

R. S. McLaughlin C.V.I.



STUDENT HAND BOOK
AND
CODE OF CONDUCT
2024-2025

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FORTIS ET FIDUS - STRONG AND LOYAL

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A MESSAGE TO STUDENTS

On behalf of the teachers and support staff of R.S. McLaughlin CVI, it gives me great pleasure to welcome you to a new school year.

Together, with the strong support of the administrative staff, our School Community Council and our community partners we will do our utmost to ensure that you achieve success at R. S. McLaughlin CVI.

This handbook was designed to assist you in planning a successful year. We encourage you to review this handbook with your parents/guardians regularly. Please use it to keep yourself informed and note important dates and upcoming events. Also, be sure to check the website regularly for school events and important dates as these get added throughout the year.

The Code of Conduct establishes the level of behaviour expected for all. By following the Code of Conduct we can ensure that we create a positive school culture where all students can achieve success.

I encourage you to commit to a successful school year. Pursue excellence and embrace change. When you have a question, or require assistance, ask for support. We are here to help.

Have a great school year!

J. Crosby
Principal



SCHOOL MOTTO: *Fortis et Fidus*

BELL SCHEDULE

TIME	WEEK 1	WEEK 2
9:30 a.m. – 9:35 a.m.	Home Room & Announcements	Home Room & Announcements
9:35 a.m. – 10:50 a.m.	PERIOD 1	PERIOD 2
10:55 a.m. – 12:10 p.m.	PERIOD 2	PERIOD 1
12:10 p.m. – 12:55 p.m.	LUNCH	LUNCH
12:55 p.m. – 2:10 p.m.	PERIOD 3	PERIOD 4
2:15 p.m. – 3:30 p.m.	PERIOD 4	PERIOD 3

IMPORTANT SCHOOL INFORMATION

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

1. Insist that a student attends school regularly and punctually. If a student is going to be absent or must leave school early, please follow the new Safe Arrival instructions detailed in section School Procedures-Absence from School. Students must sign out in the office before leaving the school early.
2. Insist that homework be done. The amount of homework will vary according to the grade, level, and nature of the course. School homework help information can be found on the school website.
3. If you have any doubts about your student's progress or attendance, do not hesitate to contact the school.
4. Familiarize yourself with the school Student Code of Conduct.

Accidents

Any accidents that occur in the class, no matter how minor they might seem, must be reported to the teacher in charge. If an accident occurs outside of the classroom, it should be reported to the office. It is necessary to have written reports on file. Forms are available at the reception desk in the office.

Community Involvement

Every student must complete 40 hours of community involvement in order to graduate. This requirement serves to promote community values by helping students to understand how they can make a positive difference within the community, increasing student awareness of community needs and developing in students a positive self-image and a greater sense of identity within the community. An information manual outlining the rules and eligible activities is available to all students and parents in the Guidance Office. It must be emphasized that students are not to use power tools or power equipment during their volunteer placements.

Freedom of Information

The Freedom of Information Act permits the school to contact parents/guardians regarding attendance and academic progress as dictated under the Education Act, regardless of age. Students 18 years of age or older must have signed approval from the administration and their parents/guardians to write their notes for personal absences.

Full Disclosure

All grade 11 and 12 students will be subject to a full disclosure policy. All courses still on the student's timetable 5 days after the issue of the provincial report card in each semester will be recorded on the student's transcript, whether or not the course has been completed successfully. This information will be available to community colleges and universities for them to consider when making admission and scholarship decisions. Parents and students who have further questions about this policy should contact a guidance counsellor.

Insurance

The Durham District School Board makes student accident insurance coverage available through an approved insurance company. Parents are responsible for acquiring this insurance.

School Community Council (SCC)

The SCC acts as an advisory body to school administration. The council provides input to the principal on a number of significant areas that lead to school improvements. There will be meetings throughout the year in the school library. Specific dates will be communicated in the weekly newsletter.

Extra-Curricular Activities

We encourage all students to participate in a variety of events and activities at R. S. McLaughlin CVI, to promote school spirit, to make our school a vibrant, healthier place, to develop a positive personal attitude and to have fun while doing so.

Academic studies, extra-curricular activities and good citizenship are all important facets of an education. A student earns the privilege of representing the school in extra-curricular activities only if he or she is achieving academically to the best of his/her ability, has satisfactory attendance and exercises appropriate sportsmanship and self-discipline when representing R. S. McLaughlin CVI.

Fire Drills

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

Library/Learning Commons

The library/learning commons offers a wide variety of computer, media, and print resources. It is open daily and staff members are available to provide assistance to students. Many of our online databases are accessible from home.

Locks and Lockers

Students will be assigned a locker by the school. It is their responsibility to keep their locker clean and free from writing, damage, and decorations. Repair charges will be levied where students purposefully or carelessly damage lockers. Students are not permitted to move to another locker or to exchange or share lockers without permission from administration.

Lockers must be secured with a combination lock. The combination must be on record in the office. Failure to meet these requirements may lead to your lock being removed at your expense. During class time, locker visits must be kept to a minimum. The school is not responsible for lost, missing or stolen belongings. Lockers must be emptied at the end of each school year.

If there is a problem with your locker, if you change your lock combination, or if you feel that there are extenuating circumstances that require you to exchange lockers at any point during the year, there is a form in the main office on which you can make your request.

The locker is the property of the Durham District School Board, 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, and the inside of the locker must be kept free of inappropriate graffiti, postings or pictures. Illegal or unsafe items stored in lockers may lead to school consequences based on Bias-Free Progressive Discipline. In addition, following Procedure #3041 – Police/School Board Protocol, the police may be contacted. Administration has the authority, with reasonable suspicion, to search personal property and lockers. The right to search allows school administration to provide a safe and secure learning environment. Principals have the right to seize contraband material. Illegal contraband will be held by an Administrator for evidence in disciplinary proceedings, and will be turned over to a police officer. The parent/guardian of a minor student or the student, if the student is 18 years of age or older, shall be notified by the school administration if illegal or unsafe items are removed from his or her locker.

Lock Down Procedures

Each year a Lock Down drill is rehearsed to ensure there is a safety plan for a potential violent incident. Staff and students must keep quiet in their classrooms, and follow the instructions outlined in the Emergency Procedures manual. Details can be found in each classroom.

Reporting To Parents and Students

Progress reports will be distributed early each semester. All students receive Mid-Term Report Cards halfway through the semester. Final Report Cards are distributed at the end of each semester. Parent/Teacher Interviews follow Progress Reports. Parents are encouraged to contact teachers regarding a student's progress.

School Functions and Trips

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

Textbooks

Textbooks are issued by subject teachers, who will record the condition and number of each text assigned to each student. Students are responsible for their textbooks. Replacement charges will be levied if a textbook is damaged or lost.

Transportation

Durham Student Transportation Services offers an automated bus information system. This system is accessible 24 hours/7 days a week. The automated transportation line provides detailed information regarding the bus number, planned bus stop times, and the location of the bus stop. Parents are urged to contact the automated line at 905-666-6395. Parents will require the following information: the student's date of birth, and the student's nine digit Ontario Education Number (OEN). The OEN number can be found on the report card.

Valuables

Students are discouraged from bringing valuables to school. R. S. McLaughlin CVI and the Durham District School Board will not be responsible for lost, missing or stolen belongings. Take precautions to protect valuables and personal items.

Visitors

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

ASSESSMENT AND EVALUATION SCHOOL POLICY

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

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

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

Assessment and Evaluation Practices

Student evaluation is a consolidation of marks from a variety of assessment tasks: tests, projects, assignments, examinations, etc. Department evaluation procedures shall be distributed to each student in each course during the first week in each semester, and will include an explanation of all methods of evaluation, the weighting of marks assigned to each method, how marks are calculated, and the school's late and/or missed test and assignment policy.

It is the student's responsibility to review school and subject department assessment and evaluation policies/procedures carefully. It is each student's responsibility to complete all assessment opportunity tasks (projects, essays, assignments, presentations, etc.) by the due date assigned by the teacher.

If the student is unable to complete a task due to insufficient knowledge or skills, it is the student's responsibility to seek assistance from the teacher well in advance of the due date for the task.

If the student does not submit or complete assigned tasks by the due date (please note some due dates cannot be changed, for example, end of unit or term mark reporting deadlines), the work may not be assessed/evaluated and a mark penalty may be imposed, as per the *Growing Success* document.

If a student is absent, it remains the student's responsibility to complete all assessment tasks, and to 'catch up' on all missed classroom work.

If the student is absent due to illness, family emergency, legal matter, etc., he/she must provide a dated excuse of absence (e.g. Doctor's note, parent/guardian note) in order to submit the assignment or write a missed test upon the date of return. Under extenuating circumstances, the student may be able to negotiate with the teacher a further due date.

If the student is absent due to an approved school activity, it is the student's responsibility to contact each of his/her subject teachers **prior** to the date(s), and to negotiate with the teacher the due date(s) of all assessment tasks.

If the student is absent as a result of a suspension, it is the student's responsibility to hand in all assignments on the scheduled due date and to make arrangements to collect work assigned during their suspension so that it can be handed in on the scheduled due date. If a student misses a test, it is the student's responsibility to discuss an alternate date or assignment with the teacher.

Absence from Examination

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

Family Vacation

Examinations are clearly marked on the school calendar. Students are expected to write exams during these time periods. Alternate exam settings will not be arranged to accommodate family vacations, employment or other personal activities – the exceptions noted above. The school calendar is posted on the school website.

Suspension and Missed Assignments/Tests

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

Academic Integrity

Academic integrity is expected from all students.

Cheating/Plagiarism

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

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

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

Honour Achievement

A student will be placed on the MCVI Honour Roll if the student has an overall average of 80% or higher in the required number of credits.

Grade 09 overall averages are calculated on a minimum of 8 credits

Grade 10 overall averages are calculated on a minimum of 8 credits

Grade 11 overall averages are calculated on a minimum of 8 credits

Grade 12 overall averages are calculated on a minimum of 6 credits

SCHOOL PROCEDURES AND EXPECTATIONS

Announcements/Opening Exercises

Students must give their complete attention to general announcements. Daily announcements are posted on the bulletin board outside of the main office.

Assemblies

Performers and guests are to be treated in a polite and respectful manner at all times. Students who fail to do so will lose the privilege of attending special school sponsored functions and activities.

Attendance

Regular class attendance is vital to the process of learning. Students who habitually miss class will suffer in the evaluation process because their participation and achievement cannot be fully assessed. Absenteeism is a major cause of failure at school. Students who do not meet the 110 hours of class instruction may have the credit withheld. Regular and punctual attendance in all classes is required for academic success and for the sake of the learning environment in the classes. High subject attendance absences may be a result of participation in

activities which take a student out of school (school-related activities) or may be an indication of truancy. Students are not penalized for missing classes due to school approved activities; they are expected to consult with their teachers in advance and complete work missed.

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

1. Call the school directly at (905) 728-9407
2. School Messenger App.
3. <https://go.schoolmessenger.ca/#/home>

Signing In and Out during the School Day

All students must report to the office if leaving school during the school day. Unless a student is directed otherwise, a note or call from a parent is required to explain the reason for "signing out" during the day. The school will not release a student who cannot produce good reasons for her/his departure. A student who has taken ill or has been injured must report to the office. The receptionist will contact the parents to make arrangements for signing out. Once a student is signed out he/she must leave school property immediately. All students arriving at school between the hours of 9:31 a.m. and 3:30 p.m. must first report to the office to sign in. Students may not use school facilities unless they are properly signed in.

Punctuality

Regular and punctual attendance in ALL classes is vital to learning and academic success. Absenteeism is a major cause of failure/underachievement at school. Consequences for students who are frequently late for class will include: an interview with an administrator, parental contact, detention, and potentially, a formal suspension.

Parental Contact

We expect parents to cooperate and call when students are absent as it is imperative the office is kept informed.

Students Over the Age of 18

When a student turns 18 years of age, that student may apply for note-writing and sign-out privileges. Each student should see their Vice Principal for details.

Backpacks

Backpacks, large bags and purses are banned from all instructional areas. Backpacks and large bags are not to be brought to the cafeteria during lunch hour. Students are to leave their backpacks and large bags in their lockers, not in the halls or stairwells.

Bullying/Cyber-bullying

Bullying / cyber-bullying is a behaviour 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, using 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 suspension and/ or expulsion, as per the Safe Schools Act of Ontario. Police will likely be called to investigate and conduct a formal incident report.

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 at the back of the school. Students will clean up after themselves and return their chairs to the perimeter when they are finished eating. Students are not allowed to bring backpacks into the cafeteria.

Computer Information Technology and Internet Use

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

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

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

Detentions

Detentions can be issued as a consequence by any teacher or administrator. Students must serve that detention at the assigned time and place.

Dress, Headgear, Outerwear

The school dress code assists in the creation of a positive learning environment. Inappropriate dress distracts and diverts us from our primary purpose - learning. Dress in a manner which is appropriate for a professional environment/school activity. Undergarments must be concealed at all times. Any clothing which is offensive in nature, advertising drugs, alcoholic beverages, sex, violence, and gender or ethno-cultural insensitivities is not allowed. If a student is dressed inappropriately, they will be asked to change or cover up. For Field Trips or other school related activities, students must follow the School Code of Conduct and dress code or as stated on the trip permission form.

Good Neighbour Policy

As a result of complaints from our immediate neighbours, including the church, the senior centre, local plaza businesses and homeowners, we have a "Good Neighbour Policy". This policy includes the following: students are not to loiter in the area of the church, senior centre, entrances at businesses and adjacent parking lots of the church and senior centre. Students are to be respectful of patrons who visit these establishments. Students are asked not to skateboard on church property, their parking lots or at the plazas. We ask that you be mindful and not litter while on any properties.

Parents are asked NOT to use the driveways of the church or the north end of the school by the technical area, to drop off or pick up students at any time.

Identification

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

Laser Pointers and Other Nuisance Items

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

Portable Electronic Devices

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

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

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

Co-curricular programs, such as field trips and after-school events, are an extension of the classroom, and the expectations for the use of personal electronic devices apply. Staff may approve the use of this technology for purposes of education and communication.

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

Please note: The school cannot assume the liability for lost or stolen personal electronic devices. The school is not responsible if any of these items are lost or stolen. Unauthorized video or audio recording on school grounds for any purpose is prohibited. Further, the taking of photos, filming or recording, or the broadcasting of live audio and/or video, while at school or at a school related activity, is prohibited unless approved by the DDSB (or school), and/or where proper consents have been obtained, as may be appropriate. In particular, the use of cameras, filming and/or recording is strictly prohibited in washrooms and change rooms.

Privacy

Students may not record, either audio or visual, or photograph other students or staff unless supervised by a teacher and permission has been given by the appropriate legal persons. Students may not post photos or comments about others to the Internet.

Digital Privacy

The taking of photos, filming or recording, or the broadcasting of live audio and/or video, while at school or at a school related activity, is prohibited unless approved by the DDSB (or school), and/or where proper consents have been obtained, as may be appropriate.

Students may not post photos or comments about others to the Internet.

Religious Accommodations

The Durham District School Board and R.S. McLaughlin C.V.I. follow the "Guidelines and Procedures for the Accommodation of Religious Requirements Practices and Observances". This document has been produced in compliance with requirements of Ontario's Equity and Inclusive Education Strategy within the contexts of the Canadian Charter of Rights and Freedoms and the Ontario Human Rights code.

This document assists us in creating and maintaining equitable and inclusive environments within our schools and facilities, and guides the process of providing religious accommodations as the need arises. This document is available for viewing at:

www.dds.ca (highlight “About Us” on the top menu bar, then select “Equity and Inclusive Education” in the left toolbar) or you may ask to review a copy at the school.

If you anticipate that you or your family might require religious accommodation at any point during the school year, we ask that you inform the administration at MCVI 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 the school administration about unanticipated religious accommodation needs as they arise.

Reporting to the Office

When instructed by staff to report to the office a student must comply. Failure to do so may result in suspension or other school consequences.

Scent Awareness Guidelines

For the comfort and safety of those with allergen sensitivity, MCVI is committed to safety, and perfume/cologne/body spray and other scented products are not to be used in the school. Please use sense with scents. If you are found abusing the use of these products, you may face consequences. Please note that no school or workplace can guarantee an allergen-free environment at all times.

School Buses

Students are responsible to the Principal for their behaviour on school buses. Riding a school bus is a privilege. The school Code of Conduct will be applied to students on buses. Students may lose their privilege to ride on a school bus if their conduct is unsatisfactory.

Please note the new bus lane at the front of the school may not be used by Parents/Guardians at any time. The lanes that exist will not be able to accommodate the flow of traffic from both the buses and cars dropping off students. In order to ensure the safety of everyone, it is vital that this lane be reserved for buses only. Anyone who is dropping off/picking up a student is asked to use the school parking lot on the south side of the school. Please use caution and appropriate speed when navigating through the parking lot.

School Bus Cancellation

Parents can contact the automated line at 1-866-908-6578 or 905-666-6979 or Durham Student Transportation Services (www.dsts.on.ca). Notification regarding the cancellation of student transport services or the closure of schools will be made by the Director prior to 7:00 a.m. and posted on the DDSB Website. R. S. McLaughlin CVI is Zone 4.

School Dances

- All students must have a student card and must bring it to the dance to be admitted.
- No smoking 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
- 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 into a dance are current MCVI students and approved guests.
- The guest must come in with the sponsor.
- The guest must be registered on the guest list one week 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.

Skateboards, Longboards and Roller Blades

The use of these items is not allowed on school property. While on school property, skateboards/roller blades are to be stored in lockers. Skateboards cannot be brought on the school bus.

Smoking and Vaping

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

Smoking and vaping, including the smoking and vaping of cannabis and medical cannabis is prohibited by the SFOA and the School Code of Conduct within 20 metres of school property.

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

- Supplying tobacco or vaping products to someone who is under 19 years of age is prohibited and could cost you \$490.
- Smoking/holding lighted tobacco and Vaping anywhere within 20 meters of the school could cost you \$305.

Video Surveillance System

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

Snowballs

Throwing snowballs is not permitted and may result in suspension.

Special Medical Requirements

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

Student Parking

Students must apply for a parking permit in order to park on school property. Applications can be picked up and submitted at the Main Office. Once submitted, students will receive a parking tag that is to be returned at the end of the school year. Student parking is limited to the designated student parking spots. The parking lot is out of bounds during class time. Students are not allowed to sit in parked vehicles during spare periods or at lunch time. All vehicles are left at the owner's risk. Students are expected to drive on and around school property in a safe and responsible manner. Students who fail to use their vehicle in an appropriate manner will be subject to progressive school consequences leading to suspension. Students may also lose their parking privileges and/or be towed.

Study Period

Senior students with a study period may leave the school property or go to the library or cafeteria, within 5 minutes of the period start. Students must not loiter in the halls and/or disturb other classes.

Washrooms

To avoid missing valuable class time, students are expected to use the washroom before school, during lunch hour and between classes. Students may be excused at the teacher's discretion. Medical conditions need to be documented and brought to the attention of administration.

Our Commitments

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

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

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

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; and,
- refrain from the use of personal mobile devices during instructional time except under the following circumstances:
 - o for educational purposes, as directed by an educator;
 - o and/or as approved by the school administrator (for example, for health and medical purposes, to support special education needs, as part of an approved accommodation plan or health and safety plan, or for other Human Rights Code-related needs or circumstances).

Safety

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

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

Community.

Vaping and Smoking

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

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

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

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

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

If a student is in possession of any these items, the items must be handed over to an educator. Parents/guardians for students under the age of 18 will be notified immediately.

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

Student Personal Mobile Device Use

Elementary Schools

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

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

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

Students may use their personal mobile devices in school if:

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

circumstances); or,

- a teacher gives permission to use them as part of learning during instructional time.

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

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

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

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

Secondary Schools

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

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

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

Students may use personal mobile devices during instructional time if:

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

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

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

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

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

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

Student Access to Social Media

Social media platforms can only be accessed by students at school for educational purposes,

directed by an educator, and the social media activity must align with the mandate outlined in the Code of Conduct.

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:
 - i. whether the behaviour was a manifestation of a disability, ability or neurodivergence as identified in the student's individual education plan;
 - ii. whether appropriate individualized accommodation has been provided and/or may need to be reviewed and updated; and,
 - iii. whether the suspension or expulsion is likely to result in an escalation in negative behaviour or conduct.

Roles and Responsibilities

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

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

DDSB

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

- develop 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.

The police also play an essential role in supporting safer schools and communities. The police investigate incidents in accordance with the protocol developed with the DDSB (refer to Procedure: Police/School Board Protocol.) This protocol is based on the Provincial Model for a Local Police/School Board Protocol, 2015, developed by the Ministry of the Solicitor General and the Ministry of Education.

Durham District School Board (DDSB)CODE OF CONDUCT

Our Commitments

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

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

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

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

Purpose of the Code of Conduct

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

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

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

Standards of Behaviour

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

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

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

Respect, civility, and responsible citizenship

All members of the school community are expected to:

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

Safety

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

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

Vaping and Smoking

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

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

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

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

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

If a student is in possession of any these items, the items must be handed over to an educator. Parents/guardians for students under the age of 18 will be notified immediately.

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

Student Personal Mobile Device Use

Elementary Schools

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

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

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

Students may use their personal mobile devices in school if:

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

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

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

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

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

Secondary Schools

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

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

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

Students may use personal mobile devices during instructional time if:

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

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

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

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

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

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

Student Access to Social Media

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

The IT department has implemented measures, and shall implement any further appropriate measures, to block access to prohibited social media by students in accordance with the terms of this Code of Conduct.

Bias-Aware Progressive Discipline

Students are subject to discipline in accordance with the provisions of sections 306 and 310 of the Education Act, as amended, and related provisions. In addition to the conduct listed in the Education Act that may result in suspension or expulsion, if a student engages in conduct that violates the terms of the DDSB code of conduct but that is not expressly referenced in section 306 or section 310 of the Education Act, the student may be subject to suspension under section 306 of the Education Act, as permitted under section 306(1)(7) of the Education Act.

DDSB will use a [bias-aware progressive discipline](#) framework and approach to resolve the situation.

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

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

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

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

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

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

- Mental Health and Well-Being support.

Considerations

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

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

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

Mitigating Factors

The following mitigating factors shall be taken into account:

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

Other Factors

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

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

Roles and Responsibilities

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

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

DDSB

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

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

Principals and Vice-principals

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

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

- communicating regularly and meaningfully with all members of their school community;
- holding everyone under their authority accountable for their own behaviour and actions; and,
- empowering students to be positive leaders in their school and community.

Educators and Other School Staff

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

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

Students

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

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

Parents and Guardians

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

- being engaged in their child's schoolwork and progress;
- communicating regularly with the school;
- supporting their child in adhering to the [DDSB Student Dress Code](#), and being prepared for school;
- ensuring that their child attends school regularly and on time;

- encouraging and assisting their child in following the rules of behaviour; and,
- assisting school staff in dealing with behavioural expectations and/or disciplinary issues involving their child.

Community Partners

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

The police also play an essential role in supporting safer schools and communities. The police investigate incidents in accordance with the [protocol](#) developed with the DDSB (refer to [Procedure: Police/School Board Protocol.](#)) This protocol is based on the [Provincial Model for a Local Police/School Board Protocol, 2015](#), developed by the Ministry of the Solicitor General and the Ministry of Education.