Two Rivers Secondary School

CODE OF CONDUCT

Revised: August, 2026

GOAL

It is the policy of the Upper Grand District School Board to maintain a safe and inclusive learning and teaching environment through the adoption of a Code of Conduct which promotes responsibility, respect, civility, and academic excellence, and sets clear standards of behaviour for all members of the school community. The goal is to create a positive school climate where all members of the school community feel safe, included and accepted.

INTRODUCTION

Our school Code of Conduct is based upon the provincial Code of Conduct and the Upper Grand District School Board Code of Conduct (Policy 213), which apply to all members of the school community; students, administrators, staff, parents and guardians, community users, visitors, volunteers, etc. while on all school and board property, school buses, at school-authorized events, and off site at school-sponsored activities.

RIGHTS

Student Rights Include:

- To be treated with dignity and respect
- To be provided with activities that are success oriented and build on individual strengths
- To receive a quality education

Parent rights include:

- To be treated with dignity and respect
- To be heard and to have concerns addressed
- To communicate with the school

Staff rights include:

- To be treated with dignity and respect
- To have a safe working environment
- To expect parents and students to be involved in creating a positive school environment

STANDARDS OF BEHAVIOUR

A) Respect, Civility and Responsible Citizenship

All members of the school community must:

- Respect and comply with all applicable federal, provincial and municipal laws
- Respect and comply with all Ministry of Education, school board, and school policies
- Demonstrate honesty and integrity
- Respect differences in people, their ideas and their opinions
- Treat one another with dignity and respect at all times, both in person and online, especially where there is disagreement or difference
- Respect and treat others fairly, regardless of age, sex, gender identity, gender expression, sexual orientation, race, colour, place of origin, culture, citizenship, ancestry, origin, religion, creed, family status, marital status, socio-economic status, employment, housing, disability
- Respect the rights of others
- Show proper care and regard for school property and the property of others
- Take appropriate measures to help those in need
- Seek school staff assistance, if necessary, to resolve conflict peacefully
- Respect all members of the school community, especially persons who are in a position of authority
- Respect the needs of others to work in an environment that is conducive to learning and teaching
- Not use abusive language or swear at another person
- Not use personal mobile devices during instructional time except under the following circumstances:
    - for educational purposes, as directed by an educator
    - for health and medical purpose
    - to support special education needs

B) Safety

All members of the school community must not:

- Engage in bullying or cyber-bullying behaviours

Definition of bullying:

As defined in section 1 of the Education Act, bullying means aggressive and typically repeated behaviour by a pupil where,

1. *The behaviour is intended by the pupil to have the effect of, or the pupil ought to know that the behaviour would be likely to have the effect of,*
    a. *causing harm, fear or distress to another individual, including physical, psychological, social or academic harm, harm to the individual's reputation or harm to the individual's property, or*
    b. *creating a negative environment at a school for another individual, and*
2. *The behaviour occurs in a context where there is a real or perceived power imbalance between pupil and the individual based on factors such as size, strength, age, intelligence, peer group power,*

economic status, social status, religion, ethnic origin, sexual orientation, family circumstances, gender, gender identity, gender expression, race, disability or the receipt of special education

3. *Cyber-bullying as defined in section 1 of the Education Act , is bullying by electronic means including,*
    a. *creating a webpage or a blog in which the creator assumes the identity of another person*
    b. *impersonating another person as the author of content or messages posted on the internet; and*
    c. *communicating material electronically to more than one individual or posting material on a website that may be accessed by one or more individuals*

- Commit sexual assault or sexual harassment
- Traffic in weapons or illegal drugs
- Give alcohol or cannabis to a minor
- Commit robbery or theft
- Be in possession of any weapon, including firearms
- Threaten or intimidate another person
- Cause injury to any person with an object
- Be in possession of alcohol, cannabis (unless a medical cannabis user), or illegal drugs
    - Students must also not be in possession of electronic cigarettes, tobacco or nicotine products.
- Use, or be under the influence of, alcohol, cannabis (unless a medical cannabis user), tobacco, electronic cigarettes, illegal drugs or related products
- Provide others with alcohol, illegal drugs, tobacco, electronic cigarette, cannabis or related products
- Inflict, or encourage others to inflict, bodily harm on another person
- Engage in hate propaganda and other forms of behaviour motivated by bias, prejudice or hate
- Commit an act of vandalism that causes extensive damage to school property, to property located on the premises of a school or board facility, to the property of a member of the school community

STUDENT ROLES and RESPONSIBILITIES

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 and adherence to the board and school codes of conduct.

All students will:

- Come to school prepared, on time and ready to learn
- Show respect for themselves, and for others, and for those in positions of authority
- Refrain from bringing anything to school that may compromise the safety of others
- Follow the established rules and accept responsibility for their own actions

STAFF ROLES and RESPONSIBILITIES

The Principal

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

- Demonstrating care for the school community and a commitment to student achievement and well-being in a safe, inclusive, and accepting learning environment
- Holding everyone under their authority accountable for their own behaviour and actions
- Empowering students to be positive leaders in their school and community
- Communicating regularly and meaningfully with all members of the school's community
- Ensuring that a school Code of Conduct, based on the provincial Code of Conduct and board's Code of Conduct, is developed and communicated annually to the school community
    - Communications shall highlight the restrictions and requirements for personal mobile device use and the consequences of non-compliance.
- Modeling the standards of respect, civility and responsible citizenship
- Reviewing the school Code of Conduct at least once every three years, and seek input from school councils, staff, students, parents and guardians, and the school community on the review

Educators and School Staff

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

- Help students work to fulfill their 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 and guardians
- Maintain consistent and fair standards of behaviour for all students
- Demonstrate respect for one another, all students, parents, volunteers, and other members of the school community
- Prepare students for the full responsibilities of citizenship, in particular the skill of respectful communication, both in person and online
- Model the standards of respect, civility, and responsible citizenship. This includes modeling appropriate use of personal mobile devices. Educators are not to use personal mobile devices during instructional time, unless explicitly for work-related purposes.

PARENTAL ROLES and RESPONSIBILITIES

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

- Demonstrate respect for all members of the school community
- Support the efforts of school staff in maintaining a safe and respectful learning environment
- Are engaged in their child's schoolwork and progress
- Communicate regularly with their child's school
- Help their child be appropriately dressed and prepared for school
- Ensure that their child attends school regularly and on time
- Promptly report to the school their child's absence or late arrival
- Become familiar with the provincial Code of Conduct, the board's Code of Conduct, and the school's Code of Conduct
- Encourage and assist their child in following the board and school codes of conduct
- Assist school staff in dealing with disciplinary issues involving their child

ATTENDANCE

Regular class attendance and punctuality shows self-discipline and is important to be successful. Attendance and punctuality will be expected in future career and personal relationships. Each student is expected to take responsibility for their attendance.

Excusing Absences

A student may only be excused from attendance at school if they are unable to attend by reason of sickness or other unavoidable causes. Parents/guardians need to call or email the school verifying that the absence is legitimate.

Please call or send an email before the start of school the day following the absence(s). If the student is going to be away for more than one day, the school should be notified as soon as possible.

Parent/Guardian Tips

At home:

- Talk about the importance of daily attendance
- Encourage good attendance practices
- Ensure that students have a plan and a quiet, comfortable spot for their work that day

Communicate with the school and teachers

- Monitor your student's daily attendance

- Maintain contact with teachers regarding the performance and attendance of your student
- Provide updated and accurate contact information to the school
- Provide a secure email address to the school

Did your child attend class today?

- Login to our Student/Parent Portal
- Student Login is the first 3 letters of the student's first name, followed by the student's full last name (examples: Katelyn Robinson would be katrobinson)
- The password is the student's OEN number - this can be found on the student's report card to the right of their name or on their student card (the OEN number is 9 digits).
- If you have security concerns about your password, contact the school to have it changed. Click on the tabs to access information

In the portal, you can also see:

- **Timetable** - shows your child's timetable, with teacher names
- **Transcript** - shows courses completed, summary of credits and community service hours
- **Digital Documents** - shows report cards with marks and comments from each UGDSB school your child has attended

APPROPRIATE DRESS

Appropriate dress shall be free of images, logos or language that portray ethnic prejudice, racism, sexism, vulgarity, gang-related markings, obscenities, profanity, hate speech or pornography, or reference alcohol, drugs or related paraphernalia, or other illegal conduct or activities.

Dress code implies a range of approved apparel and/or general dress protocols that are deemed appropriate for students regardless of their race, age, ability, sex, gender identity, gender expression, sexual orientation, ethnicity, religion, cultural observance, socio-economic circumstances, or body type/size.

Please refer to the UGDSB Student Dress Code Guidelines.

STUDENTS LEAVING CLASS/USING WASHROOMS

It is imperative for students to be in class, and to remain in class, as much as possible in order to ensure academic success.

- Only one student at a time will be permitted to go to the washroom, or to get a drink, at the discretion of the classroom teacher
- Teachers have the authority to question any students that they encounter in the hallway during class time as to the reason for being out of class, and the students are required to respond respectfully to these types of questions by all teachers

- With teacher permission, some students may be permitted to work on academic work in the hallways
- Students are directed to use the washroom and access the water fountains during the breaks before and after classes, and they are encouraged to schedule appointments outside of class time wherever possible
- Students who receive permission to leave class for one reason, and then return having food or drink, should receive consequences from the teacher, which might include loss of privileges

Any student who has persistently ignored direction may be subject to progressive discipline measures for habitual neglect of duty.

ACADEMIC INTEGRITY

It is the policy of College Heights SS that students do not plagiarise. Those who do are subject to progressive discipline according to the following policy. Students are to be taught what plagiarism is and what consequences will be applied for any infractions. This instruction begins at the junior level, and continues in all courses where research is required. Junior students (grade 9 and 10) are taught to understand the concept of plagiarism and academic dishonesty and to reference properly. Senior students (grade 11 and 12) are expected to be knowledgeable about the concept of plagiarism and academic dishonesty. They must be reminded of the teacher/department/school expectations and will be held fully accountable.

Plagiarism

Plagiarism is the act of taking, using, and passing off another person's ideas, thoughts, writings, inventions etc. without acknowledging the source. These sources can include any of the following: essays, newspaper articles, literary journals, and composition, artworks, Internet sites, software, television programs, live plays or other oral presentations, recorded music, images, translations and movies, etc.

It is:

- Dishonest;
- Unfair to honest students;
- Preventing your own skill development;
- Devaluing the diploma or degree;
- Stealing intellectual property;
- Destroying trust.

If academic dishonesty is suspected, the teacher will meet with the student and will use professional judgement to determine the intentionality of the action. Before consequences are applied, there must be clear evidence of deliberate academic dishonesty.

All instances of deliberate academic dishonesty will be reported to the administration.

PROCEDURES AND PENALTIES

First Offence

- Zero as a placeholder for a mark, until the assignment is handed in.
- The student will be required to complete the project again under supervision in the in-school study room.
- The student's parent/guardian will be made aware of the situation by the subject teacher.
- The student will meet with the Vice Principal to review the consequences of the action and review plagiarism.

Second Offence

- Zero will be applied as an academic penalty after meeting with the teacher and the Vice Principal.
- The student will be responsible to demonstrate understanding of the skills or concepts from the assignment. This could include an alternative assignment or the requirement to complete the project again, under supervision in the in-school study room.
- Meeting with the Vice Principal.
- The student's parent/guardian will be made aware of the situation and that this is a repeat offence.

Third Offence

- Potential removal from the course resulting in loss of credit.
- A letter indicating repeated "Deliberate acts of Plagiarism" or "Academic Misconduct" will be placed into the student's Ontario Student Record.

ASSESSMENT and EVALUATION POLICY

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

- If there are circumstances that will prevent a student from completing a course assessment on the day scheduled, the student is responsible for speaking to the teacher prior to the due date.
- In order for a student to successfully obtain a credit, they must successfully complete and submit all mandatory assignments.

Teachers will evaluate all assignments so that they accurately reflect a student's achievement.

VAPING and SMOKING

Vaping, smoking, or chewing tobacco on school property (including school events, on field trips, in school washrooms, or in vehicles on school property) are not permitted. Signs are posted at the school entrance doors and on washroom doors to remind students that smoking and vaping are prohibited. Consequences will apply for those who are found to be vaping or smoking on school property, or in possession of vapes, vape juice, or tobacco. Consequences will also apply to students who are in the company of students who are vaping or smoking on school property. These consequences may include confiscation of property, detention, or suspension. Under the Smoke-Free Ontario Act, 2017, students may also be charged with an offence and subject to a fine ($1,000 for a first offence). It is also illegal to sell or supply tobacco or vapour products on school property. This includes giving another person tobacco or vapour products. Students who are found to be selling or supplying tobacco or vapour products on school property may also be subject to a fine (minimum of $2,000). Students caught vaping or smoking on school property will be reported to Public Health and Guelph Police, who follow up to determine the fines that are imposed for violations to the Smoke Free Ontario Act.

POLICE SERVICES ROLES and RESPONSIBILITIES

Police services play an essential role in making our schools and communities safer. The police investigate incidents in accordance with the guidelines established in the Police/School Board Protocol.

COMMUNITY PARTNERS ROLES and RESPONSIBILITIES

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

IMPLEMENTATION OF THE SCHOOL'S CODE OF CONDUCT

Safe Schools Policy 503 (Student Discipline, Bullying Prevention and Intervention, Suspension and Expulsion) provides direction to the school Code of Conduct in order to support and maintain a positive school climate for all students, staff, and community. The school Code of Conduct supports the use of positive practices, including prevention and early intervention, as well as consequences for inappropriate behaviour. This includes Progressive Discipline, and suspension and expulsion where necessary. Before applying disciplinary measures, the discriminatory and disproportionate impacts of disciplinary decisions on students protected by the Human Rights Code shall be considered.

PROGRESSIVE DISCIPLINE

Progressive Discipline is a whole school approach that makes use of a continuum of prevention programs, interventions, supports, and consequences to promote positive behaviours. In developing a Progressive Discipline approach, preventative practices, corrective and supportive strategies are used to reinforce positive behaviours. These approaches build skills for healthy relationships and promote positive behaviours.

CONSEQUENCES

The school will use a range of interventions, supports and consequences that include learning opportunities for reinforcing positive behaviour while helping students to make good choices.

In addressing inappropriate behaviour by students, schools will:

- Utilize appropriate and consistent action to address inappropriate behaviours within the practice of Progressive Discipline
- Ensure the degree of disciplinary action is in proportion to the severity of the behaviour exhibited, and that a student's previous history and other relevant factors are taken into account
- Provide students with experience using conflict resolution, anger management and communication skills
- Document incidents requiring disciplinary measures
- Consider mitigating factors
- Make contact with parents and guardians of students under the age of eighteen, or students over the age of 18 or those 16 or 17 years old who have withdrawn from parental control (adult students), early in the disciplinary process and involve them in a plan to improve the student's behaviour until the behaviour is acceptable; and/or
- Utilize consequences such as short-term suspension, and respond as required with long-term suspension or expulsion

The application of consequences, supports and interventions are determined by the incident and the individual students involved. Consequences, supports and interventions used include and are not limited to:

Examples of consequences

➔ Verbal reminder
➔ Warning
➔ Review of expectations/rules
➔ Written or verbal apology
➔ Phone call home
➔ Student contract sheet
➔ Restitution
➔ In-school community service
➔ Loss of in-school privileges
➔ Loss of field trip privileges
➔ Suspension from the bus

Examples of supports/interventions

➔ Problem solving discussion with P/VP
➔ Conflict mediation
➔ Social stories
➔ Discussion with parents (next steps, solutions)
➔ Restorative justice with others involved
➔ Child and Youth Counsellor support
➔ Positive reward system
➔ Attendance Counsellor support
➔ Student/teacher/parent meeting
➔ Case conference with school staff/Board consultants
➔ Referral to outside agencies

➔ Suspension
➔ Expulsion
➔ Suspension/Expulsion Programs

SUSPENSION and EXPULSION

To maintain a safe and effective learning environment, suspensions and expulsions may be imposed not only to deter inappropriate behaviour, but also to remove individuals who pose a threat to the safety and well-being of others. The provincial Code of Conduct specifies that for student actions that do not comply with the provincial Standards of Behaviour, suspension and expulsion may be considered. The board's Safe Schools Policy (Policy 503) sets out the process for suspension and expulsion. This policy specifies the student actions that **may** result in the principal imposing a suspension, as well as the student actions that **will** result in the principal imposing a suspension and considering an expulsion pending an investigation of the incident.

MITIGATING FACTORS

The principal will consider the following mitigating factors when considering the length of a suspension:

- Whether the student has the ability to control their behaviour
- Whether the student has the ability to understand the foreseeable consequences of their behaviour
- Whether the student's continuing presence in the school does or does not create an unacceptable risk to the safety of any other individual at the school

The principal will also consider the following factors:

- The student's academic, discipline and personal history
- Whether other Progressive Discipline has been attempted with the student, and if so, the Progressive Discipline approach(es) that has/have been attempted and any success or failure
- Whether the infraction for which the student might be disciplined was related to any harassment of the student because of race, colour, ethnic origin, place of origin, religion, creed, disability, gender or gender identity, sexual orientation, socio-economic status, citizenship, marital status, age, culture or harassment for any other reason
- The impact of the discipline on the student's prospects for further education
- The student's age

INFRACTIONS THAT MAY LEAD TO SUSPENSION

Police may be involved, and a suspension **may** be imposed for one of the following infractions which has occurred on school property, during a school related activity or event, and/or in circumstances where the infraction has an impact on the school climate:

- Uttering a threat, either verbal or written, to inflict serious bodily harm on another person
- Possessing alcohol or illegal drugs or, unless the student is a medical cannabis user, cannabis
- Being under the influence of alcohol or, unless the student is a medical cannabis user, cannabis
- 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, including cyber bullying
- Any activity that contravenes the board's or school's Code of Conduct
- Committing physical assault on another person that does not require treatment by a medical practitioner
- Habitual neglect of duty
- Not having an up-to-date medical/immunization record

INFRACTIONS FOR WHICH A PRINCIPAL SHALL IMPOSE A SUSPENSION AND MAY RECOMMEND THAT STUDENT BE EXPELLED

Police may be involved, and a student **will** be immediately suspended, an investigation will occur and **may** lead to a recommendation of expulsion to the board's Student Discipline Committee for one of the following infractions which has occurred on school property, during a school related activity or event, and/or in circumstances where the infraction has an impact on the school climate:

- Possessing a weapon, including 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 a medical practitioner
- Committing sexual assault
- Trafficking in weapons or illegal drugs
- Committing robbery
- Giving alcohol or cannabis to a minor
- Persistent bullying, if the pupil has previously been suspended for bullying, and the pupil's continuing presence in the school creates an unacceptable risk to the safety of another person
- An activity that is motivated by bias, prejudice or hate based on race, colour, national or ethnic origin, language, religion, sex, age, mental or physical disability, sexual orientation, gender identity, gender expression, or another similar factor

Please review Policy 503 for additional information.

DATA GOVERNANCE AND SECURITY

Policy Statement

The Upper Grand District School Board (UGDSB) is committed to providing safe and secure digital technologies and services to support the educational experiences of students and maintain efficient board business operations. The board upholds this commitment through a data governance and (data) security foundation, built upon a data governance framework, a cyber security program, a digital resource vetting program, and expectations for responsible use of technologies including artificial intelligence technologies. This policy aligns with the board's obligations under the *Enhancing Digital Security and Trust Act, 2024 (EDSTA).*

General Responsibilities of All Users

It is the responsibility of all users of digital technologies and services to:

- Use board approved services and technologies
- Use digital technology in support of education research or board business
- Be responsible for their exploration of content and services using digital technologies
- Accept responsibility for the security of their own access or user identification
- Respect the privacy of others
- Adhere to standards of courtesy and behaviour consistent with this policy and
- Procedures in conjunction with a school's Code of Conduct and/or board policies and procedures
- Respond to misuse and abuse of digital technologies in a manner consistent with a school's Code of Conduct and/or board policies and procedures

Students must report the inappropriate use of digital technology to a teacher and report any suspected breach of private data to a teacher.

Users will not:

- Photograph or share photos of other students or staff members without their consent
- Use technology as a means of bullying or harassment
- Use technology to impersonate another student or access another student's digital accounts

Please see the board's Policy 324 Data Governance and Security for further information.

BRING YOUR OWN DEVICE (BYOD)–PERSONAL/PORTABLE TECHNOLOGY USE

The Upper Grand DSB recognizes the expanding role technology plays in the daily lives of our staff and students. We also see the remarkable potential of digital devices (e.g. tablet, smartphone, laptop) to support instructional practice and student learning. As a leader in the use of technology, the Upper Grand DSB welcomes and supports the responsible use of personal technology in all learning spaces by providing access to reliable Wifi in every school. The use of technology in classrooms is always at the discretion of the teacher and school administration.

It is also important for students and parents to recognize that students are not required to BYOD. Computers, laptops, chromebooks etc will still be available for students who do not BYOD.

We know that the safety and security of the student's device is a concern. In a BYOD environment, smartphones, tablets and Chromebooks are out in the open and are used more often so students are more aware of their devices. Typically, fewer thefts and lost devices are reported. This being said, ultimately, students are responsible for lost, stolen and/or damaged personal electronic devices, as they are for any other personal items at school and for any equipment borrowed from the school.

Cell Phone Policy

Electronic Communication and Personal Entertainment Devices (ex. cell phones) are a part of life. It is important to recognize that the use of these items should enrich students' lives and not interfere with learning and the positive rapport between students and teachers that is so important to our community at TRSS Staff will role model appropriate use of personal devices.

Students in Grades 7-12

The UGDSB's policy for all high school students is that personal mobile devices must be stored out of view and powered off or set to silent mode during instructional time, except when their use is explicitly permitted by the educator.

Use of Electronic Devices outside of class time, (before school, at lunch, between classes, on spares and after school) Cell phones and Personal Entertainment Devices are acceptable during these times when used in a respectful and responsible manner.

Consequences for Not Following Cell Phone Policy

Our school will engage in progressive discipline including storage of the cellphone in a locked case in the main office for the day and potential suspension if a student is unable to follow our school board's cell phone policy. We will consult with families to ensure that students remain focused on their schoolwork and not distracted by personal technology.

Computer Policy

Students may access computer resources in class. These devices are to provide students with opportunities for research, computer training, instruction, internet use and other curriculum support for class work. Any activity collected on a school computer/chromebook is subject to scrutiny of the teacher.

Computer/Chromebook users are expected to abide by the conditions of Board Policy which has been developed to ensure optimum use of available resources and provide access to staff and students.

Responsibilities of Computer/Chromebook Users

Computer/Chromebook use is a privilege carrying the responsibility to respect the rights and needs of others. Users are expected to utilize computer resources in a responsible, ethical and legal manner.

UGCloud is a board Cloud system and an extension of the classroom. Students are required to behave in a school-appropriate manner when using this system including e-mail, Google classroom, Google chat, and all other included applications. Use of inappropriate or offensive language will be flagged by the school board and brought to the attention of an administrator for follow up.

All users of technology are required to follow the Board's Acceptable Use Policy, 318 and the school's Code of Conduct.