

Bernard Catholic School

Learning in Faith

2016-2017 CATHOLIC SCHOOL AGENDA

1000 Dryden Blvd
Whitby, ON L1R 2A2
905-668-3772

FAX: 905-668-6466

Principal: Ms. K. Hadden

Student's Name: _____

Teacher's Name: _____

ST. BERNARD

St. Bernard, whose feast day is August 20, was a monk and a priest who often had to leave the solitude of his monastery to fight heresy, to reconcile quarrelling cities, to defend the Pope, and to help the Church in his turbulent 12th century.

Born in 1090 at Fontaines, France, Bernard was the third of seven children of noble parents in Burgundy. He found court life empty and longed for a life of prayer, study and recollection. At the age of 22 he went to the Benedictine Abbey of Citeaux and surprised them by bringing along his uncle, four brothers and 25 friends to enter this Order.

At 25, he was chosen to be the first abbot of Clairvaux, a place which was to become well known as the centre for the reformed monastic rule. He started with 12 men, but this group later grew and spread to 700, as he founded numerous houses in Europe and as far away as England, Spain, Sweden and Ireland.

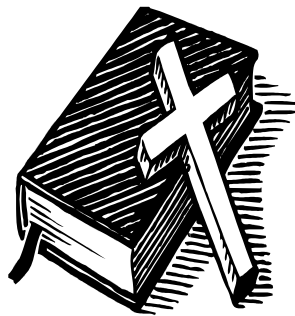
He often had to travel in various causes, defending the rights of the Church against kings and princes, urging bishops to reform their diocesan clergy, defending the Pope against those in schism, denouncing abuses and disorders in the Church. He defended the Jews when they were attacked, saying: "The Jews are for us the living words of Scripture."

Bernard wrote profusely, including 530 letters, 332 sermons, 14 treatises and a life of St. Malachy. It was his writing that earned him the title later as Doctor of the Church. His advice and deep spirituality helped many. His devotion to Mary is well known. He died in 1153 and was canonized 21 years later, the first Cistercian monk to be placed on the calendar of saints. His life and writing influenced thousands after him

St. Bernard Catholic School Prayer

God is a peace-filled presence in our midst;
Make us instruments of your peace.
Grant us the grace to see Jesus in all people.
Peace comes with forgiveness;
Help us to take the first steps of forgiving.
Holy Spirit help us to be a people of love, joy and peace.

Amen.



A Message from Administration:

St. Bernard Catholic School is a vibrant learning community where all children are supported in developing to their fullest potential in a safe and nurturing environment. It is a Catholic learning community built on the fundamental partnership between home, school and parish.

As parents/guardians you have chosen to provide your children with a Catholic education – an education which fosters and nurtures the search and acquisition of knowledge as a spiritual and academic journey; an education which views human life as the integrated parts of body, mind and spirit. At St. Bernard Catholic School we celebrate spirituality through achieving, believing and striving to be the best we can in an inclusive Catholic environment reflective of our Catholic traditions.

The St. Bernard Catholic School Community is committed to maintaining high academic standards throughout each grade, as well as promoting responsible and respectful behaviour. At all times we are expected to do our best to demonstrate our love for God by respecting each other and trying our best to achieve the expectations of our parents, teachers and our faith. We encourage students to get involved in all aspects of their school community – academics, extra- and co-curricular and service. This helps to build self-confidence and a sense of value and purpose, as well as promoting positive relationships among all students. We manage student discipline in a Progressive and Restorative approach, giving the students the tools they need to make amends for mistakes, while at the same time serving appropriate consequences for their actions. We believe in honesty, responsibility and accountability for our actions.

This Catholic School Agenda provides our students and parents with important information about our school community. As well, it has been developed to help parents and educators work together to fully support the education and faith development of Catholic students. Consistent and daily use of the agenda will assist students in developing their organizational skills as well as support learning success. The agenda is an excellent communication tool between home and school – please support your children in their daily use of it. We also encourage families to check the school website on a regular basis for updated monthly calendars, messages from the office and updates on what is happening in your child's classroom.

Best wishes for a very successful school year.

Visit the St. Bernard's School Website at

<http://stbernard.dcdsb.ca>

Twitter: @StBernardDCDSB

Sincerely,

Ms. K. Hadden

Principal

Durham Catholic District School Board Mission Statement

The Durham Catholic District School Board, as followers of Jesus, is a Catholic learning community, committed to educating students to contribute their God-given talents in service to others.

Our School Community

St. Bernard Catholic School is a vibrant school community of approximately 310 students and 18 teachers and support staff. We are supported in our educational efforts by the parish of Holy Family Catholic Church and Father Leo. J. Austin Catholic Secondary School. These partnerships are consolidated with open and regular communications and the sharing of numerous events and celebrations. Home, school and parish cooperate in forming the heart and spirit of our school community.

At St. Bernard Catholic School, every day begins with prayer. School Masses and Liturgies are scheduled regularly throughout the school year to celebrate the gift of our school and its uniqueness as a Catholic community of living and learning.

Holy Family Catholic Church

St. Bernard Catholic School's home parish is Holy Family Catholic Church. The Parish invites you to come celebrate the Sacred Liturgy each weekend and to take part in all Parish social events. In this way, we will become a truly caring, Christian community.

Pastor: Fr. Laszlo

Associate: Fr. Marijan Sasko

Address:

91 Ribblesdale Dr
Whitby, ON L1N 6Z3

Phone: 905-665-6470

Fax: 905-665-6651

Mass Schedule:

Saturdays at 5:00 p.m.

Sundays at 8:00 a.m., 9:30 a.m., 11:00 a.m. and 12:30 p.m.

School Hours

School Begins:	8:30 a.m.
Recess	9:55-10:10 a.m.
Lunch	11:15 - 12:15 p.m.
Recess	1:40 – 1:55 p.m.
Dismissal	3:00 p.m.

School Year Calendar

September 1, 2016	P.A. Day
September 6, 2016	School Begins
October 14, 2016	Thanksgiving
October 21, 2016	P.A. Day
November 18, 2016	P.A. Day
December 26, 2016	Christmas Break
- January 6, 2017	
January 20, 2017	P.A. Day
February 10, 2017	P.A. Day
February 20, 2017	Family Day
March 10 – 17, 2017	March Break
April 14, 2017	Good Friday
April 17, 2017	Easter
Monday	
April 28, 2017	P.A. Day
May 22, 2017	Victoria Day
June 29, 2017	Last Day of School

St. Bernard Communication

The youngest child in each family is designated the courier for school information that goes home to every family. Each month, we will send an electronic copy of the school newsletter highlighting the previous month's events and giving whenever possible upcoming dates for the next month. The newsletters and an up-to-date schedule of events are posted on our school web site found at

<http://stbernard.dcdsb.ca>

If you need a printed copy of the newsletter, please let your child's teacher know, and we will send the hard copy of the newsletter home.

Safe School Program

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.

Emergency Contact Forms

A parent information/emergency contact form is sent home at the beginning of each school year. Parents and guardians are asked to ensure that the information is correct and then send it back to school. **Should your contact information change during the school year, please notify the office immediately.**

Supervision of Students

Supervision on the yard begins at 8:15 a.m. After school, the bus zone is supervised until approximately 3:15 p.m. There is no formal yard

supervision after 3:15 p.m. as those students who walk to school are expected to leave for home immediately after school.



Parking and Kiss & Ride

The parking lot on the south side of the property is our visitor parking. The parking lot to the north of the school is staff parking.

The "Kiss and Ride" Program is run by Parent Safety Patrollers. "Kiss and Ride" vehicles are to enter the Kiss and Ride loop at the front of the school via the round-about. The pick-up/drop off for students is directly in front of the main entrance to the school. Parents are encouraged to use this service to ensure the safety of all students. Many hands are needed to keep our "Kiss & Ride" Program going. Any parents interested in volunteering as a Parent Safety Patroller are asked to leave their name and number at the office.

Inclement Weather Conditions

If weather conditions force the cancellation of transportation services or classes for our students, notification will be given by all local radio stations. Please note that when only the transportation has been cancelled, the school will remain open and classes will proceed. Please check the local radio stations (KX96, CKDO

1350, CFRB 1010, CHUM 1050 or 680 News). Cancellation information will also be posted on the Board's website at www.dcdsb.ca.

Lunch Procedures

All children who are within walking distance are expected to go home for lunch if able. This provides a change of pace in their day and serves as a refresher for their afternoon program. We realize that in some cases, it is necessary for students to remain at school. Students who must stay for lunch are expected to observe the following guidelines, which have been clearly explained to them. Staff members and a Lunch Hour Supervisor supervise students during the lunch hour.

Students who remain at school during the lunch hour are expected to stay on school property for the entire duration of the school day. **Children normally staying for lunch are not allowed to leave the schoolyard without written permission from the parent/guardian given to the child's teacher. A note must be provided to the child's teacher each time permission is given for the child to leave the property at lunch. Only Students in grade 7 and 8, with written parent permission, will be permitted to leave the school for lunch without an adult signing the child out.** This greatly assists the staff in safeguarding the students and provides accurate information as to the whereabouts of all students in our care.

We highly discourage parents from allowing their child to leave the school

grounds to go to the store or other areas around school during the lunch hour period. The schoolyard is the safest place for your child during the lunch hour.

In our attempt to reduce the amount of garbage we generate at the school, we would encourage all students to bring a “garbage-less” lunch to school daily.

Due to severe allergies, St. Bernard Catholic School has **Nut Free Classrooms** to help protect some of our students from experiencing anaphylactic seizures as a result of severe allergies to peanuts and peanut based products. It is highly recommended that parents refrain from sending any food with nuts to school. Parents are asked to check that all food items do not contain any trace of peanut or peanut oil products.

Administration of Oral Medication

The Durham Catholic District School Board recognizes that it will occasionally be necessary to administer oral medication to students at school. Under these special circumstances, parents/guardians will be asked to sign a consent form giving permission for school personnel to administer the medication. (This includes over the counter and prescription drugs).

Bicycles, Skateboards & Roller Blades

Students are encouraged to walk to school. Bicycle racks are provided at the north side of the school for those

who wish to ride their bikes. Please remind your child that riding his/her bike to school is a privilege. Tampering with or damaging other students’ bicycles is prohibited. Bicycles are to be walked once on school property (this includes the front and back of the school). The bike should then be brought to the rack and locked immediately. Skateboards, scooters and roller blades are not to be ridden on school property. *The storage and safe keeping of skateboards, scooters and roller blades is not the responsibility of classroom teachers. Students should be reminded that helmets are mandatory and that they are bringing these items to school at their own risk.*

Curricular Information

Curriculum

At St. Bernard Catholic School, all programs are designed to teach the knowledge, skills and expectations contained within the Ontario Curriculum and the Catholic Graduate Expectations. Religious Education and Family Life are taught daily, and Catholic values are imbedded in all areas of the curriculum. French as a second language is taught in Grades Four to Eight.

Homework/Agenda

Students from Grade 1 to Grade Eight use their agenda books to record and track homework and other important information each day. The use of the agenda helps teach the students important learning skills like goal setting, time management, independence and organization. To

assist students in learning these skills, teachers will do a daily check of agendas and parents are asked to check agendas each night. The agendas include a section for both the parent and teacher to initial to indicate that the daily check has been made.

The Durham Catholic District School Board has produced homework guidelines to ensure that each student receives homework appropriate to his/her grade level and stage of academic development. Homework will consist of work not finished in class or tasks assigned to practice a skill. Regular nightly reading should be included whether it has been explicitly signed assigned or not. The quantity of time devoted to daily homework should be approximately 10 minutes times the grade level, with the nightly reading requirement folded in to this time. If parents have any questions or concerns about the type or quantity of their child's homework they should contact their child's teacher directly.

Reporting to Parents

Students are assessed on an ongoing basis using a variety of methods and tools. A progress report is completed in November and teachers complete the Ontario Provincial Report Card in February and June for Grades One to Eight. There will be a conference with parents and a Conference Report sent home for Junior Kindergarten students in November and a Report Card will be sent home in June. There will be a conference with parents and a Conference Report sent home for

Senior Kindergarten students in November, and a Report Card will be sent home in February and June. Parents are invited to call or use the agenda book to communicate to teachers any concerns or questions regarding their child's progress.

Extra-curricular Activities

At St. Bernard Catholic School all students are encouraged to participate in extra-curricular activities. Students in all grades have an opportunity to participate in a variety of activities such as the School Choir, Battle of the Books, Junior and Intermediate sports teams, and Primary Intramurals just to name a few. Many of the extra-curricular activities take place during the school day, although some take place before or after school. In these cases parents need to make appropriate transportation arrangements.

Parent Community Involvement

St. Bernard's Catholic School Council

St. Bernard Catholic School Council is a group of dedicated, hardworking parents, community members, and staff who devote much time and energy in making our school community a better place to be. Discussions at monthly meetings focus on community faith development, review of Durham Catholic District School Board policies and procedures, development of school based codes, and the planning of special projects and celebrations

including fundraising and special events. Elections for the Catholic School Council are held each September. All parents are welcomed to attend all meetings whether they are a member of the Council or not.

Volunteers

St. Bernard Catholic School is fortunate to have many dedicated parents who willingly give of their time to support our programs. We are always looking for more parent volunteers. Some of the volunteer opportunities for parents include:

- **Catholic School Council**
- **Hot Lunch Days**
- **Parent Safety Patrol**
- **Scientists in the School/Field Trips**
- **Classroom Volunteers**
- **Other Special Events/Clubs**

Whether a parent is able to volunteer on a weekly basis or whenever his/her schedule permits, we can use any time that is available. Each year we create an email list of potential volunteers who can “spare an hour”. When a volunteer request is needed, an email is sent and anyone who is available can respond via email. The staff and students appreciate the help of parents because their presence as volunteers adds to the pleasure and well-being of our students. Any parents interested in volunteering are asked to leave their name at the office. Please note that all parent volunteers must have an updated police clearance every year to be able to volunteer.

Tentative dates Of School Council Meetings for 2016-2017

September 2016

October 2016

November 2016

February 2017

April 2107

May 2017

June 2017

Dress Code

We encourage all parents to monitor how their children dress for school each day. Often, our young people have not had enough experience to determine how weather conditions may change during the day and, as a result, they may come to school ill-prepared for these conditions. Only with constant guidance can our students learn to dress properly for the weather and the learning environment.

- All students must be dressed in a modest and non-provocative fashion.
- Clothing must be suitable for ordinary student activity (e.g., clothing does not restrict movement; too large or too tight).

- Undergarments must remain covered at all times.
- Tank top straps must be 5 cm wide (3 fingers wide) with decent coverage at the armpit.
- Shorts and skirts must be of conservative length (mid-thigh length).
- Shorts, skirts and pants must be properly hemmed (e.g., no cut offs or frayed or ripped jeans).
- Clothing must represent the ideals of our Catholic educational system (e.g., clothing that endorses alcohol or illegal activities, uses profane language or contradicts the teachings of the Church must not be worn).
- Clothing and jewelry must maintain the safety of the students (e.g., heavy belt or neck chains, studded bracelets or other sharp objects must not be worn).
- All students are required to wear indoor shoes with non-marking soles.
- Clothing and jewelry worn during Physical Education classes must maintain the safety of the students (e.g., hoop or dangly earrings, watches, neck laces etc. must be removed during gym class).

In all matters related to appropriate clothing, the Principal will make the final decision.

Consequences for infractions of these expectations will be clear and

fair in order to promote positive problem solving and encourage students to take responsibility for their actions. Consequences will promote the Gospel values and will be in accordance with provincial and Board safe school policies.

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. With this right, comes the responsibility of all members of the 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.

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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, a 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, that include opportunities for students to learn from mistakes, and that focus in improving behaviour. In some circumstances, short-term suspension may be a useful tool. 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.

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
- * 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
- * Possession and/or use of tobacco products;
- * Being in possession of or under the influence of drugs;

- * Uttering a racial slur or comment;
- * Sexual slurs or harassment;
- * Being in possession of or under the influence of drugs;
- * Disrespect towards or desecration of the religious dimension of the school;
- * Conduct deemed to be unacceptable: e.g.,
- * Fighting
- * Persistent tardiness and/or truancy including “skipping” classes
- * Use of profane or improper language
- * Persistent opposition to authority
- * Any other behaviours deemed to be unacceptable behaviours.

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 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 restricted or illegal drugs;
- * Committing robbery;
- * Giving alcohol to a minor;
- * Engaging in activities or patterns of behaviour on or off school property that cause the pupil’s continuing 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. The information provided will be forwarded to the

school principal for action. School safety concerns can be reported anonymously or contact information can be given so that appropriate follow-up can occur.

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 school to search school and personal property, such as lockers, desks, backpacks, purses, etc., without notice or permission of any person. 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. 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 practise 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 practise the appropriate way to respond to a threat of danger inside the school. 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 absolutely 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.

Board

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

- * School Code of Conduct (PO 431)
- * Fair Notice of Community Threat Assessment and Intervention Protocol
- * Acceptable Use of Information and Communication Technology Policy (PO431)
- * Concussion Policy (PO614)

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

Parent/Guardian: _____
Date: _____

Bus Rules and Transportation Policy

Our School Code of Conduct of student behaviour includes rules regarding proper conduct while riding the bus as well as what is expected of our students while they are at school. These rules also apply to all class excursions.

It should be noted that according to the Education Act for the Province of Ontario, a board **may** provide student transportation services. It necessarily follows that such a service is not the right of every student but, rather a privilege to be accorded to those students who qualify within the terms established by the board. Therefore, students conducting themselves in a manner detrimental to the safe operation of the bus or to the safety of other students may have their bus riding privileges withdrawn. To be eligible for transportation, it is necessary that students reside within the limits of the approved transporting zone of the area school and **the address provided be the same for pickup and return for the five day school week.**

PLEASE NOTE: Bus drivers are instructed by the Board and transportation companies not to accept written requests from parents/guardians regarding any bus changes. Written requests for bus changes are to be sent directly to the school and we will contact our transportation department of our Board.

Bus Safety Guidelines

Parents, in order to ensure a safe bus ride to and from school each day we ask that you reinforce the following guidelines:

- Keep their hands, legs and head inside the bus.
- Refrain from littering inside the bus.
- Refrain from distracting the bus driver's attention with loud talking, laughing or unnecessary conversation.
- Respect the bus owner's property and refrain from damaging it.
- Pay for malicious damages caused to the bus.
- Keep all aisles clear at all times.
- Keep books and parcels on your lap.
- Ensure that skates or other potentially dangerous objects are equipped with protective guards or carried in sports bags and kept on the floor at the student's feet.
- Show the same courtesy, respect and obedience to the bus drivers as they must extend to their teachers and parents.
- Observe absolute quiet when approaching a railroad crossing.
- In case of road emergency, remain in the bus until it has come to a complete stop.
- Remain seated at all times until the bus has come to a complete stop.
- Refrain from shouting, swearing, fighting, throwing objects or spitting inside the bus or out of the windows.

- Arrive at the pick-up point on time and be picked up and discharged only at the designated stops.
- Be responsible to the Principal of the school that he/she attends for conduct while traveling on the school bus (as in Regulation 262, under the Education Act of Ontario).

Suspension of Bus Riding Privileges

The following steps will be taken when a student demonstrates disregard for the bus rules.

1. The driver shall warn any student who misbehaves on a school bus.
2. If an inappropriate behaviour is repeated, the driver shall notify the Principal and the transportation department in writing using a "Bus Incident Report" form. The principal will interview the student and warn his/her parents that further repetition could lead to loss of riding privileges.
3. Where parents have been notified and where the inappropriate behavior is repeated, the Principal may suspend the student's riding privileges for a determined period of time. In such cases, the parents and the transportation department will be notified in writing of the suspension, which shall remain in force until determined otherwise by the Principal.

Confirmation of Review

As part of the Ontario Code of Conduct, the school Code of Conduct is to be communicated to students and parents through the student agenda. Parents and students are asked to review the Code of Conduct together and sign a Confirmation of Review to indicate that they have read the Code of Conduct.

Student's Signature:

Date:

Parent's Signature:

Date:

Pledge of Academic Honesty

Students of the Durham Catholic District School Board are instructed in faith and are taught to use the Ontario Catholic Graduate Expectations as the guiding principles for their moral, Christian, and academic development.

Academic honesty, based on respect for others and oneself, is a fundamental value in Catholic schools. Catholic educators are expected to teach students about the definitions of plagiarism and cheating and about measures they must take as responsible and self-regulating learners to avoid academic dishonesty.

Students are expected to:

- Submit work, including tests and exams, consisting of their own ideas, expressed in their own words;
- Demonstrate respect for the ideas of others by acknowledging the sources they use in appropriate ways;
- Take responsibility for completing work on time and seek additional time or assistance when needed.

Failure to meet these expectations may result in a variety of consequences,

I understand the importance of academic honesty, and I know that plagiarism and cheating are dishonest. If I cheat or plagiarize, I must accept the consequences of my actions, which could include a mark of zero.

My signature below indicates my pledge to demonstrate respect for myself, my teachers and my fellow students by acting honestly at all times in my academic work.

Student Name

Student's Signature:

Date

Parent/Guardian's Signature:
