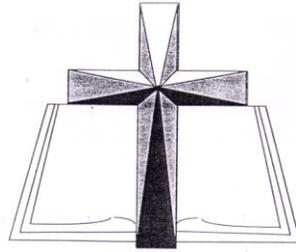# St. Anthony's School

Grades 7-12 Student Handbook 2018-19

MAKING   A BETTER

THE   PLACE

WORLD   TO BE

Principal – Mrs. JoAnne Akerboom
Vice Principal – Ms. Chris Bzdel
Vice Principal – Mrs. Celeste Schrock

This Agenda Belongs to:

Name _____

MISSION STATEMENT

Guided by the Holy Spirit, St. Anthony's School is a Catholic Community founded on gospel-centered values, educating the whole person in a safe, secure and caring environment, nurturing the growth of individual gifts, building the knowledge and confidence needed to contribute to an ever-changing society, thus pleasing our Creator.

PILLARS OF THE SCHOOL

To have a safe, secure and caring environment for all.
To meet the educational needs of all students.
To be stewards of our resources.
To have all live by the gospel-centered values based on the official teachings of the Catholic Church.

…To achieve these pillars we believe in the following fundamental convictions and values…
*We believe God is with us daily in everything we do.
*We believe in the teachings of the Magesterium of the Catholic Church.
*We believe in the knowledge and practice of Catholic Values.
*We believe in the witnessing and celebrating of our Catholic faith.
*We believe in the power of prayer.
*We believe the parent is the prime educator.
*We believe in the excellence of education of the whole person.
*We believe the role of education is to develop each individual's unique gifts and abilities.
*We believe the family is the primary role in influencing the development of the individual.
*We believe in a safe, secure and caring environment.
*We believe open and honest interaction is essential for community.
*We believe in the gift of free will and that people are responsible for their own actions.
*We believe in the value-centered education of the whole person.
*We believe all people have equal intrinsic worth.
*We believe, as children of God, all individuals are worthy of respect.
*We believe, as stewards of our community, that we respect the property of the school, the property of others, and our own personal property.

St. Anthony's is a nut and scent free school.

CHRIST THE REDEEMER'S STUDENT CODE OF CONDUCT AND DISCIPLINE POLICY

Procedures
1. Students are expected to comply with Section 12 of the Act by: (a) being diligent in pursuing their studies; (b) attending school regularly and punctually; (c) cooperating fully with everyone authorized by the board to provide education programs and other services; (d) complying with the rules of the school; (e) accounting to their teachers for their conduct; (f) respecting the rights of others; (g) ensuring that their conduct contributes to a welcoming caring, respectful, and safe learning environment that respects diversity and fosters a sense of belonging; (h) refraining from, reporting, and not tolerating bullying or bullying behaviour directed toward others in the school, whether or not it occurs within the school building, during the school day or by electronic means; and (i) positively contributing to their school and community.

2. Code of Conduct
   The Code of Conduct emanating from Section 12 includes, but is not limited, the following lists of acceptable and unacceptable behaviours.
   2.1.   Acceptable behaviours
   All division schools have established Inclusive Communities, as per Administrative Procedure STU #22, Inclusive Communities, that focus on building respectful and caring school environments, rooted in Catholic values. Inclusive Communities align with the School Act's requirement to provide welcoming, caring, respectful and safe learning environments. Within our schools, we are building communities that are inclusive and

celebrate respect for one another, community, and diversity. This includes placing a strong value on:

2.1.1. respecting all others, regardless of race, religious beliefs, colour, gender, gender identity, gender expression, sexual orientation, physical disability, mental disability, age, ancestry, place of origin, marital status, source of income, or family status;

2.1.2. respecting the school authority;

2.1.3. respecting the school and district property, as well as the property of others;

2.1.4. respecting yourself and the rights of others in the school;

2.1.5. making sure your conduct contributes to a welcoming, caring, respectful and safe learning environment in the school that respects the diversity and fosters a sense of belonging of others in your school;

2.1.6. refraining from, reporting, and refusing to tolerate bullying or bullying behaviour, even if it happens outside of the school or school hours or electronically;

2.1.7. informing an adult you trust in a timely manner of incidents of bullying, harassment, intimidation or other safety concerns in the school;

2.1.8. acting in ways that honour and appropriately represent you and your school.

2.1.9. attending school regularly and punctually;

2.1.10. being ready to learn and actively engage in and diligently pursue your education;

2.1.11. knowing and complying with the rules of your school;

2.1.12. cooperating with all school staff;

2.1.13. being accountable for your behaviour to your teachers and other school staff; and

2.1.14. contributing positively to your school and community.

2.2. Unacceptable behaviours

Behaviours that do not support Inclusive Communities, and therefore interfere with the establishment of welcoming, caring, respectful, and safe learning environments, are considered unacceptable. These include, but are not limited to:

2.2.1. behaviours that interfere with the learning of others and/or the school environment, or that create unsafe conditions;

2.2.2. the use of profanity and language that is not caring, kind, and courteous;

2.2.3. acts of bullying, cyber-bullying, harassment, or intimidation;

2.2.4. retribution against any person in the school who has intervened to prevent or report bullying or any other incident or safety concern;

2.2.5. breaches of digital on-line safety;

2.2.6. inappropriate use of mobile devices;

2.2.7. inappropriate student dress;

2.2.8. physical violence or threats;

2.2.9. personal or sexual harassment;

2.2.10. hazing;

2.2.11. illegal activity:

2.2.12. gang activity;

2.2.13. possession or use of weapons;

2.2.14. possession, use or distribution of illegal or restricted substances (including drugs, alcohol, tobacco, or e-cigarette products); and

2.2.15. theft or damage to property.

As outlined in the Act, students can be held accountable for conduct that occurs outside of the school building or school day and electronically (e.g. social media), if the conduct negatively affects a member of the school or interferes with the school environment. Students are held accountable for conduct during curricular, co-curricular, and extra-curricular activities.

3.   Bullying
        Further to Section 12 of the Act and the Code of Conduct above, all forms of bullying are
        unacceptable.
        3.1.   There are several criteria used to identify an act of bullying:
                3.1.1. There is repeated hostile or demeaning behaviour.
                3.1.2. The behaviour is intended to cause harm, fear, or emotional distress to another
                        individual in the school community.
                3.1.3. The harm caused includes physical harm, psychological harm, or harm to the
                        individual's reputation. It is important to note that: a) no action toward another
                        student, regardless of the intent of that actions will cause harm, fear, or distress to
                        that student; b) no action toward another student within the school community
                        will diminish the student's reputation within the school community; and c)
                        actions that humiliate or contribute to diminishing the reputation of a student
                        because of race, religious beliefs, colour, gender, gender identity, gender
                        expression, sexual orientation, physical disability, mental disability, age,
                        ancestry, place of origin, marital status, source of income, or family status is
                        deemed to be an act of bullying.
                3.1.4. This behaviour may occur on school grounds, off of school grounds, during
                        school hours, after school hours, and via electronic means. If it impacts the extent
                        to which a student feels safe and cared for at school, it is within the schools'
                        purview to address.
                3.1.5. Bullying often occurs in circumstances where one party endeavors to maintain
                        power and control over another based upon systemic inequalities within a social
                        setting.
                3.1.6. Bullying must be distinguished from a conflict in relationship, which occurs
                        through single episodic acts of breakdowns in relationship between students.
                        Conflict is an inevitable component of students learning to grow within social
                        relationships. Disagreement and misunderstanding between parties is at the heart
                        of conflict. However, conflict does not constitute premeditated efforts to cause
                        harm, fear, or distress. Parameters for addressing conflict in relationship between
                        students may be dealt with through counseling, administrative intervention, or
                        restorative practices.
                3.1.7. Regardless of whether school personnel and parents agree that the issue is a
                        confirmed case of bullying or not, school personnel will work constructively to
                        address the issue causing concern.
        3.2.   All allegations of bullying will be thoroughly investigated by school personnel.
        3.3.   If bullying is occurring, some or all of the following processes will apply: discipline
                process, intervention process, restorative justice process, or threat-risk assessment
                process. All these processes are dedicated to eradicating the bullying behaviour.
                Guidance, coaching, and support are also offered to all involved including, when
                applicable, to the bully, the victim, and the bystanders.
        3.4.   In establishing consequences for confirmed cases of bullying, teachers and administrators
                will use corrective interventions that consider the context of the circumstance, the
                behavioural history of the students involved, and the age and developmental level of the
                students.
        3.5.   Parents play a primary role in assisting with the resolution of matters pertaining to
                bullying. The parents or guardians of both the aggressor and the victim should be
                consulted and informed about the processes used, as appropriate (discipline, intervention,
                and restorative).

4.   Students at each school are expected to adhere to the Code of Conduct. Schools may also add more detail depending on the school context and the age of the students.

5.   Each school is expected to apply a school discipline process that reflects the following characteristics: (a) parental contact is paramount; (b) parents are respectfully brought into the discipline process and appraised of both consequences and interventions, as appropriate, with the understanding that teachers and administrators are responsible for final decisions; (c) consequences for inappropriate behaviour are logically connected to offenses; (d) consequences for inappropriate behaviour escalate in seriousness, (e) interventions are put in place to prevent further indiscretions whenever possible, and practical; and (f) restorative practices are used whenever appropriate.

6.   Some or all of the following practices should be applied in both the discipline process and as a response to bullying: logical consequences, intervention, restorative justice, and threat-risk assessments.
   Logical Consequences
   •   Logical consequences are proportional, connected to the indiscretion, and instructive in nature.
   Intervention Processes
   •   Intervention processes are any processes that identify root causes, or triggers, of behaviours and seek to eliminate, avoid, or minimize the triggers. Examples of interventions include behaviour support plans, structured recess, and targeted groups led by Family School Liaison Workers and Connections workers.
   Restorative Justice
   •   Restorative practice is a strategy that seeks to repair relationships that have been damaged, including those damaged through bullying. The goal of restorative practice is to bring together the person who did the harm and the harmed person, and have them work together to right the wrong.
   •   Restorative practices may be conducted with varying degrees of formality that include meeting with just those students most directly involved in bullying to more formal conferences that include others such as families, school staff, peers and police community liaison officers. An important component of restorative practice is restitution which is the agreed upon action to repair the harm that has been done.
   Threat-Risk Assessment
   •   In circumstances where a threat has been made a threat risk assessment can be initiated by one of the site-based administrators. A threat assessment is the process of determining if a threat-maker actually poses a risk to a target or targets they have threatened. See Threat/Risk Assessment Administrative Procedure STU #18.

7.   Students are responsible for what they choose to do. Therefore, students must be willing to accept the consequences of their actions Students who misbehave face various disciplinary actions such as the withdrawal of privileges; detention at lunch or after school; suspension, both in school and at home; and expulsion.

8.   Serious incidences that adversely impact the safety of individuals or are an affront to the common good of the school community may be addressed through application of Sections 24 or 25 of the Act, which include suspension and expulsion. Suspension and expulsion are specifically addressed in Administrative Procedure STU #02. Suspension or expulsion is used when student behaviour is in strong contravention of Section 12, strong contravention of the Code of Conduct emanating from Section 12, repeated violations of Section 12 or the Code of Conduct, or when

the student's conduct is injurious to the physical or mental well-being of others in the school as per Section 24 of the Act.

9. Conduct and behaviour on school buses must comply with expectations provided in the Christ The Redeemer (CTR) Catholic Schools brochure on "Student Conduct on School Buses". Student misbehavior on a bus may result in the loss of bus riding privileges for that student for a specified period of time. Under such circumstances the student is still expected to attend school.

10. Corporal punishment shall not be used in CTR Catholic.

11. All members of a school staff have a teaching responsibility with respect to student conduct and discipline. Orientation procedures for new staff include instruction in this responsibility.

12. Staff members should apply mature judgment in deciding whether or not to inform parents of discipline problems with a student. Serious issues should be communicated to parents, while more minor infractions should reside at the teacher/student level, thereby following the principle of subsidiarity and allowing students to self-regulate their own behaviour.

13. Parents who wish to discuss a matter of student conduct or discipline should first contact the child's teacher.

14. Further inquiries or complaints should then be addressed to the school Principal.

15. If the matter cannot be resolved by the Principal, the parent may contact the Superintendent, or through him, the Board of Trustees of CTR Catholic.

EMERGENCY PROCEDURES

When a school is confronted with an emergency situation there are few possible courses of action the school may take; what that action is will depend on the specifics of the incident. A school may choose to do any or all of the following:

Shelter-in-Place:
During a Shelter-in-Place, students and staff retreat to classrooms or another safe area to seek shelter. This includes having any students or staff members who are outdoors come back into the school. Generally, Shelter-in-Place is used during an environmental emergency such as severe storms or chemical spills affecting air quality. Each school's emergency response plan identifies the safest location for its occupants and how to seal a room from possible hazardous conditions.

Lock-Down:
Lock-downs are usually used in response to acts or threats of violence to students and/or staff, including any such activities in the general vicinity of the school. During a Lock-Down all outside doors to the building and rooms within the school are locked. No one is permitted in or out of any area once the area has been locked. Students and staff must respond very quickly to a Lock-Down command to ensure they get to a safe location before the doors are locked. Parents are not permitted access to the building or to their children until the Lock-Down is over.

Evacuation:
An Evacuation requires all students and staff to leave the school and go to an alternate location. In some cases this may mean only going outside and away from the school building until it is safe to re-enter the

school. In other cases, students and staff may need to go to an evacuation centre. Parents would be informed of the alternate location via the school's Crisis Notification Network.

Dismissal:
Under some circumstances it may be determined that it is best to dismiss students to their homes and families as expeditiously as possible. Should this be the case, every attempt will be made to alert the emergency contact for each student of the situation and to ensure young students are not left unsupervised.

Schools conduct drills throughout the year to rehearse emergency procedures. In addition to the procedures described above schools also practice protocols such as: "On-Alert", which is an early warning system; "Duck-Cover-Hold", which is a method of protecting vital body parts from harm during things such as tornados or earthquakes; and conduct fire drills.

These drills and exercises are precautionary actions designed to prepare students and staff to act quickly and to minimize a child's fear should a real emergency occur.

ATTENDANCE POLICY

1. At the beginning of the school year and at other times when necessary, the Principal shall communicate the schools' attendance procedures to parents, students, and teachers.
2. Students shall furnish, when required by school policy, an explanation of absence or tardiness to be provided by a parent or guardian.
3. Teachers shall refer to the Principal all cases of excessive absence for which satisfactory explanations are not obtained.
4. The Principal shall initiate referrals to available counseling.
5. When a student's absences are excessive and the student is not an independent student, the Principal or designate shall contact the parents of the student regarding the excessive absences.
6. If the attendance does not improve, a referral shall be made to the Superintendent.
7. The Superintendent may take whatever action is necessary to enforce school attendance, including consultation with the student, parents and school staff and giving written directions to the students and involvement of Divisional Attendance Officer. Such action may result in the student and parent compulsory attendance before the attendance board.

RESPONIBLE USE OF TECHNOLOGY

As members of Christ the Redeemer Catholic Schools, we believe that we are all created in the image and likeness of Christ and therefore the words, images and activities we engage in, both in person and online, must reflect the values of our faith as well as our societal laws. All technology, whether divisional or personally owned, must be used in responsible ways. Below are guiding principles of how students demonstrate Responsible Use of Technology.

All CTR Students Must:

Respect And Protect The Privacy Of Self And Others
- use only your assigned account
- keep your account and password private
- only post photos and data of others with permission
- keep private the address and phone number of yourself and others

Respect And Protect Electronic Resources.
– use technology resources, including bandwidth, file space and printers for school related work
– do not alter or damage hardware and software

Respect And Protect The Intellectual Property Of Others
– obey copyright laws
– reference the work of others

Respect And Practice The Principles Of A Safe And Caring School Community
– communicate only in ways that are kind and respectful.
– report threatening or discomforting materials to a teacher
– Do not intentionally request, access, transmit, copy, create or download materials that are sexual, threatening, hate-based, rude, discriminatory or meant to harass.

Respect Our Learning Environment By Practicing Technology Etiquette
– place electronics in silent mode during instructional and other school activities
– use technology at appropriate times
– use technology at times determined by school staff
– ensure that technology does not distract you and others from school work

Christ the Redeemer Catholic Schools uses internet filtering software in addition to teacher supervision to reduce the likelihood of students accessing inappropriate internet sites. In the event a student inadvertently accesses an inappropriate internet site, he / she must advise the supervising teacher of the inadvertent access.

Consequences For Improper Use
Any breach of the Conditions and Rules for Use will result in disciplinary actions and may result in but is not limited to:
- restrict technology use
- restricted network use
- loss of network access
- disciplinary action as outlined in the Student Code of Conduct
- legal action, if criminal in nature

PERSONAL ELECTRONIC DEVICE POLICY FOR ST. ANTHONY'S

Personal electronic devices (here defined as any device powered by electricity that is the personal property of the student) are the **complete responsibility of the student, with regard to their use and any damages incurred upon them**. Any such a devices brought into the school must remain powered off in a student's locker, or abide by the following:

1. Must be out, on the desk, in front of the student.
2. Must be unobtrusive to the senses (colour, sound, lighting, etc.) as not to distract anyone.
3. Must have all peripherals detached.
4. Must have all displays muted.
5. Must have all sound muted.
6. Must, if the device is wireless-enabled, be put into airplane mode, or an equivalent mode that disables all wireless communication.

Personal electronic devices are to be used in the classroom **at teacher discretion**, and for the expressed purpose of **meeting curricular outcomes**. Failure to comply with this policy could result in the device in question being confiscated, or the student's loss of the privilege of having the device in the classroom at all.

PYRAMID OF INTERVENTIONS

The students and staff will work collaboratively in order for all students to succeed. Students who are having difficulty achieving success on their own will be assisted through a pyramid of interventions. This will include the following incremental interventions:

> ➢ Students seeking assistance and extra help from the teachers
> ➢ Students being referred to the Intervention Team
>   (I Team), by their teacher(s), so the I Team can gather information regarding what is affecting their achieving success
> ➢ Implementation of Intervention Strategies
> ➢ Parent involvement
> ➢ Outside Community Agency involvement.

It is our hope that through these intervention steps, all students will be able to succeed at St. Anthony's

DRESS CODE

ACCEPTABLE   **UNACCEPTABLE**

hats, bandanas, headgear

tank tops, muscle shirts, basketball jerseys

- An uninterrupted line of clothing covering the body from top of the shoulders to mid-thigh. Midriffs are to be covered at all times.
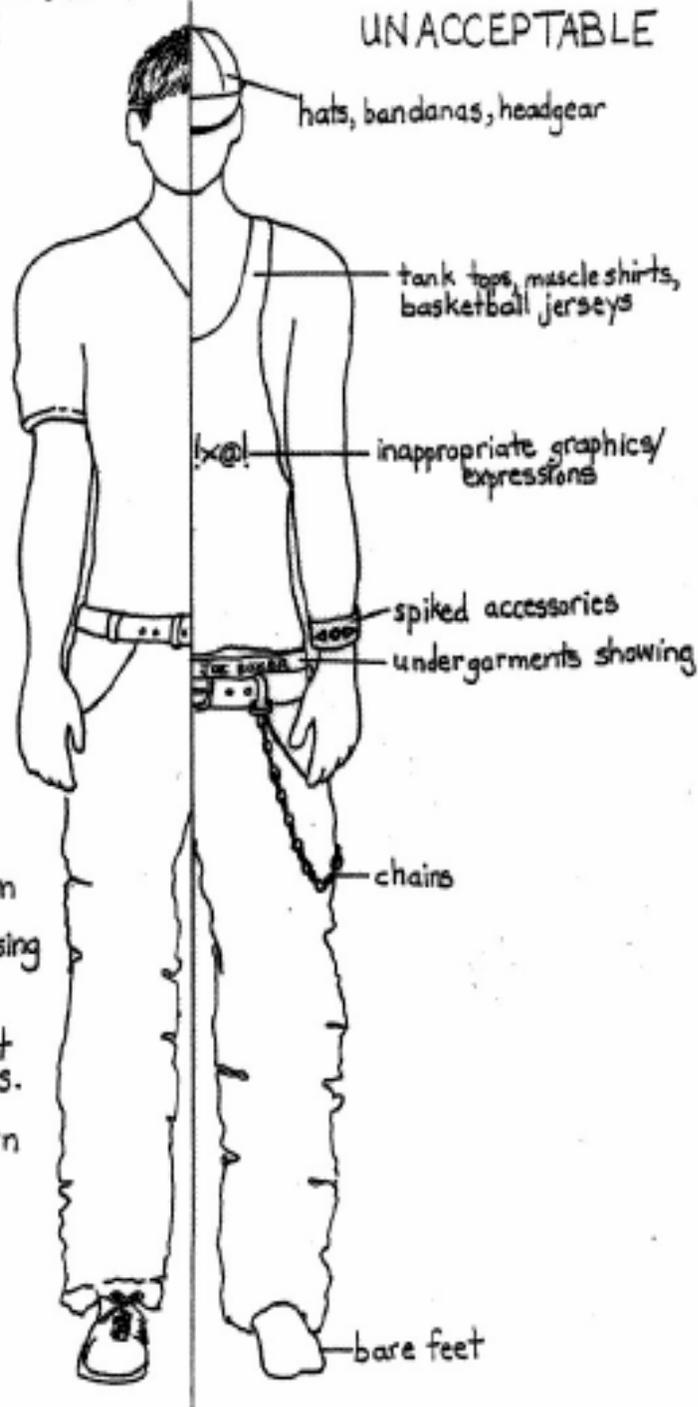
inappropriate graphics/ expressions

- Appropriate necklines and clothing that completely covers all underwear garments.

spiked accessories

undergarments showing

- Inappropriate jewelry including large metal chains is unacceptable.

- Any apparel that promotes the use of alcohol, drugs, profanity, degradation of an individual or group, gang colours or method of dressing is unacceptable.

chains

- Appropriate footwear must be worn for health reasons.

- Headgear is not to be worn in the school.

bare feet

DRESS CODE

ACCEPTABLE

UNACCEPTABLE

hats, bandanas, headgear

spaghetti straps, tube tops,
bra straps showing

too revealing

inappropriate graphics/
expressions

midriff showing

undergarments showing

very short skirts/shorts

bare feet

• An uninterrupted line of
clothing covering the body
from top of the shoulders
to mid-thigh. Midriffs are
to be covered at all times.

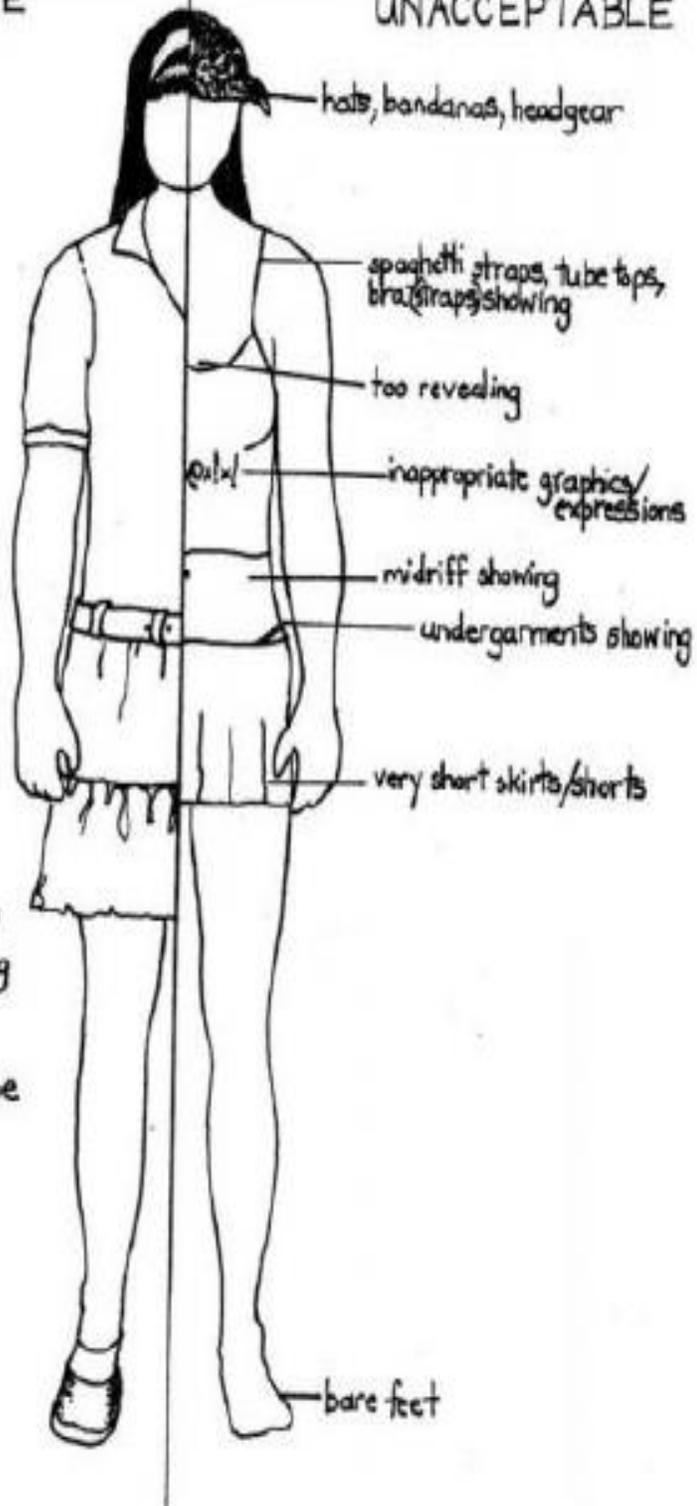• Appropriate necklines and
clothing that completely
covers all underwear
garments.

• Inappropriate jewelry
including large metal
chains is unacceptable.

• Any apparel that promotes
the use of alcohol, drugs,
profanity, degradation of an
individual or group, gang
colours or method of dressing
is unacceptable.

• Appropriate footwear must be
worn for health reasons.

• Headgear is not to be worn
in the school.

EXPECTATIONS FOR SCHOOL BUS

Student's Responsibility:

1. Students are expected to be at the road at their designated stop 5 minutes prior to the scheduled pick-up time.
2. Stay off the travelled road way at all times while waiting for the bus.
3. Watch your step and use the handrail when getting on and off the bus.
4. Upon discharging and if you live on the opposite side of the road, cross only in front of the bus and at least 5 meters ahead. Cross only when safe to do so and under the guidance of the driver.
5. Be seated promptly in your regular seat.
6. Remain seated during the entire trip.
7. You must not hang any object or part of your body out the bus window.
8. Smoking and use of vulgar language is not permitted on the bus.
9. Noise on the bus is to be kept to a minimum. You may talk quietly to the person beside you. Loud noises, shouting, etc. are dangerously distracting to the driver.
10. Try to inform the driver when absence is expected from school.
11. Any student who insists on misbehaving shall be denied the privilege of riding the school bus.
12. The bus driver is in full charge of the bus and students must obey his or her directions.

Parent's Responsibility:

1. Be certain that your children are at the bus stop on time and are on the pick-up side of the road when the bus stops.
2. If you need to pick your child up during the school day or at the end of the day you need to inform the office that they will not be on the bus.
3. Provide the necessary protection for your children when going to and from the bus stop.
4. Accept responsibility for the proper conduct of your children prior to boarding the bus, during the daily trips and upon discharge until they reach home.
5. Make certain that your children are properly dressed in case of emergencies during cold or wet weather.
6. Parents will be responsible for any damage to the bus by their children.
7. Encourage children to obey all traffic rules and school bus regulations.

Make reasonable effort to understand and cooperate with those responsible for pupil transportation.

*Updated as of May 15, 2018.