

St. Elizabeth Seton Catholic School

490 Strouds Lane, Pickering, Ontario, L1V 6W7
Phone: 905-839-0005 Fax: 905-420-3133



Student Handbook 2017~18

Mrs. S. Bird, Principal
Mrs. A. Rancourt, Vice Principal

This agenda belongs to:

FIRST NAME _____ *GRADE* _____

TEACHER _____ *CLASS ROOM* _____

PRINCIPAL and VICE PRINCIPAL'S MESSAGE

Welcome to St. Elizabeth Seton Catholic School!

At our school we truly value the relationship between parish, home and school. We are committed to providing a supportive environment that fosters development of the Catholic Graduate Expectations, Virtues, Catholic Social Teachings and the improvement of student learning.

We all work together to make our school a safe learning place for children to grow spiritually, academically and emotionally. We recognize the uniqueness of all members of our school community and support each other in our learning.

We encourage all students to participate in school activities and to share their talents and gifts with others. It is important for us to spend time and effort in finding ways to help those less fortunate.

The agenda is intended to provide you with important information about our school. It is also an excellent tool for meaningful communication between home and school. Please review the agenda **with your child**. A mutual understanding of our school routines and a clear definition of our expectations will form the basis of a positive relationship between home and school. **Please sign in the spots indicated in the agenda.**


We encourage parents to visit the school website regularly for any updates as well as monthly newsletters and calendars and important information about our school (<http://stelizabethseton.dcdsb.ca>)

As well sign up on the school website for our *Twitter* account. Many families have signed up for *Remind 101* which is a one way broadcast system that we send out regular news flashes that are of interest to parents to either their cell phone or email. Information on how to sign up for *Remind 101* is on the school website.

Thanks for your support as we strive to continue to provide meaningful learning experiences for all students at St. Elizabeth Seton Catholic School.

Mrs. S. Bird, Principal

Mrs. A. Rancourt, Vice Principal



Supervision Begins:	7:45 AM
Entry Bell:	8:00
A.M. Recess:	9:05 - 9:20
Lunch:	10:45 - 11:45
P.M. Recess:	1:10- 1:25
Dismissal:	2:30

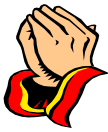
St. Elizabeth Ann Seton

Mrs. S. Bird, Principal
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St. Elizabeth Ann Seton was the first native born American to be declared a saint. She was born in New York in 1774 to a prominent Protestant family. After her conversion to Catholicism a few years later, she made her first vows as a nun and became "Mother Elizabeth Seton." She founded the first religious community in America, the Sisters of Charity, in accordance with the ideals of St. Vincent DePaul. She devoted her life to God and was committed to making life better for all humanity.

Elizabeth's life included joy and suffering, wealth and poverty, hard work, and the satisfaction of seeing her work improve the lives of many people. She died at the age of forty-seven but her work continued through the Order she founded.

On September 14th, 1975, Elizabeth Ann Seton was canonized by Pope Paul VI - her feast day is January 4th. We feel very honoured to have her as our patron saint.



School Prayer

*St. Elizabeth Seton, bless our school and all who enter.
We thank God for those who love us, care for us and teach us.
Help us to follow your examples of love and compassion so that we
always respect others and ourselves.
As we strive to achieve our goals, help us find comfort in the
knowledge that God's gentle hands are always guiding and
protecting us.
St. Elizabeth Seton, pray for us.*

School and Parish Community

At St. Elizabeth Seton Catholic School we work with St. Isaac Jogues Parish and the general community to develop the faith life of our students. Daily prayer, religious lessons, and celebrations are part of school life. Pastor Rev. Father Paul Dobson, and the associate pastor, Rev. Michael Simoes from St. Issac Jogues Catholic Church support us in our faith development. Celebrations which support faith development are held throughout the school year.

Church Address	Masses
St. Isaac Jogues Catholic Church	Saturday - 8:30 a.m., 4:30 p.m.
1148 Finch Avenue, Pickering, Ontario L1V 1J6	Sunday - 8:30, 10:00, 11:30 a.m.
Tel: 905-831-3353 Fax: 905-420-6365	Sunday Evening - 7:00 p.m.

CATHOLIC GRADUATE EXPECTATIONS

The image of the learner was developed by the *Institute for Catholic Education* in consultation with representatives of the Catholic community across Ontario. The life roles, knowledge, skills and attitudes of the Catholic Graduate Expectations are distinctive expectations that the Catholic community has for graduates of Catholic schools. The graduate is expected to be:

- ✦ A discerning believer formed in the Catholic faith community
- ✦ An effective communicator
- ✦ A reflective, creative and holistic thinker
- ✦ A self-directed, responsible, lifelong learner
- ✦ A collaborative contributor
- ✦ A caring family member
- ✦ A responsible citizen

CATHOLIC VIRTUES

The Catholic Virtues are:

- ✦ Faith
- ✦ Hope
- ✦ Charity
- ✦ Prudence
- ✦ Justice
- ✦ Temperance
- ✦ Fortitude

CATHOLIC SOCIAL TEACHINGS

Catholic schools, religious education and faith formation programs are vitally important for sharing the substance and values of the Catholic social justice heritage.

Just as the social teaching of the Church is integral to Catholic faith, the social justice dimensions of teaching are integral to Catholic education and catechesis. They are an essential part of Catholic identity and formation. (*Sharing Catholic Social Teaching: Challenges and Directions* U.S. Bishops, 1998).

The Catholic Social Teachings are:

- ✦ Human Dignity
- ✦ Community and the Common Good
- ✦ Human Rights and Responsibilities
- ✦ Option for the Poor and Vulnerable
- ✦ Stewardship of Creation
- ✦ Solidarity
- ✦ Promotion of Peace

St. Elizabeth Seton Catholic School Council

The St. Elizabeth Seton Catholic School Council is active in developing the partnership between school and home. All parents/guardians are invited to attend Council meetings and are encouraged to get involved. Your participation is valued greatly and supports the many activities and information sessions which enhance student learning.

The Council undertakes to:

- promote Catholic education, faith and values
- participate in training and information programmes
- act as a link between the school and the community
- encourage participation in the parish and wider community
- set up appropriate committees to provide a supplementary source for special initiatives
- provide a forum for the expression of ideas, concerns or interests among the community

Elections for positions on the Council are held annually in September. All are welcome to attend. Please check the school website and calendar for meeting times. The agenda and meeting minutes of all meetings are on file in the school office.

Volunteers

Volunteers are always welcome at St. Elizabeth Seton Catholic School. They provide support in a variety of ways such as assisting in the classroom and on school outings, preparing materials for students, and helping with fund raising efforts. **PLEASE NOTE: All volunteers are required to submit a Vulnerable Sector Criminal Reference Check *prior to* volunteering in the school.** Our school community is very appreciative of the support we receive from our parents and community members. Please contact the school or your child's teacher if you are interested in volunteering. There is a letter available in the school office to help lower the fee.

Safe Drop-Off and Pick-Up of students:

Parking

St. Elizabeth Seton Catholic school is a large elementary school. In addition to the staff that work here regularly, we have a number of Board personnel that work in the building as well (social workers, child and youth counselors, speech therapists, occupational therapists, resource teachers, Board level coordinators and consultants, etc.). As a result, space in our parking lot may be limited. Parents are encouraged to support our Gold Eco status and walk your child to school. Parents who are dropping off or picking up children are encouraged to use the Kiss'n Ride area where staff will assist students to safely use the crosswalk provided. If you have parked your car and are walking your child please ensure that you use the cross walks as well.

We must also advise that the ***YMCA Daycare parking lot (off Rosebank Road) is strictly reserved for drop off of daycare children.*** This space is private property, leased by the YMCA and is not part of the St. Elizabeth Seton drop-off zone. Daycare parents have permits displayed in their cars, that allow them to enter the daycare parking lot.

How does the Kiss'n Ride Area Work?



- Cars should enter our parking lot at the easternmost driveway.
- Cars are to form **one line** in the parking lot area.
- Students should have their bags in their lap and be ready to exit out the passenger side door when they reach the drop off area.
- The lane closest to the school building is reserved for buses only.
- Please be patient, and courteous when approaching the Kiss'n Ride.
- Please **do not** use the turnaround circle in front of our main entrance to pick-up/drop-off your child, this area is *reserved for handicap buses, mini-buses and taxis*.
- Please **do not** cut through the parking lot to by-pass the Kiss'n Ride lane. This can be dangerous.

With the cooperation of all partners, our Kiss'n Ride area provides a safe, viable means for all children to be dropped off and picked up.

Arrive to School On Time, Ready to Learn

Supervision on the schoolyard begins at 7:55 a.m. Our entry bell rings at 8:10 am. It is our expectation that student will arrive on time, ready to join their classroom line-up at 8:10 am. Students who arrive after this point, are considered late, and must report to the office. Please assist your child in forming the life long habit of punctuality. In forming these habits, we all contribute to overall school success, as late arrivals create a disruption during prime instructional time.

Sign-Out Book

If a parent is picking up their son/daughter during the school day, for an appointment (etc.), we ask that they report to the office. We will call your son/daughter down to the office to meet you, and we ask that you follow the sign-out procedure at that time. Please ensure the secretaries have updated emergency contact information for your child.

Lunch Hour

Students who must stay for lunch are expected to observe and follow the guidelines which have been established and clearly explained to them. They are supervised by school staff and lunch hour supervisors during the lunch period.

Students begin their lunch break in the school yard (weather permitting) and for the remaining time eat in their classrooms. ***Students who regularly stay for lunch are only allowed to leave school property over the lunch break with a dated and signed note in the agenda (for each occasion), preferably in the student's agenda, from the parent/guardian to the classroom teacher and they must sign out and sign in upon their return to school in the office before 11:35 AM. Going to the plaza at lunch time is not recommended as students are not supervised.***

Please Note: All lunches delivered to the school are to be dropped off at the office - on the table in the foyer. Please put your child's name on their lunch.

Student Illness

In fairness to all, *please do not send your child to school if there are definite signs of ill health in the morning.* We have neither the facilities nor the personnel to care for sick children. Good health is necessary for effective learning. Students who are ill should receive proper medical attention and should not attend school until their health is reasonable.

Students who are ill should tell their teacher immediately. It is important that students who are ill go home as soon as possible. Our practice will be to call parents and ask that students either be picked up or given parental permission to go home. For this reason, ***it is important that parents keep their work and emergency numbers current on the school's Family Information Form and contact the office if it changes.***

ADMINISTRATION OF ORAL MEDICATION

The Durham Catholic District School Board *Administration of Oral Medication Policy* recognizes that it will occasionally be necessary to administer oral medication to students at the school. Under these special circumstances, parent(s)/guardian(s) will be asked to sign a consent form giving permission for school personnel to administer the medication. It is understood that this consent form needs to be re-signed each school year. **These forms can be picked up at the office or from Mrs. Graham, the Program Support Teachers.**

ALLERGY ALERT SCHOOL

The St. Elizabeth Seton Catholic School community supports the philosophy of inclusion and will endeavor to create a safe school environment for all staff and students. Precautions will be taken to ensure that the setting in which anaphylactic students spend the majority of their time be as safe and allergen free as possible.

It is the responsibility of the parent/guardian to provide the school with information relating to their child's allergy and to provide the school with up to date Epi pens and specific information from a physician. Please contact your child's teacher.

An anaphylactic reaction is a severe, sudden, possibly life-threatening allergy to such items as peanuts, nuts, bee stings, shellfish, etc. When a student is diagnosed with anaphylaxis, it is important for the school to take extra precautions to ensure the student's well-being. We have many students at St. Elizabeth Seton Catholic School with severe allergies.

In order to create a safe environment for these students **nut products** are not permitted in any areas of our school. We thank you for your co-operation.



Communication

The partnership between home and school has been identified as one of the key factors in determining academic success for students. It is for this reason that we encourage open, positive dialogue between home and school. This Agenda book helps to facilitate that discourse. Please remember, classroom concerns should always be addressed with the classroom teacher. This is the first step in resolving most issues/areas of concern. Positive, respectful, and open dialogue facilitates solving most issues at the lowest level. If you'd like to contact your child's teacher, you can leave a note in the student Agenda, leave a voicemail message for the teacher, or leave a message with the central office to be placed in the teacher's mail box. The teacher will return your call as soon as possible. As a parent, building a positive relationship with your child's teacher and school greatly enhances your child's capacity to achieve to their greatest potential.

Bus Transportation

The 24 hour service will provide student transportation information for September 2017, this will include bus number and pickup/drop off locations as well as the times. The automated line numbers are: **1-866-908-6578 or 905-666-6979**. In order to access student transportation information parents are required to have your child(ren)'s OEN number or his/her student number and your child(ren)'s date of birth. Kindergarten parents can call the school for their Student Number to obtain their transportation information as they do not have an OEN number. Students who live within the bus transporting zone have access to this service. It is important that your child arrives at the pick- up point at the correct time and be picked up and discharged at their **designated** stop.

Students must exhibit proper and safe behaviours while riding the bus. If an infraction occurs, a warning letter may be sent home. For repeated infractions, your child may be removed from riding the bus for a designated period of time. Parents/Guardians must then make alternate arrangements until the student is permitted back on the bus. During excursions involving bus transportation, students are required to follow regulations regarding bus behaviour as laid out by the bus company.

PLEASE NOTE:

Students who walk to and from school are not permitted to ride the school bus.

Statutory & Scheduled School Holidays

Labour Day	Monday, September 4, 2017
Thanksgiving	Monday, October 9, 2017
Christmas Vacation	Monday, December 25, 2017 – Friday, January 5, 2018
Family Day	Monday, February 19, 2018
March Break	Friday, March 9, 2018 – Friday, March 16, 2018
Good Friday	Friday, March 30, 2018
Easter Monday	Monday, April 2, 2018
Victoria Day	Monday, May 21, 2018

Professional Activity (PA) Days

Thursday, August 31, 2017
Friday, October 20, 2017
Friday, November 17, 2017
Friday, January 19, 2018
Friday, February 16, 2018
Friday, April 27, 2018
Friday, June 29, 2018

BULLYING and HARASSMENT

YOU CAN MAKE IT STOP!

1. Bullied (P.A.L.)

- ✓ Pick a friend
- ✓ Assert yourself,
- ✓ Let someone know

2. Bully (S.T.O.P.)

- ✓ Stop
- ✓ Think
- ✓ Observe
- ✓ Plan

3. Bystander (3 R's)

- ✓ Respect
- ✓ Responsibility
- ✓ Reliability



TELL SOMEONE YOU TRUST!



1

of 1



DRESS CODE

The following guidelines are for students regarding appropriate dress and appearance:

- ✦ Be attentive to personal grooming, cleanliness and safe footwear;
- ✦ Arrive at school in neat, clean, seasonal clothes for both indoor and outdoors;
- ✦ Wear age appropriate attire that demonstrates modesty and respect for self and others;
- ✦ Shirts, skirts and shorts of reasonable length (i.e., non-revealing, modest and respectful);
- ✦ Undergarments should not be visible;
- ✦ Necklines should be modest;
- ✦ Tight fitting leggings should only be worn with a long top at thigh level.
- ✦ Head-coverings should not be worn in school;
- ✦ Shirts and tops must be modest – midriffs must be covered; sleeveless tops or dresses with ‘3 finger width’ straps only;
- ✦ Jeans and shorts that are intact (no rips) midriffs covered;
- ✦ Clothing with objectionable logos displaying violence, racism, discrimination, profanity or promoting inappropriate behaviour or attitudes of a Catholic school will not be allowed.

Students who do not abide by the dress code will be asked to cover up.

STUDENT SERVICES

The Durham Catholic District School Board supports the belief that each student is unique, with individual strengths and needs. Our philosophy of inclusion provides for each child’s strengths and needs in the neighbourhood school. For students experiencing difficulty or requiring support, services are available at the school level and are accessed through the school team meeting process. If further intervention is necessary, system support services are available through the Student Services Department and may be accessed by the school team. These services may include access to a Child and Youth Counsellor, Social Worker, Psychological Services and Speech and Language Pathologist. Please contact your child’s teacher if you would like to meet.

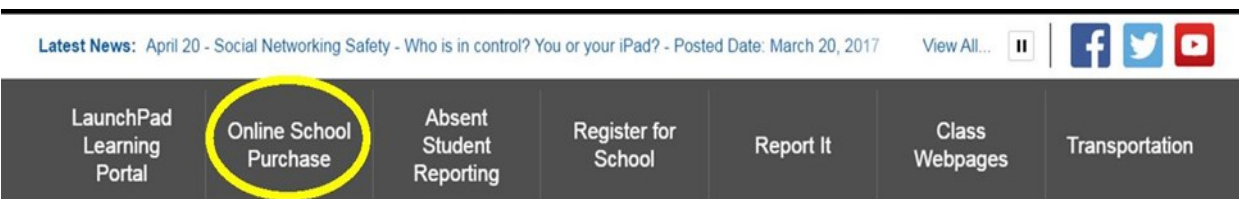
NOW AVAILABLE – SCHOOL CASH ONLINE

For safety and efficiency reasons, our school is reducing the amount of cash and cheques we receive, by offering you the convenience of paying online. Join thousands of parents who have already registered – it takes less than 5 minutes to register.

To register, click on the “**Online School Purchase**” button located under our school’s website banner or visit <https://durhamcatholic.schoolcashonline.com/>. Select the “**Get Started Today**” option.

You will need your child’s OEN number to register. The OEN number is available on your child’s report card.

If you require assistance, select the “**Get Help**” option in the top right hand corner of the screen.





Durham Catholic District School Board Safe, Caring and Healthy Elementary Schools



The Durham Catholic District School Board recognizes that a school should be a place that promotes responsibility, respect, civility, and academic excellence in a safe learning and teaching environment. A positive school climate exists when all members of the school community feel safe, comfortable, and accepted. It is the responsibility of all members of the school community to work together to create a positive learning environment where all members feel supported.

Access to Premises

Parents/guardians are welcome to visit the school to discuss an issue with teachers or administrators. In keeping with the Board's Access to School Premises Policy, all doors will remain locked during school hours. Our Safe Welcome Program provides an intercom and camera at the main door of the school for all visitors to communicate with the office prior to entering the school. This enhances the safety of students and staff. Please remember that anyone coming into the school must first sign in at the office and obtain a Visitor's badge. (Parents/guardians are not allowed access to the school yard before school or during recesses and noon hour.) At recess time, the school yard is well supervised and staff will question anyone whose presence is not expected. Each member of staff is wearing photo ID and is identified on duty with a safety vest.

If a parent/guardian needs to pick up his/her son/daughter during the school day, this must be facilitated at the office. Members of the office staff will call the student down to the office to be signed out. If parents send a friend/relative/designate to pick up their child, please advise the school in advance and ask the designate to provide photo identification at the office. If the student returns to school before dismissal, he/she must sign back in at the office so that his/her attendance can be monitored.

Make Every Day Count - Attendance Matters

Attending school regularly helps children feel better about school—and themselves. Now is the time to start building this habit so your child learns right away that going to school on time, every day is important. Good attendance will help children do well in high school, college or university and in the world of work.

Did You Know?

- Absences can add up quickly. A child is considered chronically absent if he/she misses just two days every month!!

Research shows:

- Children chronically absent in kindergarten and grade one are much less likely to read at grade level by the end of grade three.
- By grade six, chronic absence is a proven early warning sign for students at risk for dropping out of school.
- By grade nine, good attendance can predict graduation rates even better than grade eight test scores.
- Being late to school may lead to poor attendance.

School success goes hand in hand with good attendance!

What You Can Do:

- Set a regular bed time and morning routine.
- Lay out clothes and pack backpacks the night before.
- Don't let your child stay home unless he/she is truly sick. Keep in mind complaints of a stomach ache or headache can be a sign of anxiety and not a reason to stay home. Check with your physician if frequent physical complaints are an issue.
- If your child seems anxious about going to school, talk to teachers, the school social worker, or other parents for advice on how to make him/her feel comfortable and excited about learning. Attending school regularly and arriving on time often helps students feel more comfortable and less anxious in the long run. Chronic absence makes it difficult for a child to feel a part of the classroom community.
- Develop back-up plans for getting to school if something comes up. Call on a family member, a neighbour, or another parent to help.
- Avoid medical appointments and extended trips when school is in session.
- Communicate with the school and let us know how we can best support you and your children so that they can show up for school on time every day. We want your child to be successful in school! If you have any questions or need more information please contact your child's teacher, principal or vice principal.

Safe Arrival - Automated Attendance

The Durham Catholic District School Board uses an automated attendance system, called Safe Arrival, for reporting student absences. Safe Arrival reduces the time it takes to verify student attendance making it easier for you to report your child's absence and easier for staff to respond to unexplained student absences. Parents are able to report their child's absence quickly and conveniently using three different methods:

1. Parents can log into a website: dcdsb.schoolconnects.com to access a Safe Arrival Parent Portal where an account can be set up to report absences; or
2. Parents can call into an automated interactive telephone system via a toll free number: 1-844-288-7628 through which absences can be reported; or
3. Parents can download the SafeArrival app for iOS and Android smartphones: Search for the keyword "safearrival" in the Google Play store or the Apple App store. Use district code DCDSB (or you can search for Durham Catholic District School Board). Use your safe Arrival Parent portal username and password to authenticate your account. Parents are encouraged to use the confidential PIN to gain access to their account.

All three methods are available 24 hours a day, 7 days a week. Future absences, like doctor's appointments can be reported ahead of time.

Restorative Schools

We believe that safety begins with positive connections between the students, staff and parents. To foster these relationships, staff in the Durham Catholic District School Board use restorative practices, including classroom circles and small group conferences to build community within the classroom and the school. Restorative Practice is rooted in the same philosophical approach as Canada's Native Aboriginal communities. It rests on the belief that it is best to do things with people, rather than to them. When conflict arises, using restorative practice engages students in a fair process that responds to behavior in ways that strengthen and repair the relationship. It is collaborative rather than adversarial in nature. The aim of restorative practice is to hold individuals accountable for their actions while restoring and repairing any relationships amongst each other and within the community that may have been harmed.

Catholic Restorative Schools will:

- Provide opportunities for someone who has done harm to determine the effect of his/her actions and make reparations
- Provide a voice for the victim
- Use a common set of restorative questions both in and out of our classrooms to give the victim a voice and enable the perpetrator to determine the effect of his/her actions. *"How do you think your actions had an impact on others?" "What do you think you need to do to make things right?"*
- Use circles, or small group conferences to build community, develop empathy and understanding, and when needed, to repair relationships
- Celebrate our Catholic community through the Catholic virtues and Catholic Graduate Expectations
- Use think papers and reflective discussion papers aligned with the restorative questions

School Code of Conduct

All schools base their individual school Code of Conduct on the Ministry of Education Code of Conduct. As per Board Policy and the Ontario Safe School Act, each school's Code of Conduct will be developed in consultation with parents, teachers and the Catholic School Advisory Council. All members of the school community will be responsible for adhering to the expectations as outlined in this Code of Conduct.

Schools within the Durham Catholic District School Board will focus on prevention, early intervention and progressive discipline as the key to maintaining a positive school environment in which students can learn and educators can teach. When inappropriate behaviour occurs, all staff members will utilize a range of interventions, supports and consequences that are developmentally appropriate, that include opportunities for students to learn from mistakes, and that focus on improving behaviour. In some circumstances, short term suspension may be the method of progressive discipline utilized. In the case of a serious incident, long-term suspension or expulsion, which is further along the continuum of progressive discipline, may be the response that is required.

Statement of Purpose

The provincial Code of Conduct sets clear provincial standards of behaviour. These standards of behaviour apply not only to students, but also to all individuals involved in the publicly funded school system whether they are on school property, on school buses, at school-related events or activities, or in other circumstances that could have an impact on the school climate.

The purpose of the Provincial Code of Conduct and the School Code of Conduct is:

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

Guiding Principles

- 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 and illegal drugs are addictive and present a health hazard.
- The school 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 or illegal drugs.
- 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.

Standards of Behaviour

I) Respect, Civility, and Responsible Citizenship

All members of the school community must:

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

II) Safety

All members of the school community must not:

- Engage in bullying behaviours;
- Commit sexual assault;
- Traffic weapons or illegal drugs;
- Give alcohol to a minor;
- Commit robbery;
- Be in possession of any weapon, including firearms;
- Use any object to threaten or intimidate another person;
- Cause injury to any person with an object;
- Be in possession of, or under the influence of, or provide others with alcohol or illegal drugs;
- Inflict or encourage others to inflict bodily harm on another person;
- Engage in hate propaganda and other forms of behaviour motivated by hate or bias;
- Commit an act of vandalism that causes extensive damage to school property or to property located on the premises of the school.

Consequences for Student Behaviour

Commensurate with the Durham Catholic District School Board's Progressive Discipline Policy, when inappropriate behaviour occurs, schools are required to utilize a range of interventions, supports, and consequences that are developmentally appropriate, provide opportunities for students to learn from mistakes, and focus on improving behaviour. In some circumstances, short-term suspension may be the appropriate consequence while in more serious incidents, long-term suspension or expulsion may be the response that is required.

Suspension

The infractions for which a suspension may be considered by the principal include:

- Uttering a threat to inflict serious bodily harm on another person;
- Possessing alcohol or illegal drugs and/or restricted drugs;
- Being under the influence of 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
- Uttering a racial slur or comment;
- Sexual slurs or harassment;
- Being in possession of or under the influence of drugs;
- Possession and/or use of tobacco products;
- Disrespect towards or desecration of the religious dimension of the school;
- Conduct deemed to be unacceptable: e.g.,
 - Fighting/Violence
 - Use of profane or improper language
 - Persistent opposition to authority
 - Persistent tardiness and/or truancy including "skipping" classes
 - Theft
 - Inappropriate use of Social Media
 - Any other behaviours deemed to be contrary to the school Code of Conduct.

A student may be suspended for a minimum of one (1) school day and a maximum of twenty (20) school days.

Expulsion

The infractions for which a principal shall suspend and may consider recommending to the Board that a pupil be expelled from the pupil's school or from all schools of the Board include:

- Possessing a weapon, including possessing a knife or a firearm;
- Using a weapon to cause or to threaten bodily harm to another person;
- Bullying, if the pupil has previously been suspended for engaging in bullying, and the pupil's continuing presence in the school creates an unacceptable risk to the safety of 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 restricted or illegal drugs;
- Committing robbery;
- Giving alcohol to a minor;
- Any activity listed in the Code of Conduct for which a suspension must be considered that is motivated by bias, prejudice or hate based on race, national or ethnic origin, language, colour, religion, sex, age, mental or physical disability, sexual orientation, gender identity, gender expression, or any other similar factor;
- Engaging in activities or patterns of behaviour on or off school property that cause the pupil's presence in the school to create an unacceptable risk to the physical or mental well-being of other person(s) in the school or Board;
- Engaging in activities on or off school property that have caused extensive damage to the property of the Board or to goods that are/were on Board property;
- Conduct deemed to be unacceptable:
 - Any act considered by the Principal and Family of Schools Superintendent to be a serious violation of the Board or school Code of Conduct.

Mitigating Factors

Before the principal or vice principal makes a decision to suspend or recommend an expulsion he/she must consider all mitigating circumstances.

- Whether the student has the ability to control his or her behaviour;
- Whether the student has the ability to understand the foreseeable consequences of his or her behavior; and
- Whether the student's continuing presence in the school does or does not create an unacceptable risk to the safety of any person in the school.

Other Factors to be Considered

- The student's academic, discipline and personal history
- Whether a progressive discipline approach has been used with the student;
- Whether the activity for which the student may be or is being suspended or expelled was related to any harassment of the student because of race, ethnic origin, religion, disability, gender or sexual orientation or to any other harassment;
- The impact of the discipline on the student's ongoing education;
- The age of the student;
- In the case where the student has an Individual Education Plan (IEP) or disability-related needs:
 - Whether the behaviour was a manifestation of a disability identified in the student's Individual Education Plan;
 - Whether appropriate individualized accommodation has been provided, and
 - Whether the suspension is likely to result in aggravating or worsening of the student's behaviour or conduct.

Roles and Responsibilities

School Boards

School Boards provide direction to their schools to ensure opportunity, academic excellence, and accountability in the education system. It is the responsibility of the School Board to:

- Model Christian behaviours founded in Catholic tradition;
- Develop policies that set out how their schools will implement and enforce the provincial Code of Conduct and all other rules that they develop that are related to the provincial standards that promote and support respect, civility, responsible citizenship, and safety;
- Review these policies regularly with students, staff, parents, volunteers, and the community;
- Seek input from school councils, their Parent Involvement Committee, their Special Education Advisory Committee, parents, students, staff members, and the school community;
- Establish a process that clearly communicates the provincial Code of Conduct and School Board Codes of Conduct to all parents, students, staff members, and members of the school community in order to obtain their commitment and support;
- Develop effective intervention strategies and respond to all infractions related to the standards for respect, civility, responsible citizenship, and safety; and
- Provide opportunities for all of the staff to acquire the knowledge, skills, and attitudes necessary to develop and maintain academic excellence in a safe learning and teaching environment; and wherever possible, Boards should collaborate to provide coordinated prevention and intervention programs and services, and should endeavor to share effective practices.

Principals

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

- Modeling Christian behaviours founded in Catholic tradition;
- Demonstrating care for the school community and a commitment to academic excellence in a safe teaching and learning environment;
- Holding everyone under their authority accountable for his or her behaviour and actions;
- Empowering students to be positive leaders in their school and community; and
- Communicating regularly and meaningfully with all members of their school community.

Teachers and Other School Staff Members

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

- Model Christian behaviours founded in Catholic tradition;
- Help students work to their full potential and develop their sense of self-worth;
- Empower students to be positive leaders in their classroom, school, and community;
- Communicate regularly and meaningfully with parents;
- Maintain consistent standards of behaviour for all students;
- Demonstrate respect for all students, staff, parents, volunteers, and the 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:

- Models Christian behaviours founded in Catholic tradition;
- Comes to school prepared, on time., and ready to learn;
- Shows respect for himself or herself, for others, and for those in authority;
- Refrains from bringing anything to school that may compromise the safety of others; and
- Follows the established rules and takes responsibility for his or her own actions.

Parents/Guardians

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

- Support the values of our Catholic school system;
- Conduct themselves in an appropriate manner;
- Take responsibility and support the efforts of school staff in maintaining a safe and respectful learning environment for all students;
- Show an active interest in their child's school work and progress;
- Communicate regularly with the school;
- Help their child be neat, 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;
- Show that they are familiar with the provincial Code of Conduct, the Board's Code of Conduct and school rules;
- Encourage and assist their child in following the rules of behaviour; and
- Assist school staff in dealing with disciplinary issues involving their child.

Safe and Caring Schools Report It – Non-Emergency Report System

Parents and students are encouraged to report incidents of bullying or other school safety concerns as soon as they happen by contacting their teacher and/or school administration. We recognize that bullying affects a student's sense of safety and security, and some people may not feel comfortable reporting bullying or other school safety incidents. To help ease this worry, students and parents are welcome to use the **Report It** page available on the school website to report incidents of bullying or other safety concerns that have not already been reported. School safety concerns can be reported anonymously or contact information can be given so that appropriate follow-up can occur. The information provided will be forwarded to the school principal for action and a follow-up response if requested.

Community Threat Assessment and Intervention Protocol– Fair Notice

The Durham Catholic District School Board is committed to providing safe learning environments for all students, staff, school visitors and community members. When student behaviours pose a potential threat to safety or serious harm to self or others, all schools in the Durham Catholic District School Board follow the Community Threat Assessment and Intervention Protocol (C-TAIP), which outlines how a school responds immediately to threatening behaviour. This protocol involves supports from various partners, including community agencies, hospitals and police services. Personal information shared throughout this process will always respect and balance each individual's right to privacy while ensuring the safety of all. For more information, please refer to the school website or ask the principal for more information.

Search and Seizure

According to the Police/School Board Protocol for Durham Catholic District School Board, it is the right and authority of the Principal or designate to search school and personal property, such as lockers, desks, backpacks, purses, etc., without notice or permission of any person as long as the Principal or designate has reasonable grounds to believe that there has been a breach of school regulations and that the search would reveal evidence of that breach. Police may from time to time be invited onto school premises to conduct their own searches, also without prior notice to or permission of any member of the school community.

Community Partners

Through outreach, school and community partnerships already in place may be enhanced and new partnerships developed with community agencies and other groups within the community (e.g., Kinark Family and Child Services, Aboriginal Elders). Community agencies are important resources that schools can use to deliver prevention or intervention programs. Protocols are effective ways of establishing connections between boards and community agencies and formalizing the partnership. These partnership agreements must respect all applicable collective agreements and Board policies.

Durham Regional Police Service Partnerships

The Durham Regional Police Service plays an essential role in making our schools and communities safer. The police investigate incidents in accordance with our Police/School Board protocol. This protocol is based on the provincial model developed by the Ministry of Education. The Durham Regional Police Service are instrumental in supporting our schools with all emergency preparedness procedures and Safe Schools initiatives. Each of our schools has regular access to a School Liaison Officer.

Emergency Response Plans

Each September, as part of our Police/Board protocol we practice our emergency response procedures so all staff and students are well prepared in the event of a real emergency. Using newsletters and the school website, we will provide all families with details of our practices and the role that parents play in supporting a school's emergency response.

Emergency response practices include:

Fire Drills: Students practice the appropriate way to exit the building when they hear a fire alarm. Practices are held when students are in class, at recess and where an exit might be blocked.

Lockdown: Students practice the appropriate way to respond to a threat of danger inside the school using the R-SAFE acronym. Students are taught to get to the nearest and safest location as quickly as possible, what to do when they get there and the importance of remaining quiet.

Hold and Secure: Students practice how to respond to a threat of danger outside the school. In the case of a Hold and Secure, all exterior doors remain locked and students remain inside, away from exterior doors and windows until the Hold and Secure has been lifted. In most cases, the need for a Hold and Secure is at the request of the police, based on a situation in the neighbourhood. In these cases, the school must wait for the police to lift the request for a Hold and Secure

Shelter in Place: Students practice how to respond to an environmental danger, like a hurricane. In most cases, the response will be a Hold and Secure with specific directions based on the environmental concern.

Bomb Threat: Students are taught the appropriate response to a bomb threat which includes never touching a suspicious package, and listening carefully to the directions of the teacher or the administration if an evacuation is warranted.



How can parents help?

Parents can help by following the procedures associated with each of plans should they be present during a drill or should a real situation occur. School administration must follow the direction of the police as soon as they become involved in an emergency response. As such, Parents must understand that schools are unable to release students during an emergency response without the expressed permission of the police.

Parents can also assist the school by emphasizing with their children the importance of closely following the direction of the staff during a drill or a real emergency. Parents should encourage their children to share any information they may have about a threat of violence toward a school or information they may have after a violent incident. It is everyone's responsibility to help keep our school safe.

Permission for Photo and Video Sharing at School

As we try to keep pace with social media that is so much a part of our students' lives, it is important to be reminded of people's right to privacy. While taking photos or videos at various school events, please be mindful that it is illegal to post/upload/share photos or videos of anyone other than yourself your child on the internet or anywhere without the expressed consent of the person or their guardian. Sharing photos or videos of others without their consent is a privacy violation.

Bring Your Own Device (BYOD)

BYOD allows students to bring their own electronic devices to school for educational purposes. Students are expected to use devices responsibly, and only with the permission and direction of teachers or other staff members. Research indicates that the use of technology increases engagement, which leads to improved student success. The following are reasons why BYOD works well:

- Students are usually experts in their own device and can customize it to suit their learning needs
- Students can use it to learn anytime, anywhere;
- Students can collaborate and work anytime; before school, after school, and at lunchtime; and
- Student-owned devices are often more up-to-date than those provided by the school due to the cost of replacing hardware for the entire system.

Our students are going to live and work in a world where people use electronic devices regularly. They need to learn how to use devices in a respectful, responsible and ethical manner. The Durham Catholic District School Board's BYOD procedures, School Codes of Conduct and Ontario Graduate Expectations will guide teachers in the process of teaching students what it means to be good digital citizens.

Not every parent can, or wants to send their child to school with an electronic device. Teachers will continue to plan lessons that do not require the use of a personally owned device. Teachers are encouraged to give advanced notice when they plan to incorporate electronic devices into a lesson. Students without devices will have the opportunity to work collaboratively with other students or borrow a school device.

Students are required to use the Board's wireless network, which they can access at no cost while at school. They will not be permitted to access their paid data plans while in school. The Durham Catholic District School Board's network filter will help prevent students from accessing inappropriate web content while they are logged in at school.

Schools will have plans in place to help students keep their devices secure. Ultimately, students are responsible for lost, stolen, and/or damaged personal electronic devices, just as they are for other personal items brought to school.

Elementary School - Acceptable Use of Technology Agreement

- I will protect my digital identity, my passwords, and my classmate's right to privacy.
- I will use electronic devices and the internet for positive purposes to make people's lives better.
- I will ask or tell an adult if I see something inappropriate.
- I will take a stand against cyber-bullying.
- I will only use personally owned electronic devices (e.g., cell phones, tablets) during class time when it is allowed by my teacher.
- I will not copy the work of others from the internet.
- I will not take pictures of people without permission from the teacher, principal and student.
- I will not use an electronic device in private areas (e.g. washrooms, change rooms, health rooms and administrative offices).
- I will only use social media in a manner that respects the dignity of others.
- I will remember Jesus' message ***do unto others as I would have done to me.***

Durham Catholic District School Board Concussion Policy

All school boards in the Province of Ontario are required by law to have a Concussion policy and school board administrative procedures in place so that students, school staff and parents/guardians understand their role in preventing, managing and reporting suspected or diagnosed concussions.

A **concussion** is the term for a clinical diagnosis that is made by a medical doctor or a nurse practitioner. The definition of *concussion* below is adapted from the definition provided in the **concussion protocol** in the Ontario Physical Education Safety Guidelines.

A **concussion**:

- is a brain injury that causes changes in the way in which the brain functions and that can lead to symptoms that can be physical (e.g., headache, dizziness), cognitive (e.g., difficulty in concentrating or remembering), emotional/behavioural (e.g., depression, irritability), and/or related to sleep (e.g., drowsiness, difficulty in falling asleep);

- may be caused either by a direct blow to the head, face, or neck or by a blow to the body that transmits a force to the head that causes the brain to move rapidly within the skull;
- can occur even if there has been no loss of consciousness (in fact most concussions occur without a loss of consciousness);
- cannot normally be seen by means of medical imaging tests, such as X-rays, standard computed tomography (CT) scans, or magnetic resonance imaging (MRI) scans.

A specific concussion protocol and tool now exists in all Durham Catholic District School Board schools that includes responsibilities for Board and school staff, students and parents/guardians. Additionally, health units and sports and fitness organizations in Durham are using this protocol to raise awareness to help prevent and manage concussions.

It is **important** to note that all suspected concussions must be reported and a medical doctor or nurse practitioner make a diagnosis and participate in the **Return To Learn and/or Physical Activity** documentation process.

The concussion tool noted in this student agenda is a resource for school staff, parents/guardians and students.

Parents/guardians and students are encouraged to contact your school principal for more details about the new concussion management and prevention safety protocols that exist to promote student safety and success.



Agenda Review Sign Off

By signing below you are indicating that you have reviewed the information contained in the student agenda and that you agree to abide by them. For further information, the related Board policies are available on the Board's website: <http://www.dcdsb.ca>, and in the school office

- Code of Conduct (Policy 610)
- Fair Notice of Community Threat Assessment and Intervention Protocol
- Acceptable Use of Information and Communication Technology Policy (Policy 431)
- Concussion Management and Prevention Policy (Policy 614)

Student's Signature	
Date:	

If student is younger than 18 years of age: I have discussed the information contained in this agenda with my child.

Parent/Guardian's Full Name (Please Print):	
Parent/Guardian's Signature:	
Date:	