



Durham Catholic District School Board Safe, Caring and Healthy Elementary Schools



The Durham Catholic District School Board recognizes that a school should be a place that promotes responsibility, respect, civility, and academic excellence in a safe learning and teaching environment. A positive school climate exists when all members of the school community feel safe, comfortable, and accepted. With this right, comes the responsibility of all members of the community to work together to create a positive learning environment where all members feel supported.

Access to Premises

Parents/guardians are welcome to visit the school to discuss an issue with teachers or administrators. In keeping with the Board's Access to School Premises Policy, all doors will remain locked during school hours. Our Safe Welcome Program provides an intercom and camera at the main door of the school for all visitors to communicate with the office prior to entering the school. This enhances the safety of students and staff. Please remember that anyone coming into the school must first sign in at the office and obtain a Visitor's badge. (Parents/guardians are not allowed access to the school yard before school or during recesses and noon hour.) At recess time, the school yard is well supervised and staff will question anyone whose presence is not expected. Each member of staff is wearing photo ID and is identified on duty with a safety vest.

If a parent/guardian needs to pick up his/her son/daughter during the school day, this must be facilitated at the office. Members of the office staff will call the student down to the office to be signed out. If parents send a friend/relative/designate to pick up their child, please advise the school in advance and ask the designate to provide photo identification at the office. If the student returns to school before dismissal, he/she must sign back in at the office so that his/her attendance can be monitored.

Make Every Day Count - Attendance Matters

Attending school regularly helps children feel better about school—and themselves. Now is the time to start building this habit so your child learns right away that going to school on time, every day is important. Good attendance will help children do well in high school, college or university and in the world of work.

Did You Know?

- Absences can add up quickly. A child is considered chronically absent if he/she misses just two days every month!!

Research shows:

- Children chronically absent in kindergarten and grade one are much less likely to read at grade level by the end of grade three.
- By grade six, chronic absence is a proven early warning sign for students at risk for dropping out of school.
- By grade nine, good attendance can predict graduation rates even better than grade eight test scores.
- Being late to school may lead to poor attendance.

School success goes hand in hand with good attendance!

What You Can Do:

- Set a regular bed time and morning routine.
- Lay out clothes and pack backpacks the night before.
- Don't let your child stay home unless he/she is truly sick. Keep in mind complaints of a stomach ache or headache can be a sign of anxiety and not a reason to stay home. Check with your physician if frequent physical complaints are an issue.
- If your child seems anxious about going to school, talk to teachers, the school social worker, or other parents for advice on how to make him/her feel comfortable and excited about learning. Attending school regularly and arriving on time often helps students feel more comfortable and less anxious in the long run. Chronic absence makes it difficult for a child to feel a part of the classroom community.
- Develop back-up plans for getting to school if something comes up. Call on a family member, a neighbour, or another parent to help.
- Avoid medical appointments and extended trips when school is in session.
- Communicate with the school and let us know how we can best support you and your children so that they can show up for school on time every day. We want your child to be successful in school! If you have any questions or need more information please contact your child's teacher, principal or vice principal.

Safe Arrival - Automated Attendance

The Durham Catholic District School Board uses an automated attendance system, called Safe Arrival, for reporting student absences. Safe Arrival reduces the time it takes to verify student attendance making it easier for you to report your child's absence and easier for staff to respond to unexplained student absences. Parents are able to report their child's absence quickly and conveniently using three different methods:

1. Parents can log into a website: dcdsb.schoolconnects.com to access a Safe Arrival Parent Portal where an account can be set up to report absences; or
2. Parents can call into an automated interactive telephone system via a toll free number: 1-844-288-7628 through which absences can be reported; or
3. Parents can download the SafeArrival app for iOS and Android smartphones: Search for the keyword "safearrival" in the Google Play store or the Apple App store. Use district code DCDSB (or you can search for Durham Catholic District School Board). Use your safe Arrival Parent portal username and password to authenticate your account. Parents are encouraged to use the confidential PIN to gain access to their account.

All three methods are available 24 hours a day, 7 days a week. Future absences, like doctor's appointments can be reported ahead of time.

Restorative Schools

We believe that safety begins with positive connections between the students, staff and parents. To foster these relationships, staff in the Durham Catholic District School Board use restorative practices, including classroom circles and small group conferences to build community within the classroom and the school. Restorative Practice is rooted in the same philosophical approach as Canada's Native Aboriginal communities. It rests on the belief that it is best to do things with people, rather than to them. When conflict arises, using restorative practice engages students in a fair process that responds to behavior in ways that strengthen and repair the relationship. It is collaborative rather than adversarial in nature. The aim of restorative practice is to hold individuals accountable for their actions while restoring and repairing any relationships amongst each other and within the community that may have been harmed.

Catholic Restorative Schools will:

- Provide opportunities for someone who has done harm to determine the effect of his/her actions and make reparations
- Provide a voice for the victim
- Use a common set of restorative questions both in and out of our classrooms to give the victim a voice and enable the perpetrator to determine the effect of his/her actions. *"How do you think your actions had an impact on others?" "What do you think you need to do to make things right?"*
- Use circles, or small group conferences to build community, develop empathy and understanding, and when needed, to repair relationships
- Celebrate our Catholic community through the Catholic virtues and Catholic Graduate Expectations
- Use think papers and reflective discussion papers aligned with the restorative questions

School Code Of Conduct

All schools base their individual school Code of Conduct on the Ministry of Education Code of Conduct. As per Board Policy and the Ontario Safe School Act, a Code of Conduct will be developed in consultation with parents, teachers and the Catholic School Advisory Council. All members of the school community will be responsible for adhering to the expectations as outlined in this Code of Conduct.

Schools within the Durham Catholic District School Board will focus on prevention, early intervention and progressive discipline as the key to maintaining a positive school environment in which students can learn and educators can teach. When inappropriate behaviour occurs, all staff members will utilize a range of interventions, supports and consequences that are developmentally appropriate, that include opportunities for students to learn from mistakes, and that focus on improving behaviour. In some circumstances, short term suspension may be the method of progressive discipline utilized. In the case of a serious incident, long-term suspension or expulsion, which is further along the continuum of progressive discipline, may be the response that is required.

Statement of Purpose

The provincial Code of Conduct sets clear provincial standards of behaviour. These standards of behaviour apply not only to students, but also to all individuals involved in the publicly funded school system whether they are on school property, on school buses, at school-related events or activities, or in other circumstances that could have an impact on the school climate.

The purpose of the Provincial Code of Conduct and the School Code of Conduct is:

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

Guiding Principles

- 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.
- The school will work cooperatively 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.
- 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.

Standards of Behaviour

I) Respect, Civility, and Responsible Citizenship

All members of the school community must:

- Respect and comply with all applicable federal, provincial, and municipal laws;
- Demonstrate honesty and integrity;
- Respect differences in people, their ideas, and their opinions;
- Treat one another with dignity and respect at all times, and especially when there is disagreement;
- Respect and treat others fairly, regardless of, for example, race, ancestry, place of origin, colour, ethnic origin, citizenship, religion, gender, sexual orientation, age or disability;
- Respect the rights of others;
- Show proper care and regard for school property and the property of others;
- Take appropriate measures to help those in need;
- Seek assistance from a member of the school staff, if necessary, to resolve conflict peacefully;
- Respect all members of the school community, especially persons in positions of authority;
- Respect the need of others to work in an environment that is conducive to learning and teaching;
- Not swear at a teacher or at another person in a position of authority.

II) Safety

All members of the school community must not:

- Engage in bullying behaviours;
- Commit sexual assault;
- Traffic weapons or illegal drugs;
- Give alcohol to a minor;
- Commit robbery;
- Be in possession of any weapon, including firearms;
- Use any object to threaten or intimidate another person;
- Cause injury to any person with an object;
- Be in possession of, or under the influence of, or provide others with alcohol or illegal drugs;
- Inflict or encourage others to inflict bodily harm on another person;
- Engage in hate propaganda and other forms of behaviour motivated by hate or bias;
- Commit an act of vandalism that causes extensive damage to school property or to property located on the premises of the school.

Consequences for Student Behaviour

Commensurate with the Durham Catholic District School Board's Progressive Discipline Policy, when inappropriate behaviour occurs, schools are required to utilize a range of interventions, supports, and consequences that are developmentally appropriate, that include opportunities for students to learn from mistakes, and that focus in improving behaviour. In some circumstances, short-term suspension may be a useful tool. In the case of a serious incident, long-term suspension or expulsion, which is further along the continuum of progressive discipline may be the response that is required.

A St. Jude student who is suspended during his/her participation on a particular team or club will not represent the school for that particular team or club.

Suspension

The infractions for which a suspension may be considered by the principal include:

- Uttering a threat to inflict serious bodily harm on another person;
- Possessing alcohol or illegal drugs
- Being under the influence of alcohol;
- Swearing at a teacher or at another person in a position of authority;
- 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;
- Bullying
- Possession and/or use of tobacco products;
- Being in possession of or under the influence of drugs;
- Uttering a racial slur or comment;
- Sexual slurs or harassment;
- Being in possession of or under the influence of drugs;
- Disrespect towards or desecration of the religious dimension of the school;
- Conduct deemed to be unacceptable: e.g.,
 - Fighting
 - Persistent tardiness and/or truancy including "skipping" classes
 - Use of profane or improper language
 - Persistent opposition to authority
 - Any other behaviours deemed to be unacceptable behaviours.

A student may be suspended for a minimum of one (1) school day and a maximum of twenty (20) school days.

Expulsion

The infractions for which a principal shall suspend and may consider recommending to the Board that a pupil be expelled from the pupil's school or from all schools of the Board include:

- Possessing a weapon, including possessing a firearm;
- Using a weapon to cause or to threaten bodily harm to another person;
- Committing physical assault on another person that causes bodily harm requiring treatment by a medical practitioner;
- Committing sexual assault;
- Trafficking in weapons or restricted or illegal drugs;
- Committing robbery;
- Giving alcohol to a minor;
- Engaging in activities or patterns of behaviour on or off school property that cause the pupil's continuing presence in the school to create an unacceptable risk to the physical or mental well-being of other person(s) in the school or Board;
- Engaging in activities on or off school property that have caused extensive damage to the property of the Board or to goods that are/were on Board property;
- Conduct deemed to be unacceptable:
 - Any act considered by the Principal and Family of Schools Superintendent to be a serious violation of the Board or school Code of Conduct.

Mitigating Factors

Before the principal or vice principal makes a decision to suspend or recommend an expulsion he/she must consider all mitigating circumstances.

- Whether the student has the ability to control his or her behaviour;
- Whether the student has the ability to understand the foreseeable consequences of his or her behavior; and
- Whether the student's continuing presence in the school does or does not create an unacceptable risk to the safety of any person in the school.

Other Factors to be Considered

- *The student's academic, discipline and personal history*
- *Whether a progressive discipline approach has been used with the student;*
- *Whether the activity for which the student may be or is being suspended or expelled was related to any harassment of the student because of race, ethnic origin, religion, disability, gender or sexual orientation or to any other harassment;*
- *The impact of the discipline on the student's ongoing education;*
- *The age of the student;*
- *In the case where the student has an Individual Education Plan(IEP) or disability-related needs:*
 - *Whether the behaviour was a manifestation of a disability identified in the student's Individual Education Plan;*
 - *Whether appropriate individualized accommodation has been provided, and*
 - *Whether the suspension is likely to result in aggravating or worsening of the student's behaviour or conduct.*

Roles and Responsibilities

School Boards

School Boards provide direction to their schools to ensure opportunity, academic excellence, and accountability in the education system. It is the responsibility of the School Board to:

- *Model Christian behaviours founded in Catholic tradition;*
- *Develop policies that set out how their schools will implement and enforce the provincial Code of Conduct and all other rules that they develop that are related to the provincial standards that promote and support respect, civility, responsible citizenship, and safety;*
- *Review these policies regularly with students, staff, parents, volunteers, and the community;*
- *Seek input from school councils, their Parent Involvement Committee, their Special Education Advisory Committee, parents, students, staff members, and the school community;*
- *Establish a process that clearly communicates the provincial Code of Conduct and School Board Codes of Conduct to all parents, students, staff members, and members of the school community in order to obtain their commitment and support;*
- *Develop effective intervention strategies and respond to all infractions related to the standards for respect, civility, responsible citizenship, and safety; and*
- *Provide opportunities for all of the staff to acquire the knowledge, skills, and attitudes necessary to develop and maintain academic excellence in a safe learning and teaching environment; and wherever possible, Boards should collaborate to provide coordinated prevention and intervention programs and services, and should endeavor to share effective practices.*

Principals

Under the direction of their School Boards, principals take a leadership role in the daily operation of a school. They provide this leadership by:

- *Modeling Christian behaviours founded in Catholic tradition;*
- *Demonstrating care for the school community and a commitment to academic excellence in a safe teaching and learning environment;*
- *Holding everyone under their authority accountable for his or her behaviour and actions;*
- *Empowering students to be positive leaders in their school and community; and*
- *Communicating regularly and meaningfully with all members of their school community.*

Teachers and Other School Staff Members

Under the leadership of their principals, teachers and other school staff members maintain order in the school and are expected to hold everyone to the highest standard of respectful and responsible behaviour. As role models, teachers and school staff uphold these high standards when they:

- *Model Christian behaviours founded in Catholic tradition;*
- *Help students work to their full potential and develop their sense of self-worth;*
- *Empower students to be positive leaders in their classroom, school, and community;*
- *Communicate regularly and meaningfully with parents;*
- *Maintain consistent standards of behaviour for all students;*
- *Demonstrate respect for all students, staff, parents, volunteers, and the members of the school community; and*
- *Prepare students for the full responsibilities of citizenship.*

Students

Students are to be treated with respect and dignity. In return, they must demonstrate respect for themselves, for others, and for the responsibilities of citizenship through acceptable behaviour.

Respect and responsibility are demonstrated when a student:

- *Models Christian behaviours founded in Catholic tradition;*
- *Comes to school prepared, on time., and ready to learn;*
- *Shows respect for himself or herself, for others, and for those in authority;*
- *Refrains from bringing anything to school that may compromise the safety of others; and*
- *Follows the established rules and takes responsibility for his or her own actions.*

Parents/Guardians

Parents/Guardians play an important role in the education of their children, and can support the efforts of school staff in maintaining a safe and respectful learning environment for all students. Parents fulfill their role when they:

- *Support the values of our Catholic school system;*
- *Conduct themselves in an appropriate manner;*
- *Take responsibility and support the efforts of school staff in maintaining a safe and respectful learning environment for all students;*
- *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;*
- *Show that they are familiar with the provincial Code of Conduct, the Board's Code of Conduct and school rules;*
- *Encourage and assist their child in following the rules of behaviour; and*
- *Assist school staff in dealing with disciplinary issues involving their child.*

Safe and Caring Schools Report It – Non-Emergency Report System

Parents and students are encouraged to report incidents of bullying or other school safety concerns as soon as they happen by contacting their teacher and/or school administration. We recognize that bullying affects a student's sense of safety and security, and some people may not feel comfortable reporting bullying or other school safety incidents. To help ease this worry, students and parents are welcome to use the **Report It** page available on the school website to report incidents of bullying or other safety concerns that have not already been reported. The information provided will be forwarded to the school principal for action. School safety concerns can be reported anonymously or contact information can be given so that appropriate follow-up can occur.

Community Threat Assessment and Intervention Protocol– Fair Notice

The Durham Catholic District School Board is committed to providing safe learning environments for all students, staff, school visitors and community members. When student behaviours pose a potential threat to safety or serious harm to self or others, all schools in the Durham Catholic District School Board follow the Community Threat Assessment and Intervention Protocol (C-TAIP), which outlines how a school responds immediately to threatening behaviour. This protocol involves supports from various partners, including community agencies, hospitals and police services. Personal information shared throughout this process will always respect and balance each individual's right to privacy while ensuring the safety of all. For more information, please refer to the school website or ask the principal for more information.

Search and Seizure

According to the Police/School Board Protocol for Durham Catholic District School Board, it is the right and authority of the school to search school and personal property, such as lockers, desks, backpacks, purses, etc., without notice or permission of any person. Police may from time to time be invited onto school premises to conduct their own searches, also without prior notice to or permission of any member of the school community.

Community Partners

Through outreach, school and community partnerships already in place may be enhanced and new partnerships developed with community agencies and other groups within the community (e.g., Kinark Family and Child Services, Aboriginal Elders). Community agencies are important resources that schools can use to deliver prevention or intervention programs. Protocols are effective ways of establishing connections between boards and community agencies and formalizing the partnership. These partnership agreements must respect all applicable collective agreements and Board policies.

Durham Regional Police Service Partnerships

The Durham Regional Police Service plays an essential role in making our schools and communities safer. The police investigate incidents in accordance with our Police/School Board protocol. This protocol is based on the provincial model developed by the Ministry of Education. The Durham Regional Police Service are instrumental in supporting our schools with all emergency preparedness procedures. Each of our schools has regular access to a School Liaison Officer.

Emergency Response Plans

Each September, as part of our Police/Board protocol we practice our emergency response procedures so all staff and students are well prepared in the event of a real emergency. Using newsletters and the school website, we will provide all families with details of our practices and the role that parents play in supporting a school's emergency response.

Emergency response practices include:

Fire Drills: Students practise the appropriate way to exit the building when they hear a fire alarm. Practices are held when students are in class, at recess and where an exit might be blocked.

Lockdown: Students practise the appropriate way to respond to a threat of danger inside the school. Students are taught to get to the nearest and safest location as quickly as possible, what to do when they get there and the importance of remaining absolutely quiet.

Hold and Secure: Students practice how to respond to a threat of danger outside the school. In the case of a Hold and Secure, all exterior doors remain locked and students remain inside, away from exterior doors and windows until the Hold and Secure has been lifted. In most cases, the need for a Hold and Secure is at the request of the police, based on a situation in the neighbourhood. In these cases, the school must wait for the police to lift the request for a Hold and Secure

Shelter in Place: Students practice how to respond to an environmental danger, like a hurricane. In most cases, the response will be a Hold and Secure with specific directions based on the environmental concern.

Bomb Threat: Students are taught the appropriate response to a bomb threat which includes never touching a suspicious package, and listening carefully to the directions of the teacher or the administration if an evacuation is warranted.

How can parents help?

Parents can help by following the procedures associated with each of plans should they be present during a drill or should a real situation occur. School administration must follow the direction of the police as soon as they become involved in an emergency response. As such, Parents must understand that schools are unable to release students during an emergency response without the expressed permission of the police.

Parents can also assist the school by emphasizing with their children the importance of closely following the direction of the staff during a drill or a real emergency. Parents should encourage their children to share any information they may have about a threat of violence toward a school or information they may have after a violent incident. It is everyone's responsibility to help keep our school safe.

Permission for Photo and Video Sharing at School

As we try to keep pace with social media that is so much a part of our students' lives, it is important to be reminded of people's right to privacy. While taking photos or videos at various school events, please be mindful that it is illegal to post/upload/share photos or videos of anyone other than yourself your child on the internet or anywhere without the expressed consent of the person or their guardian. Sharing photos or videos of others without their consent is a privacy violation.

Bring Your Own Device (BYOD)

BYOD allows students to bring their own electronic devices to school for educational purposes. Students are expected to use devices responsibly, and only with the permission and direction of teachers or other staff members. Research indicates that the use of technology increases engagement, which leads to improved student success. The following are reasons why BYOD works well:

- Students are usually experts in their own device and can customize it to suit their learning needs
- Students can use it to learn anytime, anywhere;
- Students can collaborate and work anytime; before school, after school, and at lunchtime; and
- Student-owned devices are often more up-to-date than those provided by the school due to the cost of replacing hardware for the entire system.

Our students are going to live and work in a world where people use electronic devices regularly. They need to learn how to use devices in a respectful, responsible and ethical manner. The Durham Catholic District School Board's BYOD procedures, School Codes of Conduct and Ontario Graduate Expectations will guide teachers in the process of teaching students what it means to be good digital citizens.

Not every parent can, or wants to send their child to school with an electronic device. Teachers will continue to plan lessons that do not require the use of a personally owned device. Teachers are encouraged to give advanced notice when they plan to incorporate electronic devices into a lesson. Students without devices will have the opportunity to work collaboratively with other students or borrow a school device.

Students are required to use the Board's wireless network, which they can access at no cost while at school. They will not be permitted to access their paid data plans while in school. The Durham Catholic District School Board's network filter will help prevent students from accessing inappropriate web content while they are logged in at school.

Schools will have plans in place to help students keep their devices secure. Ultimately, students are responsible for lost, stolen, and/or damaged personal electronic devices, just as they are for other personal items brought to school.

Elementary School - Acceptable Use of Technology Agreement

- I will protect my digital identity, my passwords, and my classmate's right to privacy.
- I will use electronic devices and the internet for positive purposes to make people's lives better.
- I will ask or tell an adult if I see something inappropriate.
- I will take a stand against cyber-bullying.
- I will only use personally owned electronic devices (e.g., cell phones, tablets) during class time when it is allowed by my teacher.
- I will not copy the work of others from the internet.
- I will not take pictures of people without permission from the teacher, principal and student.
- I will not use an electronic device in private areas (e.g. washrooms, change rooms, health rooms and administrative offices).
- I will only use social media in a manner that respects the dignity of others.
- I will remember Jesus' message *do unto others as I would have done to me*.

Durham Catholic District School Board Concussion Policy

All school boards in the Province of Ontario are required by law to have a Concussion policy and school board administrative procedures in place so that students, school staff and parents/guardians understand their role in preventing, managing and reporting suspected or diagnosed concussions.

A **concussion** is the term for a clinical diagnosis that is made by a medical doctor or a nurse practitioner. The definition of *concussion* below is adapted from the definition provided in the **concussion protocol** in the Ontario Physical Education Safety Guidelines.

A concussion:

- is a brain injury that causes changes in the way in which the brain functions and that can lead to symptoms that can be physical (e.g., headache, dizziness), cognitive (e.g., difficulty in concentrating or remembering), emotional/behavioural (e.g., depression, irritability), and/or related to sleep (e.g., drowsiness, difficulty in falling asleep);
- may be caused either by a direct blow to the head, face, or neck or by a blow to the body that transmits a force to the head that causes the brain to move rapidly within the skull;
- can occur even if there has been no loss of consciousness (in fact most concussions occur without a loss of consciousness);
- cannot normally be seen by means of medical imaging tests, such as X-rays, standard computed tomography (CT) scans, or magnetic resonance imaging (MRI) scans.

A specific concussion protocol and tool now exists in all Durham Catholic District School Board schools that includes responsibilities for Board and school staff, students and parents/guardians. Additionally, health units and sports and fitness organizations in Durham are using this protocol to raise awareness to help prevent and manage concussions.

It is **important** to note that all suspected concussions must be reported and a medical doctor or nurse practitioner make a diagnosis and participate in the **Return To Learn and/or Physical Activity** documentation process.

The concussion tool noted in this student agenda is a resource for school staff, parents/guardians and students. Parents/guardians and students are encouraged to contact your school principal for more details about the new concussion management and prevention safety protocols that exist to promote student safety and success.



Agenda Review Sign Off

By signing below you are indicating that you have reviewed the information contained in the student agenda and that you agree to abide by them. For further information, the related Board policies are available on the Board's website: <http://www.dcdsb.ca> and in the school office

- School Code of Conduct (PO 431)
- Fair Notice of Community Threat Assessment and Intervention Protocol
- Acceptable Use of Information and Communication Technology Policy (PO431)
- Concussion Policy (PO614)

Student's Signature	
Date:	

If student is younger than 18 years of age: I have discussed the information contained in this agenda with my child.

Parent/Guardian's Full Name (Please Print):	
Parent/Guardian's Signature:	
Date:	