

2023-2024 School Year Calendar

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

Ontario Catholic School Graduate Expectations

<https://iceont.ca/resources/ontario-catholic-school-graduate-expectations/>



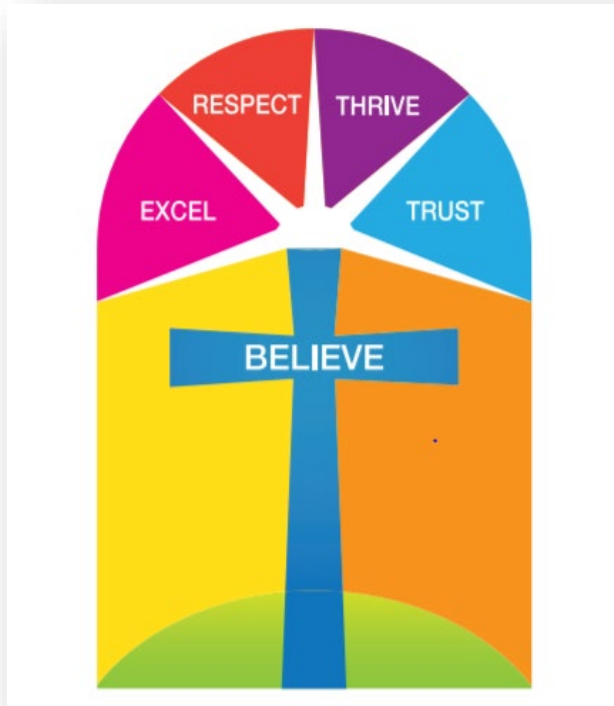
#DigitalCitizenship

- #DiscerningBeliever**
 - ☐ I believe that God is always with me – even in my online activity
 - ☐ I witness online to my experience of God's love expressed to me in Jesus Christ
 - ☐ I rely on the Holy Spirit's guidance and conduct myself online as a Joyful Disciple
 - ☐ I believe in forgiveness and am forgiving and never vengeful online
- #EffectiveCommunicator**
 - ☐ I communicate clearly, honestly and with sensitivity while online
 - ☐ I use my voice online to speak up for others and show I care about them
 - ☐ I choose words that are life-giving when commenting or posting online
 - ☐ I work to ensure that I can be proud of my online voice and digital reputation
- #ReflectiveCreativeHolisticThinker**
 - ☐ I share my ideas in a respectful way
 - ☐ I approach conflict online with knowledge, understanding and prayer
 - ☐ I make wise choices and informed decisions when navigating online
 - ☐ I use the internet to advocate for kindness, humility, love and hope in the world
- #SelfDirectedResponsibleLifelongLearner**
 - ☐ I set goals and continually work to improve myself as a digital citizen
 - ☐ I reflect on the digital footprint that my online activity creates
 - ☐ I exercise Christian leadership online to set a positive example for others
 - ☐ I maintain a healthy balance between my online and offline activities
- #CollaborativeContributor**
 - ☐ I collaborate with others online
 - ☐ I value everyone's work and use other's digitized media ethically
 - ☐ I use my God-given gifts and talents when contributing online
 - ☐ I use the online forum to build on my strengths and for the benefit of others
- #CaringFamilyMember**
 - ☐ I treat all people online with respect as we are all created in God's image
 - ☐ I represent myself well during my online interactions
 - ☐ I recognize how my online activities affect my family and my school community
 - ☐ I show care and respect for God's creation and everything in it
- #ResponsibleCitizen**
 - ☐ I am a peacemaker in the digital world
 - ☐ I stand up for what is right even when it's not popular
 - ☐ I witness to the fact that all life is precious
 - ☐ I advocate for a just and compassionate society

Institute for Catholic Education

DPCDSB Multi-Year Strategic Plan

Core Values



Virtue of the Month

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

September – Faith

October – Empathy

November – Conscience

December – Hope

January – Self-Control/Decision Making

February – Respect

March – Kindness

April – Love

May – Acceptance

June – Fairness

Catholic Education Week: May 5-10, 2024



<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

Students will exercise self-discipline in their respect for self, staff, fellow students, school property and the property of others. They will take full responsibility for their own actions and strive to live up to the expectations of the Catholic Code of Conduct and all other DPCDSB/school/class expectations, policies and procedures. They will work towards achieving a virtuous lifestyle, high standards of personal conduct and academic performance, active participation in leadership and service initiatives, concern for the environment, and compassion for those in need.

Students fulfill these responsibilities by:

- ✓ Coming to school prepared, on time, ready to learn, and properly attired;
- ✓ Striving for excellence in personal conduct and academic performance;
- ✓ Cultivating opportunities to develop talents and strengthen personal leadership skills;
- ✓ Demonstrating courteous behavior to fellow pupils and staff;
- ✓ Contributing to an inclusive school culture by advocating that no student be excluded;
- ✓ Defending the rights of fellow students by reporting and/or safely intervening when the rights of others are threatened or violated;
- ✓ Cultivating a virtuous life through commitment to gospel values and service to others;
- ✓ Participating respectfully in the faith life and liturgical practices of the school community (sacraments, retreats, religion courses etc.);
- ✓ Participating in school programs related to wise stewardship of resources, human and other;
- ✓ Accepting school discipline as a tool for personal growth, and as an extension of the responsibilities that would be exercised by a kind, firm and judicious parent;
- ✓ Refraining from bringing anything to school that may compromise the safety of others;
- ✓ Acknowledging that school safety is a shared responsibility that depends on student commitment and involvement.

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

Communicating material electronically to more than one individual or posting material on a website that may be accessed by one or more individuals.

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.

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
2. The student’s continuing presence in the school creates, in the principal’s opinion, an unacceptable risk to the safety of another person.

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

Regulation 440/20:

- (1) A pupil in junior kindergarten, kindergarten or grade 1, 2 or 3 **shall not be** suspended under section 306 of the Act for engaging in an activity described in subsection 306 (1) of the Act.

*Regulation Explained: Students in grades K-3 now **CANNOT** be suspended for offences listed under Section 306 of the Education Act (the lesser offences). BUT:*

- The offence will still be **reported** to the Principal
- The Principal will determine and put in place **appropriate alternatives to discipline**.

- (2) A pupil in junior kindergarten, kindergarten or grade 1, 2 or 3 shall not be suspended under section 310 of the Act for engaging in an activity described in subsection 310 (1) of the Act unless the principal has conducted an investigation respecting the allegations.

Regulation Explained: Students in grades K-3 can be suspended for offences listed under Section 310 of the Education Act only following an initial INVESTIGATION and the Principal has determined that a S.310 suspension is warranted.

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

Personal Electronic Devices

DPCDSB acknowledges that value of the use of technology to support learning. DPCDSB's policy indicates that students will be permitted to register and use personal electronic devices (PEDs) on DPCDSB premises and/or at sanctioned events for educational purposes, under the direction of staff and per the Personal Electronic Device Used with Wi-Fi Network Student Agreement, which includes parental permission as appropriate. The use of personal electronic devices during school-sanctioned activities for designated purposes outside of instructional spaces and/or in common areas may be authorized by the school principal (or designate).

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.

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| <ul style="list-style-type: none"> ✓ Create a sense of well-being, self-confidence, achievement and positive identity; ✓ Teach competitive skills and learning stances for global competencies (i.e., critical thinking, communication, collaboration, creativity, and innovation); ✓ Acknowledge and respond to diverse learning needs; | <ul style="list-style-type: none"> ✓ Stimulate interest, motivation, and engagement through authentic, relevant, and experiential learning; ✓ Enhance equity and provide barrier-free opportunity and access to learning; ✓ Facilitate collaboration and inquiry on a local and global scale, linking the classroom environment and the world beyond; |
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- ✓ Amplify student voice and choice and promote student-centered learning; and
- ✓ Nurture responsible digital citizens, consistent with our

Gospel values, who act morally and legally, with compassion, to support the human dignity of all.

We respect the dignity and value of each person, consistent with our Faith tradition, and celebrate our increasingly diverse, global, and digital school cultures. A responsible digital citizen acts morally, legally, and responsibly; supports and promotes diversity, equity, justice, peace, and compassion in their daily encounters within the digital environment; and makes positive contributions to their community through the exercise of rights and responsibilities, while ensuring the human dignity of all.

Students shall use technology in accordance with the expectations of behavior outlined in the Catholic Code of Conduct, and other DPCDSB policies and procedures. Under the direction of staff, students will be permitted to bring their own devices and to use such devices in a responsible and ethical manner for educational purposes.

Responsibilities When Using Technology

Students shall:

- ✓ Demonstrate responsible digital citizenship through the appropriate use of technology, as outlined in the Catholic Code of Conduct and other DPCDSB policies and procedures;
- ✓ Report inappropriate use of email, social media, data or technology to a teacher or administrator immediately;
- ✓ Practice self-regulation and are accountable for their behavior and actions, and are mindful of the well-being of others, reporting instances of inappropriate or concerning online activity (i.e., bullying, hate-speech, depression, self-harm);
- ✓ Accurately represent themselves while online and ensure that their online interactions are reflective of Gospel values and virtues;
- ✓ Care for, maintain and secure their personal devices at all times and recognize that DPCDSB is not responsible for the replacement of lost, stolen, or damaged items;
- ✓ Take the necessary steps so that their personal device is connected to DPCDSB's wireless network, as DPCDSB will not be responsible of any cost incurred through the use of personal data plans;
- ✓ Use personal electronic devices for curriculum-related/educational/instructional purposes only and under the direction of staff;
- ✓ Ensure their personal electronic device is fully charged upon arrival to school and should not assume access to electrical outlets for charging;
- ✓ Ensure any personal communications (i.e., phone calls, text messages, etc.) will continue to be directed through the main office
- ✓ Not expect privacy with respect to the use of technology while on DPCDSB property or during school related activities

Parents shall:

- ✓ Ensure any communication with their child (i.e., personal phone call, text messages etc.) continues to be directed through the main office in order to avoid distractions within the learning environments; and
- ✓ Review, discuss and encourage responsible use of technology at all times in the school 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

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. The student will not assist in breaking these rules or be a party to others breaking these rules.

4. 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.
5. Students must abide by all federal, provincial, and local laws. Failure to abide by the laws of Ontario and Canada may involve the police.
6. Upon reasonable grounds the staff reserves the right to review, edit or remove any material viewed, shared, created, or saved on DPCDSB technology or to review, edit or request removal of any material created at school and stored on PEDs.
7. The student must not intentionally seek information, browse, obtain copies, modify files, or passwords belonging to others, whether at the school or elsewhere, unless specifically authorized to do so by those individuals.
8. The student must not try to obtain system privileges to which he/she is not entitled.
9. The student must not exploit any gaps in security and, must report these gaps immediately to his/her teacher. They will not use educational technology in a manner that will harm DPCDSB's technology or another person's work.
10. Use of technology in common areas shall be as designated by the principal in accordance with the expectations of appropriate use.
11. 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.
12. 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.
13. Students should not expect that they will be able to charge their device at school.
14. 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.
15. Failure to comply with these expectations may result in loss of education technology privileges, confiscation of the PEDs, discipline and/or any other consequences deemed necessary by school administration.
16. DPCDSB/School reserves the right to update these expectations as required. Changes shall be communicated to the school community.

Routine Collection, Use and Disclosure of Student Personal Information

Schools will distribute a form entitled *GF067- Notification of the Routine Collection, Use and Disclosure of Student Personal Information*. Be sure to read it! (Available at any time from your school Administrator.)

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 and click on ACCESS DPCDSB.

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.

Definition of Homework

The policy and procedures define homework as a *learning experience assigned by a teacher, for completion outside of class-time, that supports and enriches the learning and development of each student.*

Characteristics of Effective Homework

The policy and procedures do not require that homework be assigned daily. When homework is assigned, however, it must be directly related to what the student is learning in class and has the following characteristics:

- ✓ It is meaningful and relevant;
- ✓ It is purposefully planned to avoid student overload;

- ✓ It is clearly articulated by the teacher and understood by the students;
- ✓ It is differentiated, as appropriate, to meet student learning needs;
- ✓ It is reviewed in a timely manner.

Homework is not necessarily limited to pencil and paper tasks. It may include other tasks such as practicing, observing, rehearsing, interviewing, researching, and studying, for example.

Types of Commonly Assigned Homework

The table below is from the DPCDSB homework policy and procedures. It describes the four types of commonly assigned homework and their intended outcomes.

TYPE	DEFINITION	INTENDED OUTCOME
Completion Homework	Any work assigned following instruction that is begun in class and completed at home	Helps students to keep up to date with the instructional program
Practice Homework	Any work that reviews and reinforces skills and concepts learned in class	Helps students to develop newly acquired skills and consolidate new concepts
Preparation Homework	Any work that prepares students for new learning or for upcoming summative assessments/evaluations	Requires students to gather information or artifacts in preparation for learning or requires students to prepare for tests, presentations and performances, etc.
Extension/Projects/Major Assignments	Any work that explores learning in new contexts or integrates/expands on classroom learning	Encourages students to problem solve, think creatively and think critically

Specific Procedures

The table below is from the DPCDSB homework policy and procedures. It outlines the specific expectations for each division with respect to the type and quantity of homework.

Kindergarten: <i>Research indicates a strong connection between family involvement and student achievement.</i>	
Learning outside of the classroom in Kindergarten should include playing, talking, listening, viewing and reading together in English or in the family's first language. *The teacher may provide suggestions and resources for optional learning activities outside of the classroom (e.g. Snuggle Up books, etc.). Additional suggestions are available at http://www.gov.on.ca/children .	Homework shall not* be assigned to students in kindergarten.
Primary (Grades 1-3): <i>Research indicates a strong connection between student achievement and reading to or with students in the primary grades every day in English or in the family's first language.</i>	
Homework in the early grades shall more often take the form of reading, playing, discussing, listening, viewing and interactive activities such as building and cooking with the family. Additional suggestions are available at http://www.gov.on.ca/children . In the late primary grades, homework may begin to take the form of independent work.	Daily homework shall be limited to 20 minutes on average , in total.
Junior (Grades 4-6): <i>Research indicates that homework provides benefits to students in the junior grades, particularly with respect to student attitude toward school and learning.</i>	
Homework in the junior grades may take the form of independent work.	Daily homework shall be limited to 40 minutes on average , in total.
Intermediate (Grades 7 & 8): <i>Research indicates that homework for students in the intermediate grades can contribute to improved achievement.</i>	
Homework shall be purposefully planned to avoid overload.	Daily homework for all subjects shall be limited to 60 minutes on average , in total.