

# **PORT PERRY HIGH SCHOOL**

## **Student Guide 2025-2026**



**Port Perry High School  
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www.ddsb.ca/school/portperryhs  
(905) 985-7337  
DDSB Automated Bus/Transportation Info: 1-866-908-6578**

## **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.

## **Indigenous Rights Statement**

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

## **Human Rights and Equity Statement**

The Durham District School Board is committed to learning environments that are safe, welcoming, respectful, equitable, accessible, inclusive and free from discrimination while placing Human Rights and Equity at the center.

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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.

### **Take Care**

**Take care of yourself;  
Take care of each other;  
Take care of this place.**

# Welcome to our school

**Visitors are asked to please sign in at the main office.**

The **Durham District School Board** is committed to providing a safe and respectful work and learning environment.

The use of profanity, verbal and/or physical abuse, harassment or threatening behaviour towards staff, students, and other members of the school community is not permitted.

## Code of Conduct

### **Members of the school community will:**

- Treat each other with kindness and respect
- Support learning and keep distractions out of class
- Help others when they are in need

### **Members of the school community will not:**

- Bully, cyberbully, or encourage others to do so
- Harm others, including harm with the motivation of hate or discrimination
- Use a personal mobile device during class unless permitted by an educator
- Use, share or sell vape, nicotine and/or tobacco products on school property

Speak with a staff member if you or someone else needs help.

Thank you for ensuring a positive school culture where all members of our school community are treated with dignity and respect.



Visit [ontario.ca/SchoolRules](https://ontario.ca/SchoolRules) to learn more about the Provincial Code of Conduct

## **ADMINISTRATION**

Kim Stuart - Principal

Amy Williams - Vice Principal (Support students with surname A – L)

Lisa Wray - Vice Principal (Support students with surname M – 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	

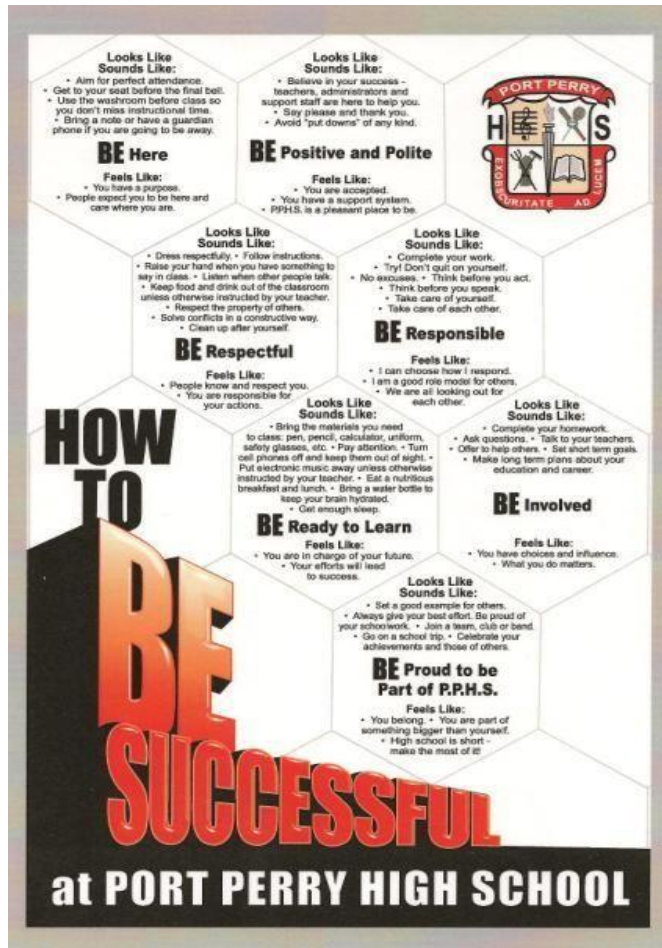
Notes:

- 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 extracurricular activities.

The Staff and Administration at Port Perry High School understand and appreciate the value of extracurricular 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 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. Also, 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 extracurricular 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.

## ***STUDENT COUNCIL***

The Student Council of Port Perry High School is a group of students who work diligently together and with all students at 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. Check out the Student Council Bulletin Board for an up-to-date list of events.

2025-2026 Co – Prime Ministers: Jessie Malcolm & Cole Tysick

## ***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 latest information via three ways.

1. DDSB website for school closures and bus cancellations
2. Durham Student Transportation Service (DSTS) <https://www.dsts.on.ca/> for bus information
3. Radio stations 680 AM, or 95.9 FM, for closing and school bus transportation information.

Please note, Port Perry HS is in **ZONE 3** of DDSB.

## **LIBRARY**

The PPHS 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 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 (SCC)**

The SCC 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. Please see the online school calendar for meeting dates.

## SCHOOL CASH ONLINE

School Cash Online is an online parent/guardian 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.ddsb.ca/school/portperryhs> and click on the School Cash online link.



**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.

**KEY GROUP**  
School Cash Simplified

## INCLUSIVE STUDENT SERVICES @ PPHS

<https://portperryhs.ddsb.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 IPRC 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 (IEP) will be developed and maintained for each identified student. The curriculum expectations for students with IEP'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 HS offers several 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.ddsb.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 considering 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)



## ***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.

## ***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.

# 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 operation of our school.

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

In-School Suspensions:

- Students may receive a morning, afternoon or full day in-school suspension for various reasons some examples include yet not limited to: smart phone use during instructional time, skipping classes, ongoing and unexcused lates.

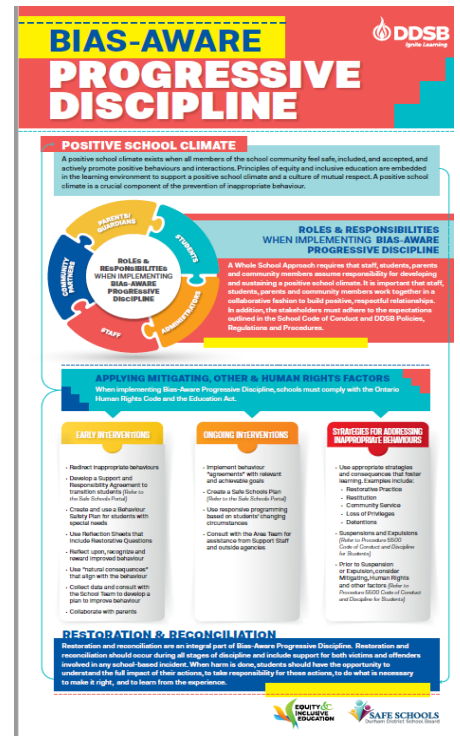
## ADVERTISING IN THE SCHOOL

- Only advertising for school events is allowed.
- All advertising must be approved by the 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. Also, 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 the 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, dental appointments and illness are 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.



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.

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/guardian contacted by teacher
10	V.P. Visit and parent/guardian contact
15+	Progressive Discipline/In school suspension

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

Students signing in more than 20 minutes late for any class without parent/guardian permission or signing in and not going to class will be considered as having an 'unexcused absence' and will face consequences as outlined above.

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](https://attendance.ddsb.ca). Absences can be reported as follows:

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

### **Age of Majority and Education Acts**

Under the Age of Majority and Education Acts, adult status means anyone who is 18 years of age or older. When students turn 18, information about their academic progress, attendance, and access to their records can no longer be provided to their parents/guardians without the student's written permission. If adult students wish to share school information with their parents/guardians, they can complete a form and return it to the school office. Adult students also have the right to change these permissions/contacts at any time by submitting a new form with the amended information.

At PPHS, when students turn 18, a secretary will automatically place the student's information into the system as the first and only contact. The student's school email will be used. School Messenger app access and info will need to be updated. Action items may be: 18-year-old students come to the office to provide their cell number and/or email they use actively (if different than their DDSB email). Update the School Messenger app so they can complete their attendance. Pick up a *Consent for Information Sharing* form if the adult student wishes to authorize school staff to continue sharing their information with their parents/caregivers.



## 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 for an approved reason, administration 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.).
- 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 with the school 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, which may include 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 DDSB transportation is a privilege. Students are responsible for their behaviour on school buses and are expected to always act in a safe and responsible manner. 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 assigned school bus.**

- Parents/guardians 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 their 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 DDSB issued Chromebooks fully charged every day to PPHS. As per Chromebook Contract policy, students may be charged a fee for missing devices/ parts or physical damage to the device that has occurred due to willful behaviour, negligence, or accidental damage. Should your Chromebook need repairs please see the Main Office for more information.

## STUDENT PERSONAL MOBILE DEVICE USE

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

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



Wearables such as smart watches must be put into the equivalent of 'airplane mode' during instructional time.

Students may use personal mobile devices during instructional time if:

- a school administrator gives them permission (for example, for health and medical purposes, to support special education needs, as part of an approved accommodation plan or health and safety plan, or for other Human Rights Code-related needs or circumstances); or,
- a teacher gives permission to use them as part of learning. Students can use their personal mobile devices during non-instructional times such as lunch or spares.

Students are responsible for their personal mobile device and how they use it.

Students may face consequences if they use their personal mobile devices inappropriately. The inappropriate use of such devices may mean that school staff:

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

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

### **Access to Social Media**

Social media platforms can only be accessed by students at school for educational purposes, directed by an educator, and the social media activity must align with the mandate outlined in the Code of Conduct.

### **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 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/guardian 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/guardian.

#### **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 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 DDSB 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**

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 the 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;

- 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. PPHS is a mask friendly school and students have the right to choose whether to wear, or not wear a mask for the 2025-2026 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 Neighbor 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 DDSB. [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. 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.

## **HEALTH AND SAFETY**

- During the school day, the school grounds and buildings are out of bounds to all except registered students of PPHS. 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 neighbors of Port Perry High School, have the right to a safe, clean and healthy environment.
- Students are not to loiter on neighboring 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 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.

## **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 always locked.
- 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.
- 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.

## **PARKING**

- Any student wishing to park on school property must obtain a Student Parking tag authorized by a School Administrator. This tag must be always visible.
- Student parking passes will be issued once, and a completed Parking Pass form is completed and submitted to the office for approval.
- Student parking is available on site at PPHS in any UNNUMBERED spots only.
- NUMBERED spots are designated for STAFF ONLY!
- Unnumbered spots are 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.
- 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](http://www.drps.ca) and reporting the incident under the **Road Watch** link.

## **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 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 schoolwork. 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
- b. administrative and parent/guardian 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

## **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, which may include 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. PPHS is a “scent aware” building.

## **STUDENTS ON STUDY (SPARE) PERIODS**

Study (Spare) periods are to be used productively to complete assignments. Students on spare are to be in the cafeteria, library, or OFF 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 a 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.

## **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

Administration 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 considered:

- 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 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 for working 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 school:

- 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 class when using the washroom. Students will be allowed to use the washroom one at a time from class and are required to use a PPHS approved Hall Pass they receive from the class teacher. 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 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**

## **Our Commitments**

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

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

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

## **Purpose of the Code of Conduct**

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

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

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

## **Standards of Behaviour**

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

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

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

## **Respect, Civility, and Responsible Citizenship**

All members of the school community are expected to:

- respect and comply with all applicable federal, provincial, and municipal laws;
- respect and comply with all Ministry of Education, DDSB and school policies;
- demonstrate honesty and integrity;
- uphold human rights and responsibilities and treat one another with dignity and respect, both in person and online, especially when there are disagreements or differences;
- respect and treat others equitably and not engage in discrimination or harassment based upon race, ancestry, place of origin, colour, ethnic origin, citizenship, creed, sex, gender identity, gender expression, sexual orientation, age, marital status, family status, ability/disability and neurodiversity, and/or socioeconomic status (DDSB Human Rights Policy, section 3.5);
- show proper care and regard for school property and the property of others;
- demonstrate positive citizenship by taking appropriate measures to assist those in need;
- seek assistance from a member of staff, as necessary, to resolve conflict effectively and peacefully;
- refrain from using abusive, discriminatory, or hateful language (including and not limited to discriminatory slurs and epithets);
- refrain from the use of offensive language including swearing at others;
- respect the rights of others to learn and work in a safe and respectful environment.

## **Safety**

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

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

## **Vaping and Smoking**

The Smoke-Free Ontario Act, 2017 prohibits smoking (tobacco and cannabis) and the use of electronic cigarettes (vaping) at schools, on school grounds, and all public areas within 20 metres of these grounds. Anyone smoking or vaping on school property is guilty of an offence and if convicted may result in a fine under the Smoke-Free Ontario Act, 2017.

The Smoke-Free Ontario Act, 2017 also prohibits the sale and supply of tobacco or e-cigarettes to anyone under 19 years of age. Anyone who sells or supplies tobacco or an e-cigarette to a student under 19 years of age is guilty of an offence and if convicted may result in a fine under the Smoke-Free Ontario Act, 2017.

The DDSB is required to work with Tobacco Enforcement Officers to enforce the Smoke-Free Ontario Act, 2017 and to promote healthy lifestyle choices.

Smoking includes the carrying or holding of lighted cigars, cigarettes, pipes or any other lighted or electronic device. Examples may include but are not limited to E-cigarettes (vapes), herbal cigarettes, chew, snuff and snus.

Students are prohibited from being in possession of or using tobacco products and/or e-cigarettes or nicotine products at school.

If a student is in possession of any these items, the items must be handed over to an educator.

Parents/guardians for students under the age of 18 will be notified immediately.

Any student who does not hand over the items when required, will be sent to the office. A bias-aware progressive discipline approach will be used to address breaches of this section of the DDSB Code of Conduct. The Tobacco Enforcement Officer may become involved and has the authority to issue a summons that may result in fines.

## **Student Personal Mobile Device Use**

### **Secondary Schools**

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

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

Wearables such as smart watches must be put into the equivalent of 'airplane mode' during instructional time.

Students may use personal mobile devices during instructional time if:

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

Students can use their personal mobile devices during non-instructional times such as lunch or spares.

Students are responsible for their personal mobile device and how they use it.

Students may face consequences if they use their personal mobile devices inappropriately. The inappropriate use of such devices may mean that school staff:

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

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



## **Student Access to Social Media**

Social media platforms can only be accessed by students at school for educational purposes, directed by an educator, and the social media activity must align with the mandate outlined in the Code of Conduct.

## **Bias-Aware Progressive Discipline**

If a student breaches any section(s) of the DDSB code of conduct, the DDSB will use a bias-aware progressive discipline framework and approach to resolve the situation.

Bias-aware progressive discipline is a whole-school approach that:

- shifts the focus from one that is punitive to one that is focused on learning, correcting and preventing inappropriate behaviour that does not align with the Code of Conduct;
- utilizes a continuum of interventions, supports, and consequences to address inappropriate student behaviour and to build on strategies that promote positive behaviours;
- takes into account circumstances and considerations (including and not limited to the individual identity, strengths, cultural and other needs and circumstances of the student) in a manner that is consistent with Ministry of Education directives and DDSB policies and procedures, including the Indigenous Education Policy, the Human Rights Policy and the Safe and Respectful Workplace Policy); and,
- considers the severity of the behaviour leading to the discipline, the previous disciplinary history of the student and all other relevant factors when making decisions about an appropriate consequence/next step.

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

- pause and reflect on what factors may be influencing or informing their decisions, (including and not limited to reflecting on their own identity, privilege, power, and positionality, and challenging how they interpret behaviours based upon their own biases); and,
- use anti-discrimination and anti-oppression principles and approaches to guide their decision. The DDSB uses a range of interventions, supports and consequences that include learning opportunities for reinforcing positive behaviour while helping students to make good choices, including (in no particular order, and where appropriate given the circumstances):
  - Discussion with a teacher, member of the support staff, vice-principal or principal;
  - Attendance/engagement strategies;
  - Time out;
  - Reflection sheet, learning package;
  - Parental contact and involvement in applying an appropriate next step;
  - Written or oral apology;
  - Peer Mentoring;
  - Detention;
  - Restitution for damage or stolen property;
  - Community service;
  - Peer mediation;
  - Restorative practice;
  - Culturally relevant and responsive practice;
  - Suspension;
  - Expulsion;
  - Referral to, or engagement with, relevant community partners/service providers for appropriate support and resources;
  - Mental Health and Well-Being support.

## **Considerations**

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

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

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

### **Mitigating Factors**

The following mitigating factors shall be taken into account:

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

### **Other Factors**

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

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

### **Roles and Responsibilities**

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

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

## **DDSB**

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

- develop policies that set out how schools will implement and enforce the DDSB Code of Conduct and all other rules that they develop consistent with the provincial standards that promote and support respect, civility, responsible citizenship, and safety;
- establish a process that clearly communicates the Provincial Code of Conduct and the DDSB Code of Conduct to all students, parents/guardians, employees, and members of the school community in order to obtain their commitment and support;
- review these policies regularly with those listed above and revise them as necessary;
- develop proactive strategies to prevent potential breaches of the DDSB Code of Conduct, develop effective intervention strategies, and respond to all infractions related to the standards for respect, civility, responsible citizenship, and safety;
- provide opportunities for all staff to acquire the knowledge, skills, and attitudes necessary to promote student achievement and well-being in a safe, inclusive, and accepting learning environment.

## **Principals and Vice-Principals**

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

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

## **Educators and Other School Staff**

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

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

## **Students**

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

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

## **Parents and Guardians**

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

- are engaged in their child's schoolwork and progress;
- communicate regularly with the school;
- support their child in adhering to the DDSB Student Dress Code, and being prepared for school;
- ensure that their child attends school regularly and on time;
- become familiar with and adhere to the Provincial Code of Conduct, and the DDSB's Code of Conduct;
- encourage and assist their child in following the rules of behaviour; and,
- assist school staff in dealing with behavioural expectations and/or disciplinary issues involving their child.

## **Community Partners**

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

## **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.)

## **Suspensions, Expulsions, Mitigating and Other Factors**

### **Definitions:**

#### **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.

#### **Circumstances Leading to Possible Suspension, or Suspension Leading to Possible Expulsion**

- a) circumstances where a suspension shall be considered by the Principal.
- b) 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)

#### **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.

#### **Investigation**

In the case of a suspension, 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.

#### **Mitigating and Other Factors**

For the purposes of the deliberations set out in the Code of Conduct, 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

## **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

## **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*.)"

## Activities Leading to Possible Suspension

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.

In considering whether to suspend a pupil for engaging in an activity, a Principal shall take into account any mitigating factors or other factors.

If a Principal decides to suspend a pupil for engaging in a suspendable activity, the Principal shall suspend the pupil from their school and from engaging in all school-related activities.

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

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.

A Principal may not suspend a pupil more than once for the same occurrence on the date of infraction. Education Act 306(1)

### **Notice of Suspension**

A Principal who suspends a pupil 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.

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.

The notice 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.

### **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:

- 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.

A person who is entitled to appeal a suspension 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.

After receiving a notice of intention to appeal, the Board shall promptly contact every person entitled to appeal the suspension and inform them that it has received the notice of intention to appeal.

A person who has given notice of intention to appeal 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.

The Board shall hear and determine the appeal within 15 school days of receiving notice, 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.

## **Appeal Process**

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

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

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

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.

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

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 and may impose conditions and restrictions on the committee.

## **Expulsion Process**

If, on concluding the investigation, 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.

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.

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 at the same time as the Principal's report is provided to that person:

4. A statement that the pupil will be subject to an expulsion hearing for the activity that resulted in the suspension.
5. A copy of the Board policies and guidelines governing the expulsion hearing.
6. A statement that the person has the right to respond, in writing, to the Principal's report.
7. 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 should be confirmed reduced or withdrawn,
  - iii. any decision of the Board with respect to the suspension 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.
8. The name and contact information of a Supervisory Officer whom the person may contact to discuss any matter respecting the expulsion hearing.

**9.12.1** A person who is entitled to receive the Principal's report and written notice may respond, in writing, to the Principal and the Board.

**9.12.2** 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.

**9.12.3** 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

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

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) confirm the suspension (or reduced suspension) but reduce its duration or withdraw the suspension.

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.

In making the decisions required, 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, and
- (c) any written response to the Principal's report recommending expulsion that a person gave to the Board before the completion of the hearing.

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.

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.

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.

In determining which action to take, 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.

After determining which action to take, the Board shall give written notice containing the following to every person who was entitled to be a party to the expulsion hearing:

- 5. a statement indicating that the pupil is not expelled;
- 6. a statement indicating whether the board has, confirmed the suspension and its duration, confirmed the suspension but reduced its duration, or withdrawn the suspension.

The decision of the Board is final.

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.

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

The notice will include the following:

- 7. the reason for the expulsion;
- 8. a statement indicating whether the pupil is expelled from their school only, or from all schools of the Board;
- 9. information about the school or program for expelled pupils to which the pupil is assigned;
- 10. information about the right to appeal to the Child and Family Services Review Board, including the steps that must be taken to appeal.

## **Expulsion Appeal Process**

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

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.

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.

## **Notice of Appeal**

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)

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.

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.

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.

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

## **Hearing of Appeal**

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

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.

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.

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.

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.

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.

The decision of the Child and Family Services Review Board on an appeal is final.

#### **School Board Policies and Procedures: Procedure Upon Referral to the Board**

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.

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.

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.

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.

Within the scheduled time, each party shall be given a reasonable period 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.

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.

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.

### **Constitution of the Board Suspension Appeal and Expulsion Committees**

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.

**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.



