



Director's Message

As a CDSBEO educational community, part of the work this school year means looking to the past for inspiration and faith, while simultaneously seeking wisdom for future innovation and creativity.

We embark upon a renewed strategic plan of To Belong, To Believe, To Nurture and To Learn. It is our hope that students, staff and families see themselves reflected in these commitments and are inspired to work collaboratively to make them come alive across the system. What could this look like? Perhaps a staff member using AI to make learning more engaging for students, or a student randomly helping a new student feel like they belong, or symbols of our faith to anchor us in our commitment to Catholic Education.

Our Spiritual theme calls us to *listen* and the CDSBEO plans to do this deeply and authentically.

Wishing you hope and every blessing this school year.

Shelley Montgomery
Director of Education

Code of Conduct / Standards of Behaviour

As a Catholic community, it is our mission to shape Catholic education within our school in keeping with Gospel values and the teachings of the Roman Catholic Church.

Our school strives for academic excellence and the development of a strong, caring community. Our vision is for students to think clearly, act wisely, feel deeply, and live responsibly. To this end, all members within the school community accept responsibility for the well-being of every other member.

All persons within the Catholic school community are to be treated with respect and dignity. It is the responsibility of all students, parents, and staff to be aware of their rights and the rights of others and to act accordingly based on the Gospel values upon which our Catholic Faith is founded.

Members within the school community are expected to use peaceful means to resolve conflict. Respect and civility are essential in maintaining a safe learning and Christian environment. Responsible discipleship will be the vehicle used to promote peaceful communities. Through a variety of programs and learning experiences, the school will promote an environment where conflict and difference can be addressed in a manner characterized by respect, inclusion, acceptance, and compassion.

Any hurtful act towards any individual that threatens or challenges personal dignity, safety, learning and teaching will be respectfully addressed through means of forgiveness, reflection, restitution, and restorative justice.

The provincial standards as outlined in the Code of Conduct apply to all individuals on school property, on buses, at school authorized events/activities, or in any other circumstances where engaging in the activity will have an impact on the school climate. Possession, use or threatened use of any object or serious threat which endangers the safety of anyone will not be tolerated. Alcohol, cannabis (unless prescribed for medical purposes), illegal drugs, or any misuse of harmful substances will not be accepted. For Safe, Inclusive and Accepting Schools, Code of Conduct, Bullying Prevention and Intervention, Progressive Discipline, Suspensions and Expulsions the Catholic District School Board of Eastern Ontario follows Ministry of Education mandates and policies as well as any other policies and mandates described in the Education Act of Ontario.

School Visitors

All visitors must access the school using the school intercom system upon their arrival to the school. Once visitors have been welcomed into the school, they will be asked to sign in and follow the Visitor Protocol. Parents and guardians are asked not to visit their child's classroom without having been granted permission from school administration.

Dress Code Policy

All schools in the Catholic District School of Eastern Ontario have dress codes based on respect, dignity, fair treatment, inclusion, and safety which helps to foster a positive learning environment for every student in our Catholic schools. Please see further details regarding the Dress Code Policy at:

https://www.cdsbeo.on.ca/policies/B2-5_Dress_Code.pdf

Safe School Policy & Student Attendance

Regular attendance is essential for academic success. Prolonged absences or sporadic attendance will result in lack of continuity in learning. Parents must ensure that their child attends school unless the student is “unable to attend school by reason of sickness or other unavoidable cause.”

Parents/Guardians are required to communicate planned pupil absences or lateness to the school on a timely basis. Section 21(5) of the Education Act provides that the parent or guardian must ensure that their child is in school. In addition, Section 23(2) requires that, when a pupil returns to school after an absence, a parent must give the reason for the absence orally or in writing.

Please call the office when your child is going to be late or absent, or report their absence through the SchoolMessenger app. If you call the school, a message may be left on the school answering machine 24 hours a day, seven days a week. If you do not contact the school before the start of the school day to report your child’s absence, the school secretary will contact you to verify your child’s absence. Parents/Guardians are also required to provide complete and current emergency information to enable the school to make any necessary follow-up contacts.

It is important that you schedule appointments for your child after the end of the school day so that he or she does not miss valuable instruction time. If your child has an appointment during the school day, please write a note in your child’s agenda. Your child will wait for you at the designated time at the office so that you may sign him or her out. Please report to the office when bringing your child or picking up your child during school hours so that you may sign him or her in or out. This procedure will allow the school to account for the safety of each child.

When a student is absent/late from school 7, 10 and 15 non-consecutive days during a term the following Intervention Procedure will be in effect.

Seven Days – Phase I

- Telephone contact by School Administration to the parent/guardian.

Ten Days – Phase II

- Letter of concern from the school Principal outlining the number of days absent/late to be sent to parent/guardian.
- Copy of letter sent to Supervisory Officer and Student and Community Liaison Consultant.
- Request for meeting with parent/guardian, to address absenteeism/lateness, determine presenting issues (e.g., anxiety) and identify a home-school partnership plan to address absenteeism.
- Written plan developed.
- Student support.

Fifteen Days – Phase III

- Letter of concern from the school Principal outlining the number of days absent/late to be sent to parent/guardian.
- Copy of letter sent to Supervisory Officer and Student and Community Liaison Consultant.

- Request for meeting with parent/guardian, to address absenteeism/lateness, identify a home-school partnership plan to address absenteeism.
- Written plan developed.
- Student support.
- Referral to community agencies as needed.

Twenty Days – Phase IV

- Principal sends a referral to the Student and Community Liaison Consultant.
- Student and Community Liaison Consultant collaborates with principal regarding reason for absenteeism and case conference scheduled if necessary.

For more information, please refer to the following CDSBEO Administrative Procedures:

- [405 Safe Arrivals](#)
- [212 Student Attendance](#)

Administration of Medication to Students

The school recognizes the need to administer medication to children during school hours; however, the following procedures must be followed:

- All medication provided to the school for administration to students must be prescribed by a doctor and a "Request for Administration of Medication" form fully completed and appropriately signed, by both the parent(s)/guardian(s) and the doctor, must accompany the medication.
- All medication must be delivered by an adult to the office in the container provided by the pharmacy as soon as it arrives at the school and subsequently stored in a safe place for administration purposes.
- Where a student requires specific medication for protection of life (ex: EpiPen), the medication MUST be carried by the student on their person.
- It is the responsibility of the parent(s)/guardian(s) to ensure that all unique requirements or methods of application are fully explained to school staff, in writing.

Students Who Require a Medical Plan of Care

As you may be aware, through PPM 161, the Ontario Ministry of Education requires school boards to support children and students with prevalent medical conditions such as anaphylaxis, asthma, diabetes, and/or epilepsy in their schools with a Medical Plan of Care. This is an important step to support the well-being of students in our schools, and we are committed to working with your family and health care provider to ensure your child's safety.

If your child has a prevalent medical condition or if your child's medication or Plan of Care needs to be updated, we ask that you immediately contact the main office of the school to provide information and set up a meeting to discuss your child's prevalent medical condition, co-create/update a Medical Plan of Care with the principal and your child's health care provider, as well as sign the necessary documents. As a best practice and to support your child, please continue to update the school as your child's needs/medications change.

Students with Allergies

We have individuals at our school who are anaphylactic (allergic to peanuts, for example); therefore, NUT OR NUT BY-PRODUCTS ARE NOT TO BE BROUGHT TO SCHOOL. There are a few manufacturers who are aggressively marketing peanut-free products that look, taste, and smell like real peanut butter (soy butter, sun butter, wow butter etc...). These products cause confusion and difficulty in monitoring lunches daily and create an unsafe environment for our peanut anaphylactic student and staff population. Therefore, due to the obvious difficulty in identifying the difference between peanut butter and artificial peanut butter, we do not allow this product in our school. For the safety of students who are allergic to insects, food or drinks are not to be consumed in the schoolyard.

If your child has an allergy, they are encouraged to wear a Medic Alert bracelet, which identifies specific allergens. Parents of an anaphylactic child must ensure that the specific information regarding their child is made available to the school through the completion of a Medical Plan of Care. Parents of anaphylactic children are encouraged to limit their child's intake to food from their own home. Parents of anaphylactic children are responsible for the provision of auto-injectors to the school and for ensuring that they have not expired. It is also very important the EpiPen is always with the child's person.

Bus Transportation

Student Transportation of Eastern Ontario (STEO) is an effective and efficient consortium which oversees the transportation services for the Catholic District School Board of Eastern Ontario.

STEO's goal is to provide safe, efficient, and reliable transportation services to families fulfilling the conditions of eligibility.

For further information, parents(s)/guardian(s) may refer to STEO's guidelines and policies found directly on their website at www.steo.ca.

Bully Prevention and Intervention Plan

At the Catholic District School Board of Eastern Ontario, we are committed to developing a community that is safe, inclusive, and accepting by utilizing our Gospel values and the sacrament of reconciliation. Our Bully Prevention and Intervention Plan is designed to integrate strategies which prevent, respond to, and stop bullying by focusing on developing students' empathy and understanding. Preventative programming along with targeted intervention, supports students in their call to Care, Act and Rebuild Relationships. All students, parents, staff, and community partners are encouraged to report any signs of bullying to the school administration. All schools have a Safe Schools Team and a bullying prevention and intervention plan to foster a positive learning and teaching environment that supports academic achievement for all students to reach their full potential.

For more information on our Bully Prevention and Intervention Plan, please visit:

<https://www.cdsbeo.on.ca/our-programs/safe-schools>

VTRA (Violence Threat Risk Assessment) Fair Notice

The Catholic District School Board of Eastern Ontario and community partners are committed to making our schools safe for all. As a result, schools will respond to all student behaviours that pose a potential risk to other students, staff, and members of the community.

When school staff, students and/or community partners identify that a student(s) behaviour poses a potential threat to themselves and others, the Community Violence Threat Risk Assessment Protocol (VTRA) will be activated, so that school administration can quickly take further steps to protect the well-being of our students, staff and community. Behaviours include, but are not limited to: serious violence or violence with intent to harm, possession of a weapon/replica, making a bomb threat/plan, verbal or written threats to kill or injure, the use of technology to communicate threats to harm/kill others or cause property damage, fire setting, sexual intimidation/assault, ongoing pervasive bullying and/or harassment, gang related intimidation or violence, and hate incidents motivated by factors including, but not limited to: race, culture, religion, and/or sexual orientation.

Each school has a site-specific Violence Threat Risk Assessment Team, which is multi-disciplinary. At a minimum, the team includes the school administration, designated Board staff, including the Superintendent of Safe Schools, a Board clinician, and the police. The Violence Threat Risk Assessment team may also include other community agencies or individuals who work in collaboration to keep our schools safe such as, Family and Children Services Agencies, youth justice partners, and children's mental health agencies/practitioners.

Initial data will be collected by the Violence Threat Risk Assessment Team to:

- Determine if the threat maker actually poses a risk to the target(s) they have threatened.
- Put in place immediate risk reducing interventions.
- Determine if an Assessment of Risk to Others (ARTO) needs to be conducted to better understand the factors that contributed to the threat maker's behaviours, and to develop a trauma informed intervention plan including supportive services for all those involved and impacted by the threat.

A more comprehensive Assessment of Risk to Others may also be deemed necessary to determine if the threat maker poses a further risk to other targets beyond what initially drew the team's attention, and to consider other factors, outside of the school setting, that could be impacting on the threat maker's behaviour.

It is important for all parties to engage in the Violence Threat Risk Assessment process. If a parent/guardian cannot be reached, or if they choose not to participate or provide consent, but a concern for safety still exists due to threatening behaviour, the Violence Threat Risk Assessment Protocol will still proceed to ensure a safe and caring environment for all.

Information shared throughout the Violence Threat Risk Assessment process will respect and balance each individuals' rights to privacy with the need to ensure the safety of all. The Intervention Plan will be developed and shared with parents/guardians/caregivers, staff, and students, as required.

DUTY TO REPORT? Often when we hear in the media about a violent incident, we learn that the Individual of Concern had made threats in advance of acting violently. To keep our communities safe, staff community members, students, and parents all need to act responsibly and report all threat-related behaviours and high-risk activities.

The VTRA Protocol reflects the thinking and work of J. Kevin Cameron, Executive Director of the Center for Trauma Informed Practices. See Community Violence Threat Risk Assessment Protocol at www.cdsbeo.on.ca.

Freedom of Information and Protection of Privacy Act

Over the course of the school year as part of its mandate to educate its students, the Catholic District School of Eastern Ontario, under the authority of the Education Act, (R.S.O. 1990 c.E.2) ss. 58.5, 265 and 266 as amended, will collect personal information about each student. The information collected may be written, oral or visual. This personal information will be used to register and place the student in a school or for a consistent purpose such as the allocation of staff and resources and to give information to employees to carry out their job duties. In addition, the information may be used to deal with matters of health and safety or discipline and may be required to be disclosed in compelling circumstances or for law enforcement matters or in accordance with any other Act. The information collected will be used in accordance with the Education Act, and the regulations issued under the Municipal Freedom of Information and Protection of Privacy Act governing the establishment, maintenance, use, retention, transfer, and disposal of pupil records, including the sharing of information with the Medical Officer of Health. To view our full Notice of Collection please visit: <https://www.cdsbeo.on.ca/notice-of-collection-use-and-disclosure/>

Parent and Staff Voice: Student Census/Climate Survey

Every two years, students in grades 4-12 will be provided with an opportunity to participate in the Student Census/Climate Survey. These surveys help our school board and schools better understand our students' school experience and perceived level of mental health and well-being. The Ministry of Education also requires school boards to collect demographic data from students, such as Indigenous identity, race, ethnic origin, religion, sexual identity, first language, etc. The Student Census/Climate Survey is completely confidential and anonymous.

Staff and parents are also invited, every two years, to participate in a Climate Survey designed for staff and parents, respectfully. Again, these surveys are completely anonymous and confidential. By collecting the valuable insights that staff and parents share, we can best ensure our schools remain safe learning environments where everyone feels a sense of belonging. Information from the surveys is used to empower school teams to create positive changes in their schools and classrooms. Should you have any questions regarding this survey, or would like more information, please contact your school's principal.

Personal Property & Personal Electronic Devices (PED's)

Parents are asked to see that their child's clothes, boots, running shoes, lunch bags etc. are marked with the child's name. Items that are found will be placed in the Lost and Found bin. Children and parents are encouraged to check the Lost and Found for misplaced items. We always have many items that are not claimed. Please note that at the end of each school term unclaimed items are sent to local charitable organizations.

Students are not permitted to use bikes, skateboards, scooters, or in-line skates on school property. Upon entering the school, the student is required to store these items in a place designated by school staff members.

Students are not permitted to trade items, borrow, or sell personal items to/from other students. If your child arrives home with an item that does not belong to them, please contact your child's teacher.

Personal Electronic Devices including cell phones, cameras, laptops, tablets, and other devices, allow users to access information anytime, anywhere, and to communicate spontaneously with anyone. The advantages of these technologies need to be supported with their responsible use.

As these technologies continue to expand, they bring new challenges in maintaining a safe, caring, and orderly learning environment. Unauthorized use of these devices in the classroom leads to distraction and disruption. To this end, students will be instructed to turn off electronic devices and store them in their book bag or area designated by the classroom teacher during the school day when not being used for educational purposes.

To support learning needs some students may be permitted to use these devices with the explicit permission of their classroom teacher.

Any student seen with a device that is visible, rings, vibrates or makes any other noise during the school day will be asked to hand in the personal electronic device to the main office or designated area. The device will be stored until the student and/or parent, or guardian is able to pick up the device depending on the circumstances. **CDSBEO will not assume responsibility for the loss, damage, recovery, replacement, or repair of any device including those confiscated.**

Student Responsible Use of Technology Code of Conduct: Elementary

Catholic Elementary School Student Responsible Use Agreement

Using your device is a privilege, and any privilege comes with responsibility. Here are the CDSBEO's expectations when you are using school devices or your own device while at school.

"Let your speech always be gracious, seasoned with salt, so that you may know how you ought to answer everyone." – Colossians 4:6

How should I use technology?

- I will use my device when a teacher asks me during class, during my own study time or during breaks.
- I will put my devices away when a teacher says it's time for a device break. I will tend my time spent online.
- If my teacher asks me not to have my device in my learning space, I will do what I am asked.
- I will ask for permission before downloading any new apps.
- I will take care of any school device I have access to. I may be responsible to pay to repair or replace devices I have damaged.

What should I do with technology?

- I will use my device to learn new things and to seek a greater perspective.
- I will check information to verify that it is true.
- I will give credit to the creators of content that is not mine.

How should I interact with other people?

- I will be a good cyber-friend, including being honest and kind online. I will value human dignity.
- I will let a teacher or parent know before contacting someone online I don't already know.
- I will not share personal information (like home address or birthdate) about myself or others online.
- I will give feedback and comments in ways that make others feel supported. I will bring curiosity into the conversation.
- I will use appropriate language and won't make others feel uncomfortable because of the things I say. I will distinguish between intention and impact.

What happens when something goes wrong?

- When I do something that is not in line with this agreement, I will talk to a teacher or trusted adult who will help me figure out how to make it right.
- I will immediately stop and tell a trusted adult if anything happens on the computer or online that does not seem right or makes me feel uncomfortable.

I understand that using any technology at school is a privilege I must earn. If I do not keep my part of this agreement, I understand that privileges may be removed for a time and that I may face additional consequences.

Student Responsible Use of Technology Code of Conduct: Secondary

Catholic Secondary School Student Responsible Use Agreement

Using your device is a privilege, and any privilege comes with responsibility. Here are the Catholic District School Board of Eastern Ontario expectations for using your personal devices at school or anytime you are using school-provided devices.

“Let your speech always be gracious, seasoned with salt, so that you may know how you ought to answer everyone.” – Colossians 4:6

Digital citizenship/discipleship

I am responsible for modeling positive digital citizenship. I will treat people with dignity and kindness when using technology and interacting online.

- I will be honest and ethical in all digital communications.
- I will be kind and avoid making threats or insulting, gossiping or teasing others with cruelty while I am online or using a computer. I will value human dignity.
- I will give credit to authors or sources when using information or ideas that are not my own. I know that failure to properly cite my sources of information is called plagiarism and is a form of academic dishonesty.
- I understand that things I post may be seen by others at school and at home, and that things that are posted on the internet can be seen by anyone in the world.
- I will not share personal information (either my own or another student's), including where I live, details about family or friends (including names), my age, birthday, home address or telephone number on the internet.
- I will consider whom I am communicating with and think about how they might interpret my words. I will distinguish between intention and impact.
- I will give constructive criticism and provide comments in ways that help others feel supported.
- I will use respectful and appropriate language without swearing, name-calling or causing others to feel uncomfortable due to their gender, race, appearance, behaviour or beliefs. I will bring curiosity into the conversation.
- I will fact-check information before I share it digitally.
- I will not impersonate others or try to trick people into thinking something I wrote was done by someone else.

Learning and curiosity

I understand that school technology and networks are primarily provided to help support my learning and curiosity.

- I will use technology to learn new things and to seek a greater perspective.
- I will use technology to complete school activities or assignments.
- I will use my device to check information to verify that it is accurate.
- I will give credit to the creators of any content I use that is not my own.

Personal responsibility and safety

I know that school computers and internet communication tools must be used properly and responsibly.

- If I find content that is not appropriate on the internet, I will notify a teacher or a trusted adult, especially if I reached the inappropriate material while completing an assignment.
- I will take care of the computer and all technology equipment at the school. I may be responsible to pay for the repair or replacement of equipment that was damaged while in my care.
- I will respect the district network security measures and only download apps or content I have permission to access.
- I will only log in to the computer or network with my own username and password.
- I acknowledge that personal technology can cause distractions that may interfere with my learning. I will respect the wishes of my teachers and school administration when I am asked to not have personal devices in my learning space.

I understand that using any school technology, networks or personal devices at school is a privilege I must earn through responsible use; but we all make mistakes. When I do something with my device that is not in line with this agreement, I will let a trusted adult know and ask them to help me make it right. If I cannot consistently keep my part of this agreement, I understand that privileges may be removed for a time and that I may face additional consequences.