



NOTRE DAME HIGH SCHOOL



12 Malvern Ave

Toronto, ON, M4E 3E1

2023 - 2024

Telephone: 416-393-5501
Student Services: 416-397-6177
Fax: 416-393-5631

[TCDSB Website](#)

[Notre Dame Student Website](#)

C. Madeira, Principal

K. Breen, Vice Principal

This agenda belongs to:

NAME: _____

INSERT LIBRARY PASSWORDS

Students are required to carry this agenda book with them at all times.

NOTRE DAME HIGH SCHOOL STAFF 2023-2024

Administration

C. Madeira	Principal
K. Breen	Vice Principal

Support Staff

M. Broglio	Secretary	D. Almeida	Student Supervisor
C. Burns	Educational Assistant	D. Lucas	Student Supervisor
C. Phillips	Secretary	J. Chindemi	Acting Head Custodian
N. Pucci	Social Worker	F. Roche	Child & Youth Counselor
A. Maliksi	Secretary	G. Ibay	Custodian

Teaching Staff

(D.H. - Department Head)

M. Coleman	Guidance/Spec. Ed. (D.H.)	S. Pedrosa	Drama, Math
H. Costa	English	N. Sachs-Pepe	CWS, Co-op
S. Dobbin	French, English	E. Smith	CWS (D.H.)
M. Ennis	Science, CWS	S. Soave	Science, Chaplaincy
M. Ferrara	English, CWS	M. Sottile	Visual Arts
N. Gharakhanian	Math	L. Storto	Comm. Tech (D.H.)
P. Hathway	Comm. Tech, Co-op	J. Tomlin	Phys. Ed. (D.H.)
S. Herold	Business, English	K. Toth	Phys. Ed., Science
L. Jeffers	Science	C. Tourangeau	Math
L. Lawson	Hospitality, Religion	D. Trabona	Science/Math(D.H.)
I. Lucciola	CWS	P. van Pinxteren	Special Education
N. Molinari	Guidance, Math	D. Vecchiarelli	English (D.H.)
S. Niedens	Music, Religion	A. Vivar Rodriguez	Physics, Math
M. Noah	Religion (D.H.)	C. Yarema	Library, CWS
R. Paniccia	French		

SAINT MARGUERITE BOURGEOYS THE FOUNDER OF THE SISTERS OF THE CONGREGATION OF NOTRE DAME

Bourgeoys was born in Troyes, France, on April 17th, 1620. She was the sixth child in a family of twelve children. Marguerite had a special devotion to Mary, the mother of Jesus. As a member of a group of young women who gathered for prayer, she had contact with the sister of Sieur de Maisonneuve, at the time, the Governor of New France (later called Canada). He succeeded in obtaining the services of Marguerite as a teacher.



Marguerite opened her first school in a stone stable. Here young women were educated for their new life in Canada. She invited other women to help and by 1676 they were known as the Congregation de Notre Dame.

Marguerite Bourgeoys died January 12th, 1700. In 1975, Canada acknowledged her role in Canadian history by issuing a commemorative stamp bearing her picture. In 1982, Pope John Paul II canonized St. Marguerite Bourgeoys.

NOTRE DAME HIGH SCHOOL

In 1941, Cardinal McGuigan asked the Sisters of Notre Dame to staff one of the three girls' high schools which he wished to establish. In response to his request, St. Gabriel of the Angels arrived in Toronto on August 15th and set about the task of opening Notre Dame High School in that same year. She chose as temporary quarters, an old church hall on Malvern Avenue. On September 2nd, 1941, Notre Dame's first student body consisted of 75 students in grades nine and ten. It was not until December 11th, 1949, that the present Notre Dame building was completed and ready for use. The new school quickly became overcrowded and on May 24th, 1964, a second building, O'Connor Hall, was added next to the Main building.



SCHOOL COLOURS: burgundy and silver

LAND ACKNOWLEDGEMENT

The Land Acknowledgement shows recognition of and respect for Indigenous peoples in both the past and present and encourages us to recognize Indigenous peoples on whose traditional territories we live and work. This recognition, which appropriately takes place at the commencement of gatherings, meetings and presentations is an important component of the Truth and Reconciliation Calls to Action as an essential element in establishing healthy and reciprocal relations for everyone in Canada.

Out of our deep respect for Indigenous peoples in Canada, we acknowledge that all Toronto Catholic District School Board properties are situated upon traditional territories of the Anishinabek (a-ni shna-bek), the Haudenosaunee (hoh-Dee-noh-Shoh-nee) Confederacy, and the Wendat peoples. We also acknowledge the land covered by Treaty 13 is held by the Mississaugas of the Credit First nation, and Toronto is subject to The Dish with One Spoon covenant. We also recognize the contributions and enduring presence of all First Nations, Métis, and Inuit peoples in Ontario and the rest of Canada.

CATHOLIC SCHOOL GRADUATE EXPECTATIONS

A discerning believer formed in the Catholic faith community who celebrates the signs and sacred mysteries of God's presence through word, sacrament, prayer, forgiveness, reflection and moral living;

- An effective communicator who speaks, writes and listens honestly and sensitively, responding critically in light of gospel values;
- A reflective, creative and holistic thinker who solves problems and makes responsible decisions with an informed moral conscience for the common good;
- A self-directed, responsible, life-long learner who develops and demonstrates her God-given potential;
- A collaborative contributor who finds meaning, dignity and vocation in work which respects the rights of all and contributes to the common good;
- A caring family member who attends to family, school, parish, and the wider community; • A responsible citizen who gives witness to Catholic social teaching by promoting peace, justice, and the sacredness of human life.

RELIGIOUS ACCOMMODATION IN THE TCDSB

In concert with the Assembly of Catholic Bishops of Ontario, the TCDSB supports freedom of religion and an individual's right to manifest his or her religious beliefs and observances. The right to freedom of religion, however, is not absolute and religious accommodation in the Board is carried out in the larger context of the Catholic education system and denominational rights of Catholic schools.

The Board, at all times, will seek to accommodate an individual's right to freedom of religion in a manner that not only respects the individual's beliefs but the principles of the Catholic Church.

It is understood that all students registered at Notre Dame C.S.S. acknowledge and are committed to the school community that proclaims, celebrates, and cherishes its Catholic identity and traditions. At the same time, Notre Dame is enriched and is committed to providing an environment that is inclusive, safe and that is free of barriers based on religion. With respect to Religious Accommodation, the TCDSB also acknowledges that all students, in accordance with the best of what our Catholic Church offers in its social teachings and reflective practice, are entitled to their rights and responsibilities under the Ontario Human Rights Code.

For further information on religious accommodation please consult with the school administration. Additional information on the religious accommodation guidelines can be found at

<https://www.tcdsb.org/board/eie/pages/religious-accommodation.aspx>

CHAPLAINCY

The Chaplaincy team at Notre Dame consists of staff and student leaders who together with the school community, address the spiritual and liturgical needs of the school community. The Chaplaincy team helps foster and celebrate our Catholic faith and encourage the practice of Gospel Values including service to the community, prayer, personal and spiritual growth and community building. The Chaplaincy team organizes retreat days, prayer services, liturgies and community service excursions. ND's God Squad is our student leadership group! For all things spiritual, positive and up-lifting, and for more info, follow ND's God Squad on Instagram @nd_godsquad

SPECIAL EDUCATION

Special Education Department

Students with IEPs are very well-cared for in the Special Education Department. At Notre Dame, communication between parents and teachers is critical to the success of these students. Students with IEPs are monitored by qualified Special Education teachers. We have Educational Assistants who support students based on their specific classroom needs. The Special Education Department members are sensitive to the socio-emotional and academic needs of our students.

Our Special Education Resource Centre is open to assist the students with their individual and varying needs. Students with an IEP are enrolled in Locally-Developed, Applied, or Academic courses. We believe that communication between classroom teachers and Special Education teachers is key to a student's success.

The Learning Strategies course (GLE) is offered for credit in the Special Education Department. It is a course designed to focus students specifically on learning strategies to help them become better and more independent learners through developing self-advocacy skills. The course (GLE) focuses on learning strategies so that students can adapt these same strategies to their own, individual, learning needs. In the GLE course, students can learn/explore their own, individual strengths and needs.

Gifted/Enrichment Program

Programming for gifted students is specifically designed to provide gifted students with opportunities to interact and learn with other highly motivated students. Our enrichment activities encourage gifted students to explore new concepts and culture outside of the regular classroom. Throughout the year, each student is invited to participate in various activities, and the student determines which activities they wish to participate in according to their needs. School-led and board-wide activities include conferences, symposiums, a mock United Nations assembly, enrichment programs at universities, leadership activities and special exhibitions at art galleries, museums, and theatres. The complex learning environment created by enriched courses and enrichment activities at Notre Dame, nurtures intellectual growth and greater awareness of the world that surrounds us.

GUIDANCE/STUDENT SERVICES

Students at Notre Dame High School are encouraged to explore individual pathways, pursue their passions, and prepare for post-secondary life. Whether a student is exploring a pathway to an apprenticeship program, the world of work, college, or university, we reassure our students that with good work habits, sound decision making skills and goal setting, success is possible.

The guidance department at Notre Dame High School provides academic and personal counselling. We act as liaisons with outside agencies, colleges and universities.

We look forward to working collaboratively with your child for a rewarding academic experience and to support optimal mental and social health.

LIBRARY

The Library services all students and staff at Notre Dame. The students and staff have access to print and non-print materials, audio/visual aids and equipment, as well as the latest in software. The library subscribes to two daily newspapers and numerous periodicals. These and hundreds of other newspapers, periodicals, journals, reference, and literary criticisms are available on-line through several licensed internet sites. The library is fully automated, using Insignia Library Program to provide online public access to our catalogue.

Students are encouraged to use the library to research their projects and are given in-services on how to access data online as well as how to properly cite material they have used for subject assignments. Teachers, together with the Teacher-Librarian meet to plan units and curricula and to devise strategies for delivery and implementation. The Library provides a place for students and staff to work, research or relax.

Printing costs for regular printing is \$0.05 a page.

Colour Printing costs \$0.25 a page.

Fines for overdue books are \$0.10 a day.

Library books are loaned out for two weeks and can be renewed.

CATHOLIC SCHOOL PARENT COUNCIL

The TCDSB believes that schools must foster the spiritual, physical, intellectual, social, and emotional development of all students by using the various resources of the community of which they are a part, which include parent, church and community involvement.

Catholic School Parent Council (CSPC) is the forum through which parents and community can have a voice in the education of their children. At Notre Dame, we are pleased to have a very involved parent community. Our CSPC plays an active role within the school and has been involved in the development of many activities that help make a very fine school indeed. We encourage all parents to come to the meetings and get involved. It is a chance to hear more about school curriculum, School and Board policies, directions, and special events. The first Annual General Meeting of CSPC for the 2023-2024 year is Wednesday September 20, 2023 (elections) at 6:00 p.m.

STUDENT COUNCIL

Notre Dame has an active Student Council which oversees enrichment activities for the student body over the course of the school year. Staff moderators help the council galvanize the community in everything from spirit assemblies to the semi-formal dances. Through various fundraising initiatives Student Council supports many charities. The criteria for students interested in running for Student Council are as follows: students must attend all information meetings, submit an application form including signatures of support, complete the interview process, have an overall average of 70% with no individual mark lower than 65%, and candidates are required to present a speech to the student body.

The following is a list of the positions/roles held by members of Notre Dame's Student Council,

President

Vice President

Treasurer

Secretary

External Affairs Representative

Grade Representatives

Equity and Inclusion Representative

NOTRE DAME HIGH SCHOOL EQUITY STATEMENT

The Notre Dame Community, and the Toronto Catholic District School Board are inclusive learning communities uniting home, parish and school rooted in the love of Christ. We educate our students to grow in grace and knowledge to lead lives of faith, hope and charity.

Notre Dame High School educates young students to assume leadership in their families, the Church, and in the global community. Notre Dame High School strives to model socially inclusive programming that recognizes problems in the world today through a rigorous academic program and an equally diverse selection of extra-curricular clubs, councils and teams.

Notre Dame High School is committed to the goals of promoting equity, inclusion, and diversity through an Anti-Racism Anti-Oppression framework. We believe these aspects of our community are a source of strength, creativity and innovation and should be recognized and celebrated to ensure that the members of our school community are able to feel a sincere sense of belonging and respect.

We will continue to build on the foundation of our school and ensure that we create an inclusive community by addressing differences of gender, socio-economic class, race, religion, disability, and sexuality. We understand that identities and lived experiences are complex and that individuals and social groups are shaped by historically produced, intersecting inequalities. We will strive to create a welcoming and inclusive community for every individual including those who have been marginalized, those experiencing financial hardships, rural and working classes, people of colour, Indigenous peoples, persons with disabilities (seen and unseen), religious minorities and members of our LGBTQIA2S+ communities. Further we will strive to address acts of discrimination as well as coordinate with our community to address systemic barriers that are in place.

While we build on these strengths, we also recognize that we have work to do. We understand that such progress requires that we address our own institutional practices, cultures, and norms and that this is an ongoing work that takes time and continued commitment of our community.

GRADUATION

Information regarding graduation and prom are provided to our potential graduates in the following three ways.

- an insert/letter is sent home with the semester 1 mid-term report cards,
- a grad meeting is held in semester 1,
- regular Remind 101 messages.

Grad Photos are scheduled at the school in November. There is no guarantee that students who do not have their grad photos taken at Notre Dame will have their grad photo and grad message in the yearbook. Students who schedule their grad photos at another time and/or location are responsible for ensuring that their grad photo reaches the school by the appropriate yearbook deadline.

Students are welcome at any time to check with their guidance counselor or the Main Office for clarification.

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UNIFORM

Philosophy

The neat appearance of students contributes to the atmosphere in the school community. The uniform also contributes to overall safety and security. Our uniform policy conforms to the “Code of Dress” guidelines of the Toronto Catholic District School Board and thus is mandatory. Students will not be permitted to attend class if they are not wearing the complete uniform. They may be sent home. The school will attempt to contact parents. Student 18 years and older may be sent home even if parental/guardian contact fails. If an emergency arises and part of the uniform cannot be worn, a call or a note from a parent/guardian is required. Long-term exceptions for shoes require a medical note. Minor violations related to the wearing of the uniform will be recorded. Consequences for continued violations of the school uniform policy may include detention(s) or community service.

Jewelry, Make-Up

- All head coverings and accessories must be blue, black or burgundy in colour.

Physical Education Uniform

Note: Athletic wear is not allowed as a replacement for the compulsory school uniform.

- ND t-shirt (burgundy long sleeve or grey short sleeve)
- ND black shorts or ND black track pants
- any running shoe and any socks
- no jewelry

Civvies Day Dress Code

Once a month student council or other school groups raise money for charity by asking students to pay for the right to be out of uniform for the designated day. Students are expected to dress appropriately for a professional work environment. Students who are not dressed appropriately will be dealt with accordingly.

Changing in School

Students must use the school’s washroom facilities if they must change their clothing at any time; Changing in the hallways is **not permitted** and repeated offenses may result in detentions or community service.

SCHOOL UNIFORM

Please note that all uniform clothing pieces must be purchased from **McCarthy** (see below for store location and contact information). No part of the uniform can be altered or changed.

1. Bottom	<ul style="list-style-type: none"> - ND Kilt - (appropriate length, worn with navy or burgundy tights or knee socks only) - Navy Blue Pants
2. Tops (required) - one of the following <u>must be</u> worn	<ul style="list-style-type: none"> - ND Short Sleeve White Blouse - ND White Golf Shirt - ND Burgundy Golf Shirt
3. Optional - if cold, students <u>may only</u> wear one of the following over the required top	<ul style="list-style-type: none"> - ND Vest - ND Sweater - ND Cardigan - ND Navy Blue Hoodie
4. Legs	<ul style="list-style-type: none"> - Navy Blue or Burgundy Knee Socks (worn with pants or kilt) - Navy Blue or Burgundy Sockettes (worn with pants only) - Navy Blue or Burgundy Opaque Tights (worn with kilt only) <p style="text-align: center;">Note: no patterned socks or tights</p>
5. Footwear	<ul style="list-style-type: none"> - Solid black shoes appropriate for a school environment and to ensure safety while walking (including laces) - No other colour, pattern, or insignia - Low cut below the ankle, no open toe or heel - No slippers, sandals, or crocs
<ul style="list-style-type: none"> - The uniform must be worn appropriately and with dignity - Students must be in full uniform from Period 1 to 4, including lunches - The uniform must be worn all day and in all areas of the school - The uniform is mandatory during field trips/excursions (where applicable) - Substitution of Notre Dame athletic clothing for Notre Dame school uniform is not allowed - Failure to comply with the uniform policy will result in consequences 	
We thank parents/guardians for their support of the uniform policy.	

SCHOOL UNIFORM SUPPLIER

R.J. MCCARTHY

12 Trojan Gate
Scarborough, Ontario
M1V 3B8

STORE HOURS

Sunday: Closed
Monday: Closed
Tuesday-Saturday: 10:00 a.m. -
6:00 p.m.
416-593-6900

For more information or other store locations visit www.mccarthyuniforms.ca

GENERAL INFORMATION

Valuables

Students are strongly discouraged from bringing monies and/or valuables to school. **The school is not responsible for monies, and/or personal objects including all electronic items.**

Lockers

Students entering grade 9 will be given a combination lock. Lockers will be assigned to all students. It is the responsibility of the student to keep her locker clean, free of objectionable material and in a state of good repair. Students should not share or give out their combination to any other student. **The school is not responsible for theft from lockers.** Lockers and locks are school property. Under Ontario law, the school has the right to search individual lockers, if deemed necessary. Only locks issued by the school can be used.

Visitors

In the interest of maintaining a safe and positive school environment, we do not encourage visitors to our school unless they have an appointment or are involved in an educational or extracurricular activity. All visitors must report to the office, sign in and receive a visitors' badge immediately upon entering our school.

Textbooks

Textbooks are the property of the Toronto Catholic District School Board. The subject teacher keeps a record of textbooks issued to students. Textbooks are collected at the end of the semester. If a book is lost or damaged, the student is required to pay for damages or replacement. Textbooks for subsequent courses will not be issued if outstanding books are not returned or charges are not paid.

Cafeteria

Cafeteria services are available during both lunches at Notre Dame. Students who bring their lunch are asked to bring a litter-less lunch to school. **Lunch is to be eaten in the cafeteria or on the lower floor of the Main building only.** Students will not be supervised during lunch when off school property.

Smoking & Vaping

The Smoke-Free Ontario Act (2017) prohibits smoking or vaping in school buildings, on school property or in vehicles on school property. Supplying cigarettes or vaping products on school property to anyone under the age of 19 is also prohibited. Infractions may result in charges by a Tobacco Enforcement Officer and ticketed for \$1000 for a first offence or issued a summons to appear in court. For students under 16 years of age, a summons will be issued to you and your parent(s)/guardian to appear in court.

According to the Smoke-Free Ontario Act (2017):

- “smoking” means smoking (inhaling and exhaling) or holding lighted tobacco or cannabis (medical or recreational)
- “vaping” means inhaling or exhaling vapour from an electronic cigarette (e-cigarette) or holding an activated e-cigarette, whether or not the vapour contains nicotine

Parking

Notre Dame High School shares a small parking lot with St. John's Catholic Church. To ensure enough parking spots for ND staff, visitors, and St. John parishioners; students are not permitted to park in the school lot. Any car found without an ND parking permit on display will be towed at the owner's expense.

DAILY ATTENDANCE PROCEDURES

At Notre Dame, one of our greatest priorities is ensuring that all our students arrive safely to school each day. Regular attendance at school is critical for student learning and for the achievement of course expectations. Students and their parents are expected to follow the school's attendance policy. Missed classes may impact a student's final grade in cases where a significant number of curriculum expectations have not been evaluated. Each student is required to be present for morning attendance in full uniform and prepared to begin work at 8:30 a.m. On days with alternate schedules, students are to be prepared to begin class at the indicated times.

Lates/Attendance

It is important to note that students arriving to their Period 1 class after 8:30 a.m. will be marked late. Students arriving after 8:30 a.m. or after classroom attendance has been posted for any period, must sign in at the office or they will be marked absent. If we do not receive notification in advance from a parent/guardian regarding a late or absence through **Safe Arrival**, a phone call will be generated by the automated system and/or e-mail to you, informing you of this absence/late. **Students arriving late or leaving early MUST come to the Main Office to sign in or out. Safe Arrival notification does not bypass this step.**

Please note: if your child is consistently late without a reason given by you, they will be seen by a member of the administrative team. Should this continue, you will be contacted by a member of the administration team to determine what supports need to be put in place to ensure your child's regular attendance.

Absent from school/class

Parents are asked to report an absence through **Safe Arrival** by **8:00a.m.** on the date of absence. This will avoid calls being made by the automated phone system and/or e-mail informing you of the absence.

Appointments before school - If your child has an appointment, it is imperative that they **sign in when they arrive at school**. Failure to do so will result in an all-day absence appearing on their attendance record.

Early dismissal appointments – It is necessary that the office receive a note or a phone call by a parent/guardian to **Safe Arrival** giving permission for a student to leave school early due to an appointment. Students are asked to go to the Attendance office. If a student wishes to leave and does not have a note signed by parent/guardian, a phone call will be made to the parent/guardian to confirm the dismissal. If a parent/guardian cannot be reached, students will not be permitted to leave school. **For student safety, all students must always sign out at the attendance office before leaving the school prior to 2:38p.m. regardless of whether information is left on school messenger.**

Skips/Truancy

It is a student's responsibility to attend all classes scheduled on their timetable. The school must always have accurate information regarding students' attendance. If a student chooses to be absent from class without parent or school permission, the absence will be considered a skip. Habitual skips will result in intervention strategies by administration and the School-Based Support Team and may result in a detention or community service. Unexplained school day absences may also prevent students from participating in extracurricular events/activities.

Extended Student Absence

It is the responsibility of the parent/guardian to contact their child's Vice Principal in writing regarding any extended absence. In most cases, this would be due to an urgent family matter or illness. Parents must send a note to the school indicating the start and end date of the absence in addition to the reason. Once the Vice Principal receives this, the student will complete an Extended Absence form available from the Vice Principal. Teachers will then be notified, and class work will be assigned where appropriate. If contact is not made, as per the Education Act, the school will be required to document the absence and refer the matter to the school Social Worker to investigate. Where a student is absent without reason for 15 consecutive days, without social worker approval, the student will be demitted from the schools' register as per Ministry of Education guidelines.

EXTRA-CURRICULAR/CO-CURRICULAR STUDENT PARTICIPATION

A broad spectrum of activities is available to students ranging from the arts, athletics, and many other areas. There is something for everyone, and because each club is different, Notre Dame will host a Club Day in September to give students an opportunity to learn more about the wide range of activities, and organizations that are offered.

At Notre Dame we take great pride in the young people who represent our school on sport teams, clubs, and ensembles. Students being considered for a team/club/ensemble are required to provide the coaches/moderators with a completed Participation Form. Regular class attendance and good achievement in courses are prerequisites for participating in extracurricular and co-curricular activities. Students who are absent from school cannot participate in team/club competition on the day of their absence.

Family Involvement

Parents/Guardians are asked to become familiar with school procedure and routines as outlined in this agenda, particularly those pertaining to behaviour, attendance, punctuality and uniform. They should facilitate a positive exchange of information between home and school. Data shows that attendance at parent-teacher interviews, participation in our School Council, and support of community activities by the family will enhance student success and enjoyment of the high school years.

ASSESSMENT AND EVALUATION GUIDELINES

The primary purpose of assessment and evaluation is to improve student learning. Assessment is the process of gathering information from a variety of sources (including assignments, demonstrations, projects, performances, and tests) that accurately reflects how well a student is achieving the curriculum expectations in a course. Evaluation refers to the process of judging the quality of student work on the basis of established criteria and assigning a value to represent that quality. At the beginning of each course, students receive course information sheets, which outline the profile for success in the course. These outlines will summarize the course descriptions taken from the ministry guidelines including the order and duration of instructional units, the key curriculum expectations, and the evaluation criteria with weightings for term and final evaluations, the types of assessments to be used, required texts and resources and any policies specific to the course.

Ongoing evaluation identifies difficulties quickly and provides a basis for remedial action. Teachers use a variety of evaluation techniques to obtain data regarding different aspects of student learning. Evaluation is meant to be constructive, to increase a student's sense of self-worth, and to emphasize what is important in a student's learning. In addition to outlining expectations for performance and attendance each teacher will, at the outset of classes, give students information regarding criteria and methods of evaluation.

Evaluation and assessment are consistent with the policies and guidelines of the Ministry of Education. Subject specific achievement charts in the curriculum documents are the basis for assessing, evaluating, and reporting student achievement of curriculum expectations. A final grade will be based on term work of 70% and a final evaluation of 30%. Learning skills will be assessed according to criteria that have been communicated clearly to students. The students' learning skills will be reported using a four-level key (E = Excellent, G = Good, S = Satisfactory, N = Needs Improvement).

Modifications and accommodations in assessment and evaluation will be made for Identified and ESL students.

Progress Reports will be issued 4 times a year:

- First semester Mid-Term Report in November
- First Semester Final Report in February
- Second Semester Mid-Term Report in April
- Second Semester Final Report in June

In addition, an Interim Progress Review Report is available for teachers to use if they choose to report student progress after the first six weeks of each semester (October and March).

Parent-Teacher Interview Nights will be held in each semester (November and April) to provide parents/guardians with the opportunity to meet the teachers and to discuss their daughter's progress.

Students may request information regarding their marks and progress from their teachers at any time during the semester. Staff will attempt to meet these requests within a reasonable time frame.

Parents are welcome to contact individual teachers at any time. Please call the school office (416-393-5501) to leave a message for a teacher.

It is the responsibility of the student to ensure that equipment, textbooks and library books/materials are returned to the teacher when requested or at the end of the semester. Failure to do so may result in non distribution of textbooks and equipment for subsequent courses.

Tests and Quizzes

Tests and quizzes must be written on the date posted by the teacher. Legitimate reasons for student absence on a test or presentation day will not result in a penalty. In the case of a school approved excursion or sport event, students must inform the teacher at least 2 days in advance. Alternate arrangements which are mutually convenient will be made upon student request to teacher. Students who constantly miss tests/presentations will be referred to administration.

Assignments

Realistic timelines will be set for assignment due dates. Students are expected to abide by the due dates set by the subject teacher.

Students are expected to refer to the **Course Outline/Information sheets** in each subject area for policy details regarding missed tests/quizzes and late assignments.

Late and Missed Assignments/Tests

Students are responsible for completing missed assignments/tests. Assignments submitted late are subject to "the deduction of marks, up to and including the full value of assignment". (Growing Success 2010). The underlying goal is not to misrepresent the student's actual achievement. For purposes of a final report card mark for the course, teacher's professional judgement will prevail. Exceptions may be made for illness, injury, compassionate reasons and students with Individual Education Plan. Students/parents need to consult with their teachers to find out what assignments and tests they have missed and arrange for new deadlines/dates and, if necessary, makeup work.

SKILLS FOR SUCCESS IN SCHOOL AND BEYOND

Definition of SKILLS: A learned ability acquired or developed through training and experience.

Today's students need multiple skills if they are to succeed in school and life. Critical thinking, and all forms of skilled communication are just a number of the competencies / skills deemed essential for success in the 21st century. The following charts provide a framework of the skills and the degree to which they will be developed across all subject areas and grade levels.

Skills Continuum Charts

SKILLS CONTINUUM: GRADE 9	
Oral Skills	Use appropriate delivery skills for presentation <ul style="list-style-type: none"> • Terminology • Communication of facts • Some reference to notes • Posture • Language appropriate to format Develop mathematical language Perform mental computations <ul style="list-style-type: none"> • pace • tone • eye contact • voice projection and clarity • structure
Written Skills	Progress from three (introduction, body, conclusion) to five paragraph written piece Use graphic organizers to develop outlines Develop basic question/problem/view/thesis/argument Utilize point, proof analysis paragraph Use appropriate language and tone Develop awareness of self and audience Use appropriate numerical symbolism
Critical Thinking Skills	Identify main ideas and supporting details Identify the difference between fact and fiction Make connections between text/concept and self Differentiate between explicit and implicit content Make simple inferences Explain vs. summarize Differentiate between estimation and calculation Use a variety of problem-solving strategies: draw, table, guess & check Begin to interpret answers with real - life application Introduce organizational patterns
Research & Citation Skills	Understand plagiarism, cheating and appropriation as it applies to different subject areas. Assess the reliability of websites and sources (authorship, objectivity/purpose, currency) Formulate questions to guide research Introduce the importance of scholarly articles Begin with 1 topic, 3 sources Introduce proper citation (MLA & APA) Introduce data collection/summaries in research notes

STUDENT PROCEDURES FOR EXAMS

The following information outlines Notre Dame's exam and summative evaluation procedures and expectations. Exams are held at the end of each semester (January and June), and it is the responsibility of every student to know when and where exams are being written. Every student is responsible for attendance and punctuality. Sleeping in or forgetting a scheduled exam are not acceptable reasons for missing an exam(s).

Exams and/or Summative evaluations are a mandatory component of all courses. We do not recommend that you travel or take a vacation during either exam period. Exemptions from an exam will only be permitted in the event of an extenuating/mitigating circumstance (i.e., Medical Note and/or Administration Approval).

- Students must be in full and proper uniform before entering the exam room.
- If a student misses an exam due to personal illness, the student's parent/guardian(s) **MUST CALL THE SCHOOL**. A medical certificate **MUST** be submitted. In all such cases the Vice Principal will be involved.
- Students must hand in textbooks/course materials prior to writing the exam (**UNLESS DIRECTED OTHERWISE BY THEIR TEACHER**). All library books must be returned, and outstanding fees paid prior to an exam being written.
- Students are to arrive at their exam location 15 minutes prior to the start of their exam with all materials necessary to write their exams (pencils, pens, etc.). Only materials approved by the teacher may be brought into the exam room. All books and other personal belongings (knapsacks, bags, coats) will not be allowed in the exam room and must be left in the student's locker.
- Students found talking or cheating during an exam will be given a mark of zero and asked to report to the main office. Parents will be contacted immediately. Calculators and electronic devices are permitted in the examination room **ONLY** as per the instructions of the teacher.
- Cell phones may NOT be used as calculators.
- Exam duration and dismissal times are as follows:

Grade	Exam Duration	First Dismissal	Final Dismissal
9 & 10	1.5 hours	At 1 hour	End of Exam
11	2 hours	At 1.5 hours	End of Exam
12	2.5 hours	At 2 hours	End of Exam

- Once students are dismissed, they are to leave the school as quickly and quietly as possible.
- The cafeteria will be the only space available for QUIET study during exam days. Students are not permitted to be at their lockers or in the hallways until exams have ended.
- Notre Dame's breakfast program will continue to run during both exam periods. Be sure to eat a good breakfast on the morning of your exam and get a good night sleep the evening before your exam.

ACADEMIC HONESTY

Academic honesty refers to students providing original evidence of their learning and appropriately acknowledging the work of others. It is the responsibility of all students of Notre Dame High School to demonstrate the character trait of honesty in all aspects of school life, both in academics and extra-curricular activities. A student who cheats on a test or presents work done by others as if it were their own, is being academically dishonest.

Cheating is:

When a student attempts to gain an unfair advantage in an academic evaluation which may misrepresent the demonstration of a student's learning or the learning of others. Forms of cheating include, but are not limited to, the following:

- Copying from another student or permitting another student to copy material,
- Using aids, materials, and assistance which are not approved by the teacher,
- Obtaining an unauthorized copy of a test or examination prior to the date and time of writing,
- Changing a grade/percentage mark of an evaluation,
- Preparing work, in whole or in part, with the expectation that this work will be submitted by another student for evaluation,
- Offering for sale or gratis assignments, in whole or in part, with the expectation that these works will be submitted by a student for evaluation, and
- Unauthorized entry into a computer file for the purpose of using, reading, changing, or deleting its contents, or the unauthorized transfer, in whole or in part, of files for academic gain.

Plagiarism is:

Misrepresenting someone else's ideas, writing or other intellectual property, **in whole or in part**, as one's own. Any use of the work of others, whether published, unpublished, or posted electronically, attributed or anonymous, must include proper acknowledgement. Plagiarism hinders learning and the development of learning skills and work habits. Forms of plagiarism include, but are not limited to, the use of the following without appropriate reference or citation:

- Someone else's written and/or spoken idea, theory, or opinion,
- Misrepresenting co-authored or collaboratively created work as one's own,
- Music, drawing, designs, dance, photography, and other artistic or technical work created by someone else,
- Reproductions of tables, graphs or any other graphic element produced by someone else, • Facts and information that are not generally known,
- An unusual or distinctive phrase, a specialized term, a computer code or quantitative data, •

Paraphrase or summary,

- Unauthorized entry into a computer file for the purpose of using, reading, changing or deleting its contents or the unauthorized transfer in whole or part of files for academic gain,
- Copying from the Internet without giving proper acknowledgement to the source,
 - Submitting work prepared, in whole or in part, by another person or source and representing that work, and
- Downloading research papers from the World Wide Web (www), in whole or in part, and submitting the paper as original work as one's own.

Learning is enhanced when students work collaboratively but are also able to think independently and then submit their own original ideas. It is expected that students will demonstrate respect for the intellectual property rights of others and adhere to a code of honour in all course activities.

When a situation involving suspected plagiarism arises, it is the student's responsibility to demonstrate that the submitted work is their own. Students must provide evidence, through sources such as rough drafts, study notes, resources, and discussion, that the work is original. Any information that is obtained from the Internet and/or other software programs and incorporated into the assignment must be properly documented. Expectations regarding documenting of sources will be shared with all students.

Whether intentional or through ignorance of the rules, incidences of plagiarism and/or cheating will be addressed on a case-by-case basis. Acts of academic dishonesty are subject to consequences. Should a suspected case of academic dishonesty occur the teacher will,

- Interview the student about the incident and circumstances that have led to this situation occurring. •

Contact parents or legal guardians.

- Inform department head and/or administration.

The following chart indicates consequences for confirmed academic dishonesty:

Grade	Academic Penalty
9	Automatic zero with an opportunity to resubmit with no mark penalty
10	Automatic zero with an opportunity to resubmit, but only earn up to 50% of the total mark
11 & 12	Automatic Zero with no opportunity to resubmit

If plagiarism occurs between students, all students involved will receive the same academic consequence. If a student continues to plagiarize, further disciplinary actions will follow.

PLEASE NOTE: Once answers to any assignments, tests, culminating tasks, etc. have been made available to the class there will be an alternate option for resubmission regardless of grade.

ACADEMIC AWARD CRITERIA

Notre Dame recognizes the efforts and excellence of its students. Our students' success and achievement are celebrated at an Honour Roll breakfast held in September, a Subject Awards ceremony in October, and a Core French Certificate that is issued at the Graduation Ceremony.

The criteria for the awards are as follows:

Honour Roll

An Honour Roll pin is presented to students who achieve an overall average of 80% or more, with a minimum mark of 60% in at least 6 courses taken in day school at Notre Dame High School.

Subject Award

Subject Award certificates are presented to students who have attained the highest mark – 80% or higher – in each subject.

Core French Certificate

A Core French Certificate is presented to Grade 12 students who have successfully completed four Core French credits.

ONTARIO SCHOLAR

In addition to the Honour Roll and Subject Awards, Grade 12 students may also be designated an Ontario Scholar if they obtain an aggregate of at least 480 marks in any combination of 6 ministry-approved Grade 12 courses as defined by Ontario Secondary Schools, Grades 9 to 12; Program and Diploma Requirements, 1999 (OSS)

VALEDICTORIAN AND SALUTATORIAN

A graduand is someone who is eligible to graduate, and once their diploma has been awarded, they become a graduate.

The role of Valedictorian and Salutatorian are coveted roles. They are of genuine honour and profound respect. When a Notre Dame graduand is selected, the nominees can be assured that our community holds them in the highest regard.

Nominations are conducted first by the Grade 12 class and the top three individuals are invited to prepare a Valedictorian speech. The potential candidates will present their speeches to the Graduation Committee, School Administration, and Staff. The student with the greatest number of votes will serve as the Valedictorian. The runner-up will serve as the Salutatorian.

The Graduation Committee asks that you please consider the following criteria when making your selections.

Your Valedictorian and Salutatorian should be:

- 1) A graduand in good to excellent academic standing,
- 2) an excellent speaker and writer,
- 3) continuously demonstrated school spirit/involvement in school life,
- 4) represents YOU and the Class of 2023 with honour (Ubi honour, ibi sum)!

CODE OF CONDUCT/BEHAVIOUR

Notre Dame's Code of Conduct conforms to the requirements of the Provincial Code of Conduct, the TCDSB Code of Conduct and the TCDSB Safe School/Violence Prevention Policy. For full details, visit TCDSB's website:

<https://www.tcdsb.org/ProgramsServices/SafeSchools/BullyingAwarenessAndPrevention/>

The Provincial Code of Conduct sets out clear provincial standards of behaviour. It specifies the mandatory consequences for student actions that do not comply with these standards.

The TCDSB Code of Conduct/Behaviour provides a framework for individual schools to develop "school-based" codes of conduct that foster a positive school climate and support student academic achievement and well-being. It also recognizes the importance of progressive discipline which focuses on prevention and early intervention as the key to maintaining a positive Catholic school environment. More information can be found under Progressive Discipline Policy S.S.10.

The TCDSB Safe School/Violence Prevention Policy provides the reference for our commitment and responsibility in creating a safe, harmonious, welcoming, inclusive, and respectful environment that is an example of Christian community.

Notre Dame's Code of Conduct/Behaviour sets out clearly what is acceptable and unacceptable behaviour for all members of the school community including students, parents, guardians, staff, visitors, Board personnel and trustees.

The Code of Conduct is applicable to all members of the school community whether they are:

- on school premises,
- on school-related trips or activities,
- travelling to or from school, and
- off school premises where the conduct has an impact on the safety, security, or physical and mental well being of any member of the school community.

The fundamental expectation of students in our Catholic Schools will follow the ethic of our Catholic faith, where empathy, care for others, and respect for life are dominant. If you are aware that a student or group of students is in a dangerous situation, then you should tell a caring adult in the school community immediately.

Guiding Principles

A school is a place that promotes responsibility, respect, civility and academic excellence in a safe learning and teaching environment.

- All participants involved in the publicly funded school system—students, parents or guardians, volunteers, teachers and other staff members—are included in this Code of Conduct whether they are on school property, on school buses or at school-authorized events or activities.
- All members of the school community are to be treated with respect and dignity, especially persons in positions of authority.

- Responsible citizenship involves appropriate participation in the civic life of the school community. Active and engaged citizens are aware of their rights, but more importantly, they accept responsibility for protecting their rights and the rights of others.
- Members of the school community are expected to use non-violent means to resolve conflict. Physically aggressive behaviour is not a responsible way to interact with others.
- The possession, use or threatened use of any object to injure another person endangers the safety of oneself and others.
- Alcohol and illegal drugs are addictive and present a health hazard. Ontario schools will work 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 such as bullying 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.

Roles and Responsibilities

School boards provide direction to their schools that ensure opportunity, excellence, and accountability in the education system. School boards will:

- develop policies that set out how their schools will implement and enforce the Provincial Code of Conduct and all other rules that they develop as related to the provincial standards for respect, civility, responsible citizenship and physical safety,
- seek input from school councils and review these policies regularly with students, staff, parents or guardians, volunteers and the community,
- establish a process that clearly communicates the Provincial Code of Conduct to all parents, students and staff in a manner that ensures their commitment and support,
- ensure an effective intervention strategy and response to all infractions related to the standards for respect, civility, responsible citizenship and physical safety,
- provide opportunities for all staff to acquire the knowledge, skills and attitudes necessary to develop and maintain academic excellence and safe learning and teaching environments.

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

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

Bill 157 permits the Principal of a school to delegate limited powers under Part XIII of the Education Act to a vice principal of the school or, in the absence of a vice principal, to a teacher employed in the school. **Bill 157** requires the Principal to provide written acknowledgement of receipt of a report to the individual who initiated the report using the Incident Reporting Form – Part II. **Bill 157** requires Principals to contact the parent/guardian of victims who have been harmed as a result of serious student incidents including incidents for which a suspension or expulsion must be considered. A principal will not contact the parent/guardian of a victim if:

- the student is 18 years of age or older,
- the student is 16 or 17 years of age and has withdrawn from parental control,
- in the opinion of the principal, contacting the parent/guardian will create a risk of harm to the student by the parent/guardian.

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

- help students work to their full potential and develop their self-worth,
- communicate regularly and meaningfully with parents,
- maintain consistent standards of behaviour for all students,
- demonstrate respect for all students, staff and parents,
- prepare students for the full responsibilities of citizenship.

Bill 157 requires all TCDSB employees, bus drivers and other non-TCDSB employees deemed appropriate, to report to the principal serious incidents that must be considered for suspension or expulsion using the Incident Reporting Form – Part 1. In addition, TCDSB employees, who work directly with students, must respond to incidents that may have a negative impact on school climate.

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

Respect and responsibility are demonstrated when a student:

- comes to school prepared, on time and ready to learn,
- shows respect for themselves, for others and for those in authority,
- refrains from bringing anything to school that may compromise the safety of others, • follows the established rules and takes responsibility for her own action.

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

Parents fulfil this responsibility when they:

- show an active interest in their child's schoolwork and progress,
- communicate regularly with the school,
- help their child be neat, appropriately dressed and prepared for school,
- ensure that their child attends school regularly and on time,
- promptly report to the school their child's absence or late arrival,
- become familiar with the Code of Conduct and school rules,
- encourage and assist their child in following the rules of behaviour,
- assist school staff in dealing with disciplinary issues.

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

Standards of Behaviour

Respect, civility, responsible citizenship and Catholic values

All school members must:

- respect and comply with all applicable federal, provincial and municipal laws,
- demonstrate honesty and integrity,
- respect differences in people, their ideas and opinions,
- always treat one another with dignity and respect, especially when there is disagreement,

- respect and treat others fairly, regardless of their 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,
- respect persons who are in a position of authority,
- respect the need of others to work in an environment of learning and teaching.

Physical Safety

Weapons

All school members must:

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

Alcohol and Drugs

All school members must:

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

Physical Aggression

All school members must:

- not inflict or encourage others to inflict bodily harm on another person,
- seek staff assistance, if necessary, to resolve conflict peacefully.

Mandatory Consequences

Police will be involved, as indicated by the police/school protocol, and the student will be immediately suspended and proceed to an expulsion hearing for the following:

- possession of a weapon, including, but not limited to firearms,
- trafficking in drugs or weapons,
- robbery,
- use of a weapon to cause bodily harm, or to threaten serious harm,
- physical assault causing bodily harm requiring professional medical treatment,
- sexual assault,
- providing alcohol to minors.

Immediate suspension will be the minimum penalty faced by a student for:

- uttering a threat to inflict serious bodily harm,
- possession of illegal drugs,
- acts of vandalism causing extensive damage to school property or property located on school premises.

In these instances, police will be involved, as required, and conditions to return to school will be specified in accordance with school board policies.

A student will be immediately suspended for:

- swearing at a teacher, or other person in authority,
- being in possession of alcohol,
- being under the influence of alcohol.

Student Discipline Related to Suspension and Expulsion

The following charts reflect information drawn from Section 306 and Section 310 of the Education Act and the TCDSB Suspension and Expulsion Policy (S.S.01). Principals must follow this legislation and policy when determining appropriate consequences for student behaviour.

Activities leading to possible suspension (Section 306): A principal shall consider whether to suspend a pupil if he or she believes that the pupil has engaged in any of the following activities while at school, at a school-related activity or in other circumstances where engaging in the activity will have an impact on the school climate:		Principal Shall Consider Suspension In considering whether to suspend a pupil, a principal shall take into account any mitigating or other factors
1	Uttering a threat to inflict serious bodily harm on another person	1 – 20 Days
2	Possessing alcohol or illegal drugs	1 – 20 Days
3	Possessing cannabis, unless the pupil is a medical cannabis user	1 – 20 Days
4	Being under the influence of alcohol	1 – 20 Days
5	Being under the influence of cannabis, unless the pupil is a medical cannabis user	1 – 20 Days
6	Swearing at a teacher or at another person in a position of authority	1 – 20 Days
7	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	1 – 20 Days
8	Bullying	1 – 20 Days
9	Persistent opposition to authority	1 – 20 Days
10	Habitual neglect of duty	1 – 20 Days
11	Use of profane or improper language	1 – 20 Days
12	Theft	1 – 20 Days
13	Aid/incite harmful behaviour	1 – 20 Days
14	Physical assault	1 – 20 Days
15	Being under the influence of illegal drugs	1 – 20 Days
16	Harassment	1 – 20 Days
17	Fighting	1 – 20 Days
18	Extortion	1 – 20 Days
19	Inappropriate use of electronic communications/media equipment	1 – 20 Days
20.	Other – defined as any conduct injurious to the moral tone of the school or to the physical or mental well-being of others	1 – 20 Days

The principal will follow the requirements established by the *Police/School Board Protocol* when activities occur requiring mandatory or discretionary reporting to police.

Activities leading to suspension (Section 310) A principal shall suspend a pupil if he or she believes that the pupil has engaged in any of the following activities while at school, at a school-related activity or in other circumstances where engaging in the activity will have an impact on the school climate . When a pupil is suspended under section 310, the principal shall conduct an investigation to determine whether to recommend to the board that the pupil be expelled.		Principal Shall Suspend In considering whether to recommend to the board that the pupil be expelled, a principal shall take into account any mitigating or other factors .
1.	Possessing a weapon, including possessing a firearm	1 – 20 Days
2.	Using a weapon to cause or to threaten bodily harm to another person	1 – 20 Days
3.	Committing physical assault on another person that causes bodily harm requiring treatment by a medical practitioner	1 – 20 Days
4.	Committing a sexual assault	1 – 20 Days
5.	Trafficking in weapons or illegal drugs	1 – 20 Days
6.	Committing robbery	1 – 20 Days
7.	Giving alcohol to a minor	1 – 20 Days
8.	Giving cannabis to a minor	1 – 20 Days
9.	Bullying, if (i) the pupil has been previously suspended for engaging in bullying, and (ii) the pupil's continuing presence in the school creates an unacceptable risk to the safety of another person.	1 – 20 Days
10.	Any activity listed in subsection 306. (1) of <i>the Act</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 basis.	1 – 20 Days
11.	Possession of explosive substance	1 – 20 Days
12.	Refractory conduct	1 – 20 Days
13.	Serious or repeated misconduct	1 – 20 Days
14.	Conduct injurious to the moral tone of the school or to the physical or mental well-being of others	1 – 20 Days

The principal will follow the requirements established by the *Police/School Board Protocol* when activities occur requiring mandatory or discretionary reporting to police.

Restorative Justice and Mediation

Restorative Justice is a safe, controlled process in which an alleged offender, a victimized individual and their respective families and supporters are brought together with a trained facilitator to discuss the offense and effects and to jointly decide how to ensure that the offender assumes responsibility for her actions. This will ensure a sense of accountability not always found in the court system where offenders are represented by lawyers, encouraged to plead “not guilty” and seldom face their victims.

TCDSB ACCEPTABLE USE POLICY FOR TECHNOLOGY

The **TCDSB Acceptable Use Policy (AUP)** reflects the growing technological presence of electronic communication systems in our schools and emphasizes the use of technology in a respectful manner that upholds the dignity of the human person and is consistent with our Catholic teachings. It recognizes that in the 21st century there is a shared responsibility between the Board, families, schools and students to provide guidance on the appropriate use of technology. The AUP has been created to establish guidelines for users to understand what governs “safe and appropriate use”.

The AUP defines **electronic communication systems** to include social media, website publishing, and the use of **personal electronic devices (PED’s)**. In addition, it addresses expectations surrounding the **Bring Your Own Device (BYOD)** policy effective as of September 2012. While these devices are not mandatory for classroom activities, they may be included when there is a clear educational purpose that has been identified by the teacher.

All students are expected to familiarize themselves with the AUP. The full text of the TCDSB AUP can be found at: <http://www.tcdsb.org/board/policies/aup>

Summary of the AUP expectations for students when using the TCDSB electronic communication system:

Behaviour Expectations:

- All students must sign a "Student Access Agreement" before receiving their individual user accounts and gaining access to the Board network. If a student is less than 18 years of age, a parent or guardian must also sign the agreement.
- Using the Board’s electronic communication systems is a privilege, not a right, and can be restricted or, if appropriate, removed altogether.
- Individual user accounts must remain private.
- Students must act ethically, lawfully and in an appropriate manner when using the Board’s electronic communication systems.

Personal Safety & Privacy:

- Students will promptly inform a school Administrator or teacher if they receive any inappropriate communication that makes them feel uncomfortable or unsafe.
- Students should always protect their personal information and privacy.

All parents and students are encouraged to familiarize themselves with resources that support Digital Citizenship. For parents and students, resources can be found at:

<https://www.tcdsb.org/ProgramsServices/SchoolProgramsK12/AcademicICT/DigitalCitizenship>

Password Management:

- TCDSB student logins grant access to WiFi, school computers and devices, and educational third-party services e.g., Google Apps for Education (GAFE).
- Password management is very important, and students must personally create their own password and it must be a strong password.
- Students must keep their password secret, and never disclose or share a password. □ When creating a password, we recommend that you make it easy to remember, but hard for others to guess. Avoid using personal information such as your name, email address, or mailing address.

□ **Password creation checklist:**

- ✓ Minimum 8 characters
- ✓ Need to meet three of the following criteria:
 - At least 1 upper-case letter
 - At least 1 lower-case letter
 - At least 1 number
 - At least 1 special character

Unacceptable Activities:

- Attempts to access unauthorized areas of the Board's system, or any other computer system through the Board's network. This includes attempting to access another user's files or attempting to log on using another person's account.
- Malicious destruction or abuse of the Board's network, computer systems, hardware, software, or electronic devices.
- Accessing, installing, or distributing unauthorized equipment, software or media files on the Board's network or computer systems.
- Engaging in any illegal activities such as the sale of drugs or alcohol, criminal activity or threatening the safety of another person.
- Engaging in any inappropriate behaviour such as cyberbullying, personal attacks, threats, harassment, hate motivated and discriminatory behaviours at school, school related events or in circumstances that negatively impact on the school climate. These actions will be dealt with according to the Education Act or school codes of conduct.
- Impersonation or using a false identity.
- Any use of inappropriate language (obscene, profane, threatening, harassing, bullying, racist or disrespectful) posted publicly, privately, or on any websites.

Plagiarism and Copyright Infringement

- Students must not plagiarize works that they find on the Internet and properly obtain permission and/or site original ownership for copyright materials.

Bring Your Own Computer / Personal Electronic Device (PED):

- The student use of PEDs is a privilege, not a right and can be removed if it interferes with student learning, duties, and obligations.
- Students are allowed to bring their own Personal Electronic Device (PED) including cell phones and laptops to school, but not to class unless permitted by the teacher, for an educational purpose. • **For educational purposes, students may use their PEDs when not in class in the following designated areas: cafeteria, library and hallways.**
- All other times PEDs MUST be securely stored away by the student and in silent mode during regular school hours. A student who uses a PED in class without the teacher's permission is subject to regular classroom and school disciplinary procedures.
- The teacher may send a student to see an administrator if a PED is used inappropriately during class. The administrator may confiscate the device and store it securely until the matter is resolved. • The school administration may decide when and where PEDs are permitted and prohibited within a school environment.
- Students may connect their devices to the Board's Guest network for internet access only, in designated study areas and as per school policy. PEDs are NOT permitted in examination rooms unless the teacher has granted permission.
- Board Technical support will be not be provided for any hardware, software or connectivity issues, and users may not install any Board/Ministry licensed software, unless the software has been licensed for home use.

- All PEDs must have anti-virus malware protection on them prior to connecting to the Board's network. If a PED is suspected of interfering with the Board's network it must be disconnected and securely stored by the student.
- Students may not use PEDs to capture video or images in private areas such as washrooms or change rooms. When photographing a student or students on school property their consent must be granted. Parental/guardian consent is required for photographing a student with special needs. Any images being posted or transmitted electronically while photographed on school property or at a school event must have the permission of the individual(s) or the principal. Any images or video that negatively impact the school climate must not be captured, transmitted or posted under any circumstances.

Accessing TCDSB Wi-Fi Network with a Personal Device

- The TCDSB provides students with Wi-Fi access on their personal devices for educational purposes only. Students must restrict their use of Wi-Fi to this end.
- Access to Wi-Fi with a personal device is restricted to the **TCDSB-Guest** network.
- Any personal device connected to a Wi-Fi network other than the **TCDSB-Guest** (including but not limited to **TCDSB-Misc**) will be identified and banned from all TCDSB Wi-Fi networks.

Disciplinary Consequences:

- In the event that a student violates this policy, the student (and parent, where applicable) will be provided with a notice of violation and will meet with a school administrator/designate.
- A school administrator/designate may deny, restrict, or suspend a student's access to the Board's network upon any violation of this policy or other rules of the school. Appropriate legal authorities will be contacted if there is any suspicion of illegal activities.
- The Board will cooperate fully with legal authorities in any investigation relating to illegal activities conducted through the Board's system.

BOMB THREAT
Possible presence of a bomb on school property

A **BOMB THREAT** response may be initiated when a report of the presence of a bomb is received or a suspicious package is found.

Each school will follow the bomb threat response procedure as outlined in the *TCDSB Emergency and Crisis Response Plan*.

Threats to School Safety Response Procedures are initiated when a high-risk incident involving weapons, hazardous chemical spill, severe weather warning, student/stranger intrusion, etc. occur in the school or on school property, or if there are circumstances in the vicinity of the school that could endanger the lives and/or the safety of students and staff.

In order for all students and staff to become familiar with the expectations during a lockdown, each school will practice the lockdown response procedure in the fall and in the spring.



Parents are asked **NOT TO CONTACT** the school or child during an emergency response procedure.

CONCEALED WEAPON
School staff or police receive information about a student carrying a concealed weapon

When a report of a person carrying a concealed weapon in a school is received, the school staff and the police will determine the most appropriate response.

COMMUNICATIONS

School staff and Board officials follow the direction of the Toronto Police Service during a crisis. To ensure everyone's safety during a threatening situation or crisis incident, the Board does not use Twitter and other social media to communicate information, unless specifically instructed by Toronto Police Service.

The Board also encourages staff, students and parents not to engage in social media to communicate unconfirmed information while a safety incident is in progress, as it may impede emergency personnel response and/or compromise measures to contain the safety threat. The Board supports schools with school communications based on the situation, including letters issued after the fact, in consultation with TPS. Social media is also used to share updates as warranted.

Dr. Brendan Browne, Director of Education
Joseph Martino, Chair of the Board

March 2021

TORONTO CATHOLIC DISTRICT SCHOOL BOARD
80 Sheppard Avenue East, North York, ON M2N 4E8
416-222-8082 • www.tcdsb.org

THREATS TO SCHOOL SAFETY RESPONSE PROCEDURES

The TCDSB has a primary responsibility to ensure the safety of students and staff inside Board buildings and on Board property. Central policies and procedures provide direct support to school administrators in the management of a crisis situation.

The supports outlined in this brochure have been developed through community consultation and through collaboration with the Toronto Police Service.



**SAFE
SCHOOLS**



EMERGENCY AND CRISIS RESPONSE PLAN

THREAT TO SCHOOL SAFETY RESPONSE PROCEDURES

Follow these steps when you have been informed of a Threat to School Safety



LOCKDOWN	HOLD & SECURE	SHELTER IN PLACE	BOMB THREAT
<p>A major incident or threat of school violence within the school or on school premises</p> <p>Any Staff Member can initiate a lockdown:</p> <ul style="list-style-type: none"> • PA Announcement, or • Emergency Button (if installed), or • 3 Corridor fire Bells, or • Verbal (Lockdown, Lockdown, Lockdown) <ol style="list-style-type: none"> 1. Enter nearest room. *If outside building, consider proceeding to the Emergency Evacuation Site if unsafe to enter building. 2. Lock classrooms/room doors. Do not open door once secured. *Unlocked exterior doors remain unlocked for police access. 3. Consider barricading classrooms/room door (where possible and safe to do so). (e.g. use doorstops) 4. Close and cover windows (where possible and safe to do so). 5. Turn off lights. 6. Move away from classrooms/room doors and windows and be aware of sightlines. 7. Students turn off cell phones and electronic devices. Staff cell phones should be set to silent. 8. Staff can call 911 with any helpful information (if safe to do so). 9. Maintain silence. Do not contact the office. 10. Lie on floor if gunshots are heard. 11. Evacuate building or relocate to another space if your security is compromised. 12. Remain in place until released. The Police or Principal/Designate will lift a Lockdown room by room. 	<p>Possible danger in the school neighbourhood</p> <ol style="list-style-type: none"> 1. Return indoors. 2. Close and lock exterior doors. 3. Assigned designated staff monitor Exits/Entrances. 4. Close windows and window coverings (where possible and safe to do so). 5. Students turn off cell phones and/or personal electronic devices. 6. Staff contacts the office only to provide relevant updates to the current situation. 7. Continue regular indoor routines if safe to do so. All outside activities are cancelled. 8. Remain in place until Principal/Designate announce Hold and Secure has been lifted. 	<p>Possible environmental danger in the school neighbourhood</p> <ol style="list-style-type: none"> 1. Return indoors. 2. Assigned designated staff monitor Exits/Entrances. 3. Shut off air exchange system. 4. Close windows and window coverings (where possible and safe to do so). 5. Staff contacts the office only to provide relevant updates to the current situation. 6. Continue regular indoor routines if safe to do so. All outside activities are cancelled. 7. Remain in place until the Principal/Designate announces Shelter in Place has been lifted. 	<p>Any conveyance of a message that is designed to warn and/or alarm people to an impending detonation of an explosive or incendiary device to cause damage, death, or injuries, whether or not such a device actually exists</p> <ol style="list-style-type: none"> 1. a) If you receive a Bomb Threat, document details and report to Principal/Designate. Principal/Designate will contact police for direction. b) If you discover a suspicious item, do not touch and notify Principal/Designate immediately. Principal/Designate will contact police for direction. 2. Principal/Designate will initiate a visual scan and/or determine if relocation or evacuation is necessary. 3. If a suspicious package is found, do not use any electronic device, cell phone or walkie talkie in close proximity. 4. If ordered to evacuate, remain at the evacuation site until Principal/Designate and/or the Police provide further instruction. 5. If instructed to evacuate be aware of your evacuation route and continually scan your surroundings until safely at the evacuation site. 6. If an explosive incident occurs, follow established school evacuation procedures. Contact police.

STUDENT AND FAMILY RESOURCES

The TCDSB Human Rights and Equity Advisor and our Equity Department is pleased to share resources for students and families to support 2SLGBTQ+ students, racialized students, and students experiencing poverty, grief/loss, and homelessness:

Student and Family Community Resources:

<https://www.tcdsb.org/FORCOMMUNITY/CommunityRelations/Equity-Events-Resources/Pages/Student-and-Family-Community-Resources.aspx>

TCDSB staff have a strong tradition of nurturing students and families through collaborative pathways of care, rooted in our Catholic faith and focused on inclusive school communities. We encourage you to review these resources and consider how you can use them to support students and families in your school communities and across our Board.

It is our calling as a Catholic school board to serve our communities through the principles of social justice, guided by Catholic social teachings of respect, inclusion, fairness, equity, and social justice, in which every person is valued as a child of God.

EMERGENCY CONTACT INFORMATION

Police/Fire/Ambulance 911

Hospitals/Clinics

Sunnybrook Hospital 416-480-6100
Mount Sinai Hospital 416-596-4200
Women's College Hospital 416-323-6400
Teen Clinic (Sick Kids Hospital) 416-813-5804

Help Lines

CAMH 416-535-8501
Catholic Children's Aid 416-924-2100
Distress Centre 416-408-4357
Kids Help Phone 1-800-668-6868
Mobile Crisis Unit 416-393-9990
Sick Kids Drug Abuse Centre 416-813-5097
Sick Kids Drug Helpline 416-813-6703
Women's Assault Hotline 416-863-0511

Food, Clothing and Shelter

Daily Bread Food Bank 416-203-0050
Covenant House 416-593-4849

**Free Access to a
Registered Nurse**
416-395-1500

**Central Toronto Youth
Services 24 Hours a day
7 days a Week.**

**Hospital for Sick Children
Teen Clinic
416-813-5804**

www.cprf.ca
www.camh.net
www.mentalhealthcommissioncanada.ca
[a www.kidshelpphone.ca](http://www.kidshelpphone.ca)



