

St. Bernard De Clairvaux Catholic School



School Handbook

2018/2019

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 present. 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.

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ST. BERNARD CATHOLIC SCHOOL MISSION STATEMENT

St. Bernard Catholic School is a safe and welcoming environment that fosters academic excellence and peaceful relationships. We are a community whose members live the Gospel Values by caring for others, caring for ourselves and caring for our space and our environment. It is a school community where the love of God and the display of Faith are a fundamental component of day to day life.

Through a partnership of students, parents, teachers, parish, and community agencies we work together to support the spiritual, intellectual, emotional, physical and social growth of the students entrusted to our care.

1. SCHEDULE

8:28 warning bell with 8:30 start	
8:30-8:35	OPENING EXERCISES
8:35-9:05	PERIOD 1
9:09-9:39	PERIOD 2
9:42-10:12	PERIOD 3
10:12-10:27	RECESS
10:27-10:57	PERIOD 4
11:00-11:15	PERIOD 5 AM
11:15-12:15	LUNCH
12:15-12:30	PERIOD 5 PM
12:35-1:05	PERIOD 6
10:10-1:40	PERIOD 7
1:40-1:55	RECESS
1:55-2:25	PERIOD 8
2:30-3:00	PERIOD 9
	DISMISSAL AT 3:00 PM

2. School Year Calendar 2017-2018 As Approved by the Board

Number of school days	194
Number of Professional Activity Days	7
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 second semester for secondary schools	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
Last day of classes for elementary students	June 28, 2018

Seven (7) Professional Activity (PA) Days for ELEMENTARY schools:

October 6, 2017	Provincial Education Priorities
November 17, 2017	Parent-Teacher Conferences
December 1, 2017	Provincial Education Priorities/Faith Development
January 19, 2018	Assessment, Evaluation and Reporting
February 16, 2018	Parent-Teacher Conferences
June 8, 2018	Assessment, Evaluation and Reporting
June 29, 2018	Provincial Education Priorities

SECTION A – POLICIES AND PROCEDURES

3. ATTENDANCE

3.1 Arrival and Dismissal Procedures

Students should not arrive at school before 8:05 a.m. as this is when teacher supervision of the schoolyard begins. The parking lot of the school is for the use of school staff only. It should not be used by parents as a drop off and pick up area. Parents/guardians should be diligent in assisting the school with maintaining the safety of all our students by following school procedures pertaining to vehicles traffic on school property. **When students are dismissed at 3:00 p.m., they are expected to go directly home or to be picked up on time.** Loitering on school grounds after dismissal is discouraged as there is no teacher supervision at that time for students who are part of the general dismissal. Bus students are supervised until the bus arrives.

3.2 Student Absences

Teachers confirm attendance in the morning and in the afternoon. If your child is going to be absent, please advise the school, either by phone or a written note, stating your name, your child's name and grade, the teacher's name, and the reason for absence. For students who will be absent for extended periods of time (i.e. family vacation), notify the teacher and the school administration in a timely fashion for information regarding the school work that will be missed during the absence. Parents are required to provide the school with a note indicating the duration of his/her child's absence.

3.3 Safe Arrival Program

Please call the school if your child will be absent or late. If you are leaving a message on the school messaging system, clearly state the student's first and last name, grade, classroom teacher and reason for absence. At both AM and PM entry times, if you have not notified the school that your child is going to be absent or late, the school secretary will phone a parent or guardian to verify the whereabouts of the child. **It is of the utmost importance that we have updated home/work/cell phone numbers.**

3.4 Late Arrivals

Punctuality is an important life skill. As late arrivals disrupt classes and learning, students are expected to be on time each day. If your child is late for school he/she must go directly to the office upon arrival to sign in and receive an Admit to Class slip. This late arrival will be recorded on the attendance report. Excessive late arrivals (and absences) are subject to school review. Action to correct these issues include:

Notifying or meeting with parents and/or informing and involving the school social worker or the school guidance counselor.

4. **LUNCH AND RECESS**

Students are encouraged to eat at home if there is adult supervision. If there is no adult supervision at home, they are to eat at school. Students who stay for lunch will be supervised by the classroom teachers and support staff. A parent permission form must be signed at the beginning of the year in order for them to remain at school. Students who remain for lunch are expected to remain on school property throughout the lunch period. Students who leave to eat lunch at home should not return to school until close to the end of the lunch hour, joining their class whether they are indoors or outdoors for the staggered lunch. Students will only be allowed to leave school grounds if they are picked up and signed out by his or her parents or by an adult authorized through a signed and dated letter with the approval of administration. **Students leaving school grounds will not be permitted to purchase food or items for other students. Any person responsible for bringing a lunch to a student must bring the lunch by the beginning of the lunch hour (11:15) and must not bring food items for any other students. In addition, due to life threatening allergies and the promotion of healthy eating, please do not bring fast food. Please refer to our monthly newsletter for additional details.**

5. **HEALTH ISSUES**

5.1 **Illness**

If a child is ill, s/he should remain home. **We cannot accommodate requests to keep children in for recess when they are not well.** We do not have facilities or supervision for such procedures. If a child becomes ill at school, parents will be notified in order to make arrangements for the child to be picked up.

5.2 **Communicable Diseases**

Children who come to school with a communicable disease or condition such as head lice, measles, pink eye, ringworm, etc., will not be allowed to stay at school. We are bound by regulations to notify Toronto Public Health and our Health and Safety Department of certain health related occurrences. We are required to ensure that all children are fully immunized so that everyone is protected from contagious diseases.

5.3 **Medication**

Principals, teachers and support staff of the TCDSB are not permitted to administer any type of prescription medication unless we have written, signed authorization from the parent/guardian and the child's physician. These forms are available from the school administration, are filed at school

and must be updated on a regular basis. Nonprescription medication is not to be brought to school.

If your child requires an inhaler, please inform the school and make sure it remains with your child at all times.

5.4 Allergies: Some children can have life-threatening reactions to a variety of allergens. We are determined to provide a safe and risk-free environment for the students of our school. Please support us by not sending any lunch or snack items to school that may contain peanut or nut products. Due to this concern, children should not share food at school.

If your child requires an Epi Pen , please send us a note stating this fact and we will provide you with the required TCDSB documentation to complete with your child’s physician for our records . Two

EpiPens should be available for the student. One must remain with the student at all times and the other will be stored in an easily accessible location.

A number of staff members and students are very sensitive to perfumes and colognes. Children are strongly discouraged from wearing products with strong scents at school. Again, the need for respect and creation of a comfortable environment for all is a priority at St. Bernard.

6. Safety

6.1 Dress Code

St. Bernard is a professional learning environment and our environment dress code promotes positive and appropriate behaviour, helps students develop respect for each other and creates an environment conducive to learning. We believe that a student’s appearance allows one to develop a sense of responsibility and self- respect.

Clothing not permitted includes: T-shirts with inappropriate images, threatening or offensive messages, profanity, racial slurs or gang related symbols, tank tops, tube tops, mesh shirts, clothing that exposes midriff or undergarments, spaghetti strap tops, baseball caps, bandanas, hats, any head gear that is not related to medical purposes, or short shorts (all shorts should be mid-thigh). A good rule of thumb is, “If you are unsure of a clothing item, do not wear it.” Just keep it plain and simple.

Permitted Clothing

- All students will follow St. Bernard’s Appropriate Dress Code Policy.
- Shirts: **Solid Plain White or solid Navy Blue** preferably with a collar. May include golf-style, dress shirts, turtleneck, and mock turtleneck. No logos or writing.
- Pants, Shorts, Skirts: **Plain black, or navy blue. No large logo or writing or stripes, jeggings, leather/pleather/vinyl or denim.**

- St. Bernard Spirit Wear
- Shoes: Students must wear the appropriate footwear: closed, comfortable shoes, proper laces/Velcro for indoor and outdoor use. Boots are dark soled shoes should not be worn in the gym.
- Students must wear the school uniform on field trips except when given special permission (written communication from the school) because of the nature of the activity, e.g. track meets.

Appropriate length skirts and walking shorts (navy or black) are permitted during warm weather but should be of appropriate length. When students participate in dress down days, any of the aforementioned values and standards of dress must be upheld. Inappropriately dressed children will be asked to change or will be sent home. **Students who present repeated instances of non-compliance to the policy are subject to Progressive Discipline.**

6.2 Visitors

Parents, guardians or caregivers are always welcome at St. Bernard. When visitors arrive, they must report to the office to identify themselves and inform the administrative staff of the reason for the visit. A binder is available in the main office to record the arrival and departure time of the individual(s) coming to the school. **Older brothers, sisters, aunts, uncles, grandparents or other relatives and friends cannot sign out a student unless the parent has contacted the school to make such an arrangement. Help us to reduce safety risks and confusion. Do not walk directly to the school playground or address students from the peripheries of the school (from the parking lot or fence) to talk to your child as students and staff may not know who you are.**

6.3 Lockdowns

The “Emergency Lockdown Procedure” is initiated when a potentially dangerous incident involving weapons, hazardous chemical spill, severe weather or student/stranger intrusion occurs in the school on school property, or in the school vicinity. In order for all students and staff to become familiar with the accepted procedures during a lockdown, our school will periodically practice emergency lockdown procedures. During a lockdown, signs will be posted on the entrance doors indicating that the school is in lockdown. The doors will be locked and no one will be allowed into or out of the school until the emergency has passed. **Should any personnel be inside the building during a lockdown, it is mandatory that they participate fully in lockdown procedures for the full duration of the lockdown.**

6.4 Fire Drills

A Fire Safety Plan for each school is established and approved by the local Fire Chief. The principal is responsible for training school staff and students in fire emergency procedures and fire safety. **All persons present in the school shall take part in fire emergency procedure drills conducted throughout**

the school year.

6.5 Bus Safety

Busing is a service provided by the School Board for its students based on need and exceptional circumstances. School bus transportation is a privilege. Students are expected to follow bus safety rules at all times. Upon dismissal, students must wait in a designated area and board the bus, under teacher supervision, in a safe and orderly manner. Upon arrival, students will proceed immediately to their designated school yard area. Students who ride the bus will do so safely; they will not create loud excessive noise, put arms and heads out of the window, get out of their seat while the bus is moving, throw objects around or distract the driver in any way. Food or drink will not be consumed on the bus. Students will only be allowed to get on and off the bus at a pre-established designated stop. Occasionally, students may miss the bus due to unforeseen circumstances. If this is the case, please do your best to ensure that your child attends school safely in a timely fashion. Students must remain on the bus that has been assigned to them regardless if more than one bus goes to the same area. Only bus students may ride the bus. Parents of students who ride the bus must make their own arrangements on days when friends are coming over. Only bus students are permitted on the bus to which they are assigned. **Students who present repeated instances of noncompliance to bus rules, policies and procedures, risking safety to self and others, are subject to Progressive Discipline and can have bus privileges removed.**

6.6 Weather

All students are expected to enjoy all their recesses outdoors. Families should develop the habit of checking the daily temperature conditions and forecasts so that everyone is always **properly dressed for the day's weather**. In cases of rain or extreme weather conditions (wind chills of approximately -21- 25 degrees Celsius, depending upon local conditions), students will be kept indoors for the duration or part of the recess break(s). It is highly recommended that students enjoy as much time outdoors as possible and to be prepared for the weather. Please label all clothing items and footwear to ensure that items are returned to the student when lost.

7. TECHNOLOGY

7.1 Internet/Computer Use

School computers are for school-related use only. Students are bound by the Acceptable Use Policy of the Toronto Catholic District School Board. Information regarding the TCDSB AUP Policy can be found at the end of our School Handbook. Students must be working on an assignment for school in order to use the computer lab and must be supervised by a teacher or staff member.

7.2 Electronic Devices

Non-educational electronic devices or electronic devices used for non-educational purposes are detrimental

to the academic climate of our school. They interrupt learning, compromise the privacy of individuals (cell phones and cameras), can be used to store, retrieve and access information that is not pertinent to learning and add an unnecessary responsibility to school personnel to monitor them.

Cell phones must remain out of sight and silent if they are brought to school. If parents need to contact their child during school hours, they may do so by calling the school office. Electronic devices such as cell phones, MP3 players, video game devices and cameras have no educational purpose at school and are not permitted unless special permission is given by the classroom teacher or administrator in alignment with the TCDSB BYOD (Bring Your Own Device) Policy. We cannot be held responsible for lost/stolen or damaged electronic devices brought to school. **Any electronic devices used inappropriately at school will be confiscated and returned upon written communication with or personally with the parent, depending upon the arrangement made by school staff. Students who present repeated instances of noncompliance to the policy are subject to Progressive Discipline. The rule remains: "OFF AND INVISIBLE". Be advised that bus times and dismissal time still constitute the school day as students remain under school supervision.**

School Telephones

School phones can be used by students only with permission of school personnel. Parents should make arrangements with their child, regarding changes to normal schedules or routines, prior to school hours so that phone calls home are not needed. Should parents need to contact a child, the school must be called, not a student's personal cell phone.

8. LIBRARY

If students are using the library, the utmost care must be put forth when using materials and equipment. Should materials be damaged or lost, students will be asked to make a donation toward another book or replace the original.

9. SACRAMENTS

The preparation of children for receiving the sacraments is a shared responsibility of the home and the parish. The school supports the sacraments through Religious programming and the natural embedding of Catholic teachings and values in all programming, supporting as many home and parish requests as possible. Detailed information about procedures, timelines and responsibilities will be communicated to you in a timely manner through St. Bernard de Clairvaux Roman Catholic Church. Your child may receive the following Sacraments:

- Gr. 2 – First Reconciliation and First Holy Communion
- Gr.7 – Confirmation

It is expected that each child who intends to receive a sacrament must sincerely desire to do so, has a solid understanding of our faith, follows through with the requirements of the Parish and that s/he attends mass

regularly and is baptized (certificate is required). **If you wish for your child to receive a Sacrament, please visit the St. Bernard de Clairvaux, Toronto website as soon as possible for information or call the Church Office at 416-241-6738.**

10. HOMEWORK

Homework Guidelines of the Toronto Catholic District School Board

Homework is a long recognized thread in the fabric of Catholic Education. The Toronto Catholic District School Board believes that homework represents a tradition of partnership between home and school. It represents an opportunity for partnership, a co-operative effort between home and school, involving parents, teachers and students.

Our Vision Of The Learner:

The Toronto Catholic District School Board's Graduate is expected to be:

1. A discerning believer formed in the Catholic Faith community who celebrates the signs and sacred mystery of God's presence through word, sacrament, prayer, forgiveness, reflection and moral living.
2. An effective communicator who speaks, writes and listens honestly and sensitively, responding critically in light of gospel values.
3. A reflective, creative and holistic thinker who solves problems and makes responsible decisions with an informed moral conscience for the common good.
4. A self-directed, responsible, lifelong learner who develops and demonstrates their God-given potential.
5. A collaborative contributor who finds meaning, dignity and vocation in work, which respects the rights of all and contributes to the common good.
6. A caring family member who attends to family, school, parish, and the wider community.
7. A responsible citizen who gives witness to Catholic social teaching by promoting peace, justice and the sacredness of human life.

The achievement of the expectations of a Toronto Catholic District School Board Graduate can be enhanced through an appropriate homework program based on the needs of the child.

Catholic education views human life as an integration of body, mind, and spirit. Rooted in this vision, Catholic education fosters the search for knowledge as a lifelong spiritual and academic quest. The expectations of the Toronto Catholic District School Board's graduates, therefore, are described not only in terms of knowledge and skills, but also in terms of values, attitudes and actions.

This foundation statement is intended for use by administrators and schools in their review and development of local school homework guidelines, and by School Councils, parents, teachers, and students in their ongoing work to enhance student achievement.

1. Definition of Homework

The Toronto Catholic District School Board recognizes the value of homework that furthers students' learning in relation to the curriculum. Homework should be a positive experience. The Board also recognizes the value to communicate clearly and effectively to parents the learning expectations related to homework.

Homework can be defined as an important and relevant learning activity that is related to the school program,

and that takes place in a variety of settings in the home or in the community. When children complete homework, they consolidate and reinforce the learning from in-school experiences in a practical and meaningful way. Homework is a planned and purposeful activity that is linked to The Ontario Curriculum Learning Expectations, Learning Skills, and Ministry of Education Reporting Guidelines, and the Ministry of Education Curriculum Guidelines.

2. Purpose of Homework

Homework consists of relevant learning experiences that are related to the school curriculum.

A well-designed homework program should:

- meet the developmental and individual needs of the student.
- reinforce and extend school experiences.
- assist students in assuming responsibility for their own learning development.
- develop positive attitudes towards independent study and life-long learning.
- encourage the development of self-discipline, good work habits, and time management skills.
- enable parents to become involved and to participate in their child’s learning.
- enable regular and on-going communication between teachers, parents and students.
- assist students in preparing for subsequent learning activities.

A well-designed homework program should not:

- be punitive.
- place unreasonable demands on the parent(s).

3. Suggested Time Guidelines

Grade	Amounts of Time
1 – 8	<p>5 to 10 min. per grade most nights</p> <p>Grade One – 5 to 10 min.</p> <p>Grade Two 10 to 20 min.</p> <p>Grade Three – 15 to 20 min.</p> <p>Grade Four – 20 to 40 min.</p> <p>Grade Five – 25 to 50 min.</p> <p>Grade Six – 30 to 60 min.</p> <p>Grade Seven – 35 to 70 min.</p> <p>Grade Eight – 40 to 80 min.</p> <p>(plus Read Aloud or Independent Reading)</p>
9 – 10	6 to 10 hours per week (depending on type of assignment, course, or program; some students, including those with special needs, may have more of an in-class focus for their learning)

4. Types of Homework

Homework offers a variety of experiences, using a variety of mediums that encourage and support children in relation to their in-school experiences.

There are four main types of homework:

TYPE	REASON	EXAMPLES
Completion	To keep up-to-date with classroom work.	Completing classroom assignments, including reading responses, notes, exercises, pieces of writing, reading selections Completing activities from the Family Life program.
Preparation	To prepare for the next day's class work or for coming lessons.	Collecting information, reading background materials, or studying for quizzes, tests and exams. Completing tasks associated with sacramental preparation. Using planners to establish regular study and review time.
Practice and Application	To develop, review, and reinforce specific skills. To transfer skills or concepts into new situations.	Completing extra questions in a textbook if an assessment item demonstrates that the student has not mastered a skill (i.e., calculating tax, categorizing plants). Writing a letter after being taught the components of a business letter. Completing community service hours. Reviewing and drilling of number operations and troublesome spelling words, where necessary. Being read to, reading aloud, and independent reading (materials may be English, dual track and/or first language).
Extension/ Creative	To enrich classroom experiences and to deepen the student's understanding. To provide opportunities for problem-solving and critical thinking. To integrate skills.	Identifying local plant and animal life in one's environment. Volunteering to help in local parish or a community group. Working on projects, research and independent study Inventing a product to solve a problem. Creating designs, stories, drama, prayers.

5. Provisions for Students With Different Needs

The types and quantity of homework assigned should reflect the wide variation in students' academic ability. Careful consideration should be given to modification of expectations and/or quantity of assigned work according to the individual needs of the students, for example:

- highly motivated independent learners,
- students involved in dual programs,
- students experiencing difficulty,
- students receiving Special Education support,
- students for whom English is a second language

6. Roles and Responsibilities in the Homework Partnership: School, Teachers, Parents, and Students

For homework to be an effective extension of the school program, the school, teachers, parents, and students must share the responsibility for developing and maintaining good homework practices.

The school:

- develops and communicates school guidelines for homework to be used by teachers, parents, and students;
- offers information to assist parents in helping their children at home (e.g., Curriculum Nights, interviews/conferences, newsletters).

- works with the community to develop programs to provide students with support for homework (e.g. remedial programs, peer tutors, homework clubs)

The teacher:

- explains to students the purpose and importance of homework and its connection to school success;
- teaches skills necessary for the student to complete homework (e.g., note-making, preparation for upcoming test);
- provides homework that is clear, meaningful, purposeful, and understood;
- assigns work that is appropriate to the student's age, developmental level, learning style, maturity, skills, and individual needs;
- provides support to parents and students on establishing homework routines and effective study habits (e.g., time management, using school planner);
- uses homework as a vehicle for developing and reinforcing learning, not as a punishment for misbehaviour or failure to perform as expected;
- monitors, checks, or evaluates homework, as appropriate;
- works collaboratively with other teachers to assign reasonable amounts of home-work, and to avoid overload in rotary class situations;
- communicates regularly with parents;
- summarizes and reports on homework completion in the Learning Skills section of the Provincial Report Card.

The parent:

- provides encouragement and appropriate support, without doing the homework for the student;
- expects the student to complete homework regularly;
- provides an environment (i.e., workplace, block of uninterrupted time), usually in the home or in an alternate setting, e.g., Homework Club;
- shows interest in the student's schoolwork and progress;
- maintains regular contact with the teacher;
- continues to read to and with the student in English, French (French Immersion), or in the home language(s) of the family throughout the early years of a child's schooling.

The student:

- ensures that he/she clearly understands the homework (i.e., assignments, criteria, timelines);
- asks for help if homework assignments or expectations are not clear;
- completes homework regularly;
- prepares appropriately for upcoming lessons;
- participates actively in all aspects of the school program;
- manages time and materials appropriately (e.g., uses school planner, submits homework on time, organizes necessary materials);
- studies appropriately for tests and examinations;
- communicates regularly with teachers and parents;
- monitors progress and sets goals, as appropriate;
- assumes appropriate responsibility for homework completion as he or she proceeds through school.

HOMEWORK TIPS

Tips for teachers:

- Give the right amount of homework (see Time Guidelines).
- Keep parents informed via communication book or agenda.

- Vary the kinds of homework.
- Be cognizant about how much time parents can be involved with homework.
- Never let homework be punitive.
- Be mindful of students' ability to access resources and technology, and provide alternatives where necessary.

Tips for parents:

- Make sure your child has an appropriate place and sufficient time for homework.
- Be a positive role model about the homework your child receives.
- Be a monitor and a mentor in your child's learning at home.
- Communicate promptly with the school when homework concerns arise.

Tips for students:

- Pick a good time and place to do homework. Your place needs to be comfortable and to make studying easy.
- Remember to budget enough time for lengthier projects and assignments.
- Spend more time on more difficult homework, and complete it first.
- If homework is getting too hard, seek help.

11. SCHOOL AGENDAS

Many classes will be provided with an agenda, thanks to our Parent Council and their determination and consideration of appropriate allocation of funding for Parent Outreach. Some classes will be using an online agenda or may provide their own. Any agenda, whether it be accessed as a hard copy or electronically, is an excellent tool for recording homework and assignments, for keeping track of important dates and events and it is useful for the teacher and parent to use as a communication device. Agendas also have the important role of teaching the student responsibility, organization and time management skills. Be sure to check in with your child for regular homework: teachers will provide parents with online access to electronic communication tools between school and home if there is no hard copy agenda. Should your child have a hard copy agenda, please utilize it diligently and daily to check in and to ensure your child(ren) is on track. Your child may claim to not have ANY homework. Please check with the classroom teacher should this be the case. Students enjoy success when school and home work closely together.

12. PHYSICAL EDUCATION

Proper attire for Gym: Gym short/track pants (should fit properly so that they allow flexible movement and are not revealing when a student is in motion)

- 12.1** Full length T-shirts (no offensive logos)
- 12.2** Socks and running shoes (no soles that mark the gym floor)
- 12.3** Clothes should be taken home regularly to be cleaned.

Expected Behaviour:

Participation in Physical Education requires that students adhere to instructions and rules. Students are not allowed to use gym equipment or to be in the Gym without supervision. Every student is expected to

participate in gym classes, always respecting personal and others safety. If a student is to be excused from gym class, a note from the parent and/or doctor is required.

13. INSTRUMENTAL MUSIC

The Instrumental Music Program is an integral part of grade 7 and 8. In order to become proficient in the subject of Instrumental Music, a combination of both theory and practice are necessary. Students are also expected to listen carefully to be at their best, to be prepared with and responsible for instruments and supplies assigned to them. The cost of supply and maintaining an Instrumental Music program is quite high. Loss of or damage to instrumental music materials, like all school materials can result in a request for replacement or lost/damaged items.

14. EXCURSIONS AND FIELD TRIPS

The Toronto Catholic District School Board has a tradition of student, staff and community participation in extra-curricular activities. At St. Bernard, this commitment supports our belief that student learning extends beyond the classroom. Our students are encouraged to participate in field trips that are a valid extension of, or an enrichment of, the regular school curriculum. Such trips include visits to neighbourhood sites (library, police station, parks, skating rinks etc.), or to city sites (the ROM, art galleries, Pioneer Village, ski resorts, conservation areas etc.) A variety of school sports teams and clubs will allow many students to travel to other schools to compete in tournaments. In addition, teachers may also choose to take students on overnight trips to sites that are within driving distance from Toronto (Lake St. George, Teen Ranch, Claremont Conservation Area etc.) In all cases, parents will be notified of trips well in advance, in writing, and written parental permission will be required for the student to attend. It is Board Policy that no student be prevented from going on an educational trip due to economic constraints. If cost is an issue, parents should contact the Principal as soon as possible. TWO EPI-PENS MUST ALWAYS BE AVAILABLE FOR STUDENTS WITH ANAPHYLAXIS and TWO EpiPens MUST be brought on the trip in order for A STUDENT WITH ANAPHYLAXIS TO ATTEND. (One on the child and one with the teacher). This student will be with the classroom teacher, parent or other supervisor trained in Anaphylaxis Protocol at all times.

15. CATHOLIC SCHOOL PARENT COUNCIL (CSPC)

The Catholic School Parent Council meets periodically over the course of the school year. It is comprised of elected executive members – Chair, Vice Chair, Treasurer and Secretary – and interested parents and members of the school community. The CSPC assists the principal and the school staff members in planning and implementing a variety of activities and functions that will directly benefit the school life and achievement levels of the students. Meetings take place at the school on evenings that are convenient for all members traditionally, the first Tuesday evening at 7 p.m. of each month. Our team is a dynamic, committed and dedicated one—ready to support the needs of the school and our students. We welcome all parents to attend.

SECTION B – CODE OF CONDUCT

The fundamental expectation is that students in our Catholic Schools will follow the ethic of our Catholic faith, where 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, then you should tell a caring adult in the school community immediately.

16. DEFINITION OF DISCIPLINE

“...the ability to cooperate with others. The aim of school discipline in a democracy should be to teach students that a degree of obedience and conformity is a reasonable and necessary to productive and harmonious interaction with others in any social group. At the same time, it should encourage individuals to internalize the fundamental values that are essential to the well-being of both the individual and society, and to accept responsibility for the consequences of their actions. In this way, young people can develop a self-discipline that arises from a respect for themselves and others rather than fear of punishment and also develop the ability to distinguish between socially acceptable and socially unacceptable behaviour.”

Toronto Catholic District School Board Policy Register (V.P. 04)

The above approach and attitude toward student discipline lies in the development of the Christian dimension and self-discipline of each child. Our code of conduct has been established because we are dedicated to providing a safe environment where our students can develop spiritually, academically and socially. Our expectations are designed to provide a secure and orderly school where teaching and learning can take place. The cooperation of home, school and parish will ensure that this goal is achieved.

We will create an environment where **living the Gospel Values by Caring for Others, Caring for ourselves and Caring for our Space** is a way of life.

EXPECTATIONS AND STANDARDS OF BEHAVIOUR

At St. Bernard Catholic School, we have one basic expectation for our school community: **EVERYONE IS TO BE TREATED WITH DIGNITY AND RESPECT AT ALL TIMES.** This is the Gospel Message that we are all called upon to follow.

Respect for Peers

1. In order to provide an environment that is as safe as possible, the following are prohibited:
 - ❖ rough play and rough games or contact sports including body checking or tackling;
 - ❖ snowballs are prohibited under any circumstances;
 - ❖ hockey sticks, baseball bats, racquets, hardballs, softballs (for baseball) , skateboards, bicycles, roller skates/blades and any other equipment judged by the principal to be a safety hazard; and
 - ❖ real or simulated weapons have no place at school; items such as these will be confiscated; parents and/or police will be notified.
2. Personal body space must be respected at all times. Inappropriate touching or closeness of a sexual nature, or of any kind, is unacceptable.
3. Violence of any kind will not be tolerated at St. Bernard Catholic School. This includes both verbal violence

(e.g., name-calling or put-downs) and physical violence (e.g., kicking and punching). Fighting – including “play fighting” – is unacceptable at any time. Members of the school community must keep their hands and feet to themselves.

4. Students who encourage a fight are as culpable as those participating directly and will receive consequences.
5. Physical and/or emotional abuse, intimidation, bullying or threatening of any type – including cyber bullying or electronic self/peer exploitation – is very serious and could result in suspension from school.
6. Profane, abusive, racist, sexist, vulgar or demeaning language or gestures are unacceptable and are grounds for suspension.

Respect for Authority

1. Students are expected to comply with established rules when in classrooms, corridors, walkways, library, playground, school buses, and trips. Compliance includes courtesy, respect, and deference to all school staff, school bus drivers and volunteers.

Respect for Property

1. Every student must respect the property of others; this includes school-provided equipment as well as personal belongings. Students/parents will be asked to pay for lost or damaged school books or other school items.
2. The practice of bringing personal valuable items, such as jewelry, electronic devices, etc. to school is strongly discouraged. The school will not accept responsibility for such items. Items that prove to be a distraction to students will be temporarily confiscated.
3. Under no circumstances are students to have matches, lighters, firecrackers, or any other inflammable materials on school property.

Respect for Self and Established Rules

1. Gum, candies or other foods/drinks are not allowed during teaching periods (unless approved by the teacher) and at recess.
2. Students are expected to complete all assigned work neatly and accurately and come prepared for class with their homework done.
3. Students are expected to be on time for school so they do not disrupt their own learning or the learning of others by entering the classroom after the bell. This is a requirement under the ***Education Act***.
4. While in the schoolyard before the start of school and during recesses, students must remain within the boundaries of the yard. Students are not allowed in unsupervised areas such as parking lots, driveways, walkways, etc. Students are also not permitted on any steps leading to any entrances to the main building.
5. Students are expected to respond immediately to the first bell and to line up in single file in silence awaiting the instruction of the teachers. Students are expected to walk appropriately along hallways and/or stairs, holding handrails and keeping to the right.
6. Students must go straight home (or get on the bus) when dismissed. They should not remain in the schoolyard unsupervised.
7. Students are expected to enter and leave the school by their designated exit leading into the schoolyard. The front door is for visitors/parents only.
8. Students are not permitted to leave school property to purchase a lunch at a neighbourhood food establishment unless they are picked up, signed out, and accompanied by an authorized adult known to the child. The student must have previous written consent from the parent, a record of which must be on file in the school office. Students who do leave the premises for lunch are NOT to purchase items for

classmates upon their return to school.

9. Students who go home for lunch must consume their lunch at home. Students are not to bring any food/drink back to school for themselves or for others, and once they are back on school grounds near the end of the lunch hour, they are not permitted to leave again. Parents must accept responsibility for students who have signed parental permission to go home during the lunch period. This permission form is signed at the beginning of the year.
10. Students who stay for lunch are expected to demonstrate good manners. They may not leave the school grounds. Repeated violations of the lunch rules – as outlined below – will result in the parents having to make alternative arrangements for lunch for their child.
11. All students are expected to dress in a manner that is acceptable to the school setting and that adheres to the St. Bernard Catholic School Dress Code outlined in section 7.1 of the school handbook.

Respect, Civility, Responsible Citizenship (as in the Provincial Code of Conduct)

All members of the St. Bernard Catholic School community must:

- ❖ respect and comply with all applicable federal, provincial and municipal laws;
- ❖ demonstrate honesty and integrity;
- ❖ respect differences in people, their ideas and opinions;
- ❖ treat one another with dignity and respect at all times, and 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 all members of the school community, especially persons who are in a position of authority;
- ❖ respect the need of others to work in an environment that is conducive to learning and teaching;
- ❖ seek assistance from a member of the school staff, if necessary, to resolve conflict peacefully;
- ❖ not swear at a teacher or at another person in position of authority or at any other person.

Physical Safety (as in the Provincial Code of Conduct)

All members of the St. Bernard Catholic School community must not:

- ❖ engage in bullying behaviours;
- ❖ commit sexual assault;
- ❖ traffic in weapons or illegal drugs;
- ❖ give alcohol to a minor;
- ❖ commit robbery;
- ❖ be in possession of any weapon, including firearms;
- ❖ use any object to threaten or intimidate another person;
- ❖ cause injury to any person with an object;
- ❖ be in possession of, or under the influence of, or provide others with, alcohol or illegal drugs;
- ❖ inflict or encourage others to inflict bodily harm on another person;
- ❖ engage in hate propaganda and other forms of behaviour motivated by hate or bias;

- ❖ commit an act of vandalism that causes extensive damage to school property or to property located on the premises of the school.

All members of the St. Bernard Catholic School community must seek assistance from a member of the school staff, if necessary, to resolve conflict peacefully.

17 IMPLEMENTING THE CODE OF CONDUCT

Implementing the Code of Conduct involves:

- Identifying the nature of misconduct
- Responding to the infraction with a progressive discipline approach
- Recording and reporting the incident as necessary

St. Bernard Catholic School will flourish as a nurturing and caring community by implementing its Code of Conduct

CONSEQUENCES FOR INAPPROPRIATE STUDENT BEHAVIOUR

Consequences shall be set out that are consistent with the **Education Act** and the Board Safe School policies for **Suspension (S.S.06)** and **Expulsions (S.S.05)**. Mitigating factors, as stated in the **Education Act**, shall be considered.

Developing Self-Discipline through Progressive Consistency of Approach

Our philosophy of discipline should encourage our students to develop an internal discipline in order to allow them to focus their minds and energy on schoolwork and self-betterment. Discipline or the development of self-discipline is a positive goal to work towards, as a child learns to internalize a high standard of the ethical behaviour.

Failure to meet the “**Expectations and Standards of Student Behaviour**”, as outlined in the **St. Bernard Catholic School Code of Conduct**, will result in one or more of the following consequences. Please note that the seriousness and frequency of the offence, including consideration of any mitigating or other factors, will determine the severity of the consequence imposed.

- ❖ The student will be spoken to by a staff member.
 - ❖ The student will be asked to apologize either verbally or in writing, with assurances that the incident will not happen again.
 - ❖ The student may be assigned a “time out” with supervision.
 - ❖ The student may be required to complete schoolwork elsewhere other than in the regular classroom with supervision.
 - ❖ A **Progressive Discipline Incident Form** may be completed; the student may be asked to complete a reflection paper signed by his or her parent(s)/guardian(s).
 - ❖ Parents may be contacted by telephone, in writing, or in person, depending on the circumstances.
 - ❖ The student may be required to make restitution.
- ❖ In serious matters that clearly contravene the “**Safe Schools Act**”, 2000 and the “**Progressive Discipline and Safety in Schools Act**”, 2007, a suspension or a suspension pending possible expulsion from school may result. Length of suspensions varies according to the situation. Parents will be kept informed. The student loses his/her right to attend any school in the province during suspension and may not enter Board premises. In

accordance with **Toronto Police Service/TCDSB Protocol**, police may also be involved in serious matters of the law.

The following is used by Principals when considering consequences for the inappropriate behaviour of students.

- ❖ The term “**shall**”, as used in the legislation, means “**must**”.
- ❖ When the term “**may**” is used, it is important to note (according to the established **Toronto Police Service/TCDSB Protocol**) that if, through **balance of probability**, a criminal act has taken place that impacts on the climate of the school, the Principal must inform the Police.

Suspension

Under subsection 306 (1) of the **Education Act**, 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:

1. Uttering a threat to inflict serious bodily harm on another person.
2. Possessing alcohol or illegal drugs.
3. Being under the influence of alcohol.
4. Swearing at a teacher or at another person in a position of authority.
5. 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.
6. Bullying.
7. Any other activity that is an activity for which a principal may suspend a pupil under the policy of the board.

Under clause 306 (1) 7 of the **Education Act**, a pupil MAY be suspended if he or she engages in an activity that is an activity for which a principal may suspend a pupil under policy of the board. Under TCDSB policy, activities for which a principal MAY suspend a pupil include:

1. Persistent opposition to authority;
2. Habitual neglect of duty;
3. Use of profane or improper language;
4. Theft;
5. Aid/incite harmful behaviour;
6. Physical assault;
7. Being under the influence of illegal drugs;
8. Sexual harassment;
9. Racial harassment;
10. Fighting;
11. Extortion;
12. Inappropriate use of electronic communications/media;
13. Other – defined as any conduct injurious to the moral tone of the school or to the physical or mental well-being of others.

If a principal decides to suspend a pupil for engaging in an activity described in subsection 306 (1), the principal will suspend the pupil from his or her school and from engaging in all school-related activities. The

minimum duration of a suspension is one school day and the maximum is 20 school days. In considering whether or not to suspend, or the duration of the suspension, a principal will take into account any mitigating or other factors prescribed by the regulations.

Suspension Pending Possible Expulsion

Under subsection 310 (1) of the *Education Act*, a principal SHALL suspend a pupil pending possible expulsion 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:

1. Possessing a weapon, including possessing a firearm.
2. Using a weapon to cause or to threaten bodily harm to another person.
3. Committing physical assault on another person that causes bodily harm requiring treatment by a medical practitioner.
4. Committing a sexual assault.
5. Trafficking in weapons or illegal drugs.
6. Committing robbery.
7. Giving alcohol to a minor.
 - 7.1 Bullying, if,
 - i. the pupil has previously been 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.
 - 7.2 Any activity listed in subsection 306 (1) that is motivated by bias, prejudice or hate based on race, national or ethnic origin, language, colour, religion, sex, age, mental or physical disability, sexual orientation, gender identity, gender expression, or any other similar factor.
8. Any other activity that, under policy of the board, is an activity for which a principal must suspend a pupil and, therefore in accordance with this Part, conduct an investigation to determine whether to recommend to the Board that the pupil be expelled.

The following infractions may result in a suspension pending possible expulsion in accordance with TCDSB policy:

1. Possession of explosive substance;
2. Serious or repeated misconduct;
3. Refractory conduct;
4. Other – defined as any conduct injurious to the moral tone of the school or to the physical or mental well-being of others.

A pupil who is suspended under subsection 310 (1) is suspended from his or her school and from engaging in all school-related activities.

Mitigating Factors and Other Factors

In considering whether to suspend a pupil or whether to recommend to the Board that a pupil be expelled, a principal will take into account any mitigating factors or other factors prescribed by regulations.

Mitigating Factors

Pursuant to the ***Suspension and Expulsion of Pupils*** regulation, the following mitigating factors shall be taken into account:

1. The pupil does not have the ability to control his or her behaviour.
2. The pupil does not have the ability to understand the foreseeable consequences of his or her behaviour.
3. The pupil’s continuing presence in the school does not create an unacceptable risk to the safety of any person.

Other Factors

The following other factors shall be taken into account if they would mitigate the seriousness of the activity for which the pupil may be or is being suspended or expelled:

1. The pupil’s history.
2. Whether a progressive discipline approach has been used with the pupil.
3. Whether the activity for which the pupil may be or is being suspended or expelled was related to any harassment of the pupil because of his or her race, ethnic origin, religion, disability, gender or sexual orientation or to any other harassment.
4. How the suspension or the expulsion would affect the pupil’s ongoing education.
5. The age of the pupil.
6. In the case of a pupil for whom an Individual Education Plan (IEP) has been developed,
 - a. whether the behaviour was a manifestation of a disability identified in the pupil’s Individual Education Plan (IEP),
 - b. whether appropriate individualized accommodation has been provided, and
 - c. whether the suspension or expulsion is likely to result in an aggravation or worsening of the pupil’s behaviour or conduct.

TABLES AND EXAMPLES

<p><u>Examples of Minor Incidents:</u></p> <p>hands-on, spitting, spreading rumours, name-calling, swearing, teasing, put-downs, embarrassing others, etc.</p> <p><u>Examples of Major Incidents:</u></p> <p>malicious hands-on, swearing, non-compliance, etc</p>	<p><u>Possible Staff Interventions:</u></p> <ul style="list-style-type: none"> • Positive reinforcement • Verbal reminder, written contract, conflict resolution, community service, detention, withdrawal of privileges, behaviour logs, tracking sheets • Discussion or meeting with student after class or after school 	<p><u>Referral to Administration for possible:</u></p> <ul style="list-style-type: none"> • Further communication/meeting with student and parents • Behavioural contracts • Supervised withdrawal from class
<p><u>Mitigating and Other Factors</u></p>		
<ul style="list-style-type: none"> • Ability to control behaviour • History 	<ul style="list-style-type: none"> • Positive reinforcement • Verbal reminder, written contract, conflict 	<ul style="list-style-type: none"> • An unacceptable risk to safety of others

<ul style="list-style-type: none">• Progressive discipline used	<p>resolution, community service, detention, withdrawal of privileges, behaviour logs, tracking sheets</p> <ul style="list-style-type: none">• Discussion or meeting with student after class or after school	<ul style="list-style-type: none">• Age• Effect on ongoing education
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POTENTIAL INFRACTIONS WITH POSSIBLE INTERVENTIONS/ACTION PLANS

RULES/EXPECTATIONS	INFRACTIONS	POSSIBLE INTERVENTIONS OR ACTION PLAN
<p style="text-align: center;"><u>Respect for Self:</u></p> <ul style="list-style-type: none"> - Punctuality and regular attendance - Come prepared, on time and ready to learn - Dress in accordance with the school dress code and Catholic values - Demonstrate good work habits - Positive attitude that reflects Gospel values - Attentiveness in class 	<ul style="list-style-type: none"> - lateness - absenteeism - truancy - hats/caps/bandanas/gloves worn in school - wearing clothing with objectionable slogans - inappropriate clothing (e.g. shorts and tops that don't meet) - non-compliance with dress code - self-abusive behaviour - homework not done, materials left at home, unethical practices – cheating, copying, plagiarism 	<p style="text-align: center;"><u>Punctuality/Attendance:</u></p> <ul style="list-style-type: none"> - report to office for late slip - notify parent of concern if habitually late (3 consecutive times) - request medical note if child is absent consecutively - involve social worker and/ or attendance counselor after 15 absences <p style="text-align: center;"><u>Dress Code:</u></p> <ul style="list-style-type: none"> - immediately change to conform to the dress code - parents to be informed of inappropriate dress - parents of repeat offenders to be notified, CYW, social work or guidance involvement - habitually dressing inappropriately may result in suspension. <hr style="width: 10%; margin: 10px auto;"/> <p style="text-align: center;"><u>Attitude:</u></p> <ul style="list-style-type: none"> - warning, think paper, apology - detention to complete work - notify parents - possible suspension
<p style="text-align: center;"><u>Respect for Others, Persons of Authority and Other Community Members</u></p>	<ul style="list-style-type: none"> - bullying, verbal/written abuse, name-calling, uttering threats, racial or sexual harassment - ignoring instructions, refusing a reasonable request, arguing, persistent opposition to authority, making rude remarks - throwing objects - use of objects to inflict injury on others - physical/sexual assault, physical/sexual assault requiring medical attention, violence (hitting, punching, kicking, biting, fighting, spitting) - threats, extortion - improper use of the Internet, cyber bullying - theft - use of profane or improper language 	<ul style="list-style-type: none"> - apology, restorative practices, think paper, monitor behaviour - detention - loss of privilege to use internet - parent notification - teacher, CYW, Guidance, Social Work, Principal involvement - warning of suspension, supervised withdrawal from class, suspension - refer to board policy re: possible police involvement - police involvement

RULES/EXPECTATIONS	INFRACTIONS	POSSIBLE INTERVENTIONS OR ACTION PLAN
<u>Respect for School Property and Property of Others</u> - Keep our school clean	- defacing or destroying school property - defacing or destroying property of others - throwing garbage in school or yard	- think paper, - involvement in cleaning up yard or school - parent notification - restitution
<u>Cell Phones, Electronic Communications and Media Devices</u> - Cell phones must be powered off and out of view on school property and during school sanctioned events - All other electronic communications and media devices are not permitted on school property and during school sanctioned events (unless approved by the teacher for program use)	<u>Cell phones:</u> - in sight and not powered off on school property and during school sanctioned events <u>Other electronic communications and media devices:</u> - brought to school for non instructional purposes - any other inappropriate use of cell phones, electronic communications and media devices	- will be confiscated - parent notification and arrangements made to pick it up - apology, think paper - CYW, Guidance, Social Work, Principal involvement - possible suspension - possible police involvement
<u>Disruptive Classroom Behaviour</u> - Respect school and classroom routines	- refusing reasonable requests - disrespect - making rude remarks - constantly talking out of turn - interrupting constantly - humming/irritating noises - clowning behaviour	- warning - apology - think paper - close monitoring of behaviour - inform parents - CYW, Guidance, Social Work involvement
<u>School Bus Safety</u>	- late for the bus - defacing property - throwing things - loud, intrusive behaviour - getting out of seat – walking around on the bus	- warning, redirection - think paper - bus slip is given to principal - parents to be notified immediately - suspension of bus privileges, length of time to vary with offence and frequency
<u>Lunch Hour</u> - Students are to eat their lunch at school or at home; students are not to go out for lunch at a restaurant unless supervised by a parent - NO FOOD, CANDY or BEVERAGES are to be brought in the school yard - Students that eat their lunch at home are to return to the school at 12:15 pm - Students who eat lunch at school, eat quietly at their seats between during their designated time	- bringing food into the school yard - disruptive behaviour - wandering in the halls or in and out of the school	- think paper, notify parents, warning - withdrawal of lunch privileges
<u>Playground Rules for Safety</u>	- play fighting, contact sports, throwing potentially harmful objects, using inappropriate language - climbing fences, trees, goal posts, etc. - throwing or breaking things on someone's property	- think paper, loss of recess, detention and or possible suspension - warning, inform parents, detention and/or suspension - apology to owner and restitution of property or clean up

RULES/EXPECTATIONS	INFRACTIONS	POSSIBLE INTERVENTIONS OR ACTION PLAN
<u>Remaining on School Property</u>	- leaving school grounds without permission	- think paper, parent to be informed, detention and/or suspension
<u>Respect for the Law</u>	<ul style="list-style-type: none"> - use, possession, trafficking of drugs or alcohol - tobacco - possession and trafficking of weapons and/or replicas - sexual assault; - physical assault causing bodily harm needing treatment by a professional - vandalism i.e. Damage to school property or school materials - possession of pornography - hate motivated crime - all forms of bullying - committing robbery - giving alcohol to a minor - extortion - theft - possession of an explosive substance - threatening 	<ul style="list-style-type: none"> - parents to be notified immediately - restitution, restoration - suspension, suspension pending expulsion, police involvement and criminal charges

APPLICATION OF STANDARDS OF BEHAVIOUR

The Board and school standards of behaviour apply to all members of the school community, including students, parent or guardians, volunteers, teachers, other staff members, superintendents, senior board staff, board personnel, trustees and others who may be present in the school or at school related events under the jurisdiction of the TCDSB.

The standards of behaviour apply:

- ❖ on school property;
- ❖ while traveling on a school bus that is owned by the Board or that is under contract with the Board;
- ❖ in-school sports activities;
- ❖ in off-site school sponsored activities; or
- ❖ in circumstances where engaging in an activity could have a negative impact on the school climate.

CONCLUSION

We understand that each situation is unique and, when incidents occur that require intervention, the seriousness and the frequency of the offence, including consideration of any mitigating or other factors, will determine the severity of the consequence. Each incident will be dealt with by appropriate personnel who will assess and treat the occurrence with fairness. We will work closely with parents and ask for support in maintaining the ***St. Bernard Catholic School Code of Conduct.***

SECTION C – BULLYING PREVENTION

Our Safe Schools Team is committed to periodically, and as necessary, reviewing and revising our Bullying Awareness and Prevention Action Plan as part of our Code of Conduct. This involves:

- assessing the current extent and nature of bullying and the perceptions around the issue
- determining the effectiveness of existing practices
- identifying the needs
- prioritizing the goals and creating a bullying prevention plan
- evaluating progress and celebrating successes

The Safe School's team will also have the role of educating the community, locating classroom resources from school and board personnel, suggesting and implementing special programs, if needed, such as drama presentations and guest speakers and liaising with Police Services.

This process will allow us to effectively deal with the difficult and dangerous problem of bullying and, in turn, help children and teens become healthy, respectful and caring individuals.

Your perspective on building a safe school is important. Please complete any surveys sent to you so that we can, as a community, find opportunities to model and encourage behaviours and interactions that help create a classroom and school environment where bullying is unable to flourish.

The following definition of bullying will assist you when considering survey questions or when discussing the issue with your children or school personnel.

Bullying is a form of repeated, persistent and aggressive behaviour that is directed at an individual or individuals with the intent to cause fear, distress and/or harm to another person's body, feelings, self-esteem or reputation.

Specific types of Bullying include:

Physical bullying is: repeatedly hitting/shoving or stealing/damaging another's property.

Verbal bullying is: repeated name-calling and taunting.

Emotional bullying is: repeatedly excluding someone from groups or spreading rumours.

Cyber bullying is: repeatedly using e-mail, cell phones, text messaging and chat rooms to gossip or to spread rumours.

The job of preventing bullying over the long run is a responsibility of all members of the community. This includes the student who is targeted, the one who bullies, the peer group, school personnel and parents. Everyone must be involved in finding creative and constructive ways of reducing aggressive and inappropriate behaviour. The message to everyone will be that only healthy communication, peaceful practices and a kind, inclusive and welcoming school are acceptable.

When everyone is aware that the school community is working together toward ending peer aggression, there will be limited opportunities for bullying to occur.

SECTION D-ROLES AND RESPONSIBILITIES

18.STAFF RESPONSIBILITIES

- i. provide appropriate instruction and evaluation
- ii. ensure classroom practices are aligned with school priority goals
- iii. enforce all school rules fairly and consistently; reinforce positive behaviour
- iv. maintain ongoing, open communication with parents regarding the performance and behaviour of their children
- v. model a Catholic Christian way of life based on Gospel values and Character virtues
- vi. show respect for the different cultures and languages of the community and treat each child with fairness
- vii. conduct themselves in a manner consistent with the professional code of ethics, board policies and Ministry guidelines
- viii. demonstrate inclusiveness of all students

19. STUDENT RESPONSIBILITIES

- i. attend school regularly, arrive on time and be prepared to work
- ii. dress in a neat and appropriate manner
- iii. come to class with their homework complete and all materials needed for their lessons
- iv. show respect for themselves, staff, fellow students and guests in their actions and language
- v. work honestly, cooperatively and productively in the classroom
- vi. play safe and respectfully in the school yard
- vii. review and follow the guidelines of the School Handbook
- viii. use appropriate behaviours and language at all time (Code of Conduct)
- ix. respect our school property and property of others
- x. appreciate cultural diversity of others
- xi. Leave expensive items, which may be lost or stolen, at home (cell phones, MP3's, iPods, etc.)
- xii. clean up after themselves

20.PARENT/GUARDIAN/CAREGIVER RESPONSIBILITIES

- i. ensure that children are punctual and attend school regularly
- ii. ensure that children are well-rested, well-nourished and appropriately dressed for the weather and for school
- iii. inform the school office or the classroom teacher of any health conditions or family issues that may affect children's performance at school
- iv. demonstrate to children a commitment to our Catholic beliefs and traditions
- v. clearly demonstrate the value of education and provide support for school policies and the efforts of school personnel
- vi. ensure that children have properly scheduled times to complete homework and an appropriate location to complete it
- vii. review School Handbook with their children
- viii. respect and support school rules, guidelines and disciplinary actions
- ix. encourage children to be responsible for their own learning and behaviour
- x. ensure that children follow the school dress code
- xi. show respect for the diversity of the school community

21. TCDSB Acceptable Use Policy

The **TCDSB Acceptable Use Policy (AUP)** governs the proper use of technology and electronic communication in our schools. The purpose of the AUP is to provide students and their parents with a set of guidelines that outline the safe and appropriate use of technology within our Catholic School system. Included in the AUP is a definition of **electronic communication** 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.

Definition:

Electronic communication includes but is not limited to Internet use, e-mail, and social media, browsing, publishing or posting on web sites, downloading, accessing or storing files and use of personal electronic devices. The use of an electronic communication system within the Board has an educational and professional purpose. The term **educational and professional purpose** includes classroom activities and limited high quality, self-discovery activities.

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

A summary of the AUP expectations for students in the TCDSB:

Behaviour Expectations:

- It is a privilege, not a right, to use the Board's network and devices. Privileges may be restricted or taken away if the AUP is violated.
- Students must use their own student account and keep it private when using the board network or devices.
- Students must use the network and electronic communication for educational purposes only.
- All students and their parents must sign the "Student Access Agreement" before they will be allowed to use the Board's network and devices.

Personal Safety & Privacy:

- A student should tell the school Principal or teacher immediately if they feel uncomfortable or not safe because of a message they received from an electronic communication such as an email, text message or photo.
- Parents should discuss with their children the importance of protecting their personal information and privacy when using any electronic communication such as the internet.

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 (GSuite).
- 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:

- Trying to access or “hack” parts of the Board network or any other computer network is prohibited.
- Purposely breaking, destroying and intentionally abusing Board computers, network, hardware, software, or electronic devices.
- Installing, accessing or sharing unauthorized equipment, software or media files such as games.
- Engaging in any bullying or threatening behaviour such as cyberbullying, making threats, or posting inappropriate material about another student to a social media site is unacceptable and 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 and must obtain permission for any copyright materials they use.

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.
- Students can bring Personal Electronic Device (PED) such as cell phones and laptops to school, but are not allowed to use them during class time unless allowed by the teacher. Students are responsible for securing their own devices and MUST turn them off and put them away during regular school hours.
- The teacher may send a student to the office if a PED is used inappropriately during class time. The administrator may confiscate the device and store it securely until the matter is resolved.
- The school Principal may decide when and where PEDs are allowed in the school.
- Students can use PED's to connect to the school network for internet access only. 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 licenced software, unless the software has been licensed for home use.
- All student PEDs must have anti-virus protection on them before they can connect to the Board's network.
- Students cannot take pictures or capture video with their PEDs in private areas such as washrooms or change rooms.
- Any pictures or videos published electronically and taken on school property or at a school event must have the permission of the individual(s), their parents or the principal/designate.
- 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.

