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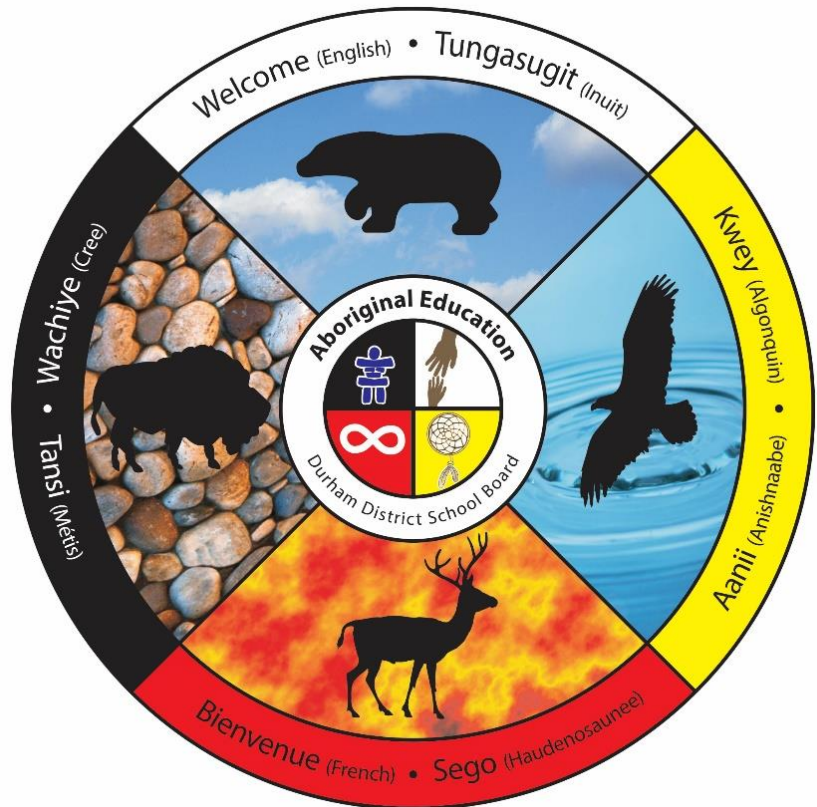
Twitter: @EastdaleCVI

Principal: M. Monk

Vice Principals: C. Barrowclough, J. Cairns

The Durham District School Board acknowledges that many Indigenous Nations have longstanding relationships, both historic and modern, with the territories upon which our school board and schools are located. Today, this area is home to many Indigenous peoples from across Turtle Island (North America). We acknowledge that the Durham Region forms a part of the traditional and treaty territory of the Mississaugas of Scugog Island First Nation, the Mississauga Peoples and the treaty territory of the Chippewas of Georgina Island First Nation.

It is on these ancestral and treaty lands that we teach, learn and live.



Eastdale Collegiate & Vocational Institute
STUDENT AGENDA
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DAILY SCHEDULE

The school operates on a two (2) week cycle with morning and afternoon classes flipping on alternate weeks. Homeroom occurs during the last 5 minutes of period 1 on Week A, and the first 5 minutes of period 1 on Week B.

WEEK A		WEEK B	
8:55-10:15		8:55-10:15	
10:20 – 11:35		10:20 – 11:35	
LUNCH		LUNCH	
12:20 – 1:35		12:20 – 1:35	
1:40 – 2:55		1:40 – 2:55	

Semester 2	WEEK A	WEEK B	
8:55-10:15		8:55-10:15	
10:20 – 11:35		10:20 – 11:35	
LUNCH		LUNCH	
12:20 – 1:35		12:20 – 1:35	
1:40 – 2:55		1:40 – 2:55	

Useful Phone Numbers

Abused Women Crisis Line	905-728-7311	Frontenac Youth Services	1-877-455-5527
Alateen	905-728-1020	Girls Incorporated Durham	905-428-8111
Bereaved Families of Ontario	1-800-387-4870	GO Transit	1-888-438-6646
Buses: Durhamway Bus Lines	905-433-1392	Information Durham	1-866-463-6910
Buses: First Student	1-866-652-4352	Kid's Help Phone	1-800-668-6868
Children's Aid Society	905-433-1551	Lakeridge Health Centre	905-576-8711
City of Oshawa	905-436-3311	Ontario Shores (Whitby Mental Health)	1-800-341-6323
Community Care Durham	905-430-5613	Police (Durham Regional)	905-579-1520
Durham Community Legal Clinic	905-728-7321	Pregnancy Help Centre of Durham	905-720-3252
Crimestoppers	1-800-222-TIPS	Rose of Durham (pregnant teens)	905-432-3622
Denise House (family violence)	1-800-263-3725	Salvation Army	905-723-7422
Distress Centre Durham	1-800-452-0688	Sexual Health Clinic	905-433-8901
Durham District School Board	905-666-5500	Social Services	905-436-6747
Durham Rape Crisis Centre	905-668-9200	Unemployed Help	905-579-1821
Durham Region Health Department	905-668-7711	United Way of Durham	1-866-463-6910
Durham Region Transit	1-866-247-0055	Withdrawal Management Services	905-723-8195
Employment Ontario	1-800-387-5656	YMCA	905-438-9622
Family Services Durham	1-866-840-6697	Central Intake	1-888-454-6275

School Community Council

“EXCELLENCE”

Going far beyond the call of duty, doing more than others expect ... this is what excellence is all about! It comes from striving, maintaining the highest standards, looking after the smallest detail, and going the extra mile. Excellence means doing your very best ... in everything ... in every way! Students and parents are invited to attend Student Community Council Meetings. Please visit the Eastdale website for dates and times.

School Personnel

Principal

Michelle Monk

Vice Principals

Janet Cairns, Vice Principal for students whose surname begins with A to L

Chris Barrowclough, Vice Principal for students whose surname begins with M to Z

Department Heads		
The Arts – R. Isabella	Library & Business Studies – K. Whiteman	Special Education – C. Low
English – M. Charles	Mathematics – C. Park	Technological Studies & Computer Curriculum – A. Ferguson
Canadian & World Studies – N. MacDougall	Physical Education – M. Wyles	Office Staff Head Secretary – D. Cary Senior Secretary – C. Fitz Gerald Guidance Secretary – S. Rousselle Attendance/Receptionist Secretary - K. Zopf - L. Dundas
Classical Studies & International Languages, FSL – S. Bilmer	Science – C. Hyndman	
Guidance & Cooperative Education – R. Cook	Social Sciences & Humanities – S. Dunkerley	

Eastdale Collegiate and Vocational Institute Core Priorities

At ECVI we will prioritize and focus on the following seven principles:

1. All students can learn.
2. A safe, caring, inclusive learning culture that expects high levels of student achievement is non-negotiable.
3. Instruction and assessment is differentiated to meet student’s strengths and needs.
4. Intentional learning environments are created to ensure student engagement through the communication of Big Ideas, Learning Goals, Success Criteria, and Descriptive Feedback.
5. The teaching and learning process supports Global Competencies through 21st century learning skills with rich performance tasks, using technology at the point of learning and solving authentic problems collaboratively.
6. Learning is deepened through meaningful student inquiry activities that encourage critical thinking skills.
7. Informed collaborative decisions are made using student achievement data to monitor progress and create intervention plans to ensure student success.

Guidance Services

The counsellors of the Guidance Services Department are always willing to help you plan ahead by providing:

- individual counselling about course, careers and personal matters
- group presentations about careers and future education
- interest surveys to help you understand yourself
- information about jobs, colleges, universities, and other opportunities
- tours of colleges, universities, apprenticeship sites and various places of employment
- computer programs to learn about careers and future education
- records of your accumulated credits and transcripts
- information about scholarships and financial aid for future education
- speakers concerning jobs for those entering employment straight from high school
- Peer Tutoring.

What do you need to graduate?

18 compulsory credits

Students must earn the following compulsory credits to obtain the Ontario Secondary School Diploma:

4	credits in English (1 credit per grade)*
3	credits in mathematics (1 credit in Grade 11 or 12)
2	credits in science
1	credit in Canadian history
1	credit in Canadian geography
1	credit in the arts
1	credit in health and physical education
1	credit in French as a second language
0.5	credit in career studies
0.5	credit in civics

Plus one credit from each of the following groups:

New

1 *group 1: additional credit in English, or French as a second language,** or a Native language, or a classical or an international language, or social sciences and the humanities, or Canadian and world studies, or guidance and career education, or cooperative education****

New

1 *group 2: additional credit in health and physical education, or the arts, or business studies, or French as a second language,** or cooperative education****

New

1 *group 3: additional credit in science (Grade 11 or 12), or technological education, or French as a second language,** or computer studies, or cooperative education****

In addition, students must complete:

- ✓ 12 optional credits[†]
- ✓ 40 hours of community involvement activities
- ✓ the provincial literacy requirement

*A maximum of 3 credits in English as a second language (ESL) or English literacy development (ELD) may be counted towards the 4 compulsory credits in English, but the fourth must be a credit earned for a Grade 12 compulsory English course. **In groups 1, 2, and 3, a maximum of 2 credits in French as a second language can count as compulsory credits, one from group 1 and one from either group 2 or group 3. ***A maximum of 2 credits in cooperative education can count as compulsory credits. †The 12 optional credits may include up to 4 credits earned through approved dual credit courses.

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reach every student



Students in grades 9, 10, and 11 must take eight courses. **Senior students may take a study period when they have achieved 24 credits provided they meet certain requirements**

Always check the Guidance page of our website for updates and info. Although Guidance Counsellors try to see every student every year regarding future planning, students are encouraged to book an interview, at an appropriate time, rather than wait to be contacted. Make an appointment with the Guidance secretary.

Eastdale CVI Code of Conduct

Introduction

The Code of Conduct for Eastdale CVI is intended to promote the safety of staff, students, parents and community members in school. All staff, students, and parents have the right to be safe, and feel safe, in the school community. With this right comes the responsibility to follow the expectations in the School Code of Conduct, and to be accountable for actions that put the safety and dignity of others at risk. As such, the Code of Conduct establishes clear standards of behaviour, as well as consequences for student actions that do not comply with these standards.

Eastdale CVI is a place that promotes responsibility, respect, civility and safety in the teaching and learning environment, and the Code of Conduct recognizes, accepts, and is sensitive to equity and inclusivity. It establishes and promotes Progressive Discipline that is bias-aware to promote and reinforce positive behaviour, and to help students make good choices. A whole school approach is essential in developing and sustaining a positive school climate. Students, staff members, and parents need to be actively engaged in helping to encourage and demonstrate respect, fairness and kindness in their interactions at the school.

Progressive Discipline

Students who do not comply with the standards of behaviour outlined in the Code of Conduct will be dealt with in a judicious and considerate manner. Actions will vary depending on the circumstances of each individual case. Mitigating factors are always considered before determining consequences.

Consequences may include:

- Caution by teacher, support staff, administrator or adult supervisor
- Restorative Practices
- Temporary removal from class, activity, or event
- Behaviour contracts
- Problem-solving exercise
- Detentions
- Parental contact
- Community/school service
- Peer mediation and conflict resolution programs
- Counselling
- Loss of privileges
- Restitution
- Support and responsibility agreements
- Suspension
- Expulsion

Assessment & Evaluation

Calculating a Final Grade:

- A student's final grade will be determined based on the following breakdown of assessments:
 - **70% On-Going in-class Assessments, 30% Final Culminating Assessments**
- Teachers will also take into account student conversation, observation, and product with an emphasis on **most recent** and **most consistent results** in determining a final grade.
- Assessments may include quizzes, tests, exams, oral presentations, practical applications, audio-visual projects, written reports, labs, research assignments etc.
- Each assessment will include some or all of the following achievement categories:
 - [K/U) – Knowledge & Understanding [T/I) – Thinking & Inquiry

- [A] – Application
- [C] – Communication

- Students should refer to individual course outlines to identify the weighting of specific curriculum expectations: units, assignments, and learning strands.

Missing & Late Assignments:

- Students are encouraged to negotiate extensions PRIOR to the due date!
- Teachers may grant extensions in extenuating circumstances, usually requiring a doctor's note.
- Teachers may implement a number of strategies and consequences to address late and missed assignments. These may include:
 - Encouraging the student to access extra support (e.g., parent/guardian contact, special-education, or student success services)
 - Establishing a student contract to encourage better time-management skills
 - Providing alternate assignments where, in the teacher's professional judgement, it is reasonable to do so.
 - Deducting 5% per day for assignments submitted late
- NB - Late mark deductions will not "fail" an assignment. For example, a major assignment handed in five weeks late will receive a grade of 50% provided it is of a passing standard.
- Teachers will implement any assessment accommodations listed in a student's individual education plan when assessing student work.
- Assignments not submitted by the last instructional day of the course will be marked as zero.

Missed Tests:

- Students who miss a quiz/test without a legitimate reason will receive a mark of zero.
- Students may rewrite a missed quiz/test if they provide a note from the parents/guardians that indicates a valid reason to excuse the absence, or if they negotiate an exception with the teacher beforehand.

Exams:

- Students absent from a final examination must prove to the satisfaction of administration that the absence was unavoidable or a mark of zero will be assigned. Formal documentation (e.g., medical, court orders, etc.) will be required in as much advanced notice as possible.

Plagiarism:

- Plagiarism occurs when a person "takes and uses (the thoughts, writings, inventions, etc. of another person) as one's own" (Canadian Oxford Dictionary).
- Plagiarism of print or internet sources is forbidden. Consequences for plagiarism may include:
 - Referral to administration, parent contact, and/or a mark of **zero** on the plagiarized task

University Preparation (3U/4U) & University/College Preparation (3M/4M) Expectations

Eastdale CVI's university preparation (U-Level) and university/college (M-Level) courses are designed to prepare students for the rigorous expectations of university, both in terms of content and work habits/time management. As such, in addition to Eastdale CVI's regular assessment policy, students in a U/M-Level course must adhere to the following standards:

Assignment Submission:

- All assigned work must be submitted on the due date.
- Assignments submitted late will be subject to a penalty of 10% per day.

Communication Regarding Absences:

- Students in the U & M Level stream need to demonstrate responsible communication and self-advocacy with their teachers to ensure success. Therefore, student and/or parent/guardian notice is required if a student is unable to attend a class when an assignment is due or a quiz/test/lab is scheduled. If the teacher is not notified ahead of time regarding an absence (including for a legitimate absence such as an extra-curricular activity, illness etc.), the student may be given a mark of zero on the assessment task.
- Teachers will use professional judgement in exceptional circumstances (e.g., medical absences, family emergencies), but students must demonstrate a higher standard of time management and responsibility at the senior academic level.

Eastdale CVI – U/M Level Assessment Contract

All students in a University Preparation (U) or University/College (M) course must read, initial, and sign the following contract regarding assessment expectations at this level. This contract will be provided by and submitted to each U/M classroom teacher.

- I have read the Eastdale CVI assessment policy and the additional standards for a U/M-Level course.
- I understand how my final grade will be calculated and how teachers will assess my work.
- I recognize my responsibilities to submit assigned work on time and to attend class for all quizzes and tests. I will communicate my absences to the teacher ahead of time.
- I understand the potential consequences for failing to meet these expectations.

Attendance (Absences & Lates)

Absences/Skipping:

- Students have a responsibility to attend school. Academic success directly correlates to good attendance.
- Parents must communicate student absences with the main office by written note or by contacting School Messenger to validate the absence.
- Students are responsible for completing and submitting any work that is missed due to absence. Students who skip class may face academic and/or administrative consequences (refer to assessment policy).
- Students that are signed out by a parent or guardian are expected to leave school property within a reasonable amount of time.
- Students can NOT be signed out of a class by a parent to go to the library or cafeteria to catch up on work or study for another class.

Lates:

- Students are expected to arrive in class on time. Punctuality is an important habit, which promotes academic success. It is also an important employability skill.
- Parents or guardians should contact the school within twenty-four hours to excuse a student's late arrival.
- Students must report to the main office for a late slip if they are late for class. Students must then proceed directly to class after acquiring a late slip, or they may be required to return to the office to receive an updated late slip.
- Excessive, cumulative, and unexcused lateness will be addressed by administration.

Bus Behaviour

- Riding a school bus is a privilege and not a right. Students are expected to behave in a responsible and mature fashion and to obey the directions of bus drivers at all times.
- The safety of all passengers is the prime concern. Students who demonstrate unsafe or disruptive bus behaviour will face administrative discipline, which may include suspension of bus privileges.

Cafeteria & Food Services

- Cafeteria service is available before school and at lunch. Service is not available during the exam period.
- Students are not to bring their backpacks into the cafeteria service area.
- Food and beverages (purchased in the cafeteria or brought from home) must remain in the cafeteria. No food or drink (with the exception of water) is to be consumed in the hallways.
- Students are not to have food in the classroom except in certain situations with teacher approval.
- Students are expected to clear their tables after eating and place their garbage and recycling in the appropriate receptacles. Students must be responsible for their litter whether eating in the cafeteria or outdoors.
- Access to cafeteria services or vending machines is prohibited during class time with the exception of students on spare.
- Students are prohibited from ordering food from restaurants or online delivery services.

Co-Curricular Activities & Field Trips

- Eastdale CVI values student participation in co-curricular activities and encourages all students to get involved with some of the many sports, clubs, and activities that are available outside of the classroom.
- However, participation in co-curricular activities and field trips is a privilege. Students must follow the guidelines below in order to participate in co-curricular activities or field trips:
 - Students must inform teachers of absences. Students are responsible for acquiring and completing all missed work due to co-curricular absence.
 - Students must attend class on the day of the scheduled activity/event
 - Students must demonstrate a good work ethic and respectful attitude in class to participate in co-curricular activities. Staff will determine suitability for continued participation in co-curricular activities. All athletes and co-curricular participants are students first.
 - All other school rules apply while participating in co-curricular activities or field trips (e.g., dress code, behaviour expectations etc.)
 - Students must have a valid parental permission form and/or team/club recurring trip form. Please note that no financial reimbursement is available if a student misses a field trip. Extenuating circumstances should be discussed with administration.

Dances & Prom

- Students attending any school dance must follow the rules below:
 - Students must present a valid student ID card to purchase tickets for a school dance, and they must present both the ticket and student ID to enter the dance.
 - Guests are permitted only with pre-approval from administration.
 - Students must arrive at the dance within one hour of the dance beginning. No re-entry is permitted.
 - Students are not allowed locker access at the dance – there will be a coat check available. All bags and coats will be checked by administration before students enter the dance.
 - Students under the influence of drugs or alcohol will be refused admittance or will be removed from the dance. Students will not be able to attend any dance for the remainder of the year.
 - All school rules regarding behaviour, dress code, and personal safety are in effect at a school dance.
- In addition to the above rules for school dances, students attending prom must also follow these additional procedures:

- Photo ID is required for all students (e.g., health card, driver's licence, student card)
- Only students in Grade 12 and their guests are allowed to attend prom – students can bring one guest from a different grade/school with administrative permission
- Students must complete a behaviour contract and a guest form (if required). Attendance at the pre-prom assembly and information session is mandatory.
- There is no re-entry to prom.
- Students are not permitted to bring bags to prom, and purses will be checked at the door.
- Students are expected to dress in formal attire that adheres to the school's dress code.

Dress Code

The DDSB dress code supports human rights, equity, anti-oppression, anti-racism, non-discrimination, and equitable and inclusive education.

- Students are expected to dress respectfully for school.
- Clothing must be free of drug and alcohol related references
- Clothing must not depict ethnic, religious, cultural, or racial slurs
- Students must not wear any type of clothing that serves to harass or intimidate others, or that depicts violent, objectifying or demeaning scenes or slogans
- Any apparel that could be deemed as gang related such as jewelry, chains, badges, mouth pieces and/or bandannas are not to be worn
- For safety reasons, faces must be clearly visible at all times
- Backpacks and outer wear (for example, jackets) are not permitted in the classroom (with the exception of Physical Education classes)
- Some departments or classes may have specific dress codes which must be adhered to for health and safety reasons (such as technology/shop classes, health and physical education classes, culinary classes, etc.)

Hallways (Out-of-class) Policy

Hallways:

- Students are not permitted to eat or drink in the hallways (with the exception of water).
- Students on spare must not be in the hallways. They may be in the library or cafeteria during spare.
- Students are prohibited from entering out-of-bounds areas (e.g., drama hall behind the theatre) unless accompanied by a teacher.
- If asked by a staff member/adult in the building for their name and destination, students are required to stop and respond respectfully.

Dismissal From Class (washroom, locker visits etc.):

- Students are not to be excused from class during the first 15 minutes and last 15 minutes of class.
- Students are required to sign out when leaving class – a standard sign-out template will be posted in each class where students can identify their destination, time of departure, and time of return.
- Only one student is permitted out of class at a time (this excludes students leaving to go to AR, Student Success, Office, etc.)
- Students are expected to go straight to their destination and to return to class within a reasonable amount of time (typically 5 minutes or less).

Personal Property, Vandalism, & Lockers

- Students are discouraged from bringing anything valuable to school. The school is not responsible for lost or stolen articles (including bikes, cellphones, computers etc.). Students should protect their belongings from theft through careful storage in locker.
- Valuables should never be left in the phys ed change room.
- Administration may involve police in dealing with issues of theft or robbery.

Vandalism:

- Vandalism is the destruction or defacing of school property (including in classrooms, hallways, lockers etc.), whether through a malicious act or indirectly caused by violent behaviour (e.g., horseplay). Vandalism will be addressed by administration and/or police.

Lockers:

- All students will be assigned a locker – students must use only the locker that is assigned to them and not share with other students. Students must attach a combination lock to their locker: the combination will be recorded and kept on file at the school. Students must keep their locker combination private.
- Students are reminded that a locker is on loan for the duration of the year. Lockers are the property of the Durham District School Board, which reserves the right of access at any time.
- Students are responsible for the contents of their lockers. With reasonable suspicion, administration has the right to search lockers and personal property. Administration has the right to seize contraband material, which will be held for evidence, and may be turned over to police. Parents/guardians (or the student, if student is 18 years of age or older) shall be notified by administration if items are removed from a student's locker.

Personal Safety, Bullying, & Harassment

- All staff and students at Eastdale CVI have the right to be safe, and feel safe in the school community. Students must demonstrate responsible, respectful, civil, and safe behaviour at all times in the teaching and learning environment.
- Any form of violent behaviour (including horseplay, play fighting etc.) is prohibited. Intimidation, harassment, extortion, profane or improper language, and assault will not be tolerated. In addition to potential school consequences and suspensions, police may be involved and charges laid. Students must not participate in or encourage violent behaviour, and they must not record any violent or inappropriate behaviour: they should report these issues immediately to a staff member.
- Students must not bring weapons to school. Administration may deem any item to be a weapon if it is used or intended to be used for the purpose of injuring, threatening, or intimidating any person. Such items are forbidden in the school.

Bullying & Harassment:

- Bullying is “a form of repeated, persistent and aggressive behaviour directed at an individual or individuals that is intended to cause (or should be known to cause, fear and distress and/or harm to another person's body, feelings, self-esteem or reputation. Bullying occurs in a context where there is a real or perceived power imbalance” (Policy/Program Memorandum 144, Ministry of Education).
- Bullying will not be tolerated on school property, at school-related activities, or in any other circumstances (including in online/digital forms).
- Students who feel victimized should report bullying (including cyber bullying) to a staff member or to the office. Students are encouraged to use the “Report Bullying Now” button on the school's website.

- Eastdale CVI values equity, diversity, and inclusivity. Any form of harassment will not be tolerated. Harassment may include threats or abuse regarding an individual’s race, gender, sexuality, disability, physical condition, ethnicity, or religion.
- Eastdale CVI will provide support to any students who are impacted by incidents of bullying or harassment.

Smoking, Vaping, Alcohol, & Drugs

- The Smoke Free Ontario Act and the Durham District School Board does not permit smoking on school property at any time. Smoking includes the carrying or holding of lit cigars, cigarettes, pipes, or any other lighted or electronic device. E-cigarettes, vaping, herbal cigarettes, chew, snuff, and snus are prohibited on school property.
- Offenders will be referred to the Durham Regional Tobacco Enforcement Officer for further consequences and potential fines for smoking on school property and for distributing or selling tobacco products to a person under the age of 19.
- Students must not possess, consume, or be under the influence of alcohol or illegal drugs on school property at any time.

Technology

- Students are responsible for reading, signing, and complying with the Durham District School Board’s acceptable and safe use of technology policy.
- Students are responsible for bringing their DDSB Chromebooks to class, fully charged, as required or directed by the teacher. If students leave the school board, they are responsible for returning their Chromebook to the school.
- Cellphones and smart devices are only permitted in the classroom at the teacher’s discretion when they are used to enhance the learning experience. Students must store their cellphones at the front of the class or in their lockers if directed by the classroom teacher. Any disrespectful or inappropriate use of cellphones will result in progressive discipline.
- Students are prohibited from recording (audio and/or video) any student/teacher on school property without clearly expressed consent. Recording individuals without permission is a violation of privacy and a human rights issue.

Transportation

- Students must use transportation safely and responsibly on school property. Bicycles, roller blades, scooters, skateboards etc. may not be used inside the school building, and may only be used as a mode of transportation on school property. Students are not permitted to loiter in the parking lot or in parked cars.
- Students must lock their bicycles in the locked racks. Roller blades and skateboards must be stored in the students’ lockers.
- Drivers must follow all traffic flow markers on school property and use the Kiss & Ride behind the cafeteria as designated.
- Any unsafe use of a vehicle (e.g., reckless driving) may be referred to police or reported to the DRPS traffic “Road Watch” online.

HEALTH & SAFETY

Community Threat Assessment & Intervention Protocol

Student Threat Assessment

Fair Notice & Process

The Durham District School Board and Community Partners are committed to making our schools safe for students and

staff. As a result the Board will respond appropriately to all student behaviours that pose a potential risk to other students, staff and members of the community. It is hoped that support for early identification and intervention measures by Durham District School Board and Community Partners will prevent school violence.

There are many initiatives in place to support our schools as safe places for students to learn. One important initiative is the Community Threat Assessment and Intervention Protocol and the training of Board administrators and associated staff in Threat Assessment and Intervention. School teams work to assess potentially high risk student behaviour and evaluate the level of threat to others and the student exhibiting the behaviour. This training and response plan was developed by Kevin Cameron, The Director of the Canadian Centre for Threat and Risk Assessment.

The timely sharing of information about students at risk for violence towards self and/or others ensures that supportive plans are put in place to enhance safety. In addition, the effective implementation of The Community Threat Assessment & Intervention Protocol will support collaborative planning to prevent traumatic events.

WHAT IS THE PURPOSE OF THE STUDENT COMMUNITY THREAT ASSESSMENT AND INTERVENTION PROTOCOL?

- To ensure the safety of students, staff and parents.
- To understand, based on the data gathered, the factors that contribute to a threat-maker's behaviour.
- To develop an intervention plan that addresses the emotional and physical safety of the threat-maker and others.

WHAT BEHAVIOURS INITIATE A STUDENT THREAT ASSESSMENT?

A threat is an expression of intent to do harm or act out violently against someone or something. Threats may be verbal, written, drawn, posted on the Internet or made by gesture. Threats must be taken seriously, be investigated and followed up with a response.

A Student Threat Assessment will be initiated when a student exhibits behaviours that include, but are not limited to:

- Violence with the intent to harm or kill
- Verbal/written threats to harm or kill others (clear, direct and plausible)
- Internet website/social media threats to harm or kill others
- Possession of weapons, including replicas
- Bomb threats (making and/or detonating explosive devices)
- Fire setting
- Sexual intimidation or assault
- Gang related intimidation and violence

A Threat Assessment may be initiated because of the content of an incident or as a result of worrisome behaviour.

WHAT IS A COMMUNITY THREAT ASSESSMENT AND INTERVENTION TEAM?

Each school has a multi-disciplinary Community Threat Assessment and Intervention Team. The Community Threat Assessment and Intervention Team includes a variety of team members and support personnel. The team will include a combination of the following: Administrators, SERT, School Board Psychologist, Guidance Counsellors, Social Worker, School Resource Police Officer and other pertinent professionals and/or community resources (such as Mental Health Professionals). The Community Threat Assessment and Intervention team will share and review student information and the details of the event in order to collaborate on a plan of action based on a broad range of expertise.

WHAT IS THE PROCESS?

All threat making behaviours are reported to school administration who may activate the Protocol. A team is formed and people are assigned to gather data. Information may be obtained from multiple sources including:

- Teachers, students, targets, threat makers, parents/caregivers
- Current and previous school records
- Support groups and agencies

- Online sites and/or social media
- Locker and backpack search

Data collected is shared and a determination is made whether the threat is made of a low, medium, or high level of concern. An Intervention Plan is developed to reduce risk of violence.

DUTY TO REPORT

To keep our school communities safe, the Durham District School Board expects anyone in a school community having knowledge of high-risk student behaviour or having reasonable grounds to believe there is a potential for high-risk or violent behaviour to promptly report the information to the school Principal or designates. All Board policies, procedures and protocols align with the Ministry of Education's Safe Schools initiatives and other appropriate legislation.

For further information please contact your school Principal.

FIRE DRILLS

Exit routes are posted in all classrooms. When you hear the fire alarm, move quickly and quietly to get out of the school building. Do NOT run. Stand at least 15 metres from the building and leave all entrances accessible to emergency vehicles. Do not stand in the parking lot. Please stay with your class for attendance purposes.

ACCIDENT/INJURIES

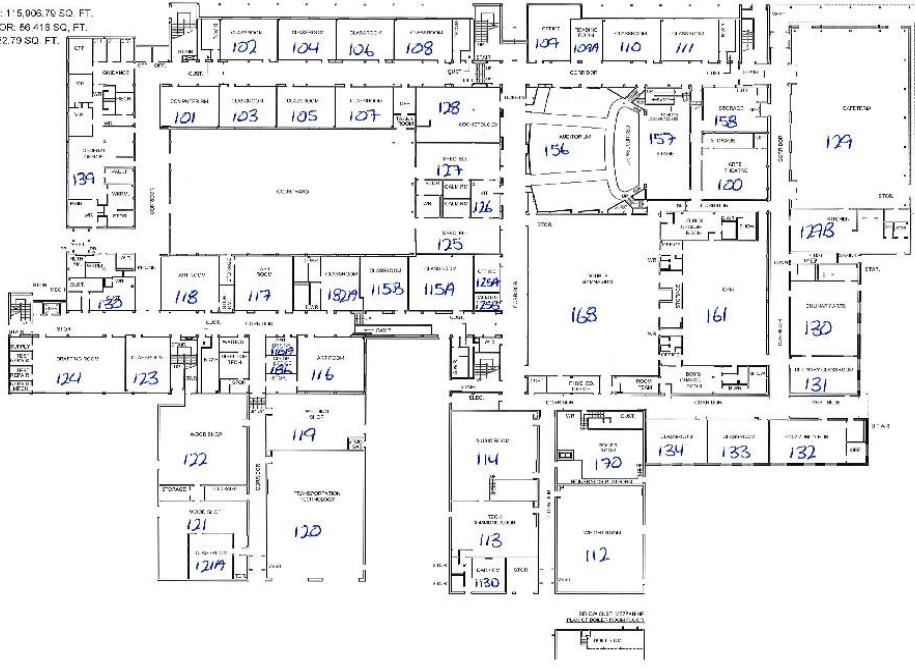
If students are injured during class or an athletic event, they must inform their teacher/coach immediately. If there is an accident on school property, an administrator must be notified immediately so that the injured person(s) can be assisted, parents/guardians notified, and accident forms completed. If the injury is a head injury the student must be given a Concussion Package to be completed by their doctor and returned to the office.

LOCKDOWN

Lockdown procedures are posted in each classroom. In the event of a lockdown, report to the nearest classroom immediately. Move away from the windows and follow the teacher's instructions. Lockdown status will be restated regularly until lockdown ends.

FIRST FLOOR PLAN

EASTDALE CV1 223
 SCALE: N.T.S.
 09/OCT/2018
 FIRST FLOOR: 115,000.70 SQ. FT.
 SECOND FLOOR: 56,418 SQ. FT.
 TOTAL: 172,322.79 SQ. FT.



SECOND FLOOR PLAN

EASTDALE CV1 223
 SCALE: N.T.S.
 18/JUL/2018
 FIRST FLOOR: 115,000.70 SQ. FT.
 SECOND FLOOR: 56,418 SQ. FT.
 TOTAL: 172,322.79 SQ. FT.



ONTARIO SCHOOLS CODE OF CONDUCT

The Code of Conduct for Eastdale C.V.I. was developed by Eastdale C.V.I. staff, SCC, and Student Council and was established following the Ontario Schools Code of Conduct (2000) and the applicable policies, regulations and procedures of the Durham District School Board. In accordance with Policy/Program Memorandum No. 128 from the Ministry of Education, the Code of Conduct has been revised to reflect changes made in the Education Act, effective February 1, 2008.

The Code of Conduct for Eastdale C.V.I. is designed to provide a framework to ensure that school is a safe, productive learning environment for all. We ask families to review this Code of Conduct so that all parties are familiar with school expectations and procedures. **The Code of Conduct is subject to change at any time, based on directions from the Ministry of Education or the Durham District School Board.**

Rationale (Ontario Schools Code of Conduct)

The Durham District School Board is committed to providing a safe and secure school environment. The Safe Schools Act, 2000 required each board and each school to develop a Code of Conduct that is consistent with the legislation and board policy. These provisions were more recently amended by Bill 212, An Act to Amend the Education Act, in respect of behaviour, discipline and safety. The revised Education Act, together with the related Regulation 472/07, is effective February 1, 2008.

The Codes of Conduct for the Durham District School Board and Eastdale CVI reflect the following provincial policy: A school is a place that promotes responsibility, respect, civility and academic excellence in a safe learning and teaching environment. All students, parents, teachers and staff have the right to be safe, and feel safe, in their school community. With this right comes the responsibility to contribute to a positive school climate and be law-abiding citizens and to be accountable for actions that put at risk the safety of others or oneself.

The *Ontario Schools Code of Conduct* sets clear provincial standards of behaviour. It specifies the mandatory consequences for student actions that do not comply with these standards. Policy/Program Memorandum No. 145, "Progressive Discipline and Promoting Positive Student Behaviour", October 4, 2007, provides an overview of the progressive discipline approach to be used when addressing issues of student conduct. When inappropriate behaviour occurs, Uxbridge Secondary School will utilize a range of interventions, supports and consequences that are developmentally appropriate. They include opportunities for students to learn from mistakes, and that focus on improving behaviour.

The provincial standards of behaviour apply not only to students, but also to all individuals involved in the publicly funded school system - parents or guardians, volunteers, teachers and other staff members - whether they are on school property, on school buses or at school-authorized events or activities.

Guiding Principles (Ontario Schools Code of Conduct)

The Durham District School Board and Eastdale CVI support the provincial guiding principles and endorse recognition, acceptance and sensitivity toward ethno-cultural diversity.

- All participants involved in the publicly funded school system - students, parents or guardians, volunteers, teachers and other staff members - are included in the Ontario Schools Code of Conduct whether they are on school property, on school buses, or at school-authorized events or activities.
- All members of the school community are to be treated with respect and dignity, especially persons in positions of authority.
- Responsible citizenship involves appropriate participation in the civic life of the school community. Active and engaged citizens are aware of their rights, but more importantly, they accept responsibility for protecting their rights and the rights of others.
- Members of the school community are expected to use non-violent means to resolve conflict. Physically aggressive behaviour is not a responsible way to interact with others.
- The possession, use or threatened use of any object to injure another person endangers the safety of oneself and others.
- Alcohol and illegal drugs are addictive and present a health hazard. Ontario schools will work co-operatively with police, drug and alcohol agencies to promote prevention strategies and, where necessary, respond to school members who are in possession of, or under the influence of, alcohol or illegal drugs. (As well, smoking in school buildings and on school property is prohibited by law.)
- Insults, disrespect and other hurtful acts disrupt learning and teaching in a school community. Members of the school community have a responsibility to maintain an environment where conflict and difference can be addressed in a manner characterized by respect and civility.
- Recognition and acceptance of, and sensitivity toward, ethno-cultural diversity are expectations of and within the school community.

Roles and Responsibilities (Ontario Schools Code of Conduct)

The Durham District School Board and Eastdale CVI accept the provincial direction regarding individual roles and responsibilities. In addition to school staff, students and parents, other members of the public, who interact with members of the school community while present in or on school property or premises, have a responsibility to respect others in the school and to conduct themselves accordingly.

Principals, under the direction of their school board, take a leadership role in the daily operation of a school. They provide this leadership by:

- demonstrating care and commitment to academic excellence and a safe teaching and learning environment;
- holding everyone, under their authority, accountable for their behaviour and actions;
- empowering students to be positive leaders in their school community; and
- communicating regularly and meaningfully with all members of their school community.

Teachers and School Staff, under the leadership of their Principal, maintain order in the school and are expected to hold everyone to the highest standard of respectful and responsible behaviour. As role models, staff uphold these high standards when they:

- help students work to their full potential and develop their self-worth;
- communicate regularly and meaningfully with parents;
- 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 and parents; and
- prepare students for the full responsibilities of citizenship.

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 and ready to learn;
- shows respect for themselves, others and for those in authority;
- refrains from bringing anything to school that may compromise the safety of others;
- follows the established rules and takes responsibility for his or her own actions.

Parents play an important role in the education of their children and have a responsibility to support the efforts of school staff in maintaining a safe and respectful learning environment for all students. Parents fulfill this responsibility when they:

- show an active interest in their child's school work and progress;
- communicate regularly with the school;
- help their child 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's absence or late arrival;
- become familiar with the Code of Conduct and school rules;
- encourage and assist their child in following the rules of behaviour;
- assist school staff in dealing with discipline issues; and
- demonstrate respect for all students, staff, and parents.

Police and Community Members are essential partners in making our schools and communities safer. Community members need to support and respect the rules of their local schools. Police investigate incidents in accordance with the protocol developed with the local school board. These protocols are based on a provincial model developed by the Ministry of the Solicitor General and the Ministry of Education.

Standards of Behaviour (Ontario Schools Code of Conduct)

The Durham District School Board and Eastdale C.V.I. support the provincial standards of behaviour which include respect, civility, responsible citizenship and physical safety.

Respect, Civility and Responsible Citizenship

All school members must:

- respect and comply with all applicable federal, provincial and municipal laws;
- demonstrate honesty and integrity;
- respect differences in people, their ideas and opinions;
- treat one another with dignity and respect at all times, and especially when there is disagreement;
- respect and treat others fairly regardless of 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;
- respect the need of others to work in an environment that is conducive to learning and teaching;
- not swear at a teacher or at another person in a position of authority;
- take appropriate measures to help those in need;
- respect persons who are in a position of authority;
- respect the need of others to work in an environment of learning and teaching.

Physical Safety

Weapons - All school members must:

- not be in possession of any weapon, including but not limited to firearms;
- not use any object to threaten or intimidate another person;
- not cause injury to any person.

Alcohol and Drugs - All school members must:

- not be in possession of, or under the influence of, or provide others with, alcohol or illegal drugs.

Physical Aggression - All school members must:

- not engage in bullying behaviours;
- not commit sexual assaults;
- not inflict or encourage others to inflict bodily harm on another person;
- seek staff assistance, if necessary, to resolve conflict peacefully.

The Need for a Progressive Discipline Process

A progressive discipline approach provides an operational framework that assists administrators, teachers, students and parents with a structure and process to deal with student behaviour.

The Durham District School Board recognizes the importance of respectful partnerships between home and school to ensure schools are safe places to learn. Progressive Discipline involves a process for home and school to work together in a positive manner to address discipline issues.

What is progressive discipline?

A progressive discipline approach provides a framework for accountability and for consistent progressive discipline. The progressive discipline approach also assists in communicating concerns, strategies, and consequences at each stage; this approach involves the interaction and dialogue of all stakeholders.

Parental Participation

It is important that parents are informed and involved at the different progressive stages. Parents are partners in dealing with behaviour. Students must also understand the consequences in order to take responsibility and be accountable for their behaviour.

How does progressive discipline work?

Progressive discipline is a school wide approach that brings staff together as a collaborative team to identify and determine minor and major discipline issues and concerns. This step-by-step process involves staff taking a proactive and progressive approach for handling discipline. This approach is in partnership with administration and parents and the goal is to assist students in changing their behaviour.

In addition, students are reminded that the Durham District School Board Code of Conduct states that a student may be suspended or expelled from his or her school, expelled from attending any school in Ontario, and/or prohibited from engaging in school-related activities if the student commits an infraction of the Code of Conduct while he or she is at school, engaged in a school-related activity, or engaged in conduct that has a relationship to the school, school community, the reputation of the school or Board. Recourse and disciplinary measures are outlined in the school Student Code of Behaviour. Legal recourse may also be applied for criminal activities.

Consequences (Durham District School Board)

Students who do not comply with the standards of behaviour outlined in the Code of Conduct will be dealt with in a judicious and considerate manner. Actions will vary depending on the circumstances of each individual case. Consequences may include:

- caution by teacher, support staff, administrator or adult supervisor;
- temporary removal from class, activity or event;
- problem-solving exercise;
- parental contact;
- counselling;
- peer mediation and conflict resolution programs;
- community/school service;
- loss of privileges;
- detention;
- restorative practices, restitution;
- behaviour contracts; support and responsibility agreements
- restitution;
- suspension;
- expulsion.

9.1 Circumstances Leading To Possible Suspension

9.1.1 A 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 illegal drugs*;
3. being under the influence of alcohol;
4. swearing at a teacher or at another person in a position of authority;
5. committing an act of vandalism that causes extensive damage to school property at the pupil's school or to property located on the premises of the pupil's school*;
6. bullying; or,
7. any other activity that is an activity for which a principal may suspend a pupil under a policy of the Board. Other suspendable infractions including but not limited to:
 - a) possessing or dispensing controlled or intoxicating substances that are not prescribed for medical purposes;
 - b) being under the influence of illegal, controlled or intoxicating substances that are not prescribed for medical purposes;
 - c) smoking on school property;
 - d) committing vandalism, destruction, damage to school property or to the property of others located on or in school premises;
 - e) stealing property;
 - f) engaging in intimidation, extortion*, harassment*, or verbal aggression;
 - g) misusing or misappropriating school property or services, including computers and other technology systems;

- h) engaging in hate motivated incidents*;
- i) engaging in gang related activity*;
- j) possessing dangerous objects or substances, including for example laser pointers; gloves with studs on knuckles; or any other item deemed by the principal to be unsafe or a hazard to persons or property in the school;
- k) committing physical assault on another person*;
- l) engaging in or encouraging a fight;
- m) engaging in conduct that constitutes opposition to authority;
- n) demonstrating poor attendance that warrants disciplinary action;
- o) engaging in behaviour that is disruptive to the learning environment of the class or school;
- p) engaging in conduct that is detrimental to the moral tone of the school;
- q) wearing clothing/apparel that is inappropriate, offensive or violates the school Dress Code;
- r) engaging in unauthorized gambling or games of chance;
- s) engaging in another activity that, under the Code of Conduct of the school, is one for which a suspension is warranted.

* may require police involvement as outlined in the Police/School Board Protocol.

9.1.2 In considering whether to suspend a pupil for engaging in an activity described in 9.1.1., a Principal shall take into account the mitigating factors:

Mitigating Factors:

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

9.2 **Circumstances Leading to a Suspension, Investigation, and Possible Expulsion**

9.2.1 A 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 sexual assault*;
5. trafficking in weapons or in illegal 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 must suspend a pupil and conduct an investigation to determine whether to recommend to the board that the pupil be expelled. Other suspendable infractions including but not limited to:
 - a) hate motivated violence*;
 - b) gang related violence*;
 - c) trafficking in controlled or intoxicating substances not prescribed or dispensed for medical purposes*;
 - d) uttering threats or threatening conduct intended to intimidate*;
 - e) engaging in harassment*;
 - f) ongoing conduct that is so refractory (persistent) that the student's presence in the school or classroom is considered by the Principal to effect a danger or possibility of harm, physical or emotional, to others in the school or to the reputation of the school.

(*require police involvement as outlined in the Police/School Board Protocol.)

Guidelines from the Ministry of Education directs us when to place suspension/expulsion documents in the O.S.R.

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

9.2.3 A Principal may suspend a pupil under 9.2 for up to 20 school days and, in considering how long the suspension should be, the Principal shall take into account the mitigating factors, as well as the other factors, set out in 9.04 above.

9.2.4 When a Principal suspends a pupil under 9.2, the pupil shall be assigned to a program for suspended pupils, as established by the Board in accordance with any policies or guidelines issued by the Minister.

Conclusion

When staff, students and families work together, a positive and productive learning environment is established at Eastdale C.V.I. where goals are set and achieved. The Code of Conduct establishes the level of behaviour expected for all so that we have the best possible school where success and achievement are reached through co-operation, courtesy, and respect. Please review this Code of Conduct at the beginning of the school year and keep it in a safe place where it can be referenced if necessary.

CHARACTER Education



<p>TEAMWORK</p> <p>I work COOPERATIVELY, valuing the opinions of others, towards a common goal.</p> <p>I ENCOURAGE others to PARTICIPATE.</p>	<p>RESPONSIBILITY</p> <p>I am reliable and dependable to do my work.</p> <p>I take RESPONSIBILITY for what I do and say.</p> <p>I THINK BEFORE I ACT, understanding there are consequences for my actions.</p>	<p>RESPECT</p> <p>I treat others the way that I want to be treated.</p> <p>I am courteous and polite.</p> <p>I LISTEN to what people say. I don't insult, ridicule or name call.</p> <p>I PROTECT property and the environment.</p>	<p>PERSEVERANCE</p> <p>I am DETERMINED and work hard to finish what I start even if it is difficult.</p> <p>I complete all tasks to the BEST of my ability.</p> <p>I DO NOT GIVE UP when faced with challenges.</p>	<p>OPTIMISM</p> <p>I have a POSITIVE attitude.</p> <p>I look at challenges as opportunities for learning.</p> <p>I HAVE HOPE for the future.</p>
<p>KINDNESS</p> <p>I am sensitive to people's feelings.</p> <p>I HELP others in need.</p> <p>I am never mean or hurtful with my actions or words.</p> <p>I am CHARITABLE.</p>	<p>INTEGRITY</p> <p>I always try to do what's right, even when it is difficult.</p> <p>I am true to be my very BEST SELF.</p> <p>I live up to the highest ETHICAL standards.</p>	<p>HONESTY</p> <p>I am TRUTHFUL and SINCERE.</p>	<p>EMPATHY</p> <p>I respect and understand the feelings of others.</p> <p>I act with KINDNESS and COMPASSION.</p>	<p>COURAGE</p> <p>I face my fears with CONFIDENCE - being brave.</p> <p>I FACE CHALLENGES directly.</p>