BROOKLIN HIGH SCHOOL

STUDENT HANDBOOK
2025-2026

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JULIE MACKENZIE- Principal
JENNIFER SIMS JACKSON – Vice Principal
FEBE AZIZ - Vice Principal

SCHOOL COLOURS:
BLACK, GREY, CYAN BLUE

MISSION STATEMENT

*Inspire * Innovate * Inquire*

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

ADMINISTRATION

J. MACKENZIE ..... Principal
J. SIMS JACKSON ..... Vice Principal
F. AZIZ ..... Vice Principal

CLERICAL STAFF

N. HALL ..... Head Secretary
J. CRANSTON ..... Senior Secretary
K. PLETERSKI ..... Guidance Secretary
L. VUKAS ..... Attendance Secretary
S. MADDEN ..... Front Desk Secretary
L. YOUNIS ..... Local Area Network (LAN) Technician

DEPARTMENT HEADS

A. BARBER ..... The Arts
K. KERR ..... Business & Computer Studies
C. KALIANTERIS ..... Canadian & World Studies
N. SHAH ..... English
N. MORGAN-COOK ..... Guidance, Career & Co-op Ed
M. PARFITT ..... Health & Physical Education
J. BEGGS ..... Library and Moderns
R. CHRONIS ..... Mathematics
S. PUIU ..... Science
V. HODOWANSKI ..... Social Sciences & Humanities
C. PERALTA ..... Special Education
D. MATHIESON ..... Technological Education

CUSTODIAL STAFF

J. CRADDOCK ..... Lead Custodian
G. SPENCE ..... Lead Custodian
C. CRADDOCK, P. KIRBY, T. FOUCAULT, M. SCARPETTA, G. HURLEY…. Custodians

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A MESSAGE TO STUDENTS

Welcome to the 2025-2026 school year at Brooklin High School!

Whether you are beginning your journey with us or returning to continue your studies, we are excited to have you as part of our school community.

Brooklin High School is committed to fostering an environment where academic excellence, personal growth, and mutual respect are at the forefront of everything we do. This handbook was designed to provide you with essential information regarding expectations, policies, and the many opportunities available to you throughout the year. Please use it to keep yourself informed and note important dates and upcoming events. As well, please refer to our **website**, and follow us on Instagram.

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

As you navigate your educational path, we encourage you to engage fully in your learning, contribute positively to our school culture, and become involved in co-curricular activities that will enhance and enrich your learning experience. Our dedicated staff is here to guide and support you every step of the way.

We look forward to a year filled with achievement, discovery, and meaningful experiences. Together, let us uphold the values that make Brooklin High School a place of pride, purpose, and possibility.

Wishing you a successful and rewarding school year!

Sincerely,

J. MacKenzie, Principal J. Sims Jackson, Vice Principal F. Aziz, Vice Principal

BROOKLIN HIGH SCHOOL MISSION STATEMENT

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

GOOD NEIGHBOUR POLICY

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

BELL SCHEDULE

Warning Bell and Entry: 7:45 am

Indigenous Land Acknowledgement National Anthem: 8:00 am

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

IMPORTANT DATES

(**Please note all dates/events are subject to change**)

DATE	EVENT
SEMESTER ONE	
Sept 2	-Grade 9 Orientation Day & PLP start date -MODIFIED SCHEDULE
Sept 3	-First Day of Regular Classes - ALL Grades
Sept 10	Picture Day
Sept (TBD)	Grade 12 Virtual Parent Information Night
Sept (TBD)	SCC Nomination Forms Due
Sept 30	Orange Shirt Day
Oct (TBD)	SCC Virtual Meeting and Elections, 6:00pm
Oct. 8	BHS College & University Fair 5:00 pm – 8:00 pm
Oct 13	Thanksgiving Holiday
Oct 14	Picture Retake Day
Oct 16	Parents' Night
Oct 20	PD Day – No scheduled classes
Oct 22	Teams and Clubs Photo Day
Nov 5	-First Day of Semester 1, Term 2 -Grade 9 Take Our Kids to Work Day
Nov (TBD)	Fall OSSLT
Nov 11	Remembrance Day Assemblies
Nov 13	Midterm Report Cards
Nov 14	PD Day – No scheduled classes
Nov 24 – Dec 5	Grad Photos
Dec – Jan (TBD)	After School Numeracy Program Begins
Dec 19	Holiday Assembly
Dec 22 – Jan 2	Winter Break
Jan 5	School Resumes
Jan (TBD)	Grade Nine EQAO Assessment of Mathematics
Jan 20	Last Day of Semester 1 Classes
Jan 21 – Jan 27	EXAMS – Semester 1
Jan 28	-Semester 1 Credit Completion Day -End of Semester 1
SEMESTER TWO	
Jan 29	First Day of Semester 2
Feb 4 – 6	Grad Photo Retakes
Feb (TBD)	Grade 8 Virtual Parent Information Night
Feb 11	Semester 1 Final Report Cards
Feb 13	PD Day – No scheduled classes
Feb 16	Family Day Holiday
Feb – Apr (TBD)	After School Literacy Program
Mar (TBD)	Spring OSSLT
Mar (TBD)	Course Selection Deadline
Mar 13 – 20	March Break Holiday
Mar 23	School Resumes
March 26	Teams & Clubs Photo Day
Apr 3 & Apr 6	Easter Holiday – No scheduled classes
April 15	First Day of Semester 2, Term 2
April 17	PD Day – No scheduled classes
April 21	Midterm Report Cards
May - June (TBD)	After School Numeracy Program Begins (Tues & Thurs)
May (TBD)	Grade 8 Visits to Brooklin High School
May 18	Victoria Day Holiday
June 1	Beginning of National Indigenous History Month
June (TBD)	BHS PROM
June 16	Last Day of Semester 2 Classes
June 17 – 23	EXAMS – Semester 2
June 24	-Credit Completion Day -End of Semester 2
June 25	Graduation

DATE	EVENT
June 25 & 26	Professional Activity Days
July 3	Semester 2 Final Report Cards

STUDENT PARLIAMENT EXECUTIVE OFFICERS 2025-2026

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 the Main Office if interested!

Learning Framework

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

IMPORTANT INFORMATION FOR STUDENTS, PARENTS and GUARDIANS

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

1. Insist that your student attends school regularly and punctually. If absent, please enter the absence through the Parent Portal or call to report the absence. If a student must leave the school early, please enter the absence through the Parent Portal and/or call to report the absence. **Students must sign out in the office before leaving the school early.** If you come into the main office to sign out your child, **please bring photo identification with you.** Thank you for assisting staff in ensuring the safety of our students. Parents will be contacted should a student be ill. If parents are not available, then the student may be referred to his/her emergency contact, doctor and/or the hospital.

2. Insist that homework be done. The amount of homework will vary according to the grade, level, and nature of the course. School homework guidelines can be found on the school website.

3. For any doubts about your student's progress or attendance, do not hesitate to contact the school.

4. Familiarize yourself with the school Student Code of Conduct.

School Community Council (SCC)

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

Announcements, Indigenous Land Acknowledgement & National Anthem

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

Co-Curricular Programs

Academic studies, extracurricular activities, and good citizenship are all important facets of an education. Students earn the **privilege** of representing the school in extracurricular activities only if they are achieving academically to the best of their ability, have satisfactory attendance and exercise appropriate self-discipline and citizenship at school and when representing Brooklin High School.
A fee may be charged for some activities. Included in the cost for each sport will be items such as uniforms, athletic user fees, and tournaments. Students are not allowed more than five years of athletic eligibility.

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

Junior - students cannot turn 16 in 2025
Senior - students 16 and over in 2025

Some school teams are organized by:

Varsity - highly competitive athletes usually with some experience in the sport
Junior Varsity - athletes wanting to learn and develop skills in a less competitive environment

Fire Drills

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

Library and Resource Centre

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

Locks and Lockers

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

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

Lock Down Procedures

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

Reporting to Parents and Students

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

School Functions and Trips

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

Textbooks and/or ChromeBooks

Textbooks are issued by subject teachers, who will record the condition and number of each text assigned. ChromeBooks are issued by the Durham District School Board. Students are responsible for textbooks and ChromeBooks. Replacement charges for Textbooks and/or ChromeBooks will be levied if damaged or lost. Students will exercise good Digital Citizenship as school board owned devices are intended for educational use only. While using school board owned ChromeBooks, students are

accountable to the Safe Acceptable Use Policy and School Code of Conduct, regardless of location, time, or date. The school will not be held liable for information distributed or acquired from the use of school board owned Chromebooks.

Transportation

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

Valuables

Take the following precautions to protect valuables and personal items:

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

Visitors/Trespassing

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

ASSESSMENT AND EVALUATION SCHOOL POLICY

In May 2010, the Ministry of Education released the document entitled "Growing Success". The "Growing Success" document sets policy and recommends practice with regards to assessing student work to inform teaching practice, evaluating student work, and reporting on student progress.

The purpose of the "Growing Success" document is to promote fair, transparent, and equitable assessment, evaluation, and reporting practices in Ontario schools with the aim of maintaining high standards, improving student learning, and benefiting students, parents, and teachers. The changes outlined in the "Growing Success" document are intended to lead to more consistent assessment, evaluation, and grading practices. The Durham District School Board has set out regulations and standards for quality in the assessment, evaluation and reporting of student achievement that aligns with "Growing Success".

Statement of Purpose

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

Assessment and Evaluation Practices

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

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

Full Disclosure

All students taking grade 11 and 12 courses will be subject to a Full Disclosure policy. If a student is in a course five school days after the midterm-reporting period, the course will appear on the transcript, even if it is dropped. Colleges and Universities use this information for making admission and scholarship decisions.

Grading

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

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

Learning Skills and Work Habits

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

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

Communication

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

Assignment/Test Evaluation

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

Late and Missed Assignments

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

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

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

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

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

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

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

Some deadlines are negotiated; some are absolute. A parental and/or doctor note may be requested as part of the process. If a student chooses not to submit/complete work either on a negotiated or absolute

deadline, then that work may not be assessed or evaluated. In those cases, the student may receive a mark of zero or it may be deemed incomplete.

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

Tests

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

Final Course Evaluations/Examinations

Final course evaluations are compulsory. Students absent from final evaluations and/or examinations may receive a grade of zero or incomplete, as there would be insufficient evidence on which to base a mark/grade. There will be only one set of formal examinations in each semester. These examinations are 1.5 - 2 hours in length. Since examinations may represent up to 30% of a student's final mark, all students are expected to write examinations.

Absence from Examination

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

Family Vacation

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

Suspension and Missed Assignments/Tests

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

Academic Integrity: Cheating/Plagiarism

Academic dishonesty is a serious concern and **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 commit to **academic integrity** and **to behave in an academically honest manner including submitting their own work and referencing all necessary sources.** Academic dishonesty includes submission of any work that is the result of any dishonest acts including plagiarism, cheating, **or the use of AI generators**.

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

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

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

Honour Achievement

A student will be placed on the Brooklin High School Honour Roll if the student has an overall average of 80% or higher in the required number of credits.
Grade 9 overall averages are calculated on a minimum of 8 credits.
Grade 10 overall averages are calculated on a minimum of 8 credits.
Grade 11 overall averages are calculated on a minimum of 8 credits.
Grade 12 overall averages are calculated on a minimum of 6 credits.

SCHOOL PROCEDURES

Attendance

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

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

Absence from School

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

Truancy

Truancy is absence from school without the approval of a school official, parent(s), or guardian(s). Truancy is a serious infraction of school rules and the Education Act. **Automated 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 may apply for truant students:

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

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

Signing Out during the School Day

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

Signing-In During the School Day

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

Failure to Sign In/Out

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

Punctuality

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

Consequences for Poor Punctuality

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

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

Cafeteria

Cafeteria supervisors and students appreciate your cooperation in:

- depositing all lunch litter in waste containers and recycle bins;
- leaving table and floor around you in clean condition;
- not consuming food or drinks outside of designated eating areas except for classrooms supervised by a teacher for meetings or club activities;
- not loitering in doorways of the cafeteria or in the condiment stand/microwave area;
- not bringing sporting or outdoor equipment to the cafeteria;
- not accessing cafeteria 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 illegal, political or private commercial purposes is strictly prohibited. The onus is on the user to know and to comply with these laws and regulations. Access to computers and the Internet is considered privilege. Anyone found accessing computers or the Internet in an inappropriate way will receive school consequences and may face legal intervention. School discipline may involve a loss of computer privileges, a suspension or expulsion from school or restitution for damage or destruction of school computer equipment. Legal action may result in charges being laid by provincial or federal authorities. Students and staff will be asked to review the DDSB's *Secondary School Acceptable and Safe Use Procedure* for *Computing and Information Technology Facilities and Resources* and must sign an acknowledgement form. Students must have this form signed by a parent or guardian.

Inappropriate use would include the following:

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

Neither the school's network nor the broader Internet (whether accessed on campus or off campus, either during or after school hours) may be used for the purpose of harassment. All forms of harassment in

cyberspace often called cyber-bullying, are unacceptable. Bullying in any form will be subject to school consequences and may result in suspension.

Crime Stoppers

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

Dress Code

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

Inappropriate clothing options may include:

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

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

Elevator

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

Full Time Status

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

Halloween Costumes

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

Identification

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

Laser Pointers and Other Nuisance Items

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

Loitering

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

Portable Electronic Devices

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

The school cannot assume the liability or responsibility for lost or stolen personal electronic devices. As per the Durham District School Board, "On-line activity by staff, students and parents/guardians that is directly or indirectly related to the school should comply with the School Code of Conduct, in particular that a school is a place that promotes responsibility, respect, civility and safety in the teaching and learning environment. The taking of photos, filming or recording, or the broadcasting of live audio and/or video, while at school or at a school related activity, is prohibited unless approved by the DDSB (or school), and/or where proper consents have been obtained, as may be appropriate." The use of cameras, filming and/or recording is strictly prohibited in washrooms and change rooms.

Cell Phone Policy

As per Ministry of Education Guidelines regarding cell phones and other mobile devices (including tablets and smart watches) in schools:

- **All classes will begin with cell phones and other mobile devices put away.**
- **Students may not use cellphones or other mobiles devices during class time without the explicit permission of their teacher.**
- **This supports student achievement and well-being by:**
  - **keeping students focused on learning by removing distractions**
  - **promoting mental health**
- **Students may be required to place their cell phone in a designated "wall pocket" at the beginning of class.**
- **Students may be permitted by the teacher to keep their cell phone, tablet or smart watch with them, but they must do ALL of the following:**

- **turn it off — or set it to silent mode**
- **store it out of view (for example, in a bag or pocket)**

Consequences

Students are responsible for their personal mobile device, how they use it and the consequences of not following the school board's policy.

You may face consequences if you use your cellphone or mobile device inappropriately.

If an educator sees a mobile device that is not stored out of view, they will ask it to be handed in for the class. The student must place the device in a storage area in a location designated by the educator or principal.

If the student does not hand in their device when required, they will be sent to the principal's office. Principals will review each situation and decide the appropriate response.

Please familiarize yourself with the Ministry of Education policy around cell phones:

Ontario.ca/CellphonesInSchools

Reporting To the Office

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

School Bus Transportation Instructions

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

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

School Bus Cancellation

Parents can contact the automated line at 1-866-908-6578 or 905-666-6979 or Durham Student Transportation Services (www.dsts.on.ca). Notification regarding the cancellation of student transport

services or the closure of schools will be made by the Director prior to 7am and can be found on the DDSB website (https://www.ddsb.ca/en/index.aspx) and broadcasted by:

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

Skateboards, Long Boards and Roller Blades

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

Snowballs

Throwing snowballs is not permitted and may result in suspension.

Special Medical Requirements

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

Student Parking

Parking is designated for Grade 12 students with a G2 licence only. Students must apply for a parking permit to park on school property. Student parking is limited to the west parking lots and 77 spots.

Student Parking will be on a first-come, first-served basis. Passes will be issued for vehicle **identification purposes only**. Students will need to arrive in a timely manner, prior to 7:45 am, in order to secure a parking spot each day. Any student who is unable to find a student parking spot on campus will need to find parking off site for the day. Brooklin High School and Administration will not be ensuring parking availability and will not be responding to inquiries of that nature.

Please Note:

- Students may NOT park anywhere other than student designated parking spaces; Areas that are off limits to students include:
    - Staff, Custodial and Visitor Parking spaces
    - Kiss N Ride lanes
    - School Bus and Emergency Vehicle lanes
    - Garbage & Recycling and Loading/Delivery zones
    - The outdoor Transportation Class service area
- Any students parking in these areas will have their parking privileges revoked.

- Any student driving in such a manner as to endanger the safety of others will have their parking privileges revoked.

- The parking lot is out of bounds during class time. Students are not allowed to sit in parked vehicles during spare periods or at lunch time. All vehicles are left at the owner's risk. Students are expected to drive on school property in a safe and responsible manner. Students are encouraged to walk, bike and skate to their community school. Students are encouraged to use public transit and/or carpool.

Study Period

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

Tobacco: Prohibiting Smoking, Use of Tobacco and Associated Devices

The DDSB is responsible to work with the Durham Region Health Department to enforce the Smoke-Free Ontario Act and promote healthy lifestyle choices. Smoking, use of tobacco and associated devices, including, but not limited to, e-cigarettes, vaping devices, water pipes, hookahs, chewing tobacco and herbal cigarettes are prohibited by any person on school property at any time. Students who smoke/vape must do so 20 meters away from school property. There is no smoking and/or vaping between or during classes. Students who do not abide by these rules face progressive school consequences leading to suspension and legal penalties as the Tobacco Enforcement Officer may be involved and has the authority to issue a summons that may result in fines:

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

Valuables

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

Video Surveillance System

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

Washrooms

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

Durham District School Board (DDSB)CODE OF CONDUCT

Our Commitments

The Durham District School Board (DDSB) recognizes that Indigenous rights are distinct. In the exercise of those rights, Indigenous staff and students shall not be subjected to actions with the aim or effect of depriving these distinct rights.

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

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

This DDSB Code of Conduct shall be deemed to be the Code of Conduct for each school within the DDSB and replaces any and all school-based Codes of Conduct within the DDSB. This Code of Conduct is in force immediately and applies over any inconsistent terms in any other DDSB or school-based terms or requirements.

Purpose of the Code of Conduct

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

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

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

Standards of Behaviour

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

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

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

Respect, civility, and responsible citizenship

All members of the school community are expected to:

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

Safety

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

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

- record, take or share non-consensual recordings or images of members of the DDSB community.

Vaping and Smoking

The Smoke-Free Ontario Act, 2017 prohibits smoking (tobacco and cannabis) and the use of electronic cigarettes (vaping) at schools, on school grounds, and all public areas within 20 metres of these grounds. Anyone smoking or vaping on school property is guilty of an offence and if convicted may result in a fine under the Smoke-Free Ontario Act, 2017.
The Smoke-Free Ontario Act, 2017 also prohibits the sale and supply of tobacco or e-cigarettes to anyone under 19 years of age. Anyone who sells or supplies tobacco or an e-cigarette to a student under 19 years of age is guilty of an offence and if convicted may result in a fine under the Smoke-Free Ontario Act, 2017.
The DDSB is required to work with Tobacco Enforcement Officers to enforce the Smoke-Free Ontario Act, 2017 and to promote healthy lifestyle choices.
Smoking includes the carrying or holding of lighted cigars, cigarettes, pipes or any other lighted or electronic device. Examples may include but are not limited to E-cigarettes (vapes), herbal cigarettes, chew, snuff and snus.
Students are prohibited from being in possession of or using tobacco products and/or e-cigarettes or nicotine products at school.
If a student is in possession of any these items, the items must be handed over to an educator. Parents/guardians for students under the age of 18 will be notified immediately.
Any student who does not hand over the items when required, will be sent to the office. A bias-aware progressive discipline approach will be used to address breaches of this section of the DDSB Code of Conduct. The Tobacco Enforcement Officer may become involved and has the authority to issue a summons that may result in fines.

Student Personal Mobile Device Use

Elementary Schools

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

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

Wearables such as smart watches must be put into the equivalent of 'airplane mode' during the school day.
Students may use their personal mobile devices in school if:

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

Students are responsible for their personal mobile device and how they use it.
Students may face consequences if they use their personal mobile devices inappropriately. The inappropriate use of such devices may mean that school staff:

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

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

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

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

Wearables such as smart watches must be put into the equivalent of 'airplane mode' during instructional time.
Students may use personal mobile devices during instructional time if:

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

Students can use their personal mobile devices during non-instructional times such as lunch or spares.
Students are responsible for their personal mobile device and how they use it.
Students may face consequences if they use their personal mobile devices inappropriately. The inappropriate use of such devices may mean that school staff:

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

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

Student Access to Social Media

Social media platforms can only be accessed by students at school for educational purposes, directed by an educator, and the social media activity must align with the mandate outlined in the Code of Conduct.
The IT department has implemented measures, and shall implement any further appropriate measures, to block access to prohibited social media by students in accordance with the terms of this Code of Conduct.

Bias-Aware Progressive Discipline

Students are subject to discipline in accordance with the provisions of sections 306 and 310 of the Education Act, as amended, and related provisions. In addition to the conduct listed in the Education Act that may result in suspension or expulsion, if a student engages in conduct that violates the terms of the DDSB code of conduct but that is not expressly referenced in section 306 or section 310 of the Education Act, the student may be subject to suspension under section 306 of the Education Act, as permitted under section 306(1)(7) of the Education Act. DDSB will use a bias- aware progressive discipline framework and approach to resolve the situation.
Bias-aware progressive discipline is a whole-school approach that:

- shifts the focus from one that is punitive to one that is focused on learning, correcting and preventing inappropriate behaviour;
- utilizes a continuum of interventions, supports, and consequences to address inappropriate student behaviour and to build on strategies that promote positive behaviours
- takes into account circumstances and considerations (including and not limited to the individual identity, strengths, cultural and other needs and circumstances of the student) in a manner that is consistent with Ministry of Education directives and DDSB policies and procedures, including the Indigenous Education Policy, the Human Rights Policy and the Safe and Respectful Workplace Policy); and,

- considers the severity of the behaviour leading to the discipline, the previous disciplinary history of the student and all other relevant factors when making decisions about an appropriate consequence/next step.

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

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

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

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

Considerations

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

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

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

Mitigating Factors

The following mitigating factors shall be taken into account:

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

Other Factors

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

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

Roles and Responsibilities

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

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

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

- develop any appropriate further procedures and protocols that may set out further particulars on how schools will implement and enforce the DDSB Code of Conduct and any other rules that may be developed consistent with the provincial standards that promote and support respect, civility, responsible citizenship, and safety;
- establish a process that clearly communicates the Provincial Code of Conduct and the DDSB Code of Conduct to all students, parents/guardians, employees, and members of the school community in order to obtain their commitment and support;
- develop proactive strategies to prevent potential breaches of the DDSB Code of Conduct, develop effective intervention strategies, and respond to all infractions related to the standards for respect, civility, responsible citizenship, and safety;
- provide opportunities for all staff to acquire the knowledge, skills, and attitudes necessary to promote student achievement and well-being in a safe, inclusive, and accepting learning environment.
- Manage suspension and expulsion appeals in accordance with the provisions of the Education Act

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

- working with teachers and other school staff to create and sustain an inclusive, welcoming and positive learning environment, and by holding everyone to the highest standard of respectful and responsible behaviour;
- addressing breaches of the DDSB Code of Conduct and/or breaches of section 306 or 310 of the Education Act, including compliance with any and all requirements around notice, timelines and other procedural requirements;
- demonstrating care for the school community and a commitment to academic excellence in a safe and inclusive teaching, learning and working environment;
- modelling the standards of respect, civility and responsible citizenship;
- communicating regularly and meaningfully with all members of their school community;
- holding everyone under their authority accountable for their own behaviour and actions; and,
- empowering students to be positive leaders in their school and community.

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

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

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

- comes to school prepared, on time, and ready to learn;

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

Parents and Guardians

Parents and guardians play an important role in the education of their children, and can support the efforts of school staff in maintaining a safe, inclusive, accepting, and respectful learning environment for all students. Parents and guardians are to comply with all applicable provisions of the Code of Conduct. In addition, parents and guardians can support student compliance as follows:

- being engaged in their child's schoolwork and progress;
- communicating regularly with the school;
- supporting their child in adhering to the DDSB Student Dress Code, and being prepared for school;
- ensuring that their child attends school regularly and on time;
- encouraging and assisting their child in following the rules of behaviour; and,
- assisting school staff in dealing with behavioural expectations and/or disciplinary issues involving their child.

Community Partners

Through outreach, existing partnerships may be enhanced and new partnerships with community-based service providers and members of the community (e.g., Elders, Knowledge Keepers) may also be created. Community-based service providers are resources that the DDSB can access to deliver prevention or intervention programs or provide additional resources and supports. Protocols are effective ways of establishing linkages between the DDSB and community-based service providers and of formalizing the relationship between them. These partnerships must respect all applicable DDSB policies, procedures and collective agreements. The police also play an essential role in supporting safer schools and communities. The police investigate incidents in accordance with the protocol developed with the DDSB (refer to Procedure: *Police/School Board Protocol.)* This protocol is based on the *Provincial Model for a Local Police/School Board Protocol, 2015,* developed by the Ministry of the Solicitor General and the Ministry of Education.



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.