

BROOKLIN HIGH SCHOOL
STUDENT HANDBOOK
2020-21



**BROOKLIN
HIGH SCHOOL**

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WARREN PALMER- Principal
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ERIN OLIVER – Vice Principal

SCHOOL COLOURS
BLACK, GREY, CYAN BLUE



MISSION STATEMENT
Inspire * Innovate * Inquire

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

ADMINISTRATION

W. PALMER Principal
P. KOSTER Vice Principal
E. OLIVER Vice Principal

CLERICAL STAFF

K. SMITH Head Secretary
L. SMITH Senior Secretary
K. PLETESKI Guidance Secretary
J. CRANSTON Attendance Secretary
N. TELESKA Word Processing Secretary
J. Martin Front Desk Secretary

DEPARTMENT HEADS

A. BARBER The Arts
K. KERR Business & Computer Studies
J. COOK Canadian & World Studies
N. LITTLE English
N. MORGAN-COOK Guidance, Career & Co-op Ed
M. PARFITT Health & Physical Education
J. BEGGS Library
R. CHRONIS Mathematics
D. O'NEILL Science
V. HODOWANSKI Languages, Social Sciences & Humanities
C. PERALTA Special Education
D. Mathieson Technological Education

CUSTODIAL STAFF

S. RUGGIERO Group Leader
J. ROSS Group Leader

TABLE OF CONTENTS

Message to Students	5
Mission Statement/Good Neighbour Policy	5
Bell Schedule	5
Important Dates and Parent Print Out Page	6
Personal Timetable	7
Student Council	7
Learning Framework	7

IMPORTANT INFORMATION FOR STUDENTS, PARENTS & GUARDIANS

Introduction.....	8
School Community Council.....	8
Announcements and National Anthem	8
Co-Curricular Programs	8
Fire Drills.....	8
Library and Resource Centre	8
Locks and Lockers	8
Lock Down Procedures	9
Reporting to Parents and Students	9
School Functions/Trips	9
Textbooks and Chromebooks	9
Transportation.....	9
Valuables	9
Visitors/Trespassing	9

ASSESSMENT & EVALUATION SCHOOL POLICY

Statement of Purpose.....	10
Assessment & Evaluation Practices	10
Full Disclosure.....	10
Grading	10
Learning Skills& Work Habits.....	10
Communication	11
Assignment/Test Evaluation.....	11
Late & Missed Assignments.....	11
Tests	12
Final Course Evaluations/Examinations.....	12
Absence from Examinations.....	12
Family Vacation	12
Suspension & Missed Assignments/Tests	12
Academic Integrity.....	12
Cheating/Plagiarism	12
Honour Achievement	13

SCHOOL PROCEDURES

Attendance	13
Cafeteria	14
Computer Information Technology & Internet Use	14
Crime Stoppers	15
Detentions	15
Brooklin HS Dress Code	15
Elevator	17
Full Time Status	17
Halloween Costumes	17
Identification	17
Laser Pointers	17

Loitering.....	17
Portable Electronic Equipment and Cell Phones.....	17
Reporting to the Office.....	17
School Bus Transportation Instructions.....	17
School Bus Cancellations.....	18
School Dances.....	18
Skateboards, Long Boards, and Roller Blades.....	18
Snowballs.....	18
Special Medical Requirements.....	19
Student Parking.....	19
Study Period.....	19
Tobacco.....	19
Valuables.....	19
Video Surveillance System.....	19
Washrooms.....	19

DDSB SCHOOL CODE OF CONDUCT & DISCIPLINE FOR STUDENTS

Introduction.....	20
Development or Revisions of Local Codes of Conduct.....	20
Purposes of the Code.....	21
Standards of Behaviour.....	21
Promoting and Supporting Positive Student Behaviour.....	22
Roles and Responsibilities.....	23
Bias-Aware Progressive Discipline.....	25
Restorative Practices.....	26
Suspensions, Expulsions, Mitigating and Other Factors.....	27
Activities Leading to Possible Suspension.....	29
Notice of Suspension.....	30
Mission, Vision and Values.....	32

A MESSAGE TO STUDENTS

Welcome to the 2020 - 2021 school year at Brooklin High School, the sixth 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 Twitter and Instagram, plus 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 reached 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!

W. Palmer, Principal

P. Koster, Vice Principal

E. Oliver, 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

***Please note this schedule has been altered to fit new COVID-19 protocols**

<i>WEEK 1</i>		<i>WEEK 2</i>	
Periods	Time	Periods	Time
Period 1 + HR	8:17 to 9:35 am	Period 2 + HR	8:17 to 9:35 am
Travel	9:35 to 9:40 am	Travel	9:35 to 9:40 am
Period 2	9:40 to 10:55 am	Period 1	9:40 to 10:55 am
Lunch	10:55 to 11:40 am	Lunch	10:55 to 11:40 am
Period 3	11:40 to 12:55 pm	Period 4	11:40 to 12:55 pm
Travel	12:55 to 1:00 pm	Travel	12:55 to 1:00 pm
Period 4	1:00 to 2:15 pm	Period 3	1:00 to 2:15 pm

Warning Bell
Music
National Anthem

8:10 am
8:12 am
8:17 am

Warning Bell
Music
National Anthem

8:10 am
8:12 am
8:17 am

IMPORTANT DATES

Subject to change due to COVID 19

DATE	EVENT
SEMESTER ONE	
Sept 8	Gr 9 Only Day
Sept 16	Picture Day
Sept 17	Gr 12 Parent Information Night, 7:00 pm, Cafetorium
Sept 25	SCC Nomination Forms Due
Sept 30	Terry Fox Run
Oct 6	SCC Meeting and Elections, 6:30 pm, Library
Oct 7	BHS University Fair
Oct 8	Grad 2020; Tribute Communities Centre, 7 pm
Oct 12	Thanksgiving Holiday
Oct 15	Progress Reports
Oct 16	BHS College Fair
Oct 22	Parent Teacher Interviews, 2:00 - 4:00 pm & 6:00 - 8:00 pm
Oct 28	Picture Retake Day, Club & Team Photos
Oct 29	Artsperience, 7:00 pm, Cafetorium
Nov 3	SCC Meeting, 6:30 pm, Library
Nov 4	Grade 9 Take A Student to Work Day Junior Awards
Nov 6	Last Day for Half Credit Courses
Nov 11	Remembrance Day Assemblies
Nov 13	Professional Activity Day
Nov 19	Semester 1 Mid-Term Report Cards
Nov 30 – Dec 11	Grad Photos
Dec 3 – Jan 19	After School Numeracy Program Begins (Tues & Thurs)
Dec 10	Holiday Music Concert, 7:00 pm, Cafetorium
Dec 16	Credit Endangered Letters
Dec 18	Holiday Assembly & Talent Show
Dec 21 – Jan 1	Winter Break
Jan 4	School Resumes
Jan 20 & 21	Grade Nine EQAO Assessment of Mathematics
Jan 25 – 29	Formal Examination Days
Feb 1	Credit Completion and Exam Review Day
SEMESTER TWO	
Feb 2	First Day Semester 2
Feb 2	SCC Meeting, 6:30 pm, Library
Feb 4	Grade 8 Parent Information Night, 7:00 pm, Cafetorium
Feb 5	Semester 1 Final Report Cards
Feb 9 & 10	Course Selection Assemblies
Feb 10 & 11	Grad Photo Retake Days
Feb 12	Professional Activity Day
Feb 23 – Apr 6	After School Literacy Program
Feb 15	Family Day Holiday
Feb 23	University of Waterloo Mathematics Contest, Gr 9-11
Feb 23	Course Selection Deadline
Mar 2	SCC Meeting, 6:30 pm, Library
Mar 11	Semester 2 Progress Reports
Mar 15 – 19	March Break Holiday
Mar 22	School Resumes
Mar 25	Parent Teacher Interviews, 2:00 - 4:00 pm & 6:00 - 8:00 pm
Apr 2	Holidays
Apr 5	Holidays
Apr 6	University of Waterloo Math Contest, Grade 12

DATE	EVENT
Apr 7	Team and Clubs Photo Day
Apr 8	Ontario Secondary School Literacy Test
Apr 9	Professional Activity Day
Apr 15	Girls Night In Event
Apr 16	Last Day for Half Credit Courses
Apr 22	Jazz Event, 7:00 pm
Apr 29	Semester 2 Mid Term Report Cards
Apr 29	Dance & Drama Showcase, 7:00 pm
May 4	SCC Meeting, 6:30 pm, Library
May 11–June 15	After School Numeracy Program Begins (Tues & Thurs)
May 12 - 14	Student Leadership Camp
May 18, 19 & 20	Grade 8 Visits to Brooklin High School
May 24	Victoria Day Holiday
May 27	Semester 2 Credit Endangered Letters
May 27	Arts Banquet
May 27	Bears Breakfast for Grad Class 2021
May 28	Relay for Life Event, 11:00 am to 11:00 pm
June 8	LOSSA Athletic Banquet
June 16 & 17	Grade 9 EQAO Numeracy Test
June 18-25	Formal Examination Days
June 24	PROM, 6-11 pm, Ajax Convention Centre
June 28	Credit Completion and Exam Review Day
June 29	Graduation Ceremony 2021, 1:00 pm, Tribute CC, Oshawa
June 29 & 30	Professional Activity Days
July 6	Semester 2 Final Report Card Pick-Up, 10 am – 12 pm

YOUR PERSONAL TIMETABLE

SEMESTER ONE

SEMESTER TWO

Lunch	

STUDENT PARLIAMENT EXECUTIVE OFFICERS
2020 - 2021

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 Guidance Department, if interested!

The 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 your student attends school regularly and punctually. If absent, please call or send a note explaining the reason for the absence. If a student must leave the school early, please call or send a note, indicating the reason. **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 6, 2020.

Announcements, National Anthem & Indigenous Acknowledgement

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 Acknowledgement.

Co-Curricular Programs

Academic studies, extracurricular activities, and good citizenship are all important facets of an education. A pupil earns the **privilege** of representing the school in extracurricular activities only if they are achieving academically to the best of their ability, has 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:

- a) **Junior** - students cannot turn 16 in 2020 b) **Senior** - students 16 and over in 2020.

Some school teams are organized by:

- a) **Varsity** - highly competitive athletes usually with some experience in the sport.
b) **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. It 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 their responsibility to keep lockers clean and free from writing, damage, and decorations. 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. The locker is the property of the DDSB. Students are solely responsible for the contents of their lockers. Lockers are emptied at the end of each school 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. It is the reverse of a fire drill with staff and students keeping 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 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-owned devices are intended for educational use only. While using school 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-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 number, planned stop times, and location of bus stop. Parents are urged to contact the automated line at 905-666-6979. Parents will require: The students' date of birth, and the students' 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 office for permission to be on school site. Visitors 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 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 in regard 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 course expectations, students are to demonstrate learning skills and work habits in each of their courses. Teachers assess student progress in six learning skills and work habits: Responsibility, Organization, Independent Work, Collaboration, Initiative, and Self-Regulation. 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. The learning skills and work habits are communicated on report cards. 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 will help establish a culture of learning and improve students' opportunities for achieving success. See the Provincial Report Card for learning skills and work habits and what students are measured on to gauge their competencies 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. 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-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 which students receive descriptive feedback 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 the student to seek assistance from the subject teacher when he/she is 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 on 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, several 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. Late and missed assignments for evaluation will also be noted on the report card as part of the evaluation of a student's learning skills and work habits. When appropriate, a student's tendency to be late in submitting, or to fail to submit, other assignments (including homework) may also 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 negotiation 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 prior to the test with the subject teacher. A student will receive progressive discipline if he/she 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 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 prove 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 – the exceptions 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

Academic integrity is expected from all students.

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 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 09 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 bring a note from their parent(s) stating the date of the absence and the reason for the absence. This note should be brought to school the day of their return and given to the office. Parents can report absences in advance at 1 844 350 2646 by using the School Messenger Safe Arrival 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. We expect parents to call when students are absent as it is imperative the office is kept informed.

Signing In and 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 note or call from a parent is required to explain the reason for "signing out" during the day. The school will not release a student who cannot produce good reasons for departure. A student who has taken ill or has been injured must report to the office. Staff will contact the parents to make arrangements for signing out. **Once a student is signed out he/she must leave the school immediately.**

Signing-In During the School Day

All students arriving at school between the hours of 8:18 a.m. and 2:14 p.m. **must first** report to the office to sign in. Students may not use school facilities unless they are properly signed in.

Punctuality

Punctuality is imperative for proper conduct of 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 Attendance

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

Late 6	Caution
Late 7	Caution and parent/guardian contact
Late 8	Letter to parent/guardian and counselling
Late 9	Detention and counselling
Late 10/11	Parent/guardian contact
Late 12	Formal suspension and parent/guardian contact

Failure to Sign In/out

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

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 apply for truant students:

- Skip 1 and contact with parent/guardian/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, persistent lates, and failing to sign in/out will result in progressive school consequences leading to suspension.

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 a 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 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 the 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 a 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.

Detentions

Detention(s) takes priority over extra-curricular activities. No food is allowed in detention room and students are expected to bring meaningful work. Regular classroom behaviour is required. Failing to serve a detention may result in a suspension. Detentions are served in Rm 107 from 11:00 - 11:15 a.m.

Brooklin HS Dress Code

The school dress code assists in the creation of a safe, equitable, welcoming, respectful and inclusive learning environment. The dress code promotes a safe and respectful environment for teaching and learning. Students must wear clothing that includes both a top and bottom layer, and footwear. 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 for human rights or accommodations)
- Undergarments as outerwear
- Transparent clothing that fully exposes undergarments
- Swimwear unless required for curricular or co-curricular approved activities

For safety reasons, in labs or technology classes, there cannot be open toe footwear. Students must comply with Health and Safety Dress Code requirements for specific courses and/or programs.

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.

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 offensive costumes and no coloured contact lenses worn. 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 school past 2:35 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.

Unless deemed appropriate by the school for educational purposes it is the practice of Durham District School Board that the use of personal electronic devices such as cellular phones be prohibited during the school day in the school or on the school board property. 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 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 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 broadcasted by:

CFRB 1010AM	680AM	CHFI 98	CISS 92.5 FM	CHUM	1050
CITYTV	CKDO 1350	KX96 FM	MIX 99.9	Magic 94.9	
CFTO	Jammin 105.9				

School Dances

- All students must have an activity card and must bring it to the dance to be admitted.
- No smoking and/or vaping is permitted at dances.
- Coats and bags must be placed in the designated area.
- All lockers are out of bounds. Students are strongly discouraged from bringing valuables to the dance. The school will not be responsible for student property that is lost or missing.
- Once leaving the dance you may not re-enter.
- There will be cut off time after which no one will be admitted to the dance. If it is necessary for a student to arrive after the designated time (work commitment) his/her ticket must be signed by an administrator by 2:35 p.m. on the day of the dance.
- Anyone consuming any amount of alcohol before the dance will not be admitted.
- Any student who is found to have been under the influence of drugs or alcohol prior to or during the dance will be suspended from school; may not be allowed to attend further school dances; parents will be contacted; charges may be laid.
- Any student in possession of drugs/alcohol at the dance will be suspended from school.
- Students allowed in a Brooklin High School dance are current BHS students; there are no guests allowed to school dances at Brooklin High School.

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.

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., EIPEN. A student who requires a Medical Alert bracelet must wear it at all times.

Student Parking

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 or Bears Café, 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 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 attention of school administration.

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 Purposes 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 endeavour 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 school work 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.



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.