

**ST. GREGORY THE GREAT
CATHOLIC ELEMENTARY SCHOOL**

Student's Name: _____

Teacher: _____

*"The proof of love is in the works.
Where love exists it works great things."*

~ ST. GREGORY THE GREAT

ADMINISTRATORS' MESSAGE:

It is our pleasure on behalf of the staff of St. Gregory the Great Catholic Elementary School to welcome everyone to the 2020-2021 school year. We look forward to meeting and getting to know our students and families and building relationships with our partners in Catholic Education. It is the relationship between the staff, students, and families that will make our school a wonderful place to grow and learn. We anticipate many opportunities to collaborate with you in making our school a vibrant and exciting community.

The staff at St. Gregory the Great Catholic Elementary School is committed to providing your children with opportunities to promote their spiritual, academic, social and emotional growth. It is our desire to work together to help all students achieve their potential in an environment that is safe and caring. As a staff, we realize that it is vital for the school, home and parish to work together, and it is with all our efforts and support, that our children will have the greatest success.

This agenda is part of our continuous effort to assist students in developing and further improving their organizational skills. It is also one of the many means by which we hope to communicate with you. Should you have any questions and/or concerns, please do not hesitate to use this agenda as a communication tool, or to call the school, as ongoing communication often helps alleviate concerns and we value your input.

Yours in Catholic Education,

Ms. D. Attardo
Principal

Mrs. AM Melchionna
Vice-Principal



St. Gregory the Great Catholic Elementary School

138 Sixteen Mile Drive

Oakville, Ontario L6M 0T7

Telephone: 905-257-9432

<https://elem.hcdsb.org/stgregory/>

SPIRITUAL GROWTH AT ST. GREGORY THE GREAT CATHOLIC ELEMENTARY SCHOOL



Catholic Learning Environment At St. Gregory the Great Catholic Elementary School we use language and conversation that reflects the gospel values of mutual respect, care and value for the dignity of each person. We are dedicated to reading the Scripture, celebrating the Sacraments in school masses, liturgies and prayer celebrations, and praying and engaging in symbols and rituals of the Catholic Church. We pride ourselves on being Christ-like to one another in our interactions with students, parents/guardians and fellow staff members.



Catholic Curriculum Our Catholic School teaches the Ontario Ministry of Education curriculum with a difference – grounded in the Religion and Family Life education programs. Our goal at St. Gregory the Great Catholic Elementary School is to help our students look at their world through a Catholic lens as they become critical Catholic learners.



Catholic Community We are a community committed to loving and serving as a people of faith in our community, and our society, and to living out the Gospel message through justice and charity. Love of God and our neighbour is the first and greatest commandment basic to our Christian faith. We welcome Fr. Issac and other priests in throughout the year to help us celebrate the sacrament of Reconciliation and other important events.



Catholic School Staff Staff at St. Gregory the Great Catholic Elementary School shares a common focus on faith and considers and treats each child as a unique and special gift from God with individual talents and abilities. We teach our students to respect the rights and dignity of all people in a caring community.

Home, school, and parish work together to prepare students for the following Sacraments:

- First Reconciliation Grade 2
- First Eucharist Grade 2
- Confirmation Grade 7

Sharing the Sacraments of Reconciliation and Holy Eucharist with your children at mass on a regular basis, is a valuable part of a child's faith development. We are blessed to benefit from the dynamic and apostolic relationship with the Pastoral Team at Mary Mother of God Parish.

Mary Mother of God Parish
2745 North Ridge Trail
Oakville, ON L6H 7A3
905-337-2184

Rev. Issac Tharayil C.M.I (Pastor)
Sunday Liturgy
Saturday 5:00 p.m.
Sunday 9:00 a.m., 11:00 a.m.

SCHOOL DAY 2020-2021

9:05 a.m.	Warning Bell
9:10 a.m.	Entry & Opening Exercises
11:55 p.m. – 12:55 p.m.	Lunch & Recess
3:40 p.m.	Dismissal

Please note that supervision on the school yard begins at 9:00 a.m. For your safety, we request that you do not enter school property before a supervisor is on duty. Supervisors wear an orange or yellow safety vest when on duty.

ST. GREGORY THE GREAT CATHOLIC SCHOOL COUNCIL

The Catholic School Council is the official advisory body to the school's principal for the purpose of developing, recommending and promoting activities, which will enhance the quality of school programs, improve the levels of student achievement and enhance the accountability of the education system to parents. Elections are held each September. The Council is comprised of elected and appointed representatives of the school community. Meetings will be held at 7:00 p.m. Virtually through Microsoft Teams. Dates will be posted on the school calendar. All parents are welcome to attend.

SCHOOL YEAR CALENDAR 2020-2021

Monday, September 7, 2020	Labour Day
Wednesday, September 9, 2020	First day of instruction
Monday, October 12, 2020	Thanksgiving Day
Friday, November 27, 2020	P.A Day Parent/Teacher Interviews
Monday, December 21, 2020	Christmas Break
Friday, January 1, 2021 (inclusive)	
Friday, February 5, 2021	P.A. Day Report Card Writing
Monday, February 15, 2021	Family Day
Monday, March 15, 2021	March Break
Friday, March 19, 2021 (inclusive)	
Friday, April 2, 2021	Good Friday
Monday, April 5, 2021	Easter Monday
Friday, April 23, 2021	P.A. Day E&I/Faith Day
Monday, May 24, 2021	Victoria Day
Friday, June 4, 2021	P.A. Day Report Card Writing
Tuesday, June 29, 2021	Last day of Instruction

ABSENCE PROCEDURES AND SAFE ARRIVAL PROGRAM

It is necessary for student safety that parents report student absences before 8:45 a.m. on the first day and each subsequent day of absence. **School Messenger:** The SafeArrival system is available 24/7, allowing you to report your child's absence in one of three ways: 1. SchoolMessenger app (free); 2. Web and Mobile Web: go.schoolmessenger.com; 3. Interactive Toll-free Phone: 1-844-445-4505.

The school is legally accountable for your child's whereabouts when they are not in school, and we will proceed to contact all work and emergency contact numbers provided within the first half hour of school. Please be advised that if all efforts to reach parent and emergency contacts have been exhausted, **we are obliged to call the Halton Regional Police as per HCDSB policy.** In keeping with our Safe Arrival Program, students who arrive late, either morning or afternoon, must report to the office before going to their classroom. Students arriving late require an admission slip, which is given to the teacher. Letters to families will be issued for students with chronic lates and absences in order to offer notice and support.

ARRIVAL / DISMISSAL PROCEDURES & SUPERVISION

Arrival of Grade One to Eight students

Supervision of the school playground **begins at 9:00 a.m.** Bus students disembark at the east side of the school and walk along the sidewalk to the playground area. Students who walk or are dropped off will walk along the west sidewalk to the playground area. All students will go directly to their Zones. If it is raining, the students enter the school and go directly to their classrooms where supervision will be provided.

Arrival of Kindergarten students

Kindergarten students will gather in the Kindergarten yard upon their arrival, **beginning at 9:00 a.m.** If it is raining, students may enter the school and go directly to their classrooms.

Classroom Dismissal Procedures:

- Bus students will remain in their classroom and be dismissed as each bus arrives. Supervision is provided in the hallway and at the bus.
- Students who walk or are picked up: Parents will wait for their child(ren) at the sidewalk area and parking lot side of the yellow access gates on the west side of the school building. It is important that all parents consistently respect the boundaries of our waiting areas for the safety of all our children. Please remain off the playground. Please refer to [Pick Up Zones Map](#).

Kindergarten Dismissal Procedures:

- Bus students will be supervised and walked to their bus (by bus colour code). Supervision is provided in the hallway and at the bus.
- Parents and caregivers must wait outside the fenced playground to pick up our kindergarten students. Teachers will not dismiss a student unless direct eye contact and/or conversation/greeting occurs between the dismissing teacher and the parent/caregiver picking up the student. Please inform your child's teacher whenever routines change from the usual procedure.

LOCKERS

At this time, students lockers will not to be used, and will be fixed in the closed position.

VALUABLES

Valuables such as expensive jewelry, electronic equipment, cherished toys, and collections must not be brought to school. We are not responsible for storing, replacement cost or recovery of valuable items. If an item is to be brought to school for a school project, permission is required from a parent or guardian to have the item(s) at school.

CODE OF CONDUCT / SAFE SCHOOLS

MESSAGE FROM THE BOARD

Catholic Schools promote 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. As a Catholic School Board, we believe that this environment is achieved when conduct reflects Gospel values and the Board's Mission Statement.

GUIDING PRINCIPLES & PURPOSES of the CODE of CONDUCT

It is the policy of the Halton Catholic District School Board to provide a safe working and learning environment for staff and pupils. The Progressive Discipline and Safety in Schools Policy and the Ontario Code of Conduct apply to pupils, teachers, staff members, parents or guardians, and volunteers, 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.

Principals, under the direction of the Board, take a leadership role in the daily operation of a school. They provide this leadership when they:

- demonstrate care for the school community and commitment to academic excellence in a safe teaching and learning environment;
- hold everyone, under their authority, accountable for their behaviour and actions;
- empower pupils to be positive leaders in their school and community;
- communicate regularly and meaningfully with all members of their school community.

Teachers and other school staff members, under the leadership of principals, maintain order in the school and are expected to hold everyone to the highest standards of respectful and responsible behaviours. As Catholic role models, staff uphold these high standards when they:

- help pupils work to their full potential and develop their self-worth;
- empower pupils to be positive leaders in their classroom, school, and community;
- communicate regularly and meaningfully with parents;
- maintain consistent standards of behaviour for all pupils;
- demonstrate respect for all pupils, staff, parents, volunteers, and the members of the school community;
- prepare pupils for the full responsibilities of citizenship as outlined in the Ontario Catholic School Graduate Expectations.

Pupils 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 pupil:

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

Parents 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 pupils. Parents fulfil their role when they:

- show an active interest in the child's schoolwork and progress;
- communicate regularly with the school;
- help their child to be neat, appropriately dressed and prepared for school;
- ensure that their child attend school regularly and on time;
- promptly report 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 the school rules;
- encourage and assist their child in following the rules of behaviour;
- assist school staff in dealing with disciplinary issues involving their child.

The Police play an essential role in making our schools and communities safer. They:

- investigate incidents in accordance with the protocol developed between the Halton Catholic District School Board and the Halton Regional Police Service. This protocol is based on a provincial model developed by the Ministry of the Solicitor General and the Ministry of Education.

PROGRESSIVE DISCIPLINE

Progressive discipline is an approach that makes use of a continuum of interventions, supports, and consequences when inappropriate behaviours have occurred. The focus of the Progressive Discipline model builds upon strategies that promote positive behaviours for all pupils. For pupils with special education and/or disability related needs, interventions, supports and consequences are consistent with the expectations in the pupil's IEP and/or his/her demonstrated abilities. Progressive discipline includes early and/or ongoing intervention strategies.

SUSPENSION OF PUPILS

The Board also supports the use of suspension and expulsion as outlined in Part XIII of the Education Act where a pupil has committed one or more of the infractions outlined below on school property, during a school-related activity or event, and/or in circumstances where the infraction has an impact on the school climate.

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

- uttering a threat to inflict serious bodily harm on another person;
- possessing alcohol, illegal drugs or, unless the pupil is a medical cannabis user, cannabis;
- being under the influence of alcohol, and/or illegal or restricted drugs/substances, and/or, unless the student is a medical cannabis user, cannabis;
- smoking/vaping in prohibited areas;
- 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 which includes cyberbullying;
- any act considered by the principal to be injurious to the moral tone of the school;
- any act considered by the principal to be injurious to the physical or mental well-being of the members of the school community; or
- any act considered by the principal to be contrary to the Board or School Code of Conduct.

A pupil may be suspended only once for an infraction and may be suspended for a minimum of one (1) school day and maximum of twenty (20) school days.

EXPULSION OF PUPILS

The infractions for which the 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 or a replica;
- 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 replica, illegal or restricted drugs;
- committing robbery;
- giving alcohol to a minor;
- bullying, if the pupil has previously been suspended for engaging in bullying, and/or the pupil's continuing presence in the school creates an unacceptable risk to the safety of another person;
- any activity listed in subsection 306 (i) that is motivated by bias, prejudice or hate based on race, national or ethnic origin, language, colour, religion, sex, age, mental or physical disability, sexual orientation, gender identity, gender expression or any other similar factor;
- an act considered by the principal to be significantly injurious to the moral tone of the school and/or to the physical or mental well-being of others;
- a pattern of behaviour that is so inappropriate that the pupil's continued presence is injurious to the effective learning and/or working environment of others;

- activities engaged in by the pupil 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;
- activities engaged in by the pupil on or off school property that have caused extensive damage to the property of the Board or to goods that are/were on the Board's property;
- the pupil has demonstrated through a pattern of behaviour that s/he has not prospered by the instruction available to him or her and that s/he is persistently resistant to making changes in behaviour which would enable him or her to prosper;
- any act considered by the principal to be a serious violation of the Board or School Code of Conduct.

Note: In accordance with the Police and School Response Protocol, Police will be contacted for but not limited to the above noted infractions. Consequences resulting from criminal charges related to school incidents are independent of those imposed under the Education Act.

MITIGATING AND OTHER FACTORS

During the investigative process leading to a possible suspension and/or expulsion, the principal will consider the following mitigating and other factors:

Mitigating Factors:

- whether the pupil has the ability to control his or her behaviour;
- whether the pupil has the ability to understand the foreseeable consequences of his or her behaviour; and
- whether the pupil's continuing presence in the school does or does not create an unacceptable risk to the safety of any other individual at the school.

Other Factors:

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

HOMework

Student's Role:

- Ensures understanding of the homework task and purpose and asks for clarification or assistance from the teacher when homework assignments or the expectations are not clear.
- Uses a management tool to record homework (i.e., a student agenda).
- Organizes materials and ensures that the required materials/resources that are needed to complete homework are taken home and returned, as necessary.
- Manages time and priorities to ensure a healthy balance between homework, co-curricular, after school activities, family commitment and needs for personal and family time.
- Completes assigned homework on time and to the best of his/her ability.

Teacher's Role:

- Encourages a partnership between teacher, student and family that promotes regular, timely communication and supports for the homework process (e.g., use of a student agenda).
- Ensures that homework assigned is purposeful (Pre-Learning, Checking for Understanding, Practicing or Processing), understood, directly related to Ministry of Education Curriculum Expectations and that work done at home will NOT be used for a final evaluation grade (Growing Success, 2010, p 39).
- Articulates and carefully plans homework in partnership with core, rotary and support teachers.
- Differentiates homework, as appropriate, to meet student learning needs including those outlined in Individual Education Plans (IEP's).
- Respects the varying family situations, barrier issues to the completion of homework (e.g., resource issues, primary language spoken in the home etc.) and the placement of family needs as a priority over the completion of assigned homework.
- Ensures that homework not be assigned for completion during Statutory/Board holidays, Professional activity days, Sacramental or school evenings/events as per the Board's school year calendar and the school events calendar found on the school website.
- Reviews and checks homework in a timely manner and provides assistance to students who did not complete homework where appropriate.

Parent/Guardian's Role:

- Provides a healthy balance between homework, co-curricular, after school activities, family commitments and needs for family time.
- Reads with their child/children in English, French and/or the family's first language as appropriate.
- Creates an environment and establishes routines at home to support the completion of homework.
- Gives encouragement and appropriate support without doing homework for their child/children.
- Shows interest in the child's/children's homework and learning.
- Monitors their child's/children's stamina and vigor and stops them from completing work when signs of frustration, loss of stamina, exhaustion or lack of understanding occur.

- Communicates such times as outlined above to the classroom teacher and partners with the teacher to create a mutually agreeable plan for the completion of homework in the future.

PHYSICAL EDUCATION

For safety reasons, proper clothes are to be worn in the gym, i.e., runners, short sleeves, shorts (if possible). There must be nothing dangling such as a belt or scarf. Long hair must be tied back. Earrings, watches and rings must be removed. A note from your parent/guardian is required to exclude you temporarily from regular gym classes. Exclusion for an extended period requires a note from the doctor.

SCHOOL SECURITY/VISITOR PROTOCOL

This school year, in an effort to minimize contacts and help prevent the potential spread of COVID-19, we are limiting visitor access to our school. All visitors, including parents and HCDSB staff who are not assigned to our school, will require approval and pre-screening before entering our building. Only visits that are deemed absolutely essential will be approved – e.g. visits by the Fire Marshal's office or by public health. Where possible, meetings or visits will be conducted virtually. Visitors who are granted approval will be required to complete an online screening form prior to arriving at our school. Once inside, all visitors will be required to wear masks. We appreciate your patience and understanding as we do all we can to ensure a safe and healthy return to school for all.

CLASSROOM INTERRUPTIONS

As we are limiting visitors to our school, lunch drop offs will not be permitted during the school day. This includes vendors such as Uber Eats and Skip the Dishes, etc. Parents and guardians are asked to provide their child(ren) with lunch in the morning before students enter the school building. Considerations for Lunch Prep: Lunches should be prepared as individual meals and snacks.

- Sharing food items will not be permitted.
- Reusable water bottles are encouraged.

Each student is required to bring their own drinking bottle to school that is labeled, kept with them during the day, and not shared with other students. All water fountains will be wrapped and/or made inoperable. Although bottle filling stations will be in use, students and staff are not advised to touch any filling station apparatus.

LUNCH STUDENTS

Students may remain at school for lunch at the Principal's discretion, providing lunchtime rules are followed at all times. At the beginning of the school year, you are asked to complete a form indicating student lunch arrangements (i.e., whether the student remains at school for lunch or goes home). To change

these arrangements, it is necessary for the parent/guardian to provide written permission. These arrangements must be made ahead of time and **each time** the lunch routine varies. Please note that “standing notes” indicating that a student can leave school any time he/she chooses are not accepted. As a school staff, it is important for us to know each time a student leaves our care at lunchtime. Students who leave the school site without properly obtained permission are subject to consequences under the school’s Student Code of Conduct.

No designated “at school” lunch student is allowed to spend the lunch period off school property **without written permission** from the parent/guardian. Written permission via a signed and dated note valid only on the date written is to be submitted to the classroom teacher.

Lunch notes must include:

- Specific date the student is going off site for lunch;
- Where the student will specifically be going for lunch;
- With whom the student will be going for lunch;
- A parental signature on the note, which will be kept on file.

SCHOOL FOOD AND BEVERAGE POLICY

As of September 1st, 2011, all publicly funded schools in Ontario were required to be compliant with the new Ministry Food and Beverage Policy. The nutrition standards in this policy are intended to ensure that the food and beverages offered for sale in schools contribute to students’ healthy growth and development. The policy applies to all food and beverages offered for sale in all venues, through all programs, and at all events. St. Gregory the Great Catholic Elementary School is committed to implementing healthy guidelines as mandated by both the Ministry of Education and School Board and include a healthy physical environment, high-quality instruction and programs, a supportive social environment, and community partnerships.

MEDICATION

We cannot dispense medication of any kind unless we have appropriate forms submitted to the Office that include signed authorization by the parent, directions to be followed and medication provided in a properly labelled container stored in a clear zip-lock bag. For safety reasons, students should not have medication at school without following the above outlined procedures. Should your child require medication to be administered at school, please contact the Office for the appropriate forms. These forms can also be found on our website under “Policies and Forms”. The only exception to this requirement is for children who must carry medication because of life threatening allergies.

LIFE-THREATENING MEDICAL CONCERNS

Parents and caregivers of children with **life-threatening** medical concerns/allergies, such as Anaphylaxis, Allergies, Diabetes and Asthma are reminded that in order to provide a safe environment for your child, we must receive updated and accurate medical information. Please notify the school and

complete / update an Emergency Medical Protocol prior to September and return it to the school as soon as possible. Forms will be provided to you from the office and will be distributed as per the HCDSB protocol. For any other medical complications, request the appropriate form from the office.

All parents are reminded that we are attempting to provide a “Minimized Allergen Environment” for all children. We have several students who suffer from life threatening allergies. Anaphylaxis is a medical condition that causes a severe reaction that can result in death within minutes. Although this may or may not affect your child’s class directly, we request that you send foods that are free from peanuts or nut products. **We strongly discourage sending in edible treats for birthdays or celebrations and monitor this very closely.** To avoid disappointment, please consult with your child’s teacher for alternatives e.g. stickers. For the protection of all children and especially those with allergies to bees, we will not allow any food or drinks on the playground. All such products will be consumed indoors.

Reminder: ALL MEDICATIONS, EPI-PENS, ALLERJECT INJECTORS MUST BE SECURED IN THE MAIN OFFICE, AS WELL AS A SECOND EPIPEN OR ALLERJECT WHICH IS CONCEALED IN A FANNY PACK ON THE STUDENT.

HEALTH & WELLNESS / RECESS BREAKS

Daily Self-Screening

- A self-assessment must be completed by all staff and essential visitor prior to entering the school.
- Parents and guardians must perform daily screening of their child(ren) for COVID-19 symptoms before leaving for school, using the COVID-19 Self-Assessment.
- If a student or staff member shows signs or symptoms of COVID-19 or has come into close contact with anyone suspected or confirmed to have COVID-19, they cannot come to school. They must self-isolate and be tested for COVID-19. **COVID-19 Self-Assessment Tool for Schools.**

Remember if you become ill or injured at school, let your teacher know. We will call your parents/guardian.

Recess breaks are an important part of your learning day. All students are expected to go outside for recess.

SCHOOL BUS TRANSPORTATION

Students living beyond 1.6 km of the school are eligible to be transported to school by bus. Parents are responsible for the safety and behaviour of their children prior to bus pick-up and after disembarking from the bus at the end of the day. School bus transportation is a privilege, not a right. Students may be denied bus privileges for misconduct.

Physical Distancing -Students, parents/guardians and caregivers should maintain physical distancing between people when waiting at school bus stops. **Strategies to support physical distancing on buses include:** Students will sit with siblings and/or students in the same class, where possible. Students will be assigned seats and a record of the seating plan will be kept to

assist with contact tracing in the case of a student or driver contracting COVID—19.

Additional information can be found at Halton Student Transportation Services at <http://www.haltonbus.ca>

PARKING / BUSES

We need your co-operation to ensure the safety of our students at St. Gregory the Great Catholic Elementary School – your children. Once again, we ask that you please observe these procedures (rain or shine) in the school parking lot and driveways. Park only in designated parking spaces. The “Kiss and Ride” drop off lane must only be used for dropping students off and are available in the **morning ONLY**. Cars must not be left unattended in this area. A good rule of thumb to remember is, if you have to get out of your car for any reason, you must park it. Arrive early and back into parking spaces, so you have a full view of the area around your car when exiting your parking space.

Thank you for driving through the parking lot with **EXTREME CAUTION** as excited and carefree students may be walking across the drop off area. Please be patient and respect our efforts to ensure the safety of all students.

FIRE SAFETY

Bright yellow signs in all areas of the school indicate the closest and alternate exits in case of a fire. There will be three fire drills held in the fall term and three in the spring term. Students will leave the building as instructed following an Emergency Evacuation Plan approved by the Oakville Fire Department. Your child **must wear shoes at all times while in the school** so that in the event that the school must be evacuated their feet will be protected.

LOCK DOWN

St. Gregory the Great Catholic Elementary School has developed a Lock Down Procedure that is practiced twice per year – once in the fall and once in the spring. The students remain in an instructional area until lock down is completed and the location and safety of all students is verified. Lock down means that there is eminent danger in the vicinity. It means there is a person(s) in the school area that may be a threat to the safety of children, teachers and persons inside the school.

ALTERNATE TRANSPORTATION TO SCHOOL

Students who use a bike, scooter, skateboard or roller blades to travel to and from school are expected to dismount them once they reach school property. At dismissal, they are to be walked to the property line before being mounted. Scooters, roller blades and skateboards can be stored in the student’s locker or locked on the bicycle racks. The enforcement of the mandatory wearing of bike helmets went into effect in October 1995.

SCHOOL DRESS CODE

All students attending St. Gregory the Great School wear a school uniform. The uniform as outlined in the Board policy includes navy bottoms, navy or white tops with a school crest and navy or white socks and tights. The uniform supplier is ISW Uniforms. For a detailed list of uniform items visit www.iswuniforms.com or call 905-844-1414 for the Oakville Store.

Non-uniform clothing (e.g. that are worn for gym or on any other occasion) are expected to adhere to the following guidelines: It is expected that students, especially in the junior and intermediate divisions dress appropriately and modestly. Appropriate attire does not include: halter tops, shirts that do not cover the shoulder, back or midriff, and clothing with inappropriate pictures, logos, or sayings. In addition, shorts should provide coverage and be comfortable to move in. Safe footwear is also encouraged, such as running shoes and closed toe sandals that are securely strapped.

USE OF TECHNOLOGY AND DIGITAL CITIZENSHIP

As per Halton Catholic District School Board Policy I-43, St. Gregory the Great School is committed to providing an environment that is conducive to learning. Fundamental to such success is the ability to use technology responsibly to gather, evaluate, construct and share knowledge in our world.

When relevant to curriculum and instruction, teachers may permit the use of any board owned or personal electronic device in a manner that meets the current policy as a classroom learning device, and to develop competency with the following learning strategies:

- Becoming a Digital Citizen;
- Understand Technology Operations and Concepts;
- Creativity and Innovation;
- Research and Information Fluency;
- Communication and Collaboration;
- Critical Thinking, Problem Solving and Decision Making;

Students are expected to demonstrate legal, ethical and responsible behaviour related to the appropriate use of technology. Individuals who do not comply with this Policy will be subject to appropriate consequences consistent with the school’s Code of Conduct, Progressive Discipline and Part XIII of the Education Act entitled Behaviour, Discipline and Safety.