

BROOKLIN HIGH SCHOOL
STUDENT HANDBOOK
2018-19



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SCHOOL COLOURS
BLACK, GREY, CYAN BLUE



MISSION STATEMENT
Inspire * Innovate * Inquire

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

ADMINISTRATION

W. PALMERPrincipal
P. KOSTER Vice Principal
F. TOKIC Vice Principal

CLERICAL STAFF

K. SMITH Head Secretary
L. SMITH Senior Secretary
K. PLETERSKI..... Guidance Secretary
M. SPARKS Attendance Secretary
C. PHELAN TRAN 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
B. WHITE Health & Physical Education
J. BEGGS Library
R. CHRONIS Mathematics
D. O'NEILL Science
V. HODOWANSKI Languages, Social Sciences & Humanities
J. DIONNE Special Education
T. Foster Technological Education

CUSTODIAL STAFF

J. BRANTON Group Leader
P. MINTSINIKAS Group Leader

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A MESSAGE TO STUDENTS

Welcome to the 2018 - 2019 school year at Brooklin High School, the fourth 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 is becoming an integral part of the community. We are building 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 their learning. We are focused on providing a modern learning environment and we want our students to 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/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 reached through cooperation, courtesy and respect. Please review the Code of Conduct at the start of the school year using the Student Handbook, school website or our school info app.

Have a great year!

W. Palmer, Principal

P. Koster, Vice Principal

F. Tokic, 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

<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

DATE	EVENT
SEMESTER ONE	
Sept 4	Gr 9 Only Day
Sept 12	Picture Day
Sept 13	Gr 12 Parent Information Night, 7:00 pm, Cafetorium
Sept 26	Terry Fox Run
Sept 27 & 28	Arts Retreat
Sept 28	SCC Nomination Forms Due
Oct 2	SCC Meeting and Elections, 6:30 pm, Library
Oct 3	BHS University Fair
Oct 8	Thanksgiving Holiday
Oct 11	Progress Reports
Oct 16	BHS College Fair
Oct 17	Picture Retake Day, Club & Team Photos
Oct 18	Parent Teacher Interviews, 2:00 - 4:00 pm & 6:00 - 8:00 pm
Oct 22	Professional Activity Day
Oct 25	Artsperience, 7:00 pm, Cafetorium
Nov 6	SCC Meeting, 6:30 pm, Library Last Day for Half Credit Courses
Nov 9	Remembrance Day Assemblies
Nov 14	Grade 9 Take A Student to Work Day Junior Awards
Nov 15	Semester 1 Mid-Term Report Cards
Nov 16	Professional Activity Day
Nov 27 – Jan 10	After School Numeracy Program Begins (Tues & Thurs)
Dec 3 - 12	Grad Photos
Dec 6	Holiday Music Concert, 7:00 pm, Cafetorium
Dec 17	Credit Endangered Letters
Dec 21	Holiday Assembly & Talent Show
Dec 24 – Jan 4	Winter Break
Jan 7	School Resumes
Jan 16 & 17	Grade Nine EQAO Assessment of Mathematics
Jan 23 – 29	Formal Examination Days
Jan 30	Credit Completion and Exam Review Day
SEMESTER TWO	
Jan 31	First Day Semester 2
Feb 5	SCC Meeting, 6:30 pm, Library
Feb 7	Grade 8 Parent Information Night, 7:00 pm, Cafetorium
Feb 8	Semester 1 Final Report Cards
Feb 12 & 13	Grad Photo Retake Days
Feb 12 – Mar 26	After School Literacy Program
Feb 15	Professional Activity Day
Feb 18	Family Day Holiday
Feb 22	Course Selection Deadline
Feb 26	University of Waterloo Mathematics Contest, Gr 9-11
Mar 5 & 6	National Theatre Festival
Mar 5	SCC Meeting, 6:30 pm, Library
Mar 7	Semester 2 Progress Reports
Mar 8 – 15	March Break Holiday
Mar 18	School Resumes
Mar 21	Parent Teacher Interviews, 2:00 - 4:00 pm & 6:00 - 8:00 pm
Mar 27	Ontario Secondary School Literacy Test
Apr 3	Team and Clubs Photo Day

DATE	EVENT
Apr 3	University of Waterloo Math Contest, Grade 12
Apr 4	Artstravaganza Event, 7:00 pm, Cafetorium
Apr 5	Professional Activity Day
Apr 11	Girls Night In Event
Apr 12	Last Day for Half Credit Courses
Apr 19	Holidays
Apr 22	Holidays
Apr 25	Semester 2 Mid Term Report Cards
Apr 25	Dance & Drama Showcase, 7:00 pm
May 2	Jazz Event, 7:00 pm, Cafetorium
May 7	SCC Meeting, 6:30 pm, Library
May 7 – June 11	After School Numeracy Program Begins (Tues & Thurs)
May 8 – 10	Student Leadership Camp, Camp Wenonah
May 15, 16 & 21	Grade 7 Visits to Brooklin High School
May 20	Victoria Day Holiday
May 23	Semester 2 Credit Endangered Letters
May 24	Relay for Life Event, 11:00 am to 11:00 pm
May 30	Arts Banquet
June 11	LOSSA Athletic Banquet
June 12 & 13	Grade 9 EQAO Numeracy Test
June 19-25	Formal Examination Days
June 25	PROM, 6-11 pm, Oshawa Jubilee Pavilion
June 26	Credit Completion and Exam Review Day
June 27	Graduation Ceremony 2019, 1:00 pm, IPSC Pad 1
June 27 & 28	Professional Activity Days
July 4	Semester 2 Final Report Card Pick-Up, 10 am – 12 pm

YOUR PERSONAL TIMETABLE

SEMESTER ONE

SEMESTER TWO

Lunch	

STUDENT PARLIAMENT EXECUTIVE OFFICERS

2018 - 2019

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. Jadoon, 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.

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 2, 2018.

Announcements & 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.

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 2018 b) **Senior** - students 16 and over in 2018.

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 will 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 11 and 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 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 will be distributed early each semester. Mid-Term Report Cards are issued half way through the semester. Final Report Cards are distributed at the end of each semester. Parent-Teacher Interviews follow Progress Reports. Credit Endangered letters are issued to students whose marks indicate a potential failure and require a parent's signature. Parents are encouraged to contact teachers regarding 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 session each semester.

Assignment/Test Evaluation

In order 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 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 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, 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. 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.

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.

Plagiarism 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 a final summative assignment may incur a more serious consequence than a term assignment. A record of the cheating/plagiarism 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 in the classes. 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 subject attendance absences may be a result of participation in activities which take a student out of school (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 their teachers in advance and complete work missed.

Absence from School

Students who are absent from class 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 SchoolMessenger 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 and consult with administration.

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.

Parental Contact

We expect parents to call when students are absent as it is imperative the office is kept informed. Parents can call 1 844 350 2646 or access our school website to access how to report attendance using our SchoolMessenger Safe Arrival system.

Students Who Write Own Notes

Parent(s) of a dependent student 18 year of age or older, who have agreed with the procedure of student signed notes, should notify the school of this intention in writing. Procedure to Write Own Notes forms are available from the main office. Students who sign their own notes may be asked to provide acceptable documentation to support absences.

Consequences for Poor Attendance

Lates:

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 phones 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 servery 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.

Dress, Headgear, Outerwear

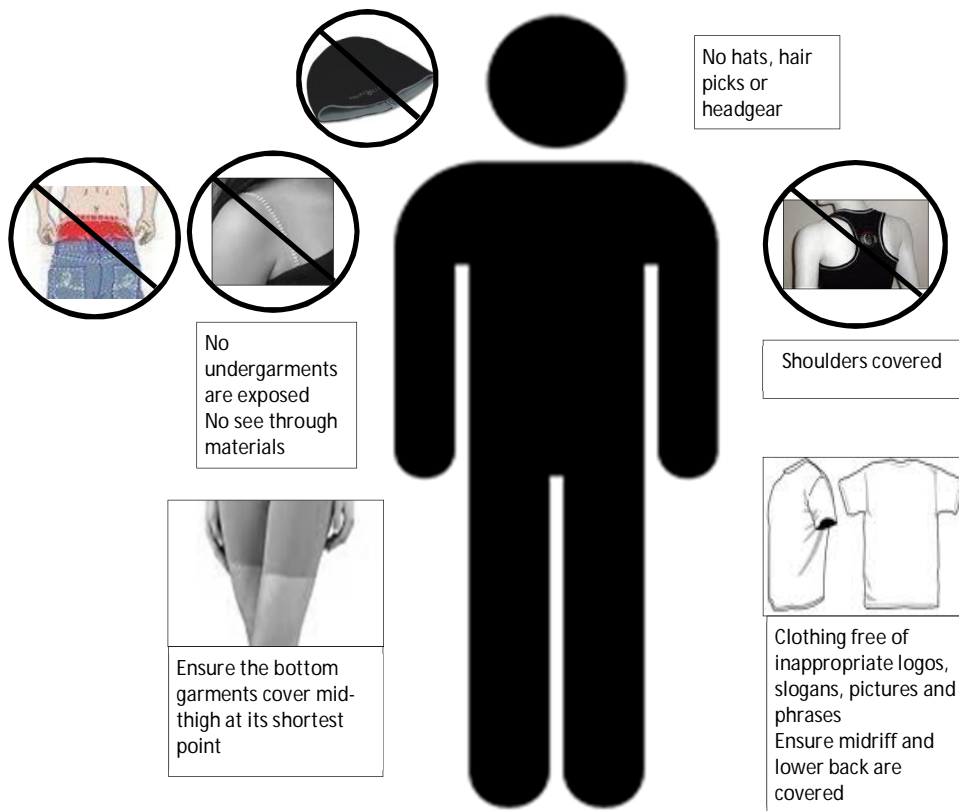
The school dress code assists in the creation of a positive learning environment. Inappropriate dress distracts and diverts us from our primary purpose - learning. Dress in a manner which is appropriate for a professional environment/school activity. For Field Trips or other school related activities, students must follow the School Code of Conduct and dress code or as stated on the trip permission form.

All headgear, sunglasses, and eye distorting lenses must be removed upon entering the school and stored in locker. Hats are not to be carried in hoods. Outdoor wear is not to be worn in class or the cafeteria server. Wallet chains are not permitted. Chains of excessive weight worn as jewellery are not permitted. Studed jewellery is not permitted. Appropriate footwear must be worn always. For safety reasons, in labs or technology classes, there cannot be open toe footwear.

Skirts, dresses and shorts must be mid-thigh or longer. Pyjamas and/or slippers are not permitted. Shirts and tops with appropriate neck-lines must be worn and tucked in or must fall below the waistline of pants/skirts. Shirts and tops must cover shoulders, shoulder blades and around the armholes. Undergarments must be concealed always. Any clothing which is offensive in nature, advertising drugs, alcoholic beverages, sex, violence, and gender or ethno cultural insensitivities is not allowed.

Any clothing or symbols worn suggesting racial or gang related overtones are not allowed (eg. inappropriate shoelaces, suspenders hanging down, bandanas, objects in hair, symbols on clothing, pant leg(s) rolled up, tucked in, etc.)

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 may 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, mega phones 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 for lost or stolen personal electronic devices. The school is not responsible if any of these items are lost or stolen. Unauthorized video or audio recording on school grounds for any purpose is prohibited. Further, the taking of photos, filming or recording while at school or at school related activities is prohibited unless approved by school staff for educational purposes. 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 stated in 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 and parents contacted.
- Students allowed in a Brooklin High School dance are current BHS students; there are no guests allowed to school dances at Brooklin High School.

Skate Boards, 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., EPIPEN. 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 car pool.

Study Period

Senior students with a study period may leave the school property or go to Library Commons or Bears Cafe, 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 must do so in the designated area and only at lunch. 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 administration.

DURHAM DISTRICT SCHOOL BOARD CODE OF CONDUCT AND SAFE SCHOOL REGULATION

The Durham District School Board is committed to providing a safe and secure school environment. The legislation and regulations, as revised, prescribe certain rights, standards, expectations and processes for determining consequences:

- A school is a place that promotes responsibility, respect, civility and academic excellence in a safe learning and teaching environment.
- All students, parents, teachers and staff have the right to be safe, and feel safe, in their school community. With this right comes the responsibility to be law-abiding citizens and to be accountable for actions that put at risk the safety of others or oneself.
- The Ontario Code of Conduct sets clear provincial standards of behaviour. It specifies the consequences for student actions that do not comply with these standards.
- The Provincial standards of behaviour apply not only to students, but also to all individuals involved in the publicly funded school system – parents or guardians, volunteers, teachers and other staff members – whether they are on school property, on school buses or at school-authorized events or activities.

The Code of Conduct for the Durham District School Board reflects the provincial policy. The Durham District School Board encourages and supports the principles of prevention and response 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, and the local code shall be consistent with the Ontario and Board Codes of Conduct. When establishing or reviewing a School Code of Conduct, the principal shall consider the views of the School Community Council with respect to its content.

A student may be suspended or expelled from his or her school, expelled from attending any school in the School Board, and/or prohibited from engaging in school-related activities if the student commits an infraction of the Code of Conduct while he or she is at school, engaged in a school-related activity, or engaged in conduct that has a relationship to the school, school community, the reputation of the school or Board, or has an impact on the school climate. Police involvement will be required as outlined in the Police/School Board Protocol and noted in sections 9.2.1 and 9.6.1 below. The purpose of the Provincial Code of Conduct is as follows:

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

The Durham District School Board supports the provincial guiding principles of the Ontario Code of Conduct: All participants involved in the publicly funded school system – students, parents or guardians, volunteers, teachers and other staff members are included in this Code of Conduct whether they are on school property, on school buses or at school authorized events or activities.

All members of the school community are to be treated with respect and dignity, especially persons in positions of authority. Recognition and acceptance of, and sensitivity toward, equity and inclusiveness are expectations within the school community.

Maintaining a safe environment is the responsibility of the entire school community including students, staff and parents.

Responsible citizenship involves appropriate participation in 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 rights of others.

The Durham District School Board expects that Progressive Discipline will be used as a means to support the Code of Conduct.

Progressive Discipline is an approach that makes use of a continuum of prevention programs, interventions, supports, and consequences, building upon strategies that incorporate skills for healthy relationships and promote positive behaviours.

The goal of discipline is to support a safe, inclusive, and accepting learning and teaching environment in which every student can reach his or her full potential. All inappropriate student behaviour, including bullying, will be addressed.

Responses to behaviours that are contrary to the School's Code of Conduct must be developmentally appropriate.

Insults, disrespect, bullying and other harmful acts disrupt learning and teaching in a school community. Members of the school community have a responsibility to maintain an environment where conflict and difference can be addressed in a manner characterized by respect and civility. Members of the school community are expected to use non-violent means to resolve conflict. Physically aggressive behaviour is not a responsible way to interact with others.

The possession, use or threatened use of any object to injure another person endangers the safety of oneself and others.

Alcohol and illegal drugs are potentially addictive and present a health hazard. Ontario schools will work cooperatively with police, drug and alcohol agencies to promote prevention strategies and, where necessary, respond to school members who are in possession of, or under the influence of, alcohol or illegal drugs. In addition, smoking or the distribution of tobacco on school property is prohibited by law.

Principles of Prevention

School climate is the tone or prevailing attitude within the school which encompasses the physical environment of a school as well as the behaviour of individuals within that environment. A positive school climate can prevent or reduce discipline problems.

The following factors contribute to a positive school climate with increased safety and security and the reduction of discipline problems:

- (a) Positive Academic Environment
 - Focus on student success, learning for all, student achievement
 - Ensure a creative and stimulating learning atmosphere
 - Communicate academic expectations clearly
 - Ensure students see themselves reflected in the curriculum
- (b) Values/Skills Curriculum
 - Provide formal and informal instruction to promote concepts of respect, caring for self and others, conflict resolution, concern for the environment, and principles of law and citizenship
 - Focus on equity and inclusive education
 - Provide for Character Education development

- (c) Physical Environment
 - Promote an enhanced physical environment that fosters pride and caring about surroundings
 - Encourage actions to remodel school areas that are prone to problems
- (d) Supportive Climate for Students and Staff
 - Promote programs to enhance personal wellness
 - Establish peer programs to provide support, encouragement, awareness, and education
 - Provide access to counselors, teachers and support personnel to assist with personal problems, school and career issues
- (e) Codes of Conduct
 - Prepare and annually review codes of conduct in collaboration with students, staff and parents, and communicate them clearly to all involved
 - Implement Progressive Discipline in a manner that is fair and equitable
 - Encourage staff as role models for effective communication, mutual respect and problem resolution
- (f) Parent or Guardian/School Collaboration
 - Foster a welcoming school environment to encourage increased participation by parents/guardians in their child's education, school activities and school policy-making
 - Involve parents/guardians in activities aimed at creating a home environment compatible with that of the school where non-violent resolution of problems prevails
 - Offer access to appropriate supports for parents/guardians
- (g) Community Partnerships
 - Promote community awareness and participation in the school to enhance cohesiveness, support and effective use of resources
 - Increase involvement of students in community service activities to create a climate of caring, respect and trust
- (h) Student Participation
 - Involve students in establishing a positive school culture and climate through problem solving, and opportunities for input into safe school initiatives to create a sense of ownership of and responsibility for the school community
 - Provide leadership opportunities at the school and in the community
- (i) Staff Knowledge and Understanding
 - Understand and apply Progressive Discipline including mitigating and other factors
 - Understand and apply bullying prevention and awareness strategies, and interventions and support strategies
 - Understand and apply Character Education initiatives
 - Devise school climate enhancement initiatives

Roles and Responsibilities

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

School boards provide direction to their schools to ensure opportunity, academic excellence, and accountability 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
- Seek input from school councils, their Parent Involvement Committees, and their Special Education Advisory Committee

- 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 develop and maintain academic excellence in a safe learning and teaching environment.

Wherever possible, boards should collaborate to provide coordinated prevention and intervention programs and services, and should endeavour to share effective practices. 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 academic excellence in a safe, inclusive, and accepting teaching and learning environment
- Holding everyone under their authority accountable for his or her 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.

Under the leadership of their principals, teachers and other school staff maintain order in the school 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 standards of behaviour for all students
- Demonstrate respect for all students, staff, parents, volunteers, and other members of the school community
- Prepare students for the full responsibilities of citizenship.

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 himself or herself, for others, and for those in authority
- Refrains from bringing anything to school that may compromise the safety of others
- Follows the established rules and takes responsibility for his or her own actions.

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:

- Show an active interest in their child's school work and progress
- Communicate regularly with the school
- Help their child be neat, 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
- Show that they are familiar with the provincial Code of Conduct, the board's code of conduct, and school rules
- 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, partnerships already in place may be enhanced and new partnerships with community-based service providers and members of the community (e.g., Aboriginal Elders) 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 and adhere to the Code of Conduct.

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. These protocols are based on a provincial model that was revised in 2011 by the Ministry of Community Safety and Correctional Services and the Ministry of Education.

Standards of Behaviour

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

Ontario Standards of Behaviour

Respect, Civility and Responsible Citizenship

All school members must:

- Respect and comply with all applicable federal, provincial and municipal laws
- Demonstrate honesty and integrity
- Respect differences in people, their ideas and opinions
- Respect and treat others fairly always, regardless of, for example, race, ancestry, place of origin, colour, ethnic origin, citizenship, religion, gender, sexual orientation, age, or disability, and especially when there is disagreement
- 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 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, or provide others with alcohol or illegal drugs
- 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 to property located on the premises of the school.

Consequences

The Durham District School Board supports a proactive approach to discipline in schools. Progressive Discipline will be the underlying philosophical approach to determining the consequences for students whose behaviour is deemed to be inappropriate and requires disciplinary action.

Positive reinforcement of students, parental involvement, community links, liaising with the community police officers, and modelling behaviours related to non-violence are strategies used in schools to promote acceptable behaviour and maintain a safe school climate creating positive school environments.

Consequences for unacceptable behaviour may range from initial intervention strategies such as counselling and parental communication to detention, behaviour contracts, Restorative Practices, Support and Responsibility Agreements, suspension and expulsion. Peer mediation and conflict resolution programs are important initiatives that support the implementation of the Code of Conduct.

The Durham District School Board supports a restorative approach in our schools to establish positive learning environments and to support discipline issues as they arise. Within the culture of Restorative Practice, there is a continuum of interactions that support positive relationships. When things go wrong, there is a framework for dealing with the issues.

Each school's Code of Conduct shall be the guide for discipline in the school and the determination of consequences for inappropriate behaviour. Mitigating factors must be considered before determining appropriate consequences.

Where behaviour is persistent or the incident is of a serious nature, suspension may result. The purpose of a suspension is to exclude the student from the learning environment. In situations where consideration for expulsion is appropriate the principal, after completing an investigation, may recommend expulsion of the student to the Board. Consequences should be appropriate to the nature of the unacceptable behaviour.

Progressive Discipline

The Durham District School Board expects the use of Progressive Discipline as the means to support the Code of Conduct. Progressive Discipline is a whole-school approach that utilizes a continuum of prevention programs, interventions, supports and consequences to address inappropriate student behavior and to build upon strategies that promote and foster positive behaviours. When inappropriate behavior 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 behavior while helping students to make better choices.

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 behavior and that would result in an improved school climate.

Progressively more serious consequences should be considered for inappropriate behavior that is repeated or for progressively more serious inappropriate behavior, considering mitigating and other factors.

Ongoing interventions may be necessary to address underlying causes of inappropriate behavior. 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 counseling.

In considering the most appropriate response to address inappropriate behavior, the following should be taken into consideration:

- the particular student and circumstances
- the nature and severity of the behavior
- the impact on the school climate, including the impact on students or other individuals in the school community.

Schools are expected to actively engage parents in the Progressive Discipline approach. 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.

Suspensions, Expulsions, Mitigating and Other Factors

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. 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. In the case of a suspension,

the Principal must also conduct an investigation to determine whether to recommend to the Board, in consultation with his or her Area Superintendent, that the pupil be expelled.

Mitigating and Other Factors

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:

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

The following criteria shall also 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. 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 his or her 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.

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 complaining about disruption to the school environment
- School staff is worried about their physical or emotional well-being and safety.

Activities Leading To Possible Suspension

A Principal shall consider whether to suspend a pupil if he or she believes 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 or illegal drugs*;
3. being under the influence of alcohol;
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. 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, controlled or intoxicating substances that are not prescribed for medical purposes;
 - c) smoking on school property;
 - 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;
 - s) engaging in another activity that, under the Code of Conduct of the school, is one for which a suspension is warranted.
- (*require police involvement as outlined in the Police/School Board Protocol **discretionary police involvement as outlined in the Police/School Board Protocol)

A suspension 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.

When a Principal suspends a pupil, 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.

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.

Activities Leading to a Suspension, Investigation, and Possible Expulsion

A Principal shall suspend a pupil if he or she believes 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. (a) possessing a weapon*; (b) possessing a firearm*;
2. using a weapon to cause or to threaten bodily harm to another person*;
3. (a) committing physical assault on another person that causes bodily harm requiring treatment by a medical practitioner*; (b) assault/physical intimidation of an employee*;
4. committing sexual assault*;
5. trafficking in weapons or in illegal drugs*;
6. committing robbery*;
7. giving alcohol to a minor**;
8. bullying, if,
 - (a) the pupil has previously been suspended for engaging in bullying, and (b) the pupil's continuing presence in the school creates an unacceptable risk to the safety of another person.
9. any activity that is motivated by bias, prejudice or hate based on race, national or ethnic origin, language, color, religion, sex, age, mental or physical disability, sexual orientation, gender identity, gender expression, or any other similar factor.
10. committing an act of vandalism which can be regarded as particularly egregious, due to factors such as seriously compromising the learning environment, or posing a significant safety risk to others*;
11. any other activity that, under a policy of a board, is an activity for which a Principal must suspend a pupil and conduct an investigation to determine whether to recommend to the board that the pupil be expelled. Other suspendable infractions including but not limited to:
 - a) hate motivated violence*;
 - b) gang related violence*;
 - c) trafficking controlled or intoxicating substances not prescribed or dispensed for medical purposes*;
 - d) uttering threats or threatening conduct intended to intimidate**;
 - e) engaging in harassment*;
 - f) ongoing conduct that is so refractory (persistent) that the student's presence in the school or classroom is considered by the principal to effect a danger or possibility of harm, physical or emotional, to others in the school or to the reputation of the school.

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

Notice To Parent/Guardian Of Victims

Education Act requires Principals to inform parents/guardians of students who have been harmed as a result of any incident for which suspension or expulsion must be considered. When notifying the parent/guardian of a victim, requires a principal to disclose the following:

- the nature of the incident that resulted in harm to the student;
- the nature of the harm to the student; and
- the steps taken to protect the student's safety, including the nature of any discipline in response to the incident
- Principals must not share the name of the aggressor or any other identifying or personal information with the parents of the victim beyond what is listed above.



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.