

Brock High School

STUDENT HANDBOOK



2025-2026

Brock High School
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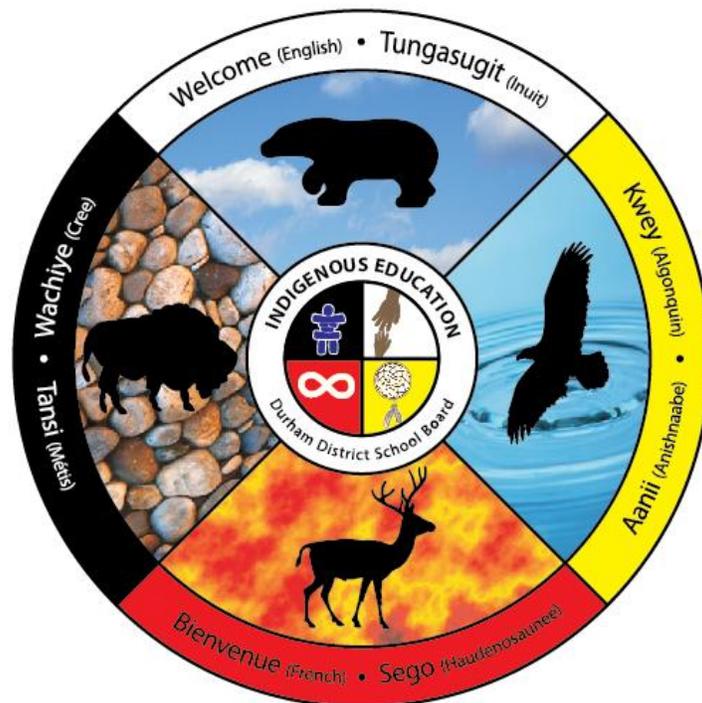
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Motto: *Altiora Peto* "I Seek To Go Higher"

Safe Arrival 1-844-350-2646 or attendance.ddsb.ca

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





BROCK HIGH SCHOOL STUDENT AGENDA TABLE OF CONTENTS

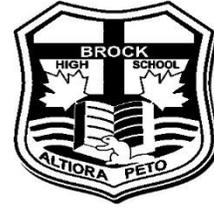


Table of Contents	1
Welcome	6
Weekly Schedule Outline.....	7
Important Information for Parents, Guardians and Students	8
Useful Phone Numbers	9
Code of Conduct – Overall Expectations	10
Information and Procedures	11
Assessment & Evaluation	20
Brock High School and Ontario Schools Code of Conduct.....	26
General School Information	32
Student Council	32
Brock Cheer	32
Student Clubs/Teams/Bands/Councils/Activities.....	32
Guidance Services	33
Board Calendar	35
Important Dates Semester 1 2021-2022	36
Important Dates Semester 2 2021-2022	37
What to do if	38
Study Skills.....	39
Time Management Tips for High School Students	40
School Map	41

AT THE DDSB

WE BELIEVE...

EACH STUDENT IS
UNIQUE

EACH STUDENT IS
VALUED

EACH STUDENT IS
WELCOME

EACH STUDENT IS
SUPPORTED

EACH STUDENT HAS AN
IMPORTANT VOICE

WE ARE
STRONGER TOGETHER



THE DDSB

4 R'S OF ADDRESSING

BULLYING

WE WILL...

RECOGNIZE

BULLYING

WE WILL...

REFUSE

TO ACCEPT BULLYING

WE WILL...

REPORT

BULLYING TO AN ADULT

WE WILL...

RESTORE

RELATIONSHIPS

WE ARE



STRONGER TOGETHER



Au DDSB

NOUS CROYONS QUE...

CHAQUE ÉLÈVE EST
UNIQUE

CHAQUE ÉLÈVE EST
VALORISÉ·E

CHAQUE ÉLÈVE EST LE/LA
BIENVENU·E

CHAQUE ÉLÈVE EST
SOUTENU·E

CHAQUE ÉLÈVE A UNE
**VOIX
IMPORTANTE**

NOUS SOMMES

**PLUS FORTS
ENSEMBLE**

Au DDSB

4 Rs DE LA LUTTE CONTRE

L'INTIMIDATION

NOUS ALLONS...

RECONNAÎTRE

L'INTIMIDATION

NOUS ALLONS...

REFUSER

D'ACCEPTER L'INTIMIDATION

NOUS ALLONS...

SIGNALER

L'INTIMIDATION À UN ADULTE

NOUS ALLONS...

RÉTABLIR

LES RELATIONS

NOUS SOMMES

PLUS FORTS ENSEMBLE

PRINCIPAL'S MESSAGE

Welcome to the 2025/2026 school year at Brock High School. Our staff is excited to have another year to work with and watch students grow as learners, and community members. Each new year provides students with the opportunity to enjoy more freedoms and opportunities, balanced with new responsibilities. As a staff we take great pleasure in introducing these new opportunities to students and supporting them in taking on these new responsibilities.

Brock continues to be a vibrant community offering diverse pathways of learning and many extracurricular options. It is our hope that students will be actively involved both in and out of the classroom in the coming year. This will make the time much more meaningful and enjoyable.

We would also like to remind students and families that there are many supports within the school. Please ensure to maintain regular communication with each classroom teacher any need that might arise in order that we can all act proactively.

Our focus is on providing in-person learning opportunities for students. Please ensure that you are attending everyday, when you are healthy. Attending regularly and minimizing time away from the classroom is essential in order to reach your full potential. If you are absent please ensure that you contact your teacher right away and make arrangements to get caught up. It is vital to not rely on a digital platform such as Google Classroom, this is a minor additional support and not intended to take the place of face-to-face instruction.

Please ensure that you take time to review the School Code of Conduct and the expectations described that are necessary to create a safe and orderly learning environment. This is a community founded on acceptance, inclusion, and intentional kindness. Anyone coming into the building is assumed to recognize these principles and agree to abide by them.

We also wish you a wonderful school year filled with growth both academically and personally.

W. Jovel
Principal

P. Koster
Vice Principal

WEEKLY SCHEDULE OUTLINE

Student Instructional Day: 75 minutes instruction per course

Activity		Total Minutes
Bus Arrival	9:15AM – 9:30AM	15 minutes
Course 1	9:30AM-10:50AM	75 minutes
Course 2	10:55AM-12:10PM	75 minutes
Lunch	12:10PM-12:50PM	40 minutes
Course 3	12:55PM-2:10PM	75 minutes
Course 4	2:15PM-3:30PM	75 minutes

IMPORTANT INFORMATION FOR PARENTS, GUARDIANS, AND STUDENTS

We believe that our students will achieve their best when a partnership characterized by clear communication and close co-operation exists between home and school. The following suggestions may assist in helping to maximize student potential.

- Insist your student attends school regularly and punctually; current research suggests that for every class missed, the student's achievement can be negatively impacted by 1%.
- The **SchoolMessenger** student absence reporting system is used at Brock High School. **Parents/Guardians may choose to report their child's absence in advance, or before bell time for the current day by:**



1. **Calling: 1-844-350-2646**
2. **Online or on your smartphone through the SchoolMessenger app available using the website:**
<https://go.schoolmessenger.ca/#/home>

As part of this program, an automated notification system will contact parents/guardians when a student is absent **and** no notification from home was communicated to the school. If our automated system is unable to reach a designated parent/guardian contact, our office staff will follow up.

ALL PARENTS/GUARDIANS MUST BOOK ABSENCES EITHER THROUGH THE TOLL-FREE NUMBER OR THE ONLINE APPLICATION OR USING THE WIRELESS APPLICATION SOFTWARE.

- **Illness:** If students become ill during the school day, they must move to OR contact the office before leaving property so that parents/guardians can be contacted. When necessary, 911 will be called. Illness, resulting in missed summative assessments, requires a doctor's note to mitigate academic consequences (refer to the Assessment and Evaluation section of the Agenda.)
- **Extended Absences:** Forms for extended absences (more than 1 day) are available in the office. Students are responsible for all work missed during the extended absence. Please respect our summative assessment schedules and Provincial assessments (EQAO and the OSSLT), and **PLAN HOLIDAYS ONLY DURING REGULAR SCHOOL VACATIONS**. If you allow your child to go on holidays during regular school time, work must be submitted on time or a mark of zero may be assigned. It is the student's responsibility to know about and complete assignments. There will be no make-up tests or summative assessments for students who miss these due to family holidays.
- Students arriving to class after the bell, indicating the beginning of a period, or late after lunch, **MUST** sign in at the office. Persistent lates will result in school consequences progressing to suspension.

- If a student must leave the school early, parents/guardians are to send a note indicating the reason, or contact the Main Office. Students must sign out in the office before leaving the school early, provided that a parent/guardian has contacted the Main Office to notify. Once a student is signed out, they are to leave the property.
- Insist that homework be done. The amount of homework will vary according to the grade, level, and nature of the course. Students can always review their notes, or work ahead in their textbooks/Chromebooks.
- If you have any concerns about your student's progress or attendance, do not hesitate to contact the school. We are pleased at any time to arrange an interview with individual teachers, a Guidance Counsellor, your Vice-Principal or Principal.

Chromebooks:

Every Brock High School student is paired with a Chromebook (a mobile computer that runs on Google's Chrome Operating System) for their entire high school career. **Before a Chromebook is issued for use at home, students and parents/guardians must complete the Student User Agreement, the Parent Permission Form, and have acknowledged the Safe & Acceptable Use Policy ONLINE. Please refer to the Chromebook section in the Agenda for hardcopy sample.**

School Community Council (S.C.C.):

The S.C.C. provides a forum for parents, community members, students, teachers and administration to work together and share ideas about our school. The meetings take place at 6:00 pm, virtually. All meetings are open, and everyone is welcome to attend. The first meeting is scheduled for September 17, and subsequent meetings will be determined by the SCC Chair.

USEFUL TELEPHONE NUMBERS

Abused Women Crisis Line	905-728-7311	Information Durham	1-866-463-6910
Addiction Services (Pinewood)	905-985-4721	Kid's Help Phone	1-800-668-6868
Alateen	905-728-1020	National Eating Disorder	416-340-4156
Bereaved Families of Ontario	1-800-969-6904	North House	705-426-1150
Brock Community Health Centre	705-432-3322	Ontario Shores	1-800-263-2679
Buses: Stock Transportation	705-357-3187	(Whitby Mental Health)	
Canada Employment Centre	905-837-1727	Police (Durham Regional)	1-888-579-1520
Children's Aid Society	905-433-1551	Pregnancy Support	905-852-4192
Community Care Durham	905-852-7445	Public Health (Durham)	905-723-8521
Community Legal Clinic	905-728-7321	Rape Crisis Centre	905-668-9200
Crimestoppers	1-800-222-TIPS	Rose of Durham (pregnant teens)	905-985-4221
Denise House (family violence)	1-800-263-3725	Rural Family Resources	905-862-2750
Distress Centre	1-800-452-0688	Salvation Army	905-852-0090
Durham District School Board	905-666-5500	Sexual Health Clinic	905-985-4889
Durham Transit	1-800-263-1916	Social Services	905-852-4566
Family Counselling	905-852-7690	Township of Brock	705-432-2355
Girls Incorporated Durham	1-877-447-5795	Unemployed Help	905-579-1821
GO Transit	1-888-438-6646	Youth Employment Services	905-427-7670

BROCK HIGH SCHOOL CODE OF CONDUCT – OVERALL EXPECTATIONS

INTRODUCTION

The Code of Conduct for Brock High School was developed by Brock High School staff, SCC, and Student Council and was established following the Ontario Schools Code of Conduct (2000) and the applicable policies, regulations and procedures of the Durham District School Board. In accordance with Policy/Program Memorandum No. 128 from the Ministry of Education, the Code of Conduct has been revised to reflect changes made in the Education Act, effective February 1, 2008, that pertain to suspension and expulsion of students.

The Code of Conduct for Brock High School is designed to provide a framework to ensure that school is a safe, productive learning environment for all. We ask families to review this Code of Conduct, so that all parties are familiar with school expectations and procedures. **The Code of Conduct is subject to change at any time, based on directions from the Ministry of Education or the Durham District School Board.**

It is the policy of the Durham District School Board to support practices that ensure a safe and positive environment that is inclusive and accepting of all individuals in schools. Appropriate discipline practices acknowledge the responsibility of individuals to exercise self-discipline, self-regulation and compliance with the Code of Conduct. In the event of a serious incident, school staff will work in partnership with the school community and emergency services in order to ensure the safety of all parties.

The Code of Conduct at Brock High School is intended to ensure that we can work and learn together in a safe and welcoming environment. We want our students to feel like they belong here and that we will support them in their own journeys. To that end, there are several general concepts regarding respect which we will all strive for:

Show Respect for Self

- **Attend school on time, every day, prepared for class and ready to work.** Bring all necessary equipment to class. Turn off and put away all electronic equipment in all instructional areas unless they are being utilized under teacher supervision. Do not bring bags to class; leave them in your locker. Do not leave valuables in the change rooms.
- **Dress for success.** When entering the school, put coats/jackets in lockers. Wear clothing that follows the dress code.
- **Invest in your own success.** Complete all assignments to the best of your ability and meet all set deadlines. Participate in classroom activities and in co-curricular opportunities. Make healthy choices for your future self.

Show Respect for Others

- **Be Good Citizens.** Be respectful to all members of our school community (e.g., visitors, visiting teams, co-op employers, supply teachers, etc.). Be honest and act with integrity. Focus on high academic achievement to determine your preferred pathway.
- **Be Allergy Aware.** We are a scent-aware and nut-aware school. Various members of our community (staff, students, parents, guardians, visitors, etc.) are severely allergic to scents. We ask that you do not wear any scented products to keep our environment safe for all. Avoid bringing nuts, or items made with nuts, to school.
- **Abide by Good Neighbour Policy.** Students are expected to be considerate of others and respect their desire for clean, quiet and safe surroundings. Loitering and littering on private property are not permitted and students are expected to follow the rules and regulations of the business establishments they frequent during the school hours.

Show Respect for Property

- **Keep the school and school grounds litter free and in good repair.** All food and drinks will be consumed in the cafeteria or other designated lunch areas. Water may be consumed in classrooms with the permission of the teacher. Clean-up after yourself. Keep desks, walls, lockers and other property, damage free. Be sure to report damage and the abuse of school property.
- **Access/Use technology appropriately.** When online, access legitimate content, avoid hacking and illegal downloading, and obey copyright restrictions, including appropriately citing your work to avoid plagiarism issues.

Show Respect for the Environment

- **Demonstrate respect for the environment by reducing waste, re-using materials and recycling.** All food waste and paper will be recycled as appropriate. Lights in classrooms will be turned off when possible. Materials will be re-used and waste will be reduced.

INFORMATION AND PROCEDURES

Academic Resource: The Academic Resource Room at Brock High School is called *Skills (see p.20)* .

Accident or Injuries: If a student is injured during a class, they must tell their teacher at once. If a student has an accident and is injured on school property, or during a school sponsored activity off property, they must notify the main office so that they can be assisted, and an OSBIE accident reporting form can be completed.

Announcements, Land Acknowledgement and National Anthem: During the National Anthem, students are expected to quietly stand at attention and are encouraged to sing. Students are expected to listen attentively while the Land Acknowledgement and morning announcements are made.

Attendance: Students have a responsibility to attend school. Academic success is directly correlated to school attendance. Students will be responsible to validate their absences. Notes and/or phone calls from parents/guardians will be required. Skipping on the day of a test or assignment due date could result in a mark of zero. Students caught skipping will be subject to school consequences.

Backpacks: Backpacks, knapsacks, book bags, duffle or sports bags, and handbags should be left in the student's locker and not brought to class.

Bicycles: If a student rides a bicycle to school, they must dismount at the property line and walk their bicycle to the bicycle racks available near the entrances of the school. Bicycles must remain locked at the bicycle racks during school hours. Bicycles should not be brought into the building unless they are part of a Physical Education activity, and there is teacher supervision. The school is not responsible for lost or stolen bicycles.

Bullying and Harassment: The Ministry of Education formally defines bullying as the following: bullying is typically a form of repeated, persistent and aggressive behaviour directed at an individual or individuals that is intended to cause (or should be known to cause) fear and distress and/or harm to another person's body, feelings, self-esteem or reputation. Bullying occurs in a context where there is a real or perceived power imbalance (Policy/Program Memorandum 144, Ministry of Education). Students who feel victimized should report bullying (including cyber-bullying) to a staff member or to the office. If harassment continues after due warning has been given, perpetrators will be disciplined.

Buses: Buses are provided for student transportation. Riding a school bus is a privilege, not a right. Students are expected to behave in a responsible and mature fashion. Students must obey the directions of bus drivers at all times. Students who misbehave on the bus may be disciplined. We expect students to remain seated when the bus is moving. No horseplay or fighting on the bus is tolerated. No smoking or vaping is allowed on the bus. No objects can be thrown from the bus, no appendages or body parts can be outside of the windows when the bus is moving. Students are only to ride their assigned busses.

Cafeteria: The cafeteria server is open at lunchtime. All food and drinks will be consumed in the cafeteria or other designated lunch areas. If a student brings a bag lunch from home, they may also eat it in the cafeteria or other designated lunch areas. Students are

expected to clear their tables when they are finished and place their garbage in the containers provided, including use of recycling bins.

Cars and Motorcycles (Parking): Student parking is a privilege and can be revoked at any time. The student parking area is at the west side of the school. Students are not permitted to sit in cars or to loiter in the parking lot. Cars will be towed at owner's expense if they are not parked in designated areas. Bus and fire routes and fire exits must not be blocked. Parking restrictions are posted on the school website and must be obeyed. Drivers must obey Ministry of Transportation rules of the road on school property. Please note that any vehicle, parked on school property, is subject to searches if the administration has safety concerns. Students will be required to register their vehicles with the main office.

Cell phones: Personal cell phone use is prohibited during instructional time. If a cell phone is visible or is heard by a staff member, during instructional time, they may ask for it to be turned over to the office and the student must comply. 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 written consents have been obtained, as may be appropriate. The use of a cell phone for personal video or photographic use (including unauthorized images of students, staff, and visitors) is strictly prohibited. Confiscated cell phones may be returned to the student at the end of the day. On subsequent confiscations the cell phone may only be returned to parents/guardians. The school is not responsible for cell phones brought onto school property.

Cleats: Soccer, Baseball, Rugby and other sport footwear with cleats on the bottom are not allowed to be worn in the school building. They must be removed and cleaned before entering the building and carried throughout the building at all times.

Computers: In addition to each student having a Chromebook, the school has a number of computers and computer labs that are accessible to students, or students may choose to bring their own computing device. Device use at Brock High School unequivocally includes compliance with the [DDSB Acceptable and Safe Use Procedure for Computing Technology](#), found on the DDSB website. School staff monitors the use of Internet. Students who violate the school Internet or network rules, or breach network security may face loss of network privileges, suspension, or criminal prosecution. Please note that students and families will be financially responsible for lost and damaged tech devices.

The following are a selection of the computer network rules:

- No food or drinks allowed in computer rooms or around computing devices at any time.
- No downloading of programs off the network and no uploading of programs onto the network.
- Games are not to be played on the computer.
- No accessing independent networks or circumventing the firewall.
- No use of social networking or chat lines.
- Students will never use computing technology for any illegal activity.
- Students should limit the number of devices connected to the school's WiFi as multiple devices reduce accessibility for all.

Crime Stoppers: Any student who wishes to anonymously report information about crime at school may call the Crime Stoppers community telephone hotline, 1-800-222-8477 (TIPS). This line is answered 24 hours a day, 7 days a week. Crime Stoppers doesn't use call display. You don't have to give your name, meet with police or go to court. Callers may be eligible for a cash reward.

Dances:

- Students must present a valid student ID to purchase tickets.
- Dances typically start at 7:00 p.m. and end at 10:00 p.m. with everyone cleared out by 10:30 p.m. sharp.
- Students must arrive with a valid student ID, check in with dance organizers, and present their ticket (if applicable).
- Guests must be pre-approved, using the Guest Contract, by a Brock High School administrator.
- Students may only bring one guest.
- All lockers are out of bounds during a dance.
- Coats must be left in the coat-check area; no unsupervised access to coats is available.
- Students must enter and leave by designated doors only. Doors will be locked at 7:30 pm.
- All school rules apply and school discipline will be applied.
- There is no smoking area during the dance as everyone must remain inside.
- Anybody "under the influence" of drugs, alcohol or any type of intoxicant will not be admitted, or will be removed and face school consequences.

- Once students enter the dance they may not leave and re-enter.
 - Dance Contracts are required of all students and must be approved by administration, prior to the dance.
- Note: Participation in BHS Prom requires that students follow the same guidelines as all dances.

Detentions: Detentions typically last for 20 minutes and are generally served at lunch. Failure to serve assigned detentions may result in a Restorative Circle and/or a suspension. No food or beverages are allowed in detention. Students will sit or work quietly or the detention will need to be served again.

Dress Code: The school dress code assists in the creation of a positive learning environment. The Brock High School Dress Code aligns and changes with direction from (including but not limited to) the Ontario Ministry of Education, Durham District School Board and Durham Region Public Health.

Please note that, as the Administration reserves the right to make final decisions regarding the dress code, students may be sent home to change OR provided with alternative clothing if they do not comply with the dress code. Expectations are as follows:

A) Appropriate Dress

Students must wear;

- Clothing which includes both a top and bottom layer
- Footwear

Students may wear;

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

B) 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, or health and safety related needs or accommodations)
- Undergarments as outerwear
- Transparent clothing that fully exposes undergarments
- Swimwear unless required for curricular or co-curricular approved activities

C) Health and Safety Dress Code Requirements

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

Parents, guardians, and students must be informed well in advance, and individual needs will be accommodated by the school short of undue hardship.

In some special circumstances, students may be required (or choose) to wear personal safety clothing (e.g. surgical mask) for medical reasons. Communication between the student, parents, and guardians and administration must occur for these situations. For some special events, the school may allow students to wear a costume. The costume must not promote racial, gender, cultural or other negative stereotypes based on Human Rights Code grounds. Students still need to comply with the dress code requirements.

Electronic Equipment/Personal Electronic Devices/Recording/Broadcasting: “It is the practice of the Durham District School Board that the use of personal electronic devices is prohibited during the school-day on school property. Unless deemed appropriate by the school administration for educational purposes and permission is granted by staff, a student who brings a personal electronic device to school, should turn it off and keep it out of sight. Personal electronic devices may be utilized off school property or in designated areas and during times assigned by the school.

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.” (C.F.-19/20 – 007, June 19, 2019)

Brock High School abides by the policy as outlined above. Specifically, the administration team and teachers have adopted the procedures below as clarification for both students and parents:

Online activity by staff, students and parents/guardians that is directly or indirectly related to the school should comply with the School Code of Conduct, in particular that a school is a place that promotes responsibility, respect, civility and safety in the teaching and learning environment. The taking of photos, filming or recording, or the broadcasting of live audio and/or video, while at school or at a school related activity, is prohibited unless approved by the DDSB, and/or where proper consents have been obtained, as may be appropriate. Video recording, audio recording and picture-taking can only be done for instructional purposes at BHS and on BHS excursions, and require the consent/permission of the teacher and of the subjects. All recordings must have the authorization/permission of the subject(s) or must be deleted. Lack of authorization/permission by the subject(s) of the recording could result in consequences from BHS Administration. Electronic music players can only be used in instructional areas with the approval of the teacher. Unauthorized use of an electronic device during class time will result in the device being confiscated. Confiscated devices will be returned at 3:30 p.m. from the main office only twice. On the third, and all subsequent confiscations, the device will only be returned to parents/guardians. The school is not responsible for any electronic devices brought to school.

Elevator: The elevator is only available to students with accommodation needs, or with special permission.

Field Trips: Students are expected to follow all school rules while on any trip. The student’s parent or guardian must complete and sign permission forms. Students who misbehave during a field trip may have the privilege of attending future trips revoked and may be consequence by BHS Administration. If a student misses the trip, any money paid may not be refunded. Students are responsible for all work missed on any trip.

Fire Alarm: When the fire alarm sounds, students are to follow the fire exit instructions posted in classrooms. Students must walk quickly from the building with their teacher and follow directions provided by staff or emergency services personnel. Students must stay with their teacher and remain a safe distance from the building. Students are not to re-enter the building until they are instructed by their teachers to do so. Students may not smoke or vape during an evacuation – smoking may result in fines from Durham Fire Services and/or consequences from BHS Administration.

Food/Drink: We request that food and drinks only be consumed in the cafeteria or other designated lunch areas. Food and drinks are permitted in classrooms, at the discretion of a staff member (water is always allowed). Students consuming food or drink may be redirected to a more appropriate area by staff. Brock students and other members of the school community are expected to clean up after themselves and report any spills, which are a safety hazard, to teachers, staff or custodians.

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

Full-Time Program: Brock High School registers students in a full-time program. Students must have achieved 24 credits before they are permitted to have a spare. Part-time schedules must be approved by administration.

Gambling: Any gambling or games of chance, including the use of dice, is prohibited.

Gang Identifiers: Gang identifiers are not to be worn or displayed at school, on the property (including the smoking area) at any time or in any form. It is the discretion of Administration whether any item fits the description of a gang identifier.

Guidance: Counsellors are available for individual counselling about courses, careers, and personal matters. Students wishing to book an appointment can do so before or after school, or during the lunch hour. These appointments are booked through the main office. Guidance is located within the Student Services area along with Skills.

Honour Roll: Full-time, secondary school students have the opportunity to earn a Durham District School Board Honour Roll Certificate in each of Grades 9, 10, 11 and 12. A secondary school student will have earned a Durham District School Board Honour Roll Certificate in their grade from July to June if they have achieved the following:

- Grade 9: An aggregate of at least 640 marks in their highest achieving eight credits earned
- Grade 10: An aggregate of at least 640 marks in their highest achieving eight credits earned
- Grade 11: An aggregate of at least 640 marks in their highest achieving eight credits earned
- Grade 12: An aggregate of at least 480 marks in their highest achieving six credits earned.

Note: Secondary school students excused from full-time attendance on compassionate grounds (Education Act, Reg. 374/10), Grades 9-12, will be considered for a Durham District School Board Honour Roll Certificate at the principal's discretion.

HUB: The Brock Community Youth Hub is a youth-centred and community-supported safe, inclusive, non-judgmental, and welcoming space where ALL youth feel supported and valued. Partnerships with various community groups provide activities, programs, services, and an environment that are co-developed with youth in response to their expressed and identified needs/interests. The HUB will be available and accessible by Brock High School students during lunch and after school, with specific times and programming posted by our Community Youth Partners. When open, students may eat their lunch in the HUB.

Lates: Students are expected to arrive to class on time. If a student is late for any reason, they must sign-in at the main office and take their late slip to their classroom teacher. All excused lates must be reported by parents or guardians as soon as possible. All unexcused lates will be recorded and lunch time detentions will be assigned, at the discretion of Administration. Patterns of lates which impact success will be discussed with Administration.

Number of Unexcused Lates	School Consequence
3 +	Meeting with administration; possible detentions
5	Notification to parents/guardians, detentions
10 +	Vice Principal facilitates a phone call to parents/guardians; a meeting may be required, detentions

Library/Learning Commons Student Centre: Open daily for quiet study, homework, class assignments or casual reading. Computers are available for school related work and research. Students are expected to follow all computer network rules.

Lockers: Homeroom teachers will assign student lockers. Students may speak with Administration to request a change of locker location. Students must use a combination lock and are not to share their combination with other students. 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. As a result, 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 Progressive Discipline. In addition, following Procedure #3041 – Police/School Board Protocol, the police may be contacted. Administration have the authority, with reasonable suspicion, to search personal property and lockers. The right to search is established to allow 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. The school is not responsible for lost or stolen articles.

Note Writing Privileges: If a student is eighteen years of age or older, he or she may apply for note writing and sign-out privileges. Please contact a Brock HS Administrator for details.

On-Line Instruction: A variety of courses at Brock have incorporated an on-line instructional component (e.g., Moodle; Google Classroom; D2L). Enrollment in Brock High School unequivocally includes compliance with the DDSB Acceptable and Safe Use Procedure for Computing Technology form found on our website.

Physical Education Uniforms: The staff members of the BHS Physical Health Education Department believe that all students should be evaluated on their individual performance and participation in class. This uniform policy promotes the idea of “TEAM” within the class environment. All students (Grades 9-12) must change into appropriate gym clothes. Gym uniforms may be purchased from your teacher during the first week of class. If you have questions or concerns about purchasing a physical education uniform, please contact the school office or your student’s physical education teacher. Weather appropriate clothing may be worn when class is outdoors. Only non-marking running shoes are allowed in the gym and weight room.

Plagiarism Policy: From Durham District School Board procedure ‘Cheating and Plagiarism Prevention and Intervention’ 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, summative assessment 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 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 ‘Cheating and Plagiarism, Prevention and Intervention’ and Durham District School Board procedure ‘Code of Conduct and Discipline for Students’.

Additionally, school consequences will be applied in a situation where a student has shared or distributed their work (electronically or otherwise) with the purpose of providing assistance to another student in any way.

Police Services: It is the policy of the Durham District School Board to cooperate with Durham Regional Police Services (DRPS) in order to maintain a safe learning environment in our school.

Prohibited Items: The Durham District School Board has banned laser pointers from all schools. If a student is found with a laser pointer, it will be confiscated, and consequences may be applied by BHS Administration. Prohibited nuisance items, such as but not limited to water guns, cap guns, ‘nerf’-style guns, firecrackers, party snappers, etc. are not to be brought to school. Possession of nuisance items may result in consequences from BHS Administration and/or DRPS. Administration will make final decisions regarding the identification of and consequences for prohibited and nuisance items.

Progressive Discipline: The Ministry of Education, the Ontario Human Rights Commission and the Durham District School Board are committed to fostering a safe, caring, inclusive and accepting learning environment in our schools. In our learning communities, all stakeholders are welcome, respected and valued, and all students are fully supported and empowered to meet with success in a culture of high expectations.

“Bias-free progressive discipline is a whole-school approach that utilizes a continuum of prevention programs, strategies for fostering and reinforcing positive behaviour and helping students make good choices, and age-appropriate interventions, supports and consequences used to address inappropriate student behaviour. The disciplinary measures used in response to inappropriate behaviour are applied within a framework that shifts the focus from one that is solely punitive to one that is both corrective and supportive.” (Ontario Ministry of Education, 2012)

Progressive Discipline is a means to support the Code of Conduct. Progressive Discipline is a whole-school approach that utilizes a continuum of prevention programs, interventions, supports and consequences to address inappropriate student behavior and to build upon strategies that promote and foster positive behaviours. This approach includes building upon the level of response, intervention, and consequence with repeated occurrences of the same behaviour. All behaviour issues will be dealt with using this approach, which fosters a safe, caring, inclusive and accepting learning environment for all school community members involved and has the aim of correcting inappropriate behaviours and restoring relationships.

Public Health Partnerships:

Smoking Cessation Program - Living smoking free is part of a healthy lifestyle. Effective tobacco reduction in schools requires the cooperation of the whole community. Behaviour change can occur when schools and communities work together to reinforce positive behaviours through ongoing, focussed, tobacco-related activities. Brock High School, together with the Health Department of Durham Region, has a comprehensive plan to address tobacco issues with our school community.

E-cigs or vapes are not permitted to be used on school property. Associated devices, smoking equipment and electronic devices, that may contain tobacco products, or may reasonably be perceived as containing tobacco products, are not permitted on school property.

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.

Reporting to the Office: When a student is instructed by a staff member to report to the office, the student must comply immediately. If a student is instructed to leave a classroom, they are to report to the office immediately (unless there are alternate specific instructions from the classroom teacher). Students who refuse to leave will be given consequences by Brock HS Administration.

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

Roller Blades, Scooters, Skateboards and Longboards: Skateboards, longboards, scooters, and roller blades are not to be used anywhere on school property at any time and may be confiscated. Confiscated equipment will be returned in a timeline determined by BHS Administration. If this equipment is used as transportation to school, student must dismount from the equipment and carry it onto school property. This equipment must be safely stored in the student's locker, meaning all such equipment must fit in the student's locker. Equipment that does not fit into a locker should not be brought to school.

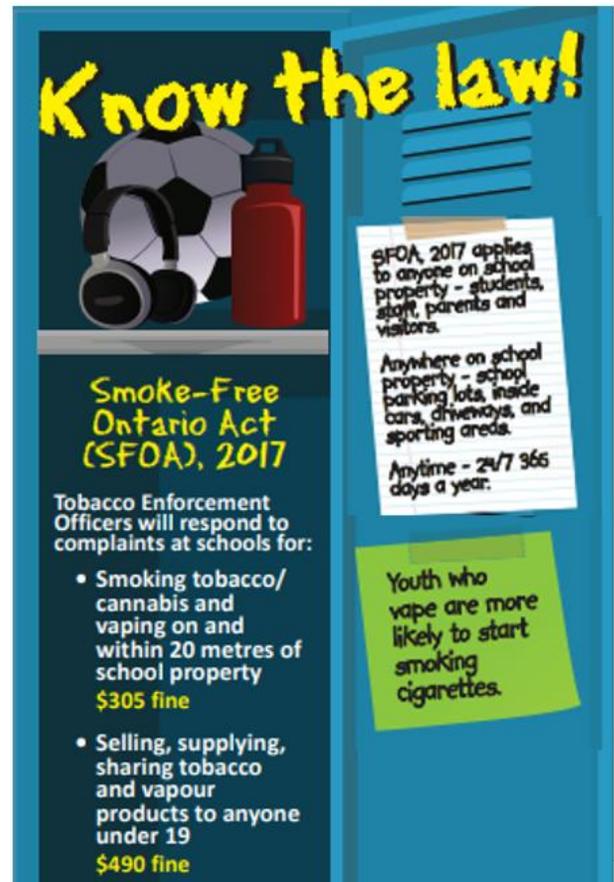
School Telephones: The telephone in the office is available for student use. Classroom phones are for staff use only. Cell phones may only be used during the designated times (see **Cell phones**).

Signing In or Out: If a student needs to leave school during the school day, the student must bring a note from their parent/guardian and sign out at the office. If a student is signing in, they must report to the office with a note, even if they arrive during the lunch period. Students who fail to follow these procedures will face progressive discipline consequences. Students who are signed out from classes must leave the school property immediately, unless they are signed out for an event or activity and are under the direct supervision of a teacher.

Skills (Academic Resource) Skills delivers programs available to all students, focussing on study skills, work completion, and extra help. Students can request to go to Skills after the lesson and access will depend on available space in Skills. Skills is open to any student before school, at lunch and after school, pending supervision. Skills is located within the Student Services area along with Guidance. Watch for changes in the Skills schedule during any type of non-regular school day schedule change.

Skips: Class attendance is mandatory. Failure to attend will result in progressive school consequences.

Smoking: The Smoke Free Ontario Act (SFOA 2017) and the DDSB Procedure 'Prohibiting Smoking and Associated Devices' does not permit holding or smoking lighted tobacco products in the buildings or on its properties at any time (e.g., in vehicles in the parking lot). 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 vapes, E-cigarettes, herbal cigarettes, chew, snuff and snus. The Smoke Free Ontario Act and the



DDSB Policy 5145 does not permit supplying/selling tobacco products to anyone under the age of 19 years in its buildings or on its properties at any time. Associated devices, smoking equipment and electronic devices that may contain tobacco products, or may reasonably be perceived as containing tobacco products, are not permitted. The SFOA (2017) and DDSB Procedure 'Prohibiting Smoking and Associated Devices' restricts smoking and prohibits distributing tobacco products to others. Tobacco products are not to be used on school property at any time. Do not leave the school building or the school property between classes to smoke. Although students are encouraged not to smoke, they may smoke off school property before school, during lunch, and after school. Offenders of the SFOA (2017) and DDSB Procedure 'Prohibiting Smoking and Associated Devices' will be referred to the Durham Regional Tobacco Enforcement Officer for further consequences and potential fines for smoking on school property and for distributing or selling tobacco products to a person under the age of 19.

Education resources are available at www.durham.ca or Durham Health Connection Line at 905-666-6241 (1-800-841-2729)
Enforcement resources available at www.durham.ca or the Environmental Help Line at 905-723-3818, ext. 2188

Snow Days: If there is a severe snowstorm, listen to local radio stations for closing and transportation information, including DURHAM RADIO 94.9 the Rock, KX 96 at 95.9, or CKDO 107.7 on the FM dial or CKDO 1580 and CFTR 680 News on the AM dial. Brock High School is in ZONE 1. Go to Durham Student Transportation Services at www.dsts.on.ca for more information.

Snowballs: Throwing snowballs is a dangerous action, which could cause injury or damage. Students are not to throw snowballs. Students who throw snowballs will be subject to consequences determined by Brock HS Administration.

Special Medical Requirements: Parents/guardians must inform the school of the special medical requirements of students (e.g., use of EPIPENS). A student who requires a Medical Alert bracelet must wear it at all times. Please note that some students have severe peanut allergies. We appreciate you not bringing peanuts, or items made with peanuts, to school.

Student Identification: Students must correctly identify themselves when requested to do so by any staff member. Failure to do so may result in a suspension and/or other consequences from BHS Administration. Students are encouraged to carry their identification cards, provided by the school, at all times on school property or in the school building.

Student Identification Card: Students are encouraged to carry their student identification card always on the school property. Student identification cards are used to participate in the HUB after school. Some community businesses give discounts to students upon display of the student identification card.

Student Council: Student Council organizes many activities throughout the school year. Students are encouraged to become involved in the activities and to become involved with Student Council.

Student Recognition/Awards: There are a broad variety of ways in which students can make a positive contribution at Brock High School. Each month we celebrate the accomplishments of the following students: Athlete of the Month; Artist of the Month; Citizen of the Month; Student of the Month.

Student Services: Student Services is located in the 300 hallway and includes Guidance and Skills. This area is open to everyone for independent and quiet study before school, at lunch and after school.

Study Hall: Students in study hall must sit in the area designated by the teacher in charge, work quietly on the assigned work for the duration of the period, refrain from eating or drinking, and refrain from using personal electronic/entertainment devices. The cafeteria servery and vending machines are out of bounds to students in study hall. Normal classroom behaviour expectations apply. Students are expected to remain working productively unless excused or dismissed by a staff member.

Study Periods: If a student has a study period on their timetable, they may leave the school property, or go to the library. Students must not loiter in the halls or disturb other classes. Students in the library must work and sit in the designated area of the library.

Textbooks/Library Books/School-Owned Electronic Equipment: Students are responsible for all textbooks, library books, and school electronic equipment issued (e.g., Chromebooks). Students are expected to pay for their replacement if a textbook or library book is lost or damaged. Failure to return texts or make proper restitution may result in computer privileges, report cards, timetables,

transcripts, and textbooks being withheld. Found or recovered texts that have already been paid for may be fully or partially refunded if they are in satisfactory condition for use.

Timetable Changes: If a student wishes to make a change, they must do so by the second Friday of the semester. Students are required to attend all classes on their timetable until a course has been officially changed or dropped.

Valedictorian: To be nominated for Valedictorian, a student must be a graduating student in good standing and have made a significant contribution to student life.

Valuables: Students are discouraged from bringing valuables to school. Students must not leave valuable items, electronic goods or money in the gym change rooms. The school is not responsible for lost or stolen property.

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.

Visitors and Trespassers: Brock High School is private property. Students may not bring visitors to school. All visitors to the school must report to the main office, sign-in and wear an identification badge. Persons who are in the building without office permission are trespassing and, in accordance with the Trespass Act, may be prosecuted. Students are to meet friends away from the school. Spectators for events in the gym must report directly to the gym and must not loiter in halls or areas of the school beyond the gym, and must leave the school immediately after the event has concluded. Spectators must identify themselves to school staff when asked, and cooperate in respecting school policy and procedures.

Washrooms: To avoid missing valuable class time, students are expected to use the washroom before school, during lunch hour and between classes. In urgent cases, students may be excused during class time. Medical conditions need to be documented and brought to the attention of administration. Smoking and vaping is not permitted in washrooms (please refer to **Smoking** for details).

Weapons: Knives, weapons and items used as weapons are absolutely prohibited from school and will be confiscated by Staff and/or Administration. Consequences will be applied and Durham Regional Police Services involved where appropriate.

ASSESSMENT & EVALUATION

Statement of Purpose

The primary purpose of assessment, evaluation and reporting is to provide feedback to students, parents/guardians, and teachers that directs instruction in the classroom towards **improving student learning**.

Guiding Principles

Successful assessment and evaluation policies and practices are contingent *on a partnership among and the shared responsibility of* the school, the students, and the parents/guardians.

Brock High School parents/guardians will receive feedback regarding school, board wide, and provincial student achievement, and the methods of assessment, evaluation and reporting, when appropriate.

In May 2010, the Ministry of Education released the document entitled “Growing Success”. The “Growing Success” document sets policy and recommends practice regarding assessing student work to inform teaching practice, evaluating student work and reporting on student progress. The “Growing Success” document can be downloaded from the Ministry website at <http://edu.gov.on.ca/eng/policyfunding/growSuccess.pdf>.

Assessment and Evaluation Practices

Assessment is the formal or informal process of gathering information that accurately reflects how well a student is achieving the curriculum expectations in the course.

Evaluation refers to the process of judging the quality of student work on the basis of established criteria, and then assigning a value to represent that quality.

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

Grading

The percentage grade represents the quality of the student’s overall achievement of the learning outcomes for the course and reflects the corresponding level of achievement as described in the achievement chart for each curriculum area.

A variety of assessment strategies such as but not limited to performances, quizzes, tests, assignments, investigations, projects, journals, observations, conversations and summative assessments may be used to demonstrate students’ learning. Each unit of study may contain several separate assessments for learning.

Each assessment will encompass some or all of the following achievement categories. [K/U] – Knowledge & Understanding, [A] – Application, [C] – Communication, and [T/I] – Thinking & Inquiry. Marks will be assigned and accumulated by category and then combined to produce a final term mark. The term mark will be combined with summative/final marks to produce a final mark for the semester. For specific course evaluations, refer to the course outline and assessment structures provided by individual departments.

Final Grade Structure

Seventy percent of the grade for all courses will be based on formative assessments undertaken throughout the course.

Thirty percent of the grade for all courses will be based on final summative evaluations administered towards the end of the course. For additional information, refer to the course outlines distributed at the beginning of each course.

Assessment Submission Deadlines

A course will consist of a variety of tests, assignments, quizzes, and other assessments for learning and assessments of learning.

Test dates will be announced and posted approximately 1 week in advance. Deadlines for all assignments will be announced and posted clearly with sufficient lead time. Deadlines are critical to the learning process as they develop workload management, impact the student’s ability to learn, and are a part of workplace life. It is the student’s responsibility to seek assistance from the teacher well in advance of the due date if they are unable to complete the task.

If a student is aware, prior to a test day or a due date, that he/she will be legitimately absent that period (i.e. field trip, appointment, co/extra-curricular), alternate arrangements must be made with the teacher before the test /due date.

If a student is absent for a test or assignment due date, the following steps must be completed:

1. A parent's/guardian's note addressed to the subject teacher confirming the parent's understanding that the test/assessment has been missed for a defined legitimate reason that must be brought to class the first day the student is back to school. **NOTE:** Missed summative assessments require a doctor's note.
2. If the completed tests/assignments have not been returned to the class, then the absent student will write the test immediately in class or submit the assignment immediately.
3. If the completed tests or assignments have been returned, then the teacher may provide an alternative assessment for the student to complete.

NOTE: If a student is suspended during a test date, then steps 2 and 3 apply.

If an assignment is submitted AFTER the assignment has been returned to the class, said submitted assignment will receive no mark and its assessed value will only be counted towards the final mark if the credit is in jeopardy.

IT IS ALWAYS THE RESPONSIBILITY OF THE STUDENT TO SUBMIT ANY ASSIGNED WORK

Absence on the day an assignment is due will require the assignment to be submitted immediately upon the student's return to school. School based trips cannot be used as reasons for not submitting an assignment on time; the assignment must be submitted prior to departure.

Extra Help

- Extra help is available from the course teacher at a mutually agreed upon time.
- Department based extra help may be available on a regularly scheduled basis.

Final Course Evaluations Including Summative Assessments

- Final course evaluations are compulsory (30% Summative Evaluation, including the final summative assessment) for all courses.
- If a student is absent from a final evaluation, the absence must be supported by a doctor's note. Holidays or family vacations are not acceptable reasons for missing any part of a final summative evaluation/assessment or other summative activities). **Students absent from final evaluation will receive a grade of zero.** (Absence due to illness for scheduled summative evaluations must be supported by a doctor's note – alternative arrangements will then be facilitated by Brock HS administration.)
- Summative assessment dates for both semesters are published in this Agenda. Students are expected to be present to write summative assessments and complete other summative assignments. **Parents are ASKED NOT TO plan vacations or other activities that interfere with the writing of final summative assessments, Numeracy EQAO (Jan/June), OSSLT or other summative assignments.** To protect the integrity of the final summative assessments, no student will be allowed to write a final summative assessment prior to the whole class writing the final summative assessment. Students who leave school early without writing a final summative assessment will be given zero for that portion of the summative assessment. Unforeseen circumstances such as blackouts and inclement weather may force scheduled summative assessments to be written later in the summative assessment dates. **Please do not plan vacations for any summative assessment day.** All absences from summative assessments due to illness must be documented by a supporting medical.

Parents are discouraged from taking children from class for family vacations, which do not coincide with school vacations.

Research has shown that a student's final mark is impacted negatively by **1% per class for each day absent**. Consecutive days of absences compound the negative impact on a student's final grade. Should a situation involving extended absences arise, parents should contact a Vice-Principal to discuss the extended absences.

Learning Skills

Social and learning skills such as attitude, attendance, effort, tardiness in handing in assignments, and participation are not mathematically factored into the percentage grade. However, in addition to course expectations, students are to demonstrate learning skills in each of their courses. Teachers assess student progress in the six learning skill categories:

Learning skills are evaluated using a four-level key:

- E - Excellent
- G - Good
- S - Satisfactory
- N - Needs Improvement

Responsibility	The student: <ul style="list-style-type: none"> • fulfills responsibilities and commitments within the learning environment; • completes and submits class work, homework, and assignments according to agreed-upon timelines; • takes responsibility for and manages own behaviour.
Organization	The student: <ul style="list-style-type: none"> • devises and follows a plan and process for completing work and tasks; • establishes priorities and manages time to complete tasks and achieve goals; • identifies, gathers, evaluates, and uses information, technology, and resources to complete tasks.
Independent Work	The student: <ul style="list-style-type: none"> • independently monitors, assesses, and revises plans to complete tasks and meet goals; • uses class time appropriately to complete tasks; • follows instructions with minimal supervision.
Collaboration	The student: <ul style="list-style-type: none"> • accepts various roles and an equitable share of work in a group; • responds positively to the ideas, opinions, values, and traditions of others; builds healthy peer-to-peer relationships through personal and media-assisted interactions; • works with others to resolve conflicts and build consensus to achieve group goals; • shares information, resources, and expertise and promotes critical thinking to solve problems and make decisions.
Initiative	The student: <ul style="list-style-type: none"> • looks for and acts on new ideas and opportunities for learning; • demonstrates the capacity for innovation and a willingness to take risks; • demonstrates curiosity and interest in learning; • approaches new tasks with a positive attitude; • recognizes and advocates appropriately for the rights of self and others.
Self-regulation	The student: <ul style="list-style-type: none"> • sets own individual goals and monitors progress towards achieving them; • seeks clarification or assistance when needed; • assesses and reflects critically on own strengths, needs, and interests; • identifies learning opportunities, choices, and strategies to meet personal needs and achieve goals; • perseveres and makes an effort when responding to challenges.

Learning skills are not part of the student's course percentage grade, except in specific cases where a learning skill is embedded as a curriculum expectation. Learning skills are reported on the Provincial Report Card separately from the achievement of course expectations.

Special Education/Inclusive Student Services

Students identified through the IPRC process may require changes to the assessment and evaluation of their learning. These changes would be made after consultation with Administration, the Special Education Department Head and the Subject Teacher Department Head and would be incorporated into the student's Individual Education Plan. These changes, or accommodations, of student learning will take place in three areas: instruction, environment and assessment.

Suspension

It is the responsibility of the student or the parent/guardian to request alternate arrangements for missed tests, final summative assessments or assignment deadlines, prior to the student's return to school. It is the responsibility of the teacher to accommodate reasonable requests. Academic consequences should typically not take place as a result of school discipline, with the exception of issues related to academic dishonesty.

Credit Recovery/Catch-up Days

Teachers may recommend certain students for credit recovery programs in cooperation with Skills and Guidance departments.

Credit Completion Days

Students who have demonstrated a consistent effort but have been unsuccessful in earning the course credit, may be invited by the subject teacher to participate in a credit completion opportunity on the final day of the semester, colloquially referred to as a Credit Completion Day. This is an important student success intervention to support credit attainment. Students may avail themselves of the opportunity to meet their subject teachers on this day to review final summative assessments.

Appeal Process

Students always have the right to review their marked work and to discuss the evaluation with their subject teacher.

Academic Integrity

Students are responsible for completing all their own school work with honesty and integrity, on time, and with care.

Academic integrity is expected from all students. Plagiarism and/or cheating on tests and/or assignments may result in a mark of zero and consultation with school administration (which may result in behavioural consequences). A second chance assessment may be provided on formative assignments when plagiarism has occurred.

Plagiarism Policy

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, final summative assessments 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 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.

Additionally, school consequences will be applied in a situation where a student has shared or distributed their work (electronically or otherwise) with the purpose of providing assistance to another student in any way.

Preventing Plagiarism: Student Resources

In a research paper, you have to come up with your own original ideas while at the same time using work that's already been done by others. But how can you tell where their ideas end and your own begin? What's the proper way to include sources in your paper? If you change some of what an author said, do you still have to cite that person?

Confusion about the answers to these questions often leads to plagiarism. If you have similar questions, or are concerned about preventing plagiarism, we recommend using the checklist below.

- A. Consult with Your Teacher

Have questions about plagiarism? If you are unsure about something, you should ask your teacher. He or she will most likely be very happy to answer your questions. You can also check out guidelines for citing sources properly. If you follow them, and the rest of the advice on this page, you should have no problems with plagiarism.

B. Plan Your Paper

Planning your paper well is the first and most important step you can take toward preventing plagiarism. If you know you are going to use other sources of information, you need to plan **how** you are going to include them in your paper. This means working out a balance between the ideas you have taken from other sources and your own, original ideas. Writing an outline, or coming up with a thesis statement in which you clearly formulate an argument about the information you find, will help establish the boundaries between your ideas and those of your sources.

C. Take Effective Notes

One of the best ways to prepare for a research paper is by taking thorough notes from all of your sources, so that you have much of the information organized before you begin writing. On the other hand, poor note-taking can lead to many problems – including improper citations and misquotations, both of which are forms of plagiarism! To avoid confusion about your sources, try using different coloured fonts, pens, or pencils for each one, and make sure you clearly distinguish your own ideas from those you found elsewhere. Also, get in the habit of marking page numbers, and make sure that you record bibliographic information or web addresses for every source right away – finding them again later when you are trying to finish your paper can be a nightmare!

D. When in Doubt, Cite Sources

Of course, you want to get credit for your own ideas. And you don't want your teacher to think that you got all of your information from somewhere else. But if it is unclear whether an idea in your paper really came from you, or whether you got it from somewhere else and just changed it a little, you should always cite your source. Instead of weakening your paper and making it seem like you have fewer original ideas, this will actually strengthen your paper by: 1) showing that you are not just copying other ideas but are processing and adding to them, 2) lending outside support to the ideas that are completely yours, and 3) highlighting the originality of your ideas by making clear distinctions between them and ideas you have gotten elsewhere.

E. Make it Clear **Who** said **What**

Even if you cite sources, ambiguity in your phrasing can often disguise the real source of any given idea, causing inadvertent plagiarism. Make sure when you mix your own ideas with those of your sources that you always clearly distinguish them. If you are discussing the ideas of more than one person, watch out for confusing pronouns. For example, imagine you are talking about Harold Bloom's discussion of James Joyce's opinion of Shakespeare, and you write: "He brilliantly portrayed the situation of a writer in society at that time." Who is the "He" in this sentence? Bloom, Joyce, or Shakespeare? Who is the "writer": Joyce, Shakespeare, or one of their characters? Always make sure to distinguish **who** said **what**, and give credit to the right person.

F. Know How to Paraphrase:

A paraphrase is a restatement **in your own words** of someone else's ideas. Changing a few words of the original sentences does NOT make your writing a legitimate paraphrase. You must change **both** the **words** and the **sentence structure** of the original, **without** changing the content. Also, you should keep in mind that paraphrased passages **still require citation** because the ideas came from another source, even though you are putting them in your own words.

The purpose of paraphrasing is not to make it seem like you are drawing less directly from other sources or to reduce the number of quotations in your paper. It is a common misconception among students that you need to hide the fact that you rely on other sources. Actually it is advantageous to highlight the fact that other sources support your own ideas. Using quality sources to support your ideas makes them seem stronger and more valid. Good paraphrasing makes the ideas of the original source fit smoothly into your paper, emphasizing the most relevant points and leaving out unrelated information.

G. Evaluate Your Sources

Not all sources on the web are worth citing – in fact, many of them are just plain wrong. So how do you tell the good ones apart? For starters, make sure you know the author(s) of the page, where they got their information, and when they wrote it (getting this information is also an important step in avoiding plagiarism!). Then you should determine how credible you

feel the source is: how well they support their ideas, the quality of the writing, the accuracy of the information provided, etc. We recommend using rubrics for evaluating web sites as an easy method of testing the credibility of your sources.

The Assessment and Evaluation Policy is reviewed on an ongoing basis and may be subject to change at any time based on changes required by the Ministry of Education or The Durham District School Board.

DURHAM DISTRICT SCHOOL BOARD 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

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- 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

in the case of a student for whom an individual education plan has been developed: whether the behaviour was a manifestation of a disability, ability or neurodivergence as identified in the student's individual education plan;

whether appropriate individualized accommodation has been provided and/or may need to be reviewed and updated; and,

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.

RATIONALE (Ontario Schools Code of Conduct)

The Durham District School Board is committed to providing a safe and secure school environment. The Safe Schools Act, 2000 required each board and each school to develop a Code of Conduct that is consistent with the legislation and board policy. These provisions were more recently amended by Bill 212, An Act to amend The Education Act, in respect of behaviour, discipline and safety. The revised Education Act, together with the related Regulation 472/07, is effective February 1, 2008.

The Codes of Conduct for the Durham District School Board and Brock High School reflect the following provincial policy.

A school is a place that promotes responsibility, respect, civility and academic excellence in a safe learning and teaching environment.

All students, parents, teachers and staff have the right to be safe, and feel safe, in their school community. With this right comes the responsibility to contribute to a positive school climate and be law-abiding citizens and to be accountable for actions that put at risk the safety of others or oneself.

The Ontario Schools Code of Conduct sets clear provincial standards of behaviour. It specifies the mandatory consequences for student actions that do not comply with these standards. Policy/Program Memorandum No. 145, "Progressive Discipline and Promoting Positive Student Behaviour", October 4, 2007, provides an overview of the progressive discipline approach to be used when addressing issues of student conduct. When inappropriate behaviour occurs, Brock High School will utilize a range of interventions, supports and consequences that are developmentally appropriate. They include opportunities for students to learn from mistakes, and they focus on improving behaviour.

The provincial standards of behaviour apply not only to students, but also to all individuals involved in the publicly funded school system - parents or guardians, volunteers, teachers and other staff members - whether they are on school property, on school buses or at school-authorized events or activities.

GUIDING PRINCIPLES (Ontario Schools Code of Conduct)

The Durham District School Board and Brock High School support the provincial guiding principles and endorse recognition, acceptance and sensitivity toward ethno-cultural diversity.

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

ROLES AND RESPONSIBILITIES (Ontario Schools Code of Conduct)

The Durham District School Board and Brock Secondary School accept the provincial direction regarding individual roles and responsibilities. In addition to school staff, students and parents, other members of the public, who interact with members of

the school community while present in or on school property or premises, have a responsibility to respect others in the school and to conduct themselves accordingly.

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

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

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

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

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

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

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

- are engaged in their child's school work and progress;
- communicate regularly with the school;
- make sure their child is properly dressed and prepared for school;
- ensure that their child attends school regularly and on time;
- promptly report to the school their child's absence or late arrival;
- become familiar with the Code of Conduct and school rules;
- encourage and assist their child in following the rules of behaviour;
- assist school staff in dealing with discipline issues involving their child;
- demonstrate respect for all students, staff and parents.

Police and Community Members are essential partners in making our schools and communities safer. Community members need to support and respect the rules of their local schools. Police investigate incidents in accordance with the protocol developed with the local school board. These protocols are based on a provincial model developed by the Ministry of Community Safety and Correctional Services and the Ministry of Education.

STANDARDS OF BEHAVIOUR (Ontario Schools Code of Conduct)

The Durham District School Board and Brock High School support the provincial standards of behaviour which include respect, civility, responsible citizenship and physical safety.

Respect, Civility and Responsible Citizenship

All school members must:

- respect and comply with all applicable federal, provincial and municipal laws;
- demonstrate honesty and integrity;

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

Safety

School community members must not:

- engage in any form of bullying, whether it is in person or through technology, like email or cell phones
- commit sexual assault
- traffic weapons or illegal drugs
- commit robbery
- give alcohol or cannabis to a minor
- be in possession of a weapon, including firearms
- use any object to threaten or intimidate another person
- injure anyone with an object
- be in possession of alcohol, cannabis (except by an individual who is authorized to use cannabis for medical purposes), or illegal drugs
- be under the influence of alcohol, cannabis (except by an individual who is authorized to use cannabis for medical purposes), or illegal drugs
- provide others with alcohol, illegal drugs, or cannabis (unless the recipient is an individual who has been authorized to use cannabis for medical purposes) inflict or encourage others to inflict bodily harm
- engage in hate propaganda or other types of behaviour caused by hate or bias
- commit an act of vandalism that causes extensive damage to school property at the student's school or to property on the school premises.

The Need for a Progressive Discipline Process

A progressive discipline approach provides an operational framework that assists administrators, teachers, students and parents with a structure and process to deal with student behaviour.

The Durham District School Board recognizes the importance of respectful partnerships between home and school to ensure schools are safe places to learn. Progressive Discipline involves a process for home and school to work together in a positive manner to address discipline issues.

What is progressive discipline?

A progressive discipline approach provides a framework for accountability and for consistent progressive discipline. The progressive discipline approach also assists in communicating concerns, strategies, and consequences at each stage; this approach involves the interaction and dialogue of all stakeholders.

Parental Participation

It is important that parents are informed and involved at the different progressive stages. Parents are partners in dealing with behaviour. Students must also understand the consequences in order to take responsibility and be accountable for their behaviour.

How does progressive discipline work?

Progressive discipline is a school wide approach that brings staff together as a collaborative team to identify and determine minor and major discipline issues and concerns. This step-by-step process involves staff taking a proactive and progressive approach for handling discipline. This approach is in partnership with administration and parents and the goal is to assist students in changing their behaviour.

In addition, students are reminded that the Durham District School Board 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, school community, the reputation of the school or Board. Recourse and disciplinary measures are outlined in the school Student Code of Behaviour. Legal recourse may also be applied for criminal activities.

CONSEQUENCES (Durham District School Board)

Students who do not comply with the standards of behaviour outlined in the Code of Conduct will be dealt with in a judicious and considerate manner. Actions will vary depending on the circumstances of each individual case. Mitigating factors are always considered before determining consequences. Consequences may include:

- caution by teacher, support staff, administrator or adult supervisor;
- restorative practices;
- temporary removal from class, activity or event;
- behaviour contracts;
- problem-solving exercise;
- detentions;
- parental contact;
- community/school service;
- peer mediation and conflict resolution programs;
- counselling;
- loss of privileges;
- restitution;
- support and responsibility agreements;
- suspension;
- expulsion.

SUSPENSIONS

Activities Leading to Possible Suspension

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

- uttering a threat to inflict serious bodily harm on another person*;
- possessing alcohol or illegal drugs*;
- being under the influence of drugs or alcohol;
- swearing at a teacher or at another person in a position of authority;
- committing an act of vandalism that causes extensive damage to school property at the pupil's school or to property located on the premises of the pupil's school*;
- bullying; or,
- any other activity that is an activity for which a principal may suspend a pupil under a policy of the Board. Other suspendable infractions including but not limited to:
 - a) possessing or dispensing controlled or intoxicating substances that are not prescribed for medical purposes;
 - b) being under the influence of illegal, controlled or intoxicating substances that are not prescribed for medical purposes;
 - c) smoking or vaping on school property;
 - 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*;
 - l) 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 violates the school dress code;
 - r) engaging in unauthorized gambling or games of chance;
 - s) engaging in harassment/sexual slur or comment*;
 - t) uttering a threat/conduct that is intended to intimidate*;
 - u) profanity and swearing;
 - v) engaging in another activity that, under the Code of Conduct of the school, is one for which a suspension is warranted.

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

In considering whether to suspend a pupil for engaging in an activity described above, a Principal shall take into account the mitigating factors:

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

Circumstances Leading to a Suspension, Investigation, and Possible Expulsion

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

- possessing a weapon, including possessing a firearm*;
- using a weapon to cause or to threaten bodily harm to another person*;
- committing physical assault on another person that causes bodily harm requiring treatment by medical practitioner*;
- assault/physical intimidation of an employee*,
- bullying;
- committing sexual assault*;
- trafficking in weapons, in illegal drugs or intoxicants*;
- committing robbery*;
- giving alcohol to a minor*,
- giving cannabis to a minor*,
- any other activity that, under a policy of a board, is an activity for which a principal must suspend a pupil and conduct an investigation to determine whether to recommend to the board that the pupil be expelled.
- other suspendable infractions including but not limited to:
 - activity motivated by bias/prejudice/hate*;
 - hate motivated violence*;
 - gang related violence*;
 - trafficking in controlled or intoxicating substances not prescribed or dispensed for medical purposes*;
 - uttering threats or threatening conduct intended to intimidate*;
 - engaging in harassment*;
 - committing an act of vandalism*;
 - ongoing conduct that is so refractory/persistent that the student's presence in the school or classroom is considered by the principal to effect a danger or possibility of harm, physical or emotional, to others in the school or to the reputation of the school. (*require police involvement as outlined in the Police/School Board Protocol.)

Guidelines from the Ministry of Education direct us to place Suspension/Expulsion documents in the O.S.R. Guidelines will be established as directed by the Ministry of Education.

A pupil who is suspended under this section is suspended from his or her school and from engaging in all school related activities.

A Principal may suspend a pupil for up to 20 school days and, in considering how long the suspension should be, the Principal shall take into account the mitigating factors, as well as the other factors, set out above.

When a Principal suspends a pupil, the pupil shall be assigned to a program for suspended pupils, as established by the Board in accordance with any policies or guidelines issued by the Minister.

Conclusion

When staff, students and families work together, a positive and productive learning environment is established at Brock High School where goals are set and achieved. The Code of Conduct establishes the level of behaviour expected for all so that we have the best possible school where success and achievement are reached through co-operation, courtesy, and respect. Please review this Code of Conduct at the beginning of the school year and keep it in a safe place where it can be referenced if necessary.

GENERAL SCHOOL INFORMATION

Student Council

Greetings students! On behalf of Student Council, we would like to welcome you to another exciting year at BHS! This year's council is made up of dedicated and energetic students, who are looking forward to making this year a success. Along with many new ideas, we also look forward to keeping with BHS traditions such as dances, prom, and spirit week. We encourage you to share new ideas and become involved with the many opportunities our school offers like athletics, musical and dramatic activities, and various clubs. Your year is what you make of it, so have a fantastic year with us at BHS!

Brock HS Cheer: **We ROCK!** because we're Brock **We ROCK!** because we're Brock
Red and Gold because we're bold, we're Bulldogs! Ya, ya we're Bulldogs!
 B-R-O-C-K, let me hear you say Hey! (Hey!) Hey! (Hey!)
 We ROCK because we're Brock! We ROCK because we're Brock!
 We CHEER because we're here! Gooooooooooooooooo **BULLDOGS!**

Student Clubs/Teams/Bands/Councils/Activities

These are some of our clubs and teams. Students are encouraged to choose **at least** one activity to join!

- Badminton
- Band
- Basketball
- Chess Club
- Equity Committee
- Indigenous Circle
- Prom Committee
- Rugby
- GSA (Gender and Sexuality Alliance)
- Soccer
- Student Council
- Track & Field
- Volleyball
- White Pine Book Award Club
- Classics Book Club
- Trivia Club
- BSA (Black Student Alliance)
- Golf
- Baseball

Guidance Services

The counsellors of the Guidance Services Department are always willing to help you plan ahead by providing:

- individual counselling about course, careers and personal matters
- group presentations about careers and future education
- interest surveys to help you understand yourself
- information about jobs, colleges, universities, and other opportunities
- tours of colleges, universities, apprenticeship sites and various places of employment
- computer programs to learn about careers and future education
- records of your accumulated credits and transcripts
- information about scholarships and financial aid for future education
- speakers concerning jobs for those entering employment straight from high school
- peer tutoring.

Always check the Guidance pages of our website (www.brockhigh.on.ca) for updates and info.

Although Guidance Counsellors try to see every student every year to discuss future plans, you should request an interview at a time best for you rather than wait to be contacted.

What do you need to graduate from high school?

18 compulsory credits

Students must earn the following compulsory credits to obtain the Ontario Secondary School Diploma:

4	credits in English (1 credit per grade)*
3	credits in mathematics (1 credit in Grade 11 or 12)
2	credits in science
1	credit in Canadian history
1	credit in Canadian geography
1	credit in the arts
1	credit in health and physical education
1	credit in French as a second language
0.5	credit in career studies
0.5	credit in civics

In addition, students must complete:

✓	12 optional credits [†]
✓	40 hours of community involvement activities
✓	the provincial literacy requirement

Plus one credit from each of the following groups:

Group 1:

- English or French as a second language**
- a Native language
- First Nations, Metis, and Inuit studies
- a classical or international language
- social sciences and the humanities
- Canadian and world studies
- guidance and career education
- cooperative education***

1

Group 2:

- health and physical education
- the arts
- business studies
- French as a second language**
- cooperative education***

1

Group 3:

- science (Grade 11 or 12)
- technological education
- French as a second language**
- computer studies
- cooperative education***

1

* A maximum of 3 credits in English as a second language (ESL) or English literacy development (ELD) may be counted towards the 4 compulsory credits in English, but the fourth must be a credit earned for a Grade 12 compulsory English course.

** In groups 1, 2 and 3, a maximum of 2 credits in French as a second language can count as compulsory credits, one from group 1 and one from either group 2 or group 3.

*** A maximum of 2 credits in cooperative education can count as compulsory credits.

[†] The 12 optional credits may include up to 4 credits earned through approved dual credit courses.

What to do if...

- You need to talk to a teacher: Teachers may be contacted by leaving a note in the main office. These notes will be left in the teachers' mailboxes.
- You are absent from school: Parents/guardians of students should record the absence using the SchoolMessenger system: Toll Free Number: 1-844-350-2646 or SchoolMessenger app
- You arrive late for school: Sign in at the main office immediately upon your arrival on school property and then proceed directly to class.
- You must leave the school during the day: Parents or guardians of students should send a note, phone, or come to the office to grant permission for a student to leave class. Students must proceed to the office at the appropriate time to sign-out before leaving the school.
- You need to use a phone: There is one located in the main office available for student use.
- You want to photocopy materials: Use the photocopier in the library.
- You see intruders in the halls/cafeteria: Anyone who is not a current student will be directed to the main office. Report the observation to the main office immediately. An informal "neighbourhood watch" is an important role that both staff and students play in maintaining a safe environment for everyone in the school community.
- Your locker is broken into or damaged: Report the locker incident to the main office.
- Something is stolen from you: Report the theft to the main office. Complete a Theft Report.
- You want to make an announcement: Announcements over the public address system will be kept to a minimum. Students who wish to have their club or team messages included may obtain an announcement form from the school website or from the main office. Print your announcement clearly, have the form signed by a staff member, and submit the completed form to the main office before 8:15 a.m. on the day you wish it to be read.
- Vending machine takes your money, but doesn't provide the snack/drink: Inform the main office.
- The fire alarm sounds: Leave the building immediately with your class. Remain with the class and follow the teachers' instructions. Do not return to the building until instructed by a staff member.
- You have a timetable concern: See a Guidance Counsellor as quickly as possible. All timetable changes should be completed by the end of the second week of the semester.
- You are having a problem concerning your school bus transportation: Contact the transportation department at the Board Office: 1-905-666-5500.
- You want to know if school is cancelled: Listen to the news on radio stations DURHAM RADIO 94.9 the Rock, KX 96 at 95.9, or CKDO 107.7 on the FM dial or CKDO 1580 on the AM dial.
- Your school computer hardware or software is changed from the usual setup and appearance: Contact your teacher immediately. Do not attempt to fix the problem.
- You feel ill at school: Report directly to the main office.
- You lose something that belongs to you: Check the lost and found near the main office, leave a description with a secretary and complete a report. If you have found something that doesn't belong to you, bring it to the office. **Do not bring valuables to school.** School staff will not investigate the loss of personal property.
- If you are bullied: Tell an adult – a parent/guardian and a teacher/guidance counsellor. Discuss strategies with them that will help you. Report the bullying on Bully forms found in Guidance and the Main Office. Report the bullying on the school website – using the anonymous Report Bullying Now button. Call the Kids Help Phone at 1-800-668-6868.
- You are worried about a friend: Tell an adult - parent/guardian and/or teacher/guidance counsellor. Discuss strategies helpful for your friend. Call the Kids Help Phone at 1-800-668-6868.

Study Skills

Do you have zero motivation to study because you just don't know where to begin? Do you study for hours, days, and weeks, and still blank out on tests? Don't worry, you're not alone! Here are some general guidelines to help you get the best out of your studying.

1. Figure out your learning style. Everyone learns in a different way. The best way to improve your study skills is to first figure out how you learn. If you can remember things better by listening to someone else explain them, or feel like you can get more accomplished with some soft music or background noise when you study, you are most likely an Auditory learner. With your teacher's permission, try tape recording class lectures or discussions and play them back later when you sit down to study.

If you need to see things written out or prefer reading your textbook to understand the material, you are probably more of a Visual learner. Take notes during class so you can read them later. Try to fit your material into graphic organizers or draw pictures to help you remember.

Are hands-on projects how you learn the best? You might be a Tactile/Kinesthetic learner. Role playing, recreating projects or scenes and lots of movement (like pacing) could help you study more effectively.

2. Learn time management skills. Organization is the key to improving study skills. Set out a plan before you begin and stick to it. It will not only help you accomplish your goals, it will keep you on track time-wise.
3. Study in short bursts. There is nothing worse than burnout when you are trying to study. Don't try to do a marathon session if studying, as you will not be able to remember everything all at once. Take breaks every now and then between chapters or subjects to give your brain a rest!
4. Block out distractions. Turn off your phone, shut off your IM program and the TV, and close your door. Nothing will derail your studying as quickly as interruptions. If you really want to be successful, you need to focus.
5. Cramming is not the answer. Don't put off studying for a test until the last minute. Most teachers give you plenty of advance warning before an upcoming test. Study small sections at a time over a span of days and you will remember more. Then you can review everything right before the test if it is necessary. You might be surprised at how much you actually remembered.

Academic Resource Room/SKILLS is open to ALL students before school, at lunch and after school.

Students should become aware of the extra help that each of their teachers offers outside of class time. This individual help can be the key to success for some students.

Take your time, make a plan, and stick with it. The key to improving study skills is to study smart, not hard. Don't procrastinate and don't get distracted. You'll be acting the test sooner than you think!

Quick tips:

Don't get behind on your studying or homework. Keep up to date with your assignments to relieve some stress in the long run and to study more effectively.

Before you start studying, make sure you have everything you need—books, paper, pencils/pens to cut back on distractions.

Time Management Tips for High School Students

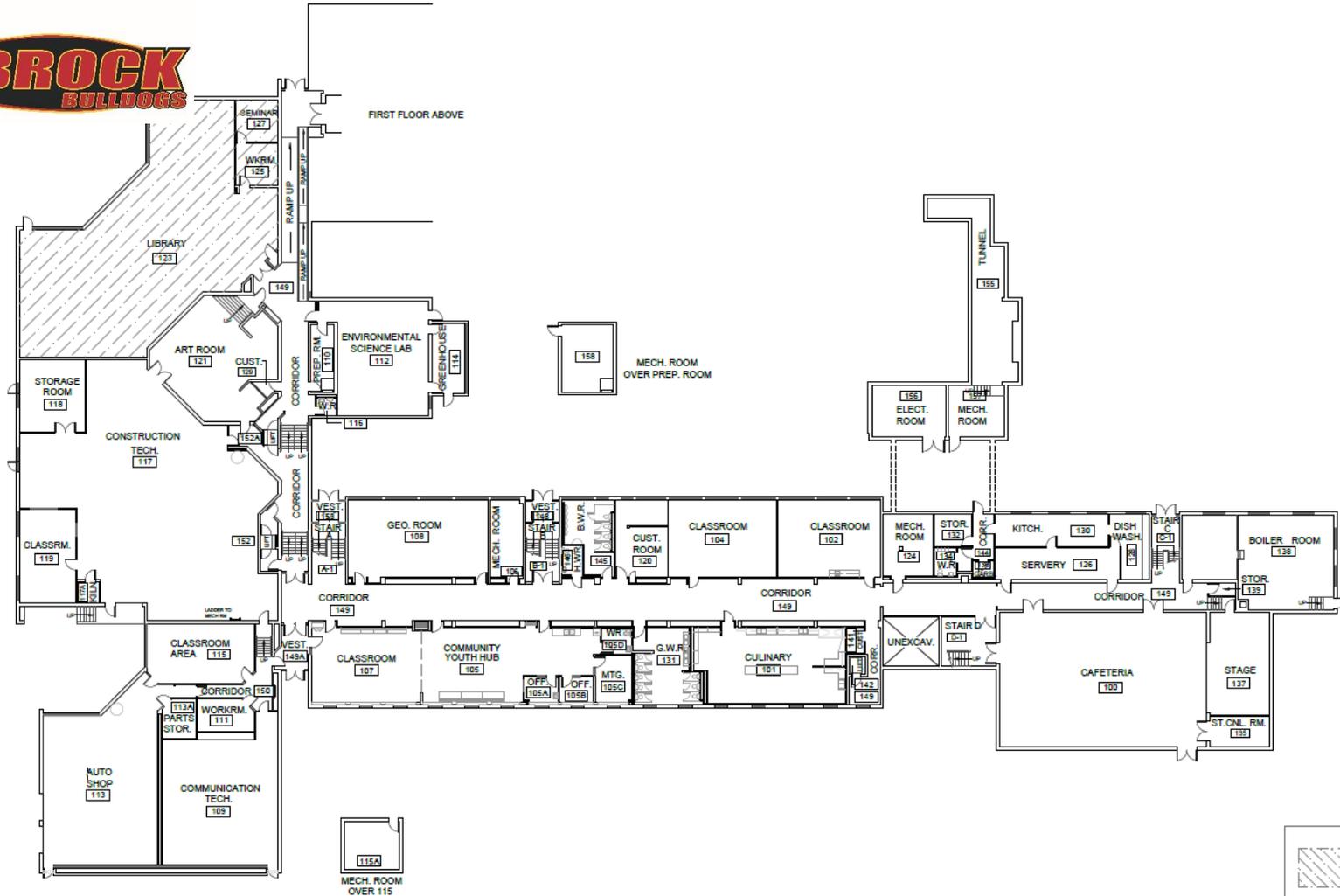
It's 10 p.m. – Do You Know Where Your Homework Is?

Does it seem like there's never enough time in the day to get everything done? Feel like you're always running late? Here are some tips for taking control of your time and organizing your life.

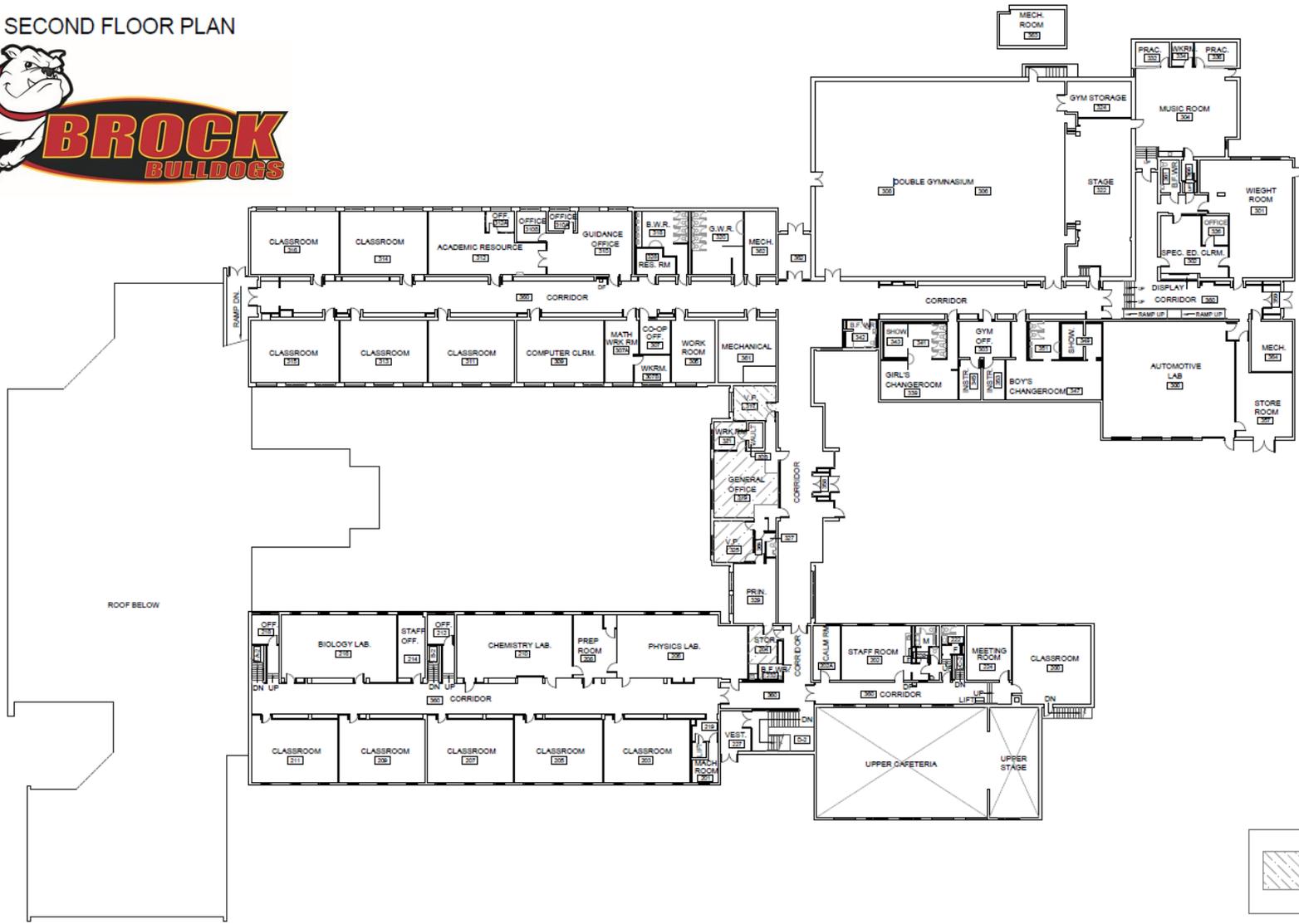
1. **Make a "To Do" List Every Day.**
Put things that are most important at the top and do them first. If it's easier, use a planner to track all of your tasks. And don't forget to reward yourself for your accomplishments.
2. **Use Spare Minutes Wisely.**
Get some reading done on the bus ride home from school, for example, and you'll kill two birds with one stone.
3. **It is Okay To Say "NO."**
If your boss asks you to work on a Thursday night and you have a final summative assessment the next morning, realize that it's okay to say no. Politely explain the situation to your boss. Keep your short and long-term priorities in mind.
4. **Find The Right Time.**
You'll work more efficiently if you figure out when you do your best work. For example, if your brain handles math better in the afternoon, don't wait to do it until late at night.
5. **Review Your Notes Every Day.**
You'll reinforce what you've learned, so you need less time to study. You'll also be ready if your teacher calls on you or gives a pop quiz.
6. **Get A Good Night's Sleep.**
Running on an empty stomach makes the day seem longer and your tasks seem more difficult.
7. **Communicate Your Schedule To Others.**
If phone calls are proving to be a distraction, tell your friends that you take social calls from 7-8 p.m. It may sound silly, but it works.
8. **Become A Task Master.**
Figure out how much free time you have each week. Give yourself a time budget and plan your activities accordingly.
9. **Don't Waste Time Agonizing.**
Have you ever wasted an entire evening by worrying about something that you are supposed to be doing? Was it worth it? Instead of agonizing and procrastinating, just do it.
10. **Keep Things In Perspective.**
Setting goals that are unrealistic sets you up for failure. While it's good to set high goals for yourself, be sure not to overdo it. Set goals that are difficult, yet reachable.

Consider these tips, but personalize your habits so that they suit you. If you set priorities that fit your lifestyle, you'll have a better chance of achieving your goals.

GROUND FLOOR PLAN



SECOND FLOOR PLAN



ROOF BELOW

Bullying is not tolerated here

WE BELIEVE...

Each student is **unique**

Each student is **valued**

Each student is **welcome**

Each student is **supported**

Each student has an **important voice**

WE ARE BETTER TOGETHER

WE WILL...

Recognize bullying

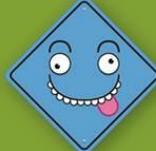
Refuse to accept bullying

Report bullying to an adult

Restore relationships



How are you doing?

 ASLEEP	 DROWSY	 DAYDREAMING	 CALM AND ALERT	 DISTRACTED	 DISTRACOR	 DISTRESSED