



ST. STEPHEN SCHOOL

JUNIOR HIGH STUDENT HANDBOOK

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Calgary, AB

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2017-2018

PRINCIPAL: Mrs. Nadia Verna

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CALGARY CATHOLIC
SCHOOL DISTRICT

CALGARY CATHOLIC SCHOOL DISTRICT

DISTRICT MISSION STATEMENT

Calgary Catholic School District is a learning organization that empowers students to reach their full potential, to meet the challenges of life, to serve their community and to journey in faith with God, through Christ, in the Spirit.

*Ask and it shall be given You....
Matthew 7:7*

**WELCOME TO
ST. STEPHEN
SCHOOL!!**

ADMINISTRATORS' MESSAGE

To the Parent: The intent of this handbook is to provide students and their parents/guardians with some specific information about school philosophy, procedures and expectations as well as additional information on some programs. We consider this document to be a moral contract with our clients: your children. We will review this information thoroughly in the first days of school and ask that you review it as well. Finally we ask for your support in living up to this contract. Not only on the part of your child, but on ours and yours as well. After reviewing this document, please sign the last page and return it to us to confirm that the document has been discussed with your child.

To the Student: St. Stephen School provides a rich and diverse spectrum of curricular, co-curricular and extra-curricular opportunities. We encourage you to become involved and take full advantage of these opportunities. Our expectation is that you will work diligently, accept responsibility for your behavior and make positive contributions to the Catholic learning environment of St. Stephen School. The staff of St. Stephen is here to guide you as you prepare for your future; a future which will place great demands on your knowledge, skills and beliefs. Remember, a Christian attitude and service to others is one of the greatest measures of success. We look forward to working with you this coming school year.

Blessings for a successful and rewarding year at St Stephen School.

SCHOOL PHILOSOPHY

At St. Stephen School, we strive to provide a safe learning environment where students' needs are addressed and their abilities are developed to their potential. We are a community based on the teachings of Jesus Christ and built on the virtues of wisdom, truth and dignity. We believe in the development of the whole child – academically, emotionally, physically, socially and spiritually. We also believe that students, parents and staff share the responsibility for creating a positive Catholic learning environment.

Catholic Community of Caring

St. Stephen School is a Catholic Community of Caring. This means we as a school community espouse the main tenets:

- Caring
- Responsibility
- Trust
- Respect
- Family
- Faith

In turn, these tenets build a foundation for our school goals:

- to promote a Catholic learning environment
- to develop students who
 - respect themselves
 - respect others
 - respect individual differences
 - strive to acquire academic competencies
 - recognize their God given gifts and talents
- to develop strong curricular programs in religion, the core subject areas and available options
- to develop an appreciation and skill level in the area of the liberal arts, physical education and technology
- to maximize all available resources

SCHOOL OPERATIONS

ANNUAL STUDENT FEES

At the beginning of the school year, general and specific user fees which have been pre-approved by the school council and the school district are assessed and collected. Additional information is included in the school opening newsletter. Inquiries related to fees should be directed to the school principal.

Online fee payments. The Calgary Catholic School District (CCSD) fee management and online payment system is an easy and secure way to pay school fees for the 2017-2018 school year. Payments can be made by credit card and debit card.

BICYCLES, SKATEBOARDS, SCOOTERS etc.

The school has bike racks at the front of the school for student use but cannot guarantee the security of bikes brought to school. It is advised that students secure their bikes with a bike lock. The use of skateboards, scooters and rollerblades or any similar wheeled device is not permitted on St Stephen School property. **Therefore, these items should not be brought to school.**

Sections 111(1) to 112(7)) states that no person who is less than 18-years-old shall operate or ride as a passenger on a bicycle unless that person is properly wearing a safety helmet.

BUS PASSES

Monthly youth Calgary Transit passes are available for purchase from retail outlets throughout the city or online through Calgary Transit. A complete list of transit pass vendors can be found at www.calgarytransit.com. In order to receive a rebate on the purchase of monthly youth Calgary Transit passes for the school year, students must meet the eligibility criteria. Junior and senior high students in the City of Calgary, residing 2.4 kilometers or more from the school they are directed to attend by the district, are eligible for a rebate.

For eligible students, the annual Calgary Transit Pass Rebate form is required to be completed and submitted to the school or sent directly to the Transportation Department. More information is available on the CCSD website under the Parents/Transportation/Calgary Transit Passes links.

CAREER AND TECHNOLOGY FOUNDATIONS (CTF)

Beginning in Grade 8 and continuing in Grade 9, students are instructed in Applied Technology (“shop”) and Foods & Fashion (“home ec”). Students travel to alternate sites for one half day in each six day cycle to attend classes. Students go to homeroom for attendance and proceed to the bus upon its arrival. Students will return back to St. Stephen in time for lunch. Behavioral expectations while on the bus and at CTF classes must be followed at all times. Students who use poor judgment or show disrespect towards the host school staff, bus drivers, bus company property or peers will be held accountable according to the progressive discipline plan.

CLASSROOM ORGANIZATION

Care and thought is given to the placement of students in homeroom classes. Consideration is given to individual student program needs before a placement is made. Homeroom teachers are responsible for getting to know the students in their care and are the primary contact person for students and parents. In all circumstances, students are to respect the authority of the classroom teacher or teacher’s assistant. Permission to leave a classroom must be granted by the classroom teacher and a hall pass must be issued.

CLOSED CAMPUS

St. Stephen is a closed campus therefore students are required to stay on school property at lunch. Students who go home for lunch must sign out and in at the office. Parents are expected to notify the school in writing if their child goes home for lunch.

VISITORS TO SCHOOL

All visitors (parents included) must enter through the front door and sign in at the office. Please do not enter through the students doors. Thank you for your support.

DESIRE TO LEARN (D2L)

The role of online learning and other social media in school is growing. The Desire To Learn (D2L) online platform is used for junior high programming. Parents are highly encouraged to visit D2L frequently to ensure they are fully informed regarding their child's learning. In addition, parents can customize their child's D2L settings so that parents receive notifications of their child's progress as well as information regarding upcoming assignments and tests.

ELECTRONIC DEVICES

Cell/smart phones, tablets, digital cameras, iPods and other ***electronic devices may be used by students only when permission has been granted by a teacher during instructional time.*** We expect that ALL electronics are stored in hallway lockers or the office during PE classes and not left in the locker room. To clarify:

1. The cell phone can be in use in the class room when the teachers says something like: "Take out your devices for this activity as it will be helpful to complete the next task."
2. The cell phone can be in use in the class room when the teachers says something like: "You will be working independently for the next while and you can use your device for _____"
3. If it is a non-instructional period such as lunch time, before school or after school.

Unless one of these 3 conditions is present, then it is assumed that the cell phone is secure in the student's locker, book bag or pocket and NOT be in use until the condition changes.

Failure to comply will result in the device being confiscated for either:

The remainder of the condition or instructional period per the discretion of the teacher.

If turned into the office for safe keeping the cell phone will be kept for the remainder of the school day or until the parents can collect it as per the discretion of school administration.

FIELD TRIP CONSENT FORMS

Before any student is allowed to participate in any off campus activity (field trip) a signed and dated field trip consent form must be completed and returned to the school prior to the field trip. Permission via telephone or hand written note is NOT acceptable.

HOMEWORK

Homework is any task assigned by teachers that students complete during non-school hours. The Calgary Catholic School District recognizes well-planned homework in Grades 3-12 can be a meaningful part of a student's learning. Time spent on homework may vary from one student to the next dependent on various reasons. Parents who have concerns with homework expectations should contact their child's teacher or the school principal to discuss the situation and the options available. The Calgary Catholic School District introduced a homework regulation in consultation with its community in 2011. You can find more information about the District's homework regulation at www.cssd.ab.ca. Grades 7 to 9: Maximum of 60 minutes of homework per school night.

HALLWAYS AND CLASS CHANGES

Junior high students are permitted to use the junior high hallways only. Junior high students are not permitted to use the elementary hallway. To ensure a safe, smooth and efficient movement for students between classes, student are expected to walk on their right side of the hallways and stairs.

INTERSCHOLASTIC SPORTS

Involvement in the interscholastic athletic program requires extra time and effort on a voluntary basis beyond the regular school day. Students selected to represent St. Stephen must always accept responsibility for that role. If a student's academic performance, attitude or behavior in anyway reflects poorly on St. Stephen School, then that student may be removed from the team. Transportation costs and arrangements are the responsibility of the student and /or their parent.

PHYSICAL EDUCATION DRESS

In order to foster a proper learning environment, promote safety, comfort, hygiene, and neatness in appearance, physical education attire is **compulsory** for all athletic activities. St. Stephen School sells physical education dress, consisting of a T-shirt and shorts in the school colors. Students must have non marking running shoes for physical education classes. No black soled shoes are allowed.

LEARNING COMMONS

It is the student's responsibility to know when materials are due and return them on time. Students who abuse their learning commons privileges may lose the ability to borrow materials from the school. Students who lose materials will be required to pay for them. Students are reminded that the learning commons is to be used for quiet study, technology access and reading. The learning commons is open to students during lunch time when possible.

GYM LOCKER ROOMS

Gym locker rooms are available for students to access for before and after sports related activities and physical education classes. In order to ensure the security of personal items, electronic devices, purses, wallets etc. should **NOT** be left in the locker rooms at any time. Students are expected to bring such items to the office to be secured during class time. The school will not assume responsibility of lost or stolen items.

LOCKERS

The school owns, controls and enforces the right to ensure that the lockers are clean and being used properly. Students in Grade 7-9 are assigned a locker by their homeroom teacher. A combination lock **must** be used to secure the locker. **Key locks are not allowed.** Combination numbers must be registered with the homeroom teacher and office. **In order to ensure security, locker combinations should not be shared with friends or classmates.** It is recommended that students place a copy of their timetable on the inside of the locker door. The use of lockers is restricted to those times set aside in the bell schedule for that purpose. Students are not permitted to use their lockers at any other times of the day without the specific permission of a teacher.

LUNCH CANTEEN

Food purchased from local vendors is sold during the lunch period from the canteen located in the foyer, while supplies last. Lunches cost \$4-6. All junior high students must eat lunch in the gymnasium or on the front lawn when weather is suitable. Students are expected to follow the lunchroom procedures. Eating in the hallway or outside (other than the front lawn) is not permitted.

MEDICAL CONDITIONS/ MEDICAL EMERGENCIES

Parent/guardians are strongly urged to ensure that the school is aware of any serious or chronic medical conditions that your child may have. If a student becomes ill or injured, every effort will be made to contact the parents and then an emergency contact. Should this effort be unsuccessful and the situations warrants, a 911 emergency call will be made. Any ambulance charges resulting from such situations will be the responsibility of the parent or guardian. It is, therefore, important that all of your contact information is accurate and up to date. It is also important to note that school staff are not permitted to administer medication to student with minor illness (ie: headache).

STUDENT INSURANCE

The Calgary Catholic School District requires any student who participates in any extra-curricular activities to carry accident insurance in case of injury or accident. The District carries a base coverage for all students, however, as it is not comprehensive, it is recommended that students involved in extra-curricular activities carry additional coverage. Information on insurance alternatives are sent home early in September. Parents may opt to purchase student coverage with their own carrier, but proof of coverage must be supplied before a student is allowed to participate in any interscholastic sports teams.

TELEPHONE COMMUNICATION

Students are urged to refrain from asking to use the school phone unless it is an urgent matter. **In the case of an emergency, the school office must be used to contact parents.** When you need to contact your child at the school, we require that you do so by contacting the main office- especially if it is an emergency. Students are not permitted to use their phones for communication (calls and texts) when classes are in session. Any expectation on the part of a parent for their child to answer their phone during class time would place their child in violation of the school regulations.

TEXTBOOKS

At the start of the school year, students will be issued textbooks for all their classes. Textbooks cost between \$40-80 each for replacement. Students will be issued name labels to put into their textbooks and will be expected to maintain their textbooks in reasonable condition. Students will be held financially responsible for lost or damaged textbooks.

TRAFFIC SAFETY AND PARKING

Students are to be dropped off and picked up along Stonehaven Road on the north side of the school. Student drop off and pick up in the staff parking lot is not permitted between 7:30am and 4:00pm.

**DO NOT DROP OFF YOUR CHILD IN THE STAFF
PARKING LOT DURING SCHOOL HOURS**

STUDENT CONDUCT

The expectations outlined below are designed to assist students in their roles as they help to make St. Stephen a positive and safe place to learn. We as a community work very hard at creating conditions for success by teaching our students the routines that will ensure greater success for all.

Background

As stated in The School Act, Section 45.1, the district is committed to providing welcoming, caring, respectful and safe learning environments that respect diversity and foster a sense of belonging. Each member shares responsibility for the well-being of every other member of the district. As such, a code of conduct must be established and reviewed yearly and shared publically with staff, parents/legal guardians, and students.

The following elements will be common to the code of conduct in each district school:

1. Statement of purpose:

Calgary Catholic School District's value statement is as follows:

"All members of our community are sacred and must be treated with dignity and respect. We value excellence in Catholic education, guided by shared responsibility and the moral authority of the Church."

This statement guides all district stakeholders as they work to support student success and achievement. The school should be a positive learning environment in which students are safe, secure and successful. The code of conduct will outline expectations for student behaviour while at school, at a school-related activity, or while engaging in an activity that may have an impact on others in the school. The school's code of conduct will be communicated to parents, students and staff annually and reviewed regularly.

2. The Alberta Human Rights Act:

Section three of the Alberta Human Rights Act prohibits discrimination on the basis of an individual's race, religious beliefs, colour, gender, gender identity, gender expression, physical disability, mental disability, age, ancestry, place of origin, marital status, source of income, family status or sexual orientation of that person or class of persons. Any behaviour that supports this discrimination is prohibited.

3. Acceptable behaviours:

All district schools have established Catholic Community of Caring programs that focus on building respectful and caring school environments, rooted in Catholic values. Catholic Communities of Caring programs align with the School Act's requirement to provide welcoming, caring, respectful and safe learning environments. Within our schools, we are building communities that are inclusive and celebrate respect for one another, community and diversity. This includes placing a strong value on:

- Respecting all others, regardless of race, religious beliefs, colour, gender, gender identity, gender expression, physical disability, mental disability, age, ancestry, place of origin, marital status, source of income, family status or sexual orientation.
- Respecting the school authority.
- Respecting the school and district property, as well as the property of others.
- Respecting yourself and the rights of others in the school.
- Making sure your conduct contributes to a welcoming, caring, respectful and safe learning environment in the school that respects the diversity and fosters a sense of belonging of others in your school.
- Refraining from, reporting and refusing to tolerate bullying or bullying behaviour, even if it happens outside of the school or school hours or electronically.
- Informing an adult you trust in a timely manner of incidents of bullying, harassment, intimidation or other safety concerns in the school.
- Acting in ways that honour and appropriately represent you and your school.
- Attending school regularly and punctually.
- Being ready to learn and actively engage in and diligently pursue your education.
- Knowing and complying with the rules of your school.
- Cooperating with all school staff.
- Being accountable for your behaviour to your teachers and other school staff.
- Contribute positively to your school and community.

4. Unacceptable behaviours:

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

- Behaviours that interfere with the learning of others and/or the school environment, or that create unsafe conditions;
- Acts of bullying, cyber-bullying, harassment, or intimidation;

- Retribution against any person in the school who has intervened to prevent or report bullying or any other incident or safety concern;
- Breaches of digital on-line safety;
- Inappropriate use of mobile devices;
- Inappropriate student dress;
- Physical violence or threats;
- Personal or sexual harassment;
- Hazing;
- Illegal activity such as:
 - gang activity;
 - possession or use of weapons;
 - possession, use or distribution of illegal or restricted substances (including drugs, alcohol, tobacco, or e-cigarette products);
 - theft or damage to property.

As outlined in *Alberta's School Act*, students can be held accountable for conduct that occurs outside of the school building or school day and electronically (e.g. social media), if the conduct negatively affects a member of the school or interferes with the school environment.

5. Progressive discipline plan:

Students who engage in unacceptable behavior will be held accountable through the school's progressive discipline plan. Consistent and logical consequences, rather than punitive measures, are important to support students in making appropriate choices and help shape their future actions.

In any disciplinary situation, each student will be dealt with on an individual basis, and will take into account the student's age, maturity and individual circumstances. As well, parental or district involvement may be requested to support school discipline procedures.

The school's use of the progressive discipline plan will determine the expectations, consequences and the progression of actions to be taken depending on the severity and/or frequency of the occurrences. At all times, teachers and administrators will use their professional judgment in applying consequences.

Consequences must have a positive effect on the student's journey through reconciliation, either formally or informally, with the school community and those affected by the student's behaviour. The following consequences are progressive in their degree of intervention and will be enacted depending on the frequency and severity of occurrences. They will be applied consistently and equally to all students, notwithstanding the individual differences of children and the uniqueness of specific circumstances and situations.

Progressive discipline is a whole-school approach that utilizes a continuum of interventions, supports, and consequences, including:

- prevention measures and initiatives;
- early and ongoing intervention strategies;

- strategies to address unacceptable behaviour.

Interventions and consequences increase when:

- the concerning behavior is persistent;
- the concerning behavior escalates;
- there is a very serious infraction of the code of conduct.

Interventions and consequences may include, but are not limited to, the following:

- informal conferences;
- restriction of privileges;
- parent conferences;
- in-school suspensions;
- risk assessment;
- suspension / expulsion (AP 356);
- student redirection
- Behaviour Support Plan (as part of the Learner Support Plan);
- involvement of Instructional Services and supports;
- involvement of external services and supports.

The principal may involve police in disciplinary matters when criminal activity has become evident. When police are involved, the principal will conduct a separate, parallel investigation at the school level and provide disciplinary action separate from any criminal charges that may be issued.

6. Student support:

Support will be provided to students impacted by inappropriate behaviour and to those students who engage in inappropriate behaviour. This is significant because while the student code of conduct must address the consequences for inappropriate behaviour, such as bullying, it also ensures that support (not just consequences) is provided to those students who engage in unacceptable behaviour. Examples of how support could be provided to students who have engaged in unacceptable behaviour include mentoring, restorative processes, regular check-ins with teachers or schools counsellors, counselling, etc.

7. Consideration of student diversity:

The School Act requires that the student code of conduct address consequences for unacceptable behaviour and that these reasonable consequences take into account the student's age, maturity, and individual circumstances. The specific circumstances of the situation and of the student need to be taken into account when determining appropriate consequences. For example, any diverse needs that the student has – whether they are physical, behavioural, communicational, mental health, trauma, etc. – must be considered. The age and maturity of students involved should be considered when determining the consequences and support required.

Air Rifles/Guns

The district prohibits students from possessing weapons or engaging in violent or threatening acts on school property, and at school sponsored functions and activities. "Weapon" means any object, device, or instrument designed or through its use is capable of threatening or producing bodily harm to oneself or others. By this definition, air rifles/guns are therefore considered weapons. As it is challenging to visually identify these weapons as air rifles/guns, school staff, Calgary Police Services and the RCMP will likely respond in the same manner as they would an actual rifle/gun. For the safety of all students, staff and visitors in the school, these items are not allowed on school property or at school-related activities under any circumstance.

ATTENDANCE AND PUNCTUALITY

Punctual and regular attendance is expected. Continued unsatisfactory attendance and excessive lates will be reported to the School District Attendance Officer, who will take steps to ensure satisfactory performance in these areas. By regulation, absences due to family vacations must be recorded as unexcused. When a student is late he/she must report to the office for a **late slip**. The late slip must be shown to the admitting teacher. Parents are asked to notify the school office as early as possible if a student is late or absent. School staff will contact the parents of students who are absent if we have not been contacted.

If a student needs to leave the building during school hours because they are ill or they have a doctor's appointment, they **MUST OBTAIN PERMISSION FROM THE OFFICE**. If a student does not have a note, parental consent must be obtained before students are allowed to sign out.

After an absence, it is the student's responsibility to consult with his/her teachers and make arrangements to catch up on missed work, assignments and tests.

DRESS AND APPEARANCE CODE

As a Catholic Community of Caring, we will strive to provide a positive and safe learning environment that will reflect our virtues of decency, modesty and respect. Students' dress and appearance shall be appropriate for educational activities and not cause a disruption to the educational process. Specifically, but not limited to:

- Outerwear (i.e. coats, jackets, etc.) sunglasses, hats or headgear shall be left in lockers;
- Emblems, printing/writing on shirts, pants, socks, jackets and headwear shall be in harmony with Catholic values and beliefs;
- Shorts and skirts shall be in good repair and of appropriate length;
- Appropriate footwear shall be worn at all times;

- Pants will be worn appropriately, such that they cover the lower body from the waist down;
- Clothes, jewelry or accessories, which create a safety or health concern

Specifically, the following are prohibited:

- Midriff shirts, halter tops, spaghetti straps, muscle shirts,
- Garments revealing bare back, shoulders, plunging necklines, exposed undergarments or those made of sheer or fishnet fabrics.
- Clothing or accessories that depict or symbolize alcohol, drugs, violence, gang associations or inappropriate language/messages.
- Heavy or spiked chains, spikes affixed to clothing.
- Bandanas, head covers etc.
- Not hats are to be worn inside the school

Students not complying with the Dress and Appearance Code will be asked to change into more appropriate attire. It will be viewed as defiant behavior if the student repeatedly violates the Dress and Appearance code. Consequences, as outlined in our school's Progressive Discipline Plan shall range from a verbal reminder to a suspension from school.

STUDENT GROUPS & HUMAN SEXUALITY TOPICS

Over the year, our school may establish a student group, which engages in discussion and activities related to diversity and justice issues, including support for students belonging to sexual minorities. In particular, within our Religious Education and Family Life Catholic Community of Caring program, students may provide leadership and receive support to continue to build inclusive communities, aligned with our Catholic social teachings. If you wish further information, please contact the principal.

CALGARY CATHOLIC SCHOOL DISTRICT "NO SMOKING" POLICY

Smoking and the use of tobacco products, states "The Calgary Catholic Board of Education recognizes the health risk for individuals who smoke, utilize e-cigarettes(vape) and use tobacco products, as well as the health hazard caused by second- hand smoke. Smoking, vaping and the use of tobacco products is prohibited in schools, in District buildings, on school grounds and on District property at all times".

PARENT CONFIRMATION AND SUPPORT

We recognize parents as being the primary educators of their children. Our school and district strives to support parents in this key role by providing the information necessary to help make decisions for your child regarding important issues. Under the *Education Act of Alberta*, the role of the parent is clearly defined in *Section 16.2*:

A parent of a student has the responsibility,

(a) to take an active role in the student's educational success, including assisting the student in complying with section 12,

(b) to ensure the parent's conduct contributes to a welcoming, caring, respectful and safe learning environment,

(c) to co-operate and collaborate with school staff to support the delivery of specialized supports and services to the student,

(d) to encourage, foster and advance collaborative, positive and respectful relationships with teachers, principals, other school staff and professionals providing supports and services in the school, and

(e) to engage in the student's school community.

My parents and I have read and discussed the 2017-2018 St. Stephen JH School handbook.	
Student Name: _____	Homeroom: _____
Student signature: _____	
Parent signature: _____	
Date: _____	

RETURN THIS AGREEMENT TO THE SCHOOL