

Blessed Archbishop Romero Catholic Secondary School

2017 - 2018



Nancy Mancini
Principal

Martin Clough
Vice Principal

Head Secretary: **Donna Connors**
Administrative Assistant:
Guidance Secretary: **Michelle Borg**

Trustee: **Frank D'Amico**
Superintendent of Schools: **Doug Yack**

99 Humber Boulevard, Toronto, Ontario, M6N 2H4

(416) 393-5555 Fax (416) 393-5010

School Website: <http://www.tcdsb.org/archbishopromero/>

This agenda belongs to:

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BLESSED ARCHBISHOP OSCAR ROMERO

1917 - 1980

Father Oscar Romero was a priest who came to fight for the common people by opposing the social structures which caused their poverty and powerlessness. He knew that most people in his country, El Salvador, were poor, solely because the land and wealth was owned by a handful of very rich families. Through his struggles to bring awareness and change to the inequities and social injustices in his country, he came to harbor a deep love and respect for El Salvador's factory workers, average laborers and "campesinos".

In 1970, Archbishop Oscar Romero was appointed a Bishop of the Catholic Church in El Salvador. Seven years later, the Pope appointed him Archbishop of San Salvador, the capital of his country. Originally, Archbishop Romero gave little thought to the plights of the poor. But this did not last long. In listening deeply to the hopes and fears of the disadvantaged, he soon realized that poverty existed in his country because a few rich and powerful individuals prevented the vast majority of peoples from owning land and earning adequate salaries.

Archbishop Romero took every opportunity available to him to speak out publicly against the injustice committed against the poor and the torture many endured in their fight for social and economic equality. He urged people to respect each other's rights and lives. His sermons became very popular in the country. Many listened with earphones for fear they would be tortured or killed if they were caught listening to Archbishop Romero. The more popular Archbishop Romero became, the more he was in danger.

On March 24, 1980 at 6:30pm, as he was celebrating Mass, two men walked up to the altar after the homily and shot the Archbishop through the heart.

Archbishop A. Romero, [The Violence of Love](#)

PRINCIPAL'S MESSAGE

September 2017

Dear Students and Parents:

Please accept this message, as my wish, that every student have an good school year in 2017/18, at our beloved 'Arch'. It is my deep hope that each student meets with some academic success, makes a new friend(s), experiences a new activity, club or sport, forges a deeper self-understanding, both as cared-for youths in Blessed Archbishop Romero, ambassadors of the Toronto Catholic District School Board, and precious children of God. Likewise, I would like to wish an equally heartfelt wish to all parents, and/or guardians, that they partner with teachers, support staff and administrators, to raise young adults, who are critical, self-disciplined, respectful of others and themselves, kind and compassionate.

Blessed Archbishop Romero continues to be a school, which is founded upon the treasured school motto words: Justice, Community and Knowledge. These school words have their roots in the social justice works undertaken by our patron, Blessed Archbishop Oscar Romero, and have become guiding light posts and reminders to our community.

**N. Mancini
Principal**

SPIRITUAL DIMENSIONS

The Spiritual dimension of our school is evident in all of our programs and activities. It can be seen through our retreats, liturgies, Christian Service Projects and celebrations, as well as in daily attitudes and actions. Specifically:

1. Students take a course in Theology each year, in order to ensure solidarity with church teaching.
2. Students will participate in a retreat or faith development experience.
3. The celebration of the Eucharist, as a school community, occurs at important points in the church and school calendar.
4. The school day begins, and ends, with a liturgical reflection, in order to reinforce community belonging, belief in our Catholic Faith and to provide an opportunity, for students and staff, to gather their thoughts under a common moral purpose.
5. Students have the opportunity to receive the sacrament of Reconciliation during Lent when the church calls us to be aware of our need for God's forgiving love.
6. The Chapel is designated as a quiet place for prayer and reflection.

CHAPLAIN

The role of the Chaplain is to call members of the community to live their faith on a day-to-day basis through prayer and worship, through observation of the seasons and Holy Days of the Church calendar and through service to others. The Chaplain also provides spiritual direction and pastoral care. Students and staff are encouraged to visit the Chaplain pastoral counselling. In addition, the Chaplain co-ordinates the Retreat Program and serves as a link to the local parishes and the Archdiocese.

Schedules 2017-2018

Regular Schedule

Warning Bell:	8:25
Period One:	8:30 - 9:45
Announcements:	9:45 - 9:50
Period Two:	9:55 - 11:10
Period Three: A - Lunch:	11:15 - 11:55
B - Lunch:	11:55 - 12:35
C - Lunch:	12:35 - 1:15
Period Four:	1:20 - 2:35

Late Start Schedule

Warning Bell:	9:40
Period One:	9:45 - 10:35
Announcements	10:35 - 10:40
Period Two:	10:40 - 11:30
Period Three: A - Lunch:	11:30 - 12:10
B - Lunch:	12:10 - 12:50
C - Lunch:	12:50 - 1:30
Period Four:	1:35 - 2:25

SCHOOL YEAR CALENDAR 2017-2018

Labour Day	September 4, 2017
First Instructional Day	September 5, 2017
Thanksgiving Day	October 9, 2017
Christmas Break	December 25, 2017 – January 5, 2018
Start of 2nd Semester	February 5, 2018
Family Day	February 19, 2018
Mid-Winter Break	March 12-16, 2018
Good Friday	March 30, 2018
Easter Monday	April 2, 2018
Victoria Day	May 21, 2018

PD DAYS

October 6, 2017
November 17, 2017
December 1, 2017
February 16, 2018
June 27, 2018
June 28, 2018
June 29, 2018

LATE START & SPIRIT WEAR

September 20, 2017
October 4, 2017
November 1, 2017
February 7, 2018
March 7, 2018
April 4, 2018
May 4, 2018

CIVVIES DAYS

October 18, 2017
November 15, 2017
December 13, 2017
February 21, 2018
March 21, 2018
April 18, 2018

SPIRIT WEAR ONLY

December 6, 2017
December 20, 2017
January 10, 2018
May 16, 2018
May 30, 2018

ASSESSMENT AND EVALUATION POLICY

Assessment and Evaluation at Archbishop Romero Catholic S.S. is based upon key tenets, within the Ministry of Education document entitled, Growing Success (Assessment, Evaluation, and Reporting: Improving Student Learning), 2012. The primary purpose of assessment and evaluation is to improve student learning. Assessment and evaluation are important tools for adapting curriculum and instructional approaches to students' needs and for determining the overall effectiveness of programs and classroom practices.

DEFINITIONS

Assessment – Assessment is the process of gathering information from a variety of sources (including assignments, demonstrations, projects, performances and tests/quizzes) that accurately reflects how well a student is achieving the curriculum expectations in a course or subject. As part of assessment, teachers provide students with descriptive feedback that guides their efforts towards improvement in a timely manner.

Evaluation – Evaluation refers to the final stage of judging the quality of student work by assigning a value to represent that quality. In Ontario the value assigned will be in the form of a percentage grade.

Diagnostic Assessment – Diagnostic, or initial assessment information, is gathered at the beginning of a unit, or course of study; this information must not be factored into report card marks.

Formative Assessment – Formative assessment information is gathered throughout the unit of study, and is primarily meant to provide feedback to students in order to improve learning; some of this information may be reflected in the student's final grade.

Summative Assessment – Summative assessment information is used to make judgments about a student's achievement at the end of a period of instruction, and is always reflected in the student's final grade.

THE ACHIEVEMENT CHART

The following table provides a summary description of achievement in each percentage grade range and corresponding level of achievement:

Percentage Grade Range	Achievement Level	Summary Description
80–100%	Level 4	A very high to outstanding level of achievement. Achievement is <i>above</i> the provincial standard.
70–79%	Level 3	A high level of achievement. Achievement is <i>at</i> the provincial standard.
60–69%	Level 2	A moderate level of achievement. Achievement is <i>below, but approaching</i> , the provincial standard.
50–59%	Level 1	A passable level of achievement. Achievement is <i>below</i> the provincial standard.
Below 50%		Insufficient achievement of curriculum expectations. A credit will not be granted.

Categories of Knowledge and Skills

Students are assessed in the following four categories of learning defined in Provincial Achievement and Evaluation Policies. These are:

- Knowledge/Understanding
- Thinking / Inquiry
- Communication
- Application

LEARNING SKILLS

For each course, in each reporting period, the quality of the learning skills demonstrated by the student is recorded on the provincial report card using the following letter symbols: **E-Excellent, G-Good, S-Satisfactory and N-Needs Improvement.**

THE FINAL GRADE

70% of the grade will be based on evaluations conducted throughout the course. This portion of the grade should reflect the student's most consistent level of achievement throughout the course, although special consideration should be given to more recent evidence of achievement.

30% of the grade will be based on a final evaluation in the form of an examination, performance, essay, culminating activity and/or other method of evaluation suitable to the course content and administered towards the end of the course.

Illness - Students who are absent from an exam, due to illness, are to provide a medical note. Students who fail to provide medical documentation may receive an exam mark of zero.

Vacation - **Parents are expected to arrange family vacations and appointments at times outside of school hours/days, as they are placing the academic success of their child in jeopardy.**

Suspension - Students who are absent from an examination due to a suspension will be given the opportunity to write exams in the main office while being supervised by the administration.

Special Circumstances - Students with special circumstances must speak to a member of the administration, prior to scheduled final exams/culminating activity due dates.

THE REPORTING METHOD

Each report will include attendance, punctuality, grade, course median, teachers' comments and learning skills. Parent-Student-Teacher Conference Night is scheduled subsequent to the distribution of mid-semester reports. Parents and teachers are encouraged to contact one another at any time during the school year, in order to address any concerns. **Please refer to the monthly calendar, in this agenda, for the parent-teacher interview evenings.**

Note: Grade 9 Math and English courses are full year; report cards are issued four times a year for these courses.

TEACHER RESPONSIBILITIES FOR ASSESSMENT

- Provides students with COURSE INFORMATION SHEETS at the beginning of the course, which shall include category weightings according to KICA
- Provides a rubric, success criteria, or marking scheme for a major assignment
- Provides timely feedback of assessment tasks
- Administers diagnostic testing

STUDENT RESPONSIBILITIES FOR ASSESSMENT

- Ensures that s/he clearly understands the assessment tasks (i.e., assignments, criteria, timelines)
- Asks for help if assessment tasks expectations are not clear
- Completes assessment tasks as per timelines and studies for tests/exams
- Attends class regularly and is punctual

PARENT/GUARDIAN RESPONSIBILITIES FOR STUDENT SUCCESS

- Provides encouragement and appropriate support (e.g. quiet space to complete homework)
- Parent maintains regular contact with the teacher if child struggles in class
- Provides accurate contact information (work #, cell phone #); and attends parent-teacher interviews

ACADEMIC PENALTIES AND CONSEQUENCES

Please follow, or google, the link below, in order to access the TCDSB Assessment Policy entitled *S.P. 13 Student Assessment, Evaluation and Reporting – Operational Procedures (pp. 5 -8)*. This document outlines school and board policies, in regards to students who cheat, plagiarize, miss tests/assignments and/or hand in assignments late.

<https://www.tcdsb.org/Board/Policies/Documents/SP13%20Appendix%20A.pdf>

CATHOLIC CODE OF CONDUCT

In keeping with the Graduate Expectations of the Institute of Catholic Education and *Bill 212: Progressive Discipline and School Safety Act*, the staff of Blessed Archbishop Romero Catholic Secondary School wishes to outline the standards of behaviour and conduct that is expected of all members of our community, in order to maintain and enhance a Catholic environment, that is safe and welcoming and in which teaching and learning will flourish. Negative, disruptive and aggressive behaviour will not be tolerated. The following principles, as outlined in the *Progressive Discipline and School Safety Act*, have been used to develop the code of behaviour:

- ALL members of the community (students, parents, guardians, volunteers, teachers, and other staff) are governed by the Graduate Expectations as outlined by the Institute of Catholic Education
- ALL members of the school community are to be treated with respect and dignity
- All members in the school community have a responsibility to maintain a safe school community
- Members of the community are expected to use non-violent means to resolve conflicts
- **Weapons** - As detailed in *The Progressive Discipline and School Safety Act*, students are not permitted to be in possession of any weapon **or replica of any weapon** on school property or at school sponsored activities for any reason. If a student violates this regulation, their parents and the police will be contacted. Expulsion proceedings may also be initiated.

According to the *Bill 212*, school administrators should, and must issue discipline according to infractions, such as theft, violence, drugs and bullying. This discipline can range from community service, mediation and/or suspension/expulsions. If students behave in a manner off site, which has harmed the moral tone of the school community, s/he can also be formally disciplined by administrators. At Blessed Archbishop Romero, we understand that students will make mistakes, in terms of their behavior and regulation of emotions. Thus, the school is devoted to a Progressive Discipline model, which sees discipline start with minor punitive measures, and increase, if the student repeats the offenses. This will allow the student the opportunity to rehabilitate him/herself and demonstrate growth in positive social behavior.

The fundamental expectation of students in our Catholic Schools is to follow the ethic of our Catholic Faith, wherein empathy, care for others, and respect for life are present. If you are aware that a student, or group of students, is in a dangerous situation(s), then you should tell a caring adult in the school community immediately.

~~Disciplinary procedures and consequences~~
also be accessed through the school website.

Uniform

The uniform is a source of pride at Blessed Archbishop Romero C.S.S. and should be worn with dignity and properly, at all times, except upon

entering/exiting the school building, during civvies days, special events and trips.

1. School crested, maroon or white coloured long and short sleeve buttoned polo shirts must be worn at all times, even under the full zip cardigan.
2. Students may wear only plain white, black or grey undershirts and undershirts.
3. Archbishop Romero solid flat front grey pants are available only through our approved supplier, R. J. McCarthy - other styles or brands of dress pants are not permitted
4. Archbishop Romero plaid kilt must be worn **only** with black knee socks or leotards.
5. Coats and jackets are not to be worn in the building, during the day. The only exception is when students are clearly entering or leaving the building. Coats, jackets, or any other non-uniform items are not to be worn in the cafeteria or classrooms
6. Caps and hats are NOT permitted during school hours and should be left at in the student's locker. Students who carry or wear this type of headwear may have it confiscated.
7. Students are required to wear **completely black shoes**. NO SANDALS or Moccasins are permitted, and pants cannot be tucked into footwear. If you are unsure if your preferred shoe conforms to the school uniform policy, please check with Administration PRIOR TO MAKING YOUR SHOE PURCHASE.
8. **The style of all uniform items must be consistent for all students and are not to be altered in any way, except the length of the hem, in order to accommodate for the student's individual height.**

Your child has chosen a uniform school, therefore s/he has made the decision to wear the uniform, according to the rules 1 – 8 stated above. If your son/daughter is found to be contravening the Romero uniform policy, s/he will be warned once and a phone call and/or letter sent home to parents. Upon the second infraction, your child will be sent home.

Physical Education Uniforms

Students in Physical Education classes are expected to be in full Phys. Ed. uniform for every Health and Physical Education class. The physical education uniform consists of: (i) the Archbishop Romero physical education T-Shirt; (ii) Archbishop Romero physical education shorts; (iii) white socks; and, iv) non-marking running shoes. Students not wearing these items might not be permitted to participate in Health and Physical Education class.

Physical Education Uniforms (t-shirts and shorts) are available for purchase through the Physical Education Department.

ATTENDANCE PROCEDURES

Regular attendance on the part of the students is vital to the process of learning. Therefore, it is the responsibility of each student to be in attendance at all times and with the proper materials required for full participation. All students are expected to participate in the religious functions of the school - liturgies, retreats, class and school reflections, etc.

Daily Attendance - A parent or guardian (not an older sibling) must contact the school at (416) 393-5555 and Press 2 to report an absence for their child. School voicemail can be accessed 24 hours at any time of the day.

Lates - Students are expected to be on time for all classes. Initial lates will be dealt with by the classroom teachers. Parents of all students who miss class or are late for class will be automatically notified by our phone computer system. You may want to immediately call the attendance secretary upon receiving such a call to ensure the safety and whereabouts of the student. Parents may request a P.I.N., (personal identification number), so that students will not be able to interrupt direct communication between the school and the home. To leave a message regarding a student's absence, please call 416-393-5555 and Press 2

Student Sign-out - Students who must leave at some point during the school day are required to obtain a sign-out slip from the Attendance Office. A student who becomes sick during the day, or must leave for some other reason, will be required to contact a parent or guardian through the Attendance Secretary. Only then will a student be allowed to leave prior to 2:35 p.m. If a student goes home for lunch and does not return due to illness, the school must be notified immediately. email address where applicable

Adult Students – When students reach eighteen years of age, they have access to all the rights and responsibilities of an adult. The school requests that when a student reaches the age of eighteen, if s/he continues to want his/her parents contacted, in regards to attendance and achievement, that s/he complete the Adult Student Agreement available from the Attendance Office. It should be noted that even when a student reaches the age of eighteen, the student continues to be subject to all of the policies and expectations of Archbishop Romero Catholic S.S.

THREATS TO SCHOOL SAFETY

Response Procedures

The Toronto Catholic District School Board has a primary responsibility to ensure the safety of students and staff inside Board buildings and on Board property. **Shelter in Place, Hold and Secure** and **Lockdown** represent the three different responses that may be initiated by a school principal in the event of a threat to school safety.

Shelter in Place - Possible Environmental Danger in the School Neighbourhood

A **Shelter in Place** response is generally initiated by the Toronto Police Service or other agencies, including Toronto Fire Services, having jurisdiction over the incident. The threat poses no immediate danger to students or staff unless they leave the building.

Hold and Secure - Possible Danger in the School Neighbourhood

A **Hold and Secure** response is initiated when the threat is proximate to, but not inside the building. The threat poses no immediate danger to students or staff unless they leave the building.

Lockdown - Danger on the School Site

A **Lockdown** response is initiated when imminent danger is present on the school site and the safety of students and staff is threatened.

In order for all students and staff to become familiar with expectations during a threat to school safety, our school will be practicing threat response procedures as we have normally done with fire drills. During these drills, signs will be posted on the entrance doors indicating that the school is in **Shelter in Place, Hold and Secure** or **Lockdown**. The doors **may** be locked and no one will be allowed to enter or exit the school.

Should a real threat to school safety procedure be initiated, the school will inform parents of the event that led to the particular response by letter or phone out system. Any questions about procedures should be directed to the School Administration.

ARCHBISHOP ROMERO ATHLETICS

The Archbishop Romero Athletics Department believes that athletics represents an opportunity to learn things that can't be fully realized in a classroom setting. Cooperation, leadership and selflessness find their way into a dressing room as easily as hard work, good judgement and critical thinking appear on a basketball court. Our students who participate in intramural activities will also gain the enormous benefits that only physical activity can provide: fun, friends and fitness.

~~The regularity of Archbishop Romero school (varsity) and intramural sports~~

Fall Sports: Junior Girls Basketball Senior Girls Basketball Cross Country Junior Boys Soccer Senior Boys Volleyball Golf Intramural Flag Football Intramural Co Ed Volleyball

Winter Sports: Junior Boys Basketball Senior Boys Basketball Junior Girls Volleyball Senior Girls Volleyball Table Tennis Swimming Intramural 3 on 3 Basketball Intramural Indoor Soccer

Spring Sports: Badminton Junior Boys Volleyball Ball Hockey Baseball Track and Field Senior Boys Soccer Girls Soccer Girls Softball Intramural Ball Hockey

Criteria for participation in varsity teams:

- **To be eligible for Midget Sports** (note that Midget is only offered in individual sports: cross-country, track, badminton, swimming), your birth certificate must indicate that you have not yet reached your 14th birthday by January 1st prior to the start of the school year in which the competition is held. Students may compete in this category for one year only. Junior: 15th birthday. Senior: 19th birthday
- To try out for a varsity team you must be a full time student (at least 3 courses per semester) demonstrate regular classroom attendance, acceptable academic standing, good behaviour and respect for the uniform
- If you have come from another school, you must go through the transfer appeal process
- Each athlete is scheduled to pay a \$30.00 athletic fee to offset the following expenses incurred by the school: referee fees, bus tickets, tournament entries, league fees, equipment and uniform purchases and all other costs associated with running sports teams. Participation in each additional sports activity costs \$10.00

SUPPORT SERVICES

Support services are available to students and families through a variety of personnel. Through the Special Education Department, accommodations and/or modifications are provided within the classroom setting for students based on the needs outlined in their Individual Education Plan (IEP). The Child and Youth Workers provide individual and group support for students exhibiting attendance, behavioral, emotional and social challenges. A Social Worker and Psychologist are assigned to Archbishop Romero C.S.S. for various times during the week. A Settlement Worker is present one day a week to support families and students new to Canada. Parents can contact the above staff through the Secretary of the Guidance and Career Education Office at (416) 393-5555.

Referrals to any of these support services can be made by parents, students, guidance counselors, teachers, and administrators.

CATHOLIC PARENT INVOLVEMENT COMMITTEE (CPIC)

School Councils represents the student voice, and as such advises the principal on issues affecting the academic and social climate of the school. Membership reflects both the school and the community, and must include parents and guardians of students, the principals, a teacher, a student representative (secondary school councils), a non-teaching school staff member, as well as members from the community at large.

RELIGIOUS ACCOMMODATIONS 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.

It is understood all students registered in Archbishop Romero 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 Archbishop Romero C.S.S. 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.

In the spirit of respect and inclusion, the TCDSB will work cooperatively and take all reasonable steps, to provide accommodation to individual requests to facilitate his/her religious beliefs and practices. We would ask those seeking accommodations to make their requests at the start of the school year so that consideration can be given early on.

For further information on religious accommodation please consult with the school administration. Additional information on the religious accommodation guidelines can be found at www.tcdsb.org/religiousaccommodation.htm

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 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.

- Individual user accounts must remain private.
- Students must act ethically, lawfully and in an appropriate manner when using the Board's electronic communication systems.

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:**
 - ✓ 8-16 characters
 - ✓ At least 1 upper-case letter
 - ✓ At least 1 lower-case letter
 - ✓ At least 1 number
 - ✓ No space
 - ✓ No accented characters

Unacceptable Activities:

- **Students must not record, either voice or images, other students or staff, without the knowledge and permission of these individuals, and to do so may lead to suspension**
- 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 publically, 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 and must log on to 'TCDSB-guest'

**TORONTO CATHOLIC
DISTRICT SCHOOL BOARD
TRUSTEES 2017-2018**

Wards

1.	Joseph Martino	416-512-3401
2.	Ann Andrachuk	416-512-3402
3.	Sal Piccininni	416-512-3403
4.	Patrizia Bottoni	416-512-3404
5.	Maria Rizzo	416-512-3405
6.	Frank D'Amico, Vice-Chair	416-512-3406
7.	Michael Del Grande	416-512-3407
8.	Garry Tanuan	416-512-3408
9.	Jo-Ann Davis	416-512-3409
10.	Barbara Poplawski	416-512-3410
11.	Angela Kennedy, Chair	416-512-3411
12.	Nancy Crawford	416-512-3412
	Rhea Carlisle Student Trustees	416-512-3413
	Joel Ndongmi, Student Trustee	416-512-3417