

## SECONDARY STUDENT HANDBOOK

### School Year Calendar

<https://www3.dpcdsb.org/schools/school-year-calendar/school-year-calendar>

### Ontario Catholic School Graduate Expectations

<https://iceont.ca/ocsge/>

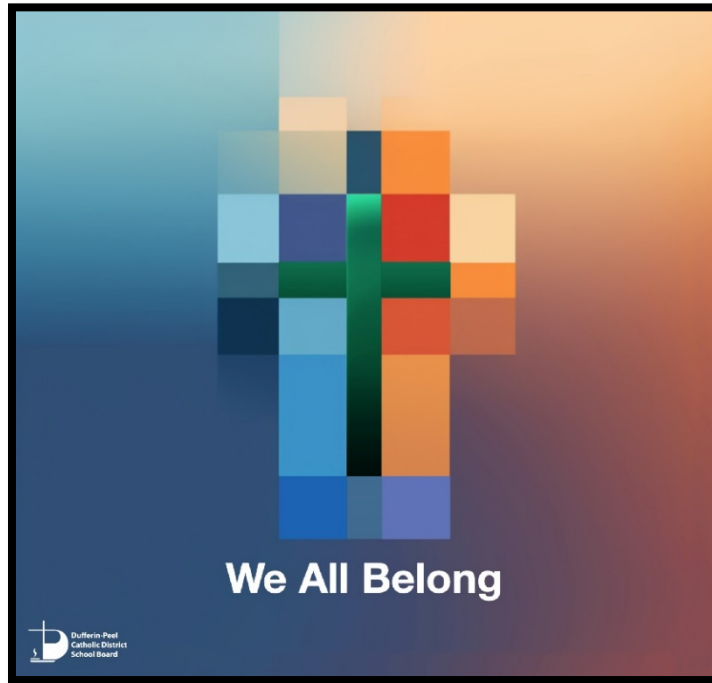
# #DigitalCitizenship

	<p><b>#DiscerningBeliever</b></p> <ul style="list-style-type: none"> <li>▫ I believe that God is always with me – even in my online activity</li> <li>▫ I witness online to my experience of God's love expressed to me in Jesus Christ</li> <li>▫ I rely on the Holy Spirit's guidance and conduct myself online as a Joyful Disciple</li> <li>▫ I believe in forgiveness and am forgiving and never vengeful online</li> </ul>
	<p><b>#EffectiveCommunicator</b></p> <ul style="list-style-type: none"> <li>▫ I communicate clearly, honestly and with sensitivity while online</li> <li>▫ I use my voice online to speak up for others and show I care about them</li> <li>▫ I choose words that are life-giving when commenting or posting online</li> <li>▫ I work to ensure that I can be proud of my online voice and digital reputation</li> </ul>
	<p><b>#ReflectiveCreativeHolisticThinker</b></p> <ul style="list-style-type: none"> <li>▫ I share my ideas in a respectful way</li> <li>▫ I approach conflict online with knowledge, understanding and prayer</li> <li>▫ I make wise choices and informed decisions when navigating online</li> <li>▫ I use the internet to advocate for kindness, humility, love and hope in the world</li> </ul>
	<p><b>#SelfDirectedResponsibleLifelongLearner</b></p> <ul style="list-style-type: none"> <li>▫ I set goals and continually work to improve myself as a digital citizen</li> <li>▫ I reflect on the digital footprint that my online activity creates</li> <li>▫ I exercise Christian leadership online to set a positive example for others</li> <li>▫ I maintain a healthy balance between my online and offline activities</li> </ul>
	<p><b>#CollaborativeContributor</b></p> <ul style="list-style-type: none"> <li>▫ I collaborate with others online</li> <li>▫ I value everyone's work and use other's digitized media ethically</li> <li>▫ I use my God-given gifts and talents when contributing online</li> <li>▫ I use the online forum to build on my strengths and for the benefit of others</li> </ul>
	<p><b>#CaringFamilyMember</b></p> <ul style="list-style-type: none"> <li>▫ I treat all people online with respect as we are all created in God's image</li> <li>▫ I represent myself well during my online interactions</li> <li>▫ I recognize how my online activities affect my family and my school community</li> <li>▫ I show care and respect for God's creation and everything in it</li> </ul>
	<p><b>#ResponsibleCitizen</b></p> <ul style="list-style-type: none"> <li>▫ I am a peacemaker in the digital world</li> <li>▫ I stand up for what is right even when it's not popular</li> <li>▫ I witness to the fact that all life is precious</li> <li>▫ I advocate for a just and compassionate society</li> </ul>

 Institute for  
Catholic Education

## **DPCDSB Multi-Year Strategic Plan**

<https://www3.dpcdsb.org/about-us/multi-year-strategic-plan/multi-year-strategic-plan>



## **Virtue of the Month**

<https://www3.dpcdsb.org/catholic-community/virtue-of-the-month/virtue-of-the-month>

September – Faith	February – Respect
October – Empathy	March – Kindness
November – Conscience	April – Love
December – Hope	May – Acceptance
January – Self-Control/Decision Making	June – Fairness

## **Catholic Education Week: May 4-9, 2025**

<https://www.ocsta.on.ca/resources/catholic-education-week-resources-2/>



## **Catholic Code of Conduct**

In light of its Mission Statement, the Dufferin-Peel Catholic District School Board (DPCDSB) is committed to the implementation in every school of the Catholic Code of Conduct that clearly reflects the need to provide a safe, caring, inclusive and healthy Catholic school community. All community members will work together to develop spiritually, intellectually, physically, socially, and emotionally by aspiring to the highest possible standards of Catholic behavior, in living out the gospel values, and by fostering a Catholic culture of respect, responsibility and concern for the common good.

## **Responsibilities of Students & Community**

<https://www3.dpcdsb.org/students/catholic-code-of-conduct/catholic-code-of-conduct>

## **Equity & Inclusive Education Policy**

“The Board and its staff are committed to the elimination of discrimination, as outlined in the Federal and Provincial legislation, in a manner which is consistent with the exercise of its denominational rights under section 93 of the Constitution Act, 1867 and, as recognized in section 19 of the Ontario Human Rights Code (“the Code”).

DPCDSB recognizes, and is committed to, the values of freedom of religion and freedom from discriminatory or harassing behavior, based on religion, through its human rights policy, equity and inclusive education policy, the safe schools policy and curriculum documents. All of these will be informed by, and interpreted in accordance with, the principles of the Code.

This Procedure reflects the Board’s fidelity to Canadian law protecting freedom of religion in accordance with the Catholic Church’s teachings.” (GAP 327.00, 2013)

Students requesting accommodations must present a written notice to the principal from their parents/guardians specifying their accommodation needs relating to religious observances, including holy days on which they will be absent from school. This notice should be made in advance (where possible, at the beginning of each school year) to ensure that scheduling of major evaluations, such as tests, assignments, or examinations, takes the religious observances into consideration. A Religious Accommodation Letter can be obtained from the school or at [www.dpcdsb.org](http://www.dpcdsb.org).

## **Smoking / Vaping**

The Smoke-Free Ontario Act, 2017 S.O. 2017, c. 26, Sched. 3 (the “Smoke-Free Ontario Act”) prohibits smoking (tobacco and cannabis) and the use of electronic cigarettes (vaping) at schools, on school grounds, and all public areas within 20 meters of these grounds. Pursuant to the Smoke-Free Ontario Act, anyone smoking or vaping on school property is guilty of an offence and if convicted may result in a fine. (Smoke-Free Ontario Act, 2017 Ontario Regulation 269/18 Policy/Program Memorandum 128: The Provincial Code of Conduct and School Board Codes of Conduct)

## **Bullying Prevention**

DPCDSB prohibits bullying in all its forms, as a serious offence against the dignity of persons created in God’s image, and as an affront to the integrity of Catholic learning communities. Bullying will not be permitted on school property either in classrooms or common areas, at school-related activities, on school buses, via social media, or in any other circumstances (including cyber-bullying) where engaging in behavior will have a negative impact on the Catholic school climate or disrupt the learning environment. DPCDSB considers homophobia, gender based violence, and harassment on the basis of gender, gender identity, gender expression, sexual orientation, race, colour, ethnicity, culture, citizenship, ancestry, origin, religion, creed, family status, socio-economic status, disability and/or any other immutable characteristic or ground protected by the Human Rights Code, as well as inappropriate sexual behavior unacceptable and supports the use of positive practices to prevent such behavior and authorizes principals, or their delegates, to impose consequences in appropriate circumstances, up to and including a referral to the DPCDSB Discipline Committee for expulsion from all schools.

Ontario Ministry of Education’s definition of Bullying: <http://www.edu.gov.on.ca/extra/eng/ppm/144.pdf>

## **Bullying**

“Bullying” means aggressive and typically repeated behavior by a pupil where:

1. The behavior is intended by the pupil to have the effect of, or the pupil ought to know that the behavior would be likely to have the effect of,
  - a) Causing harm, fear, or distress to another individual, including physical, psychological, social, or academic harm, harm to the individual’s reputation or harm to the individual’s property, or
  - b) Creating a negative environment at a school for another individual, and
2. The behavior occurs in a context where there is a real or perceived power imbalance between the pupil and the individual based on factors such as: size, strength, age, intelligence, peer group power, economic status, social status, religion, ethnic origin, sexual orientation, family circumstances, gender, gender identity, gender expression, race, disability, or the receipt of special education supports or services.

For the purposes of the definition of “bullying” above, behavior includes the use of any physical, verbal, digital, written, or other means.

## **Cyber-Bullying**

For the purposes of the definition of “bullying” above, bullying includes bullying by electronic means (commonly known as cyber-bullying), including,

1. Creating a web page or blog in which the creator assumes the identity of another person;
2. Impersonating another person as the author of content or messages posted on the internet; and
3. Communicating material electronically to more than one individual or posting material on a website that may be accessed by one or more individuals.

## **Bullying**

In the case of bullying, principals must suspend a student for bullying and consider referring that student for expulsion if:

1. The student has previously been suspended for bullying, and  
The student’s continuing presence in the school creates, in the principal’s opinion, an unacceptable risk to the safety of another person.

## **Suspensions**

### **Progressive Discipline**

DPCDSB supports the comprehensive and consistent use of a progressive discipline approach, and shall reflect the model of Christian discipleship, in its implementation of the Catholic Code of Conduct.

Progressive Discipline in DPCDSB is administered with a commitment to a model of Christ-centred discipleship and rooted in an effective management of student behaviours predicated on the belief that “fairness is not sameness”, and that all consequences for inappropriate behaviours must be discretionary – including decisions around suspensions and expulsions. To ensure that schools do not employ a “one-size fits all” approach to disciplinary practice, consideration of mitigating factors will be used system-wide in the assessment, investigation, and follow-up of inappropriate student behaviours. In this way, personalized solutions will be reflectively undertaken with consideration for the unique individuals and circumstances involved.

### **Suspensions – Education Act, Section 306 (1)**

A principal may consider whether to suspend a pupil if they believe that the pupil has engaged in any of the following activities while at school, at a school-related activity in other circumstances (including off-school property) where engaging in the activity will have an impact on the school climate:

1. Uttering a threat to inflict serious bodily harm on another person;
2. Possessing alcohol, illegal drugs or, unless the pupil is a medical cannabis user, cannabis;
3. Being under the influence alcohol or, unless the pupil is a medical cannabis user, cannabis;
4. Swearing at a teacher or at another person in a position of authority;
5. 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;
6. Bullying;
7. Code of conduct, DPCDSB, and school policy;
8. Being under the influence of illegal or restricted drugs;
9. Habitual neglect of duty, DPCDSB and school policy;

10. Opposition to authority, DPCDSB and school policy;
11. Profanity/swearing, DPCDSB and school policy;
12. Possessing restricted drugs;
13. Fighting/violence, DPCDSB and school policy.

A pupil may be suspended only once for an infraction, in any one incident, and may be suspended for a minimum of one (1) school day and a maximum of twenty (20) school days.

### **Expulsions – Education Act, Section 310 (1)**

A principal shall suspend and may consider recommending an expulsion of a pupil if they believe that the pupil has engaged in any of the following activities while at school, at a school-related activity or in other circumstances (including off-school property) where engaging in the activity will have an impact on the school climate.

1. Possessing a weapon, including possessing a firearm;
2. Using a weapon to cause or to threaten bodily harm to another person;
3. Committing physical assault on another person that causes bodily harm requiring treatment by a medical practitioner;
4. Committing sexual assault;
5. Trafficking in weapons or in illegal drugs;
6. Committing robbery;
7. Giving alcohol or cannabis to a minor;
8. Bullying if;
  1. The pupil has previously been suspended for engaging in bullying, and
  2. The pupil's continuing presence in the school creates an unacceptable risk to the safety of another person;
9. Any activity listed in subsection 306 (1) 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;
10. Any act considered by the principal to be a serious violation of DPCDSB or School Code of Conduct;
11. Activities engaged in by the pupil on or off school property that have caused extensive damage to DPCDSB property or to goods that are/were on DPCDSB property;
12. Trafficking in weapons, illegal and/or restricted drugs

### **Violence Threat Risk Assessment Protocol**

All members of the DPCDSB community have the right to learn and work in a safe, caring, and inclusive community under positive Catholic learning conditions. All staff and community partners work collaboratively to ensure the safety and well-being of students, staff, and communities and to preserve the dignity of all staff and students. Under certain conditions, students may need to undergo a "Violence Threat Risk Assessment" when their behaviours confidently suggest they may be at risk of harming themselves or others.

Threat assessment is the process of determining if a threat-maker (someone who utters, writes, emails, and/or gestures a threat to harm a target or targets) poses a risk to the target or targets they have threatened.

In DPCDSB, all threat-making behaviours are reported to administration. Administration in consultation with their team will then discern whether to activate this protocol. Information is obtained from multiple sources to develop an intervention plan to reduce the risk of violence. Catholic communities within Dufferin-Peel allow for students to grow, learn, reflect, and work towards reconciliation with the appropriate supports.

### **Fees For Learning Materials and Activities**

Students in the Dufferin-Peel CDSB can expect to be provided with the basic classroom learning resources and materials needed to complete grade and course expectations during the regular day school programs.

Students are to come to school ready and willing to participate actively in their own learning. To that end, students are expected to bring materials with them for their own personal notetaking (e.g. pencils, pens, paper, and binders).

There will be no fees charged to students to participate in the regular day school program. However, as per the Ministry of Education Guidelines and DPCDSB Policy 20.00: fees may be charged where enhancements and upgraded or supplementary learning

materials or activities are offered beyond the core curriculum; or, where optional programming is available beyond the regular course programs (e.g., International Baccalaureate, or non-foundational courses offered in Visual Performing Arts, Health and Physical Education, or Technological Studies). The purchase of enhanced or supplementary materials or participation in optional programs is voluntary.

Students involved in extra-curricular teams, groups and/or clubs will be made aware of any additional contributions required in the way of time, money, or materials prior to making a commitment to participate.

## **Ethical and Responsible Use of Technology**

All students shall adhere to DPCDSB policies and guidelines ensuring ethical and responsible use of technology.

### **Personal Electronic Devices Policy**

In accordance with DPCDSB's obligations under the Education Act and PPM 128, DPCDSB ensures that all members of the school community shall refrain from using personal electronic devices during instructional time except under the following circumstances:

- for educational purposes, as directed by an educator;
- for health and medical purposes;
- to support special education needs.

### **Technology and Digital Citizenship**

*"...to witness consistently, in one's own digital profile and in the way one communicates, choices, preferences and judgments that are fully consistent with the Gospel..."*

DPCDSB is committed to a responsible approach to addressing the technology needs of our learners in a faith-filled global context. DPCDSB incorporates next generation learning technology, including internet access, use of personal electronic devices at school, Microsoft Office 365 Education, Google for Education, Brightspace by D2L (Desire2Learn), and other programs/apps [educational technologies] as approved by DPCDSB and/or Ministry of Education for educational use. Students use DPCDSB-assigned email addresses and cloud storage spaces to support ongoing access to their digital learning spaces and collaboration with students across DPCDSB.

Supporting and programming realized through the Catholic Board Improvement Learning Cycle, ensures that each child is firmly rooted on their journey to achieving the Ontario Catholic School Graduate Expectations within our vision of global competencies.

Learners will need to become critical consumers of information, effective problem solvers, capable decisions makers and innovative communicators. Hence, learners must be able to attain the ability to think critically through the exploration of ideas and concepts, encouraging inquiry, imagination, discovery, and creativity through the connection of learners to information, to each other, and to the communities around the world through the digital environment.

### **Expectations for Appropriate Use of Educational Technology for DPCDSB Students**

DPCDSB policy supports the use of technology for educational purposes and DPCDSB believes this to be an integral part of the school curriculum. When using technology at school, students shall abide by the school's Catholic Code of Conduct and DPCDSB policy and procedures and must follow the rules set out below. Technology includes hardware (PEDs or provided by DPCDSB) and digital tools (i.e., email/extensions/apps). Please refer any questions or concerns to your School Administrator.

## **Expectations for Appropriate Use of Educational Technology for Students in DPCDSB**

1. Students are responsible for their actions while using the technology and will be responsible digital citizens by adhering to guidelines regarding content, security, safety, and ethical use. This means that students must not seek or send images, sounds, or messages which might be considered inappropriate, obscene, abusive, offensive, harassing, illegal, or counsel to illegal activities. A student who receives or encounters any such material, which makes him/her feel uncomfortable, should report it to his/her teacher immediately. Students shall not share passwords or personal information of others, nor shall they attempt to learn or use logins and passwords of others.
2. Students will accurately represent themselves while online and ensure their online interactions are reflective of our Gospel values and virtues.
3. Students in Grades 7-12 shall keep their PEDs stored out of view and powered off or set to silent mode during instructional time, except when their use is explicitly permitted by the educator under the circumstances outlined in 1.4.
4. Students in Grades 6 and younger shall keep their PEDs stored out of view and powered off or set to silent mode throughout the full instructional day, except when their use is explicitly permitted by the educator under the circumstances outlined in 1.4.
5. The student is responsible for their personal mobile device, how they use it, and the consequences of not following DPCDSB's policy and procedures regarding PEDs.
6. The student is responsible for determining the copyright status of any program(s) or data used, and for respecting intellectual property rights and the laws which govern them.
7. Use of technology in common areas shall be as designated by the principal in accordance with the expectations of appropriate use.
8. The decision to bring a PED to school for educational use rests with the student and their parent/guardian. They assume responsibility for the safety and security of that PED and the school assumes no responsibility for lost, damaged or stolen devices.
9. Technology (PEDs) may be used during instructional time and in instructional space only with the expressed permission of the classroom teacher and/or staff and only in a manner that supports teaching and learning and digital citizenship.
10. Students should not expect that they will be able to charge their device at school.
11. Students shall not photograph or record others at school unless authorized to do so by the teacher for instructional purposes and with appropriate consent. Students shall only use photographs and recordings taken at school as authorized by the teacher.
12. Students must abide by all federal, provincial, and local laws. Failure to abide by the laws of Ontario and Canada may involve the police.

## **Notification of the Collection, Use and Disclosure of Student Personal Information**

Schools will distribute a form entitled *GF068- Student Annual Consent and Notification Form*. Be sure to read it! (Available at any time from your school Administrator.)

The DPCDSB wants to help you understand how we use personal information we collect about your child.

**The Education Act** requires that DPCDSB promote student achievement and well-being and deliver effective and appropriate educational programs for students. Schools collect and use student personal information to fulfill their legislated duties.

The school principal is required to establish and maintain an Ontario Student Record (OSR) for each student attending school in accordance with the Ontario Student Records Guideline and Board Policy. The OSR is a cumulative record of the student's progress used by staff to support student achievement and well-being that follows the student through Ontario elementary and secondary schools.

**The Municipal Freedom of Information and Protection of Privacy Act** sets guidelines for schools/boards to follow when collecting, using and/or disclosing students' personal information. Under this law, personal information refers to recorded information about an identifiable individual and may be used or disclosed:

- for the purpose for which it was obtained or a purpose consistent with the reason collected.
- to board officers or employees who need access to the information in the performance of their duties, if necessary and required for the discharge of the board's duties.
- to comply with laws, a court order or subpoena to aid in a law enforcement by a law enforcement agency; or
- to report to the Children's Aid Society regarding child protection matters in compelling circumstances affecting health or safety of staff or students in accordance with the law.

### **Examples of Routine Uses of Student Personal Information**

We will inform you at time of collection how the personal information we collect will be used. In addition, we draw your attention to the following routine uses of student personal information. Please contact the school principal to discuss any concerns you may have with how these practices affect your child. The following uses will apply unless a concern or objection is filed with the principal and an alternative resolution can be found.

#### **Student Instruction, Achievement and Well-Being**

- Student personal information, including OSR information, will be used by school and DPCDSB staff for the purpose of meeting student's needs, promoting student achievement and well-being and to support the transition of students between schools and programs (elementary to secondary school, French Immersion programs, etc.). Staff may include teachers of the student, guidance counsellors, student success teachers, educational resource workers, special education teachers and administrators.
- Information about the student's progress at secondary school may be shared with their former elementary school to support the continuous improvement of the elementary school program to benefit all students.
- Students may be photographed or recorded as part of teaching and learning to support student achievement and assessment.
- Student work, including student name, may be displayed throughout the school and in school and DPCDSB newsletters. It may also be displayed at community events such as science fairs, colouring/writing/poster contests, or similar events outside the school.
- Contact information, marks and transcripts are shared with Ontario colleges and universities to support post-secondary applications.
- Referrals to personal health services such as psychological assessments, speech and language assessments, social work and child and youth service require the consent of the parent/guardian/adult student. On referral, you will be advised how personal health information is collected and used.
- Visitors to schools/classrooms such as volunteers, third-party service providers, or government and community agency staff, may on occasion visit schools/classrooms under the approval and direction of the school principal and/or family of schools superintendent. Any information they receive as a result of this visit is subject to confidentiality in accordance with DPCDSB policy and procedure.
- Ancestry information of self-identified First Nation, Métis, and Inuit students, will be used to allocate resources, improve student learning and student success, and reported to the Ministry of Education and the Education Quality Accountability Office (EQAO).
- Information may be shared with Police Services and School Resource Officers to investigate school incidents that involve possible criminal offences as outlined in the DPCDSB Police School Protocol or to comply with police investigations in accordance with the Law. Information may include statements relating to the matter under investigation.

#### **Health and Safety/Transportation**

- Student medical health information provided by parents/guardians or adult students will be used to address the student's medical needs at school and during school activities.
- Personal information is shared with the Regional Public Health Units in accordance with the Education Act the Immunization of School Pupils Act. Communicable diseases shall be reported in accordance with the Health Promotion and Protection Act and the Education Act.
- Surveillance equipment may be used on school property to enhance the safety of students and staff, to protect property against theft or vandalism and to aid in the identification of intruders or persons who endanger the health, well-being, or safety of school community members.
- Student accidents will be reported to DPCDSB's insurer. Reports include the name of the injured student(s) and details about the incident, as well as the name and contact information of witnesses to the accident.

#### **School Events and Activities**

- We understand that parents, family members or friends may want to photograph or record school events or activities where the public is invited. Visitors are asked to follow the direction of the principal at these events as in some cases, photos or recordings may not be allowed. Where photography or recording is permitted, visitors should always try to capture photos/videos of only their own child. Where photos/videos include other students or staff, please respect the digital footprint and privacy rights of others, by not sharing them with the media or on the internet/social media.



- Personal information including student name, number and date of birth are shared with the Board's online payment system provider so parents may remit student activity and other fees online.
- Personal information such as student name, date of birth, year of entry into grade 9 and credits achieved, shall be shared with Board-approved Governing Athletic Associations for the purpose of determining eligibility requirements to participate in inter-school competitive programs.
- In accordance with the Board *Sportsmanship and Ethical Conduct Guideline*, personal information shall be shared with Board-approved Governing Athletic Associations and Community Agencies for the purpose of investigating non-compliance and inappropriate behavior while attending or participating in sporting activities, including during travel, at accommodations and at any location students attend as part of the school-sponsored activity, may be subject to penalties and sanctions imposed by the Boards of Reference which may include, but are not limited to: suspensions from play, notification to appropriate sport governing bodies, restitution, letter of apology, stripping of awards.
- Student names and/or photographs may be printed in school yearbooks, school programs or brochures (i.e., graduation programs, celebration of sacraments, school plays and musical productions), on student awards, honour roll, class assignment lists and posted throughout the school.
- School newsletters report on school events and activities. They may include limited student personal information such as student name and student photos. Consent is sought to share personal information and/or photos on the internet or on social media.
- On occasion, the media may be invited to schools and board sites to report on school/board events or activities. Students may be photographed/recorded as part of a group, but only those students with appropriate consents will be interviewed and identified.
- Contracted photographers will take individual and class photos of students. These photos will be used for administrative and archival purposes, on student cards, in school yearbooks and will be offered to parents for purchase.
- Birthdays may be celebrated at school. Class lists with student first names and last initial may be distributed for the purpose of addressing greeting cards or invitations in connection with holidays, birthday parties, etc.
- Authorized volunteers or school council members may contact parents on behalf of the school regarding school-related activities which benefit the student and the school community or for the safe arrival/attendance verification program.

#### **Community or Public Events**

- Extra-curricular activities that take place in or outside of school and are open to participating schools or community members may be covered by media and others. In some cases, media may want to feature and/ or interview students. If you do not want your child to participate in media reports/interviews, please advise the coach and/or indicate your wishes to your child.
- Please note, when events take place in public areas, it may be difficult for the school to prevent the media or others from recording or photographing students. If you have concerns about your child's participation in such forums, please speak to the school principal.

#### **Consent for Other Purposes**

In accordance with MFIPPA and the Education Act, releasing personal information for any other purpose requires the informed consent of:

- the parent/guardian for children under 16 years of age.
- the parent/guardian and the student where the student is 16 and 17.
- the student where the student is over 18 or is 16 or 17 years of age and has withdrawn from parental control.

Parents/legal guardians will receive a Consent Form from their school so they may indicate their wishes regarding the use and disclosure of use and disclosure of student work, pictures, and recordings on the internet/social media; to media and within the school community; and other permissions as appropriate. Please complete the form and return it to the school as soon as possible.

### **Sportsmanship And Ethical Conduct**

The DPCDSB is committed to establishing sportsmanship and developing healthy environments for competition. We believe that the role of Catholic Education in sport is to create a sports environment that is consistent with the expectations and virtues of our Catholic system and teaches all involved in sports programs to conduct themselves with sportsmanship and respect for all. The DPCDSB Sportsmanship and Ethical Conduct Guideline outlines the various expectations for all groups and individuals associated or participating in sports programs.

DPCDSB student-athletes must behave as ambassadors of their Catholic schools and athletes must honour the responsibilities that accompany the privilege of representing our schools by behaving with dignity and respect at all times, regardless of the behavior of others. Students are accountable for their actions in accordance with the Catholic Code of Conduct and the Principles of Progressive Discipline.

Parents attending games are reminded that all competitions are to be viewed in the context of a Catholic School learning environment for all students. Parents and family members attending competition are expected to act in an appropriate manner and respect all coaches, managers, teachers, officials, and students.

Further, students must also meet and comply with requirements and rules and policies established by the DPCDSB-approved governing sports associations including:

- the Region of Peel Secondary School Association (ROPSSA).
- the Ontario Federation of Secondary Sport (OFSSA).
- community leagues subject to joint agreements with the DPCSB.
- and /or tournament sponsors/organizers.

Students that fail to comply with rules and appropriate behavior while attending or participating in sporting activities, including off time, may be subject to penalties and sanctions imposed by the Boards of Reference which may include, but are not limited to: suspensions from play, notification to appropriate sport governing bodies, restitution, letter of apology, stripping of awards. The DPCDSB will cooperate with these groups to ensure adherence to league guidelines, investigate possible inappropriate behavior and enforce sanctions imposed.

## **Assessment and Evaluation Policy**

*“Lord, You guide me with Your counsel.” ~ Psalm 74:24*

The primary purpose of assessment and evaluation is to improve student learning. In a Catholic context, this means that our practices recognize and affirm the dignity of all learners, encouraging and supporting them to reach their potential in order to optimize their well-being, learning, and achievement.

The Dufferin-Peel Assessment and Evaluation Policy aligns with the Ontario Ministry of Education document *Growing Success 2010, First Edition*. This policy applies to face-to-face classroom instruction, eLearning, and blended learning.

Knowledge & Understanding	<ul style="list-style-type: none"> <li>• subject-specific content acquired in each course (knowledge) and the comprehension of its meaning and significance (understanding)</li> </ul>
Thinking	<ul style="list-style-type: none"> <li>• the use of critical and creative thinking skills and/or processes, as follows: planning skills, processing skills, and critical/creative thinking processes</li> </ul>
Communication	<ul style="list-style-type: none"> <li>• the conveying of meaning through various forms</li> </ul>
Application	<ul style="list-style-type: none"> <li>• the use of knowledge and skills to make connections within and between various contexts</li> </ul>

### **Learning Skills and Work Habits**

The six learning skills – Responsibility, Organization, Independent Work, Collaboration, Initiative, and Self-regulation – are not included when determining a student’s grade, unless cited as a specific expectation of the Ontario curriculum. These skills are evaluated separately on the provincial report card using a four-point scale:

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

### **Student Absences: 30% Final**

It is expected that students be present to complete all components of the final 30%. These final evaluations are designed to enable students to consolidate their learning and skills from the course and demonstrate achievement of the overall expectations. These

evaluations will occur at or near the end of the course during the regular school day and/or during the formal exam period. **There will be no exemptions from final 30% evaluations.** Any urgent matter should be referred to administration.

Depending on the grade, level, and nature of the course, the final 30% may include:

- an exam worth the full 30% **or**
- an exam and a culminating performance task worth 30% **or**
- a culminating performance task worth the full 30%.

### **Student Absences during the Culminating Performance Task (CPT)**

A **Culminating Performance Task (CPT)** is a consolidation and demonstration of student learning. The CPT is a scheduled course requirement and students have practiced and prepared for it throughout the term. The CPT is completed during class time and under the supervision of the teacher, although minor aspects of the task may be completed outside of class time (e.g., rehearsing lines, practicing an instrument, locating materials, gathering research/data).

The potential academic consequence for missing part or all of this final evaluation is a mark deduction or a zero.

### **Student Absences during the Formal Exam Period**

A student who is absent from a scheduled exam due to **illness** will provide a medical note to verify that absence; otherwise, a mark of zero will be assigned.

If it has been determined that a student's absence is as a result of a **skip/truancy**, a mark of zero will be assigned.

**Note:** Formal exam days are published well in advance and permission to write final exams outside of the designated dates/schedule will not be granted. In the event of school closure and/or bus cancellations due to weather conditions, the exams normally scheduled for that exam day are to be rescheduled for the identified snow day.

**Note:** Special circumstances may result in exceptions to this evaluation policy. Such cases will be referred to the administration for consideration.

### **Homework Policy**

The K-12 Homework Policy & Procedures may be viewed at: <https://www3.dpcdsb.org/parents/help-your-child-learn/homework-policy> It is available in PDF format in 13 languages.

### **Scent Sensitivity Awareness**

DPCDSB has a Scent Sensitivity Awareness Campaign called *We Share the Air*. If you are sensitive to the scents within the school environment, you are not alone. Do not suffer in silence – tell someone, a friend, teacher, your principal. For more information about scent sensitivity, visit [www.dpcdsb.org](http://www.dpcdsb.org) and click on ACCESS DPCDSB.