

STUDENT CODE OF CONDUCT



Belonging Safety Success

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BELL SCHEDULES - DAILY SCHEDULE 2022 - 2023

Students will be scheduled for 4 periods per semester. Students will follow an alternating schedule of Week 1 and Week 2.

The regular day begins at 9:30 am and ends at 3:30 pm.

	Week 1 Schedule	Week 2 Schedule
9:30am - 10:50 am	Period 1 Includes Homeroom and announcements	Period 2 Includes Homeroom and announcements
10:50 am - 10:56 am	Travel Time	Travel Time
10:56 am - 12:11 pm	Period 2	Period 1
12:11 pm - 12:54 pm	Lunch	Lunch
12:54 pm - 2:09 pm	Period 3	Period 4
2:09 pm - 2:15 pm	Travel Time	Travel Time
2:15 pm - 3:30 pm	Period 4	Period 3

Homeroom

Daily homeroom time is attached to the start of the first instructional period of the day. This will be a time for opening exercises, school announcements, the distribution of other information, and homeroom activities.

Opening Exercises

The opening exercises for DHS begin at the start of the homeroom. Students will listen to the DDSB Indigenous Land Acknowledgement, the national anthem, and the school credo.

Students must remain quiet during the opening exercises and announcements so that all may hear the messages clearly.

I ATTENDANCE AND BEHAVIOURAL EXPECTATIONS

Attendance

(See also Attendance under ASSESSMENT and EVALUATION)

Students' attendance in all classes, homeroom, and scheduled assemblies is mandatory. This policy includes the days when co-curricular activities such as school dances (and the Prom) are held. **Students who wish to participate in a co-curricular event (for example, sports, club activities) must be in attendance on that day.** Students who do not meet the 110 hours of class instruction may have the credit withheld. Regular and punctual attendance in all classes is required for academic success and for the sake of the learning environment in the classes.

Automated phone home system (Synervoice)

Parents or guardians will receive daily phone calls/emails for unexcused missed classes. Parents must provide current and preferred contact information including email addresses. Please update the office.

Attendance and Missed Work

General Policy: *Students are responsible for making up class work missed for any absence.* Students who are absent must make arrangements with each subject teacher to catch up on work missed and to submit missed work and write tests according to these arrangements. It is the student's responsibility to complete all work by the negotiated due date. Absence from any assessment or evaluation must be justified by a note from home indicating a valid reason. Persistent absence from assessments must be justified by a doctor's statement and/or medical certificate.

Absence from School

Parents are asked to contact our **SAFE ARRIVAL** number **1-844-350-2646** to report their student's absence before the bell time, the day of the absence. If the absence is not reported by the bell, the day of the absence, parents may call the school office (905) 839-1125 or send a note with their student to report their absence. This note should be brought to the school the day of their return and given to the office. Excused and valid absences do not release the student from their academic responsibility. If the absence is 5 or more days, students are required to complete an "**Extended Absence Form**" and consult with their vice principal.

Types of Absences

1. School Activities

A school-sanctioned activity may require a student to be absent from regular classes. Students are responsible for missed class work (e.g., tests, assignments, etc.). They must make arrangements with their teachers before the activity. 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.

2. Occasional Illness

Parents and guardians must notify the school on the day of the illness. The student must bring a parental note to the homeroom teacher when they return to school. An unexcused absence will be considered truancy. Students are responsible for missed class work. Students present at school and who fail to attend class due to illness (or any other reason) must report to the office. Forgery of notes or misrepresentation as a parent in a phone call is a serious offence and may result in school consequences.

3. **Prearranged Appointment**
Students are encouraged to schedule appointments outside of school hours. In the event that this is not possible, parents must notify the office. In addition, the student must bring a parental note to the homeroom teacher when they return to school. Students are responsible for missed class work. They must make arrangements with their teachers before the appointment whenever possible.
4. **Extended Illness**
Each of these situations will be handled on an individual basis. Parents or guardians must inform the administration of any extended illness so that the proper arrangements can be made. In the case of an extended illness (one month or more), home study may be approved. Appropriate medical certificates are required. Parents must contact Student Services (Guidance).
5. **Extended Absences**
Extended absences may adversely influence a student's learning opportunities and performance. Parents/guardians must complete the DDSB *Extended Absence Permission Form* and return it to the appropriate administrator at least one week before departure. Extended absences may result in a student being removed from Dunbarton High School.
6. **Suspension**
A suspended student is responsible for catching up on all work, assignments and tests missed due to the suspension. Due dates will be determined on an individual basis following the suspension.
7. **After School Dismissal**
Students involved in supervised extra-curricular activities after school will be dismissed by their supervisors. All other students are expected to leave campus by 3:40pm.

Study Period

A student must achieve at least 24 credits before they may be granted a study period. Students in grade 12 with a study period must work in the library, cafeteria or leave the school property promptly. Those who choose to study in the library or cafeteria must be engaged in quiet, meaningful schoolwork. **Students must not be in the halls during class time.**

Sign-in/out

All students must report to the office if leaving school during the school 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 a good reason for their departure. A student who is ill or injured must report to the office. The receptionist will contact the parents to make arrangements for signing out.

Students arriving after the start of their first class or leaving before the end of their last class, must sign in or out at the office with a parental note. A student not returning from lunch must notify the school and bring a parental note upon returning. **Students who sign out must leave school property immediately.**

Permission to Write Notes

Students who are 18 years of age or older (with approved "Permission to Write Notes" Form) may provide their own notes to explain a justifiable absence. Abuse of sign-in/out privileges will result in the withdrawal of the privilege. Failure to properly sign in or out is considered truancy.

Unauthorized Absences (Skips)

Students are expected to attend all classes, assemblies, and school events. If a student misses class without permission, then there will be a progression of interventions to promote success. These interventions can include verbal warning, parental notification, counselling, community service, learning packets, contract, detention, in-school suspension, out-of-school suspension and/or expulsion. **Excessive absenteeism is the predominant factor in poor academic performance.**

Late Policy

Late arrival interrupts the teaching and learning process in the classroom and in distance/blended learning. If students are late they must report to the office to sign in. Subject teachers will inform the office of chronic lateness between classes. If a student arrives late for class without permission, then there will be a progression of interventions to change this behaviour.

1-4	Student is encouraged to be on time by the teacher
5	Student must speak to VP, parent contacted
6	Late warning sent home
8	VP applies consequences
10	Student must speak to VP, parent contacted, late warning sent home
10+	Office consequences, which may include: parent-student conference, additional detentions, attendance counseling

Dress Code

The DDSB Student Dress Code supports a safe welcoming and inclusive school environment that recognizes the shared responsibilities to promote and protect individual rights and freedoms and to maintain respectful, safe and positive school climates.

Appropriate Dress:

- A) Students must wear;
 - Clothing which includes both a top and bottom layer
 - Footwear

Students may wear;

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

Inappropriate Dress:

B) Students may not wear;

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

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

Parents, guardians, and students must be informed well in advance, and individual needs will be accommodated by the school short of undue hardship. In some special circumstances students may be required (or choose) to wear personal safety clothing (e.g. surgical mask) for medical reasons. Communication between the student, parents, and guardians and administration must occur for these situations.

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

Students **MUST** cooperate with the school Administration during any type of school investigation. Students who are directed to leave class or any school activity must report immediately to the main office. Students must leave an area of the school when directed by a staff member or Administrator. Failure to leave the area when directed will result in further disciplinary action. Students must comply with school rules, policies, procedures and all laws. Inappropriate displays of affection are not acceptable.

Good Neighbour Policy

Students are to respect the property of the families and businesses in the DHS area. Loitering, blocking the sidewalks, and standing in or near driveways will not be permitted. Students will face disciplinary consequences from our school when their behaviour disrupts the safety and orderliness of the school's surrounding geographic area. According to Board Procedure #5149, if an incident that happens off school property has a connection to the school and implications for the learning/working environment, the administration may apply appropriate disciplinary actions.

Information Technology and Acceptable Use

Students are reminded that Data tampering is a criminal offence and subject to prosecution. Students must comply with the board Secondary School Acceptable and Safe Use procedure #3101 available for viewing through the board website. (www.ddsbc.ca).

Students must complete the Acceptable and Safe Use of Information Technology and Internet Access Form. **Students who do not complete this form, which also acknowledges they have read and will abide by the code of conduct, will not have access to computers within DHS.**

Student Limitations and expectations in accordance with **Policy #3101**.

1. DHS's Code of Conduct, as described in the student agenda, applies to the use of all computer resources, including use of the Internet.
2. The use of computer resources is a privilege, not a right, which may be revoked at any time for inappropriate use.
3. Computer resources are to be used only for the purposes of school-related activities and are not to be used for commercial or non-school related activities.
4. Inappropriate use of computer resources may result in discipline, up to and including suspension from the school or expulsion from the Board and/or legal action. This is in accordance with Durham District School Board policies and procedures.
5. Students will not access, send, print, store or distribute inappropriate material. Examples of inappropriate material include, but are not limited to, the following:
 - Content which is sexual, pornographic, racist, violent, satanic, militant, discriminatory or extremist;
 - Material depicting illegal activities, drug and drug culture, cults, gambling, betting, or violent games;
 - Fraudulent, harassing, or obscene messages or materials. Chain letters and other forms of mass mailings are not permitted;
 - Contents deemed inappropriate by school administration.
6. Students will not be allowed to access chat groups, chat lines or Usenet News Groups.
7. Students accessing material obtained from any source will not plagiarize this material in any school assignment or project, or aid other students in plagiarizing material.
8. Students will not attempt to circumvent data protection schemes or uncover security loopholes.
9. Students will not violate terms of applicable software licensing agreements and copyright laws.
10. Students will not knowingly run or install on any computer system or network, (or give to another person), a program intended to damage or to place excessive load on a computer system or network. This includes, but is not limited to, programs known as computer viruses.
11. Students are responsible for proper password protection and a student may only use the account assigned to them.
12. Students will not post personal information about themselves or others. This includes their home address, telephone number, picture, route taken to school, parent's hours of work, etc. Students will inform the teacher immediately when accidental access to inappropriate materials, or with unacceptable users, has been made.
13. Students will assume that all communications distributed on the system are private and confidential and will not disseminate them without permission from the original author.
14. Students will report all instances of hardware damage or changes to the Windows desktop or operating system immediately.

Distance/Blended Learning Considerations:

Students participating in Distance Learning will be expected to abide by the School Code of Conduct at all times. All members of the school community will continue to be responsible for adhering to the expectations in applicable legislation, policies and procedures and our regular school Code of Conduct.

Due to the nature of the on-line environment (digital classroom) of distance/blended learning special considerations and expectations need to be in place to promote the safety and well-being of all students in a virtual environment. All members of the school community are entitled to be safe and to be treated with dignity and respect as within a regular classroom environment. Staff will promote responsible digital citizenship and monitor student conduct and intervene using Bias-Aware Progressive Discipline. Student Expectations:

1. Be engaged in your classroom activities- ask for help if needed.
2. Complete your assigned work to the best of your ability.
3. Protect your passwords and only access your own account. You cannot give another individual access to your account. All students are expected to represent themselves honestly in all communications, assignments, tests, exams and correspondence.
4. If posting or engaging in a video or video chat adhere to acceptable use standards and follow your school dress code.
5. If posting information or videos as part of an assignment please ensure copyright rules are followed.
6. All digital communications with others need to be done in a respectful manner and adhere to your School's Code of Conduct.
7. Report any incident of cyberbullying or harassment to a parent or school staff member. You can also complete a Report Bullying Now Form from your school's webpage.

Noon Hour/Lunch Procedures

Students have the right to a safe, clean and healthy environment and have the responsibility to keep it so. Students must adhere to all social distancing guidelines and the size limits for all designated eating areas.

Students will share in maintaining a litter-free environment. Students are requested to pack lunches in reusable containers. Students are responsible for all garbage at, and/or under their table. Students who do not comply will be required to do additional clean up or may be referred to the office for further disciplinary action.

All students are responsible for keeping the cafeteria clean, placing all items of garbage in the containers set aside for that purpose. Students who fail to keep the cafeteria clean will face disciplinary action.

The cafeteria provides the following services: light breakfast before school and lunches during the lunch period. In addition, there are vending machines for student use across from the cafeteria and in the corridor near the west gym. The cafeteria and vending machines may not be operational due to Covid restrictions. There is to be no littering in the halls, classrooms or on the school grounds.

II CODE OF CONDUCT

Code of Conduct, and Discipline for Students

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

1.0 Introduction

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

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

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

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

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

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

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

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

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

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

3.0 Purpose of The Code

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

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

4.0 Standards of Behaviour

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

Respect, Civility, and Responsible Citizenship

All members of the school community must:

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

Safety

All members of the school community must not:

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

5.0 Promoting and Supporting Positive Student Behaviour

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

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

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

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

6.0 Roles and Responsibilities

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

School Boards

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

- develop policies that set out how their schools will implement and enforce the provincial Code of Conduct and all other rules that they develop that are related to the provincial standards that promote and support respect, civility, responsible citizenship, and safety;
- establish a process that clearly communicates the provincial Code of Conduct and school board codes of conduct to all parents, students, principals, teachers, other school staff, and members of the school community in order to obtain their commitment and support

- review these policies regularly with those listed above and revise them as necessary;
- seek input from School Community Councils, as well as from the DDSB Parent Involvement Committees, DDSB Inclusive Student Services Advisory Committee, DDSB Indigenous Education Advisory Council and DDSB Student Senate;
- develop effective intervention strategies and respond to all infractions related to the standards for respect, civility, responsible citizenship, and safety;
- provide opportunities for all of the staff to acquire the knowledge, skills, and attitudes necessary to promote student achievement and well-being in a safe, inclusive, and accepting learning environment.

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

Principals and Vice-Principals

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

- demonstrating care for the school community and a commitment to student achievement and well-being in a safe, inclusive, and accepting learning environment;
- holding everyone under their authority accountable for their own behaviour and actions;
- empowering students to be positive leaders in their school and community;
- communicating regularly and meaningfully with all members of their school community.

Teachers and Other School Staff

Under the leadership of their principals, teachers and other school staff maintain a positive learning environment and are expected to hold everyone to the highest standard of respectful and responsible behaviour. As role models, teachers and other school staff uphold these high standards when they:

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

Students

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

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

Parents

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

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

Community Partners and the Police

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

Police

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

7.0 Bias-Aware Progressive Discipline

- 7.1 The Durham District School Board expects the use of Bias-Aware Progressive Discipline as the means to support the Code of Conduct. Bias-Aware Progressive Discipline

incorporates a Whole-School Approach that utilizes a continuum of prevention programs, interventions, supports and consequences to address inappropriate student behaviour and to build upon strategies that promote and foster positive behaviours. When inappropriate behaviour occurs, disciplinary measures should be applied within a framework that shifts the focus from one that is solely punitive to one that is both corrective and supportive.

Schools should utilize a range of interventions, supports, and consequences that are developmentally and socio-emotionally appropriate and include learning opportunities for reinforcing positive behaviour while helping students to make better choices (refer to Procedure: Positive School Climate, Appendix E - Bias-Aware Progressive Discipline Resource.)

- 7.2 In some circumstances, short-term suspension may be a useful tool. In the case of a serious student incident, long-term suspension or expulsion, which is further along the continuum of progressive discipline, may be the response that is required. The safe schools provisions of the Education Act require school boards to provide programs for students who have been expelled or who are on a long-term suspension, so that they can continue their education. For students with special needs, interventions, supports, and consequences must be consistent with the student's strengths and needs, as well as program goals and learning expectations documented in their Individual Education Plan (IEP).
- 7.3 Both school boards and schools are expected to actively engage parents in the Bias-Aware Progressive Discipline approach. Boards and schools should also recognize and respect the diversity of their parent communities and reach out to parents to partner with them in addressing complex and challenging issues.
- 7.4 A Bias-Aware Progressive Discipline approach promotes positive student behaviour through strategies that include using prevention programs and early and ongoing interventions and supports, reporting serious student incidents, and responding to incidents of inappropriate and disrespectful behaviour when they occur.
- 7.5 Boards and schools should focus on prevention and early intervention as the key to maintaining a positive school environment in which students can learn. Early intervention strategies will help prevent unsafe or inappropriate behaviours in a school and in school-related activities. Intervention strategies should provide students with appropriate supports that address inappropriate behaviour and that would result in an improved school climate.
- 7.6 Progressively more serious consequences should be considered for inappropriate behaviour that is repeated or for progressively more serious inappropriate behaviour, taking into account Mitigating, Other Factors and Human Rights Factors.
- 7.7 Ongoing interventions may be necessary to address underlying causes of inappropriate behaviour. Some examples of ongoing interventions are meeting with the parent(s),

requiring the student to perform volunteer service in the school community, conflict mediation, peer mentoring, and/or a referral to counselling.

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

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

7.9 Under the Education Act, principals must suspend a student for bullying and consider referring that student for expulsion if:

1. the student has previously been suspended for bullying, and,
2. the student's continuing presence in the school creates, in the principal's opinion, an unacceptable risk to the safety of another person.

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

7.10 Principals must also suspend a student, and consider referring that student for expulsion, for any incident under 306(1) of the Education Act, including bullying, that is motivated by bias, prejudice, or hate based on race, national or ethnic origin, language, colour, religion, sex, age, mental or physical disability, sexual orientation, gender identity, gender expression, or any other similar factor (e.g., socio-economic status, appearance).

7.11 Clause 265(1) (m) of the Education Act, permits a principal to "refuse to admit" to the school or to a class someone whose presence in the school would be "detrimental to the physical or mental well-being of the pupils". This provision is frequently referred to as the "exclusion provision". Exclusion is not to be used as a form of discipline. If a principal does decide that it is necessary to exclude a student from the school, the principal is expected to notify the student's parents of the exclusion as soon as possible in the circumstances, and to inform them of their right to appeal under clause 265(1)(m) (refer to Procedure: Code of Conduct, and Discipline for Students, Appendix E – *Exclusions*.)

8.0 Restorative Practice

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

relationships (refer to Procedure: Code of Conduct, and Discipline for Students, *Appendix A – Restorative Practice.*)

9.0 Suspensions, Expulsions, Mitigating and Other Factors

9.1 Definitions:

9.1.1 Suspension

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

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

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

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

9.1.3 Expulsion

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

9.1.4 Investigation

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

9.1.5 Mitigating and Other Factors

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

Mitigating Factors

1. the student does not have the ability to control their behaviour;
2. the student does not have the ability to understand the foreseeable consequences on their behaviour; or

3. the student's continuing presence in the school does not create an unacceptable risk to the safety of any person.

Other Factors

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

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

Human Rights Factors

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

- | | | |
|-------------------|----------------------|------------------|
| • Race | • Sex | • Marital status |
| • Ancestry | • Sexual orientation | • Family status |
| • Place of origin | • Gender identity | • Disability |
| • Colour | • Gender expression | |
| • Ethnic origin | • Age | |
| • Citizenship | | |
| • Creed | | |

9.1.6 Nexus

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

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

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

9.1.7 Safe Schools Incident Report Form

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

9.2.0 **Activities Leading to Possible Suspension**

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

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

Other suspendable infractions including but not limited to:

- a) possessing or dispensing controlled or intoxicating substances that are not prescribed for medical purposes**;
- b) being under the influence of illegal or legal, controlled or intoxicating substances that are prescribed or not prescribed for medical purposes**;
- c) smoking on or near school property; (as per the Smoke Free Ontario Act. Refer to Regulation: *Substance Abuse, Students*)
- d) committing vandalism**, destruction, damage to school property or to the property of others located on or in school premises;
- e) stealing property;
- f) engaging in intimidation, extortion*, harassment*, or verbal aggression;

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

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

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

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

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

9.3.0 Notice of Suspension

9.3.1 A Principal who suspends a pupil under 9.2.1 shall:

- (a) inform the pupil's teacher of the suspension; and
- (b) make all reasonable efforts to inform the pupil's parent or guardian of the suspension within 24 hours of the suspension being imposed, unless,
 - (i) the pupil is at least 18 years old, or
 - (ii) the pupil is 16 or 17 years old and has withdrawn from parental control.

9.3.2 The Principal shall also ensure that written notice of the suspension is given promptly to the following persons:

- 1. the pupil;
- 2. the pupil's parent or guardian, unless,
 - i. the pupil is at least 18 years old, or
 - ii. the pupil is 16 or 17 years old and has withdrawn from parental control, and
- 3. Such other persons as may be specified by board policy. This includes but is not limited to the Principal's Family of Schools Superintendent.

9.3.3 The notice under 9.3.2 must include the following:

- 1. the reason for the suspension;
- 2. the duration of the suspension;
- 3. information about any program for suspended pupils to which the pupil is assigned; and,
- 4. information about the right to appeal the suspension, including,
 - i. a copy of the Board policies and guidelines governing the appeal established by the Board, and
 - ii. the name and contact information of the Director of Education or Family of Schools Superintendent to whom notice of the appeal must be given under 9.4.1.

Note: Refer to Procedure: Code of Conduct, and Discipline for Students, Appendix B for a copy of the suspension letter

9.4.0 Appeal of Suspension

The following persons may appeal to the Board, through the Director of Education or Family of Schools Superintendent, a Principal's decision to suspend a pupil under 9.2.1:

- 1. the pupil's parent or guardian, unless,
 - i. the pupil is at least 18 years old, or
 - ii. the pupil is 16 or 17 years old and has withdrawn from parental control;
- 2. the pupil, if,

- i. the pupil is at least 18 years old, or
- ii. the pupil is 16 or 17 years old and has withdrawn from parental control, and

3. such other persons as may be specified by Board policy.

- 9.4.1 A person who is entitled to appeal a suspension under 9.4.0 must give written notice of their intention to appeal to the Director of Education or Family of Schools Superintendent within 10 school days of the commencement of the suspension. The Director of Education or Family of Schools Superintendent may extend the deadline if the person requests an extension to accommodate their disability.
- 9.4.2 After receiving a notice of intention to appeal under 9.4.1, the Board shall promptly contact every person entitled to appeal the suspension under 9.4.0 and inform them that it has received the notice of intention to appeal.
- 9.4.3 A person who has given notice of intention to appeal under 9.4.1 may contact the Director of Education or Family of Schools Superintendent to discuss any matter respecting the appeal of the suspension and, for the purposes of this section, the Director or Family of Schools Superintendent has the powers and duties set out in Board policy.
- 9.4.4 The Board shall hear and determine the appeal within 15 school days of receiving notice under 9.4.1, unless the parties agree on a later deadline, and shall not refuse to deal with the appeal on the ground that there is a deficiency in the notice of appeal.

9.5.0 Appeal Process

Subject to this section, an appeal shall be conducted in accordance with the requirements as set out in 9.16 and 9.17 of this Regulation, and/or as otherwise established by Board policy.

- 9.5.1 The parties to the appeal are:
- 1. the Principal who suspended the pupil;
 - 2. the pupil, if,
 - i. the pupil is at least 18 years old, or
 - ii. the pupil is 16 or 17 years old and has withdrawn from parental control;
 - 3. the pupil's parent or guardian, if the pupil's parent or guardian appealed the decision to suspend the pupil;
 - 4. the person who appealed the decision to suspend the pupil, if the decision was appealed by a person other than the pupil or the pupil's parent or guardian, and,
 - 5. such other persons as may be specified by board policy. Including but not limited to the Family of Schools Superintendent
- 9.5.2 A pupil who is not a party to the appeal under 9.5.1 has the right to be present at the appeal and to make a statement on their own behalf.

9.5.3 At the appeal, the Board shall either:

- (a) confirm the suspension and the duration of the suspension;
- (b) confirm the suspension, but shorten its duration, even if the suspension that is under appeal has already been served, and order that the record of the suspension be amended accordingly; or
- (c) quash the suspension and order that the record of the suspension be expunged, even if the suspension that is under appeal has already been served.

9.5.4 The decision of the Board on an appeal under this section is final.

9.5.5 The Board may authorize a committee of at least three members of the Board to exercise and perform powers and duties on behalf of the Board under the appeal process 9.5.0, and may impose conditions and restrictions on the committee.

9.6.0 Activities Leading to a Suspension, Investigation, and Possible Expulsion

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

1. (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 or cannabis 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 listed in subsection 306 (1) of the Education Act that is motivated by bias, prejudice or hate, based on race, national or ethnic origin, language, colour, religion, sex, age, mental or physical disability, sexual orientation, gender identity, gender expression, or any other similar factor.
10. 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) assault causing bodily harm of an employee*;
- b) committing an act of vandalism which can be regarded as particularly egregious, due to factors such as seriously compromising the learning

- c) hate motivated violence*;
- d) gang related violence*;
- e) trafficking in controlled or intoxicating substances not prescribed or dispensed for medical purposes (which may include prescription/non-prescription and legal/illegal drugs)*;
- f) uttering threats or threatening conduct intended to intimidate**;
- g) engaging in harassment*;
- h) 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*)

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

- 9.6.2 A pupil who is suspended under this section is suspended from their school and from engaging in all school-related activities.
- 9.6.3 A Principal may suspend a pupil under 9.6.1 for up to 20 school days and, in considering how long the suspension should be, the Principal shall take into account the mitigating factors, as well as the other factors, set out in 9.1.5 above.
- 9.6.4 When a Principal suspends a pupil under 9.6.1, the pupil shall be assigned to a program for suspended pupils, as established by the Board in accordance with any policies or guidelines issued by the Minister.

9.7.0 Notice of Suspension Pending Possible Expulsion:

- 9.7.1 A Principal who suspends a pupil under 9.6.1 shall:
 - (a) inform the pupil's teacher of the suspension; and
 - (b) make all reasonable efforts to inform the pupil's parent or guardian of the suspension within 24 hours of the suspension being imposed, unless,
 - i. the pupil is at least 18 years old, or
 - ii. the pupil is 16 or 17 years old and has withdrawn from parental control.
 - iii. inform Family of Schools Superintendent (as per DDSB Procedure)
- 9.7.2 A Principal who suspends a pupil under 9.6.1 shall ensure that written notice of the suspension is given promptly to the following persons:
 - 1. the pupil;
 - 2. the pupil's parent or guardian, unless,

- i. the pupil is at least 18 years old, or
 - ii. the pupil is 16 or 17 years old and has withdrawn from parental control, and
- 3. Such other persons as may be specified by board policy. This includes but is not limited to the Principal's Family of Schools Superintendent.

9.7.3 The notice under Section 9.7.2 must include the following:

- 1. the reason for the suspension;
- 2. the duration of the suspension;
- 3. information about any program for suspended pupils to which the pupil is assigned;
- 4. information about the investigation the principal will conduct under section 9.8.0 (based on the corresponding section in the Ed Act) to determine whether to recommend that the pupil be expelled;
- 5. a statement indicating that,
 - i. there is no immediate right to appeal the suspension,
 - ii. if the principal does not recommend to the Board that the pupil be expelled following the investigation under section 9.8.0 (based on the corresponding section in the Ed Act), the suspension will become subject to appeal under section 9.9.0 (based on the corresponding section in the Ed Act), and
 - iii. if there is an expulsion hearing because the principal recommends to the board that the pupil be expelled, the suspension may be addressed by parties at the expulsion hearing.

9.8.0 Investigation Process

- 9.8.1 When a pupil is suspended under Section 9.6.1, the Principal, in consultation with their Family of Schools Superintendent, shall conduct an investigation to determine whether to recommend to the Board that the pupil be expelled (refer to Procedure: *Security and Safety, Appendix A - Investigations*.)
- 9.8.2 The Principal's investigation shall begin promptly following the suspension and shall be conducted in accordance with the requirements established by Board policy and, for the purpose of the investigation, the Principal has the powers and duties set out in the policy.
- 9.8.3 As part of the investigation, the Principal shall make all reasonable efforts to speak with the following persons:
- 1. the pupil;
 - 2. the pupil's parent or guardian, unless,
 - i. the pupil is at least 18 years old, or
 - ii. the pupil is 16 or 17 years old and has withdrawn from parental control
 - 3. any other person whom the principal has reason to believe may have relevant information.

9.8.4 In considering whether to recommend to the Board that the pupil be expelled, a Principal shall take into account any mitigating factors, or other factors, set out in 9.1.5.

9.8.5 If, on concluding the investigation, the Principal and their Family of Schools Superintendent decide not to recommend to the Board that the pupil be expelled, the Principal shall:

- (a) confirm the suspension and the duration of the suspension;
- (b) confirm the suspension but shorten its duration, even if the suspension has already been served, and amend the record of the suspension accordingly; or
- (c) withdraw the suspension and expunge the record of the suspension, even if the suspension has already been served.

9.8.6 If the Principal and their Family of Schools Superintendent do not recommend to the Board that the pupil be expelled, the Principal shall ensure that written notice containing the following information is given promptly to every person to whom they are required to give notice of the suspension under 9.7.2: a statement that the pupil will not be subject to an expulsion hearing for the activity that resulted in the suspension.

1. a statement indicating whether the Principal has, under 9.8.5, confirmed the suspension and its duration, confirmed the suspension but reduced its duration or withdrawn the suspension.
2. unless the suspension was withdrawn, information about the right to appeal the suspension under 9.9.0, including,
 - i. a copy of the Board policies and guidelines governing the appeal established by the Board, and
 - ii. the name and contact information of the Director of Education or designated Supervisory Officer to whom notice of the appeal must be given under 9.9.0.

9.9.0 Appeal of the Suspension if Not Proceeding to Expulsion:

The following persons may appeal a decision to confirm or reduce the duration of a suspension to the Board, through the Director of Education or Family of Schools Superintendent, a Principal's decision under 9.6.1:

1. the pupil's parent or guardian, unless,
 - i. the pupil is at least 18 years old, or
 - ii. the pupil is 16 or 17 years old and has withdrawn from parental control;
2. the pupil, if,
 - i. the pupil is at least 18 years old, or
 - ii. the pupil is 16 or 17 years old and has withdrawn from parental control.
3. such other persons as may be specified by Board policy.

- 9.9.1 A person who is entitled to appeal a suspension under 9.9.0 must give written notice of their intention to appeal to the Director of Education or Family of Schools Superintendent within 5 school days of receipt of the written notice under 9.8.5. The Director of Education or Family of Schools Superintendent may extend the deadline if the person requests an extension to accommodate their disability.
- 9.9.2 After receiving a notice of intention to appeal under 9.9.1, the Board shall promptly contact every person entitled to appeal the suspension under 9.9.0 and inform them that it has received the notice of intention to appeal.
- 9.9.3 A person who has given notice of intention to appeal under 9.9.1 may contact the Director of Education or Family of Schools Superintendent to discuss any matter respecting the appeal of the suspension and, for the purposes of this section, the Director of Education or Family of Schools Superintendent has the powers and duties set out in board policy.

9.10.0 Hearing of Appeal

The Board shall hear and determine the appeal within 15 school days of receiving notice under 9.9.1, unless the parties agree on a later deadline, and shall not refuse to deal with the appeal on the ground that there is a deficiency in the notice of appeal.

- 9.10.1 Subject to this section, an appeal shall be conducted in accordance with 9.16 and 9.17 of this Regulation, and/or as otherwise established by Board Policy

- 9.10.2 The parties to the appeal are:

1. the principal who suspended the pupil, and the Family of Schools Superintendent;
2. the pupil, if,
 - i. the pupil is at least 18 years old, or
 - ii. the pupil is 16 or 17 years old and has withdrawn from parental control;
3. the pupil's parent or guardian, if the pupil's parent or guardian appealed the decision to suspend the pupil;
4. the person who appealed the decision to suspend the pupil, if the decision was appealed by a person other than the pupil or the pupil's parent or guardian;
5. such other persons as may be specified by Board policy.

- 9.10.3 A pupil who is not a party to the appeal under 9.10.2 has the right to be present at the appeal and to make a statement on their own behalf.

9.11.0 Powers on Appeal

The Board shall either:

- (a) confirm the suspension and the duration of the suspension;

- (b) confirm the suspension, but shorten its duration, even if the suspension that is under appeal has already been served, and order that the record of the suspension be amended accordingly; or
- (c) quash the suspension and order that the record of the suspension be expunged, even if the suspension that is under appeal has already been served.

9.11.1 Board Committee

The Board may authorize a committee of at least three members of the board to exercise and perform powers and duties on behalf of the Board under this section, and may impose conditions and restrictions on the committee.

9.12.0 Expulsion Process

9.12.1 If, on concluding the investigation under 9.8.0, the Principal, in consultation with their Family of Schools Superintendent, decides to recommend to the Board that the pupil be expelled, the Principal shall prepare a report that contains the following:

1. a summary of the Principal's findings;
2. the Principal's recommendation as to whether the pupil should be expelled from their school only or from all schools of the board;
3. The Principal's recommendation as to,
 - i. the type of school that might benefit the pupil, if the pupil is expelled from their school only, or
 - ii. the type of program for expelled pupils that might benefit the pupil, if the pupil is expelled from all schools of the board.

9.12.2 The Principal shall promptly provide a copy of the report to the Board and to every person whom the Principal was required to give notice of the suspension under 9.7.2

9.12.3 The Principal shall ensure that written notice containing the following is given to every person to whom the Principal was required to give notice of the suspension under 9.7.2 at the same time as the Principal's report is provided to that person:

1. A statement that the pupil will be subject to an expulsion hearing for the activity that resulted in the suspension.
2. A copy of the Board policies and guidelines governing the expulsion hearing as set out in 9.16 and 9.17 of this Regulation.
3. A statement that the person has the right to respond, in writing, to the Principal's report provided under 9.12.1.
4. Detailed information about the procedures and possible outcomes of the expulsion hearing, including, but not limited to, information explaining that,

- i. if the Board does not expel the pupil, it will, with respect to the suspension imposed under 9.6.1, confirm the suspension, shorten its duration or withdraw it.
- ii. the parties will have the right to make submissions during the expulsion hearing as to whether, if the pupil is not expelled, the suspension imposed under 9.6.1 should be confirmed reduced or withdrawn,
- iii. any decision of the Board with respect to the suspension imposed under 9.6.1 made at the expulsion hearing is final and not subject to appeal,
- iv. if the board expels the pupil from their school only, the board will assign the pupil to another school, and
- v. if the board expels the pupil from all schools of the board, the board will assign the pupil to a program for expelled pupils.

- 5. The name and contact information of a Supervisory Officer whom the person may contact to discuss any matter respecting the expulsion hearing.

9.12.4 A person who is entitled to receive the Principal's report under 9.12.2 and written notice under 9.12.3 may respond, in writing, to the Principal and the Board.

9.12.5 If the Principal has recommended that a pupil be expelled, the Board shall hold an expulsion hearing and, for that purpose, the Board has the powers and duties specified by Board policy.

9.12.6 The parties to the expulsion hearing are:

- 1. the Principal,
- 2. the pupil, if,
 - i. the pupil is at least 18 years old, or
 - ii. the pupil is 16 or 17 years old and has withdrawn from parental control,
- 3. the pupil's parent or guardian, unless,
 - i. the pupil is at least 18 years old, or
 - ii. the pupil is 16 or 17 years old and has withdrawn from parental control,
- 4. such other persons as may be specified by board policy including but not limited to the Family of Schools Superintendent

9.12.7 A pupil who is not a party to the expulsion hearing under 9.12.6 has the right to be present at the hearing and to make a statement on their behalf.

9.12.8 At the hearing, the Board shall:

- (a) consider the submissions of each party in whatever form the party chooses to deliver their submissions, whether orally, in writing or both;
- (b) solicit the views of all the parties as to whether the pupil, if they are expelled, should be expelled from their school only or from all schools of the board; and

- (c) solicit the views of all the parties as to whether, if the pupil is not expelled, the Board should confirm the suspension originally imposed (or reduced) under 9.6.1, confirm the suspension (or reduced suspension) but reduce its duration, or withdraw the suspension.

9.12.9 After completing the hearing, the Board shall decide:

- (a) whether to expel the pupil; and
- (b) if the pupil is to be expelled, whether the pupil is expelled from their school only or from all schools of the board.

9.12.10 In making the decisions required under 9.12.9, the Board shall take into account:

- (a) all submissions and views of the parties, including their views as to whether the pupil, if expelled, should be expelled from their school only or from all schools of the board;
- (b) any mitigating factors, or other factors, set out in 9.1.5; and
- (c) any written response to the Principal's report recommending expulsion that a person gave to the Board under 9.12.4 before the completion of the hearing.

9.12.11 The Board shall not expel a pupil if more than 20 school days have expired since the pupil was suspended, unless the parties to the expulsion hearing agree on a later deadline.

9.12.12 The Board may authorize a committee of at least three members of the Board to exercise and perform powers and duties on behalf of the board under this section, and may impose conditions and restrictions on the committee.

9.12.13 If a Board does not expel a pupil, the Board shall, with respect to the suspension originally imposed, or subsequently confirmed or reduced:

- (a) confirm the suspension and the duration of the suspension;
- (b) confirm the suspension, but shorten its duration, even if the suspension that is under appeal has already been served or reduced, and order that the record of the suspension be amended accordingly; or
- (c) quash the suspension and order that the record of the suspension be expunged, even if the suspension that is under appeal has already been served or reduced.

9.12.14 In determining which action to take under 9.12.13, the Board shall take into account:

- (a) any submissions made by the parties as to whether the suspension and its duration should be confirmed, the suspension should be confirmed but its duration reduced, or the suspension should be withdrawn;
- (b) any mitigating factors or other factors, set out in 9.1.5.

- 9.12.15 After determining which action to take under 9.12.13, the Board shall give written notice containing the following to every person who was entitled to be a party to the expulsion hearing under 9.12.6:
1. a statement indicating that the pupil is not expelled;
 2. a statement indicating whether the board has, under 9.12.13, confirmed the suspension and its duration, confirmed the suspension but reduced its duration, or withdrawn the suspension.
- 9.12.16 The decision of the Board under 9.12.13 is final.
- 9.12.17 If the Board expels the pupil, the Board shall assign the pupil to:
- (a) in the case of a pupil expelled from their school only, another school of the Board; and
 - (b) in the case of a pupil expelled from all schools of the board, a program for expelled pupils.
- 9.12.18 The Board shall ensure that written notice of the expulsion is given promptly to:
- (a) all the parties to the expulsion hearing; and
 - (b) the pupil, if the pupil was not a party to the expulsion hearing
- 9.12.19 The notice under 9.12.18 will include the following:
1. the reason for the expulsion;
 2. a statement indicating whether the pupil is expelled from their school only, or from all schools of the Board;
 3. information about the school or program for expelled pupils to which the pupil is assigned;
 4. information about the right to appeal to the Child and Family Services Review Board under 9.13.0, including the steps that must be taken to appeal.

9.13.0 Expulsion Appeal Process

- 9.13.1 The Child and Family Services Review Board is the tribunal designated under the regulations to hear appeals of school board decisions to expel pupils.
- 9.13.2 The following persons may appeal a school board's decision to expel a pupil, whether the pupil is expelled from their school only, or from all schools of the school board, to the Child and Family Services Review Board:
1. The pupil's parent or guardian, unless,
 - i. the pupil is at least 18 years old, or
 - ii. the pupil is 16 or 17 years old and has withdrawn from parental control.
 2. The pupil, if,
 - i. the pupil is at least 18 years old, or
 - ii. the pupil is 16 or 17 years old and has withdrawn from parental control.

3. Such other persons as may be specified by the Child and Family Services Review Board.

9.13.3 The Child and Family Services Review Board shall hear and determine an appeal under this section, and, for that purpose, it has the powers and duties set out in the regulations.

9.14.0 Notice of Appeal

9.14.1 To appeal a school board's decision to expel a pupil, a person who is entitled, under 311.7 (2) of the Education Act, to appeal the decision shall give the Child and Family Services Review Board a written notice of appeal within 30 days after the date on which the individual is considered, in accordance with the rules set out in subsection 300 (3) of the Act, to have received the notice given under subsection 311.6 (1) of the Act. O. Reg. 472/07, s. 5 (1)

9.14.2 The Child and Family Services Review Board may extend the period of time for giving the written notice of appeal, before or after the expiry of the period, if it is satisfied that there are reasonable grounds for the extension.

9.14.3 The notice of appeal shall:

- (a) set out the date of the decision that is being appealed;
- (b) set out the name of the school board that made the decision;
- (c) state whether the decision expels the pupil from their school only or from all schools of the school board; and
- (d) be in a form acceptable to the Child and Family Services Review Board.

9.14.4 The Child and Family Services Review Board shall not refuse to deal with an appeal on the ground that there is a deficiency in the content or form of the notice of appeal.

9.14.5 The parties to the appeal are:

1. the school board;
2. the pupil, if,
 - i. the pupil is at least 18 years old, or
 - ii. the pupil is 16 or 17 years old and has withdrawn from parental control;
3. the pupil's parent or guardian, if the parent or guardian appealed the decision.
4. the person who appealed the decision to expel the pupil, if the decision was appealed by a person other than the pupil or the pupil's parent or guardian

9.15.0 Hearing of Appeal

9.15.1 The Child and Family Services Review Board shall commence a hearing within 30 days after receiving a written notice of appeal.

- 9.15.2 The Child and Family Services Review Board may extend the period of time for commencing the hearing, before or after the expiry of the period, at the request of any party to the appeal.
- 9.15.3 A pupil whose expulsion is being appealed has the right to be present at the hearing and to make a statement on their behalf, whether or not the pupil is a party to the appeal.
- 9.15.4 After hearing an appeal from a decision of a school board, the Child and Family Services Review Board shall do one of the following:
1. confirm the school board's decision to expel the pupil;
 2. if the school board's decision was to expel the pupil from their school only, quash the expulsion and reinstate the pupil to the school.
 3. if the school board's decision was to expel the pupil from all schools of the school board,
 - i. change the expulsion to an expulsion from the pupil's school only, or
 - ii. quash the expulsion and reinstate the pupil to their school.
- 9.15.5 The Child and Family Services Review Board shall provide each party, or the party's counsel or agent, with:
- (a) its decision on the appeal within 10 days after completing the hearing; and
 - (b) written reasons for its decision within 30 days after completing the hearing.
- 9.15.6 If the Child and Family Services Review Board changes an expulsion from all schools of the school board to an expulsion from the pupil's school only, or quashes an expulsion and reinstates the pupil to their school, it may order that any record of the expulsion of the pupil be expunged or amended if the Child and Family Services Review Board considers it appropriate in the circumstances.
- 9.15.7 The decision of the Child and Family Services Review Board on an appeal under 9.13.0 is final.

9.16.0 School Board Policies and Procedures: Procedure Upon Referral to the Board

- 9.16.1 Where a suspension appeal or an expulsion is referred to the Board, in accordance with these procedures, the Secretary of the Board shall arrange a three person Committee of the Board to be constituted to convene a hearing within the required time frame.
- 9.16.2 A written notice of the proceeding shall be sent to the appropriate parties, and the notice shall include the date, time and location of hearing, a copy of this procedure and any other relevant procedures, and a copy of any reports and any other required documentation which may be relied upon at the hearing. The notice shall also include a statement that where the necessary named party (or parties), including the pupil (as appropriate), does not attend at the scheduled time and place on the scheduled date for the hearing, the Board Committee will proceed in their absence, without further notice.

- 9.16.3 It is understood that the Board Committee may be assisted by the Director of Education and/or legal counsel, whose roles shall be solely advisory within the Board Committee. The Board Committee may also authorize the presence of a Court Reporter or stenographer to keep a record of the proceeding.
- 9.16.4 When a matter is referred to a Board Committee in accordance with these procedures, the Committee shall hold the hearing within the required time frame, unless the parties, in accordance with these procedures, agree upon a later deadline for the hearing. The maximum time allotted for an expulsion hearing shall be two hours. Suspension appeal and expulsion hearings will be conducted in camera.
- 9.16.5 Within the scheduled time, each party shall be given a reasonable period of time to present their position and evidence. The Board Committee may accept and consider any documents or other evidence, whether or not admissible in a court of law, and it is entirely the decision of the Board Committee the weight, if any, to be accorded to such evidence or documents put forward by the parties. Upon expiration of the permitted time frame, the Board Committee will ask that the parties leave the hearing so that the Board Committee can deliberate.
- 9.16.6 The Board Committee will deliberate in private and may, if questions arise during the deliberations, reconvene with the parties to seek whatever clarification is required.
- 9.16.7 Upon completion of the hearing and the Board Committee deliberations, the decision of the Board Committee shall be communicated promptly to the parties. Notification of the decision, which is usually given orally on the same day, will also be sent to the parties, in writing. That written communication to the parties shall also set out the expectations of the student, if any, which would be addressed following the hearing. Notification of a decision to expel shall also include notice of the appeal procedure and time limits, if any.

9.17.0 Constitution of the Board Suspension Appeal and Expulsion Committees

- 9.17.1 Any current trustee can sit as a trustee representative on a Board Suspension Appeal or Expulsion committee, each of which such committees shall include at least three (3) trustee representatives of the Durham District School Board who:
- (a) have the authority of the Board to hear and determine on behalf of the Board whether a pupil should be suspended and/or the duration thereof, or, as appropriate, whether a pupil should be expelled;
 - (b) have the authority, if the pupil is to be expelled, to determine the type of expulsion, in accordance with the Education Act and Regulations and these procedures;
 - (c) have no close relationship to a pupil participant, or to a family member of a pupil participant in the circumstances of the conduct in issue, and have had no involvement in the circumstances or discussions surrounding the suspension or expulsion recommendation; and/or,
 - (d) have had no prior involvement in investigating or attempting to resolve the matter at the school or community level.

9.17.2 It is understood that each Suspension Appeal and Expulsion Committee constituted under this procedure is a separate and distinct committee which may be comprised of different trustee representatives in each case, based on availability and/or the statements referenced in 9.17.1. (c) and (d).

9.17.3 A Suspension Appeal or Expulsion Committee shall have no authority to determine any other matter, or to provide any other remedy, than as set out in this regulation.

9.18.0 Status of Expelled Pupils and Return to School Provisions

9.18.1 An expelled pupil continues to be a pupil of the board that expelled them if the pupil attends a program for expelled pupils:

- (a) offered by that board; or
- (b) offered by another board under an agreement between that board and the board that expelled the pupil.

9.18.2 An expelled pupil ceases to be a pupil of the board that expelled them if:

- (a) the pupil is assigned by that board to a program for expelled pupils and does not attend the program; or
- (b) the pupil registers as a pupil of another board.

9.18.3 If a pupil who has been expelled from one board registers as a pupil of another board, the other board may:

- (a) assign the pupil to a school of that board; or
- (b) assign the pupil to a program for expelled pupils, unless the pupil satisfies the requirements of clause 9.18.3 (a) or (b) as determined by a person who provides a program for expelled pupils.

9.18.4 If the other board assigns the expelled pupil to a school without knowing that the pupil has been expelled by another board, the board may subsequently remove the pupil from the school and assign them to a program for expelled pupils, subject to the following conditions:

- a) the board must assign the pupil to a program for expelled pupils promptly on learning that the pupil has been expelled from another board.
- b) The board shall not assign the pupil to a program for expelled pupils if the pupil satisfies the requirements of clause 9.18.3 (a) or (b) as determined by a person who provides a program for expelled pupils.

9.18.5 Return to school after expulsion

A pupil who has been expelled from all schools of a board is entitled to be readmitted to a school of the board if the pupil has, since being expelled:

- (a) successfully completed a program for expelled pupils; or

- (b) satisfied the objectives required for the successful completion of a program for
- (c) expelled pupils.

9.18.6 The determination of whether an expelled pupil satisfies the requirements of 9.18.5 (a) or (b) is to be made by a person who provides a program for expelled pupils.

9.18.7 An expelled pupil may apply in writing to a person designated by the board that expelled the pupil to be re-admitted to a school of that board and, if the pupil satisfies the requirements of 9.18.5 (a) or (b) as determined by a person who provides a program for expelled pupils, the board shall:

- (a) re-admit the expelled pupil to a school of the board; and
- (b) promptly inform the pupil in writing of their re-admittance.

9.18.8 A pupil who has successfully completed a program for expelled pupils provided by any board or person under this Regulation has satisfied the requirements of clause 9.18.5 (a), and no board shall:

- (a) require the pupil to attend a program for expelled pupils provided by that board before being admitted to a school of the board; or
- (b) refuse to admit the pupil on the basis that the pupil completed a program for expelled pupils provided by another board or person.

9.18.9 A pupil who has been expelled from one school of a board but not from all schools of the board may apply in writing to a person designated by the board to be re-assigned to the school from which the pupil was expelled.

9.18.10 For greater certainty, nothing in this Regulation requires a board to admit or readmit a pupil who is not otherwise qualified to be a resident pupil of the board.

9.18.11 The Durham District School Board shall periodically review this Regulation 5500 and related policies and procedures, to ensure compliance with current legislative and regulatory requirements, as they may be amended from time to time.

9.18.12 Any suspension imposed prior to (September 1 2018) shall be governed by the previous Regulation 5500.

9.18.13 Any limited or full expulsions imposed prior to September 1st, 2018 shall be governed by the previous Regulation 5500, provided however that:

- (a) any pupil who is still subject to a limited or full expulsion imposed under the previous Regulation is deemed to be a pupil of the board from which the pupil was expelled;
- (b) any pupil who is still subject to a limited expulsion imposed under the previous

Regulation shall be assigned to a school of the Board and offered a plan to assist with his or her transition back to school, or be assigned to a program for expelled pupils;

- (c) any pupil who is still subject to a full expulsion imposed under the previous Regulation shall, as of February 1, 2008, be re-assigned to a program for expelled Pupils, and may be ultimately entitled to return to school in accordance with the current Regulation 5500.

9.18.14 If a pupil engaged in an activity before February 1, 2008 that was an infraction for which a suspension or expulsion could be imposed, or was required to be imposed, under the previous Regulation 5500, but no action had been commenced for that infraction before February 1, 2008, the pupil is subject to the new Regulation 5500 in relation to the assessment of and possible consequence for that alleged infraction.

The Safe Schools Act, 2000 required each board and each school to develop a Code of Conduct that is consistent with the legislation and board policy. These provisions were amended by An Act To Amend The Education Act (Bill 212), in respect of behaviour, discipline and safety. In 2009, there were further revisions outlined in Putting Students First Act (Bill 157) and Regulation 427/07, and The Accepting Schools Act (Bill 13) and PPM 128 in 2013.

Note: The following Durham District School Board Policies, Regulations and Procedures support the development and implementation of School Codes of Conduct:

Policy, Regulation & Procedures

Policy, Regulation & Procedure – *Code of Conduct, and Discipline for Students*

Policy, Regulation & Procedure – *Security and Safety*

Policy & Procedure – *Traumatic Response*

Policy, Regulation & Procedure – *Positive School Climate*

Policy & Regulation – *Safe Arrival*

Policy & Regulation – *Character Education*

Policy & Regulation – *Equity and Inclusive Education Policy*

Policy & Regulation – *Substance Abuse: Students*

Policy & Regulation – *Student Dress Code*

Policy & Procedure – *Prohibiting Smoking and Associated Devices*

Policy & Procedure – *The Professional and Personal Use of Social Networking, Digital Communication Applications, And Web Sites by Durham District School Board Staff*

Procedure – Acceptable and Safe Use Procedure for Computing Technology and Cyber Safety

Procedure – Police/School Board Protocol

Procedure – 911 - Emergency Response Guideline

Central File Memorandums

C.F.-001 Safe Schools Department

C.F.-002 Expectations for Safe and Secure Schools

C.F.-003 Ministry Safe Schools Incident Reporting form and Retention of Suspensions

C.F.-004 School Climate/Well-Being Survey, Violence Risk Assessment Tool and Safe and Accepting Schools Team

C.F.-006 Student Locker Usage

C.F.-007 Personal Electronic Devices

C.F.-008 Safe Welcome Program

Policy Procedure Memorandums

PPM 119 Developing and Implementing Equity and Inclusive Education Policies in Ontario

PPM 120 Reporting Violent Incidents to the Ministry of Education

PPM 128 The Provincial Code of Conduct and School Board Codes of Conduct

PPM 144 Bullying Prevention and Intervention

PPM 145 Progressive Discipline and Promoting Positive Student Behaviour

Office Referral

When a student is requested to go to the office, whether the student is in class, the hall or any location in or outside the school, the student is expected to report to the office **immediately**. The student must report their arrival to the front desk secretary and complete an "Office Referral Sheet". The issue that resulted in the behavioural report will be resolved between the referring teacher, the student and the vice-principal. If a student is frequently referred to the office, then there will be a progression of interventions to promote success. These interventions can include verbal warning, parental notification, parent-student conference, restorative conference, counselling, learning packets, contract, detention, formal suspension and/or expulsion.

Detentions

Detentions must be served for the first 20 minutes of the lunch period in Room 306 on the first available detention day (Monday through Friday) after the detention is assigned.

Bus Safety

To ensure the safety of all students, families must use the drop off zone to drop off or pick up students between 8:45am - 9:30am and 3:15pm - 4:00pm.

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/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 Dunbarton High School property. There are no other entries or drop off points for students.

Bus information for students is available on the Durham District School Board web site (www.ddsb.ca). For your convenience, the Board offers an automated bus information system available 24/7 at **905-666-6979** or 1-866-908-6578. The Durham District School Board does not provide bussing for students who live in areas where Durham Transit operates. For further information call Durham Regional Transit at 1-866-247-0055 or visit their website at www.durhamregiontransit.com. Students are responsible, when taking public transit, to ensure that they are on a bus that will deliver them to the school before classes begin. Unruly or

unreasonable behaviour on public transit may be subject to disciplinary measures similar to those that apply to school bus passengers. **Students not taking Durham District School Board buses or public transit must not loiter at the front of the school after the school day.**

Conflict Resolution

Students are expected to resolve conflicts in an appropriate manner. Students are expected to practice peaceful conflict resolutions. Staff, administration, and others are readily available to mediate and facilitate conflict resolution among students using Restorative Practices.

Harassment

Harassment of any kind is not permitted. Students being harassed should report the harassment to administration or to a parent/guardian. Students or parents are welcome to phone and leave a confidential message with their vice-principal or use the **Report Bullying Now** link on the DHS website (dunbartonhs.ddsb.ca).



Crime Stoppers

A student who wishes to anonymously report information about a crime in the school may call the Durham Regional 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. You never have to meet police, go to court or be hassled in any way. Do the right thing; call Crime Stoppers! It's your school – it's your call. You may also contact Dunbarton High School's, "**School Safety Hotline**", at **(905) 839-1125** and leave a **CONFIDENTIAL** message at voice mail #655.

PROTOCOL FOR A SAFE SCHOOL

Dunbarton High school is committed to providing a safe, bullying-free and equitable place for students to learn. At DHS, we take a whole school approach to ensuring the academic, social and emotional needs of all are addressed. It is imperative that students, staff and community members all take an active role in our Safe School Protocols.

Allergens

Nuts and Peanuts: Please limit the use of any food containing nuts and peanuts.

Cinnamon: Please limit the use of any food or cosmetic containing cinnamon.

Scented Products: For the comfort and safety of others, please limit the use of perfume/cologne/body spray and other scented products. ***Please note:*** No school or work-place can guarantee an allergen free environment at all times.

Fire Drills

Each room has a posted fire exit route for use during fire drills. When the alarm sounds move immediately (DO NOT RUN) to the indicated exit. Do not talk as you leave so that you will be able to hear instructions that may have to be given. Once outside, students are to remain in class groupings with their teacher in order to facilitate an attendance check. Move well away from the building so those following can get out and keep the roadways clear for emergency vehicles. Students should be aware that it is a criminal offence to sound a false fire alarm and charges will be laid.

Jaywalking

Students are expected to cross at the lights at all times. They must respect traffic regulations. Failure to comply with these expectations may result in consequences through the school and/or the DRPS.

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 and surrounding area. **Students are not to loiter in school past 3:45pm.** Students who remain at school after dismissal must be involved in a supervised activity. Dunbarton High School students should not loiter on the sidewalk restricting public access, nor in surrounding neighbourhoods.

Knapsacks

Knapsacks present a trip and injury hazard in the classrooms and hallways. Consequently, every effort should be made to leave knapsacks in your locker, except when arriving or departing school.

Lockdown / Hold and Secure / Shelter in Place Procedures

The purpose of a Lockdown / Hold and Secure / Shelter in Place is to restrict movement during a time of a potentially serious violent incident. Students are expected to follow staff instructions. Use of cell phones is not permitted.

Personal Electronic Devices

Personal Electronic Devices includes (but is not limited to) cellular phones, wearable technology (apple watch etc.) smart phones, tablets, portable digital media players and recorders, gaming systems, etc. Students must be aware of the following guidelines for Personal Electronic Devices:

- Students are expected to use their personal electronic devices responsibly and appropriately for educational purposes as deemed by school personnel.

- Student cell phones may be confiscated by the administrative team with no warning, stored in the office and returned after 3:00 p.m. (see vice-principal). Parents must pick up the item on the second offence. There will be progressive school consequences leading to suspension for not adhering to this policy.
- The DDSB does not assume responsibility for lost or stolen Personal Electronic Devices.
- Personal electronic devices, other valuables and money are not to be left in change rooms during physical education classes or extracurricular activities. The school will not be responsible for those items left in change rooms if stolen.
- Unauthorized video or audio recording is prohibited on school grounds
- 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.
- Personal Electronic Devices are to be kept off and out of sight in classrooms unless explicit permission is given by an administrator or classroom teacher
- Personal Electronic Devices must not be a distraction in the learning environment and must not be used in a manner that compromises privacy or the personal dignity of others
- Students are advised to consult with their Vice Principal if there are any questions about the use of Personal Electronic Devices.
- 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.

Police in the School

It is the policy of DHS to co-operate with the police in maintaining a safe environment in our school. In co-operation with Durham Regional Police Services, DHS participates in the *Community High School Liaison Officer Programme*. This programme is a proactive initiative to develop and build trust, respect and a mutual understanding between police and youth. Constable Robin Roychoudhury is the Police Liaison Officer attached to DHS. He visits the school regularly to discuss law enforcement issues with students, teachers and administrators, and to promote anti-violence, drug awareness, impaired driving awareness and safety concerns.

Prohibited and Restricted Items

The following items are not permitted on school grounds: laser pointers, nuisance items, portable stereos and firecrackers. Use of external speaker on school ground is prohibited at any point in time without proper authorization (mini-speakers, built in backpack speakers etc.). Do not bring them to school. Skateboards, scooters, roller blades and similar devices, are not to be used on DHS property. Students are to store these items in their locker upon arriving to school.

Surveillance Cameras

For the safety and security of our school community, digital surveillance cameras will be operational in and around Dunbarton High School.

Fair Notice - VTRA

The Durham District School Board and Community Partners are committed to making our schools safe for students and staff. As a result the Board will respond appropriately to all student behaviours that pose a potential risk to other students, staff and members of the community. It is hoped that support for early identification and intervention measures by Durham District School Board and Community Partners will prevent school violence.

There are many initiatives in place to support our schools as safe places for students to learn. One important initiative is the Community Threat Assessment and Intervention Protocol and the training of Board administrators and associated staff in Threat Assessment and Intervention. School teams work to assess potentially high-risk student behaviour and evaluate the level of threat to others and the student exhibiting the behaviour. This training and response plan was developed by Kevin Cameron, The Director of the Canadian Centre for Threat and Risk Assessment.

The timely sharing of information about students at risk for violence towards self and/or others ensures that supportive plans are put in place to enhance safety. In addition, the effective implementation of The Community Threat Assessment & Intervention Protocol will support collaborative planning to prevent traumatic events.

WHAT IS THE PURPOSE OF THE STUDENT COMMUNITY THREAT ASSESSMENT AND INTERVENTION PROTOCOL?

- To ensure the safety of students, staff and parents.
- To understand, based on the data gathered, the factors that contribute to a threat-maker's behaviour.
- To develop an intervention plan that addresses the emotional and physical safety of the threat-maker and others.

WHAT BEHAVIOURS INITIATE A STUDENT THREAT ASSESSMENT?

A threat is an expression of intent to do harm or act out violently against someone or something. Threats may be verbal, written, drawn, posted on the Internet or made by gesture. Threats must be taken seriously, be investigated and followed up with a response.

A Student Threat Assessment will be initiated when a student exhibits behaviour that includes, but is not limited to:

- Violence with the intent to harm or kill
- Verbal/written threats to harm or kill others (clear, direct and plausible)
- Internet website/social media threats to harm or kill others
- Possession of weapons, including replicas
- Bomb threats (making and/or detonating explosive devices)
- Fire setting
- Sexual intimidation or assault
- Gang related intimidation and violence

A Threat Assessment may be initiated because of the content of an incident or as a result of worrisome behaviour.

Vaping/Tobacco: Prohibiting Smoking, Use of Tobacco and Associated Devices

The DDSB is responsible for working 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.

Snowballs

Making or throwing snowballs is not permitted. Failure to comply with this school directive may result in school consequences.

Student Identification (ID) Cards

In order to provide a safer school environment, all members of our school community will be required to be in possession of a school-issued ID card at all times, including students, staff and visitors. Students will be issued ID cards following photo day, and are required to carry their ID card **at all times**. The student ID card will double as both identification card and library card, and will be required to sign any materials out of the library. Students must be able to provide their ID card upon request, identify themselves, accompany staff members to the office, or leave an area when asked: all without question. Students who require a replacement ID card will go to the main office, fill out a replacement card form and make payment of \$5.00 for the replacement card. The new card will be delivered in homeroom classes.

Students who deface or tamper with their ID cards will be required to purchase a new card at their own expense. **All students must have their photo taken for student identification cards.**

Substance Abuse

Durham District School Board policy does not allow alcohol, illegal drugs and/or intoxicants to be brought to, or consumed on, school property or brought to, or consumed during activities under the jurisdiction of the school.

Students are not allowed to attend school or any school activities under the influence of alcohol, illegal drugs and/or intoxicants.

Penalties under this policy will range from, for the first offence, suspension for being under the influence or in possession of a restricted substance, to expulsion from all schools in the Durham District School Board. Students involved may be required to give satisfactory evidence of treatment/counselling through a rehabilitation programme before being re-admitted to school. Trafficking or distributing an illegal substance may lead to an expulsion. Illicit substances will be seized, documented and given to the police. In all cases where criminal activity is suspected, police will be called and criminal charges may be laid. Students are encouraged not to bring personal medications to school. If this is not possible, the medications must be brought in identifiable containers and not distributed to others.

Telephones

Office telephones are available for appropriate student use. Please ask the receptionist for assistance.

WHAT IS A COMMUNITY THREAT ASSESSMENT AND INTERVENTION TEAM?

Each school has a multi-disciplinary Community Threat Assessment and Intervention Team. The Community Threat Assessment and Intervention Team includes a variety of team members and support personnel. The team will include a combination of the following: Administrators, SERT, School Board Psychologist, Guidance Counsellors, Social Worker, School Resource Police Officer and other pertinent professionals and/or community resources (such as Mental Health Professionals). The Community Threat Assessment and Intervention team will share and review student information and the details of the event in order to collaborate on a plan of action based on a broad range of expertise.

WHAT IS THE PROCESS?

All threat making behaviours are reported to school administration who may activate the Protocol. A team is formed and people are assigned to gather data. Information may be obtained from multiple sources including:

- Teachers, students, targets, threat makers, parents/caregivers
- Current and previous school records
- Support groups and agencies
- Online sites and/or social media
- Locker and backpack search

Data collected is shared and a determination is made whether the threat is made of a low, medium, or high level of concern. An Intervention Plan is developed to reduce risk of violence.

DUTY TO REPORT

In order to keep our school communities safe, the Durham District School Board expects anyone in a school community having knowledge of high-risk student behaviour or having reasonable grounds to believe there is a potential for high-risk or violent behaviour to promptly report the information to the school Principal or designates. All Board policies, procedures and protocols align with the Ministry of Education's Safe Schools initiatives and other appropriate legislation.

For further information please contact your school Principal.

Student Issue Resolution Chart (Student Code of Conduct)

Stage	Process
Expectations are set	Teachers clearly lay out classroom norms in student friendly language. These expectations are clearly communicated to students.
Classroom expectations are not follow.	Teachers will make every attempt to resolve the incident in class and contact parents. Where a situation can not be resolved in class an office referral may be necessary.
Once a student leaves the classroom or is asked to leave the classroom due to a disagreement or disruption in the classroom students must report to the office.	Reporting to the office is a required step. Students who choose not to report to the office will have engaged in opposition to authority and this may result in a suspension.
Student behaviour begins to interfere with the learning of others.	An office referral may be required.
Student speaks with an administrator	Once in the office, the student completes an incident form to organize and compose their thoughts.
The administrator consults with the staff impacted	An administrator will follow up with staff as quickly as possible. If this is not possible within the period, the student will need to remain in the office during this time.
Follow up with the student	The administrator meets with the student again to review: 1) what happened 2) who was impacted 3) what is the action plan to deal with similar incidents in the future. Parents are contacted by an administrator to provide a debrief and may be part of the action plan moving forward.

III ASSESSMENT AND EVALUATION

MISSION STATEMENT

DHS believes in a supportive, open, and meaningful evaluation of students and recognizes that achievement extends beyond the academic domain.

On assessment and evaluation, the Ministry of Education (Growing Success) states the primary purpose of assessment and evaluation is to improve student learning. Information gathered through assessment helps teachers to determine students' strengths and weaknesses in their achievement of curriculum expectations in each course. Assessment and evaluation of student achievement serves to guide teachers in adapting curriculum and instructional approaches to students' needs, an opportunity to think critically about their methods of instruction, and the overall effectiveness of programmes and classroom practices. Teachers and principals will systematically review course content, instructional strategies, and assessment procedures and make the programme changes needed to improve their students' achievement. DHS will hold annual reviews.

By the Board Regulation #5124, the Durham District School Board is committed to high quality assessment, evaluation and reporting of student achievement as a critical part of improving student learning.

The Ministry policy highlights that, "assessment and evaluation will be based on the provincial curriculum expectations and achievement levels outlined in the assessment policy document and the curriculum policy document for each discipline for Grades 9-12."

Learning skills will be assessed regularly and objectively according to the criteria that have been communicated clearly to the students. The student's learning skills will be reported using a four level key (E-Excellent, G-Good, S-Satisfactory, N-Needs Improvement).

Parents and students should expect a course outline sheet from each subject area which includes an assessment and evaluation breakdown.

Student Success

The Dunbarton Student Success Program is a school wide program available to all students who require assistance in achieving academic success and reaching their full academic potential in each of their semester courses. Students with special needs can access Student Success supports through the Academic Resource Room while all other students can access supports through the Student Success Room (Room 305). Supports can be initiated at any point in the semester by the subject teacher, parent, Guidance staff, Academic Resource staff, Administration or by the student themselves. Please contact school Administration for additional information regarding this program or visit our school website.

Absenteeism on Test Dates:

- Legitimacy of absence will be determined by the subject teacher in consultation with a vice-principal.
- Students must communicate in advance with their teachers about any pre-arranged appointments or extracurriculars that occur on a test date to arrange for an alternative test date and time. Effort should be made to make appointments where possible outside of school time – before or after school.
- If absence is legitimate, a No Mark (NM) will be entered as a placeholder until an alternative test or assignment can be inserted.

- If absence is not legitimate (a skip), a mark of ZERO will be entered. The student may be required to write an alternative test or assignment after school or at lunch at the teacher's discretion.
- At the teacher, VP's and Principals discretion, an alternative test or assignment may be arranged for Credit Completion.

Absenteeism on Exam Dates:

- 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 are noted below. The school calendar is posted on the school website and in the school agenda.
- If a student is absent for an examination, they must prove that the absence was unavoidable. The office will determine the legitimacy of the absence.
- In the case of an illness, a doctor's statement is required stating that the student is "medically unfit to write their exam".
- If necessary, the school will arrange alternate examinations for illness or family tragedy. The vice-principal will provide direction for legitimate absences. In the case where the absence is deemed to be invalid, the exam mark shall be zero or incomplete. The report mark shall reflect its impact and the credit jeopardized.
- **The school will require documentation to support any exam absence.**

Late Assignments:

Students are responsible 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. There are consequences for not completing assignments for evaluation or for submitting those assignments late. A number of strategies may be used by teachers to help prevent and/or address late and missed assignments. Those include, but are not limited to:

- Taking into consideration legitimate reasons for missed deadlines;
- Setting up a student contract;
- Teacher-Student conferences;
- Parent – Student – School Conference;
- Providing alternative assignments or tests/quizzes where, in the teacher's professional judgment, it is reasonable and appropriate to do so;
- Deducting marks for late assignments

Assigning No Marks (NM) and Incomplete (I):

- A "No Mark" will be used as a place holder for legitimate absences only. It will be replaced with a mark when the test, quiz or assignment is complete.
- An "I" may be used for students in grades 9 or 10 only, for the mid-term or final report card. "I" will be used for legitimate reasons determined in consultation with the vice-principal or principal. A percentage grade must be used for students in grades 11 and 12.

Final Grades

The final grade for each course for Grades 9 – 12 will be determined as follows:

- Seventy percent of the grade will be based on evaluations conducted throughout the course. This portion of the grade would reflect the student's most consistent level of achievement throughout the course, although special consideration should be given to more recent evidence of achievement.

- Thirty percent of the grade will be based on a final evaluation in the form of one or more of the following: examination, performance, essay, final project or other method of evaluation suitable to the course content and administered towards the end of the course.

Examinations and Final Evaluations

DURHAM BOARD POLICY STATES ALL STUDENTS ARE EXPECTED TO BE PRESENT FOR SCHEDULED EXAMS.

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 1.5 - 2 hours in length. Since examinations may represent up to 30% of a student's final mark, all students are expected to write examinations.

Further information about exams is available on the Dunbarton website: dunbartonhs.ddsb.ca

Cheating/Plagiarism/Academic Dishonesty

Cheating and Academic Dishonesty refers to committing acts of dishonesty/unfairness to gain an academic advantage. Plagiarism is the use of someone else's work, or ideas, as your own. Plagiarism has occurred if you use any or all of another person's book, essay, magazine article, chart drawing, diagram, or any other piece of work in any of your assignments without proper acknowledgement. Plagiarism has occurred if you submit an assignment written by anyone else (this includes material taken from the INTERNET) or if you buy an essay. Use of computerized translator software is forbidden for foreign languages.

For incidents where a student is found to be cheating/plagiarising/academically dishonest, depending on the student's grade level combined with the severity, degree of intent, and/or frequency of the incident, consequences and interventions may include:

- mandatory plagiarism education session(s),
- re-submission with proper citation,
- repeat of the assignment and/or that part of the assignment that is plagiarised,
- substitution of an alternate and equivalent assignment,
- rewriting with staff monitoring,
- mark reduction,
- mark of zero,
- administrative and parent involvement,
- increased monitoring of future assignments,
- detentions and/or suspension.

Reporting Procedures

Formal report cards are issued twice each semester. A Progress Report will be issued for all students for all courses within the first third of each semester. Parents may request progress reports at any time by calling the guidance department or a vice-principal. Credit Endangered notifications will be issued in the last three or four weeks in each course to students who are in danger of losing a credit. Dates for the distribution of report cards and credit endangered notifications are in the school calendar. Regular telephone communication between parents and teachers regarding a student's progress and attendance are encouraged and expected.

The Ministry of Education mandates that students in grades 9 to 12 must return the Parental Response Form of the interim report card to their homeroom teacher within one week of the report card being issued.

DDSB Honour Roll Certificate Requirements:

For Students in grade 9, 10 and 11 they must have an 80% overall average in their eight credits earned. For students in grade 12 they must have an 80% overall average in six credits earned.

Ontario Scholar Requirements

A student may be designated an Ontario Scholar if they satisfies *both* of the following requirements:

- They obtains an aggregate of at least 480 marks in any combination of ministry-approved courses listed below that provide a total of six credits, as defined by *Ontario Secondary Schools, Grades 9 to 12: Program and Diploma Requirements, 1999* (OSS) and/or *Ontario Schools, Intermediate and Senior Divisions (Grades 7–12/OACs): Program and Diploma Requirements, rev. ed., 1989* (OSIS).
- They have been recommended by the school principal for the Ontario Secondary School Diploma (OSSD) in either the current school year or the previous school year.

IV ADDITIONAL INFORMATION

Academic Resource

Students who have questions about our academic resource programme or our learning strategies programme should direct questions to Ms. C. Pankhurst, Head of Inclusive Student Services or the academic resource teachers who are located in room 304.

Accidents/Insurance

Report accidents in classes to the teacher in charge, no matter how minor they might seem. If an accident occurs outside of the classroom, report the accident to the office. It is necessary to have accident reports on file. Forms may be obtained from the reception desk in the office.

Student insurance will be on sale in early September. This insurance does not duplicate OHIP coverage. It does, however, provide extra services such as dental benefits. Students participating in co-curricular activities are urged to carry this insurance. The school cannot accept responsibility for accidents.

Activity Cards and Other Expenses

To be determined.

Co-curricular Activities

Expectations for behaviour in co-curricular activities including assemblies, dances, meetings, team events and other student gatherings are the same as for the classroom. Behaviour such as whistling and calling out during assemblies is not acceptable.

Participation in co-curricular activities is a privilege. Students are expected to conduct themselves in an appropriate manner while taking part in co-curricular activities. Students on academic probation may be removed from co-curricular participation.

Dunbarton offers a wide variety of co-curricular activities to all students. These are held at lunch, after school, and occasionally, before school or in the evening. School teams are known as "SPARTANS" and the school colours are red, black, and white. The SAC plans, organizes, and arranges most of the activities for students at DHS. Presidents' council will operate through and support the SAC. C. Demaray, M. Smith, J. Cockburn and A. Nelson are the SAC staff advisors and will work with student leaders through this organization.

Students are advised to listen to announcements, read the weekly memo, and view the events' bulletin board outside the library and west gym, regarding information on the various activities. It is your responsibility to report for the activity when it is announced.

A student must be a full-time student to be eligible to participate and will be asked to pay a co-curricular fee once per year for the Student Activity Card. All appeals will be directed to the Principal. This fee may be re-assessed to align with Covid Protocol.

It is expected that students participating in co-curricular activities will have passing grades, good attendance and responsible behaviour. Students are permitted to participate in ONE team sport per season. Students having academic difficulty will be monitored by their teachers and coaches. Participation in any co-curricular activity is a privilege.

Co-operative Education

If you are interested in the Co-operative Education Programme, please direct your questions to Ms. A. Nelson, Head of Co-operative Education in room 408. Students can attend 2 or 4 credit placements in almost anything a student desires. Students can also apply for the OYAP program in many trades.

Dances

Supervised dances are held under the auspices of the SAC and other councils. Students must have a student card to attend dances. You must present this card as identification at the door and, if you wish to bring a guest, you must obtain a guest pass in advance when you buy your tickets. Only registered guests and Dunbarton students are allowed into our dances. Dances are supervised by staff and/or police officers.

Diploma/Course Calendar Information

Current information on diploma requirements and course selection can be found on the Dunbarton High School website: dunbartonhs.ddsb.ca

Course Based Field Trips

Participation in these field trips enhance course curriculum. It is the expectation that all students in the course participate. When students attend any school functions, even when away from the school building, they are expected to demonstrate responsible behaviour and to follow all school rules.

Other School Sanctioned Excursions

Participation in these trips is optional. This would include but is not limited to athletic events, music trips, non-course based overnight excursions and international travel. Participation in these field trips is a privilege, which can be denied at the discretion of the teacher and/or administrator.

General Problems

Who do you see if you have problems at the school? The best immediate source of assistance with academic difficulties in a particular subject area should be your subject teacher. Consult with him/her first. General problems or questions may be referred to your homeroom teacher. A guidance counsellor, a vice-principal or the principal are also available for any problems.

Guidance Services

Counsellors are assigned by grade level to help you with your current schedule of classes, future course selections, career decisions, and personal problems.

Plan a visit to our career resource area which is open before school, at lunch, during study periods, or after school. Guidance staff will assist you with a career search computer programme. Senior students should review the complete selection of calendars from universities and community colleges. For the most current information, log onto the Dunbarton Website to access the Guidance Website .

Graffiti and Vandalism

Students are expected to respect school and neighbourhood property. Students who damage school property by graffiti or other means will face disciplinary consequences which will involve DRPS and students will pay for any clean up and repair.

Litter

Dunbarton is a Platinum level ECOschool! Students are asked to bring litter-free lunch containers. All students are expected to maintain a litter-free environment by placing waste in the appropriate receptacles. Students who do not comply may be required to do additional clean up or may be referred to the office for further disciplinary action. Students who purchase food from fast food outlets are expected to consume the food off-site and the garbage should be deposited at the fast food outlet.

Lockers

All students are assigned lockers, in homeroom on the first day of school. Students are not permitted to move to another locker or to exchange or share lockers without permission from the Vice-Principal in charge of locker control. **Lockers must be secured with Dudley combination locks only.** Failure to meet this requirement may lead to the lock being removed at the student's expense. The office must have a record of each student's locker and combination. Students must keep their locker combination confidential, and should not share their locker combination with any other student.

Inappropriate and/or sexually explicit pictures or words are not to be posted on or in lockers. Every year personal belongings are lost by students who fail to lock their lockers or who allow others to know their combination. Students are responsible for any lost or stolen articles. Students who damage or deface lockers will be required to clean the lockers or pay for the damage. **Lockers are loaned to students and are the property of the Durham District School Board.** Lockers may be searched at any time. In order to maintain a safe, orderly environment, the law allows school administrators to conduct searches of persons and property. Illegal or unsafe items stored in lockers may lead to school consequences based on Bias-Free Progressive Discipline. In addition, following Procedure #3041 – Police/School Board Protocol, the police may be contacted.

Lost and Found

Lost and Found valuable items are kept in the main office. Please turn in found articles to the office. Unclaimed items will be donated to charity at the end of each semester.

Parents/Guardians – Communications

All notes, whether from parents or students, must indicate dates, homeroom, student's full name, and a specific, legitimate reason for an absence or to be excused from school.

Parents' Nights

Information will be sent out to parents about whether or not parent teacher interviews will continue formally. Teachers will send communication to families to update marks throughout the quad. Communication between home and school is encouraged. Parental support is linked to student success.

Graduate Social (formerly known as Prom)

Prom is an event for senior level students. Students must complete the Prom Agreement, including parent/caregiver signature, prior to purchasing a ticket.

Recycling

Dunbarton is a Platinum Level ECOschool! Recycling receptacles, blue boxes for paper, and red boxes for drink containers, are located throughout the school. It is every student's responsibility to participate in the recycling program.

Religious Accommodation

The Durham District School Board and Dunbarton High School follow the Guidelines and *Procedures for the Accommodation of Religious Requirements Practices and Observances* and the *Accommodating Creed in Schools*. This document has been produced in compliance with requirements of Ontario's Equity and Inclusive Education Strategy within the contexts of the *Canadian Charter of Rights and Freedoms* and the *Ontario Human Rights Code*. This document assists us in creating and maintaining equitable and inclusive environments within our schools and facilities, and guides the process of providing religious accommodations as the need arises. The document is available for viewing at <https://www.ddsb.ca/en/whats-happening/resources/Documents/Human-Rights/Accommodation-Procedure-DRAFT-Nov-2021.pdf> (highlight programs on the left panel, then Equity and Inclusive Education, then Guidelines) or you may ask to review a copy at your child's school.

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

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

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

Resource Centre/Library

The Dunbarton Library has an excellent collection of books, reference materials, periodicals, electronic data, and on-line services. These on-line services may be accessed at school or home. Passwords are available in the Library. These resources support all the various aspects of the high school curriculum.

Students are expected to respect the facility, cooperate with Library staff, and use the Library in such a manner as not to interfere with other individuals or classes using the facility. It is open throughout the school day, and before and after school.

SCHOOL COMMUNITY COUNCIL (SCC)

Dunbarton's SCC is an active group of parents, staff, students and community members who meet regularly throughout the year to discuss issues that pertain to student achievement and school events. The meeting dates will be posted on the DHS website (<http://dunbartonhs.ddsb.ca>).

Parents and guardians are encouraged to attend any or all of these meetings. All SCC inquiries may be directed to the school at (905) 839-1125.

School Web Site, Twitter & Instagram:

The administration and staff of DHS post many important documents on the school website: <http://dunbartonhs.ddsb.ca>

This site contains information about the School's Activities, Daily Announcements, Course Calendar, The Code of Conduct, departments, newsletters and more. For up to date information, parents and students are encouraged to look at the site regularly. Please follow us on twitter: **@dunbartondhs** and Instagram: **@DHSspartans**

SERVICES AND PARTNERSHIP



Durham College and the Ontario Tech University Partnership

We are proud to be partners with Dunbarton High School in opening doors to a brighter future. Through this partnership, Dunbarton students can access academic counselling from a

post-secondary admissions officer and visit the college and university campus. The academic counsellor will be available on a monthly basis or by phone, and will attend Grade 8 parents' night and all Dunbarton parents' nights. If you want to know how to get accepted into the number 1 ranked college in the GTA for student satisfaction, go to the guidance office to book your appointment.

Video and Recording Privacy

"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."

Wellness Centre Partnership

The partnership between the Youth Centre and Dunbarton High School includes a Wellness Centre. The centre operates in the South Campus throughout week. A schedule of available practitioners is available in guidance. Services include classroom presentations, school and community health promotion projects, group sessions and individual appointments for primary health care. This centre is available to Dunbarton High School students.

STUDENT ACTIVITIES

Students' Activity Council

One of the main groups charged with the responsibility of organizing student activities is the Students' Council. Students' Council is run in a collaborative fashion allowing for co-leadership and for student voice to be heard. All students are encouraged to participate in the clubs, activities and athletics that meet their interests.

Textbooks

Students owing textbooks, library books or materials from a previous semester may have library and computer privileges suspended and no new textbooks issued until the account is settled.

Timetable Changes:

- 1) Optional timetable changes must be completed before the start of each semester. Some changes (pre-requisites, upgrades, etc.) will only be permitted during the first week of the semester.
- 2) No student who is currently registered in the semester may begin a new course after the second week of the semester.
- 3) Part-time status will be granted in only extraordinary circumstances. Only the principal may grant part-time status.
- 4) No student will be permitted to pre-register in a subject for a subsequent semester if they are currently registered in that course.
- 5) Full Disclosure
All Grade 11 and 12 students will be subject to a **Full Disclosure** policy. All courses a student is enrolled in 5 days after the distribution of the midterm report cards will be recorded on a student's transcript whether the course has been successfully completed or not. This information is to be made available to post-secondary institutions for them to consider when making admission or scholarship decisions.
Parents and students who have further questions about this policy should contact the Guidance Department.

Valuables

The school is NOT responsible for your personal valuables or assigned school property.

Take the following precautions to see that you do not lose your valuables and personal items:

1. Buy only a good lock and keep your combination private. The office sells combination locks at \$5.00 per lock and keeps track of lock combinations.
 2. Do not bring large sums of money or valuable personal items to school with you.
 3. Do not carry wallets, watches, rings or jewellery to physical education classes or co-curricular activities.
 4. Do not carry outerwear to class within the school. If you must wear it to go to south campus, leave it in your locker immediately upon returning to the main building.
 5. Lock your bicycle to the stands at the front of the school near the main doors.
- Please note: School staff will not conduct investigations or searches for lost or stolen valuables. Students who bring valuables to school do so at their own risk!

Vehicles

Students must operate motor vehicles in a safe and sensible manner on school property and must observe school parking regulations. Students **MUST** apply for a parking permit at the school office. In order to maximize safety, students must park in the student designated parking area only. **Students are not to park on Dunfair Road. Do not park or stand between the bus loading areas in the front of the school. Friends/family who wish to pick up or drop off students should do so in the west and parking lot or at the bus loop in front of South Campus. It is prohibited to drop off or pick up students at the Main Entrance between 8:45am - 9:30am and 3:15pm - 4:00pm.**

Students are not permitted to loiter in or around vehicles in the student parking lot.

Visitors to the school

All visitors must enter the school through the front door and report directly to the main office. Visitors are expected to sign in and obtain a visitor's I.D. card and lanyard which must be worn at all times. Students may not invite non-students to the school without permission from an administrator. Students **MUST** advise the main office of any unauthorized person on the school property. **Trespassers are liable for prosecution under the Trespass to Property Act.**