# DDSB@Home SECONDARY

secondaryathome@ddsb.ca

as of October 1st, 2020

(subject to change)

Student Handbook and Code of Conduct
2020-2021

The Durham District School Board acknowledges that many Indigenous Nations have longstanding relationships, both historic and modern, with the territories upon which our school board and schools are located. Today, this area is home to many Indigenous peoples from across Turtle Island (North America). We acknowledge that the Durham Region forms a part of the traditional and treaty territory of the Mississaugas of Scugog Island First Nation, the Mississauga Peoples and the treaty territory of the Chippewas of Georgina Island First Nation. It is on these ancestral and treaty lands that we teach, learn and live.
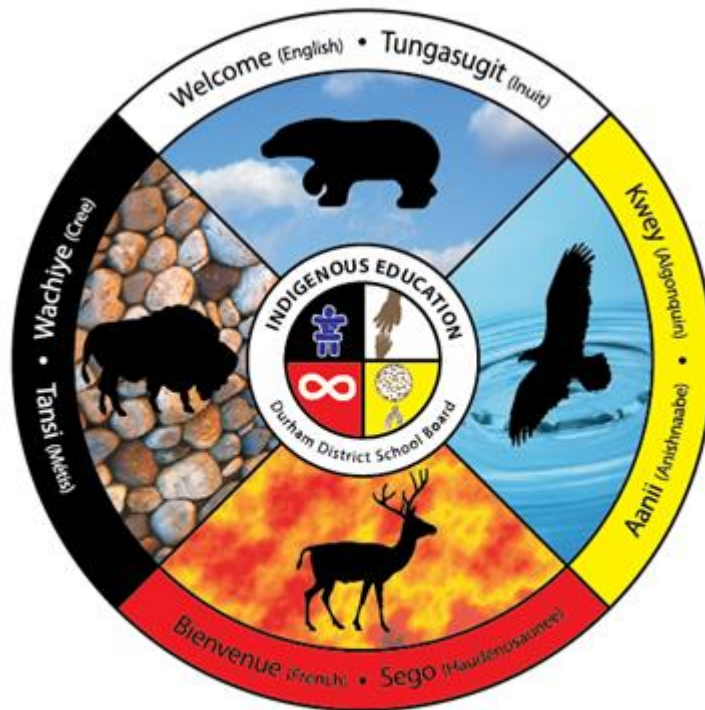
ADMINISTRATION

Principal (Acting)– Alyson Van Beinum
Vice Principal Grade 9 -- Basil Broumeriotis
Vice Principal Grade 10 -- Maureen Verhoog
Vice Principal Grade 11 -- Mark Lynch
Vice Principal Grade 12 -- Tiffani Jodoin

CLERICAL STAFF

Head Secretary – Sharon Munro	905-862-5020 –	sharon.munro@ddsb.ca
Senior Secretary – Linda Smith	905-862-5513 –	linda.smith@ddsb.ca
Guidance Secretary – Julie Tugnutt-Moir	905-862-5519 –	julie.tugnutt-moir@ddsb.ca
Attendance (casual) – Laura Alzner	905-862-6323 –	Laura.alzner@ddsb.ca

GUIDANCE

Grade 9 - M. Provost
Grade 10 - A. Igel
Grade 11 - A. Pearson
Grade 12 - S. Forbes

SERTS

Grade 9   E. Laroque
                 M. Boyd
Grade 10   A. Williams
Grade 11/12   L. McGregor
                 L. Waduck

TECH/LIBRARY SUPPORT

J. Agombar

ESL SUPPORT

M. Chessell

Principal's Message

Welcome to DDSB@Home Secondary 2020/2021.

We are proud to be part of the first DDSB@Home Secondary Campus welcoming over 3,000 students from across Durham Region. At DDSB@Home Secondary we look forward to providing students with options from all disciplines of the high school curriculum. Our exceptional team of educators represent schools from across the Durham region. DDSB@Home Secondary provides all the resources to support the individualized needs of students in support of their health, well-being and academic achievement including administrative support, guidance counsellors, academic resource, student success, Gifted and French Immersion classes along with many leadership opportunities. While DDSB@Home may not have four walls and a roof like a typical high school our virtual door is always open to our school community. Our dynamic team of educators look forward to providing a collaborative, creative and engaging virtual learning experience for the 2020/2021 school year.

DDSB@Home is committed to providing a learning environment which is:

- o Safe and emphasizes health, human rights, equity, engagement and well being
- o Innovative and relevant to the needs of every learner
- o Focused on building relationships and developing people
- o Participatory and which seamlessly connects students with each other and with their teachers and which provides consistent and frequent feedback to parents
- o Staffed by a well-trained and empathetic team of professionals who provide high quality learning experiences and pathways to academic success in each subject.

We envision a learning environment where success for students looks and feels like:

- o Clear expectations for all
- o Differentiated, relevant tasks with ownership for learning and feedback
- o Engaging, challenging teaching and learning in support for student achievement
- o Ongoing home/school communication
- o A place where differences and abilities are respected, valued and celebrated
- o Where it is safe for students to express their thoughts, feelings and identities

That represents DDSB@Home.

We look forward to creating a dynamic, engaging, supportive virtual High School learning community together.

P. Perkins

Quadmester schedule
2 Courses/45 days

DDSB@Home
SECONDARY

@DDSBatHome9to12

WEEK 1					
300 Minutes of online instruction	**Monday**	**Tuesday**	**Wednesday**	**Thursday**	**Friday**
10:00AM - 11:15AM **Block 1** (75 mins)	Course 1 (Real-time learning)	Course 1 (Real-time learning)	Course 1 (Real-time learning)	Course 1 (Real-time learning)	Course 1 (Real-time learning)
11:15AM - 11:20AM **Break** (5 mins)					
11:20AM - 12:35PM **Block 2** (75 mins)	Course 1 (Real-time learning)	Course 1 (Real-time learning)	Course 1 (Real-time learning)	Course 1 (Real-time learning)	Course 1 (Real-time learning)
12:35PM - 1:25PM **Lunch** (50 mins)	Lunch for Staff and Students				
1:25PM - 2:40PM **Block 3** (75 mins)	Course 2 (Real-time learning)	Course 2 (Real-time learning)	Course 2 (Real-time learning)	Course 2 (Real-time learning)	Course 2 (Real-time learning)
2:40PM - 2:45PM **Break** (5 mins)					
2:45PM - 4:00PM **Block 4** (75 Mins)	Course 2 Online Learning Hubs & subject specific Academic Support	Course 2 Online Learning Hubs & subject specific Academic Support	Course 2 Online Learning Hubs & subject specific Academic Support	Course 2 Online Learning Hubs & subject specific Academic Support	Course 2 Online Learning Hubs & subject specific Academic Support

WEEK 2					
300 Minutes of online instruction	**Monday**	**Tuesday**	**Wednesday**	**Thursday**	**Friday**
10:00AM - 11:15AM **Block 1** (75 mins)	Course 2 (Real-time learning)	Course 2 (Real-time learning)	Course 2 (Real-time learning)	Course 2 (Real-time learning)	Course 2 (Real-time learning)
11:15AM - 11:20AM **Break** (5 mins)					
11:20AM - 12:35PM **Block 2** (75 mins)	Course 2 (Real-time learning)	Course 2 (Real-time learning)	Course 2 (Real-time learning)	Course 2 (Real-time learning)	Course 2 (Real-time learning)
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SECONDARY REGULAR – Reporting/Terms Dates

	M	T	W	H	F	M	T	W	H	F	M	T	W	H	F	M	T	W	H	F	M	T	W	H	F
Sept		1 P	2 P	3 P	4 B	7 H	8 (1) Q11	9 (2)	10 (3)	11 (4)	14 (5)	15 (6)	16 (7)	17 (8)	18 (9)	21 (10)	22 (11)	23 (12)	24 (13)	25 (14)	28 (15)	29 (16)	30 (17)		
Oct				1 (18)	2 (19)	5 (20)	6 (21)	7 (22)	8 (23)	9 (24)	12 H	13 (25) Q12	14 (26)	15 (27)	16 (28)	19 (29)	20 (30)	21 (31)	22 (32)	23 (33)	26 (34)	27 (35)	28 (36)	29 (37)	30 (38)
Nov	2 (39)	3 (40)	4 (41)	5 (42)	6 (43)	9 (44)	10 (45)	11 (46)	12 (47)	13 P	16 (1) Q21	17 (2)	18 (3)	19 (4)	20 (5)	23 (6)	24 (7)	25 (8)	26 (9)	27 (10)	30 (11)				
Dec		1 (12)	2 (13)	3 (14)	4 (15)	7 (16)	8 (17)	9 (18)	10 (19)	11 (20)	14 (21)	15 (22)	16 (23)	17 (24) Q22	18 (25)	21 B	22 B	23 B	24 B	25 H	28 B	29 B	30 B	31 B	
Jan					1 H	4 (26)	5 (27)	6 (28)	7 (29)	8 (30)	11 (31)	12 (32)	13 (33)	14 (34)	15 (35)	18 (36)	19 (37)	20 (38)	21 (39)	22 (40)	25 (41)	26 (42)	27 (43)	28 (44)	29 (45)
Feb	1 (46)	2S2 (1) Q31	3 (2)	4 (3)	5 (4)	8 (5)	9 (6)	10 (7)	11 (8)	12 P	15 H	16 (9)	17 (10)	18 (11)	19 (12)	22 (13)	23 (14)	24 (15)	25 (16)	26 (17)					
Mar	1 (18)	2 (19)	3 (20)	4 (21)	5 (22)	8 (23)	9 (24)	10 (25) Q32	11 (26)	12 B	15 B	16 B	17 B	18 B	19 B	22 (27)	23 (28)	24 (29)	25 (30)	26 (31)	29 (32)	30 (33)	31 (34)		
Apr				1 (35)	2 H	5 H	6 (36)	7 (37)	8 (38)	9 (39)	12 (40)	13 (41)	14 (42)	15 (43)	16 (44)	19 (45)	20 (46)	21 (47)	22 (1) Q41	23 (2)	26 (3)	27 (4)	28 (5)	29 (6)	30 (7)
May	3 (8)	4 (9)	5 (10)	6 (11)	7 (12)	10 (13)	11 (14)	12 (15)	13 (16)	14 (17)	17 (18)	18 (19)	19 (20)	20 (21)	21 (22)	24 H	25 (23)	26 (24)	27 (25) Q42	28 (26)	31 (27)				
June		1 (28)	2 (29)	3 (30)	4 (31)	7 (32)	8 (33)	9 (34)	10 (35)	11 (36)	14 (37)	15 (38)	16 (39)	17 (40)	18 (41)	21 (42)	22 (43)	23 (43)	24 (45)	25 (46)	28 (47)	29 P	30 P		

1) **Quadmester and Term Dates** are identified in the calendar using the following:

Q11 = Quadmester 1, Term 1
Q12 = Quadmester 1, Term 2
Q21 = Quadmester 2, Term 1
Q22 = Quadmester 2, Term 2

Semester 2 Begins on February 1st.

Q31 = Quadmester 3, Term 1
Q32 = Quadmester 3, Term 2
Q41 = Quadmester 4, Term 1
Q42 = Quadmester 4, Term 2

Virtual Learning is not like the traditional eLearning model – students and teachers have set hours of engagement. Consistent, on-going interaction between students and between the students and teacher are components of effective online learning. *Growing Success* indicates that learning is a process that provides many experiences and multiple opportunities, to successfully consolidate understanding. Assignments are only one of the many modes for students to learn. Other modes include discussions, simulations, open-ended problems, chats, interviews, multi-media projects, etc.

In a Virtual Learning environment, you will work with students and teachers from various areas within our board. You will interact with one another through online methods. A student's interaction within the course(s) and seeking help if needed, will lead to a more positive learning experience.

Virtual Learning Advantages for Students
The virtual learning environment provides student advantages:

- Students are better prepared for the independent learning environment of college and/or university already using innovation for teaching and learning
- Students have access to a greater range of programming options as well as the opportunity to pursue other interests, and/or augment their regular program.
- Students develop better time management and organizational skills, because of access to online learning.
- Students are able to go through lessons as often as they wish because course material is always available.
- Students can receive more individualized attention and feedback in a virtual environment.

Expectations of the Student
- Virtual students are expected to login to your course as per school schedule. Additional time may be required for assignment completion. If students are unable to commit to this expectation, they should discuss their participation with their teacher, or Guidance Counsellor, or Administration.
- Virtual Learning students are responsible for checking announcements and emails each school day for updates (or whatever platform is used to communicate with students).
- It is important that students communicate on a regular basis with their teacher. Teachers will be available in the Virtual Classroom as per timetable daily to deliver Realtime teaching or be available for help. Teachers are not required to, nor are they expected to be available online or respond to messages on weekends or outside work hours.
- Course outlines list the required assignments and deadlines. Students are responsible for making sure all assignments are completed and submitted by the deadlines assigned.
- Please note that the DDSB acceptable use policy applies to all Virtual Learning courses.
- **Any means of recording video in the virtual environment of a Staff or student is prohibited. Any pre-recorded video presentation posted for educational purposes should be done with discretion.**

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

1. Insist that a student attends each online class regularly and punctually. If a student is going to be absent or must sign off early, please use the Safe Schools/School Messenger system.

2. Insist that homework be done. The amount of homework will vary according to the grade, level, and nature of the course.

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

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

Best Practices for Students Online

- Communicate with your teacher daily via email, the chatroom or by private messenger.
- Ask questions. Let your teacher know when you don't understand something.
- Stay Organized. Save all the files for the course in the same folder.
- Use a calendar to schedule reminders for assignment due dates.
- Complete your assignments on time, doing your best work.
- Do your own work. Plagiarism is not acceptable and could make you fail the course.
- Make a copy of your answers for EVERYTHING you turn in except for online tests and quizzes.
- Mute your microphone when you are not talking
- Do not attempt to distract others with visual objects.
- Handle unexpected distractions quickly, mute your video during the distraction.
- Ask for clarification if you miss something.
- Pay attention to the speaker.
- Being physically and mentally present makes a difference.
- Engage positively and respectfully with others in your class.
- Designate a distraction-free study space, limit background noises
- Be mindful of your background setting.
- Be your best self. (out of bed, dressed appropriately and ready for learning)

https://canvas.seattlecentral.edu/courses/858020/pages/best-practices-for-students-taking-an-online-course

Attendance

Reporting Requirements

ONSIS requires that attendance be recorded in all courses, and the Ministry provides clear direction regarding attendance reporting requirements.

Attendance Requirements

Active participation includes any activity normally associated with an online environment but does go beyond simply signing on. This may include but is not limited to participation in a threaded discussion or handing in an assignment via an online assignment folder.

For example, a student is considered present if there is any evidence of being in class. Evidence includes interactions such as:

- Student writing "Hello" in chat when class starts, when logging in and after returning from breaks
- Student writing "Bye" in chat before breaks and at the end of class
- Student asking questions
- Student contributing to discussions, commenting
- Student participating in Meets
- Student submitting work, completing tasks
- Student posting on a teacher shared document – eg. Doc, slide, form, Padlet or Jamboard
- Teacher actually seeing student when in a Google Meet
- Teacher speaking with student in a Google Meet
- Student entering private comments/chat in Google Classroom
- AnswerGarden poll – student puts in an answer
- Shared - Google Doc – student has typed on the document
- Google Form – student must complete a form – question, survey
- Student Entry Ticket/Exit Ticket activity – Doc, Form, Padlet, etc.
- Student posting a comment in a class discussion
- Student adding a slide to a shared Google Slide activity
- Student working with a tutor or SERT

Reporting to Parents and Students

All students receive Progress Reports halfway through the quadmester. Final Report Cards are distributed at the end of each quadmester. Parents are encouraged to contact teachers regarding a student's progress.

Assessment and Evaluation School Policy

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

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

Statement of Purpose

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

Assessment and Evaluation Practices

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

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

It is the student's responsibility to review DDSB@HOME Secondary assessment and evaluation policies and procedures carefully.

Full Disclosure

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

Grading

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

Assessment and Evaluation

For the 2020-2021 school year, or until we are no longer in an adaptive or conventional model, a student's course will be evaluated solely on term work. What traditionally would have been 70% term evaluations will be 100% term evaluations and may include a variety of assessment types (ie. Communications, Observations, and Products) to form the final evaluation in the course.   Due to the condensed time frame with quadmesters teachers should avoid long final summative assessment tasks in order to ensure maximum instructional learning time. This decision was made to eliminate the use of examination days (especially while cohorting) and give as much as time as possible to the available periods of instruction.   Students should be given every opportunity to demonstrate their learning throughout the quadmester and improve upon their learning and demonstration of course expectations.

Learning Skills and Work Habits

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

In this way, students and parents can gain a better understanding of students' learning skills and work habits, and students' learning goals can be clarified and understood by all. Such communication will help establish a culture of learning and improve students' opportunities for achieving success.

Communication

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

Assignment/Test Evaluation

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

Late and Missed Assignments

It is the student's responsibility to complete all assessment opportunity tasks (projects, assignments, presentations, etc.) by the due date assigned by the teacher. If the student is unable to complete a task due to insufficient knowledge or skills, it is the student's responsibility to seek assistance from the teacher well in advance of the due date for the task. Some task due dates are negotiable, while some are absolute and non-negotiable (e.g., Independent Study Unit/Major Project). If a student is unable to complete a task by a due date, it is the student's responsibility to discuss the reason(s) with the teacher prior to the due date. Some due dates cannot be changed (e.g. end of unit or term, mark reporting deadlines). If the student does not submit or complete assigned tasks for either the negotiated or absolute due dates, that work may not be assessed or evaluated.

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

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

These progressive strategies include:

- asking the student to clarify the reason for not completing the assignment;

- helping students develop better time-management skills;

- planning for major assignments to be completed in stages, so that students are less likely to be faced with an all-or-nothing situation at the last minute;

- maintaining ongoing communication with students and/or parents about due dates and late assignments, and scheduling conferences with parents if the problem persists;

- referring the student to the Student Success team or teacher;

- taking into consideration legitimate reasons for missed deadlines;

- setting up a student contract;

- using counseling or peer tutoring to try to deal positively with problems;

- holding teacher-student conferences;

- reviewing the need for extra support for English language learners;

- reviewing whether students require special education services;

- requiring the student to work with a school team to complete the assignment;

- providing alternative assignments or tests/exams where, in the teacher's professional judgment, it is reasonable and appropriate to do so;

- deducting marks for late assignments.

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

Any change in due dates must be discussed and approved by the teacher.

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

Tests

It is the responsibility of the teacher to inform the students in advance of test dates. It is the student's responsibility to know test dates, to prepare, and to write the test on the set date. If a test is missed due to illness, or other legitimate reasons, it is the responsibility of the student to provide a note from parent and/or doctor to the teacher indicating the reason for the absence and the awareness that a test was missed. There are times when previously approved commitments conflict with scheduled tests. It is

the responsibility of the student to make alternate test date arrangements prior to the test with the subject teacher. A student will receive progressive discipline if he/she skips the class on the day the test was administered.

Academic Integrity

Academic integrity is expected from all students.

Cheating/Plagiarism

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

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

Plagiarism decisions will reflect the following four factors: the grade level of the student, the number and frequency of incidents and the individual circumstances of the student. A record of the cheating/plagiarism incident will be forwarded to school administration for record keeping and possible additional progressive discipline.

DDSB@Home Secondary School Procedures

Attendance

Regular class attendance is vital to the process of learning. Students who habitually miss class will suffer in the evaluation process because their participation and achievement cannot be fully assessed. Absenteeism is a major cause of failure at school. **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. High subject attendance absences may be a result of participation in activities which take a student out of school (school-related activities) or may be an indication of truancy. Students are not penalized for missing classes due to school approved activities; they are expected to consult with their teachers in advance and complete work missed.

Absence from School

To enhance our existing absence procedure, in September 2017, the Durham District School Board (DDSB) is introducing a new student absence reporting system called Safe Arrival for all elementary and secondary schools. Parents can sign up at http://go.schoolmessenger.ca/

Parents may choose to report their child's absence in advance, or before bell time for the current day in one of two ways:

1. **Toll Free Number: 1-844-350-2646**
2. **Website: attendance.ddsb.ca**

Parents who have provided the school with a valid email address through a verification or registration form will receive an email with instructions on how to activate an account through any computer in order to notify the school of future absences. All DDSB parents will receive a phone call with information about this new service. Please expect to receive the phone call with details a couple of weeks before the start of the school year.

Online registration is not necessary for those parents who only wish to use the toll free number to call in absences. Both phone and online options will be available 24 hours a day, 7 days a week.

As part of this program, we will also be introducing an automated notification system that will contact parents when a student is absent but no notification was relayed to the school. If our automated system is unable to reach a designated contact, office staff will follow up.

We hope families will appreciate the new online conveniences and understand the change in practice to address privacy concerns.

Signing In and Out during the School Day

  A parent/guardian can report using the School Messenger Safe Arrival APP or website or email secondaryathome@ddsb.ca. Please indicate the reason for 'signing out' during school hours.

Punctuality

Regular and punctual attendance in ALL classes is vital to learning and academic success. Absenteeism is a major cause of failure/underachievement at school. Reoccurring lates may require a referral to administration.

Students Who Write Own Notes

Parent(s) of a dependent student 18 years of age or older, who have agreed with the procedure of student signed notes, should complete the Signing Privileges Form which is available in the main office. Students who sign their own notes may be asked to provide acceptable documentation to support absences. A student may use this privilege only 5 times during a semester.

Truancy

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

Chromebook Responsibilities

Students are responsible for properly taking care of Chromebooks on loan from the DDSB. In the event of damage, the student should contact ddsbathomeitsupport@ddsb.ca. Any issues where there is no evidence of physical damage will be repaired by the DDSB at no charge. In the event where there is physical damage, the student/guardian will be charged a minimum fee of $50 before the Chromebook will be repaired. Based on the discretion of the Administration, a student/guardian may be charged $323 dollars due to the extent of the damage and repair required. If a student loses their Chromebook, a full replacement charge of $323 will be charged to the parent/guardian. Parents/Guardians will be informed by Administration and provided an invoice for the repairs and/or replacement of the Chromebook.

Computer Information Technology and Internet Use

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

- harassment of others
- destruction or damage or changing of equipment
- appropriation of data or software
- unauthorized monitoring of electronic communication
- unauthorized use of other's access codes
- violation of copyright and software licence agreements
- academic dishonesty
- violation of another's privacy
- violation of computer security systems
- viewing and/or importation of pornographic, racist, illegal or private documents

- incurring costs to the school through use of telecommunication systems without prior approval

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

Crime Stoppers

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

Dress Code

The school dress code assists in the creation of a positive learning environment. Inappropriate dress distracts and diverts us from our primary purpose - learning. Dress in a manner which is appropriate for a professional environment/school activity.

Portable Electronic Devices

The use of personal electronic devices during instructional time will be permitted under the following circumstances:

- **For educational purposes, as directed by the educator in collaboration with administration**
- **For health and medical purposes**
- **To support students with special education needs**

It is the practice of the Durham District School Board that the use of personal electronic devices is prohibited during the school-day. Unless deemed appropriate by the school administration for educational purposes and permission is granted by staff, it is highly recommended a student turn it off and keep it out of sight.

Personal electronic devices that are used inappropriately during instructional time are disruptive to the teaching and learning environment. The privacy and personal dignity of others could be violated by the inappropriate use of personal electronic devices to text message, social network, and/or share digital media. In addition, activities such as personal communication, game playing and social media use during class time may distract students from the teaching and learning unless it is part of the teacher's lesson.

There will be progressive school consequences for not adhering to this policy.

Please note: Unauthorized video or audio recording during class time for any purpose is prohibited. Further, the taking of photos, filming or recording, or the broadcasting of live audio and/or video, while online at DDSB@Home Secondary School, is prohibited unless approved by the DDSB (or school), and/or where proper consents have been obtained, as may be appropriate.

Special Medical Requirements

Parents must inform the school of the special medical requirements of students; e.g., EPIPEN. A student who requires a Medical Alert bracelet must wear it at all times. Students and their families should have emergency arrangements in place should immediate medical assistance be required for the student while they are online with DDSB@Home Secondary.

Tobacco: Prohibiting Smoking, Use of Tobacco and Associated Devices

The DDSB is responsible to work with the Durham Region Health Department to enforce the Smoke Free Ontario Act and promote healthy lifestyle choices. Smoking, use of tobacco and associated devices, including, but not limited to, e-cigarettes, water pipes, hookahs, chewing tobacco and herbal cigarettes are prohibited by any person online at any time. **There is no smoking during online classes**. Students who do not abide by smoking 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.

Smoking and vaping, including the smoking and vaping of cannabis and medical cannabis is prohibited by the SFOA and the School Code of Conduct.

Any persons found in violation of the SFOA will be subject to a provincial offence fine. Students in violation of the SFOA may also be subject to progressive discipline under DDSB policies.

- Supplying tobacco or vaping products to someone who is under 19 years of age is prohibited and could cost you $490.
- Smoking/holding lighted tobacco and Vaping online will not be tolerated.

DDSB Student Code of Conduct and Distance Learning

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.

Durham District School Board schools will focus on prevention, early intervention with progressive discipline and restorative practices as the key to maintaining a positive, safe, welcoming, respectful, accessible, equitable and inclusive virtual learning environment free from discrimination in which students can learn and educators can teach. When inappropriate behaviour occurs, all staff members will utilize a range of interventions, supports and consequences that are developmentally appropriate, that include opportunities for students to learn from mistakes, that consider mitigating factors, and that focus on improving behaviour.

Distance Learning Considerations:
Due to the nature of the on-line environment (digital classroom) of distance 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.
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.

SECONDARY SCHOOL ACCEPTABLE AND SAFE USE PROCEDURE

The Durham District School Board is pleased to provide you with access to a variety of computing technology. Computing technology in Durham is provided for educational purposes, not for public access. They will help you to achieve your learning outcomes, research requirements, and assist with career preparation.

Please review this procedure with your parent/guardian. Procedures and rules regarding the use of the facilities and resources must be followed.

Acceptable Use

Students will not engage in cyber communications that cause someone to fear for his or her safety. Students will use the computing technology as prescribed or approved by their teacher.

Students will not engage in Cyber-bullying, visiting unacceptable sites, and/or illegal activity.

Students will not engage in posting writing on the internet that is designed to insult or injure a person's reputation.

Students will accurately cite information from the Internet.

Students will not plagiarize.

Students will abide by copyright laws.

Students will not download and share copyrighted materials without the copyright holder's permission.

Students will abide by school procedures.

Students will not share passwords or data or misrepresent their identity.

Students will report all instances of hardware damage or changes to the desktop or operating system immediately.

Safe Use

Students will not post personal information about themselves or others. This information includes last name, age, sex, home addresses, telephone numbers, pictures, videos, routes taken to school, parents' hours of work, etc.

Students will inform the teacher immediately when accidental access to inappropriate materials or with unacceptable users has been made. Students will seek help from principals, teachers and parents when victimized by Cyber-bullying. Students will report Cyber-bullying concerns to principals, teachers and parents.

Appropriate Use

Students will be polite.

Students will not use language that is unacceptable in the classroom, including language that is racist, sexist, harassing, violent, or otherwise unacceptable.

Students will not send messages containing information that would cause discomfort to themselves or others if it were written on a classroom blackboard or other public place.

Students will not use the computing technology ways that will disrupt other users. Any tactics which harm or compromise the functionality of the system are forbidden.

Students will assume that all communications received are private and confidential and will not disseminate them without permission from the original author. Students will not collect or distribute personally identifiable information about others on the Internet.

Reliability/Accuracy

While the Durham District School Board (including your school) strives to maintain the efficient operation of the computing technology, it does not guarantee their reliability. Additionally, the Durham District School Board (including your school) does not guarantee the accuracy of information found on the Internet.

Recourse for Abuse/Misuse

Students who do not follow this procedure AND those rules provided by their teachers and their school Student Code of Behaviour will have their computing technology privileges suspended pending review. Students are reminded that the board Student Code of Conduct states that a student may be suspended or expelled from his or her school, expelled from attending any school in Ontario, and/or prohibited from engaging in school-related activities if the student commits an infraction of the Code of Conduct while he or she is at school, or engaged in a school-related activity, or engaged in conduct that has a relationship to the school or school community. Recourse and disciplinary measures are outlined in the

school Student Code of Behaviour, Safe School Act, and Provincial Code of Conduct. Legal recourse may also be applied for criminal activities.

What constitutes cyberbullying?

A) Cyberbullying is defined as bullying by any electronic means. It typically includes repeated and hostile or demeaning electronic communication by a student through the use of technology (e.g. computers, and or other electronic devices, social networks, text messaging, instant messaging, websites, email, etc.) and is intended by the student to cause harm by eliciting, fear or distress in the victim. The harm may be psychological, social or academic or it may be harm to the victim's reputation. Cyberbullying includes behaviour by a student that assists or encourages cyberbullying behaviour in any way.

B) There are a number of other inappropriate ways that technology may be used to cause harm including cyber-vandalism, cyber crime (e.g. fraud, vandalism, threats, and the non-consensual sharing of intimate images). For these incidents staff must consult with the Principal and/or Vice Principal. The school admin team will then refer to the *Police/ School Board Protocol* and consult with their F.O.S. Education Officer and Safe Schools Officer.

Parent/Guardian are encouraged to:
1) Be engaged in your child's learning- if needed contact the teacher by email if your child needs assistance.
2) Support your child to complete their work to the best of their ability.
3) Encourage your child to participate positively and remind them of the Code of Conduct.
4) Allow the virtual classroom/live sessions to be focused between the educator(s) and students. Save your questions or comments for a follow up email if needed.

DDSB@Home Secondary Provincial – Code of Conduct
Introduction

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

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

volunteers, teachers and other staff members – whether they are on school property, on school buses or at school-authorized events or activities.

The Code of Conduct for the Durham District School Board reflects the provincial policy. The Durham District School Board encourages and supports the principles of prevention and response in Codes of Conduct developed by schools.

A student may be suspended or expelled from his or her school, expelled from attending any school in the School Board, and/or prohibited from engaging in school-related activities if the student commits an infraction of the Code of Conduct while he or she is at school, engaged in a school-related activity, or engaged in conduct that has a relationship to the school, school community, the reputation of the school or Board, or has an impact on the school climate.

Guiding Principles (Ontario Schools Code of Conduct)

The Durham District School Board and DDSB@Home Secondary School support the provincial guiding principles and endorse recognition, acceptance and sensitivity toward ethno cultural diversity.

- All participants involved in the publicly funded school system - students, parents or guardians, volunteers, teachers and other staff members - are included in the Ontario Schools Code of Conduct whether they are on school property, on school buses or at school-authorized events or activities.
- All members of the school community are to be treated with respect and dignity, especially persons in positions of authority.
- 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.
- Members of the school community are expected to use non-violent means to resolve conflict. Physically aggressive behaviour is not a responsible way to interact with others.
- The possession, use or threatened use of any object to injure another person endangers the safety of oneself and others.
- Alcohol, illegal drugs and intoxicants are addictive and present a health hazard. Ontario schools will work cooperatively with police, drug and alcohol agencies to promote prevention strategies and, where necessary, respond to school members who are in possession of, or under the influence of, alcohol, illegal drugs and/or intoxicants. (As well, smoking in school buildings and on school property is prohibited by law.)
- Insults, disrespect and other hurtful acts disrupt learning and teaching in a school community. Members of the school community have a responsibility to maintain an environment where conflict and difference can be addressed in a manner characterized by respect and civility.
- Recognition and acceptance of, and sensitivity toward, ethno cultural diversity are expectations of and within the school community.

Principles of Prevention

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

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

(a) *Positive Academic Environment*
- Focus on student success, learning for all, student achievement
- Ensure a creative and stimulating learning atmosphere
- Communicate academic expectations clearly
- Ensure students see themselves reflected in the curriculum

(b) *Values/Skills Curriculum*
- Provide formal and informal instruction to promote concepts of respect, caring for self and others, conflict resolution, concern for the environment, and principles of law and citizenship
- Focus on equity and inclusive education
- Provide for Character Education development

(c) *Physical Environment*
- Promote an enhanced physical environment that fosters pride and caring about surroundings
- Encourage actions to remodel school areas that are prone to problems

(d) *Supportive Climate for Students and Staff*
- Promote programs to enhance personal wellness
- Establish peer programs to provide support, encouragement, awareness, and education
- Provide access to counselors, teachers and support personnel to assist with personal problems, school and career issues

(e) *Codes of Conduct*
- Prepare and annually review codes of conduct in collaboration with students, staff and parents, and communicate them clearly to all involved
- Implement Progressive Discipline in a manner that is fair and equitable
- Encourage staff as role models for effective communication, mutual respect and problem resolution

(f) *Parent or Guardian/School Collaboration*
- Foster a welcoming school environment to encourage increased participation by parents/guardians in their child's education, school activities and school policy-making

- Involve parents/guardians in activities aimed at creating a home environment compatible with that of the school where non-violent resolution of problems prevails
- Offer access to appropriate supports for parents/guardians

(g) *Community Partnerships*

- Promote community awareness and participation in the school to enhance cohesiveness, support and effective use of resources
- Increase involvement of students in community service activities to create a climate of caring, respect and trust

(h) *Student Participation*

- Involve students in establishing a positive school culture and climate through problem solving, and opportunities for input into safe school initiatives to create a sense of ownership of and responsibility for the school community
- Provide leadership opportunities at the school and in the community

(i) *Staff Knowledge and Understanding*

- Understand and apply Progressive Discipline including mitigating and other factors
- Understand and apply bullying prevention and awareness strategies, and interventions and support strategies
- Understand and apply Character Education initiatives
- Devise school climate enhancement initiatives

Roles and Responsibilities (Ontario Schools Code of Conduct)

The Durham District School Board and DDSB@Home Secondary School accept the provincial direction regarding individual roles and responsibilities. In addition to school staff, students and parents, other members of the public, who interact with members of the school community while present in or on school property or premises, have a responsibility to respect others in the school and to conduct themselves accordingly.

Principals, under the direction of their school board, take a leadership role in the daily operation of a school. They provide this leadership by:

- demonstrating care and commitment to academic excellence and a safe teaching and learning environment;
- holding everyone, under their authority, accountable for their behaviour and actions;
- empowering students to be positive leaders in their school community;
- communicating regularly and meaningfully with all members of their school community.

Teachers and School Staff, under the leadership of their principal, maintain order in the school and are expected to hold everyone to the highest standard of respectful and responsible behaviour. As role models, staff uphold these high standards when they:

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

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

- comes to school prepared, on time and ready to learn;
- shows respect for themselves, others and for those in authority;
- refrains from bringing anything to school that may compromise the safety of others;
- follows the established rules and takes responsibility for his or her own action.

Parents play an important role in the education of their children and have a responsibility to support the efforts of school staff in maintaining a safe and respectful learning environment for all students. Parents fulfill this responsibility when they:

- show an active interest in their child's school work and progress;
- communicate regularly with the school;
- help their child be neat, appropriately dressed and prepared for school;
- ensure that their child attends school regularly and on time;
- promptly report to the school their child's absence or late arrival;
- become familiar with the Code of Conduct and school rules;
- encourage and assist their child in following the rules of behaviour;
- assist school staff in dealing with discipline issues;
- demonstrate respect for all students, staff and parents.

Community Partners and the Police

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

The police play an essential role in making our schools and communities safer. The police investigate incidents in accordance with the protocol developed with the local school board.

These protocols are based on a provincial model developed by the Ministry of the Solicitor General and the Ministry of Education.

Standards of Behaviour

The Durham District School Board and DDSB@Home Secondary School support the provincial standards of behaviour which include respect, civility, responsible citizenship and physical safety.

Respect, Civility and Responsible Citizenship

All school members must:

- respect and comply with all applicable federal, provincial and municipal laws;
- demonstrate honesty and integrity;
- respect differences in people, their ideas and opinions;
- treat one another with dignity and respect at all times, and especially when there is disagreement;
- respect and treat others fairly, regardless of their race, ancestry, place of origin, colour, ethnic origin, citizenship, religion, gender, sexual orientation, age 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 conductive to learning and teaching;
- not swear at a teacher or at another person in a position of authority.

Physical Safety

Weapons - All school members must:

- not be in possession of any weapon, including but not limited to firearms;
- not use any object to threaten or intimidate another person;
- not cause injury to any person with an object.

Alcohol, Drugs and Intoxicants- All school members must:

- not be in possession of, or under the influence of, or provide others with, alcohol, illegal drugs or intoxicants.

Aggression - All school members must:

- not engage in bullying behaviours;
- not commit sexual assaults;
- not inflict or encourage others to inflict bodily harm on another person;
- seek staff assistance, if necessary, to resolve conflict peacefully.

Consequences

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

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

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

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

Mitigating factors must be considered before determining appropriate consequences.

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

Suspensions, Expulsions, Mitigating and Other Factors

Suspension is a consequence imposed upon a student whereby he or she is prohibited from attending at his or her school and from engaging in all school-related activities for a defined period of time. Expulsion is a consequence imposed upon a student, by the Board, for an activity that is determined to warrant that the student be excluded from his or her school, or

from all schools in the Board, and from engaging in all school-related activities, for an undefined period of time. In the case of a suspension, the Principal must also conduct an investigation to determine whether to recommend to the Board, in consultation with his or her Area Superintendent, that the pupil be expelled.

Mitigating and Other Factors

The following mitigating and other factors (as specified and as may be amended from time to time by the Education Act and Regulations thereunder) will be considered:

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

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

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

Nexus

Principals may consider a suspension if there is nexus to the school. Nexus is a direct and causal link between the student's conduct and a definitive impact on the school climate. Nexus may be established when any of the following circumstances exist:

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

Activities Leading to Possible Suspension

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

- uttering a threat to inflict serious bodily harm on another person*;
- possessing alcohol or illegal drugs*;
- being under the influence of alcohol;
- swearing at a teacher or at another person in a position of authority
- 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**;
- bullying; or,
- any other activity that is an activity for which a principal may suspend a pupil under a policy of the Board.

  Other suspendable infractions including but not limited to:

  - possessing alcohol, illegal drugs or, unless the pupil is a medical cannabis user, cannabis;
  - being under the influence of alcohol, illegal drugs or, unless the pupil is a medical cannabis user, cannabis;
  - smoking or vaping within 20 metre of school property;
  - committing vandalism, destruction, damage to school property or to the property of others located on or in school premises;
  - stealing property;
  - engaging in intimidation, extortion*, harassment*, or verbal aggression;
  - misusing or misappropriating school property or services, including computers and other technology systems
  - engaging in hate motivated incidents*;
  - engaging in gang related activity*;
  - 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;
  - committing physical assault on another person**;

- engaging in or encouraging a fight;
- engaging in conduct that constitutes opposition to authority;
- demonstrating poor attendance that warrants disciplinary action;
- engaging in behaviour that is disruptive to the learning environment of the class or school;
- engaging in conduct that is detrimental to the moral tone of the school;
- wearing clothing/apparel that is inappropriate, offensive or violates the school Dress Code;
- engaging in unauthorized gambling or games of chance;
- engaging in another activity that, under the Code of Conduct of the school, is one for which a suspension is warranted.

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

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

Activities Leading to a Suspension, Investigation, and Possible Expulsion

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

1. (a) possessing a weapon*;
   (b) possessing a firearm*;
2. using a weapon to cause or to threaten bodily harm to another person*;
3. (a) committing physical assault on another person that causes bodily harm requiring treatment by a medical practitioner*; assault/physical intimidation of an employee*;
4. committing sexual assault*;
5. trafficking in weapons or in illegal drugs*;
6. committing robbery*;
7. giving alcohol to a minor**;
8. bullying, if,
   (a) Grades 4 to 12 - the pupil has previously been suspended for engaging in bullying, and
   (b) JK to Grade 12- the pupil's continuing presence in the school creates an unacceptable risk to the safety of another person.
9. any activity listed in subsection 9.2 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. committing an act of vandalism which can be regarded as particularly egregious, due to factors such as seriously compromising the learning environment, or posing a significant safety risk to others*;

11. any other activity that, under a policy of a board, is an activity for which a Principal must suspend a pupil and conduct an investigation to determine whether to recommend to the board that the pupil be expelled. Other suspendable infractions including but not limited to:

        a) hate motivated violence*;

        b) gang related violence*;

        c) trafficking in controlled or intoxicating substances not prescribed or dispensed for medical purposes*;

        d) uttering threats or threatening conduct intended to intimidate**;

        e) engaging in harassment*;

        f) ongoing conduct that is so refractory (persistent) that the student's presence in the school or classroom is considered by the principal to effect a danger or possibility of harm, physical or emotional, to others in the school or to the reputation of the school.

Other suspendable infractions including but not limited to:

    o hate motivated violence*;

    o gang related violence*;

    o trafficking in controlled or intoxicating substances not prescribed or dispensed for medical purposes*;

    o uttering threats or threatening conduct intended to intimidate*;

    o engaging in harassment*;

    o 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.)

A suspension shall be for no less than one school day and no more than 20 school days and, in considering how long the suspension should be, a Principal shall take into account the mitigating factors, as well as the other factors.

When a Principal suspends a pupil, the pupil shall be assigned to a program for suspended pupils, as established by the Board in accordance with any policies or guidelines issued by the Minister. A pupil who is suspended is not considered to be engaged in school-related activities by virtue of participating in a program for suspended pupils.

Notice to Parent/Guardian of Victims

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

- the nature of the incident that resulted in harm to the student;

- the nature of the harm to the student; and

- the steps taken to protect the student's safety, including the nature of any discipline in response to the incident

  Principals must not share the name of the aggressor or any other identifying or personal information with the parents of the victim beyond what is listed above.

Bullying is not tolerated here

WE BELIEVE...

Each student is **unique**

Each student is **valued**

Each student is **welcome**

Each student is **supported**

Each student has an **important voice**

WE ARE BETTER TOGETHER

WE WILL...

Recognize bullying

Refuse to accept bullying

Report bullying to an adult

Restore relationships