

STUDENT POLICY AND PROCEDURES

John Paul II Catholic Secondary School

2016 - 2017

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It is the expectation that all students and their parents/guardians read, understand and accept the school expectations, policies and procedures. While this summary may be comprehensive, it is by no means exclusive and that other documents and information provided by the school from time to time may add, delete or modify the information found herein.

Please refer to both the school and board website for the most up to date information on all Board Policies and Procedures.

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INTRODUCTION

St. John Paul II – Our School’s Patron

(1920-2005)

Karol Jozef Wojtyla was born on May 18, 1920 in the small city of Wadowice, Poland. Young Karol faced tragedy early in his life with the death of his mother when he was only nine years old. His only brother passed away in 1932, followed by his father nine years later. His faith gave him the strength to get through these trying times.

Karol’s first career choice was the stage. In 1938 he enrolled in university to study drama. After the outbreak of the Second World War, he worked in a quarry and in a chemical factory to avoid deportation to Germany by the Nazis. In 1942, at great risk to his own life, he secretly enrolled as a seminarian.

Ordination into the priesthood came in 1946. Blessed with a brilliant mind, Father Karol completed doctorates in philosophy and sacred theology in 1948 following studies in Rome. His rise in the Church was rapid – Auxiliary Bishop in 1958, Archbishop in 1964, and Cardinal in 1967.

Throughout this time, the future Pope continued his work with young people as a teacher and mentor. What spare time he had was taken up with sports and writing.

Cardinal Wojtyla was elected Pope in October 1978 following the death of John Paul I. Pope John Paul II was arguably the most dynamic Pope of the modern era. He met millions of people and made over 40 official visits all over the world, including his visits to Canada in 1984, 1987 and during World Youth Day XVII in July 2002.

Pope John Paul II’s passing on April 2, 2005 was mourned by Catholics and non-Catholics alike. The John Paul II community felt his loss very deeply.

On May 1, 2011, Pope John Paul II became known as Blessed John Paul II as a result of his beatification by Pope Benedict XVI. A “Peace Garden” located at the front of the school was dedicated to mark this event.

Our school’s patron was canonized on April 27, 2014 along with Pope John XXIII. Pope Francis described the two new saints as “men of courage”.



John Paul II School Prayer:

May we be filled with God's loving kindness

May we be well

May our actions respect one another

May our words and deeds reflect justice and fairness

May we be joyful and at peace.

John Paul II, Pray for us.

JPII Hours Of Operation And Boundaries

The school is open from 7:00 a.m. to 4:00 p.m. and the main office is open from 7:30 a.m.-3:30 p.m. Period 1 classrooms open at 7:50 a.m. Students are to be in their homeroom before 8:00 a.m. prepared for class and in full JPII uniform. **DO NOT** remain in the hallways. The gymnasiums, classrooms, fitness room, library and cafeteria must be supervised by a staff member in order for students to use these facilities. **Students may not enter these areas by any means when supervision is unavailable.**

Ontario Catholic School Graduate Expectations

All courses at JPII use the Catholic School Profiles and incorporate the Catholic Graduate Expectations into all units of instruction.

1. A discerning believer formed in the Catholic Faith Community.
2. An effective communicator.
3. A reflective, creative and holistic thinker.
4. A self-directed, responsible, lifelong learner.
5. A collaborative contributor.
6. A caring family member.
7. A responsible citizen.

For more details visit <http://iceont.ca>

INFORMATION

JPII General Information / Student Expectations

Please note: The following information and expectations are not intended to be comprehensive. From time to time changes may need to be made at the discretion of Administration or on the recommendation of School Council or the Board. An effort will be made to notify students and parents of any relevant changes as appropriate.

Address Changes

All changes of address or telephone numbers must be reported immediately to the Main Office in order to maintain school records for communication and transportation. It takes a minimum of two weeks to process a bus route change and we need to know the information as soon as possible.

Any changes to student information like names, custody and health concerns must be reported by Ministry of Education regulation.

Inclement Weather

The Board relays information regarding school closures or bus delays/cancellations on the following website: www.mybigyellowbus.ca. Information and updates are also posted on the school's website.

Posters, Notices and Use of School Logos

Any student/organization wishing to display posters or notices on school property must first receive permission from Administration.

School crest, logos, letterhead, etc. is strictly for school sponsored and approved activities. Any unauthorized use is strictly prohibited (i.e. **Grad t-sheets**). All school trips and or activities require approval of the school and or School Board Administration.

School Pictures

All students will be photographed for school records, yearbook, Student ID cards, etc. early in the semester or on other designated photo retake days. The cost of these pictures is included in your Student Activity Fee. Additional photo packages may be purchased from the school photographer at the time.

School Safety and Security

Surveillance cameras are used inside and outside of the school 24 hours a day. Students are to comply with the directions of staff quickly and without complaint.

One day per week all London high schools will have a Community Resource Officer present in the school as part of their Community Policing Program. The role of this officer is to build a link between young people and London Police so that each school community has a direct contact to help with safety and security.



LEARNING ENVIRONMENT

Ontario Secondary Schools (OSS) Graduation Requirements

In order to earn an Ontario Secondary School Diploma (OSSD), a student must earn a minimum of 30 credits, including compulsory and optional credits. In addition, students must complete 40 hours of community involvement and successfully complete the Ontario Secondary Schools Literacy Test.

Students may vary the order in which they take certain credits. Students may also take longer than four years to complete their OSSD. See your Guidance counsellor for details.

Students must take the following compulsory credits:

- 4 Religious Education (one per grade)
- 4 English (1 credit per grade)
- 1 French as a Second Language
- 3 Mathematics (at least one in Grade 11 or 12)
- 2 Science
- 1 Canadian History
- 1 Canadian Geography
- 1 Civics (.5 credit) and Career Studies (.5 credit)
- 1 Arts
- 1 Physical and Health Education
- 1 of English, French as a second language, a third language, Social Sciences, Canadian and World Studies, Guidance and Career education or cooperative education. The Grade 11 World Religion Course can meet this credit requirement.
- 1 of Physical Education, The Arts, Business, French as a second language or cooperative education.
- 1 of Grade 11 or 12 Science, Technological education, French as a second language, computer studies or cooperative education.

Note

It is the student's responsibility to monitor the number of credits attained in order to ensure sufficient credits for graduation.

It is a student and parental responsibility to ensure that the 40 hours of community involvement is completed prior to graduation.

Full-time status means that a student is taking 8 credits or the equivalent in Grades 9 to 11; 6 credits in Grade 12.

If you have any questions, see your Guidance Counsellor.

John Paul II School Day Schedules

Regular Day Schedule		
PERIOD	START	END
Homeroom	8:00	8:05
Period 1	8:05	9:20
Period 2	9:25	10:40
Period 3	10:45	12:00
Period 4	11:30	12:45
Period 5	12:50	2:05

LUNCH 1: 10:45 – 11:25

LUNCH 2: 12:05 – 12:45

BUS DEPARTURE: 2:20

Mass Day Schedule		
PERIOD	START	END
Mass	8:00	9:30
Period 1	9:45	10:35
Period 2	10:40	11:30
Period 3	11:35	12:25
Period 4	12:20	1:10
Period 5	1:15	2:05

LUNCH 1: 11:35 – 12:15

LUNCH 2: 12:30 – 1:10

BUS DEPARTURE: 2:20

Assemblies

School assemblies are an integral part of our school. Attendance is mandatory. Attentiveness, co-operation, and appropriate conduct are expected before, during, and after an assembly and all students must be in uniform. All bags/backpacks must remain in the class or in lockers. Persons with food or drink will not be permitted to enter an assembly or liturgy.

Co-operative Education

Co-operative Education is a coveted program at John Paul II Catholic Secondary School and is available to all students who have taken the required prerequisite that relates to their co-op course selection. Every department offers one or more Co-op courses. Credits can be earned in a co-op program in either semester. Registration occurs during regular course selection. A co-op application form must be completed along with two teacher reference sheets. All students are encouraged to include a co-op experience in their high school career to gain experience in the work world. Transportation to and from co-op placement is the responsibility of the student.

All co-op program applicants must have impeccable behaviour records along with suitable attendance patterns. All co-op students are expected to be in school uniform at school and at the work place. Some workplaces may have other "uniform" requirements that students must adhere to upon arrival at the workplace. It is the expectation that while at school **all** students remain in their school uniform regardless of uniform requirements at the Co-op placement. This includes upon returning to school for the Co-op placement. All co-op applicants must be trustworthy, dependable, punctual, and must exhibit a capacity for resolving conflicts in an efficient manner. Failure to live up to the standards of either the school or the employer may result in removal from the program.

Course Outlines

Students will receive Day One Sheets for each subject by the end of the first day of classes. The outline will include expectations in such areas as class work, daily assignment, homework, projects, seminars, essays, tests, participation, attitude, examinations, etc. Day to day work will be emphasized and evaluated throughout the school year. Regular attendance in class is vital to achieving success. Subject departments follow board policies for such areas as the late submission of assignments and testing. Day one sheets require a parent/guardian signature for students under 18 years of age.

Eucharistic and Liturgical Celebrations

Eucharistic celebrations are central to our school's faith community. We cherish the opportunity to gather as a faith community to worship God in prayer and song. The celebration of the Eucharist is the most powerful symbol of a faith-filled community. All students are expected to attend all Eucharistic celebrations and all school-related liturgical celebrations. The school will be locked and remain closed during off-campus masses. No supervision is available at school during this time. Transportation is provided to Mass for students who walk to school.

Examinations

Final examinations are held in January at the end of Semester I and in June at the end of Semester II followed by a final report. Examinations must be written on their scheduled dates. All students are expected to write assigned final examinations in full JP II uniform. Only absences due to illnesses accompanied by a medical certificate or bereavement in the immediate family are acceptable reasons for not attending final examinations. If a student's absence from a scheduled examination is not substantiated the student will receive a mark of "0" for the exam. Students arriving late for an exam will not be given extra time without prior administrative approval.

FINAL EXAMINATION SCHEDULE

TIME	DAY, DATE AND PERIOD				
8:00	Day 1 Period 1 Class Exams	Day 2 Period 2 Class Exams	Day 3 Period 3/4 Class Exams	Day 4 Period 5 Class Exams	Day 5 Exam Review Day 8:30 a.m. to 10:30 a.m.

Please note that requests to reschedule final examinations because of travel plans WILL NOT be granted.

EXAM REVIEW DAY

The purpose of this day is to provide students with an opportunity to review their marked exams each semester. Teachers will review, discuss and answer student questions related to the final exam.

Excursions

From time to time, John Paul II participates in non-curriculum based trips that have educational and/or faith development value, including, but not limited to: service trips, Europe trips, club trips, team trips, etc. These are considered excursions and are not required as part of

curriculum. Funding for such trips is the responsibility of the student and their family.

Field Trips

Field trips are scheduled during the school year. **The Code of Conduct and Uniform Policy remains in effect during a field trip.** Students are not permitted to drive to field trip destinations. Students will only be permitted to attend field trips that are curriculum related and for which they are a member of the participating class. Parents or guardians must sign consent forms before a student may attend a field trip if the student is under 18 years of age. Local field trips where transportation is not required can occur without notification. Generally, field trips are not scheduled during January or June to allow for culminating assessments, exam review and preparation. No student will be denied access to a field trip due to financial reasons.

Opening Exercises and Announcements

Opening exercises consist of the playing of the National Anthem, prayer, and announcements listing pertinent events and program information. It is imperative that all students stop whatever they are doing and give their undivided attention to opening exercises and announcements. This includes conversations during announcements, prayers or national anthem. It is the expectation that all students are in class prior to opening exercises. Students arriving to class following the start of the playing of the National Anthem will be deemed to be late.

Personal Belongings

Administration and school staff reserve the right to confiscate personal belongings that are being used in a way that endangers the safety of the individual or others and in situations where an object is being used to create a distraction. In addition, confiscation may occur when an object(s) is being worn contrary to our dress code. Objects that are not deemed to be dangerous will be returned to their owner at a date to be determined after discussion. It is the student's responsibility to request any object(s) that has not been returned by the end of the school year. Any unclaimed object(s) will be placed in the lost and found at the owner's risk.

Plagiarism

Plagiarism is a serious academic matter. Consequences may include re-submission of the work, a grade of zero, or other disciplinary action, including suspension, as appropriate. Please refer to the Board Policy on Assessment and Evaluation for full details.

Report Cards

A mid-term report and final report card will be issued in each semester. Reports will indicate marks based on class activities, tests, projects, seminars, and formal examinations. Students will receive a detailed explanation of the evaluation system and the promotion policy at the beginning of each course. A progress report will be issued about 5 weeks into each semester. It will report a student's progress at the start of the semester without marks.

ASSIGNMENTS

To avoid potential loss of marks, students are encouraged to save draft and rough notes for all class assignments and projects. It is prudent to take a copy of all materials that are handed in to teachers.

Student Timetables

Students are required to have their timetable available for reference for the duration of the school year.

Students Who Are 18 Years of Age

A student 18 and above may give the school written permission to share information with a parent or guardian. This practice is highly recommended by Administration. Although a student may be 18 years of age and complete their own notes, this procedure does not absolve them of their responsibilities. Parents play a significant collaborative and supportive role in the academic success of all students. Parents interested in maintaining communication with the school once their child has turned 18, must have the release form filled out and brought to the school. Once a student turns 18 years of age, he/she will be asked to sign a "Statement of Understanding between the Student and John Paul II CSS." The student will be asked to sign the statement as an indication of his/her understanding of the expectations for an 18 year old student.

Textbooks and Library Materials

The School Board provides textbooks and library materials to the students. In some cases, students may be given the option to purchase texts and/or additional learning materials. Students who lose or damage these textbooks and library materials must make necessary compensation prior to final exams.

Uniforms and Physical Education Classes

Uniforms will consist of school shorts, school-crested T-shirt, sweat socks, and running shoes and may be purchased through the Physical Education office during the first week of the semester.

The Ontario Physical and Health Education Association guidelines stipulate that jewellery of any kind is not to be worn during physical education classes. This includes all piercings.

Vacations/Leaves from School

The school does not sanction student leaves and/or vacations during instructional time. If a family/student chooses to plan a trip/leave during instructional time, the school may not provide any support materials as the opportunity for learning is already provided for in the classroom.

Provincial Literacy Test

All students are required to pass the Ontario Secondary School Literacy Test (OSSLT) in order to obtain their high school diploma. Students in Grade 10 and those in 11 or 12 who were not successful in their previous attempt(s) will write in the spring. Students are encouraged to check the school calendar for the test date and share with their families so that no other events are scheduled.

Preparing for the Ontario Secondary School Literacy Test (OSSLT)

Literacy is a fundamental life skill that is essential for young people if they are to achieve success in life. Students who have well-developed reading and writing skills will be better prepared not only for their future educational careers but also for the world of work. A greater focus on literacy means more opportunities for our students. One way schools and boards focus on development of literacy is to take steps to prepare students for the OSSLT and to provide follow-up activities for those students who fail the test. The OSSLT is developed by the Education Quality and Accountability Office (EQAO) and is based on the expectations for reading and writing that are outlined in the Ontario curriculum policy documents for all subject areas up to the end of Grade 9. Reading and writing skills are the basis for learning in all subject areas in both elementary and secondary school.

There are two components to the OSSLT – reading and writing.

For the reading component, students are asked to read a variety of selections and answer questions about each selection. The reading questions are designed to measure student achievement in these areas:

- Understanding of ideas and information that are stated directly in the reading selection

- Understanding of ideas and information that are stated indirectly and that require the reader to make inferences
- Making of connections between personal knowledge and experience and the ideas and information in the reading selections (e.g., interpretation of meaning)

The reading selections reflect the types of reading materials students should encounter every day, including the following:

- Informational materials, such as explanations and instructions
- Graphic materials, such as schedules, graphs, and tables
- Literary materials, such as stories, descriptions, and dialogues

The questions on the selections include short-answer questions, multiple-choice questions, and questions that require a brief explanation.

For the writing component, students are asked to produce four pieces of writing. The writing tasks are designed to measure student achievement in these areas:

- Development of a main idea
- Provision of supporting details
- Organization and linking of ideas and information
- Use of an appropriate tone for the purpose and the intended reader
- Use of correct grammar, punctuation, and spelling

The kinds of writing include the following:

- A summary
- A series of paragraphs expressing an opinion
- A news report
- An information paragraph

Students need to start their preparation for the OSSLT before their second year of secondary school.

SAFE SCHOOLS

For the Good of All

London District Catholic School Board

System Code of Behaviour and Safe School Initiative

In fostering Christian respect and dignity, Catholic secondary schools strive to provide a positive environment in which the safety and security of each individual is assured. Accordingly, the school board, as directed by the Education Act, has created a Code of Behaviour that summarizes both the conduct expected of students and the school's procedures for responding to infractions of the code. Parents and students are encouraged to read and discuss the following information.

Safe Schools

Within the context of Catholicism, the call to live a moral life is seen in a positive light. Each school's mission statement is an affirmation of moral living. For students to experience this affirmation on a daily basis, they need to develop the capacity to:

- distinguish right and wrong;
- analyze society's values and messages;
- build and maintain healthy relationships;
- handle interpersonal conflicts;
- handle violence;
- obtain and show forgiveness;
- recognize and respond to others in need

There is ample research and documentation to support that prevention and early intervention efforts can reduce violence and assist in addressing troubling behaviours in schools. The involvement of the entire school community, administrators, teachers, support staff, parents, students, and community-based professionals increases the effectiveness of prevention and intervention strategies. The school community works together to form positive relationships with all children, nurtures a sense of belonging and inclusiveness, and addresses both the academic, spiritual, and social-emotional needs of students. Effective prevention, intervention, and crisis response strategies operate best in school communities that:

- focus on academic achievement for all students;
- access community services for resources;
- engage parents in meaningful ways;
- promote positive relationships between students and staff;
- provide students with opportunities to express their concerns;
- discuss safety issues openly;

- identify problems and assess progress toward solutions;
- promote respect, equality, and tolerance;
- foster service learning through community involvement;
- identify and affectively respond to early warning signs of violence

Code of Conduct

The *Education Act* permits the Minister of Education to establish a code of conduct governing the behaviour of all persons in schools. The purposes of the Provincial Code of Conduct are:

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

The Provincial Code of Conduct became policy of the Minister of Education on October 4, 2007. The *Education Act* provides that every board shall take such steps as the Minister directs to bring the Provincial Code of Conduct to the attention of the entire school community, including pupils, parents and guardians of pupils, superintendents, senior board staff, board personnel, trustees, and others who may be present in schools or at school related events under the jurisdiction of the board.

Standards of Behaviour

Respect, Civility, and Responsible Citizenship

Under the Provincial Code of Conduct, all members of the school community must:

- respect and comply with all applicable federal, provincial, and municipal laws;
- demonstrate honesty and integrity;
- respect differences in people, their ideas, and their opinions;
- treat one another with dignity and respect at all times, and especially when there is disagreement;
- respect and treat others fairly, regardless of, for example, race, ancestry, place of origin, colour, ethnic origin, citizenship, religion, gender, sexual orientation, age, or disability;
- respect the rights of others;

- show proper care and regard for school property and the property of others;
- take appropriate measures to help those in need;
- seek assistance from a member of the school staff, if necessary, to resolve conflict peacefully;
- respect all members of the school community, especially persons in positions of authority;
- respect the need of others to work in an environment that is conducive to learning and teaching; and/or
- not swear at any person in a position of authority.

Safety

All members of the school community must not:

- engage in bullying behaviours;
- commit sexual assault;
- traffic weapons or illegal drugs;
- give alcohol to a minor;
- commit robbery;
- be in possession of any weapon, including firearms;
- use any object to threaten or intimidate another person;
- cause injury to any person with an object;
- be in possession of, or be under the influence of, or provide others with alcohol or illegal drugs;
- inflict or encourage others to inflict bodily harm on another person;
- engage in hate propaganda and other forms of behaviour motivated by hate or bias; and/or
- commit an act of vandalism that causes extensive damage to school property or to property located on the premises of the school.

Electronic Communications and Media Devices

All personal communication devices shall be powered off and stored out-of-sight and not used on school premises or during school sanctioned events, unless otherwise authorized by the principal.

Reference: London District Catholic School Board "Use of Personal Electronic Devices and Online Social Networking" Policy Code: J 3.7

See Page #39 :ELECTRONIC DEVICES

Modification of School Day / Alternative Learning Environment

Under some circumstances it may be appropriate for the Principal and parent (or adult pupil) to agree to either a modified school day or the re-direction of the pupil to an alternative learning environment that could include the pupil's home. These intervention strategies will point out the seriousness of the situation while providing an opportunity for either behaviour modification or a cooling off time, avoiding the use of the suspension strategy.

Suspensions

Under subsection 306 (1) of the *Education Act*, a principal/vice-principal shall **consider** whether to suspend a pupil if he or she believes that the pupil has engaged in any of the following activities while at school, at a school-related activity or in other circumstances 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 or restricted drugs;
3. Being under the influence of alcohol;
4. Swearing at any 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. Any other activity that is an activity for which a principal/vice principal may suspend a pupil under the policy of the board.

If a principal/vice-principal decides to suspend a pupil for engaging in an activity described in subsection (1), the principal/vice-principal will suspend the pupil from his or her school and from engaging in all school-related activities.

The minimum duration of a suspension is one school day and the maximum duration is 20 school days.

In considering how long the suspension should be, a principal/vice-principal will take into account any mitigating or other factors prescribed by the regulations.

Under clause 306 (1) 7 of the *Education Act*, a pupil may be suspended if he or she engages in an activity that is an activity for which a principal/vice-principal may suspend a pupil under a policy of the board.

Under Board policy, a principal/vice-principal may consider whether to suspend a pupil if he or she believes that the pupil engaged in any of the following activities while at school, at a school-related activity or in other circumstances where engaging in the activity will have an impact on the school climate:

1. Persistent opposition to authority;
2. Habitual neglect of duty;
3. Willful destruction of school property; vandalism causing damage to school or Board property or property located on

- school or Board premises;
4. Use of profane or improper language;
 5. Use of tobacco;
 6. Theft;
 7. Aid/incite harmful behavior;
 8. Physical assault;
 9. Being under the influence of restricted drugs;
 10. Sexual harassment;
 11. Racial harassment;
 12. Fighting;
 13. Possession or misuse of any harmful substances;
 14. Hate-motivated violence;
 15. Extortion;
 16. Distribution of hate material;
 17. Inappropriate use of electronic communications/media; and/or
 18. Other – defined as any conduct injurious to the moral tone of the school or to the physical or mental well-being of others.

Suspension Pending Possible Expulsion

Under subsection 310 (1) of the *Education Act*, a principal/vice-principal shall suspend a pupil if he or she believes that the pupil has engaged in any of the following activities while at school, at a school-related activity or in other circumstances 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 a sexual assault;
5. Trafficking in weapons or in restricted drugs;
6. Committing robbery;
7. Giving alcohol to a minor;
8. Any other activity that, under a policy of a board, is an activity for which a principal/vice-principal must suspend a pupil and, therefore in accordance with this Part, conduct an investigation to determine whether to recommend to the Board that the pupil be expelled.

A pupil who is suspended under this section is suspended from his or her school and from engaging in all school-related activities.

Under Board policy, a principal/vice-principal shall suspend a pupil pending possible expulsion if he or she believes that the pupil has engaged in any of the following activities while at school, at a school-related activity or other circumstances where engaging in the activity will have an impact on the school climate:

1. Possession of explosive substance;
2. An act considered by the principal/vice-principal to be significantly injurious to the moral tone of the school and/or the physical or mental well-being of others and/or;
3. An act considered by the principal/vice-principal to be in serious breach of the Board's Code of Conduct.

Mitigating Factors and Other Factors

In considering whether to suspend a pupil or whether to recommend to the Board that a pupil be expelled, a principal/vice-principal will take into account any mitigating factors or other factors prescribed by the regulations. The Board interprets the provisions of the Education Act and Regulations in a broad and liberal manner consistent with the Human Rights Code.

Mitigating Factors

Pursuant to the *Suspension and Expulsion of Pupils* Regulation, the following mitigating factors shall be taken into account:

1. The pupil does not have the ability to control his or her behaviour;
2. The pupil does not have the ability to understand the foreseeable consequences of his or her behaviour;
3. The pupil's continuing presence in the school does not create an unacceptable risk to the safety of any person.

Other Factors

The following other factors shall be taken into account if they would mitigate the seriousness of the activity for which the pupil may be or is being suspended or expelled:

1. The pupil's history;
2. Whether a progressive discipline approach has been used with the pupil;
3. Whether the activity for which the pupil may be or is being suspended or expelled was related to any harassment of the pupil because of his or her race, ethnic origin, religion, disability, gender or sexual orientation or to any other harassment;
4. How the suspension or expulsion would affect the pupil's ongoing education;
5. The age of the pupil;
6. In the case of a pupil for whom an individual education plan has been developed,
 - I. whether the behavior was a manifestation of a disability identified in the pupil's individual education plan,
 - II. whether appropriate individualized accommodation has been provided, and
 - III. whether the suspension or expulsion is likely to result in an aggravation or worsening of the pupil's behavior or conduct.

Application of Standards of Behaviour

The Board standards of behaviour apply to all members of the school community, including students, parents and guardians, teachers or other school staff members, volunteers and visitors.

The standards of behaviour apply:

- on school property;
- while travelling on a school bus that is owned by the Board or that is under contract to the Board;
- in-school sports activities;
- in off-site school-sponsored activities; or
- in circumstances where engaging in an activity could have a negative impact on the school climate.

Roles and Responsibilities

The LDCSB Code of Conduct recognizes that all members of the school community, including pupils, teachers, principals, parents, other school staff, board personnel, superintendents, and trustees have an obligation to comply with the standards of behaviour outlined in this policy. Each member of the school community has the following roles and responsibilities:

The Board

The Board will provide direction to its schools that ensure opportunity, excellence and accountability in the education system.

The Board is committed to the principles and standards established by the Safe Schools policy. The Board will not tolerate behaviour that jeopardizes the emotional well being or physical safety of members of the school community.

As part of its broader mandate, the Board will:

- develop policies that set out how their schools will implement and enforce the Provincial Code of Conduct and all other rules that are related to the provincial standards that promote and support respect, civility, responsible citizenship, and safety;
- review these policies regularly with students, staff, parents, volunteers, and the community;
- seek input from Catholic School Advisory Councils, the London District Catholic School Council, the Special Education Advisory Committee, parents, students, staff members, and the school community;
- establish a process that clearly communicates on an on-going basis the Provincial Code of Conduct and local codes of conduct to all parents, students, staff members, and members of the school community in order to obtain their

commitment, support and understanding of their respective roles in maintaining a safe school environment;

- develop effective intervention strategies and respond to all infractions related to the standards for respect, civility, responsible citizenship, and safety; and
- provide opportunities for all of the staff to acquire the knowledge, skills, and attitudes necessary to develop and maintain academic excellence in a safe learning and teaching environment.

Principal/Vice-Principals

Under the direction of the Board, Principals/Vice-Principal take a leadership role in the daily operation of a school. They provide this leadership by:

- demonstrating care for the school community and a commitment to academic excellence in a safe teaching and learning environment;
- holding everyone under their authority accountable for his or her behaviour and actions;
- empowering students to be positive leaders in their school and community;
- communicating regularly and meaningfully with all members of their school community;
- ensuring the communication of local codes of conduct includes a communication plan that outlines how these standards will be made clear to the entire school community, including school communities who have a significant number of parents whose first language is not English; and
- providing an example of respect and civility for all members of the school community.

Principal/Vice-Principals have a duty to maintain proper order and discipline within the school. Local codes of conduct are a key component of that duty. Principals shall develop local codes of conduct that are expressly tailored for their schools.

Under the provisions of the *Education Act*, principals/vice-principal are responsible for suspending students and for referring expulsions to the school board in appropriate circumstances. Principal/Vice-Principals will conduct investigations in accordance with the *Guidelines for Conducting a Disciplinary Investigation*.

Teachers and Other School Staff Members

Under the leadership of their principals/vice-principal, teachers and other school staff members maintain order in the school and are expected to hold everyone to the highest standard of respectful and

responsible behaviour. As role models, teachers and school staff uphold these high standards when they:

- help students work to their full potential and develop their sense of self-worth;
- empower students to be positive leaders in their classroom, school, and community;
- communicate regularly and meaningfully with parents;
- maintain consistent standards of behaviour for all students;
- demonstrate respect for all students, staff, parents, volunteers, and the members of the school community;
- prepare students for the full responsibility of citizenship and followers of Christ.

Teachers shall also assist principal/vice-principal in maintaining close co-operation with the school community and in establishing and maintaining consistent disciplinary practices in the school. Under the provisions of the Education Act, teachers do not have the authority to suspend students for one school day. In addition, teachers must assist the Principal/Vice-Principal by reporting incidents and assisting the Principal /Vice-Principal in conducting an investigation.

Students

Students are to be treated with respect and dignity. In return, they must demonstrate respect for themselves, for others, and for the responsibilities of citizenship through acceptable behaviour. Respect and responsibility are demonstrated when a student:

- comes to school prepared, on time, ready to learn, and with assignments completed;
- shows respect for himself or herself, for others, and for those in authority;
- refrains from bringing anything to school that may compromise the safety of others; and
- follows the established rules and takes responsibility for his or her own actions.

Students are also expected to fulfill the Ontario Graduate Expectations and live the Gospel message by:

- adhering to the teachings of the Roman Catholic Church;
- exercising self-discipline;
- accepting such discipline as would be exercised by a kind, firm and judicious parent;
- being courteous to fellow pupils and obedient and courteous of teachers;
- showing respect for school property;
- complying with their school dress code/and uniform policy; and
- understanding and complying with the Board's Code of Conduct, "For the Good of All".

Parents

As primary caregivers and original role models for their children, and as partners in Catholic Education, parents play an important role in the education of their children and have a responsibility to support the school community in maintaining a safe and respectful learning environment for all members. Parents fulfill their role when they:

- Are actively engaged in their child's learning, social development and faith development;
- Regularly engage in two-way communication with their child's teacher(s) and support staff;
- Read and familiarize themselves with information provided by the school regarding Ministry, Board, and School Policies;
- Support and model behaviour outlined in the Provincial, Board and School Code of Conduct;
- Help their child to be neat, appropriately dressed and prepared for school;
- Ensure that their child attends school regularly and on time;
- Promptly report to the school their child absence or late arrival;
- Work with the school community to prevent, address, and correct discipline issues involving their child.

Parents also play a supportive role through representation on local Catholic School Councils and participation in establishing and maintaining the school's Code of Conduct and Safe School's Policy.

Community Partners and the Police

Police and community members are essential partners in making our schools and communities safer. Community agencies are resources that the Board uses to deliver prevention or intervention programs. Protocols are effective ways of establishing linkages between the Board and community agencies and of formalizing the relationship between them. Community partners need to support and respect the rules of their local schools. Police will investigate and respond to incidents in accordance with the Police/School Board Protocol.

Review

The Board's Code of Conduct will be reviewed for possible revisions to be conducted every three years. The Board will continue to solicit input from school councils, parents, staff and students in the review process.

"Take up the challenge of growing into a sense of who you are as Christians so that you can develop the talents you have been given and bring the best of yourself to the society in which you will be living".

This Moment of Promise
Ontario Conference of Catholic Bishops

**Progressive Discipline and Promoting Positive
Student Behaviour**

“The greatest challenge of the day is how to bring about a revolution of the heart, a revolution that has to start with each one of us...”

Dorothy Day

Under Policy/Procedure Memorandum 145 and the Education Act it is an expectation that each board of education establish, in policy, that a progressive discipline approach be used when dealing with student misbehaviour. The focus is on creating a positive school climate aligned with the Codes of Conduct established at the provincial, board and school level.

To meet the goal of creating a safe and accepting school environment, the London District Catholic School Board supports the use of positive practices as well as consequences for inappropriate behaviour, including progressive discipline, which includes suspension and expulsion where necessary.

Policy Statement

- The goal of the policy is to support a safe, caring, inclusive, Christ centered learning environment in which every student can reach his or her full potential.
- Appropriate action must consistently be taken to address behaviours that are contrary to provincial and board codes of conduct.
- Progressive discipline is an approach that makes use of a continuum of interventions, supports, and consequences, building upon strategies that promote positive behaviours.
- The range of interventions, supports, and consequences used by the board and all schools must be clear and developmentally appropriate, and must include learning opportunities for students in order to reinforce positive behaviours and help students make good choices.
- For students with special needs, interventions, supports, and consequences must be consistent with the expectations in the student's IEP.
- The board, and school administrators, must consider all mitigating and other factors, as required by the Education Act and as set out in Ontario Regulation 472/07.

The London District Catholic School Board believes that:

- The following principles form the cornerstone of all school discipline and that their practice must be evident to all in this Catholic school System:

respect for the dignity of the individual

justice with love

freedom with responsibility

The aim of school discipline is to develop in students an acceptance of just authority and concern for the common good.

Progressive Discipline Intervention Strategy

Progressive discipline is a whole-school approach that utilizes a continuum of interventions, supports, and consequences to address inappropriate student behaviour and to build upon strategies that promote positive behaviours. When inappropriate behaviour occurs, disciplinary measures should be applied within a framework that shifts the focus from one that is solely punitive to a focus that is both corrective and supportive. Schools should utilize a range of interventions, supports, and consequences that include learning opportunities for reinforcing positive behaviour while helping students to make good choices.

“We must create a culture where the weakest among us is honoured.”

Jean Vanier, *When Faith Meets Pedagogy*, 2007.

In some circumstances, short-term suspension may be a useful tool. In the case of a serious incident, long-term suspension or expulsion, which is further along the continuum of progressive discipline, may be the appropriate response.

In some circumstances, short-term suspension may be a useful tool. In the case of a serious incident, long-term suspension or expulsion, which is further along the continuum of progressive discipline, may be the appropriate response.

For students with special education needs, interventions, supports, and consequences must be consistent with the student’s strengths, needs, goals, and expectations contained in his or her Individual Education Plan (IEP).

Schools are expected to actively engage parents in the progressive discipline approach.

A progressive discipline approach includes the use of early and ongoing intervention strategies and strategies to address inappropriate behaviour, which are described below.

Early and Ongoing Intervention Strategies

Early and ongoing interventions strategies will help prevent unsafe or inappropriate behaviours in a school and in school-related activities. Intervention strategies should provide students with appropriate supports that address inappropriate behaviour and that would result in improved school climate. Early interventions may include, but are not limited to:

- contact with parents;
- detentions;
- verbal reminders;
- review of expectations; and/or
- written work or assignment with a learning component.

Ongoing interventions may be necessary to sustain and promote positive student behaviour and/or address underlying causes of inappropriate behaviour. For example, ongoing interventions may include, but are not limited to:

- meetings with parents;
- volunteer service to the school community;
- conflict mediation;
- peer mentoring;
- sensitivity programs;
- safety plans; and/or
- referral to counseling.

Strategies for Addressing Inappropriate Behaviour

When inappropriate behaviour occurs, schools should utilize a range of interventions, supports, and consequences that are developmentally appropriate, and should include opportunities for students to focus on improving behaviour. Consequences for inappropriate behaviour may include, but are not limited to:

- Meeting with the parent(s), student, principal, and teacher;
- Referral to a community agency for anger management or substance abuse;
- Detentions or loss of privileges;
- Withdrawal from class;
- Restitution for damages; and/or
- Restorative practices.

In considering the most appropriate response to address inappropriate behaviour, the following should be taken into consideration:

- the particular student and circumstances (e.g., mitigating or other factors);
- the nature and severity of the behaviour;
- the impact on the school climate (i.e., the relationships within the school community).

Framework of Progressive Discipline

Disciplinary measures will be applied within a framework of progressive discipline that shifts the focus from one that is punitive to a focus that is supportive and corrective in nature. In all cases, it is the behaviour(s) which should be judged, rather than the student.

Progressive discipline is a process designed to create the expectation that the degree of discipline will be in proportion to the severity of the behaviour leading to the discipline and that the previous disciplinary history of the student and all other relevant factors will be taken into account.

Disciplinary action and consequences will reflect consideration of a number of factors, including mitigating and other factors, specific to the student involved in the misbehaviour. Previous inappropriate behaviour will be taken into consideration before consequences for new inappropriate behaviour are determined.

The progressive discipline continuum is a stepped approach to support a positive change in behaviour. However, as indicated above, if an incident is serious in nature and after a full consideration of circumstances affecting a student's behaviour, it is recognized that a step, such as a suspension or expulsion, which is further along in the progressive discipline continuum, may be necessary.

Accidents

Accidents of any nature must be reported immediately to the Main Office in order that the appropriate treatment may be offered and parents notified. The school will attempt to contact parents and/or emergency contacts. If no one can be reached and in the school's non-medical assessment a student is at risk, an ambulance will be called. The school reserves the right to make determination to call an ambulance regardless of direction from the parent/guardian. Parents will be responsible for all medical costs associated with transportation by ambulance. **Note: the school board does not provide student insurance coverage for accidental injuries.**

Anaphylaxis – Sabrina's Law

Sabrina's Law came into effect January 1, 2006. Any student who has a severe or life-threatening allergic reaction to food or other substances **MUST** fill out a JPII Information/Emergency Protocol and submit it to the school. In addition to the EPI pen that such a student must carry with them at all times, the student **MUST** also supply the school with an EPI pen to be kept in the Main Office in case of an allergic reaction.

Attendance

Regular attendance is essential for academic success and safety. Students who fail to attend class regularly can expect their achievement level to suffer.

A process of informing parents and counselling students for whom attendance is a problem is an important component of the regular administration of the school. Students who are truant persistently will be addressed first by their teacher in conjunction with their parents and then by administration. Appropriate disciplinary action, including suspension, may result.

Students do not have the right to withdraw themselves from classes. Any student who does not attend a class that is part of his or her timetable will be considered truant, unless prior permission is obtained from the classroom teacher.

Students who need to be absent for part of the school day must obtain a demit slip from the Main Office prior to going to classes for the day.

Students who become ill during the school day or are unable for some other reason to attend class must report to the Main Office.. Students will be sent home if they are too ill or cannot to return to class. The office **will attempt** to obtain permission from the parent/guardian/emergency contact. If contact is not made, the student is required to remain under the school's supervision.

Students are expected to stay in their classroom if the teacher does not arrive on time due to an emergency or an unforeseen circumstance. In the event that this occurs, it is expected that a student representative from the class will immediately inform the Main Office.

Notes of Absence

A note from home must verify all absences from school as soon as they return to school. Students 18 years or older may write and sign their own notes for absences unless prior arrangements have been made with the parent. All notes are kept on file. The note should include the date on which the note was written; the reason for the student's absence; the date(s) of absence; and the signature of the parent or guardian.

Any student who forges a note or is involved in misrepresenting themselves or others on the phone will be **automatically suspended** from school.

Admit slips are obtained in the Main Office. Students who need to be absent for part of the school day must sign out in the Main Office prior to Period 1 and before 7:50 a.m.

A student who leaves the building during an assigned period or assembly without first signing out at the Main Office will be considered truant.

For an extended illness, parents may arrange for homework by contacting the Main Office. Please allow a minimum of one day's notice for such requests.

When a student has signed out it is expected that they will leave the vicinity of the school.

Lateness

Students are expected to be in their first period classroom before the National Anthem begins (8 a.m.). It is suggested that students be in their first period class at least five minutes before the class begins. Students who are late to a class are disruptive to the learning environment. Students must not stop at their lockers between classes.

Persistent lateness will be reported to the parent by the teacher as part of ongoing dialogue. In cases where the teacher and parent have not been successful in helping resolve the attendance issue, a vice-principal will be involved upon notification by the teacher. Contact with the vice-principal may result in disciplinary action including suspension.

Busing

Students resident in the London District Catholic School Board and enrolled in the Catholic Secondary School within their designated attendance area are eligible for transportation provided they reside more than 3.2 km (2.0 miles) from the school.

- Students resident in a city, town or village may be required to walk a distance of up to 1.6 km (1.0 mile) within the limits of the municipality in order to access their school bus.
- Students resident outside city, town or village limits may be required to walk a distance of up to 0.8 km (.5 miles) in order to access their bus.
- If any pick-up point is hazardous, students may be required to walk up to 1.6 km (1.0 mile) in order to access their bus.

Co-op students will be required to provide their own transportation to and from their co-op placement.

Students must carry their student card or appropriate photo ID with them at all times while on the bus. Drivers will refuse entry onto the bus to any student who does not have proper I.D. Students will ride only their assigned bus. Violation of school or bus company rules will result in temporary or permanent loss of bus privileges. This includes vandalism to the bus and/or throwing objects from the bus while either stationary or in motion.

If a bus run is cancelled, due to inclement weather or other reasons, then it is cancelled for the full day. Parents who bring their children to school following a bus run cancellation are responsible for their return home in the afternoon.

Cafeteria Rules

Students are asked to be especially considerate of our custodial and cafeteria staff, as well as for each other by behaving as they would in their own dining room at home. Students are expected to put their garbage in the containers provided. Food or beverages are to be consumed in the cafeteria or outdoor areas only. Sports drinks and/or appropriate fluids may be consumed in the phys. ed. hallway There is to be no food or beverages in hallways, stairwells, or classrooms. Students must leave all bags outside of the food purchasing area. Laptops may be used for educational purposes only. Vandalism of any kind will not be tolerated and will result in immediate repair and/or compensation by the student/family. Cameras are used to monitor the cafetorium.

Student Conduct

Regulation 298 of the Education Act states that “a pupil shall:

- Be diligent in attempting to master such studies as are part of the program in which the pupil is enrolled;
- Exercise self-discipline;
- Accept such discipline as would be exercised by a kind, firm, and judicious parent;
- Be courteous to fellow pupils and obedient and courteous to teachers;
- Be clean in person and habits;
- Take such tests and examinations as are required by or under the Act or as may be directed by the Minister; and
- Show respect for school property.”

For good public relations:

- Respect the privacy of our neighbours
- Do not loiter or litter on neighbouring property
- Do not walk in groups that jeopardize your safety by interfering with traffic or damaging the property of neighbours
- Respect the territorial rights of Fanshawe College and The Robarts/Amethyst School
- Specific incidents involving loud conduct, fighting, use of improper language or intimidation will not be tolerated
- John Paul II students risk consequences including suspension for off-task behaviour (during the school day) even if this occurs off school property.

Detentions

Detentions take precedence over all other activities, including part-time jobs.

Appropriate Use of Personal Electronic Devices (PED's) and of Online Social Networking, Policy J 3.7

Note: The information below reflects a change to the old PED Policy. The school reserves the right to make school level modifications to procedures based on administration's perceived need for compliance with this policy.

General Definition of a Personal Electronic Device (PED)

PEDs are portable electronic handheld equipment that can be used for the purpose of communication, entertainment, data management, word processing, wireless Internet access, image capture/recording, sound recording and information transmitting and/or receiving.

They include, but are not limited to, existing and emerging mobile communication systems and smart technologies (cell phones, smartphones, I-phones, walkie talkies, pagers, etc.), portable internet devices (mobile managers, mobile messengers, BlackBerry TM handsets, etc.), PDAs (Palm® organizers, pocket PCs, etc.), handheld entertainment systems (video games, CD players, compact DVD players, MP3 players, iPods®, Walkman TM, etc.), digital or film cameras, digital or analogue audio recorders or video recorders (tape recorders, camcorders, etc.), spy gadgets (spy cameras, covert listening devices, etc.), and any other convergent communication technologies that do any number of the previously mentioned functions. PEDs also include any current or emerging handheld technologies or portable IT systems.

The London District Catholic School Board requires all schools to include in their student/parent handbooks, agendas and school websites the following School PED Policy statement accompanied by the general definition of a PED (as defined in this document).

- To promote and maintain respect for the dignity of all members of our school community and to enhance student achievement and safety, the use of a PED is strictly prohibited on school premises except under limited conditions as authorized by the Principal (see 5.0, 5.1, 5.2).
- Failure to comply with this policy may result in the confiscation of the PED and/or disciplinary action as outlined in the Education Act. The school and the London District Catholic School Board assume no responsibility for the theft, loss, recovery, repair or replacement of any PED brought onto school property, whether the item is lost, stolen or confiscated.

- It is the policy of the London District Catholic School Board that PEDs are to be kept out of sight, turned off and not used during the school day. To prevent the loss or damage of PEDs the school encourages students to leave PEDs at home.

The application of this policy will follow the guidelines as mandated under the Education Act and the London District Catholic School Board Safe Schools Policy. Principals will incorporate into their local school's Catholic Code of Conduct the stipulations of this policy and its associated regulations. It is the moral responsibility of the parent community and school council to promote, support and follow the policy.

The Use of PEDs by Students

Prohibited uses of PEDs by students that may result in disciplinary actions up to and including confiscation, detention, suspension or expulsion, and/or the involvement of police services includes but is not limited to the following:

- Use in any way that compromises the academic integrity of student assessment and evaluation (i.e.: using PEDs during exams, tests, quizzes, assignments, projects, etc.)
- Use in any way that interferes with or disrupts the instructional day or the teaching/learning environment (i.e.: using PEDs in classrooms, instructional spaces, hallways, stairwells, etc.)
- Use in any way that violates an individual's reasonable expectation of dignity and privacy (i.e.: using PEDs in classrooms, teaching areas, change rooms, washrooms, hallways, stairwells, or during a private meeting, etc.)
- Use in any way that compromises personal and/or school safety (i.e.: using PEDs to bully or harass, etc.)
- Use in any way that facilitates the commission of a crime (i.e.: using PEDs to break federal, provincial or municipal laws)
- Any other use of PEDs that compromises an individual's reputation or character or interferes with school security, personal safety, individual dignity and privacy or academic integrity. In all cases, the decision of the Principal is final.

Limited Conditions Under Which the Principal or Designate May Authorize the Use of PEDs:

- To an individual or group for a specific designated reason.
- With specific instruction to the school community pertaining to a limited acceptable use of PEDs in extraordinary circumstances including emergency conditions as outlined in the Board's Emergency Response.

Limited Conditions Under Which a PED May be Used on School Premises by Employees

- Where the Principal or designate has authorized an individual(s) to use a PED on school premises for a specific designated purpose.

- Where the Principal or designate may provide specific instruction to the school community pertaining to a limited acceptable use of PEDs in extraordinary circumstances including emergency conditions (evacuation, lockdown, heightened risk, etc.).
- School Board employees may use a PED in areas from which students are excluded to carry out their duties and responsibilities.

Prohibited Uses of PEDs by Employees

- Use in any way that compromises the academic integrity of the school or individual within the school.
- Use in any way that interferes with or disrupts the instructional day or the teaching/learning environment.
- Use in any way that violates an individual's reasonable expectation of privacy.
- Use in any way that compromises personal and/or school safety.
- Use in any way that facilitates the commission of a crime.

Visitors must receive permission from the Principal or a designate to use PEDs on school premises.

Expectations of Online Social Networking

The principles of Catholic values, as outlined in the Safe Schools Implementation in Catholic Schools, serve as the foundation for developing, implementing, and evaluating safe schools policies, directives, and programs. Every member of a school community is sacred and made in the image and likeness of God. Dignity is maintained regardless of the circumstances and the challenges members of a school community may manifest. Each individual is entitled to acceptance, respect, and opportunities to develop his or her self-worth. Adherence to this principle promotes the values of respect, dignity, tolerance, equality, forgiveness, and compassion. Online social networking includes but is not limited to, existing and emerging networking sites, including Facebook, YouTube, MySpace, MSN, Twitter, Snapchat, Instagram, etc.

Online social networking and the increasing use of Internet sites which contain personal information also increases the opportunity for unwelcome and unsolicited written material, pictures or videos. Harassment in any form, including comments posted electronically, is unacceptable.

All inappropriate references to Board or school personnel, students and/or any member of the school community in computer-related mediums such as web pages or e-mail which is deemed to be conduct injurious to the moral tone of the school are violations of this policy.

Using computer technology to communicate inappropriate, demeaning, harassing or threatening messages shall be subject to disciplinary action. The Provincial Code of Conduct extends the right to discipline to include actions taken off school property and outside school activities where the activity has an impact on the school climate. Police may be contacted, along with other community agencies, and the actions could result in suspension, expulsion, and/or criminal charges.

Using any technology to circumvent the security, safety and legislative protocols of the board and the Ministry of Education is a violation of this policy.

JP II Procedure

Students are expected to comply at all times with the Board's PED Policy for appropriate use of PED's. The consequences are listed below:

1st violation – Discuss concern with student. Remind student of appropriate use of PED. Request student to put PED away.

2nd violation – Inform student this is their second infraction. Request student to put PED away. Follow up in conversation with parent/guardian.

3rd violation – Inform student this is their 3rd infraction. Request student to put PED away. Subsequent Violations – same as 3rd violation. Teacher will inform administration of student non-compliance of PED policy. Vice-principal begins progressive discipline.

Direction to Administration

If a student is directed to meet with a Vice-Principal, **he or she must inform the secretary in the office of his/her arrival, and then must wait until the Vice-Principal is available.** The student is **NOT** to leave the office or attend a class until given permission by administration to do so. Failure to do so may result in a suspension. Students will complete a report explaining why they were directed to the office.

Fire and Lockdown

A loud bell ringing continuously inside the school is the unmistakable signal for an emergency. Students must move quickly and quietly to the closest fire exit, as posted in your classroom. Each time the alarm rings, students must react as if this is a serious matter. Persons who are evacuating the rooms should close all classroom doors and windows. Students must remain outside and away from the school until the manual ringing of the regular bells, or until administration signals them to return to classes. A false alarm is an indictable offence under the Criminal Code of Canada. Any student who creates a false alarm will be charged and face disciplinary action.

Lockdown drills will be conducted during the school year as well. A lockdown is a potentially dangerous situation in the school that requires

all members of the community to be confined in the classrooms and supervised areas of the school.

Gaming

Gambling, games of chance for monetary gain, or other such activities by students while on school property or in attendance at school events are strictly forbidden.

Hallways

In order to provide students with a quiet learning environment, students are not permitted to loiter in school hallways during the day. At the beginning and end of lunch periods, students are permitted to access their lockers. Students are urged to spend any free time outside, in the library or cafetorium. Stairwells are out of bounds during lunch hours.

Harassment/Bullying

Harassment can take the form of gestures, remarks, jokes, taunts, innuendo, display of offensive materials, graffiti, threats, verbal or physical assault, hazing, stalking, shunning or exclusion or similar comments or conduct either face to face or through texting, cell phone use, MSN, Twitter, Facebook or other social networking sites that are known or might reasonably be known to be unwelcome, unwanted, offensive, intimidating, hostile, or inappropriate. If these are gender related or sexual in nature, they are identified as sexual harassment. These may also be physically threatening. Administration will take steps to prevent any occurrences of harassment. Students who are experiencing harassment or have witnessed cases of harassment are encouraged to report this information to a staff member. Disciplinary action could include suspension and the intervention of an outside agency (CAS, Police, etc.).

School Response to Threatening Behaviour: Fair Notice and Process

Recognizing a Threat

A threat is an expression of intent to do harm or act out violently against someone or something. Threats and perceived threats are taken seriously, investigated and responded to. Examples of threatening behaviour are:

- Physical violence or violence with intent to harm
- Verbal/written threats to harm
- Internet website/instant messaging/ social networking threats to harm
- Possession of weapons (including replicas)
- Bomb threats
- Fire setting

Duty to Report

Staff, parents, students and community members must report all threat-related behaviours. Violence or threats expressed in any form are not tolerated.

Threat Assessment Response Team

The Threat Assessment Response Team is a multi-disciplinary team of school personnel trained in Threat Assessment. It may include administrators, guidance staff, behaviour consultants, social work and psychology staff, police officer(s) and others as needed. At times, outside agencies may be included with consent.

The Goals of Threat Assessment Response

Threat Assessment ensures:

- The safety of students, staff, parents and others
- An understanding of the context of the threat
- An understanding of the factors that contribute to the threat makers' behaviour
- The development of an intervention plan that addresses the emotional and physical safety of the threat maker
- Promotes the emotional and physical safety of all

The Process Involved in a Threat Assessment Response

All threat making behaviours by a student(s) are reported to the principal who will activate the Threat Response Protocol. Interviews will be held with the student(s), the threat maker, parents and pertinent staff to determine the level of risk and develop an appropriate response to the incident. Police may be involved at any point in this process. Intervention plans will be developed and shared with parents, staff and the student(s) as required.

What if you refuse to be a part of the Threat Assessment Program?

In the interest of safety, it is important for all parties to voluntarily cooperate in the process. However, if the threat maker or parent/guardian refuses to participate, schools will continue their investigation in order to ensure a safe and caring learning environment for all.

Lockers

Students will be assigned a locker close to their semester 1 homeroom classes. Lockers will be reassigned every year. As such it is the responsibility of the student to safely store their lock over the summer. Students may not share lockers. It is the student's responsibility to maintain the locker in a clean and organized manner. Lockers are school property, and if necessary, a search of such property is permissible by school administration. The school is not liable for locker contents in the event of theft, fire, or other damage. Locks must be a Dudley lock purchased from John Paul II. Non-JPII locks will be cut off without reimbursement. All materials (clothing, personal effects, etc.) must be removed from the lockers before the end of the student's last semester of the year. Items left in the lockers will be donated to charity or discarded by the school.

Please note the following:

- Only locks purchased from JPII are allowed on lockers. Unregistered locks will be cut off.
- Students may not change assigned lockers without the permission of Administration.
- Students are responsible for any damage to a locker including graffiti. Lockers with graffiti require cleaning at a cost of \$20/locker. Student will be charged this fee or be required to repair/clean the locker. Failure to do so will result in the loss of the use of a locker and/or loss of participation in school events.
- Students are advised to take a proactive approach to preventing theft by not sharing their lock combinations with others
- Personal effects must be removed from the locker by the last day of the student's semester. Materials left in lockers will be discarded.
- Offensive, inappropriate materials are not permitted for display or storage in lockers. Inappropriate materials will be confiscated and disciplinary action will follow.

Parking And Safe Driving

There is limited student parking at John Paul II. All authorized vehicles will require a parking pass to be displayed. Students who require parking must submit an application form (to be approved by administration). Students illegally parked on school property face disciplinary action. Students and all others driving on school property are expected to do so with the highest regard to the safety of others.

Personal Property

It is strongly recommended that students put their names or other identifying marks on all their clothing (including Phys. Ed. uniform) and other personal property. Students are discouraged from bringing articles of substantial value (such as iPods, PED's, cameras, cell phones, etc.) to school, nor should they carry large sums of money or expensive clothing

or jewellery on their person or store them in their locker or phys-ed change rooms. It is the student's responsibility to label any headwear (worn inside the school and surrendered to a staff member) with his/her name. Staff members do not accept any liability for the handling of students' hats or personal items. Items that have been confiscated will be returned to the student and/or parent at a mutually convenient time. Unclaimed items will be donated to charity at end of each semester. The school is not responsible for lost/stolen PEDs. **The school will not investigate lost or stolen PEDs.**

Smoke Free Ontario

Smoking on any property owned by the London District Catholic School Board is forbidden and is a violation of provincial statute and subject to a \$350 fine up to a maximum fine of \$5000.00. An incident report will be completed by the school and forwarded to the London and Middlesex Health Unit, which in turn will determine whether or not a charge should be laid by the Tobacco Enforcement Officer. Students caught smoking at school, on school property (includes the whole inside and outside of the building and/or inside your car on school property), during a field trip or other educational activities off school property are subject to disciplinary measures under the Catholic School Code of Conduct. This by-law affects all parents, teachers, students and visitors. It is in effect 24 hours a day, 7 days a week and 365 days a year.

Chewing tobacco and electronic cigarettes (e-cigarettes/vapors) are not permitted to be used at school or on school property. Students caught using these items or with these items are subject to disciplinary measures under the Catholic School Code of Conduct.

Students choosing to smoke during the instructional day may off school property or in designated area on the sidewalk.

E CIGARETTES

E cigarettes (Vapors) are **NOT** permitted on school property. Students wishing to use this as another means of smoking, will need to do so in the designated area on the sidewalk around the school.

Trespassing

All visitors must sign in at the Main Office where they may receive a numbered visitor pass upon discussion with the school's administration. Parents and other adults are invited to contact the Principal in order to make arrangements for a tour of the facilities. Unauthorized individuals, including students under suspension from this or any other school, are subject to the penalties under the Trespass to Property Act.

Uniform Policy

John Paul II Catholic Secondary School students wear their uniforms proudly as they reflect the positive atmosphere of our community. Students are to be in full uniform upon arrival to school and until the student leaves the school at the end of the day. Students may not be out of uniform during lunch or spare periods.

All uniform pieces must be the appropriate JP II wear purchased from R.J. McCarthy's as they are our contracted uniform supplier.

One of the following JP II pieces from R. J. McCarthy's must be worn on top:

- Oxford shirt
- Golf shirt
- Rugby shirt
- Fleece
- Long sleeve V-neck sweater
- Sleeveless vests (must be worn with a solid colour shirt in black, grey, white or maroon underneath)
- Black cardigan

One of the following pieces must be worn on the bottom:

- Pants in black or khaki (Black pants must have JP II logo)
- Shorts in black or khaki
- Kilt (females only)
- Capris

Uniform Requirements

- Uniforms are to be neat, clean and in good repair (no altering of style or colour i.e., no rolling up pants from bottom or at waist).
- Shorts and kilts can be worn no higher than 5 cm above the knee (a good measure is shorts must be longer than your hands when arms are extended at sides).
- Extreme over-sizing or under-sizing of clothing is not allowed.
- A white, black, grey, or maroon solid colour long-sleeved undershirt (no hoodies or zippered tops) may be worn under an approved top.
- All uniform shirts must be buttoned. Students may have the top button undone.
- Appropriate footwear must be worn.
- Jeans or other pants are not to be worn under uniform pants.
- Pants must be hemmed. "Cut-off" uniform pants are not acceptable.
- Pants and shorts must be buttoned up, zippers done up and not tucked into footwear.

- Hooded jackets or similar articles of clothing are not to be worn under or over an approved uniform top (non-uniform clothing is to be kept at home or in the student's locker).
- Plain leggings, tights are permitted under the kilt only.

Appropriate Footwear

- Closed-toe backed shoes with heels no taller than 4cm and soles under 2cm.

Wearing the school uniform properly is part of a student's enrolment contract and is not up for debate or discussion. **The school's administration reserves the right to make final determinations as to appropriateness and consequence for uniforms.** If a student arrives to class not in uniform, the teacher will direct the student to get into uniform. Students, who are not able to get in uniform or who do not meet the uniform requirements will report to the office. Repeat offenses: the teacher will discuss the concern with the student and remind the student of appropriate uniform compliance. Follow up in conversation with parent/guardian. The school administration reserves the right to suspend students from their remaining classes or to send home students who are not dressed in accordance with the uniform policy. Students who are persistently out of uniform will be subject to progressive discipline.

Accessories and Styles

- Any clothing or accessories that (1) depicts or suggests association with a gang, (2) may be considered obscene or offensive, or (3) may be associated with drug emblems, tobacco or alcoholic beverage references, shall not be worn at school or in any way be present at any school related event. The wearing or possession of chains, or any item that when misused could result in a physical injury, is forbidden. Belts may not be replaced with bandanas or other items. Sun-glasses are not to be worn in the building.
- Any type of head covering (including hats, bandanas, sports head bands, etc.) is not to be worn in the school. Students who decline to remove their head covering are to be sent to the Office. Administration may confiscate head coverings for return to the student at a future date.
- Coats and/or jackets are not considered to be a substitute for a school sweater and should not be worn. Once the school day begins, coats/jackets must be removed upon entering the building. If a student is to leave the building during the school day, they are to carry their coat/jacket to the door. In the event of unusually cold temperatures, students are expected to wear additional layered approved uniform pieces to keep warm. Non-uniform clothing will not be permitted.
- Hair should be kept clean, neat, and reasonably styled.
- Students with unsafe piercings or extreme hairstyles may be sent home at the discretion of Administration

Please note that Administration is solely responsible for establishing what is considered to be appropriate and reasonable rules and consequences for students. The interpretation of what articles of clothing, accessories, styles, devices, etc. that is acceptable within the school community must conform to the spirit of the Board System Code of Behaviour. Changes to the school uniform policy are made at the discretion of Administration in consultation with School Council.

Uniforms and Field Trips

Unless otherwise stated by the supervising teacher, following approval by Administration, **students are expected to be in school uniform on all school-related excursions.**

Off Uniform Days

Clothing worn on an off uniform day must comply with the school's dress code, and should be modest and appropriate to a Catholic learning environment. Students are accountable for choosing clothing that denotes modesty, good taste, and sound judgement. Examples of clothing or accessories that are not appropriate at any time are tank/halter tops; bare midriffs or revealing necklines; ragged, torn/frayed or patched clothing; clothing with objectionable emblems or slogans; mini-shorts or skirts; spiked jewellery; outerwear; headgear; and chains. Off uniform days are scheduled throughout the year and are indicated in the Student Agenda. However, always check the School Calendar on the JP II website for updates or changes. **Students deemed to be wearing clothing that does not comply with the school's dress code on off uniform days may lose this privilege.**

STUDENT SUPPORT

Guidance/Learning Services/Student Success

Counsellors are available during the school year to help students and their parents in making important decisions about course selection, career planning, post-secondary destination, and also to assist students in resolving their personal concerns. Students may request appointments with their counsellor by contacting the secretary in the Guidance office. For counselling, students should see their assigned counsellor.

<p><u>Individual Counselling</u></p> <ul style="list-style-type: none"> Personal, Academic, Career 	<p><u>Guidance and Career Education</u></p> <ul style="list-style-type: none"> Assemblies, in-class sessions, etc., dealing with academic and career planning issues Career Studies GLC 205 GWL 30 	<p><u>Computer Programs</u></p> <ul style="list-style-type: none"> Carer Cruising Microsoft Word College and University CD ROMs
<p><u>Printed Information</u></p> <ul style="list-style-type: none"> About careers, job opening, colleges, universities, guidance newsletters, apprenticeships 	<p><u>Records</u></p> <ul style="list-style-type: none"> Of all courses taken, credits towards OSSD Development of student portfolios Annual Education Plan 	<p><u>Scholarships & Financial Aid</u></p> <ul style="list-style-type: none"> O.S.A.P. available to both college and university applicants Updated information made available to post secondary applicants
<p><u>Group Sessions</u></p> <ul style="list-style-type: none"> Job search techniques, post secondary planning, study skills and others 	<p><u>Registration</u></p> <ul style="list-style-type: none"> High school, college or university 	<p><u>Peer Tutoring</u></p> <ul style="list-style-type: none"> Credit Course IDC 4U Tutors available to assist Gr. 9 students in class

It is the student's responsibility to monitor the number of credits attained and the completion of 40 hours community service, to ensure sufficient required credits for graduation purposes.

Choosing an Academic Program

Students will be advised well in advance regarding their selection of courses for each year. Students choose their courses for the entire school year (for Semester 1 and 2) in February. The school course calendar (online) will provide detailed information on courses and diploma requirements. Considerable time is spent preparing students for their subject selection. Individual counselling is available for students and parents upon request. It is very difficult (and often impossible) to change courses once scheduling has been completed. Course selections authorized by student and parent signatures are viewed as firm commitments for the entire year. Since these selections serve as a basis for determining our staffing needs for the coming year, we expect students to take the process seriously. Students in Grades 9, 10 and 11

must carry eight courses. Students in Grade 12 must carry at least six credits.

The *John Paul II Catholic Secondary School Employability Certificate* is awarded to a student who has no non-school related absences or lates during the entire school year. This certificate is given to students at the end of June and is formally presented at an assembly in the fall. Students are encouraged to include this award in their résumés and use it when they are looking for part-time and summer employment.

Procedures to Add/Delete Courses or Change Levels

Adding or Changing a course

Final dates for adding a new course: September 9 (Semester 1)
February 9 (Semester 2)

Dropping of a course

All students must carry a full course load of 8 courses per year until they are in their graduating year.

Students in their graduating year are expected to maintain a load of 3 courses per semester. Requests for part-time status will be reviewed on a case-by-case basis upon receiving a written request outlining the need for this consideration.

A student may drop a course **ONLY** if the following conditions have been met:

- A conference has occurred with the subject teacher and Guidance.
- Parental approval has been obtained for students under 18.
- Vice Principal approval for students with fewer than 23 credits or going to part-time status.
- A course change form with all signatures has been submitted in to the Guidance secretary.

A student **MUST** attend the original class until he/she receives a new timetable from Guidance. Failure to do so will result in disciplinary action.

Full Disclosure

Students enrolled in Grade 11 or 12 courses have 5 instructional days after mid-term reports are issued to drop a course without the academic penalty of full disclosure. If you have any questions regarding this Ministry of Education policy, please see your Guidance counsellor.

Level change

Students wishing to change levels of difficulty in a subject should consult with the classroom teacher and Guidance as soon as possible. Any level change must be done early in a course due to differences in content emphasis and teaching strategies. Students may be required to complete further course work through summer school and/or independent learning courses.

Learning Services is available for students who have been officially identified as having special learning needs; for example, a learning disability. In the centre, specially trained teachers provide students with individual help. They also work closely with each student's subject teachers to ensure academic success. Students may request an appointment with their Resource Teacher through the Guidance secretary.

Chaplaincy

The Chapel in our school is central to everything in our building; in the same way our faith should be central in our lives. The JP II Chaplaincy Team exists to provide opportunities for Spiritual Growth and Faith Formation for our John Paul II community. The Chaplain is available in an office located beside the Chapel, to serve as a listening ear in a safe, welcoming place for students and staff. Chaplaincy offers programs for students to help them deal with various issues, and sponsors outreach programs such as food drives, and other fund-raising activities, to raise awareness and contribute to helping others both inside and outside of our school community. Throughout the school year, many opportunities are offered to our community to worship together through Masses and various liturgical celebrations. Classes are also welcome to plan and experience class masses in our Chapel. Days of Reconciliation are offered where a number of priests come to the school to offer our students and staff the opportunity to receive the Sacrament of Reconciliation.

Faith Accommodation

Students must present written notice from their parents/guardians specifying their accommodation needs relating to religious observances. Schools will make reasonable efforts to accommodate individuals' requirement for daily prayer by providing an appropriate location within the building for students to participate in prayer. Adult presence should be for supervision purposes only. Chapels in Catholic school are specifically designed and furnished for prayer and liturgy within the Catholic tradition and are not to be considered multi-faith chapels.

Health

Our public health nurse provides confidential counselling about factors in your life that could be affecting your health. In the coming school year, our nurse is available two days per week. The nurse is an understanding listener and has expertise in areas that may be of concern to you: AIDS, smoking cessation, eating disorders, self-esteem, nutrition, stress management, wellness and more. To arrange an appointment, please contact the Guidance.

Library

The library is intended for quiet work and study. No food, candies or drinks, with the exception of bottled water, are allowed in the library. Students must present their student cards in order to borrow books. Students are not permitted to use another student's card. Students who sign out books for a friend or other person are responsible for these books. Each student is allowed to borrow 7 books, with a limit of 3 books on a particular topic. Borrowed material is on loan for 3 weeks unless designated otherwise, and may be renewed by returning them to the library and asking to have them renewed. Students are able to set up their own Library Account which allows them to renew their own books, put books on hold, review their 'checked out' books, etc. Please return books in the "Book Return" near the Circulation Desk, or in the outside "Book Drop" beside the entrance to the library.

The overdue fine is 20 cents per item for each school day, to a maximum fine of \$5 per item. Borrowing privileges will be suspended when unpaid fines accumulate to \$1 or more, and/or overdue books are not returned. If a book is lost or damaged, the student must pay for the cost of replacing it.

In this computerized library, students may access the library's on-line catalogue, the London Public Library on-line catalogue, and the Internet. Playing computer games or loitering at the computers is not allowed. Internet access is to be used for school-related research only.

Reference material and newspapers are for library use only. Articles or pictures from books, magazines or newspapers are not to be cut out. A photocopy machine is available in the library for student use. Copies cost 10 cents per page. The library copier does not have double side or transparent copy functions. Refunds are not available for copier users.

Students must be in uniform while in the library and are expected to be respectful of all school rules and library resources/materials. Whenever you are in need, please feel free to ask the librarian for help at any time.

Social Worker

Limited social work counselling services are offered at John Paul II. Students who are experiencing high level of anxiety as a result of emotional, social or family difficulties may be referred. Counselling services include individual, family, and group work treatment for students and their families as well as referral and consultation services with various community and mental health agencies.

Peer Tutoring

Senior students are available to provide individualized, academic instruction to those in need of assistance. This service is available upon request from the Guidance Office. In addition, selected Grade 9 and 10 classes may have senior peer tutors who provide in-class assistance.

Computer Availability

Students are only allowed to use a computer with the consent of and under the supervision of the teacher(s) responsible for the equipment in that area. The computers have time locks. They will not be accessible before 8:00 am. Most classrooms in the school have computer access. Internet access is available to students at JPII provided that the student has applied for access and has returned the required signed parent/guardian approval form.

Computer Policies

The sending, creating, storing or displaying of inappropriate mail, messages, documents or graphics, by way of the Internet or any other manner, is not allowed on any school computer. Violators of this policy will lose their computer use privileges and face possible suspension/disciplinary action.

- No network files are to be copied from the network.
- Students are NOT allowed to lend their User-ID to any other student. User-IDs allow access to personal storage space and should not be used by anyone else.
- Students are not allowed to store or install any copyrighted material (software, games, data, documents, etc.) onto the network.
- Students are not allowed to utilize programs or techniques to access files or internet sites. Misuse will result in disabling of account until Suspension Warning letter has been signed. Repeat offenders will have their accounts suspended indefinitely and may face suspension.
- All students will be given a \$5.00 print credit for printing. Each page will cost the student 10 cents and will be applied against the print credit. Additional print credit may be purchased from the School Computer Technician. The intent is to prevent the inefficient usage of the printer resources.
- Students are not to have food or drinks of any kind in any classroom, computer room or library.
- Students are not allowed to exceed user storage space maximums. Old or unwanted files should be deleted regularly.
- Computers are individual workstations and should be used by only one person at a time, unless directed otherwise by your teacher.
- Students are only allowed to use a computer with the consent of the teacher(s) responsible for the equipment in that area.
- It is the student's responsibility to maintain the security of his/her password and User-ID. The student must accept responsibility for any inappropriate use of his/her User-ID. Students are encouraged to change their password every 14 days with another password of 5 letters or greater in length. Do not use a password that others could guess (i.e. your first name, favourite sport, etc)! Refer to the Student Information section for Computer Usage.

Computer Usage

The homeroom teacher will assign ALL students a Computer User-ID and password during the first week of school.

1. To start, push the enter key to get to the login screen.
2. Enter your User-ID exactly as given to you by your HR teacher and press enter.
3. Enter your password exactly as given to you by your HR teacher at the password prompt and press enter. (you will not see your password on the screen as you type)
4. Make sure the domain is JP2.
5. When finished exit the program and press ALT+F4 to shut down or log on as a different user.
6. You must push your chair in neatly at your station and dispose of any scrap or unwanted paper at your station or at the printer before you leave the area.

Extra Help

Many classroom staff participate in regular “help” sessions. All teachers are available by appointment to assist students with academic problems. Students who are experiencing academic difficulty should take advantage of these opportunities.

Please refer to our Board Policy on Assessment and Evaluation for further details.

Lost and Found

The lost and found is located in the Main Office. Unclaimed items are disposed of after approximately 30 days.

Transfers / Withdrawals

Students who transfer from John Paul II Catholic Secondary School or who are withdrawing/retiring from school must contact Guidance as soon as possible. You are required to complete certain documents, complete an exit survey, return all of your textbooks, and fulfill all obligations.

CO-CURRICULAR

Co-curricular Activities

Co-curricular activities play an important role at John Paul II Catholic Secondary School. The program is developed entirely for the benefit of the student body and the success of such a program depends on active student interest. Your appreciation for such a plan can best be expressed by your active support.

Student Council

Your Student Council meets daily in the first semester, and weekly in the second semester, to plan and organize social activities for the student body. These activities include dances, fund-raising events, semi-formals, etc. In addition to the social dimension, Student Council works at maintaining a high level of school spirit. Student Council is a great way of getting involved in the school and every student should consider taking part in this special organization and its activities by considering possible candidacy or by supporting student council sponsored events.

Activity Fees

Every student must pay an activity fee to offset the cost of school activities and clubs, honoraria to speakers or special groups, Chaplaincy, Athletics and Student Activity Card. **Students who choose not to pay the Student Fee each year are not entitled to participate in extra-curricular activities such as clubs, teams, dances, prom etc.** The activity fee is due with the registration form in February. Cheques should be made payable to John Paul II Catholic Secondary School. A \$10.00 fee per NSF cheque will be charged on any payments by cheque returned due to "insufficient funds". All students must pay this fee but families in financial difficulty can work out a payment plan over several months upon request in writing to the Principal/Vice-Principal (this information is kept confidential).

Athletics

The Sports Program plays an important role in the life of the school. As in other activities, the core of the program is learning. A spirit of dedication, sacrifice and intensity should characterize participation. It should help the athlete build moral character and respect for opponents, develop self-discipline, and promote cooperation, teamwork and spirit. Each athletic program here at JP II has a fee based on the program's needs.

Spectators must be on their best behaviour as students at all times and are subject to the Code of Conduct.

TVRA eligibility rules state that a student must be enrolled in three full credits for the entire season in which they participate. Students must diligently attend all enrolled classes and follow the Board's Code of Behaviour at all times in order to remain eligible for practices or for games. An Athletic Code of Conduct must be signed and adhered to by athletes and parents/guardians. Students must be in good academic standing to participate in athletics. TVRA Code of Conduct sites that "student athletes should be encouraged and expected to: demonstrate respect for themselves and for others (including coaches, officials, other students, volunteers and spectators); and, otherwise engage in acceptable behaviour. Respect, responsibility and acceptable behaviour are demonstrated in the context of athletic activities when a student: abides by, shows respect for and compliance with the Rules of Play, the terms of the Agreement and the decisions of the Coordinator, TVRA

officiating personnel, coaches and school authorities, both in letter and in spirit; takes responsibility for his/her own actions; and is prepared to participate in TVRA Contests to his/her full potential and to demonstrate good sportsmanship throughout.”

This calendar assists students by illustrating potential sports seasons:

ACTIVITIES	S	O	N	D	J	F	M	A	M	J
Archery - Coed										
Badminton – Coed										
Baseball - Boys										
Basketball – Boys										
Basketball – Girls										
Cross Country - Coed										
Curling										
Field Hockey - Girls										
Football – Boys										
Golf										
Hockey – Boys & Girls										
Rugby – Boys & Girls										
Soccer – Boys										
Soccer – Girls										
Swimming – Co-ed										
Tennis – Co-ed										
Track & Field – Co-ed										
Volleyball – Boys										
Volleyball – Girls										
Wrestling – Co-ed										

LDCSB CONCUSSION PROCEDURES

Parents/Guardians and students it is vital and imperative that you immediately report a concussion that happens on or off of school property to Administration or your teacher. The LDCSB concussion protocol documents can be found on the board website or picked up in the main office – please see your VP.

If your son/daughter/ward is diagnosed with a concussion by a medical doctor/nurse practitioner, the [LDCSB C-3 - Documentation of Medical Examination](#) needs to be completed before the student returns to regular classes. The [LDCSB C-4 Return to Learn/Return to Physical Activity Plan](#) must be completed before the student returns to physical education classes, intramural activities, sports teams, and competitions.

Please request the forms from the student's guidance counsellor or coach. Students belonging to a sports teams, clubs, on school related field trips are to see the teacher supervisor immediately.

Awards

At the end of each school year, students are eligible for a variety of subject awards and scholarships. See your Guidance counsellor for details. Many clubs and teams also present awards to outstanding members. Students should note the criteria for the following award and the definition of a full-time program:

The Principal's Honour Roll: The criterion for being on the Principal's Honour Roll is that a student must be enrolled in a full-time program (8 courses for Grades 9, 10, and 11; minimum of 6 courses for Grade 12) and have an overall final average of 80%.

Dances

The Student Council sponsors a semi-formal dance during the school year. Every student **MUST** present his or her Student Card and dance ticket upon entering a dance. Guests are allowed only at formal dances and must be pre-approved by Administration. All guests must have a valid Student ID card. Administration views dances as a privilege and will not hesitate to cancel further dances if expectations are not met.

Please note the following:

- All students **MUST** leave their coats at the coat check before entering the dance.
- All students carrying large bags, purses, etc., must open them (when requested) to ensure that no illegal substances or items are brought into the school.
- Fighting and general misconduct by any student will result in his/her removal from the dance and a mandatory suspension.
- Respect for the authority of all teachers/supervisors must be shown at all times during the dance.
- Admission ceases one hour after opening. No refunds will be given for those unable to arrive by closing time. Anyone leaving the building during the dance cannot be re-admitted.
- Smoking is not permitted anywhere on school property.
- Inappropriate dancing, i.e., grinding, inappropriate touching, movements that are not respectful to our Catholic nature will not be tolerated. Students will be reminded and can be sent home with additional consequences.
- The possession and/or consumption of alcohol or other drugs is strictly prohibited. Police Officers will be on duty for all dances and will take appropriate action for those who are violating the law. This may include the laying of charges and fines, suspension, and losing the privilege of attending future dances, and/or extra-curricular activities.

- Please note that dances are a privilege. Administration reserves the right to disallow a student or guest entry into the dance, without refund. Students suspected of being under the influence of alcohol or drugs will be detained, for their own safety, until a parent can be notified to make arrangements for transportation home.
- Administration also reserves the right to judge the appropriateness of a student's attire, as to whether or not it complies with the philosophy of our Catholic School. Please see "off-uniform days".

Fund Raising

Fund raising by individuals or groups of students using the school name or on property requires the permission of Administration.

Student Activity Cards

Student Activity Cards will be issued to all students. Students must carry their card while at school, on the school bus, or at school sponsored events. This card must be presented at the request of any school personnel inclusive of school bus drivers. The replacement cost for lost cards is \$5.00.