencies. We are focused on providing a modern learning environment and we want our students to use their ChromeBooks and access our Wi-Fi!

This handbook was designed to assist you in planning a successful year. Please use this handbook to keep yourself informed, note important dates and upcoming events. As well, please use our **Website**, subscribe to our YouTube channel, follow us on Instagram, Twitter and/or download our **school info app** to access the student handbook and school calendar.

The Code of Conduct establishes the level of behavior expected for all. Following the Code of Conduct helps to ensure that we have the best possible school where success and achievement are attained through cooperation, courtesy, and respect. Please review the Code of Conduct at the start of the school year using the Student Handbook, new school website and/or our school info app.

Have a great year!

J. MacKenzie, Principal

J. Demaray, Vice Principal

F. Aziz, Vice Principal

BROOKLIN HIGH SCHOOL MISSION STATEMENT

We are an innovative, inquisitive community inspiring success in learning.

GOOD NEIGHBOUR POLICY

At Brooklin High School we have a “Good Neighbour Policy” which reflects our commitment to our community. We will exercise appropriate discipline when the behaviour of our students disrupts the safety and orderliness of our surrounding geographical area. Brooklin High School students are not to loiter in neighbourhoods near the school, nor on the sidewalk restricting public access.

BELL SCHEDULE

Warning Bell and Entry: 7:45 am

Indigenous Land Acknowledgement National Anthem: 8:00 am

Week One		Week Two	
Period	Time	Period	Time
Period One	8:00 am to 9:20 am	Period Two	8:00 am to 9:20 am
Period Two	9:25 am to 10:40 am	Period One	9:25 am to 10:40 am
LUNCH	10:40 am to 11:20 am	LUNCH	10:40 am to 11:20 am
Period Three	11:25 am to 12:40 pm	Period Four	11:25 am to 12:40 pm
Period Four	12:45 pm to 2:00 pm	Period Three	12:45 pm to 2:00 pm

IMPORTANT DATES

(Please note all dates/events are subject to public health protocols and are subject to change)

DATE	EVENT
SEMESTER ONE	
Sept 5	-Grade 9 Orientation Day - MODIFIED SCHEDULE -ONLY Grade 9 students to attend
Sept 6	-First Day of School - ALL Grades
Sept 13	Picture Day
Sept 14	Grade 12 Virtual Parent Information Night 7pm
Sept (TBD)	SCC Nomination Forms Due
Sept (TBD)	Terry Fox Run
Sept 30	Orange Shirt Day
Oct 3	SCC Virtual Meeting and Elections, 6:00pm
Oct 4	BHS College Fair 7:00 am - 10:00 am (Cafeteria)
Oct 6	PD Day - no scheduled classes
Oct 9	Thanksgiving Holiday
Oct. 11	BHS University Fair 7:30 am - 10:00 am (Cafeteria)
Oct 17	Picture Retake Day
Oct 19	Parents' Night
Nov 1	-Grade 9 Take Our Kids to Work Day
Nov 7	-SCC Virtual Meeting, 6:00pm -End of Semester 1 - Term 1
Nov 8	Start of Semester 1 - Term 2
Nov 11	Remembrance Day Assemblies
Nov 17	PD Day - no scheduled classes
Nov 24	Semester 1 Full Disclosure Date
Nov 30	Winter Concert
Dec - Jan (TBD)	After School Numeracy Program Begins (Tues & Thurs)
Dec 22	Holiday Assembly & Talent Show
Dec 25 - Jan 5	Winter Break
Jan 8	School Resumes
Jan (TBD)	Grade Nine EQAO Assessment of Mathematics
Jan 15	University Application DEADLINE
Jan 23	Last Day of Semester 1 - Term 2
Jan 24 - Jan 30	EXAMS
Jan 31	-Semester 1 Credit Completion Day -End of Semester 1
SEMESTER TWO	
Feb 1	-College Application DEADLINE -First Day Semester 2
Feb 8	Grade 8 Virtual Parent Information Night, 7:00 pm
Feb 16	Professional Activity Day
Feb 19	Family Day Holiday
Feb - Apr (TBD)	After School Literacy Program
Feb (TBD)	University of Waterloo Mathematics Contest, Gr 9-11
Feb 6	SCC Virtual Meeting, 6:00pm
Mar (TBD)	Course Selection Deadline
Mar 8 - 15	March Break Holiday
Mar 18	School Resumes
Mar 29 & Apr 1	Holidays - No scheduled classes
Apr (TBD)	University of Waterloo Math Contest, Grade 12
Apr 2	SCC Virtual Meeting, 6:00 pm
Apr (TBD)	Ontario Secondary School Literacy Test
Apr 4	-Iftaar Dinner -Team and Club Photos
Apr 16	End of Semester 2 - Term 1
Apr 17	Start of Semester 2 - Term 2
Apr 19	PD Day - no scheduled classes

DATE	EVENT
May 1	Semester 2 Full Disclosure Date
May 7	SCC Virtual Meeting and Elections, 6:00pm
May - June (TBD)	After School Numeracy Program Begins (Tues & Thurs)
May (TBD)	Grade 8 Visits to Brooklin High School
May 20	Victoria Day Holiday
June 1	Beginning of National Indigenous History Month
June (TBD)	LOSSA Athletic Banquet
June 4	PROM, 5 :30 - 9 :30 pm, (Location TBD)
June 18	End of Semester 2 - Term 2
June 19 - 25	EXAMS
June 26	-Credit Completion Day -End of Semester 2
June 27	Graduation Ceremony 2024, 9:00 am, IPSC Pad 1
June 27 & 28	Professional Activity Days
July (TBD)	Semester 2 Final Report Cards

STUDENT PARLIAMENT EXECUTIVE OFFICERS 2023-2024

Student Parliament is comprised of a dedicated group of volunteers who support executive officers in the execution of their duties. We will be asking for volunteers throughout the year to facilitate the implementation of various Student Parliament events. Contact Ms. Bureau and Ms. Chronis if interested!

Learning Framework

At Brooklin High School we plan teaching and learning systematically. Learning is a partnership between students, teachers, and parents. To ensure student engagement we share the curriculum with our students through Big Ideas, Learning Goals, Success Criteria and by providing Descriptive Feedback and Rich Performance Tasks that allow students to practice Global Competency Skills.

IMPORTANT INFORMATION FOR STUDENTS, PARENTS and GUARDIANS

We believe students will achieve their best when a partnership, characterized by clear communication and close cooperation, exists between home and school. The following suggestions may assist in helping your student to maximize his/her potential.

1. Insist that your student attends school regularly and punctually. If absent, please enter the absence through the Parent Portal or call to report the absence. If a student must leave the school early, please enter the absence through the Parent Portal and/or call to report the absence. **Students must sign out in the office before leaving the school early.** If you come into the main office to sign out your child, **please bring photo identification with you.** Thank you for assisting staff in ensuring the safety of our students. Parents will be contacted should a student be ill. If parents are not available, then the student may be referred to his/her emergency contact, doctor and/or the hospital.
2. Insist that homework be done. The amount of homework will vary according to the grade, level, and nature of the course. School homework guidelines can be found on the school website.
3. For any doubts about your student's progress or attendance, do not hesitate to contact the school.
4. Familiarize yourself with the school Student Code of Conduct.

School Community Council (SCC)

The SCC acts as an advisory body to school administration. The council provides input to the principal on many significant areas that lead to school improvements. Regular meetings are held and an election for new members will take place on October 3, 2023.

Announcements, Indigenous Land Acknowledgement & National Anthem

The public-address system is used to communicate with teachers and students. It is an expectation that students listen to announcements and respectfully stand at attention during the National Anthem and Indigenous Land Acknowledgement.

Co-Curricular Programs

Academic studies, extracurricular activities, and good citizenship are all important facets of an education. Students earn the **privilege** of representing the school in extracurricular activities only if they are achieving academically to the best of their ability, have satisfactory attendance and exercise appropriate self-discipline and citizenship at school and when representing Brooklin High School.

A fee may be charged for some activities. Included in the cost for each sport will be items such as uniforms, athletic user fees, and tournaments. Students are not allowed more than five years of athletic eligibility.

School teams are divided up in one of two ways for students:

Junior - students cannot turn 16 in 2023

Senior - students 16 and over in 2023

Some school teams are organized by:

Varsity - highly competitive athletes usually with some experience in the sport

Junior Varsity - athletes wanting to learn and develop skills in a less competitive environment

Fire Drills

Each room has a posted fire exit route. When the alarm sounds, move quickly and quietly to the indicated exit. **Do not run.** Once outside, students are to remain in class groupings with their teacher and move well away from the building and keep roadways clear for emergency vehicles.

Library and Resource Centre

We offer a wide variety of computer, media, and print resources. The Library is open daily and staff members are available to provide assistance to students. Many of our online databases are accessible from home.

Locks and Lockers

Students may be assigned a locker by the school. It is the students' responsibility to keep lockers clean and free from writing, damage, and decorations. The locker is the property of the Durham District School Board. Repair charges will be levied where students purposefully or carelessly damage lockers. Students are not permitted to move to another locker or to exchange or share lockers without permission from administration. Grade 12 students may share lockers. Lockers must be secured with a Dudley combination lock. The combination must be on record in the office. Failure to meet these requirements may lead to your lock being removed at your expense. During class time, locker visits must be kept to a minimum. The school is not responsible for lost, missing or stolen belongings. Students are solely responsible for the contents of their lockers. Lockers are emptied at the end of each school year. Students are not issued the same locker from year to year.

Administration has the authority, with reasonable suspicion, to search personal property and lockers. The right to search is established to assist school administration in providing for the safety and welfare of all students and staff as stated in the Education Act. Principals have the right to seize contraband material. The contraband material will be removed from the locker and held for evidence in disciplinary proceedings and may be turned over to law enforcement officials.

Lock Down Procedures

Each semester a Lock Down or similar drill is rehearsed to ensure there is a safety plan for a potential violent incident. During a Lock Down drill, staff and students remain quiet in their classrooms.

Reporting to Parents and Students

Progress reports are distributed early each semester. Mid-Term Report Cards are issued halfway through the semester. Final Report Cards are issued at the end of each semester. Parent-Teacher Interviews follow Progress Reports. Credit Endangered letters are issued to students whose marks indicate their credit is in jeopardy. Parents are encouraged to contact teachers for student progress.

School Functions and Trips

When you attend any school activity, even when away from the school building, you are expected to demonstrate responsible behaviour. All school regulations apply to these functions, and some have special regulations attached. Students attending any of these functions may be denied access. This also applies to guests for functions such as dances and Prom. Students participating in a school trip or playing on a school team must notify subject teachers of pending absence and will be responsible for all missed academic work. Failure to comply may result in loss of future privileges.

Textbooks and/or ChromeBooks

Textbooks are issued by subject teachers, who will record the condition and number of each text assigned. ChromeBooks are issued by the Durham District School Board. Students are responsible for textbooks and ChromeBooks. Replacement charges for Textbooks and/or ChromeBooks will be levied if damaged or lost. Students will exercise good Digital Citizenship as school board owned devices are intended for educational use only. While using school board owned ChromeBooks, students are accountable to the Safe Acceptable Use Policy and School Code of Conduct, regardless of location, time, or date. The school will not be held liable for information distributed or acquired from the use of school board owned Chromebooks.

Transportation

Durham Student Transportation Services offers an automated bus information system. This system is accessible 24 hours/7 days a week. The automated transportation line provides detailed information regarding bus numbers, planned stop times, and location of bus stops. Families can contact DSTS via the “contact us” link on DSTS website or by calling 905-666-6395. Parents will require: The student’s date of birth, and the student’s nine-digit Ontario Education Number (OEN). (The OEN number can be found on the report card.)

Valuables

Take the following precautions to protect valuables and personal items:

1. Keep your locker combination private.
2. Do not bring large sums of money or valuable items.
3. Do not carry electronic devices, wallets, watches, or jewellery to physical education classes. Leave them at home or in your secured locker.
4. Do not carry outerwear to classes within the school.
5. Lock your bicycles to the racks provided at both ends of the school.

Visitors/Trespassing

During school day, school grounds and buildings are out of bounds to all except registered students and their parents, DDSB employees, or persons having business with the school. All visitors must apply directly to the office for permission to be on the school site. Visitors must sign in and receive a visitor tag. Failure to report to office for approval, and being on property without approval, may result in a trespassing charge being laid by the Police. Do not invite friends to visit you at school; they will not be allowed to attend classes. Students and staff who notice people who do not belong on the property should immediately notify the main office. All of us have a responsibility in keeping Brooklin High School safe.

ASSESSMENT AND EVALUATION SCHOOL POLICY

In May 2010, the Ministry of Education released the document entitled "Growing Success". The "Growing Success" 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 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, and teachers. The changes outlined in the "Growing Success" document are intended to lead to more consistent assessment, evaluation, and grading practices. The Durham District School Board has set out regulations and standards for quality in the assessment, evaluation and reporting of student achievement that aligns with “Growing Success”.

Statement of Purpose

The primary purpose of assessment and evaluation is to improve student learning.

Assessment and Evaluation Practices

Assessment and evaluation are based on the provincial curriculum expectations, known as content standards, and the achievement levels, known as performance standards. Marks/grades should reflect only a student’s achievement relative to the curriculum expectations.

Successful assessment and evaluation policies and practices are contingent on a “partnership among and the shared responsibility” of the school, students, and the parents/guardians. Parents will receive feedback regarding school, board-wide and provincial student achievement, and the methods of assessment, evaluation and reporting.

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 will appear on the transcript, even if it is dropped. Colleges and Universities use this information for making admission and scholarship decisions.

Grading

The percentage grade represents the quality of the student’s overall achievement of the expectations for the course and reflects the corresponding level of achievement as described in the achievement chart for the discipline. Achievement charts are organized into four broad categories: Knowledge/Understanding, Thinking/Inquiry, Communication, and Application/Making Connections. Weighting of categories will vary slightly to reflect the nature of the discipline and subject, consistent with Board and Provincial policies.

Final Grade: Seventy percent of the grade for all courses will be based on evaluations throughout the course. Thirty percent of the grade for all courses will be based on final evaluation tasks administered towards the end of the course.

Learning Skills and Work Habits

In addition to achieving course expectations, students are to demonstrate learning skills and work habits in each of their courses. Teachers assess student progress in six areas: Responsibility, Organization, Independent Work, Collaboration, Initiative, and Self-Regulation. These Learning Skills and Work Habits are not part of the student’s marks, except in specific cases where they are embedded as a curriculum expectation.

Learning Skills and Work Habits are reported on the Provincial Report Card separately from the achievement of course expectations. In this way, students and parents can gain a better understanding of students’ learning skills and work habits, and students’ learning goals can be clarified and understood by all. Such communication helps to establish a culture of learning and to improve students’ opportunities for achieving success. See the Provincial Report Card for learning skills and work habits as well as the indicators on which student competencies are gauged in each of these areas.

Communication

Teachers will provide students with a course outline during the first week of classes. It is the student’s responsibility to share this information with parents/caregivers. The course outline will include information on assessment and evaluation. Teachers report student achievement through a variety of reporting methods such as, the Provincial Report Card, interviews, conferences, phone calls, mark updates and letters to parents. The school will host a formal parent/caregiver-teachers’ conference each semester.

Assignment/Test Evaluation

For teachers to evaluate the achievement of curriculum expectations, a number of assessment and evaluation opportunities are provided and must be completed by students. **Assessment** refers to tasks on which students receive descriptive feedback in order to succeed on evaluations. **Evaluation** refers to the judgement of students’ work.

Late and Missed Assignments

The Durham District School Board has set out regulations on late and missed assignments for implementation at the school level.

It is the teacher's responsibility to post assignments and due dates. It is the responsibility of students to seek assistance from the subject teacher when they are unable to complete the assignment(s) on time. Where possible, this should be done in advance.

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

Students are responsible *not only* for their behavior in the classroom and the school but also for providing evidence of their achievement of the overall expectations within the time frame specified by the teacher, and in a form approved by the teacher. Students must understand that there will be consequences for not completing assignments for evaluation or for submitting those assignments late. Students must negotiate with their teacher when submitting late and missed assignments.

Where in the teacher's professional judgment it is appropriate to do so, a number of strategies **may** be used to help prevent and/or address late and missed assignments. These progressive strategies include:

- asking the student to clarify the reason for not completing the assignment;
- helping students develop better time-management skills;
- planning for major assignments to be completed in stages, so that students are less likely to be faced with an all-or-nothing situation at the last minute;
- maintaining ongoing communication with students and/or parents about due dates and late assignments, and scheduling conferences with parents if the problem persists;
- referring the student to the Student Success team or teacher;
- taking into consideration legitimate reasons for missed deadlines;
- setting up a student contract;
- using counseling or peer tutoring to try to deal positively with problems;
- holding teacher-student conferences;
- reviewing the need for extra support for English language learners;
- reviewing whether students require special education services;
- requiring the student to work with a school team to complete the assignment;
- providing alternative assignments or tests/exams where, in the teacher's professional judgment, it is reasonable and appropriate to do so;
- deducting marks for late assignments.

It is expected that teachers and school teams will use a variety of strategies, as described above, to ensure that students submit their assignments for evaluation and meet timelines. When appropriate, a student's tendency to be late in submitting, or to fail to submit, assignments (including homework) may be noted on the report card as part of the evaluation of the student's learning skills and work habits.

Some deadlines are negotiated; some are absolute. A parental and/or doctor note may be requested as part of the process. If a student chooses not to submit/complete work either on a negotiated or absolute deadline, then that work may not be assessed or evaluated. In those cases, the student may receive a mark of zero or it may be deemed incomplete.

For Grades 9 and 10, the code "I" (incomplete) may be given as a mark to indicate that insufficient evidence is available to determine a percentage mark and the credit may be in jeopardy.

Tests

It is the responsibility of the teacher to inform the students in advance of test dates. Major test dates are to be posted three school days in advance. It is the student's responsibility to know test dates, to prepare, and to write the test on the set date. If a test is missed due to illness, or other legitimate reasons, it is the responsibility of the student to provide a note from parent and/or doctor to the teacher indicating the reason for the absence and the awareness that a test was missed. There are times when previously approved commitments conflict with scheduled tests i.e: co-curricular activities. It is the responsibility of the student to make alternate test date arrangements with the subject teacher, prior to the test. Progressive discipline will be implemented if a student skips the class on the day the test was administered.

Final Course Evaluations/Examinations

Final course evaluations are compulsory. Students absent from final evaluations and/or examinations may receive a grade of zero or incomplete, as there would be insufficient evidence on which to base a mark/grade. There will be only one set of formal examinations in each semester. These examinations are 1-2 hours in length. Since examinations may represent up to 30% of a student's final mark, all students are expected to write examinations.

Absence from Examination

If a student is absent for an examination, they must demonstrate that the absence was unavoidable. In the case of illness, a doctor's statement is required stating *medically unfit for exams*. If necessary, the school will arrange alternate examinations for illness or family tragedy. In the case where the absence is deemed to be invalid, the exam mark shall be zero and incomplete. The report mark shall reflect its impact and the credit jeopardized.

Family Vacation

Examinations are clearly marked on the school calendar. Students are expected to write exams during these time periods. Alternate exam settings will not be arranged to accommodate family vacations, employment, or other personal activities - exceptions are noted above. The school calendar is posted on the school website. In the case of prolonged absences, students are required to complete an extended absence form and consult with administration.

Suspension and Missed Assignments/Tests

It is the responsibility of the student to request alternate arrangements for missed tests or assignments, prior to the student's return to school. It is the responsibility of the teacher, based on individual student circumstances, to accommodate these requests.

Academic Integrity: Cheating/Plagiarism

Cheating and plagiarism are serious concerns. Plagiarism and/or cheating may result in a mark of zero or incomplete. Brooklin High School has set out clear guidelines which outline student expectations to prevent academic dishonesty. Students are expected to be honest and commit to **academic integrity**.

Plagiarism is defined as the use of the thoughts or ideas of someone else by a student without crediting the source. If you use part or all of any other person's book, essay, magazine article, chart drawing, diagram or any other piece of work in any of your assignments without proper acknowledgement, you are plagiarizing. Even with proper accreditation, information must be paraphrased and reworded. Direct quotations should be used sparingly and must appear within quotation marks. If you submit an assignment written by anyone else (e.g. a relative, friend, or another student) or if you buy an essay or present

information taken from the Internet, **including work generated by AI**, as your own, you are plagiarizing. Plagiarized assignments may be given a mark of zero or incomplete and parents notified.

Cheating and/or copying answers from other students, referring to notes, books, laptop computers, cellular phones, or other programmable electronic devices, without written permission is prohibited. Using smart phones to discuss or obtain answers from another student, whether present in the classroom or not, is prohibited.

Plagiarism and cheating decisions will reflect the following four factors: the grade level of the student, the maturity of the student, the number and frequency of incidents and the individual circumstances of the student. Plagiarizing and/or cheating on a final summative assignment may incur a more serious consequence than a term assignment. A record of the plagiarism/cheating incident will be forwarded to school administration for record keeping and possible additional progressive discipline.

Honour Achievement

A student will be placed on the Brooklin High School Honour Roll if the student has an overall average of 80% or higher in the required number of credits.

Grade 9 overall averages are calculated on a minimum of 8 credits.

Grade 10 overall averages are calculated on a minimum of 8 credits.

Grade 11 overall averages are calculated on a minimum of 8 credits.

Grade 12 overall averages are calculated on a minimum of 6 credits.

SCHOOL PROCEDURES

Attendance

Regular class attendance is vital to the process of learning. Regular and punctual attendance in all classes is required for academic success and for the sake of the learning environment. Students who habitually miss class will suffer in the evaluation process because their participation and achievement cannot be fully assessed.

Absenteeism is a major cause of a lack of success at school. **Students who do not meet the 110 hours of class instruction may have the credit withheld.** High absence rates may be a result of participation in school-related activities or may be an indication of truancy. Students are not penalized for missing classes due to school approved activities; they are expected to consult with teachers in advance and complete work missed.

Absence from School

Students who are absent must have the absence entered by a parent through PowerSchool. If PowerSchool is not working, a parent phone call to the school reporting the absence is required. The absence can be entered into PowerSchool up until 11:59pm of the date of the absence. Parents are encouraged to report absences in advance by using the PowerSchool attendance system. Find information on our school website to assist. Excused and valid absences do not release the student from their academic responsibility. In the case of prolonged absences, students are required to complete an extended absence form. Parents are expected to enter absences into PowerSchool when students are absent as it is imperative the office is kept informed.

Truancy

Truancy is absence from school without the approval of a school official, parent(s), or guardian(s). Truancy is a serious infraction of school rules and the Education Act. **Automated phone calls are made home, each day, for students who are truant.** Absences must be supported by appropriate documentation. Credits may be withheld if students do not meet Ministry of Education requirements. The following procedures may apply for truant students:

- Skip 1 Caution and contact with parent/guardian.
- Skip 2 Caution, detention(s) and discretionary contact with parent/guardian.
- Skip 3 Caution, detention(s) and contact with parent/guardian.
- Skip 4 Formal Suspension of one day and parent/guardian contacted.
- Skip 5 Formal Suspension of three days and parent/guardian contacted.

Failure to attend classes will result in progressive school consequences leading to suspension.

Signing Out during the School Day

All students must report to the office if leaving school during the day. Unless a student is directed otherwise, a call from a parent is required for "signing out" during the day. Parents may also use PowerSchool to enter the early departure. The school will not release a student who cannot produce valid permission for departure. A student who has taken ill or has been injured must report to the office. Staff will contact parents to make arrangements for signing out. **Once students are signed out, they must leave the school immediately.**

Signing-In During the School Day

All students arriving after first period has begun between the hours of 8:00 a.m. and 2:00 p.m. **must first** report to the office to sign in. Students may not use school facilities unless they are properly signed in.

Failure to Sign In/Out

Students who fail to follow the sign-in/sign-out procedures face progressive consequences leading to suspension.

Punctuality

Punctuality is imperative for proper participation in classroom activities. Students must be on time and ready to participate both for their sake and for that of their classmates. Lateness for class for inappropriate reasons is not acceptable and is dealt with as a disciplinary matter by the teacher. Persistent lateness for school will result in progressive disciplinary action by the administration.

Consequences for Poor Punctuality

The following procedures apply to students who are *late* at any time of day. After five lates the following *may* occur:

- Late 6 Caution - Meeting with Vice Principal
- Late 8 Caution - Meeting with Vice Principal and parent/guardian contact
- Late 10 Letter to parent/guardian and counselling
- Late 11+ Detention and counselling, Parent/guardian contact
- Late 12+ Formal suspension and parent/guardian contact

Cafeteria

Cafeteria supervisors and students appreciate your cooperation in:

- depositing all lunch litter in waste containers and recycle bins;
- leaving table and floor around you in clean condition;
- not consuming food or drinks outside of designated eating areas except for classrooms supervised by a teacher for meetings or club activities;
- not loitering in doorways of the cafeteria or in the condiment stand/microwave area;
- not bringing sporting or outdoor equipment to the cafeteria;
- not accessing cafeteria serverly during class time.

Computer Information Technology and Internet Use

The Durham District School Board's computing and information technology facilities and resources are made available to students in support of their learning, research requirements and career preparation. Use of the computer and information technology facilities and resources of the DDSB shall be governed by all relevant federal (e.g. Copyright), provincial (e.g. Education Act), DDSB (Policies and Procedures), and local school (e.g. School Code of Behaviour) laws and regulations. Use of DDSB computing and information technology facilities and resources for illegal, political or private commercial purposes is strictly prohibited. The onus is on the user to know and to comply with these laws and regulations. Access to computers and the Internet is considered privilege. Anyone found accessing computers or the Internet in an inappropriate way will receive school consequences and may face legal intervention. School discipline may involve a loss of computer privileges, a suspension or expulsion from school or restitution for damage or destruction of school computer equipment. Legal action may result in charges being laid by provincial or federal authorities. Students and staff will be asked to review the DDSB's *Secondary School Acceptable and Safe Use Procedure for Computing and Information Technology Facilities and Resources* and must sign an acknowledgement form. Students must have this form signed by a parent or guardian.

Inappropriate use would include the following:

- harassment of others
- destruction or damage or changing of equipment
- appropriation of data or software
- unauthorized monitoring of electronic communication
- unauthorized use of other's access codes
- violation of copyright and software licence agreements
- academic dishonesty
- violation of another's privacy
- violation of computer security systems
- viewing and/or importation of pornographic, racist, illegal, or private documents
- incurring costs to the school through use of telecommunication systems without prior approval

Neither the school's network nor the broader Internet (whether accessed on campus or off campus, either during or after school hours) may be used for the purpose of harassment. All forms of harassment in cyberspace often called cyber-bullying, are unacceptable. Bullying in any form will be subject to school consequences and may result in suspension.

Crime Stoppers

A student who wishes to anonymously report information about crime in the school may call the Crime Stoppers community telephone hotline, 1-800-222-8477 (TIPS). This line is answered 24 hours a day, seven days a week. Crime Stoppers does not use call display. You never have to give your name, meet with police, or go to court. Callers may be eligible for a cash reward.

Dress Code

The school dress code assists in the creation of a safe, equitable, welcoming, respectful, and inclusive learning environment. For field trips or other school related activities, students must follow the School Code of Conduct and dress code or as stated on the trip permission form. For safety reasons, in labs or technology classes, there cannot be open toe footwear.

Inappropriate clothing options may include:

- 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

There will be progressive school consequences leading to suspension for not adhering to school dress code.

Elevator

The school elevator is only for students who need assistance due to a physical disability, either temporary or prolonged. Students require permission from the office to use the elevator.

Full Time Status

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

Halloween Costumes

Students may be permitted to wear costumes on Halloween as part of a Student Parliament initiative if students are recognizable and providing there are no replica weapons, no face masks, no sunglasses, no coloured contact lenses worn, and no offensive or culturally insensitive costumes. All Halloween costumes must meet the School Dress Code.

Identification

Students, who refuse to identify themselves, or give false identification when requested by staff, may be suspended.

Laser Pointers and other Nuisance Items

The Durham District School Board has banned laser pointers from all schools. If you bring a laser pointer or other nuisance items to school, then they may be confiscated, and you may face a suspension. Other nuisance items include air horns, megaphones and any other items deemed a nuisance to teaching and learning.

Loitering

In the interest of student safety, students are prohibited from loitering in or near the driveway entrances to the school grounds. Students may not loiter on sidewalks, the athletic fields/surrounding area, or the ramp to the track. **Students are not to loiter in the school past 2:30 pm.** Students who remain at school after dismissal must be involved in a supervised activity. Brooklin High School students should not loiter in the surrounding neighbourhood nor on sidewalks restricting public access.

Portable Electronic Devices

Students are expected to use personal electronic devices responsibly for educational purposes as deemed by school staff. Personal electronic devices are permitted outside of class time; during class times, personal electronic devices and headphones may be used at the discretion of the teacher. Portable speakers are not permitted inside the school. Personal electronic devices have potential to disrupt and interfere with teaching and learning. Please ensure your device is on silent mode. There will be progressive school consequences leading to suspension for not adhering to this policy. Video recording anyone without their consent will result in school consequences up to and including suspension.

The school cannot assume the liability or responsibility for lost or stolen personal electronic devices. As per the Durham District School Board, “On-line activity by staff, students and parents/guardians that is directly or indirectly related to the school should comply with the School Code of Conduct, in particular that a school is a place that promotes responsibility, respect, civility and safety in the teaching and learning environment. 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.” The use of cameras, filming and/or recording is strictly prohibited in washrooms and change rooms.

Reporting To the Office

When instructed by staff to report to the office a student must comply; failure to do so may result in suspension.

School Bus Transportation Instructions

School buses are considered school property and all school rules apply to behaviour on them. If you ride a school bus, you are under school jurisdiction on the bus, and you must behave accordingly. Students are requested to observe the following rules as per Durham District School Board Transportation policy:

- Be at pick up points prior to scheduled arrival of the bus.
- Follow recommended procedures when crossing the road.
- Stand in an orderly line until the bus comes to a full stop.
- Do not push or shove when boarding or leaving the bus.
- Remain seated and do not distract the driver.
- Keep feet under the seats and bags out of the aisle.
- Do not tamper with the emergency door, or equipment.
- Keep hands, heads, and arms inside the bus.
- Do not throw anything in, out of, or at the bus at any time.
- Smoking and/or vaping is prohibited on all school buses.
- Do not fight or use obscene language on the bus.
- No consumption of food or drink on the school bus.
- Use the containers provided for any debris.
- Student(s) responsible for wilful damage will be held responsible and remuneration for damage will be sought.
- The bus driver is in complete charge of the bus and will report any misconduct.

- A student may be denied the privilege of riding the bus for not observing regulations and instructions.
- Students are picked up and dropped off on Brooklin High School property. There are no other entries or drop off points for students.

School Bus Cancellation

Parents can contact the automated line at 1-866-908-6578 or 905-666-6979 or Durham Student Transportation Services (www.dsts.on.ca). Notification regarding the cancellation of student transport services or the closure of schools will be made by the Director prior to 7am and can be found on the [DDSB website](http://www.ddsb.ca/en/index.aspx) (<https://www.ddsb.ca/en/index.aspx>) and broadcasted by:

CFRB 1010AM	680AM	CHFI 98	CISS 92.5 FM	CHUM 1050	CITYTV
CKDO1350	KX96 FM	MIX 99.9	Magic 94.9	CFTO	Jammin 105.9

Skateboards, Long Boards and Roller Blades

The use of these items is not allowed on Brooklin High School property. While on school property, these items are to be stored in lockers. Skateboards cannot be brought to class or on the school bus nor left in the hallway. Students are not to ride these items on school property.

Snowballs

Throwing snowballs is not permitted and may result in suspension.

Special Medical Requirements

Parents must inform the school of the special medical requirements of students; e.g., EPIPEN. A student who requires a Medical Alert bracelet must wear it at all times.

Student Parking

Parking is designated for Grade 12 students only. Students must apply for a parking permit to park on school property. Student parking is limited to the west parking lots and 77 spots. The parking lot is out of bounds during class time. Students are not allowed to sit in parked vehicles during spare periods or at lunch time. All vehicles are left at the owner's risk. Students are expected to drive on school property in a safe and responsible manner. Students are encouraged to walk, bike and skate to their community school. Students are encouraged to use public transit and/or carpool.

Study Period

Senior students with a study period may leave the school property or go to Library Commons within 5 minutes of the period start. Students must not loiter in the halls or teaming tables on the second floor and/or disturb other classes.

Tobacco: Prohibiting Smoking, Use of Tobacco and Associated Devices

The DDSB is responsible to work with the Durham Region Health Department to enforce the Smoke-Free Ontario Act and promote healthy lifestyle choices. Smoking, use of tobacco and associated devices, including, but not limited to, e-cigarettes, vaping devices, water pipes, hookahs, chewing tobacco and herbal cigarettes are prohibited by any person on school property at any time. Students who smoke/vape must do so 20 meters away from school property. There is no smoking and/or vaping between or during classes. Students who do not abide by these rules face progressive school consequences leading to

suspension and legal penalties as the Tobacco Enforcement Officer may be involved and has the authority to issue a summons that may result in fines:

- Supplying tobacco to someone who is under 19 years of age is prohibited and could cost you \$490.
- Supplying e-cigarettes to someone who is under 19 years of age is prohibited and could cost you \$305.
- Smoking/holding lighted tobacco anywhere on school property could cost you a minimum of \$305 to a maximum of \$5,000.

Valuables

Students are discouraged from bringing valuables to school. Students should **not** leave valuable items or money in their locker or in gym change rooms. The school cannot be responsible for lost or stolen property.

Video Surveillance System

Security cameras are in operation for the safety of students, staff and visitors. Persons on school premises are subject to video recording.

Washrooms

To avoid missing valuable class time, students are expected to use the washroom before school, during lunch hour and between classes. Students may be excused at the teacher's discretion, using a classroom log. Medical conditions need to be documented and brought to the attention of the school administration if frequent use of a washroom is required. Be advised that staff enter school washrooms periodically to ensure the safety of students. Students are to use either the single-use/all-gender washrooms or the multi-stall washrooms of the gender with which they identify. Students are not to share a washroom stall. Vaping/smoking and other illegal activities are not permitted in washrooms or on school property. Any student sharing a stall with another student or vaping/smoking or doing other illegal activities can be subject to a search of their pockets and possessions and suspended for such behaviour as guided by the Ontario Education Act. Students are also not to loiter or gather in the washrooms in large groups or eat within the washroom.

Durham District School Board Code of Conduct, and Discipline for Students

The Durham District School Board is committed to the development of positive school climates in schools in which all members of the school community have the right to be safe, feel safe, included, accepted, and actively promote positive behaviours and interactions.

1.0 Introduction

A school should be a place that promotes responsibility, respect, civility and academic excellence in a safe learning and teaching environment. A positive school climate exists when all members of the school community feel safe, included, and accepted, and actively promote positive behaviours and interactions. Building and sustaining a positive school climate is a complex challenge requiring evidence-informed solutions. A Whole-School Approach, which involves all members of the school community working collaboratively, is also important in supporting efforts to ensure that schools are safe, inclusive, and accepting. It is an effective approach to making systemic changes that will benefit all students and the broader community.

All students, parents, teachers and other school staff have the right to be safe, and feel safe, in their school community. With this right comes the responsibility to contribute to a positive school climate. The promotion and use of strategies and initiatives in the areas of Student Success, Self-Regulation and Character Trait development, along with the employment of prevention and early intervention strategies to address inappropriate behaviour, fosters a positive school climate that supports student achievement and the well-being of all students.

The provincial Code of Conduct sets clear provincial standards for behaviour. These standards of behaviour apply to students whether they are on school property, on school buses, at school-related events or activities, in before and after school programs, or in other circumstances that could have an impact on the school climate. They also apply to all individuals involved in the publicly funded school system – principals, vice-principals, teachers, early childhood educators, other school staff, parents, school bus drivers, volunteers, and community groups.

Responsible citizenship involves appropriate participation in the civic life of the school community. Active and engaged citizens are aware of their rights, but more importantly, they accept responsibility for protecting their rights and the rights of others.

The Code of Conduct for the Durham District School Board reflects the provincial Code of Conduct.

2.0 The Development or Revisions of Local Codes of Conduct in Schools

The Durham District School Board encourages and supports prevention and intervention strategies to address inappropriate behaviour included in Codes of Conduct developed by schools. A school principal shall establish a local Code of Conduct governing the behaviour of all persons in the school (e.g., parents, students, staff, visitors, volunteers), and the local code shall be consistent with the provincial and School Board Codes of Conduct.

In developing or reviewing the School Code of Conduct, the principal must take into consideration the views of the School Community Council and Student Council or equivalent student body representative if Student Council is not present. In addition, the principal should:

- seek input from a diverse group of students within the school, including but not limited to; Student Leadership groups, Student Ambassadors, Athletic Council, Sexuality and Gender groups, Indigenous Student Groups, any other student group within the school community
- include procedures and timelines for review, in accordance with school board policy;
- post the School's Code of Conduct on the school website or, if the school does not have a website, make the Code of Conduct available to the public in another appropriate manner;
- develop a communications plan that outlines how these standards will be made clear to everyone, including parents whose first language is a language other than English or French.

If the Board enters into an agreement with a third party with respect to rental of school space, the board must include in the agreement a requirement that the other party follow standards that are consistent with the provincial Code of Conduct.

3.0 Purpose of The Code

The purpose of this provincial Code of Conduct is as follows:

1. To ensure that all members of the school community, especially people in positions of authority, are treated with respect and dignity.
2. To promote responsible citizenship by encouraging appropriate participation in the civic life of the school community.
3. To maintain an environment where conflict and difference can be addressed in a manner characterized by respect and civility.
4. To encourage the use of non-violent means to resolve conflict.
5. To promote the safety of people in the schools.
6. To discourage the use of alcohol, illegal drugs and, except by medical cannabis user, cannabis.
7. To prevent bullying in schools.

4.0 Standards of Behaviour

All School Codes of Conduct shall include the provincial and Durham District School Board Standards of Behaviour and must comply with all federal, provincial and municipal laws and regulations.

Respect, Civility, and Responsible Citizenship

All members of the school community must:

- respect and comply with all applicable federal, provincial, and municipal laws;
- demonstrate honesty and integrity;
- respect differences in people, their ideas, and their opinions;
- treat one another with dignity and respect at all times, and especially when there is disagreement;
- respect and treat others fairly, regardless of race, ancestry, place of origin, colour, ethnic origin, citizenship, creed, sex, sexual orientation, gender identity, gender expression, age, marital status, family status, or disability;
- respect the rights of others;
- show proper care and regard for school property and the property of others;
- take appropriate measures to help those in need;
- seek assistance from a member of the school staff, if necessary, to resolve conflict peacefully;
- respect all members of the school community, especially persons in positions of authority;
- respect the need of others to work in an environment that is conducive to learning and teaching;
- not swear at a teacher or at another person in a position of authority.

Safety

All members of the school community must not:

- engage in bullying behaviours;
- commit sexual assault;
- traffic in weapons or illegal drugs;
- give alcohol or cannabis to a minor;
- commit robbery;
- be in possession of any weapon, including firearms;
- use any object to threaten or intimidate another person;
- cause injury to any person with an object;
- be in possession of, or be under the influence of alcohol, cannabis (unless the individual has been authorized to use cannabis for medical purposes), and illegal drugs;
- provide others with alcohol, illegal drugs, or cannabis (unless the recipient is an individual who has been authorized to use cannabis for medical purposes);
- inflict or encourage others to inflict bodily harm on another person;
- engage in hate propaganda and other forms of behaviour motivated by hate or bias;

- commit an act of vandalism that causes extensive damage to school property or a property located on the premises of the school.

5.0 Promoting and Supporting Positive Student Behaviour

The Durham District School Board acknowledges the importance of actively promoting and supporting appropriate and positive student behaviours that contribute to and sustain a safe, inclusive, and accepting learning and teaching environment in which every student can reach their full potential. Ontario's curriculum is integral to supporting students in developing positive behaviours.

A Whole-School Approach, which involves all members of the school community working collaboratively, is also important in supporting efforts to ensure that schools are safe, inclusive, and accepting.

The school climate may be defined as the learning environment and relationships found within a school and school community. A positive school climate exists when all members of the school community feel safe, included, and accepted, and actively promote positive behaviours and interactions. Principles of equity and inclusive education are embedded in the learning environment to support a positive school climate and a culture of mutual respect. A positive school climate is a crucial component of the prevention of inappropriate behaviour.

Programs and activities that focus on the building of healthy relationships, a safe, inclusive, and accepting learning environment, character development, and positive peer relations provide the foundation for an effective continuum of strategies within a school and school-related activities. These supportive strategies and empowerment programs are the basis for creating a positive school climate.

6.0 Roles and Responsibilities

The Durham District School Board accepts the provincial direction on individual roles and responsibilities:

School Boards

School boards provide direction to their schools to promote student achievement and well-being and to ensure opportunity in the education system. It is the responsibility of school boards to:

- develop policies that set out how their schools will implement and enforce the provincial Code of Conduct and all other rules that they develop that are related to 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 school board codes of conduct to all parents, students, principals, teachers, other school staff, 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;
- seek input from School Community Councils, as well as from the DDSB Parent Involvement Committees, DDSB Special Education Advisory Committee, DDSB Indigenous Education Advisory Council and DDSB Student Senate;
- develop effective intervention strategies and respond to all infractions related to the standards for respect, civility, responsible citizenship, and safety;
- provide opportunities for all of the staff to acquire the knowledge, skills, and attitudes necessary to promote student achievement and well-being in a safe, inclusive, and accepting learning environment.

Wherever possible, boards should collaborate to provide coordinated prevention and intervention programs and services and should endeavor to share effective practices.

Principals and Vice-Principals

Under the direction of their school boards, principals take a leadership role in the daily operation of a school. They provide this leadership by:

- demonstrating care for the school community and a commitment to student achievement and well-being in a safe, inclusive, and accepting learning environment;
- holding everyone under their authority accountable for their own behaviour and actions;

- empowering students to be positive leaders in their school and community;
- communicating regularly and meaningfully with all members of their school community.

Teachers and Other School Staff

Under the leadership of their principals, teachers and other school staff maintain a positive learning environment and are expected to hold everyone to the highest standard of respectful and responsible behaviour. As role models, teachers 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;
- maintain consistent and fair standards of behaviour for all students;
- demonstrate respect for one another, all students, parents, volunteers, and other members of the school community;
- 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
- follows the established rules and takes responsibility for their own actions

Parents

Parents 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 fulfill their role when they:

- are engaged in their child's schoolwork and progress;
- communicate regularly with the school;
- help their child be appropriately dressed, and prepared for school
- ensure that their child attends school regularly and on time;
- promptly report to the school their child's absence or late arrival;
- become familiar with the provincial Code of Conduct, the board's Code of Conduct, and if applicable, the School Code of Conduct;
- encourage and assist their child in following the rules of behaviour;
- assist school staff in dealing with disciplinary issues involving their child.

Community Partners and the Police

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

Police

The police play an essential role in making our schools and communities safer. The police investigate incidents in accordance with the protocol developed with the local school board (refer to Procedure: *Police/School Board Protocol*). These protocols are based on the *Provincial Model for a Local Police/School Board Protocol, 2015*, developed by the Ministry of Community Safety and Correctional Services and the Ministry of Education.)

7.0 Bias-Aware Progressive Discipline

- 7.1 The Durham District School Board expects the use of Bias-Aware Progressive Discipline as the means to support the Code of Conduct. Bias-Aware Progressive Discipline incorporates a Whole-School Approach that utilizes a continuum of prevention programs, interventions, supports and consequences to address inappropriate student behaviour and to build upon strategies that promote and foster positive behaviours. When inappropriate behaviour occurs, disciplinary measures should be applied within a framework that shifts the focus from one that is solely punitive to one that is both corrective and supportive.
- Schools should utilize a range of interventions, supports, and consequences that are developmentally and socio-emotionally appropriate and include learning opportunities for reinforcing positive behaviour while helping students to make better choices (refer to Procedure: Positive School Climate, Appendix E - Bias-Aware Progressive Discipline Resource.)
- 7.2 In some circumstances, short-term suspension may be a useful tool. In the case of a serious student incident, long-term suspension or expulsion, which is further along the continuum of progressive discipline, may be the response that is required. The safe schools' provisions of the Education Act require school boards to provide programs for students who have been expelled or who are on a long-term suspension, so that they can continue their education. For students with special needs, interventions, supports, and consequences must be consistent with the student's strengths and needs, as well as program goals and learning expectations documented in their Individual Education Plan (IEP).
- 7.3 Both school boards and schools are expected to actively engage parents in the Bias-Aware Progressive Discipline approach. Boards and schools should also recognize and respect the diversity of their parent communities and reach out to parents to partner with them in addressing complex and challenging issues.
- 7.4 A Bias-Aware Progressive Discipline approach promotes positive student behaviour through strategies that include using prevention programs and early and ongoing interventions and supports, reporting serious student incidents, and responding to incidents of inappropriate and disrespectful behaviour when they occur.
- 7.5 Boards and schools should focus on prevention and early intervention as the key to maintaining a positive school environment in which students can learn. Early intervention strategies will help prevent unsafe or inappropriate behaviours in a school and in school-related activities. Intervention strategies should provide students with appropriate supports that address inappropriate behaviour and that would result in an improved school climate.
- 7.6 Progressively more serious consequences should be considered for inappropriate behaviour that is repeated or for progressively more serious inappropriate behaviour, taking into account Mitigating, Other Factors and Human Rights Factors.
- 7.7 Ongoing interventions may be necessary to address underlying causes of inappropriate behaviour. Some examples of ongoing interventions are meeting with the parent(s), requiring the student to perform volunteer service in the school community, conflict mediation, peer mentoring, and/or a referral to counselling.
- 7.8 In considering the most appropriate response to address inappropriate behaviour, the following should be taken into consideration:
- the particular student and circumstances
 - the nature and severity of the behaviour
 - the impact on the school climate, including the impact on students or other individuals in the school community

- 7.9 Under the Education Act, principals must suspend a student for bullying and consider referring that student for expulsion if:
1. the student has previously been suspended for bullying, and,
 2. the student's continuing presence in the school creates, in the principal's opinion, an unacceptable risk to the safety of another person.

When both of these conditions are met, the principal must suspend the student and consider referring the student for an expulsion hearing.

- 7.10 Principals must also suspend a student, and consider referring that student for expulsion, for any incident under 306(1) of the Education Act, including bullying, that is motivated by bias, prejudice, or hate based on race, national or ethnic origin, language, colour, religion, sex, age, mental or physical disability, sexual orientation, gender identity, gender expression, or any other similar factor (e.g., socio-economic status, appearance).
- 7.11 Clause 265(1) (m) of the Education Act, permits a principal to "refuse to admit" to the school or to a class someone whose presence in the school would be "detrimental to the physical or mental well-being of the pupils". This provision is frequently referred to as the "exclusion provision". Exclusion is not to be used as a form of discipline. If a principal does decide that it is necessary to exclude a student from the school, the principal is expected to notify the student's parents of the exclusion as soon as possible in the circumstances, and to inform them of their right to appeal under clause 265(1)(m) (refer to Procedure: Code of Conduct, and Discipline for Students, Appendix E – *Exclusions*.)

8.0 Restorative Practice

- 8.1 The Durham District School Board supports a restorative approach in our schools to establish positive learning environments and support Bias-Aware Progressive Discipline. Within the culture of Restorative Practice, there is a continuum of actions, including Restorative Circles that support healthy relationships and positive learning environments. When things go wrong, there is a framework for repairing and restoring relationships (refer to Procedure: Code of Conduct, and Discipline for Students, *Appendix A – Restorative Practice*).

9.0 Suspensions, Expulsions, Mitigating and Other Factors

9.1 Definitions:

9.1.1 Suspension

Suspension is a consequence imposed upon a student whereby he or she is prohibited from attending at his or her school and from engaging in all school-related activities for a defined period of time.

9.1.2 Circumstances Leading to Possible Suspension, or Suspension Leading to Possible Expulsion

Section 9.2.1 sets out a list of circumstances where a suspension shall be considered by the Principal.

Section 9.6.1 sets out a list of circumstances where a suspension must be imposed and where the Principal will conduct an investigation to determine whether to recommend to the board that the student be expelled. (PPM 145)

9.1.3 Expulsion

Expulsion is a consequence imposed upon a student, by the Board, for an activity that is determined to warrant that the student be excluded from his or her school, or from all schools in the Board, and from engaging in all school-related activities, for an undefined period of time.

9.1.4 Investigation

In the case of a suspension, in the circumstances set out in 9.6.1, the Principal must also conduct an investigation to determine whether to recommend to the Board, in consultation with their Family of Schools Superintendent, that the student be expelled.

9.1.5 Mitigating and Other Factors

For the purposes of the deliberations set out in Sections 9.2.2 and 9.2.4, sections 9.6.3 and 9.8.5, and Sections 9.12.10 and 9.12.14, the following mitigating and other factors (as specified and as may be amended from time to time by the Education Act and Regulations thereunder) will be considered:

Mitigating Factors

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; or
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 criteria shall be taken into account if they would mitigate the seriousness of the activity for which the pupil may be or is being suspended or expelled:

1. the pupil's history;
2. whether a progressive discipline approach has been used with the pupil;
3. whether the activity for which the pupil may be or is being suspended or expelled was related to any harassment of the pupil because of their race, ethnic origin, religion, disability, gender or sexual orientation or to any other harassment;
4. how the suspension or expulsion would affect the pupil's ongoing education;
5. the age of the pupil; or
6. in the case of a pupil for whom an individual education plan has been developed,
 - i. whether the behaviour was a manifestation of a disability identified in the pupil's individual education plan,
 - ii. whether appropriate individualized accommodation has been provided, and
 - iii. whether the suspension or expulsion is likely to result in an aggravation or worsening of the pupil's behaviour or conduct.

Human Rights Factors

Human Rights Factors shall be taken into account when considering whether or not a student is or is not being suspended or expelled:

- Race
- Ancestry
- Place of origin
- Colour
- Ethnic origin
- Citizenship
- Creed

- Sex
- Sexual orientation
- Gender identity
- Gender expression
- Age
- Marital status
- Family status
- Disability

9.1.6 Nexus

Principals may consider a suspension if there is nexus to the school. Nexus is a direct and causal link between the student’s conduct and a definitive impact on the school climate.

Nexus may be established when any of the following circumstances exist:

- A student is afraid to come to school
- A student is worried about reprisals or retaliation
- Parents are voicing concern about disruption to the school environment
- School staff are worried about their physical or emotional well-being and safety

9.1.7 Safe Schools Incident Report Form

An employee of the board who becomes aware that a student at a school may have engaged in a serious incident the employee shall report the matter to the Principal as soon as reasonably possible. Employee reports, including those made to the principal verbally, must be confirmed in writing, using the online “Safe Schools Incident Reporting Form – Part I” (refer to Procedure: Code of Conduct, and Discipline for Students, Appendix D – *Safe Schools Incident Report Form*). Where the Principal is the sole witness to an incident, the Principal is similarly required to use the online reporting form to confirm in writing what he or she witnessed. In all cases, the Principal must provide the employee who reported the incident with written acknowledgement, using the online “Safe Schools Incident Reporting Form – Part II (refer to Procedure: Code of Conduct, and Discipline for Students, Appendix D – *Safe Schools Incident Report Form*.)”

9.2.0 **Activities Leading to Possible Suspension**

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

1. uttering a threat to inflict serious bodily harm on another person*;
2. possessing alcohol, illegal drugs or, unless the student is a medical cannabis user, cannabis*;
3. being under the influence of alcohol or unless the student is a medical cannabis user, cannabis;
4. swearing at a teacher or at another person in a position of authority;
5. committing an act of vandalism that causes extensive damage to school property at the pupil's school or to property located on the premises of the pupil's school**;
6. bullying; or,
7. any other activity that is an activity for which a principal may suspend a pupil under a policy of the Board. Education Act 306(1)

Other suspendable infractions including but not limited to:

- a) possessing or dispensing controlled or intoxicating substances that are not prescribed for medical purposes**;
- b) being under the influence of illegal or legal, controlled or intoxicating substances that are prescribed or not prescribed for medical purposes**;
- c) smoking on or near school property; (as per the Smoke Free Ontario Act. Refer to Regulation: *Substance Abuse, Students*)

- d) committing vandalism**, destruction, damage to school property or to the property of others located on or in school premises;
- e) stealing property;
- f) engaging in intimidation, extortion*, harassment*, or verbal aggression;
- g) misusing or misappropriating school property or services, including computers and other technology systems;
- h) engaging in hate motivated incidents*;
- i) engaging in gang related activity*;
- j) possessing dangerous objects or substances, including for example laser pointers; gloves with studs on knuckles; or any other item deemed by the principal to be unsafe or a hazard to persons or property in the school;
- k) committing physical assault on another person**;
- l) engaging in or encouraging a fight;
- m) engaging in conduct that constitutes opposition to authority;
- n) demonstrating poor attendance that warrants disciplinary action;
- o) engaging in behaviour that is disruptive to the learning environment of the class or school;
- p) engaging in conduct that is detrimental to the moral tone of the school;
- q) wearing clothing/apparel that is inappropriate, offensive or violates the school Dress Code;
- r) engaging in unauthorized gambling or games of chance; (Bill 157, PPM 145)

(* require police involvement as outlined in the *Police/School Board Protocol*)

**discretionary police involvement as outlined in the *Police/School Board Protocol*)

Please refer to the *Police/School Board Protocol* for further direction.

- 9.2.2 In considering whether to suspend a pupil for engaging in an activity described in 9.2.1, a Principal shall take into account any mitigating factors or other factors, set out in 9.1.5.
- 9.2.3 If a Principal decides to suspend a pupil for engaging in an activity described in 9.2.1, the Principal shall suspend the pupil from their school and from engaging in all school-related activities.
- 9.2.4 A suspension under 9.2.1 shall be for no less than one school day and no more than 20 school days and, in considering how long the suspension should be, a Principal shall take into account the mitigating factors, as well as the other factors, set out in 9.1.5.
- 9.2.5 When a Principal suspends a pupil under 9.2.1, the pupil shall be assigned to a program for suspended pupils, as established by the Board in accordance with any policies or guidelines issued by the Minister.
- 9.2.6 A pupil who is suspended is not considered to be engaged in school-related activities by virtue of participating in a program for suspended pupils.
- 9.2.7 A Principal may not suspend a pupil under 9.2.1 more than once for the same occurrence on the date of infraction. Education Act 306(1)

9.3.0 Notice of Suspension

- 9.3.1 A Principal who suspends a pupil under 9.2.1 shall:
 - (a) inform the pupil's teacher of the suspension; and
 - (b) make all reasonable efforts to inform the pupil's parent or guardian of the suspension within 24 hours of the suspension being imposed, unless,
 - (i) the pupil is at least 18 years old, or
 - (ii) the pupil is 16 or 17 years old and has withdrawn from parental control.
- 9.3.2 The Principal shall also ensure that written notice of the suspension is given promptly to the following persons:
 - 1. the pupil;
 - 2. the pupil's parent or guardian, unless,
 - i. the pupil is at least 18 years old, or

- ii. the pupil is 16 or 17 years old and has withdrawn from parental control, and
3. Such other persons as may be specified by board policy. This includes but is not limited to the Principal's Family of Schools Superintendent.

9.3.3 The notice under 9.3.2 must include the following:

1. the reason for the suspension;
2. the duration of the suspension;
3. information about any program for suspended pupils to which the pupil is assigned; and,
4. information about the right to appeal the suspension, including,
 - i. a copy of the Board policies and guidelines governing the appeal established by the Board, and
 - ii. the name and contact information of the Director of Education or Family of Schools Superintendent to whom notice of the appeal must be given.

DDSB Dress Code Procedure

1.0 Objective

The Purpose of the Student Dress Code procedure is to implement the Board's policy.

School-level dress codes (a "Student Dress Code") informed by parents, guardians, staff, and students, promotes a safe, equitable, welcoming, respectful and inclusive environment for teaching and learning that supports student well-being and is free from discrimination. The Durham District School Board (DDSB) respects the diverse needs and identities of our communities and values their contribution to the student dress code. This procedure is informed by and compliant with the Canadian Charter of Rights and Freedoms, the Ontario Human Rights Code, the Ontario Education Act and the Durham District School Board's Guidelines and Procedures for the Accommodating Creed in Schools: An Inclusive Approach.

The DDSB is committed to ensuring that school-level student dress codes:

- consider and address the disproportionate and negative impacts that dress code policies may have on specific groups of students based their identities
- are progressive and honour the diverse needs and identities and safety of all students and staff
- consider and address any safety issues related to the dress code

The Student Dress Code must also comply with legislative requirements and support the District's commitment to human rights, equity, anti-oppression, anti-racism, non-discrimination, and equitable and inclusive education.

Therefore, each school shall establish a Student Dress Code in compliance with this Board's Dress Code Policy and this procedure. The Student Dress Code shall respect the diverse rights, needs and identities of the students and shall comply with the Canadian Charter of Rights and Freedoms, the Ontario Human Rights Code, the Ontario Education Act and the Durham District School Board's Guidelines and Procedures for the Accommodation Creed in Schools, An Inclusive Approach. The Dress Code shall reflect student voice, including individuals and groups with diverse identities and needs and shall promote, protect and respect the rights and the safety and the well-being of self and others. Once established, all students shall comply with the Student Dress Code.

2.0 Definitions

In this procedure,

- 2.1 Board within this policy document refers to the Board of Trustees for the DDSB.
- 2.2 District refers to the corporate entity of the Durham District School Board.
- 2.3 Staff refers to any individual who is employed by the DDSB.
- 2.4 Administration refers to any individual or group constituted under the Education Act and in a position of authority by the DDSB to implement, administer, or manage policies and procedures of the Ontario Ministry of Education and the DDSB.
- 2.5 Health and Safety Standards refers to the core responsibility of the DDSB as outlined in the Positive School Climate policies and procedures and the Code of Conduct, and Discipline for Students.

- 2.6 School Community Council (SCC) is an advisory body that makes recommendations to the Principal and school board to further student achievement and well-being. Every school in the DDSB shall have a School Community Council (SCC). The Principal shall solicit the views of the SCC with respect to appropriate dress for pupils in schools (Ont. Reg. 612/00 under the Education Act).
- 2.7 Student Dress Code is a school-level standard of dress for all students in accord with the terms of the Student Dress Code and this procedure.
- 2.8 Inappropriate dress refers to attire that is not compliant to the principles found within this procedure and that impacts the rights, health and safety of the individuals or others.
- 2.9 School uniform is a type of dress code that defines specific dress to be worn by the students and has been implemented through the requirements of this procedure.

3.0 Responsibilities

- 3.1 **Director of Education:** The operations of the District are the responsibility of the Director of Education (and designates) and include measures to implement and ensure compliance with Board policy by adapting and implementing appropriate procedures and by providing professional learning and training to staff to support implementation. A focus on enhancing understanding of human rights obligations and addressing discriminatory assumptions, stereotypes and unconscious bias is required.
- 3.2 **Administration:** Principals (and designates) are responsible to collaborate with students, staff and parents in establishing and implementing the Student Dress Code. Administration is also responsible for teaching and communicating with all stakeholders the expectations of the Student Dress Code. Administrators share a responsibility in modelling and monitoring the Student Dress Code and are responsible for appropriate interventions and/or progressive discipline with students when infractions occur. Dress Code interventions should focus on a restorative and educational approach.
- 3.3 **School Staff:** Have a responsibility in positively modelling and monitoring the Student Dress Code policy. Attention to health and safety considerations and an environment that is free from hate and discrimination will guide staff in their interactions. They also work in collaboration with administration to support the successful implementation and maintenance of the Student Dress Code policy.
- 3.4 **Students and Parents:** The primary responsibility for attire resides with the student and their parent(s) or guardian(s). Students have the right to express themselves, to feel comfortable and make dress choices. They have an equal responsibility to respect the rights of others, treat others with dignity and respect and support a positive, inclusive and safe shared environment that complies with the Student Dress Code, the School Code of Conduct and the Ontario Human Rights Code.
- 3.5 **School Community Council:** School Community Council (SCC) is an advisory body that makes recommendations to the Principal and school board to further student achievement and well-being (Ont. Reg. 612/00 under the Education Act).

4.0 Guidelines and Considerations

Human Rights and Accommodation

The District is committed to providing services and workplaces that are safe, welcoming, respectful, inclusive, equitable and accessible, and that are free from discrimination and harassment under the Ontario Human Rights Code.

This means:

- 4.1 Considering a student's Human Rights Code related needs on an individual basis and providing accommodation when required to the point of undue hardship. Note: undue hardship is a very high legal standard. If a principal is concerned that an accommodation could amount to undue hardship, the principal shall contact their superintendent before making a decision regarding the accommodation.
- 4.2 No student shall be treated differently because of biases, assumptions or stereotypes associated with Human Rights Code related characteristics or combination of characteristics (e.g. ancestry, race, disability, gender identity/expression, sexual orientation, etc.)

5.0 Procedures

- 5.1 School-level student dress codes shall be in compliance with this procedure and shall uphold the strategic direction, principles and objectives of the Student Dress Code Policy.
- 5.2 The Student Dress Code will be reviewed annually by the SCC. Wider consultations will occur at least every 4 years and may occur more frequently based on the principal's discretion and/or the recommendation of the SCC.
- 5.3 Student voice and engagement in establishing and reviewing the Student Dress Code will reflect the diversity of the students within the school.
- 5.4 A school'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.
- 5.5 The creation and enforcement of the school-level Student Dress Code shall comply with the Ontario Human Rights Code and shall not reinforce nor lead to discrimination, marginalization or oppression of any individual or group as outlined in the Ontario Human Rights Code.
- 5.6 School-level Student Dress Codes shall include the following content:

A) Appropriate Dress

Students must wear;

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

For some special events, the school may allow students to wear a costume. The costume must not promote racial, gender, cultural or other negative stereotypes based on Human Rights Code grounds. Students still need to comply with the dress code requirements (refer to 4.5 and 5.6 A and B).

6.0 Student Dress Code and Progressive Discipline

- 6.1 The establishment, implementation and management of the Student Dress Code is assigned to the school Principal (or designate). All staff have a responsibility to follow the Student Dress Code policy and work in collaboration with administration to support the successful implementation and maintenance of the policy.
- 6.2 Administrators and staff must be consistent in their approach and take individual needs and circumstances into consideration to ensure effective and equitable enforcement of the Student Dress Code and shall base decisions on objective and verifiable factors.
- 6.3 Student Dress Code violations that threaten the health and safety of the students or other members of the school community and/or promote violence, illegal activity (including gang activity), bullying, harassment, hate, prejudice against others are considered serious and are to be dealt with accordingly using District's guidelines for progressive discipline (refer to 5.6 B).
- 6.4 Principals will consider other dress code infractions on the continuum of school conduct violations and respond accordingly using progressive discipline, focusing on education and future conduct.
- 6.5 Principals will ensure no student is negatively impacted by Student Dress Code enforcement because of sex, race gender identity/expression, sexual orientation, ethnicity, cultural identify/beliefs, religious identity/beliefs, disability, socio-economic status, body type/size or body maturity or any other grounds covered by the Ontario Human Rights Code.

7.0 Review Process

- 7.1 The Principal shall review the "Student Dress Code" annually with the SCC.
- 7.2 The Principal will also use the latest School Climate and Well-Being Survey data and Student Identity Survey data to support the review process.
- 7.3 The Principal (or designate) will undertake a wider consultation at least every 4 years but may do so more frequently based on their discretion or the recommendation of the SCC. Such consultation will solicit the views of students (wide and diverse representation), staff, School Community Council, parents, and community partners. The Principal will inform the School Community Council and school community on how the recommendations have been taken into account.
- 7.4 Input and consultation meetings should be well advertised and communicated with all stakeholders and follow the DDSB Policy Consultations. Consultations may involve surveys, focus group meetings and/or formal meetings.
- 7.5 Information gathered through the consultation process should be shared with all stakeholders.

8.0 Communication and Information Accessibility

- 8.1 The Student Dress Code shall be included in the School Code of Conduct.
- 8.2 The Student Dress Code shall be communicated to the school community. Strategies, such as the School Handbook, Code of Conduct, agendas, newsletters, reports and/or meetings and school website, are examples of appropriate communication tools.

9.0 Procedure for Adopting a School Uniform Dress Code

- 9.1 The SCC must inform the principal by October for possible implementation the following September.

9.2 The principal and staff will initiate a consultation process compliant with Board Policy on Consultation. The Key components of the consultation for a uniform dress code will be:

- a) engaging various groups with diverse identities and needs (e.g., ethnocultural, religious, LGBTQ, etc.) within the school community.
- b) facilitation of multiple modes of engagement including, but not limited to surveys, discussions, and focus groups.
- c) specific engagement of the SCC, The Safe and Accepting School Team, The Student Council, Students, Parents and Guardians, and Staff.
- d) the Education Officer for Equity and Inclusive Education and the Human Rights and Equity Advisor must be consulted.

9.3 School Community Council Approval

- a) The principal shall present the final draft of the Uniform Dress Code or School Uniform Dress Code to the School Community Council for approval to proceed to a family vote.
- b) 80% of the elected School Community Council members in attendance must vote in favour of proceeding to a family vote on the proposed draft for Uniform Dress Code or School Uniform Dress Code.
- c) If the School Community Council votes in favour of proceeding to a family vote on a Uniform Dress Code or School Uniform Dress Code, they shall organize a family vote in consultation with the principal.

9.4 Family Vote for Uniform Dress or School Uniform

- a) Each family shall be entitled to one family vote. The vote may be exercised by the parent/guardian or the student, if the student is 18 years of age or older.
- b) The Uniform Dress Code, including a full description of the requirements and relevant costs, shall be clearly communicated to families in the school before the family vote. This information shall also be included on the voting ballot. If a school uniform is being considered, parents should be given the opportunity to view the proposed uniform.
- c) Timelines for the voting process, return of ballots and communication of the results shall be established by the School Community Council.
- d) The Family Vote shall be an accept or reject vote. To gain approval, **80% of the families in the school** must submit their ballot in favour of the proposed Uniform Dress or School Uniform Dress Code. Unreturned ballots will be considered a negative vote.
- e) The result of the vote shall be communicated to the school community.
- f) The implementation of the Uniform Dress or School Uniform Dress Code shall be the first day of the following school year.

9.5 Special Considerations

- a) If individual families have difficulty meeting the requirements of the Uniform Dress code the school principal shall address these needs.
- b) Families who chose not to attend their Home School due to a uniform requirement, may apply for permission to enroll at another school. Transportation is the responsibility of the parent/guardian.

9.6 Purchasing of School Uniforms

- a) Principals should ensure that all school uniforms purchased are through Durham District School Board approved vendors.



Mission

We are an innovative, inquisitive community inspiring success in learning.

Vision

Our vision as an inclusive school is to prepare all students for successful futures as lifelong learners. We will help all students reach high levels of achievement by ensuring all graduates:

- Develop strong interpersonal and communication skills
- Possess required critical thinking and inquiry skills to prepare for an ever evolving future
- Are inspired to give back to their community and demonstrate school and community pride
- Have an optimistic future outlook and reach full potential
- Understand the importance of environmental stewardship
- Are innovative creative learners embracing technology to deepen learning

Values

Our values reflect important character traits and are embedded into school culture, acting as a foundation for our relationship building and decision making.

Student Engagement and Achievement

We engage learners with intentional learning environments while recognizing student voice and culturally relevant pedagogy.

Embracing our Community

We embrace our community with positive communications that enrich student learning opportunities.

Collaboration

We encourage teamwork and collaboration, allowing learning partnerships to develop.

Resiliency

We value a growth mindset, always persevering in the face of missed opportunities.

Citizenship

We are caring, responsible and empathetic citizens, treating each other with kindness and respect.

Equity and Inclusiveness

We create a safe, caring, and inclusive learning culture built on integrity, honesty, and courageous conversations so all can learn from each other.