

PORT PERRY HIGH SCHOOL

Student Guide 2023-2024



Port Perry High School
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Land Acknowledgement

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. We acknowledge that the Durham Region forms a part of the traditional and treaty territory of the Mississauga's 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.

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Port Perry High School Mission Statement

In partnership with the community, Port Perry High School is committed to the creation of lifelong learners who will enjoy every opportunity to reach their potential academically, physically, emotionally and socially. The school endeavors to create an atmosphere of cooperation and harmony in which students are encouraged to expect a standard of excellence, to meet the challenge of learning with confidence, and to feel just pride in their achievements.

ADMINISTRATION

Leah Franklin, Principal
Lindsay Clegg, Vice Principal (Support students with surname A – K)
Jolleen Mathews, Vice Principal (Support students with surname L – Z)

Port Perry High School Bell Times

The school day is organized as follows:

- Week 1 and week 2 schedule whereby the morning and afternoon periods flip each week
- Five minute warning bell rings at 7:55 am.
- School open to students at 7:30 am.

PERIOD	Week 1	
	START TIME	END TIME
1	8:00	9:15
2	9:20	10:35
LUNCH	10:35	11:25
3	11:25	12:40
4	12:45	2:00
	All Periods are 75 minutes Lunch is 50 minutes	

PERIOD	Week 2	
	START TIME	END TIME
2	8:00	9:15
1	9:20	10:35
LUNCH	10:35	11:25
4	11:25	12:40
3	12:45	2:00
	All Periods are 75 minutes Lunch is 50 minutes	

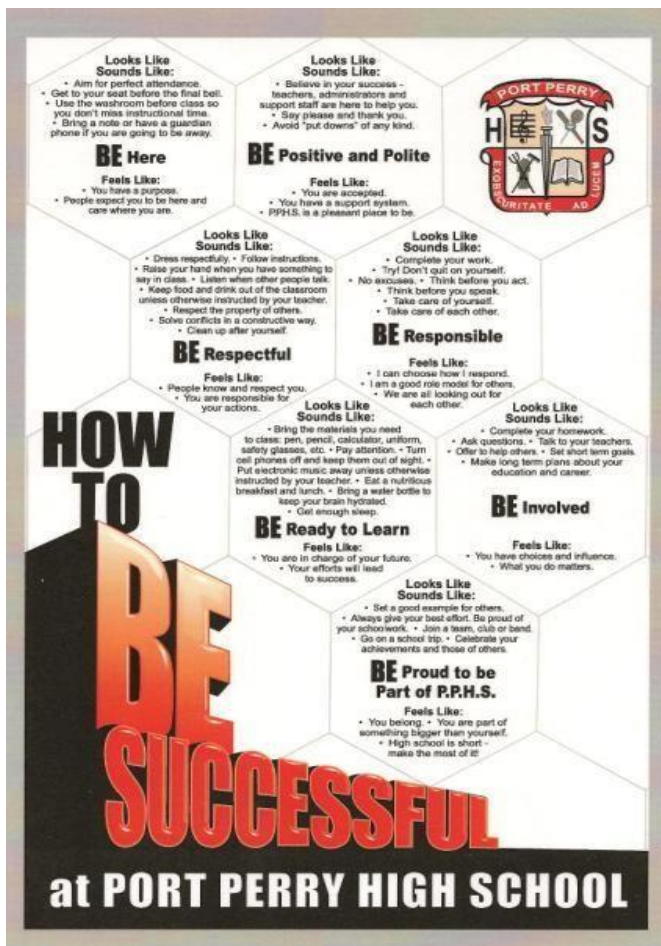
Notes:

- At 7:30 am doors at the front of the school (Rosa Street) and at the cafeteria entrance (back parking lot) will be unlocked.
- Students who are walking or being dropped off are encouraged to arrive as close to the bell as possible without being late to class.
- At the end of the school day students will immediately leave the school through their designated doors. There is no loitering in the hallways.

GENERAL INFORMATION

HOW TO BE SUCCESSFUL AT PORT PERRY HIGH SCHOOL (PPHS)

The *How To Be Successful At PPHS* model supports the *School Code of Conduct*, which is aligned with the DDSB/Provincial Code. These codes promote respect within the learning and teaching environment. Its focus is to promote positive student behaviour. The model consists of “Seven Be’s”, which represent specific behaviour expectations to help the students be successful.



BE INVOLVED - EXTRA-CURRICULAR ACTIVITIES

Please listen to the announcements regarding extra-curricular activities

The Staff and Administration at Port Perry High School understand and appreciate the value of extra-curricular activities. We believe that extra-curricular activities/programs enrich students' experiences at school, have a positive influence on self-concept, and can play a significant role in the academic achievement of participants.

- Students who participate in extra-curricular activities & programs at PPHS are expected to complete **ALL** academic requirements of the courses they are enrolled in during the course of their participation in the activities/programs.
- Students who participate in extra-curricular activities & programs at PPHS are expected to attend ALL classes they are enrolled in, as is the expectation of all PPHS students. As well, students are expected to be present and actively involved in all their classes on the days that activities/programs are scheduled to occur.
- Students who participate in extra-curricular activities/programs at PPHS are expected to demonstrate exemplary behaviour, as is the expectation of all students. Students missing classes for extra-curricular activities are responsible for obtaining missed work, scheduling missed tests, projects, and presentations.
- The Extra-Curricular Participation Policy has been devised to ensure that students appreciate the fundamental belief of the Staff and Administration of Port Perry High School that academic achievement is a priority for our students.
- Staff advisors/coaches will provide a copy of all students participating in their extra-curricular activity.

- Classroom teachers will communicate with the staff advisor/coach when the student is not meeting the expectations as outlined above.
- Administration will further communicate with staff advisors/coaches when a student is not meeting the expectations outlined above.
- The administration, staff advisor/coach and/or classroom teacher will collaborate on the appropriate intervention.
- Students missing classes for extra-curricular activities must understand that academic success is directly correlated with classroom attendance. As a result, missing classes for extra-curricular activities will require the student to devote more time at home in the evenings and weekends catching up on work missed. If the student requires the assistance of the teacher to complete missed work, the student is responsible to make the appropriate arrangements at the discretion of the teacher.

CLUBS/ACTIVITIES AND SPORTS (may include)

Boys' and Girls' Curling	Junior Girls' Volleyball	Girls' Wrestling
Reach for the Top	Senior Boys' Volleyball	Track & Field
Cross Country Running	Junior Boys' Volleyball	Boys' Rugby
Golf	Varsity Girls' Hockey	Girls' Rugby
Junior Boys' Basketball	Varsity Boys' Hockey	Tennis
Senior Boys' Basketball	Swimming	Ultimate Frisbee
Senior Girls' Volleyball	Boys' Wrestling	
ISAC (Indigenous Student Advisory Committee)	Board Game Club	Stomping Out Stigma
Improv Team	Best Buddies	Environmental Club
Safe Schools Committee	Intramural Sports	Leadership Camp
GSA (Gay/Straight Alliance)	Music Council	Ambassadors
Knitting Club	Student Council	Christian Fellowship
Yearbook Club	Geek Squad (Gaming Club)	At Home/Semi-Formal
	DECA (Business Club)	Model UN

STUDENT COUNCIL

The Student Council of Port Perry High School is a group of students who work diligently together and with all students of the high school to help create a positive and enjoyable learning environment. The Council is composed of elected and appointed 'Heads' as well as general council members. We encourage all grade nine and ten students to nominate themselves to be a part of the general council as their input is extremely valuable to the school. Grade nine and ten students who self-nominate can be a part of committees such as advertising, special events, dances, finances, and technology. Annual events that members of Student Council run include: Freshman Frenzy, Grade Eight Orientation, as well as many others! Check out the Student Council Bulletin Board for an up to date list of events.

2023-2024 Executive Committee Members

Prime Minister: Ryan Yu
 Deputy PM: To be appointed in September
 Student Trustee: Kayla Hoare
 SCC Rep: To be appointed in September
 Spirit Co-Ministers: Chloe Malcolm and Jinx Pasternak
 Secretary/Fundraising Minister: To be appointed in September
 Special Event Minister: To be appointed in September
 General members: Abi Nelski, Alyson Elliott, Grace Jackson, Molly Cammack, Riley Sopinka, Sela Pasternak, Ellis Fletcher Sands, Jessica McGoey, Mia DiCrescenzo, CJ Langford, Alyssa Soomre

SCHOOL LETTER AND AWARD SYSTEM

A **Participation Bar** is awarded to a Grade 9 student who has earned a minimum of 10 points in two or more activity areas.

A **School Pin** is awarded to a student who has earned a total of at least 30 points in three or more activity areas.

A **Junior Letter** is awarded to a student who has earned a total of at least 60 points in three or more activity areas. No more than 35 points from a single area may be applied to the total except Academic which has no limit.

A **Senior Letter** is awarded to a student who has earned a total of at least 90 points in three or more activity areas during 4 years at PPHS. A Senior Letter may be awarded to a student who earned a minimum of 100 points during 5 years at P.P.H.S. No more than 35 points from a single area may be applied to the total, except Academic points to which there are no limits.

Points per activity and points awarded to individual students are determined by coaches, directors, staff sponsors and advisors. These point allocations depend upon attendance, ongoing participation and the level of competition attained. The following represents a guideline for point allocation in each activity area.

Academic includes June average percentage, Math Contests, Science Contests, Other Academic Contests, Public Speaking, and Think Bowl.

Final June average:

90-100	16 points
85-89	14 points
80-84	12 points

75-79	10 points
70-74	8 points
65-69	6 points

60-64	4 points
55-59	2 points
50-54	1 point

Academic Contests - 0-8 points

Administration: Student Council, Music Council, Athletic Council, Camp Committee
 Class Rep - 2 points, Executive - 0-10 points, Committee Head - 0-6 points

Athletics: 2-6 points for interschool teams

Durham Skills Challenge: 2-6 points

Performing Arts:

Drama: 2-10 points for full year

Music - 4-6 points for each of the various bands and choirs

Clubs: 2-6 points depending upon the frequency of meetings and club activities

Other: 0-8 points, depending upon the nature of the activity and the degree of commitment required

Honour Roll: Students must have a full course load to earn an honor roll certificate. Grade 9, 10, 11 (8 courses); Grade 12 (6 courses)

INCLEMENT WEATHER

Should inclement weather occur, you can access the DDSB website for school closures and bus cancellations, or the radio stations 680 AM, or 95.9 FM, for closing and school bus transportation information. We are in ZONE 3.

LIBRARY

The P.P.H.S. library is both a physical and virtual space. The school library is open for quiet study, homework, class assignments or casual reading. Fiction and non-fiction resources are chosen to foster a love of reading and complement curriculum requirements. Teacher-librarians work with subject teachers to plan assignments that emphasize 21st Century literacy skills: how to find, evaluate, organize, use, create and share information. In addition to print resources, our virtual library provides 24/7 access to e-books, encyclopedias, database subscriptions, and referencing software. Usernames and passwords are provided for home access. All students are encouraged to develop and master research and study skills that will assist them to become informed decision makers and lifelong learners. No food or drink allowed in the library with exception to water bottles.

RECYCLING

Students are encouraged to participate in our recycling program. Items that should be recycled include bottles, cans, fine paper, newspapers, discarded notes, and cardboard.

HUMAN RIGHTS POLICY

The Durham District School Board and PPHS follow new [Human Rights, Anti-Discrimination and Anti-Racism Policy \(the Human Rights Policy\)](#). The Human Rights Policy supports our commitment to providing services, employment and learning and working environments that that centre human rights and equity and that are safe, welcoming, respectful, inclusive, equitable, accessible and free from all forms of discrimination, oppression and harm.

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

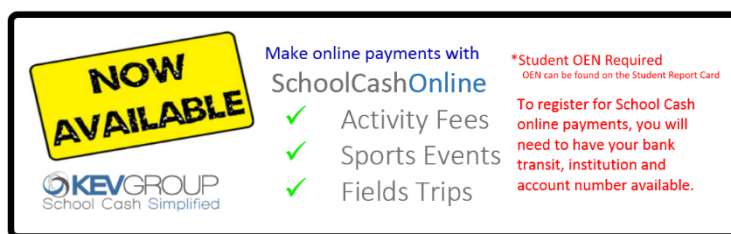
You are also welcome to speak to your school administration about unanticipated religious accommodation needs as they arise.

SCHOOL COMMUNITY COUNCIL (S.C.C.)

The S.C.C. provides a forum for parents, community members, students, teachers and administration to work together and share ideas about our school. The meetings are open and everyone is welcome to attend. For 2022-2023 meetings are held in the school library. Please see the online school calendar for meeting dates.

SCHOOL CASH ONLINE

School Cash Online is an online parent portal that offers a safe, fast and convenient way to pay for school activity fees, field trips etc. In order to register, all you need is your OEN number, which can be found on a student's report card. For more information about School Cash Online and to register, please visit <http://www.ddsbc.ca/school/portperryhs> and click on the School Cash online link.



NOW AVAILABLE

Make online payments with **SchoolCashOnline**

- ✓ Activity Fees
- ✓ Sports Events
- ✓ Fields Trips

***Student OEN Required**
OEN can be found on the Student Report Card

To register for School Cash online payments, you will need to have your bank transit, institution and account number available.

KEYGROUP
 School Cash Simplified

SPECIAL EDUCATION / INCLUSIVE STUDENT SERVICES

<https://portperryhs.ddsbc.ca/en/courses/departments.aspx#Inclusive-Student-ServicesAcademic-Resource>

Our school aims to provide all students with equal opportunity for success. Students who have been designated as exceptional by an I.P.R.C. committee will have the chance to receive assistance from the Special Education Department. The Special Education Resource Team will provide program support to promote the overall success of the exceptional student in the classroom. An Individual Education Plan (I.E.P.) will be developed and maintained for each identified student. The curriculum expectations for students with I.E.P.'s will be accommodated as needed to provide assistance to help students achieve their potential. Some students will also have a modified program, and may be working toward a high school Certificate. Port Perry H.S. offers a number of self-contained and partially self-contained classroom-programs. Entry into these programs is determined through an IPRC process in conjunction with the school and Area Special Education Team.

STUDENT SERVICES (Guidance, Cooperative Education, Careers, Student Success)

<https://portperryhs.ddsbc.ca/en/courses/departments.aspx#Student-Services-Cooperative-Education-Guidance>

The Student Services Department provides students, either individually or in groups, with the opportunity to acquire skills, knowledge and attitudes necessary to:

- know and appreciate themselves as individuals with unique interests and attitudes (personal well-being and development);
- relate effectively with others, by developing positive interpersonal skills (interpersonal well-being and development);
- develop an appropriate educational plan that matches their individual interests and abilities;
- explore career opportunities by taking into account personal growth, increased decision-making skills, and career plans (career development).

Guidance

Counsellors are available to assist students in locating and interpreting information that they may require when making decisions about careers, course selections, and other personal concerns. Our team uses the four step inquiry process:

- *Who am I?* (Knowing yourself – self-assessment – personal characteristics: interests, skills, personality, values etc.)
- *What are my opportunities?* (Exploring opportunities – variety of options for: fields of work and occupations, education and training)
- *Who do I want to become?* (Making decisions and setting goals)
- *What is my plan for achieving my goals?* (Achieving goals and making transitions)



Guidance Counsellors:

Ms. A. Schilling (Department Head)
 Mrs. J. Daniels
 Mrs. T. Sneath
 Mr. J. Smith (S1 Only)
 Mrs. L. Delaney (S1 Only)

Guidance Secretary:

Mrs. A. Paisley

Cooperative Education

Cooperative education allows students to earn secondary school credits while completing an experiential learning opportunity connected to a community. A cooperative education program will include a classroom component and a community component and will continue to be recorded in the provincial report card using a course code that reflects the “related course”. The related course may be a course from *any* Ontario curriculum policy document or a ministry-approved locally developed course in which the student is currently enrolled or which he or she has successfully completed. Students apply and further develop the knowledge and skills described in the expectations from the related course through their experiential learning opportunity.

Cooperative Education Teachers:

Mr. T. Brown
 Mrs. P. Simmons

Student Success

The role of our student success teacher is to track and monitor the progress of students in risk of not graduating, provide support to students to improve academic achievement, and support school efforts to improve outcomes for struggling students. Please refer to the Port Perry High School website, Student Services for further details.

Student Success Teacher:

Ms. M. Winter

CODE OF CONDUCT

SCHOOL POLICIES AND PROCEDURES

Port Perry High School Code of Conduct includes rules, policies and procedures that are designed to create a safe and orderly environment. Compliance with people in positions of authority is required for the safe and orderly operation of our school.

As outlined in DDSB policies and procedures PPHS follows progressive discipline.

Detentions:

- Detentions occur from 10:40 a.m. to 11:00 a.m. at lunch time
- Students are to remain quiet during this time.
- Cell phones are not to be used. Food is not permitted in the detention area, and students are expected to actively work on assignments, test preparation, etc. during their detention.
- Students may receive progressive consequences if they miss an assigned detention.

In-School Suspensions:

- Students may receive a morning or afternoon in-school suspension for various reasons including skipping classes and missing detentions.
- Students serving an in-school suspension will also have an office detention that day.
- Cell phones will be signed into the office and returned at the end of the in-school suspension.

ADVERTISING IN THE SCHOOL

- Only advertising for school events is allowed.
- All advertising must be approved by administration. Such advertising must have a stamp/signature of approval.
- Advertising can only be placed on existing bulletin boards, on the walls in the cafeteria or on the walls of the ramp hall leading from the office to the cafeteria, where there are cork board strips.
- No postings on windows or doors.

ATTENDANCE

Good attendance is essential for academic success. As well, the development of critical thinking skills, of group interaction, and of good work habits, depends upon the regular attendance of all students. Prospective employers are concerned about attendance records.

- Students will demonstrate regular attendance and punctuality in homeroom and all scheduled classes.
- Students may only leave class with teacher's permission.
- **Guardians/Parents must notify the school if the student is absent either by phone or school messenger**
- A student who is **truant or skips a class on the day of a test or assignment that is due may receive a mark of zero.**
- Punctuality is expected in careers and personal relationships. It shows consideration for others, accountability, responsibility and dependability. 'Sleeping in', 'missing a bus' or 'working on assignments' are not valid reasons for lateness. Being late can disrupt the learning process.
- Medical and dental appointments and illness are considered to be legitimate absences but require guardian/parental consent.
- Students leaving school without signing out will be considered truant.
- Students may not be signed out of the school by a parent or guardian to complete homework, watch team events and/or remain on school property.
- Students who are signed out **MUST** leave the school property immediately. They must sign back in should they return to the school that same day.
- Upon turning 18, students are expected to meet with their Vice-Principal to review and sign a contract and discuss attendance expectations. Students who are 18 years of age have legal authority and responsibility for their attendance at school. This privilege may be revoked should the school determine that it is being abused.

Students are expected to:

- Be on time for all classes and school activities;
- Sign in or out at the office if arriving or leaving during the school day with guardian/parental permission;
- A SchoolMessenger phone message will go home nightly to inform parents/guardians of unexcused absences.

BIAS-AWARE PROGRESSIVE DISCIPLINE

POSITIVE SCHOOL CLIMATE
A positive school climate results 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.

ROLES & RESPONSIBILITIES WHEN IMPLEMENTING BIAS-AWARE PROGRESSIVE DISCIPLINE
A Whole School Approach requires that staff, students, parents and community members assume responsibility for developing and sustaining a positive school climate. It is important that staff, students, parents and community members work together in a collaborative fashion to build positive, respectful relationships. In addition, the stakeholders must adhere to the separations outlined in the School Code of Conduct and DDSB Policies, Regulations and Procedures.

APPLYING MITIGATING, OTHER & HUMAN RIGHTS FACTORS
When implementing Bias-Aware Progressive Discipline, schools must comply with the Ontario Human Rights Code and the Education Act.

EARLY INTERVENTIONS

- Reflected inappropriate behaviours
 - Develop a Support and Responsibility Agreement to transition students (Form in the Safe Schools Plan)
 - Check and use a Behaviour Safety Plan for students with special needs
 - Use Reflection Sheets that include Restorative Questions
 - Reflected upon, recognize and record improved behaviour
 - Use "natural consequences" that align with the behaviour
 - Conduct date and consult with the School Team to develop a plan to improve behaviour
 - Collaborate with parents

ONGOING INTERVENTIONS

- Impaired behaviour
 - Adjustment with student and attendance plan
 - Check in Safe Schools Plan (Safe in the Safe Schools Plan)
 - Use restorative programming based on student's changing circumstances
 - Consult with the Area Team for assistance from Support Staff and outside agencies

STRATEGIES FOR ADDRESSING INAPPROPRIATE BEHAVIOUR

- Use appropriate strategies and consequences that have lasting effects include:
 - Restorative Practices
 - Community Service
 - Loss of Privilege
 - Detention
 - Suspension and Expulsion (File in Procedures/SDO Code of Conduct and Discipline in Bureau)
 - Order to Suspend or Expel (Consider Mitigating Human Rights and other factors when considering Order to Suspend and Expulsion for Students)

RESTORATION & RECONCILIATION
Restoration and reconciliation are an integral part of Bias-Aware Progressive Discipline. Restoration and reconciliation should occur during all stages of discipline and include support for both victims and offenders involved in any school-based incident. When harm is done, students should have the opportunity to understand the full impact of their actions, to take responsibility for those actions, to do what is necessary to make it right, and to learn from the experience.

EDUCATION ONTARIO SAFE SCHOOLS
Ontario District School Board

Failure to attend classes and/or arriving to class late will result in progressive consequences. If students arrive late they must enter through the Front doors and proceed directly to the office for a late slip before attending class.

Online Student Absence Reporting

Good attendance is essential for academic success. The following charts show progressive consequences for **unexcused lates and absences**.

Lates	Consequences
1 – 5	Conversation with teacher
>9	Parent contacted
10	V.P. Visit
15+	Progressive Discipline

Abs.	Consequences
4	Classroom teacher has discussion with student
10	Classroom teacher contact home
12	Visit with V.P / parent contact / Progressive Discipline

Parents/guardians must report student absences in advance. The attendance line is accessible 24/7. The system allows you to report up to a maximum of 5 consecutive days of absence. Beyond that, please contact the school directly. For more information, please go to attendance.ddsb.ca. Absences can be reported as follows:

1. Toll Free Number 1-844-350-2646
2. Website: attendance.ddsb.ca
3. Cell Phone App: – The DDSB’s SchoolMessenger program (<https://go.schoolmessenger.ca>)

Extended Absences (Non-Medical)

It is the parent/guardians’ responsibility for supervising the completion of work missed during school absences. Students and parents/guardians must complete a **Temporary Excusal of Attendance** form which is available in the main office. Some classroom experiences missed due to elective extended absences cannot be simulated out of the classroom, and a loss of process marks may result.

Missed Examination Policy

- When a student is unable to write a final exam and verification (e.g. doctors note) has been provided, the supervising administrator will, in consultation with the teacher, the student and the parent/guardian, make every reasonable effort to provide the student with the opportunity to complete a make-up assignment (e.g. an alternate examination, research essay, etc.).
- **In the case of illness a doctor's statement is required stating medically unfit for exams.**
- When the completion of an alternative assessment is not reasonable or possible the student’s final grade will be determined entirely by achievement throughout the semester.
- **Students missing a final examination without validation may be at risk of not demonstrating all essential expectations of the course, and thus, risk not achieving the credit.**

DO NOT PLAN VACATIONS DURING EXAMINATION PERIODS OR EQAO TESTING

Parents/Guardians are advised to consult the school yearly calendar prior to scheduling holidays. Examination and EQAO (Literacy and Numeracy) testing dates are fixed on the school calendar. Exams/Summative Activities cannot be rescheduled to accommodate travel or work schedules.

BULLYING

Bullying/Cyber Bullying is a behavior that is unsolicited and allows one person or one group to gain power over another. Intimidation is a key component of bullying resulting in verbal, physical, sexual and/or psychological harassment of the victim or victims and bystanders. This intimidation places the victim(s) in an inferior position creating isolation, alienation, insecurity, fear and helplessness. These conditions are often created by using demeaning language, teasing, name calling, threatening (physical or otherwise), spreading rumours, gossiping, gestures, pushing, shoving, tripping, hitting and intruding on personal

space to inflict harm (physical or otherwise) on the victim. Students who are involved in bullying other students will face school consequences including suspension.

Students who witness bullying are encouraged to report it to a staff member or anonymously through the “Report Bullying Now” button located on the Port Perry High School website. Any student who falls victim to bullying is encouraged to speak about the situation to a friend, a family member, Parent/Guardian, teacher, guidance counsellor, administrator, or through “Report Bullying Now”.

BUS/TRANSPORTATION GUIDELINE

- The use of D.D.S.B. transportation is a privilege. Students are responsible for their behaviour on school buses and are expected to act in a safe & responsible manner at all times. The School Code of Conduct will be applied to students on buses. Inappropriate behaviour may result in school consequences and/or **students may lose their privilege to ride on a school bus.**
- Under the transportation guidelines, students **may not travel on a bus other than their own so they can be with friends on that other bus.**
- Parents are asked to please notify the bus driver in writing should the student be staying after school or if the student is being transported by the parent or guardian.
- **For insurance and liability purposes**, the school bus driver **must ensure** that only those students whose name appears on the school bus list are transported on the school bus. All other students are to be prevented from riding on the school bus.
- General Bus Guidelines include the following:
 - Respect other people’s property and belongings while waiting for the school bus
 - Treat the driver with respect and follow his or her instructions
 - Be courteous and respectful to others on the bus at all times
 - Act appropriately in a manner that does not endanger the safety of themselves or others including, but not limited to:
 - Not engaging in any activity that interferes with the safe operation of the bus
 - Remaining seated at all times, facing forward while the bus is in motion
 - Keeping hands, arms, feet, head and belongings inside the vehicle until you have exited at your stop
 - Avoiding distracting or speaking to the bus driver except in the case of emergency
 - Refraining from inappropriate behavior on the bus, e.g. throwing items, swearing, fighting, bullying, eating or drinking
 - Not bringing alcohol, drugs or weapons onto the school bus
 - Not touching safety equipment or emergency exits unless there is an emergency
 - No eating or drinking on the bus

CALENDAR

Students should check the online calendar for a list of important dates.

CAFETERIA

The use of the cafeteria is a privilege. Students should not block the food serving area. Food purchased in the cafeteria must be eaten either in the cafeteria, on the first floor, or outside of the school. Students are expected to clean up after themselves when they are finished eating. Students should not be visiting the cafeteria during class time. Students are not permitted to eat on the second or third floor

CHROMEBOOKS

Students must bring their Chromebooks to school on a daily basis fully charged. Students are responsible for loss or damage to their Chromebooks. Should your Chromebook need repairs please see the Main Office for more information.

ELECTRONIC DEVICE POLICY

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. Respectful use of personal electronic devices is expected at all times. No electronic devices are to be used during periods one, two, three or four *unless specifically directed by the classroom teacher*. Failure to respect this policy may result in progressive consequences.

Inappropriate Cell Phone Use	
First Incident	Conversation with teacher
Second Incident	Conversation with teacher / teacher contacts home
Third Incident	Phone confiscation for day
4+ incident	Progressive Discipline

The school cannot assume the liability for lost or stolen personal electronic devices. The school is not responsible if any of these items are lost or stolen.

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. In particular, the use of cameras, filming and/or recording is strictly prohibited in washrooms and change rooms.

Students taking unauthorized video/audio will face progressive consequences.

ACCEPTABLE AND SAFE USE OF COMPUTERS:

- Port Perry High School is pleased to provide you with access to a variety of computing and information technology facilities and resources.
- These facilities and resources are provided for educational purposes, not for public access. They will help you to achieve your learning outcomes, research requirements, and assist with career preparation.
- You must 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 use the computing technology as prescribed or approved by their teacher.
- Students will never use computing technology for Cyber-bullying, visiting unacceptable sites, and/or illegal activity.
- Students will accurately cite information from the internet. Students will not plagiarize. Students will abide by copyright laws. Students will not download and disseminate 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 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 to others containing information that would cause discomfort to themselves or others if that information was written on a classroom whiteboard or other public place.
- Students will not use the computing technology in ways that will disrupt other users. Any tactics that harm or compromise the functionality of the system are forbidden.
- Students will assume that all communications received are private and confidential and they will not forward that information without the 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 and Port Perry High School strive to maintain the efficient operation of the computing and information technology facilities and resources, it does not guarantee their reliability. Additionally, Port Perry High School does not guarantee the accuracy of information found on the Internet.

RECOURSE FOR ABUSE/MISUSE:

- Students who do not follow this procedure, as well as the PPHS Student Code of Behaviour **and** the rules provided by their teachers, will have their computing and information technology privileges suspended pending a review.
- Students are reminded that the D.D.S.B. 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, 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.

NOTE: The care and storage of personal electronic devices is not the responsibility of the school. The school is not responsible for lost/damaged/stolen items.

DANCE POLICY

In order to attend a dance at Port Perry High School, a dance waiver must be signed by a parent/guardian and returned to the school prior to the purchase of a dance ticket. Waivers and Guest Application Forms will be available in the main office and from Student Council. By signing the waiver, parents are taking full responsibility for their child's actions and agree to the regulations and consequences (including possible suspension from school and dances). Without this waiver signed and returned, students cannot purchase a dance ticket or attend the school dance.

- No smoking/vaping is permitted at dances.
- Coats and bags must be placed in the designated area.
- All lockers are out of bounds. Students are strongly discouraged from bringing valuables to the dance. The school will not be responsible for student property that is lost or missing.
- Once leaving the dance you may not re-enter.
- There will be cut off time after which no one will be admitted to the dance. If it is necessary for a student to arrive after the designated time (work commitment) his/her ticket must be signed by an administrator by 3:30 p.m. on the day of the dance.
- Anyone consuming any amount of alcohol before the dance will not be admitted.
- Any student who is found to have been under the influence of drugs or alcohol prior to or during the dance will be suspended from school; may not be allowed to attend further school dances; parents will be contacted; charges may be laid.
- Any student in possession of drugs/alcohol at the dance will be suspended from school and parents contacted.
- The only students allowed in a Port Perry HS dance are current PPHS students and approved guests.
- The guest must come in with the sponsor.
- The guest must be registered on the guest list prior to the dance, and guest must have administration approval based on a reference from the home school administration to attend the dance.
- The guest must show photo identification.
- Sponsors are responsible for the behaviour of their guests.
- A sponsor may only bring one guest to a dance.

DRESS CODE

Appropriate Dress

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 accommodations

Inappropriate Dress

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

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 or other reasons. Communication between the student, parents, and guardians and administration must occur for these situations. PPHS is a mask friendly school and students have the right to choose whether to wear, or not wear a mask for the 2023-2024 school year.

For some special Student Council events (for example, Halloween), 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 must be recognizable and no face masks, sunglasses, or coloured contact lenses are to be worn. Replica weapons are prohibited. All costumes must comply with the dress code requirements.

Student Dress Code and Progressive Discipline

All staff have a responsibility to follow the Student Dress Code policy and work in collaboration with administration to support the successful implementation and maintenance of the policy. Administrators and staff must be consistent in their approach and take individual needs and circumstances into consideration to ensure effective and equitable enforcement of the Student Dress Code and shall base decisions on objective and verifiable factors. Student Dress Code violations that threaten the health and safety of the students or other members of the school community and/or promote violence, illegal activity (including gang activity), bullying, harassment, hate, prejudice against others are considered serious and are to be dealt with accordingly using District's guidelines for progressive discipline. School administration will consider other dress code infractions on the continuum of school conduct violations and respond accordingly using progressive discipline, focusing on education and future conduct. School administration and staff will ensure no student is negatively impacted by Student Dress Code enforcement because of sex, race gender identity/expression, sexual orientation, ethnicity, cultural identity/beliefs, religious identity/beliefs, disability, socio-economic status, body type/size or body maturity or any other grounds covered by the Ontario Human Rights Code.

FIELD TRIPS

When on a field trip/sporting event, students are “ambassadors” of Port Perry High School and are expected to conduct themselves in a manner which promotes a positive image of the school and its students. Specifically, students are expected to comply with the Code of Conduct and School Bus Regulations. Students may be denied the privilege of going on trips for such reasons as unacceptable behaviour, lack of co-operation, or poor attendance. Students must be present for the regular school day and attend classes to participate on the day of the event. Students are expected to notify in advance, the teachers of subject classes they will be missing while on the trip. It is the student's responsibility to complete the work assigned and keep up-to-date in the classes missed. If you miss the trip, any money paid may not be refunded.

GOOD NEIGHBOUR POLICY

At PPHS we have a “Good Neighbour Policy” which reflects our commitment to our community. We will exercise appropriate discipline when the behaviour of our students disrupts the safety and orderliness of our surrounding geographic area.

GENERAL GUIDELINES

- In accordance with the D.D.S.B. [Safe and Respectful Workplace and Harassment Prevention](#) Policy and [Human Rights, Anti-Discrimination and Anti-Racism Policy \(the Human Rights Policy\)](#), PPHS will not tolerate behaviour by students, staff, parents, community members or invited guests which insults, degrades, discriminates or

stereotypes against any race, gender, sexuality, physical condition, ethnic group or religion. Students who harass others will face suspension and / or expulsion, and police may be contacted.

- Students are expected to be courteous, considerate and to show respect for everyone: fellow students, teachers, parents, guardians, invited guests, supply teachers and support staff.
- Inappropriate display of affection is not acceptable.
- The use of profane language or improper language, conduct detrimental to the moral tone of the school or to the physical or mental well-being of others is forbidden (e.g. verbal or physical assault).
- Students must not engage in activities that put safety of staff and students at risk – e.g. Horseplay and play fighting.
- Under Durham District School Board policies, skateboards and rollerblades (roller-shoes) are not allowed to be used on school property.
- Students are not to obstruct traffic in the hallways or stairways at any time.
- Dangerous objects, including laser pointers, firecrackers, snowballs, cigarette lighters, and other nuisance items must not be brought on, carried or used on school property. Any such items will be confiscated. Students will be suspended if they have threatened the safety of others through the use of these objects.
- Office Referrals: If sent to office by the teacher students must proceed directly to the office and follow office staff direction. Students sent to the office must complete an office referral sheet. Depending on the circumstances, students sent to the office may be assigned detention(s), community service, or suspended. No cell phones are to be used by students in the office when sent down on an office referral. Students are to sit quietly in the office to allow office staff to perform their duties.
- Off-Site Incidents: According to Board Procedure #5149, if an incident that happens off school property, including in cyberspace; has a connection to the school and implications for the learning/working environment, the administration may apply appropriate disciplinary actions (nexus).

GYMNASIUM USAGE

Students are not to be in the gymnasiums at any time without teacher supervision. Failure to comply will result in progressive consequences including suspension of gym privileges, detention(s), suspension.

HALLWAYS

Students are permitted in the hallways only between classes, before and after school, and at lunch. During lunch hour students are not allowed to be on the 2nd or 3rd floors unless they are supervised by a teacher.

To avoid missing valuable class time students should access their lockers, visit water fountains, or visit washrooms either before school, at lunch time or between classes. If given permission by the teacher to leave the class during class time absences must be brief. Students are not permitted to leave the classroom during the first 20 or last 20 minutes of class time, which helps ensure they are present for the introduction and conclusion of all lessons.

HEALTH AND SAFETY

- During the school day, the school grounds and buildings are out of bounds to all except registered students of PPHS and their parents or guardians. Board of Education employees, or persons having business with the administration or staff and any other persons, must apply directly to the office for approval to be on school property.
- Students and staff who notice people who do not belong on the property should immediately notify the main office. All of us have a responsibility in keeping PPHS safe.
- Please do not invite your friends to visit you at school during the school day. They will not be allowed to attend class. Being on the property without approval may result in a charge of trespassing being laid by the Durham Regional Police Service.
- Students need to remove all headphones when speaking to any adults.
- No food or drink with the exception of water is to be brought to class.
- Pets are not permitted at school (this is not pertaining to service animals)
- Students, staff and neighbours of Port Perry High School, have the right to a safe, clean and healthy environment.
- Students are not to loiter on neighbouring streets and driveways or on Port Perry High School property.
- To maintain an inviting school atmosphere students are not to loiter in the front of school entrances or in stairwells during non-transitional time
- Throwing of snow, ice or any other harmful object is not permitted.
- Gym changing rooms are not necessarily locked at all times. Under no circumstances should money or valuables be left in the changeroom – students do so at their own risk. Port Perry High School and the Durham District School Board are not responsible for personal items lost or stolen on the premises.
- Accidents should be reported to your classroom teacher, no matter how minor they might seem. If an accident occurs outside of the classroom, it should be reported to the main office. It is necessary to have written reports on file. The forms are available at the main office.

- Food and drink: Food and drinks are not permitted in the classroom (with the exception of water) or on the second and third floors of the school. Students are not to leave classes to purchase food and/or drinks from the vending machines or the cafeteria. Food can be eaten on the first floor during lunch.
- Littering: Students may be assigned clean up duty or detentions as a consequence of littering.

IDENTIFICATION

Students, who refuse to identify themselves, or give false identification when requested by staff, will face progressive consequences including suspension.

LUNCH PROCEDURES

For students who decide to remain at school the cafeteria and the first floor are available for students to eat lunch. No students should be on the second or third floors during lunch hour unless they are supervised by a teacher. Students are required to be respectful of the school and clean up after themselves – no litter is to be left in the cafeteria or hallways during lunchtime.

LOCKERS

The locker is the property of the Durham District School Board (DDSB) and is not the property of the student. Lockers must only be used to store school-related materials and authorized personal items. Students are responsible for the contents of their lockers. Lockers are to be treated with respect. As a result, the inside of the locker must be kept free of inappropriate graffiti, postings or pictures.

- Lockers are assigned at the beginning of the school year by the homeroom teachers
- Lockers must be kept locked at all times
- All combination and locker numbers are kept on record in the main office in case of emergency.
- Students are responsible for any damage to their assigned locker throughout the school year.
- Any requests for changes in locker assignments must be directed to the Vice-Principal responsible for lockers (Ms. Clegg).
- The school is not responsible for lost, missing or stolen belongings. The locker is the property of the Durham District School Board. Students are solely responsible for the contents of their lockers. Lockers must be emptied at the end of each school year.
- Administration has the authority, with reasonable suspicion, to search personal property and lockers. The right to search is established to assist school administration in providing for the safety and welfare of all students and staff as stated in the Education Act. Principals have the right to seize contraband material. The contraband material will be removed from the locker and held for evidence in disciplinary proceedings and may be turned over to law enforcement officials.

MASKS

- As of March 21, 2022 students are no longer required to wear a mask while at school or on school buses. Although the masking requirement has been removed in schools, Ontario's Chief Medical Officer of Health has indicated it is still encouraged to wear a mask in public settings. Schools will be a mask-friendly environment and students, visitors, families, and staff are welcome to continue to wear masks while at school and/or on the bus. We will continue to have masks available for students who choose to still wear them. Where students do not have their own masks, masks will be made available. We encourage students to bring reusable masks from home to wear at school. DDSB will continue to provide students with 3-ply reusable masks, and staff with non-fitted N95 masks, upon request.

PARKING

- Student parking is available on site at PPHS in any UNNUMBERED spots only. NUMBERED spots are designated for staff ONLY!
- Unnumbered spots are located in the back row of the main parking lot along Ottawa Street and at the north side of the school along Macdonald Street. Additional parking is also available off campus in the lower Macdonald Street parking lot
- Any student wishing to park on school property must obtain a Student Parking tag authorized by a School Administrator. This tag must be visible at all times.
- Progressive consequences will occur if students are parking in staff spaces, in emergency/fire routes or in non-designated parking spots. This can include being "stickered", the removal of the privilege to park on school property, as well as school based consequences. Also, the Township Parking Enforcement will ticket/fine illegal parking in the school lots and surrounding streets.
- Loitering in or on cars is not tolerated and will result in the loss of the parking permit.
- Parking permits must be renewed each year
- Street parking is permissible under regular by-law expectations

REPORTING AGGRESSIVE DRIVING

Students, parents, and staff may report irresponsible or aggressive driving (speeding, running stop signs, etc.) and excessive noise (unnecessary honking and squealing tires) by:

1. Calling police at 905-579-1520 and providing the location, individual(s) and vehicle information.
2. Going to www.drps.ca and reporting the incident under the **Road Watch** link.
3. Contacting the school administration at 905-985-7337.

ACADEMIC INTEGRITY

Academic integrity is expected from all students. Plagiarism and/or cheating may result in a mark of zero.

From Durham District School Board Policy 5122: The Durham District School Board defines cheating as any attempt to give or obtain unauthorized assistance in a formal academic exercise (the use of unauthorized materials during a quiz, test, examination etc., including using notes, copying from other students, use of information from print, electronic devices or other sources). Plagiarism is a form of cheating involving the use of the thoughts or ideas of another individual by a student, without crediting the sources. The use of part or all of any other person's book, essay, magazine article, chart, drawing, diagram, internet information or any other piece of work in an assignment, without proper acknowledgement, is considered plagiarism. Cheating and plagiarism will result in consequences being administered in accordance with Procedure #5122 *Cheating and Plagiarism, Prevention and Intervention* and regulation #5500 *Durham District School Board Code of Conduct and Safe School Regulation*. Also considered plagiarism would be submitting an assignment written by someone other than the student submitting it and submitting the same assignment to multiple teachers.

PLAGIARISM

Plagiarism is defined as the use of thoughts or ideas of somebody else by a student without crediting the source. If you use part or all of any other person's book, essay, magazine article, internet resource, chart drawing, web site, diagram, homework or any other piece of work in any of your assignments without proper acknowledgement, you are plagiarizing. Even with proper accreditation information must be properly paraphrased and not just reworded using a thesaurus. Direct quotations must appear within quotation marks. If you submit an assignment or homework written by anyone else or if you take information from the internet and submit it as your own you are plagiarizing. PPHS is committed to the education of students in the knowledge of, and the prevention of plagiarism.

CHEATING

Cheating refers to a student's use of unauthorized materials, items or devices to gain an unfair advantage in school work. Cheating includes copying another's work, allowing one's work to be copied by another, or submitting an assignment in multiple classes.

PPHS is committed to the education of students in the knowledge of, and prevention of plagiarism. Ultimately, for incidents where a student is found to be plagiarizing, depending on the student's grade level, maturity and individual circumstance combined with the degree of intent, number and/or frequency of the incidents, consequences and interventions may include:

- a. mark of zero (Level R)
- b. administrative and parent involvement
- c. detentions and/or suspension
- d. submission of rough work
- e. rewriting with staff monitoring
- f. substitution of an alternate and equivalent assignment
- g. re-submission with proper citation
- h. mark reduction
- i. mandatory plagiarism education session(s)
- j. increased monitoring of future assignments

REPORTING TO THE OFFICE

When instructed by staff to report to the office a student must comply. Failure to do so may result in progressive consequences, including suspension.

RESTITUTION

Students must make financial restitution for damage they cause on/to school property or during off-site school-related activities.

SCENT POLICY

Students are reminded to be respectful in their use of personal fragrances. Many students and staff have allergies and the improper use of scents will result in a consequence.

STUDENTS ON STUDY (SPARE) PERIODS

Study (Spare) periods are to be used productively to complete assignments. Students on spares are to be in the cafeteria, library, or OFF of the school property. They are not to be loitering in the hallways during class time. It is recommended that whenever possible students are off school property during their study period.

STUDENT 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 hot line **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 and put a stop to crime in your school.
- It's your school - it's your call.

STUDY HALL

Students directed to work in study hall must sit in the cafeteria (students should sit facing the windows), work quietly on the assigned work, refrain from eating or drinking, and refrain from using personal electronic/entertainment devices. The servery and vending machines are out of bounds. Normal classroom behaviour expectations apply. Students are expected to remain working productively.

SUBSTANCE ABUSE

Illicit Use or Possession of Alcohol, Illegal Drugs and/or Other Intoxicants:

The goal of Bias-Aware Progressive Discipline is to protect the health and safety of all students by deterring the use of alcohol, illegal drugs and/or other intoxicants on Board property or at Board-sponsored events. Bias-Aware 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 (Refer to the Bias-Aware Progressive Discipline and PPM 145). Bias-Aware Progressive Discipline procedures are to be followed when there is reasonable suspicion of substance abuse. When a student uses, or is in possession of alcohol, illegal drugs and/or other intoxicants:

First Incident:

School administration will:

- a) confiscate any alcohol, illegal drugs and/or intoxicants present, and dispose of it according to procedure (Refer to Section 7)
- b) advise the student that his or her behaviour is an infraction of the School Code of Conduct and apply a consequence based on Bias-Aware Progressive Discipline
- c) contact the parents or legal guardians and advise them and the student about consequences, and available support services
- d) assist with the safe conduct of the student from school property, if required, refer the student for assessment and/or counselling

The Principal may:

- suspend the student or consider alternative disciplinary action
- contact the police (see Police/School Board Protocol)

Subsequent Incidents (within the current school year or previous 12 months):

School administration will refer to the procedure for the First Incident above and may:

- implement Bias-Aware Progressive Discipline (follow Bias-Aware Progressive Discipline guidelines)
- contact the police (see Police/School Board Protocol)

NOTE: For repeated or severe incidents and refusal to accept the referral for a preliminary assessment and/or counselling, further sanctions may be enacted according to Board Regulation #5148. In making this decision, three considerations will be taken into account:

- the student has indicated that he or she will continue using alcohol, illegal drugs and/or other intoxicants
- lack of serious concern on the part of the student about the consequences of using alcohol, illegal drug and/or other intoxicants
- the level of disruption to the learning environment imposed on other students, school staff, and the school climate

Students Suspected of Being Under the Influence of Alcohol, Illegal Drugs and/or Intoxicants

School administration will:

- detain the student at the school (or the event) under supervision in order to ensure his or her safety
- contact the student's parents or guardians to come and get the student to ensure the student arrives home safely
- attempt, if the parents or guardians are not available, to find another responsible adult, as designated by parents or guardians, who can take the student home and provide care
- contact the police if the parents or guardians or other designated adults cannot be reached, or if the student refuses to stay under supervision
- advise parents or guardians of the action taken as soon as possible
- enact the disciplinary procedure for using alcohol, illegal drugs and/or other intoxicants
- confiscate and deal with any alcohol, illegal drugs and/or other intoxicants according to the DDSB Substance Abuse Policy

The Distribution or Trafficking of Alcohol, Illegal Drugs and/or other Intoxicants:

Distribution refers to sharing, selling, or the widespread distribution of alcohol, drugs and or other intoxicants; legal or illegal. When dealing with the distribution of alcohol, illegal drugs and/or other intoxicants school administration will:

- confiscate any alcohol, illegal drugs and/or other intoxicants present and deal with it according to Section 7
- contact the parents or legal guardians and advise them and the student about consequences and available support services
- advise the student and the parents or guardians about Bias-Aware Progressive Discipline for subsequent incidents
- suspend the student or consider alternative disciplinary action (follow Bias-Aware Progressive Discipline guidelines)
- contact the police

TOBACCO/CIGARETTES/VAPING

The Durham District School Board is responsible to work with the Tobacco Enforcement Officers to enforce the Smoke-Free Ontario Act, 2017 (SFOA) and promote healthy lifestyle choices.

Expectations:

- Smoking, use of tobacco/cannabis and associated devices, smoking equipment and electronic devices, that may contain tobacco/cannabis products, or may reasonably be perceived as containing tobacco/cannabis products, are not permitted, by any person on school property at any time
- Smoking includes the carrying or holding of lighted cigars, cigarettes, pipes or any other lighted or electronic device. Examples may include but are not limited to E-cigarettes, herbal cigarettes, chew, snuff and snus
- Supplying tobacco/cannabis to someone who is under 19 years of age is prohibited

You cannot smoke or vape in any public or private school's:

- indoor space (classrooms, washrooms, gymnasiums, shops, hallways, etc.)
- outdoor grounds, including playgrounds, parking lots and sports fields
- within 20 metres of the school's grounds

There is no smoking or vaping between or during classes.

Consequences for Breaching Expectations:

- The Administrator will follow Bias-Aware Progressive Discipline to address student behaviour
- The Tobacco Enforcement Officer may be involved and has the authority to issue a summons that may result in fines



CHECK THIS OUT!

The Smoke-Free Ontario Act is part of the provincial government's comprehensive tobacco control strategy to prevent youth from starting to smoke, help people quit smoking and protect workers and the public from exposure to second-hand smoke.

- **The SFOA is enforced by Health Department enforcement officers who conduct inspections and investigations of public places and workplaces, respond to complaints, and lay charges when necessary.**
- **If convicted of smoking or vaping where it is not allowed, you may be charged with an offence and subject to a set fine of \$400 up to a maximum of \$5,000.**
- **This law is in effect 24 hours a day, 7 days a week, 365 days a year**
- **The school *will* contact the Health Department enforcement officers for violations to the SFOA**

VIDEO SURVEILLANCE SYSTEM

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

WASHROOMS

Students are to sign out of classrooms when using the washroom. Students will be allowed to use the washroom one at a time from class. Students are asked to use the washroom between classes, as well as before school and at lunch to reduce the number of times they are out of the classroom. Students will be encouraged not to use the washroom for the first 20 minutes and last 20 minutes of class. Once finished in the washroom students will go directly back to class. Students should use the washroom in close proximity to the classroom they are in. Washrooms are not a place of loitering and administrators will ask students to leave the washrooms if they are not being used for their intended purpose.

COMMUNITY THREAT ASSESSMENT AND INTERVENTION PROTOCOL **- Student Threat Assessment**

Fair Notice & Process

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 behaviours that include, but are 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.

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.

DURHAM DISTRICT SCHOOL BOARD CODE OF CONDUCT AND SAFE SCHOOL REGULATION

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

1.0 Introduction

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

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

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

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

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

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

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

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

- seek input from a diverse group of students within the school, including but not limited to; Student Leadership groups, Student Ambassadors, Athletic Council, Sexuality and Gender groups, Indigenous Student Groups, any other student group within the school community
- include procedures and timelines for review, in accordance with school board policy;

- post the School's Code of Conduct on the school website or, if the school does not have a website, make the Code of Conduct available to the public in another appropriate manner;
- develop a communications plan that outlines how these standards will be made clear to everyone, including parents whose first language is a language other than English or French.

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

3.0 Purposes of The Code

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

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

4.0 Standards of Behaviour

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

Respect, Civility, and Responsible Citizenship

All members of the school community must:

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

Safety

All members of the school community must not:

- engage in bullying behaviours;
- commit sexual assault;

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

5.0 Promoting and Supporting Positive Student Behaviour

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

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

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

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

6.0 Roles and Responsibilities

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

School Boards

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

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

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

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

Principals and Vice-Principals

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

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

Teachers and Other School Staff

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

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

Students

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

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

Parents

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

- are engaged in their child's school work and progress;
- communicate regularly with the school;
- help their child be appropriately dressed, and prepared for school
- ensure that their child attends school regularly and on time;

- promptly report to the school their child's absence or late arrival;
- become familiar with the provincial Code of Conduct, the board's Code of Conduct, and if applicable, the School Code of Conduct;
- encourage and assist their child in following the rules of behaviour;
- assist school staff in dealing with disciplinary issues involving their child.

Community Partners and the Police

Through outreach, existing partnerships may be enhanced and new partnerships with community-based service providers and members of the community (e.g., Elders, Senators, Knowledge Keepers) may also be created.

Community-based service providers are resources that boards can use to deliver prevention or intervention programs. Protocols are effective ways of establishing linkages between boards and community-based service providers and of formalizing the relationship between them. These partnerships must respect all applicable collective agreements.

Police

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

7.0 Bias-Aware Progressive Discipline

- 7.0** 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.)

- 7.1** 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).
- 7.2** 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.
- 7.3** 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.
- 7.4** 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.

- 7.5** 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.
- 7.6** 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.
- 7.7** 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
- 7.8** 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.

- 7.9** 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).
- 7.10** 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

- 8.0** 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

9.0 Definitions:

9.0.1 Suspension

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

9.0.2 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)

9.0.3 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.

9.0.4 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.

9.0.5 Mitigating and Other Factors

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

Mitigating Factors

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

Other Factors

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

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

Human Rights Factors

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

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

9.0.6 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

9.0.7 Safe Schools Incident Report Form

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

9.2 Activities Leading to Possible Suspension

9.2.0 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.

- 9.2.1** 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.
- 9.2.2** 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.
- 9.2.3** 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.
- 9.2.4** 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.
- 9.2.5** 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.
- 9.2.6** 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 Notice of Suspension

9.3.0 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.

9.3.1 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.

9.3.2 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 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 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.

- 9.5.0** 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

- 9.5.1** 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.

- 9.5.2** 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.

- 9.5.3** The decision of the Board on an appeal under this section is final.

- 9.5.4** 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 Activities Leading to a Suspension, Investigation, and Possible Expulsion

- 9.6.0** 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 environment, or posing a significant safety risk to others*;
- 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.

- 9.6.1** A pupil who is suspended under this section is suspended from their school and from engaging in all school-related activities.
- 9.6.2** 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.
- 9.6.3** 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** Notice of Suspension Pending Possible Expulsion:
- 9.7.0** 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)
- 9.7.1** 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.

9.7.2 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 Investigation Process

9.8.0 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.*)

9.8.1 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.

9.8.2 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.

9.8.3 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.

9.8.4 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.

9.8.5 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:

1. a statement that the pupil will not be subject to an expulsion hearing for the activity that resulted in the suspension.
2. 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.
3. 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 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 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.

9.10.0 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

9.10.1 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.

9.10.2 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 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 Expulsion Process

9.12.0 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.

9.12.1 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

9.12.2 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.

9.12.3 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.

9.12.4 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.

9.12.5 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

9.12.6 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.

9.12.7 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.

9.12.8 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.

9.12.9 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.

9.12.10 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.

9.12.11 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.

9.12.12 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.

9.12.13 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.

9.12.14 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.

9.12.15 The decision of the Board under 9.12.13 is final.

9.12.16 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.

9.12.17 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

9.12.18 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 Expulsion Appeal Process

9.13.0 The Child and Family Services Review Board is the tribunal designated under the regulations to hear appeals of school board decisions to expel pupils.

9.13.1 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.

9.13.2 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 Notice of Appeal

9.14.0 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)

9.14.1 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.

9.14.2 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.

9.14.3 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.

9.14.4 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 Hearing of Appeal

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

9.15.1 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.

9.15.2 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.

- 9.15.3** 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.
- 9.15.4** 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.
- 9.15.5** 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.
- 9.15.6** The decision of the Child and Family Services Review Board on an appeal under 9.13.0 is final.
- 9.16** School Board Policies and Procedures: Procedure Upon Referral to the Board
- 9.16.0** 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.
- 9.16.1** 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.
- 9.16.2** 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.
- 9.16.3** 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.
- 9.16.4** 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.
- 9.16.5** The Board Committee will deliberate in private and may, if questions arise during the deliberations, re-convene with the parties to seek whatever clarification is required.

9.16.6 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 Constitution of the Board Suspension Appeal and Expulsion Committees

9.17.0 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.

9.17.1 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).

9.17.2 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 Status of Expelled Pupils and Return to School Provisions

9.18.0 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.

9.18.1 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.

9.18.2 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 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

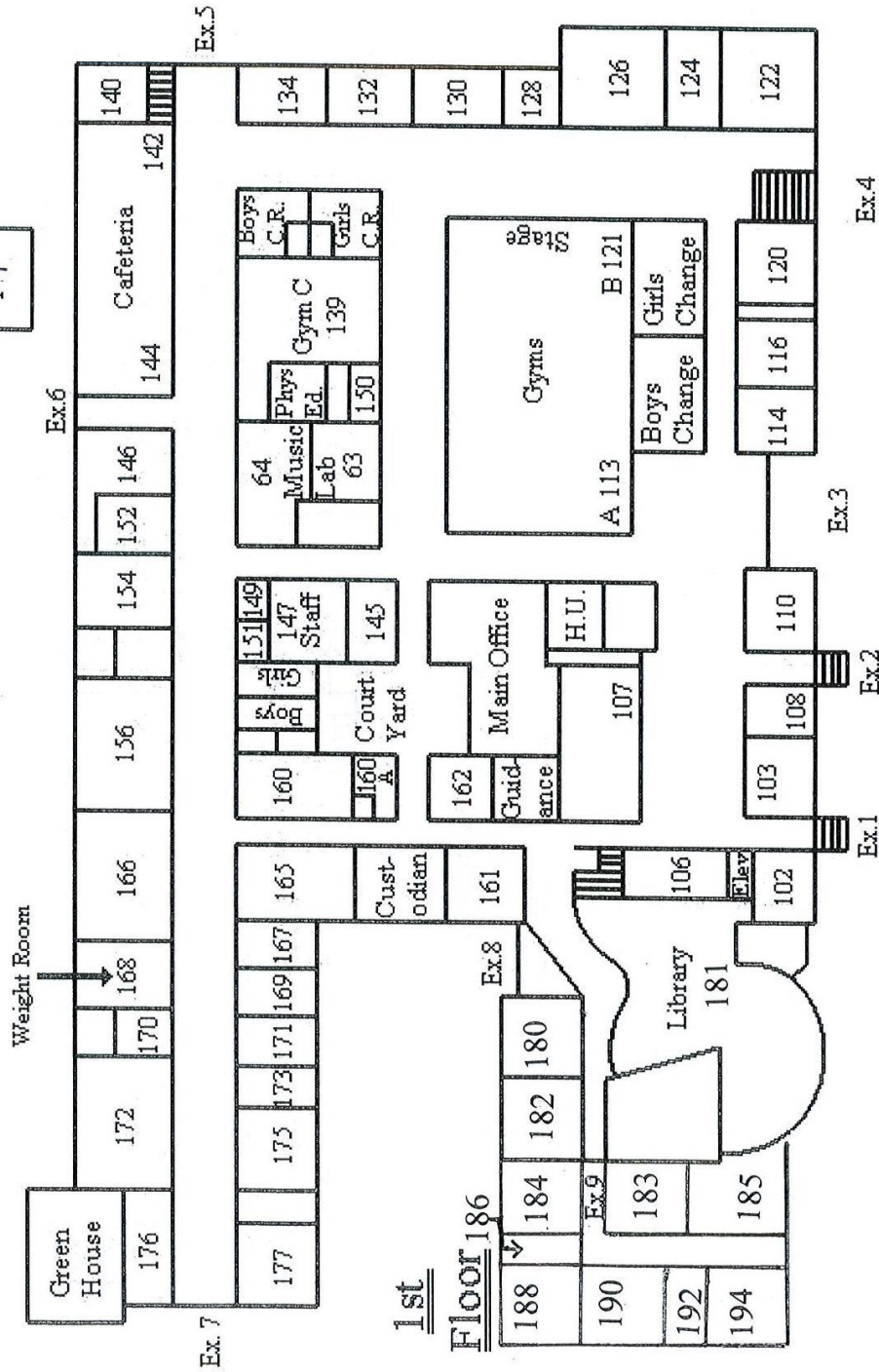
Note: In the event, that any of the provisions contained within this Regulation conflict with the Education Act or Regulations made pursuant to the Education Act, the provisions of the Education Act shall prevail.

PORT PERRY HIGH SCHOOL

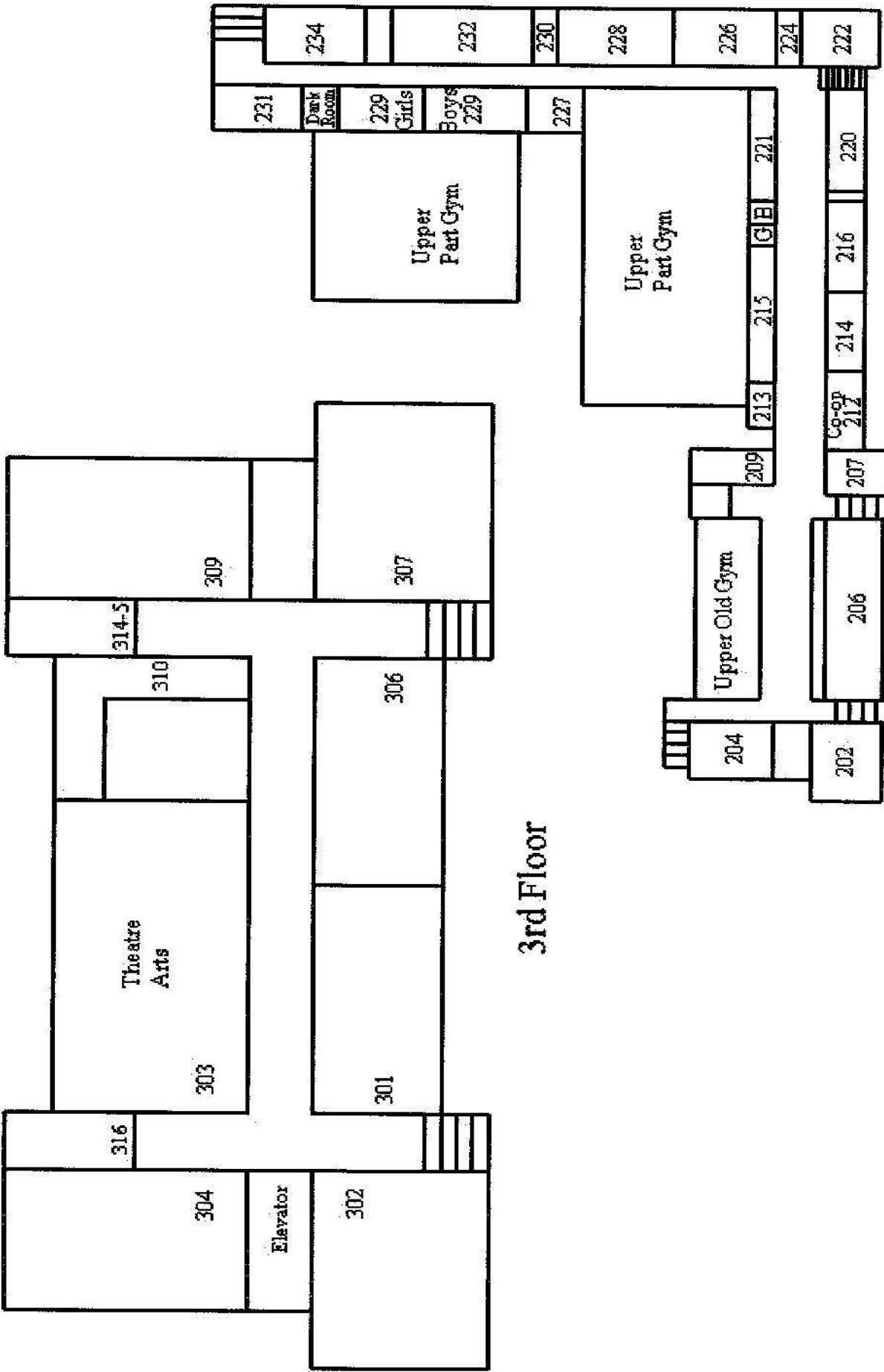
OTTAWA STREET

MACDONALD
STREET

ROSA STREET



QUEEN STREET



3rd Floor

2nd Floor

AT THE DDSB

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

**STRONGER
TOGETHER**