

Frontenac Secondary School

Student Handbook



2023-2024

DAILY SCHEDULE & CLASS TIMES

Warning Bell	8:13 a.m.
Announcements	8:15 a.m. - 8:20 a.m.
Period 1	8:20 a.m. - 9:35 a.m.
TRAVEL TIME	9:35 a.m. - 9:45 a.m.
Period 2	9:45 a.m. - 11:00 a.m.
LUNCH	11:00 a.m.- 11:50 a.m.
Period 3	11:50 a.m. - 1:05 p.m.
TRAVEL TIME	1:05 p.m. - 1:15 p.m.
Period 4	1:15 p.m. - 2:30 p.m.

Frontenac Secondary School

2023-2024 Staff and Student Agenda

Ad Optima Nitamur

Striving to be our best

PRINCIPAL:

Mr. James Bonham-Carter (ext. 328)

VICE PRINCIPALS:

Ms. Sara Hamilton (ext. 333) Grades 9 & 11

Ms. Sheri Jones (ext. 329) Grades 10 & 12

TRUSTEE: Mr. Garrett Elliott

OFFICE MANAGER: Ms. Leanne Smith

MAIN OFFICE: (613) 389-2130

FAX: (613) 389-8042

SAFE ARRIVAL (FOR ATTENDANCE): 1-855-257-9349

ADDRESS: 1789 Bath Rd., Kingston, Ont. K7M 4Y3

E-MAIL: fross@limestone.on.ca

WEB: <http://frontenacss.limestone.on.ca>

TWITTER: @FSSprops, @limestoneDSB

INSTAGRAM: @fssprops2.0

WELCOME

Welcome to Frontenac Secondary School. This school guide is designed to outline and explain various policies, procedures, and expectations and to assist you with organization and time management. Please read it carefully and refer to it regularly.

Frontenac Secondary School has a long tradition of excellence in academics, post-secondary and career preparation, athletics, music, and the arts. Here you will find staff members dedicated to providing students with a well-rounded education. Frontenac staff are committed to excellent delivery of curriculum, and they provide the support necessary for the success of all students. Our staff is involved in many athletics and extracurricular clubs, groups and activities which enrich our students' experiences. As such, students should make a concerted effort to take advantage of the opportunities provided.

There is a special relationship at Frontenac between staff and students rooted in mutual respect and this results in a positive, safe, and welcoming environment. All members of our Frontenac school family have assumed the responsibility of fulfilling our mission statement.

FRONTENAC SECONDARY SCHOOL MISSION STATEMENT

Powerful possibilities created through striving for our best, building integrity of character and strengthening our school family.

Striving for our best by:

- recognizing our individual and group potential
- setting personal and group goals
- reaching our individual potential in academic studies and committing our best in extracurricular activities

Building integrity of character by:

- promoting honesty and responsible citizenship
- showing respect for self and every member of the FSS family
- helping each individual to develop his/her leadership potential
- accepting responsibility for and promoting global citizenship

Strengthening our school family by:

- promoting school spirit
- supporting and caring for each and every member
- creating a safe environment for all
- working together to achieve our goals

THE SCHOOL PROGRAM

All students in grades 9 and 10 must take 8 full-credit courses per year as they work toward the goal of 30 required credits for their Ontario Secondary School Diploma (OSSD).

ASSESSMENT, EVALUATION AND REPORTING

Assessment

is the process of collecting and interpreting information about your progress on learning skills and work habits AND on overall expectations of each course as they are described in your course outline. Teachers use assessment to give feedback by describing your strengths and next steps as a learner so that you know how to improve your work. There are three types of assessment:

Diagnostic Assessment – At the beginning of a learning cycle or unit your teacher determines what you already know and uses it to plan what you need to learn next.

Formative Assessment – Throughout a learning cycle or unit these assessments prepare you for summative assessments. They may include a grade (that is not factored into the final mark) and can take the form of specific feedback offering strengths and next steps.

Summative Assessment – At the end of a learning cycle or unit this type of assessment is used to determine your grade and provide feedback on your level of achievement of the course's overall expectations (OEs). This grade is considered an evaluation of your academic achievement of the OEs of the course.

Evaluation

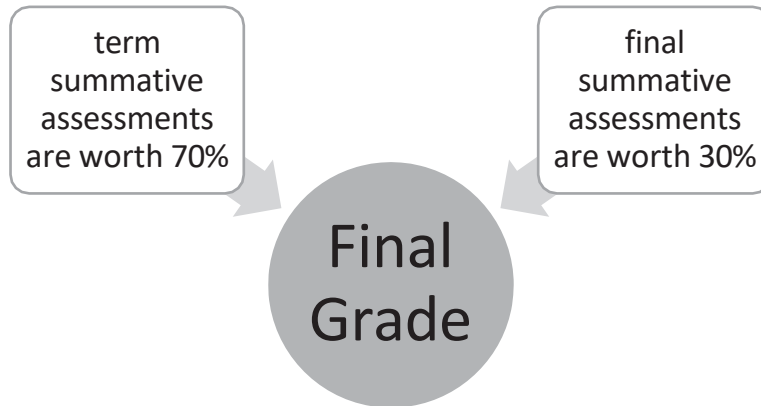
is the process of judging the quality of your learning skills and work habits or academic achievement of the overall expectations of the course and assigning a mark or grade to reflect that quality. After you have experienced opportunities through formative assessment, you then have the opportunity to complete an assessment task that allows you to demonstrate what it is you know and can do. When your teacher assigns a mark to the assessment, this is referred to as evaluation as it is the information that teachers use to determine your final grade.

Reporting

is the communication to you as well as to your parents and caregivers of your most consistent level of achievement across the OEs and of the six learning skills and work habits. The grade you receive will indicate the most consistent level of achievement at the time of the report. Your teacher will give consideration to the most consistent evidence of achievement across the OEs and will take into consideration growth in your demonstrated achievement. Your academic achievement is reported in the form of a numerical grade while the learning skills and work habits are reported as a letter grade: E—excellent, G—good, S—satisfactory, or N—needs improvement. Reporting happens at least twice a semester. Mid-term and final reporting are done on the provincial report card, which is kept in your Ontario Student Record (OSR).

ACADEMIC ACHIEVEMENT

Your academic achievement is decided by your performance on your term work, as well as on your final summative assessment tasks(s).



TERM WORK:

70% of your grade will be based on summative assessments conducted throughout the course. It is critical that you complete summative assessments to ensure that your teachers have adequate evidence of your learning for evaluation purposes. Teachers assign a limited number of summative assessment tasks, so it is imperative that you complete all of them to demonstrate to your teacher what you have learned. Refer to your course outline for a tentative list of summative assessment tasks in each of your subjects.

FINAL SUMMATIVE ASSESSMENT TASK(S)

30% of your final grade will be based on final summative assessment task(s), in the form of an examination, culminating activity and/or any other method of assessment suitable to the course's overall expectations and delivery. These will be administered towards the end of the semester.

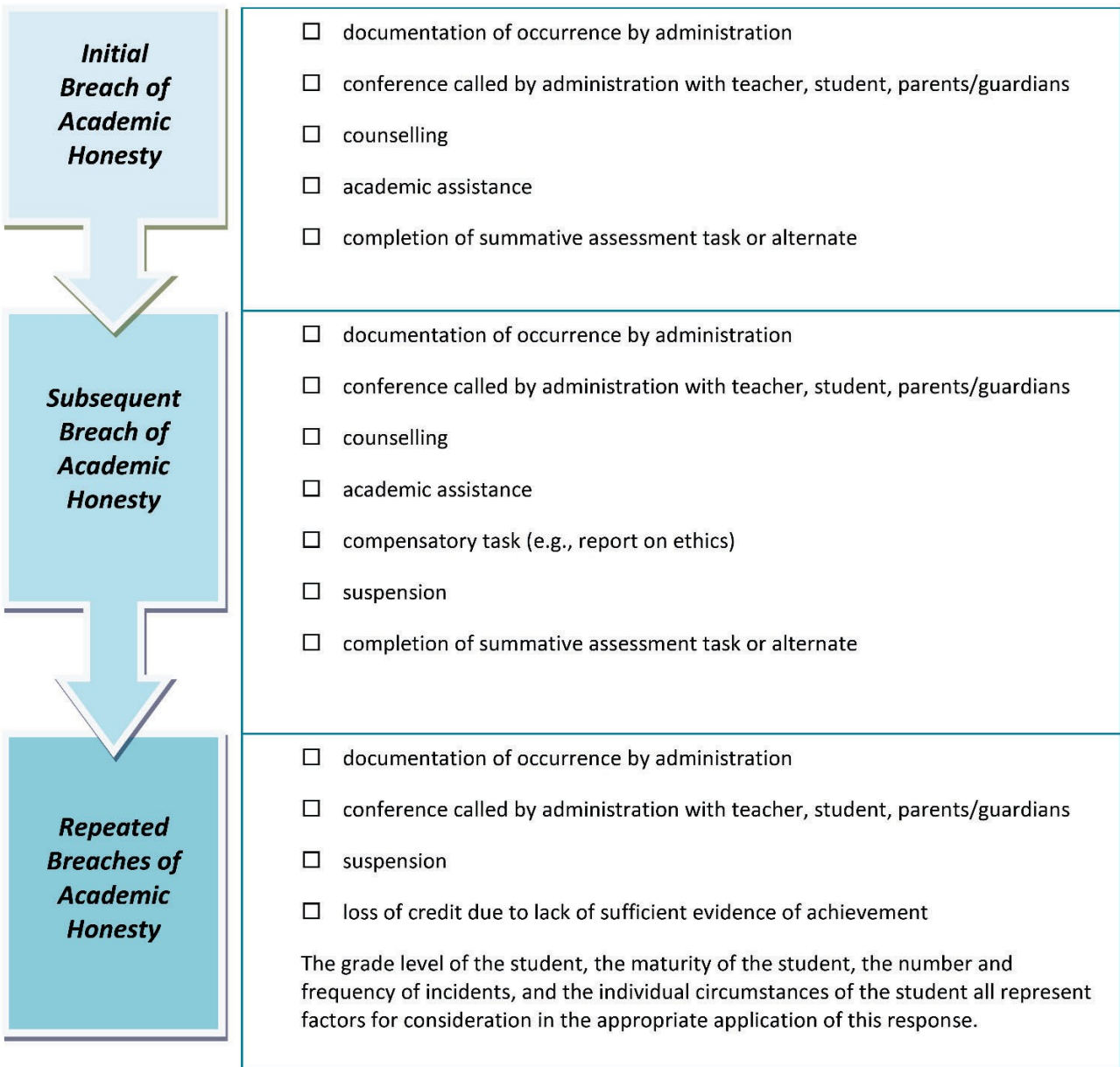
Please Note:

- *You will be informed at the beginning of the school year of the dates of the examination period.*
- *You must complete all final summative assessment tasks at the scheduled times.*
- *Plans for holidays or employment are not acceptable reasons for missing a final summative assessment task. The only exceptions will be conflicts in the schedule, medical reasons, or a court order. If you miss a final summative assessment for medical reasons, you will need to see an administrator. In the case of extenuating circumstances, your parent/guardian should contact the principal.*

ACADEMIC HONESTY

Academic honesty is a fundamental cornerstone of student learning. Breaches of academic honesty are intentional attempts to gain credit for work that is not the student's own. All breaches of academic honesty will be reported to the school administration and a plan of action will be implemented. Students may lose the opportunity to demonstrate achievement of course expectations by means of that summative assessment task, but achievement of those expectations may still be demonstrated on an alternative summative assessment task. Disciplinary action will be taken, and will be based on the response continuum outlined below.

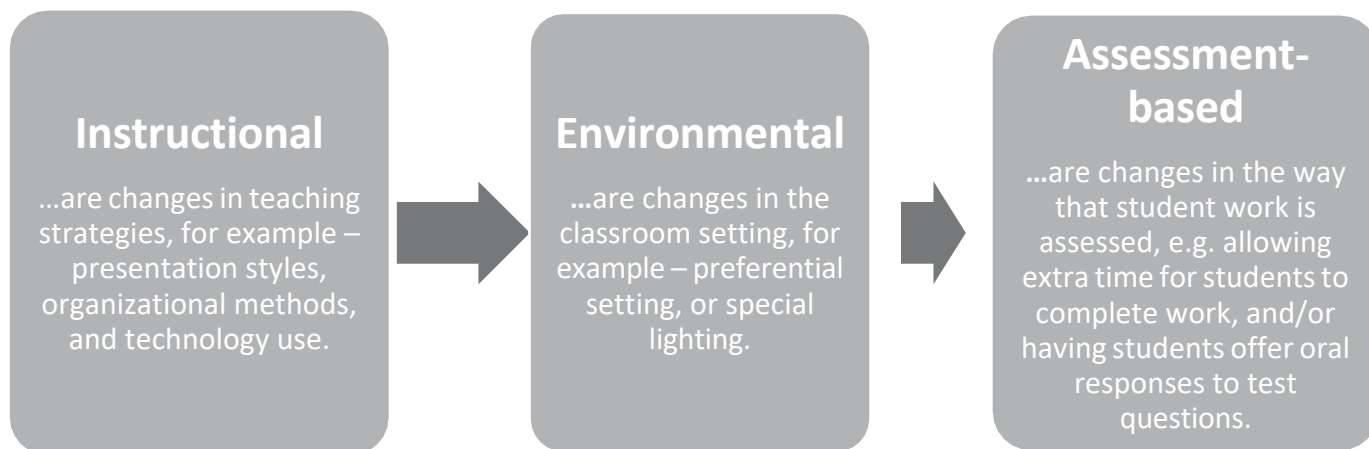
Response Continuum for Breaches of Academic Honesty



ACCOMMODATIONS

All students need support from teachers, classmates, family, and friends to achieve success in their course work. **Accommodations allow all students to achieve to their full potential in their course work.**

Some students require supports beyond those typically provided in the school setting. These needs may be met through accommodations. Accommodations are set out in Individual Education Plans (IEPs) to meet the needs of exceptional students. There are three types of accommodations:



FRONTENAC SECONDARY SCHOOL ASSESSMENT AND EVALUATION POLICY

1. All assignments (formative and summative) and tests are important to ensure successful completion of a course.
2. It is important that all formative assessments be completed to ensure that you are prepared for summative assignments and tests.
3. Deadlines for assignments and tests are provided to help manage students' time and allow teachers to collect and return work promptly (see next page for more information).
4. Teachers schedule in-class summative assessments in advance to ensure that students are able to prepare appropriately and therefore succeed in the assignments, presentations and tests.
5. Students must attend class during summative evaluations. Failure to do so is only acceptable when the student is too ill to attend school that day or has a medical appointment.
 - a. Written documentation will be required from the student's parent/guardian stating that they are aware that their child has missed a summative evaluation for legitimate reasons.
 - b. The student will inform the teacher of the medical appointment prior to the evaluation day.
6. If the student was away legitimately, they should ensure they have communicated with the teacher (perhaps via email) and they will make up the summative evaluation immediately on their return as arranged by their teacher.
7. Summative Assessments are not optional. As such, credits will only be granted once all summative assessments tasks have been submitted.

Information about Due Dates

- It is expected that you will complete summative assessments on the date that they are due as well as write all tests on the day they are administered to the class.
- It is your responsibility to plan ahead to ensure you can meet the due dates for summative assessments.
- In cases of illness, religious holiday, or other extenuating circumstances, due dates will be adjusted as determined by the school staff.
- In cases where you may have difficulty meeting a due date, it is expected that you speak to the teacher in advance of the day that the assignment is due to discuss alternative submission options.

Unless there are extenuating circumstances, as determined by your teacher and/or administration, tests will be written on the day they are administered and assignments will be due on the date set by your classroom teacher.

Student Expectations:

You are expected to be in attendance for all summatives

If you plan to be away, plans for missed summatives must be approved by your teacher in advance.

Your parents/guardians must phone the attendance secretary to report your absence.

Your parents/guardians will provide a note to the classroom teacher acknowledging the missed summative.

If you miss a summative:

The school will notify your parents/guardians.

You will complete the summative at a time determined by teacher.

If you miss multiple summatives, your absences will be referred to the administration.

Consequences:

Multiple missed summatives may result in:

- suspension
- mark reduction
- lost opportunity to demonstrate curriculum expectations

LEARNING SKILLS AND WORK HABITS

Learning Skills and Work Habits

- are assessed and evaluated separately from your academic achievement
- are assessed and evaluated through conferences with your teacher, observation during class activities, and completion of assignments where specific learning skills are addressed
- Are reported at mid-term and at the end of the semester with a letter grade (E=excellent, G=good, S=satisfactory, N=needs improvement)

Responsibility	Fulfils responsibilities and commitments within the learning environment, completes and submits class work, homework, and assignments according to agreed-upon timelines; takes responsibility for managing own behaviour.
Organization	Devises and follows a plan for completing work and tasks; establishes priorities and manages time to complete tasks and achieve goals; identifies, gathers, evaluates and uses information, technology and resources to complete tasks.
Independent Work	Independently monitors, assesses, and revises plans to complete tasks and meet goals; uses class time appropriately to complete tasks; follows instructions with minimal supervision.
Collaboration	Accepts various roles and an equitable share of work in a group; responds positively to the ideas, values, opinions and traditions of other; builds healthy peer-to-peer relationships; works with others to resolve conflicts and build consensus to achieve group goals; shares information, resources, and expertise, and promotes critical thinking to solve problems and make decisions.
Initiative	Looks for and acts on new ideas and opportunities for learning; demonstrates the capacity for innovation and a willingness to take risks; demonstrates curiosity and interest in learning; approaches new tasks with a positive attitude; recognizes and advocates appropriately for the rights of self and others.
Self-regulation	Sets own individual goals and monitors progress towards achieving them; seeks clarification or assistance when needed; assesses and thinks critically on own strengths, needs and interests; identifies learning opportunities, choices, and strategies to meet personal needs and achieve goals; perseveres and makes an effort when responding to challenges

Well-developed learning skills and work habits can often help improve your academic achievement. As you develop the ability to understand how you learn, recognize areas for improvement, and set goals for yourself, you become more involved in your learning. Remember, school is not happening to you; rather, you are the driver of your own success. Focusing on learning skills and work habits also helps prepare you for success beyond school.

STUDENT SERVICES

The Student Services Department is located down the hall from the Main Office. Guidance Counsellors are available to help students in many ways including career counselling and post-secondary services.

Appointments with guidance counsellors can be made by students and parents by signing up in Student Services.

- Grade 9- Bruce Patry (patryb@limestone.on.ca)
- Grade 10- Krista Lackey (lackeykl@limestone.on.ca)
- Grade 11- Aaron Kenney (kenney@limestone.on.ca)
- Grade 12 & Returners- Angie Lowry (lowrya@limestone.on.ca)
- Co-op & SHSM Students- Kelli Kasper (kasperk@limestone.on.ca)

Additional Student Services Staff

- Ms. McCluskey (mccluskeyj@limestone.on.ca) is the Learning Program Support Teacher. She will develop and update IEPs and works with classroom teachers to provide summative accommodations for students.
- Ms. Truesdell (oked@limestone.on.ca) is the Lead Student Success Teacher. She works alongside Ms. Gregory (gregorykel@limestone.on.ca) and classroom teachers to provide academic assistance to all students.
- Cindi Scott (scottci@limestone.on.ca) is our Adolescent Care Worker. She supports students with personal and social issues.

Referrals for counselling specialists - psychiatrists, psychologists, drug and alcohol counsellors, and social workers - can be made through Student Services.

ADDITIONAL RESOURCES

Sexual Health Clinic - 613-549-1232 Ext: 213

Street Health Centre - 613-549-1440

Alcoholics Anonymous Help Line - 613-549-9380

Talk (Telephone Aid Line Kingston) -.613-544-1771

Kids Help Phone -1-800-668-6868

KAIROS-Substance Abuse - 613-542-6559

Child Abuse-Children's Aid Society -

(Daytime) - 613-545-3227, (toll free) 855-445-3227

Sexual Assault Crisis Centre - 613-544-6424

Lennox & Addington Addiction Services - 1-800-420-9734

Kingston Community Counselling Centre - 613-543-7850

Frontenac Community Mental Health - 613-544-4229

NEDIC (National Eating Disorder Info) - 613-547-368

HARS HIV/AIDS Regional Services - 1-800-565-2209

Tobacco Information Line - 613-549-1232 Ext. 333

Dial-a-Dietitian - 613-549-1232 Ext. 224

AI-Anon Family Groups - 613-384-213

ARE YOU IN A HEALTHY RELATIONSHIP?

Abuse can happen anytime, anywhere, to anyone. It can be present in any type of relationship and can take on different forms. If you think you are in a potentially abusive partnership, talk to your Guidance Counsellor OR talk to a friend or an adult whom you trust.

You can also contact:

Kingston Interval House

613-546-1777 or 1-800-267-9445 (24/7)

Kingston Police

613-549-4660 or 911 in an emergency

Lennox & Addington Interval House

613-354-1010 or 1-800-667-1010

Sexual Assault Centre Kingston

613-544-6424 or 1-877-544-6424

<http://www.kingstonintervalhouse.com>

We are here to support you, know that you can always reach out to one of the many caring adults here at Frontenac.

ATTENDANCE POLICY AND PROCEDURES

Attendance:

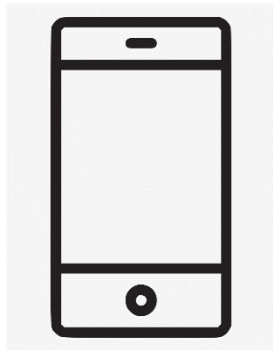
Ontario law makes school attendance compulsory up to a person's 18th birthday, or until they have met all graduation requirements. Provincial law further requires that a pupil shall attend classes punctually and regularly and is excused from attendance if he or she is unable to attend by reason of sickness or other unavoidable causes. This applies equally to students under 18 years and to those over 18 who have chosen to remain in school. At FSS, students are expected to attend all classes punctually and regularly. Illness or legitimate participation in another school activity constitute valid reasons for missing the occasional class. Absenteeism may have a negative impact on student achievement. Chronic absenteeism may result in a student being referred to an LDSB Attendance Counsellor.

Commitments such as routine medical appointments should be scheduled outside of normal school hours, where possible. Students who miss classes due to illness or other legitimate reasons are responsible for the work missed. Students who are absent during a summative assessment such as tests, or on the due date for a summative assignment, are required to bring a note from a parent/guardian explaining the reason for the absence; this note should also state that your parent/guardian is aware that a summative task has been missed. For further information on expectations regarding missed summative assignments and tests please refer to the Assessment and Evaluation Policy located on page 8.

To Report a Student Absence:

Please do not call the school directly to report your student's absence. Parents and guardians use the SafeArrival system to report daily and extended student absences in one of three ways:

School Messenger App



1. Use your mobile device to download and install the free SchoolMessenger blue app from the Apple App Store or the Google Play Store, the [School Messenger website portal](#), or from within the LDSB mobile app.
2. The first time you use the app, you must select Sign Up to create your account. Please ensure you use the same email address your student's school has on file. If you do not use that same email address, you will not be able to create an account, or may not be able to see the "Attendance" option. You may have already created an account when we introduced the Communicate broadcast system.
3. Select Attendance, then Report an Absence.

SchoolMessenger SafeArrival Website Portal



1. Visit the SchoolMessenger website portal.
2. The first time you use the app, you must select Sign Up to create your account. Please ensure you use the same email address your student's school has on file. If you do not use that same email address, you will not be able to create an account, or may not be able to see the "Attendance" option. You may have already created an account when we introduced the Communicate broadcast system.
3. Select Attendance then Report an Absence.

Toll-free telephone



- 1) Call 1-855-257-9349 toll-free to report an absence using the automated phone system.
- 2) Follow the prompts. These options are available 24 hours a day, 7 days a week. Future absences can be reported at any time using any one of these methods.

If your student is marked absent and the absence hasn't been reported in advance, our SafeArrival system will attempt to reach the student's priority contact by telephone to confirm the absence. The SafeArrival system makes it easier for you to report your student's absence, reduces the time it takes for our school staff to verify student attendance, and responds to unexpected or unplanned student absences. This time savings makes it faster and more efficient to account for all students and their safety.

EXTENDED ABSENCE FROM SCHOOL

- Students who know in advance that they will be absent from school should let their teachers and the Attendance Secretary know when they will be away.
- For extended absences of 5 days or more students should get an **Extended Absence Form** from the Attendance Office and complete it for submission to administration for approval.
- Parents are discouraged from removing students for extended periods for vacations as this can have a negative impact on their achievement.

AUTOMATED COMMUNICATION

- FSS uses the School Messenger system to generate automated messages in order to assist with timely communication with parents/guardians concerning attendance irregularities and important school events/activities/information.

LATE ARRIVALS TO SCHOOL

- If a student will be late for school, please call SafeArrival to report the arrival time expected at school.
- Upon arrival, students must sign in at the Attendance Office with Kerri to receive an admit slip.
- Late arriving students must sign in on the Late Log.

EARLY DISMISSAL

- If a student must leave before the end of the day, parental contact and permission for students under age 18 is required.
 - Please report 'Early Departure' in Safe Arrival for when the student should be signing out. Students should sign out in the Attendance Office before they leave the premises.
- Students who are 18 may sign themselves out of school without parental consent, however, they must ensure they go through the attendance office before they leave.
 - Students are responsible for ensuring that they are signing out of school for appropriate reasons.

The screenshot shows a mobile app interface for reporting an absence. At the top, it says "Darlene Pardeens". Below that, it asks "What type of absence is this?" with a dropdown menu set to "Late Missed bus" and an "EDIT" button. Then it asks "When will they be absent?" with a date picker set to "Mon 12 Jun 2017". Below that, it asks "Expected time of arrival" with a time picker set to "09:21 AM". At the bottom, there are "CANCEL" and "SEND" buttons.

Mobile App View:

Website View:

The screenshot shows a website interface for reporting an absence. At the top, it says "Reporting absences just got a whole lot easier" and "Just tell us who will be absent, when and why, and we inform the school." Below that, it asks "Who will be absent?" with a dropdown menu set to "Bailey Tester" and "Burlington Central Elementary". Then it asks "Type of absence" with a dropdown menu set to "Leave & Return" and "Reason" with a dropdown menu set to "Appointment". Below that, it asks "Date of Absence" with a date picker set to "February 22, 2018" and "Time of Departure" with a time picker set to "10 : 30 AM". Below that, it asks "Returning to School at" with a time picker set to "12 : 45 PM". At the bottom, there are "Cancel" and "Send" buttons.

OTHER IMPORTANT INFORMATION

TEXTBOOKS

- Textbooks are the property of the Limestone District School Board.
- Textbooks in each course must be returned on or before the day of the final exam for the course.
- The full replacement cost of unreturned or damaged materials will be charged to the student. Lost books create shortages. Books loaned to you by the school are your responsibility.

BUSING SCHEDULE

- Students should confirm pick-up and departure times with their individual driver.
- Families are responsible for completing their application online for bussing through Triboard. Questions/concerns with transportation may be directed to Triboard Student Transportation Services at 613- 354-1981. To apply, go to: <https://triboard.ca/apply/>

STUDENT PARKING AT FSS

- The LDSB provides bus transportation at no charge to students who live beyond the minimum walking distance in the designated Frontenac School area.
- As parking is limited, student parking is a privilege, not a right.
- Cars should be left locked while on school property.
- All vehicles on school property must abide by all speed limits, safe driving requirements and parking regulations set down by the school and the LDSB.
- Students who park at the back of the school are to back into parking spaces to increase the likelihood of a safe exit at the end of the day while school buses are loading in this area.
- Please note that the direction of traffic into and around the school is one-way toward the back of the school.

NO VAPING/SMOKING POLICY

- Provincial legislation requires that all school buildings and property be smoke-free environments.
- Vaping/smoking anywhere in FSS or on the school property is strictly prohibited.
- Vaping/smoking is not allowed in schools, school grounds, areas associated with the school or within 20 metres of any point of school grounds.
- Ministry of Health by-law enforcement officers may fine (\$305.00) any individual found vaping/smoking on school property.
 - The first incident of vaping/smoking will result in a suspension from school.
 - Repeat incidents of vaping or smoking will receive longer suspensions and additional consequences.

CLOTHING POLICY

- Your clothing and accessories should be free of any slogans, symbols or visual content which is offensive to any member of the school community.
- Health and Safety policies in selected areas such as laboratories, shops and gyms must be followed.

CELL PHONES AND OTHER ELECTRONIC DEVICES

- The use of cell phones must not distract from the learning occurring at FSS. Students are to practice digital citizenship as the use of cell phones for any purpose are at the discretion of the classroom teacher.

CODE OF BEHAVIOUR

In order to create a positive climate at FSS, all members of the school community are expected to follow the Code of Behaviour. Respect, responsibility, civility, and academic excellence are promoted so that all members of the school community will feel safe, comfortable, and accepted. The purpose of this Code of Behaviour is:

- to ensure that all members of the school community are treated with respect and dignity;
- to promote responsible citizenship by encouraging appropriate participation in civic life;
- 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 school; and,
- to discourage the use of alcohol and drugs.

Students are to comply with the behaviour expectations 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.

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, for 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.

RESPECT	
Expected Behaviour	Reasons for Expected Behaviour
<ul style="list-style-type: none"> ✓ respect differences in people, their ideas, and their opinions ✓ respect all members of the school community, especially persons in positions of authority ✓ treat one another with dignity and respect at all times, and especially when you disagree ✓ 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 ✓ respect self and others ✓ respect property of school and LDSB including cafeteria, computers and networks ✓ dispose of litter in appropriate containers 	<p>Everyone in the FSS community has the right to:</p> <ul style="list-style-type: none"> ✓ be treated with respect and dignity ✓ an environment where conflict and differences can be addressed in a respectful and civil manner ✓ use non-violent means to resolve conflict ✓ a learning environment free from the influences of drugs and alcohol ✓ feel proud – in taking care of FSS, you experience pride in your school, and help maintain facilities which are necessary to the successful learning of everyone.

SAFE SCHOOLS

Ensuring the safety of all students and staff is of utmost concern. A safe environment is required for students and school staff.

CHILDREN IN NEED OF PROTECTION

In April 2000, the amended Child and Family Services Act came into effect. This legislation has an impact on everyone in our community. For Children's Aid Societies, the definition of a child in need of protection because of suspected child abuse or neglect has been expanded. For the school system, every person who has reason to believe that a child is or may be abused or neglected must report his/her suspicions immediately to the Children's Aid Society. The Limestone District School Board is fully committed to supporting staff in meeting the legal requirements of the act.

This law means that:

- School staff do not have a choice if they suspect that a student is or may be in need of protection. They **MUST** report their suspicions to the Children's Aid Society.
- When staff report concerns to Children's Aid, they must also share with Children's Aid any information about the concern which might otherwise be confidential.
- It is not the school's responsibility to investigate suspicions, evaluate the situation, or assign blame.



THREATS TO SCHOOL SAFETY

As part of the Safe Schools requirements for schools and the amended Threat Assessment Protocols for the Limestone District School Board, this is information in a condensed form to give you an overview of the efforts made to provide the safe and inclusive education opportunities our students deserve. It's important for all students and parents to be aware of these school safety procedures. All schools have established procedures for Shelter In Place, Hold and Secure, Lockdown, and Evacuation. Staff and students will be trained in how to implement the procedures. As with fire drills, lockdown drills will be held without prior awareness of students and/or staff.

Shelter in Place

Used for an environmental or weather-related situation where it is necessary to keep all occupants within the school (protecting them from an external situation),

Examples: chemical spills, blackouts, explosions, or extreme weather.

Hold and Secure

Used to secure the school due to an ongoing situation outside but not related to the school. School functions normally with exterior doors locked until the situation is resolved.

Example: bank robbery occurring near a school but not on property.

Lockdown

Used only when there is a major incident or threat of school violence within the school. Overuse or misuse of this high level might result in not taking the lockdown seriously, so please note that two lockdown drills for each school year will occur.

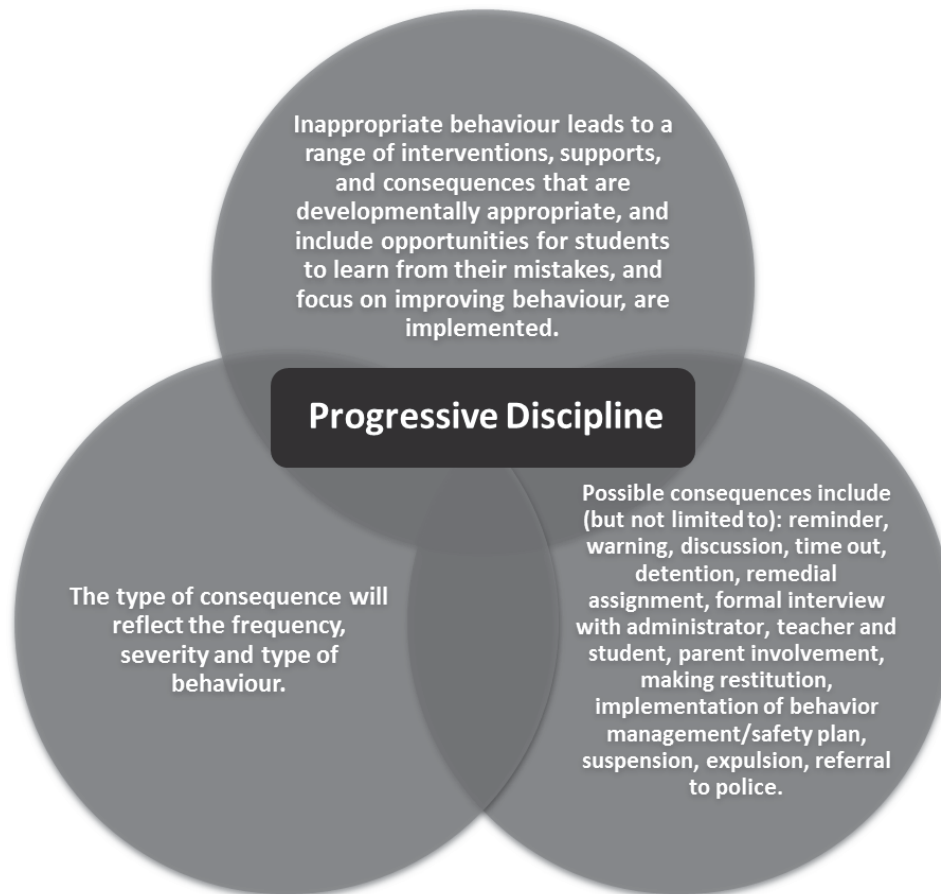
Evacuation

Used in the event that students and staff must leave a school building due to some environmental concern in the school.

Example: gas leak in the school or fire.

PROGRESSIVE DISCIPLINE & CONSEQUENCES FOR INAPPROPRIATE BEHAVIOUR

Progressive Discipline is a whole school approach that utilizes a continuum of interventions, support and consequences that include opportunities for reinforcing positive behaviour while helping students make good choices. The focus is on a corrective and supportive approach. Mitigating and other factors will be taken into consideration prior to assigning a consequence.



THREAT/RISK ASSESSMENT NOTIFICATION AND PROCESS

The Limestone District School Board and community partners are committed to making our schools safe for students and staff. As a result, schools will respond to all student behaviours that pose a potential risk to other students, staff, and members of the community. The Community Violence Threat Risk Assessment Process is designed to be proactive in developing intervention plans that address the emotional and physical safety of those involved. A Threat/Risk Assessment is initiated by the school administration or community partners when behaviours have been identified by staff or students that pose a potential risk to self and/or others. Please note: it is important for all parties to support the Violence Threat Risk Assessment Process. However, if for some reason there is a reluctance to participate in the process, by the student of concern or parent/guardian, the threat assessment process will continue in order to ensure a safe and caring environment for all. Families are asked to review the steps of a Threat/Risk Assessment online at <http://bit.ly/LDSBthreatassessment>.



Welcome to Limestone!

On behalf of the Limestone District School Board of Trustees, I hope this new school year is engaging, fun and full of meaningful and relevant learning opportunities.

Education is a shared experience involving home and school. Like all partnerships, it works best when we work together, and promote timely and open communication. In addition to helping students organize themselves so they are best positioned for success, this school agenda is one important tool to help foster communication between home and school. Your school also has access to a new suite of electronic tools to help communicate directly with you. We encourage you to sign up for these interactive tools through the new Board mobile app.

A new school year is also an opportunity for you, as families, to become involved in your student's education. You might consider joining your school council, or volunteering at the school in other ways. We know not everyone's schedule allows for this involvement, but there are many opportunities to stay engaged in your child's continuing learning and development. We know that when parents and guardians show an interest in their child's learning, students do better in school.

We wish everyone a successful and exciting year ahead.

Suzanne Ruttan
Chair of the LDSB Board of Trustees



Mission

We prepare students within safe and inclusive environments to embrace a changing world as lifelong learners and informed, responsible citizens.

Vision

Together we embrace and foster engaging and innovative learning where everyone achieves success and well-being.

Values

Effective school boards have strong shared beliefs and values about what is possible for students and their ability to learn, and of the system and its ability to teach all children at high levels. Our core values are critical to achieving our priorities as outlined in our mission and vision.

- **Accountability**
- **Collaboration**
- **Fairness**
- **Inclusion**
- **Integrity**
- **Optimism**
- **Perseverance**
- **Respect**



Communication between home and school

The Limestone District School Board is committed to developing strong relationships with parents, guardians, students and our broader school communities. It is the practice of the Board that public concerns and questions should be dealt with at the level closest to the issue. In every situation, it is the Board's expectation that students, staff, and others involved, follow school and Board policies, procedures and practices. For more information, visit https://www.limestone.on.ca/families/resolution_process

Should you have a concern, please follow these steps in sequence:

1. First, contact the classroom teacher to discuss your child's educational progress, ask a question or raise a concern. Most concerns can be resolved at this point through open dialogue and cooperation.
2. If the question or concern has not been resolved, please contact the Principal or Vice Principal and request help in dealing with the matter.
3. Then, if necessary, contact the School Supervisor in charge of the school involved. Call 613.544.6925 / 1.800.267.0935 and ask for the supervisor of your child's school.
4. If necessary and if the situation has not been resolved, you may wish to contact the Director of Education at 613.544.6925 / 1.800.267.0935.
5. If at this point you feel your concerns have not been adequately addressed, you may wish to contact your local School Board Trustee. Trustees will direct any parent, guardian or community member to this process before they get involved.

Are You First Nations, Metis or Inuit?

If so, the Limestone District School Board would like to offer you and your family the opportunity to voluntarily self-identify. All elementary and secondary students and their families, who have any degree of Indigenous ancestry, can self-identify as First Nations, Metis or Inuit. The self-identification information is confidential, and no proof is required. Students who self-identify may be eligible for opportunities. You can withdraw your self-identification at any time, upon written request to the principal of your school. For more information on LDSB's Indigenous Education Initiatives, or to self-identify, please request a form and brochure from Student Services or the front office at your school, or, visit the Board website.

Busing

Busing is coordinated by Tri-Board Student Transportation Services, a consortium providing transportation services to all Limestone District School Board schools and nearby school boards within the region. Parents/guardians are always responsible for choosing whether to send their child to school on the school bus. Should inclement weather result in bus cancellations, schools remain open (unless otherwise stated), however, parents/guardians are responsible for dropping off and picking up their child. Information on bus cancellations and/or delays is posted on Tri-Board Student Transportation Services' website, on its Twitter feeds and is often broadcast on local radio stations. You can also sign up to receive cancellation alerts on Tri-Board's website. The school board also attempts to post cancellations and delays on its website and Twitter feed (@LimestoneDSB). For more information, visit <http://bit.ly/LDSBweatherguidelines>

Tri-Board Student Transportation Services:

81 Dairy Avenue, Napanee, Ontario, K7R 1M5
613-354-1981/1-866-569-6638

Email: info@triboard.ca | Website: www.triboard.ca

Twitter: @TriboardTrans or @BusDelayNCancel