



ST. CLEMENT CATHOLIC SCHOOL CODE OF CONDUCT



THE TORONTO CATHOLIC DISTRICT SCHOOL BOARD (TCDSB) MISSION STATEMENT

Our Mission

The TCDSB is an inclusive learning community rooted in the love of Christ. We educate students to grow in grace and knowledge and to lead lives of faith, hope and charity.

Our Mission is to educate students to their full potential by providing:

- ❖ leadership in the shared responsibility for education that exists among schools, students, families, parishes and the community;
- ❖ a safe and welcoming learning environment that is an example of Christian community;
- ❖ role models of Gospel values and Catholic doctrines, teachings and beliefs;
- ❖ guidance in what students need to learn;
- ❖ instruction in the learning process itself;
- ❖ religious, academic and technological instruction;
- ❖ integration of Catholic, Christian beliefs into the total learning experience;
- ❖ feedback on students' proficiency and performance.



Vision of the Toronto Catholic District School Board

At Toronto Catholic we transform the world through witness, faith, innovation & action.

Our Vision of the TCDSB is a school system that:

- ❖ is Christ-centered;
- ❖ is student focused;
- ❖ demonstrates a clear sense of purpose;
- ❖ is visibly and demonstrably Catholic;
- ❖ reflects empowering leadership;
- ❖ applies collaborative decision making;
- ❖ is innovative;
- ❖ provides role models among all stakeholders for all these qualities.

Vision of Our Students

The ***Ontario Catholic Graduate Expectations*** represent an integral component of TCDSB students' character formation. We envision students who are:

- ❖ **discerning believers** formed in the Catholic faith community who celebrate the signs and sacred mysteries of God's presence through word, sacrament, prayer, forgiveness, reflection and moral living;
- ❖ **effective communicators** who speak, write, and listen honestly and sensitively, responding critically in light of gospel values;
- ❖ **reflective, creative and holistic thinkers** who solve problems and make responsible decisions with an informed moral conscience for the common good;
- ❖ **self-directed, responsible, life-long learners** who develop and demonstrate their God-given potential;
- ❖ **collaborative contributors** who find meaning, dignity and vocation in work which respects the rights of all and contributes to the common good;
- ❖ **caring family members** who attend to family, school, parish, and the wider community;
- ❖ **responsible citizens** who give witness to Catholic social teaching by promoting peace, justice and the sacredness of human life.

We also envision students who:

- ❖ are formed in the Catholic faith;
- ❖ apply Christian values to life's opportunities, challenges and choices;
- ❖ pursue academic excellence;
- ❖ demonstrate relevant knowledge and ability;
- ❖ display self-esteem and self-respect;
- ❖ strive to be the best they can be;
- ❖ demonstrate skills for developing and maintaining personal and family wellness;
- ❖ demonstrate global perspective and community responsibility.

This image of the learner was developed by the Institute for Catholic Education in consultation with representatives of the Catholic community across Ontario. The life roles, knowledge, skills and attitudes outlined describe the distinctive expectations that the Catholic community has for graduates of Catholic secondary schools. These expectations are based on research which identified current and future educational goals and priorities across the province and enhance the expectations of the Ontario Ministry of Education and Training as outlined in provincial curriculum documents. Catholic curriculum and resource materials, at all grade levels, contribute to achieving these expectations for graduating students. Teachers in Catholic schools use these expectations to make curriculum decisions concerning program planning, instructional strategies, evaluation and assessment. As growth to full Christian maturity is a lifelong journey, we recognize that the attainment of these expectations will continue beyond graduation from secondary school. Because faith development is also an internal process, some expectations are beyond quantitative measurement.

THE SCHOOL DAY

9:00	a.m.	-	Entrance Bell
10:42-10:57	a.m.	-	Morning Recess
11:45-12:45	p.m.	-	Lunch
2:10-2:25	p.m.	-	Afternoon Recess
3:30	p.m.	-	General Dismissal

Attendance at school is compulsory for all school-aged children. Parents are expected to notify the school giving full particulars in the event of their child's absence. Our answering machine operates between 4:30 pm and 8:30 am. Please indicate your child's first and last name, their grade and teacher's name, and the reason for their absence. Our telephone number is **(416) 393-5307**. If your child is absent from school and we have not heard from you, we have a "Safe Arrival Policy" of telephoning the parent/guardian. The secretary will:

- ❖ telephone your home
- ❖ call you at work
- ❖ call the emergency telephone number on file in the office

It is very important that the school has the correct contact information for parents/guardians and emergency family/friends. Please let the school office know if there are changes in phone numbers, home address and/or emergency contact names and phone numbers.

Punctuality should be stressed at all times. Students who arrive late for class disrupt the entire class. A pupil arriving late must report to the office to pick up his/her late slip.

TCDSB SCHOOL YEAR CALENDAR 2015-2016

Number of school days	194
Number of Professional Activity Days	6
Labour Day	September 7, 2015
First Instructional Day for students	September 8, 2015
Thanksgiving Day	October 12, 2015
Christmas Break	December 21, 2015–January 1, 2016
Start of second semester for secondary schools	February 1, 2016
Family Day	February 15, 2016
Mid-Winter Break	March 14–18, 2016
Good Friday	March 25, 2016
Easter Monday	March 28, 2016
Victoria Day	May 23, 2016
Last day of classes for elementary students	June 29, 2016

Six (6) Professional Activity (PA) Days for ELEMENTARY schools:

September 3, 2015	Provincial Education Priorities/Faith Development
November 13, 2015	Parent-Teacher Conferences
January 22, 2016	Assessment, Evaluation and Reporting
February 12, 2016	Parent-Teacher Conferences
June 10, 2016	Assessment, Evaluation and Reporting
June 30, 2016	Provincial Education Priorities

OUR PARISH

St. Clement Catholic Church serves our school community and is staffed by Msgr. Paul Zimmer. Msgr. Zimmer is always in close communication throughout the year with the school so that our students and staff benefit directly from their spiritual guidance and leadership. The telephone number for the church is (416) 621-4060.

LITURGICAL CELEBRATIONS

As a Catholic school, the spiritual development of our pupils is one of our most important objectives. In addition to our Religion and Family Life Programs, a series of liturgical celebrations will be held in the school and at the church throughout the year. Parents are always welcome to join us. Please check our monthly newsletter for the dates of our celebrations.

SACRAMENTS

The teachers, parish catechetical team and our pastor will prepare the students of St. Clement Catholic School for the following sacraments:

Reconciliation.....	Grade 2
Holy Eucharist.....	Grade 2
Confirmation.....	Grade 7 and 8

Msgr. Zimmer will arrange parent information meetings to discuss the family/school preparation for these sacraments.

ROLES AND RESPONSIBILITIES

All members of the St. Clement Catholic School community, including pupils, teachers and other staff members, principals, parents or guardians, superintendents, senior board staff, board personnel and trustees, have an obligation to comply with the expectations and standards of behaviour outlined in this code. Each member of the school community (including all persons who come in contact with or have an impact on school life, e.g., crossing guards, permit holders, bus drivers, service providers, guests, volunteers, delivery personnel) has the following roles and responsibilities:

THE TCDSB

The TCDSB will provide direction to its schools that ensure opportunity, excellence and accountability in the education system.

The TCDSB is committed to the principle and standards established by the ***Violence Prevention Policy***. The TCDSB will not tolerate behaviour that jeopardizes the emotional well-being or physical safety of members of the school community.

As set out in the ***Violence Prevention Policy***, the TCDSB acknowledges the rights and responsibilities for its students and staff, including:

- ❖ to be respected by all members of the community;
- ❖ to work and learn in a safe and orderly and positive environment;
- ❖ to access facilities and to participate in programmes offered by the school without fear of violence;
- ❖ to respect all members of the school community;
- ❖ to contribute positively to the Christian climate of the school;
- ❖ to respect the property of the school and all members of the school community;
- ❖ to respond positively to the educational environment provided by the school community.

As a part of its broader mandate, the TCDSB will:

- ❖ develop policies that set out how their schools will implement and enforce the **Provincial Code of Conduct** and all other rules that they develop as related to the provincial standards for respect, civility, responsible citizenship and physical safety;
- ❖ seek input from Catholic School Parent Councils (CSPC), school based safe school action teams, and the TCDSB safe schools advisory committee and review these policies regularly with students, staff, parents or guardians, parish priests, volunteers and the community;
- ❖ establish a process that clearly communicates the **Provincial Code of Conduct** to all members of the school community – including parents, students, staff, superintendents, senior board staff, board personnel and trustees – in a manner that ensures their commitment and support;
- ❖ ensure an effective prevention-intervention strategy and response to all infractions related to the standards for respect, civility, responsible citizenship and physical safety;
- ❖ provide opportunities for all staff to acquire the knowledge, skills and attitudes necessary to develop and maintain academic excellence and safe learning and teaching environments.

SPECIAL SERVICES RESOURCE TEAMS

Special Services Resource Teams will assist the school staff in identifying and helping children who require specialized programs to meet their individual needs. Members of such teams include: Psychologists; Assessment and Programming Teachers; Social Workers; Speech and Language Pathologists and Teachers of the Gifted.

SCHOOLS

Through the development and refinement of local codes of conduct, schools must communicate provincial and TCDSB standards of behaviour in a variety of languages suited to the respective communities. Schools shall:

- ❖ seek input from Catholic School Parent Councils and school based Safe School teams in the development or refinement of local codes of conduct;
- ❖ review their local codes of conduct regularly with students, staff, parents or guardians, volunteers and the community;
- ❖ establish a process that clearly communicates the school code of conduct, the **TCDSB Code of Conduct**, and the **Provincial Code of Conduct** to all parents, students and staff in a manner that ensures commitment and support;
- ❖ include in the local code of conduct a summary of the **TCDSB Violence Prevention Policy**;
- ❖ ensure that the local code of conduct is distributed to students at least once per school year, including students admitted during the school year;
- ❖ ensure that the local code of conduct is explained to each student and that the expectations in the local code are clearly communicated to each student at least once per school year;
- ❖ ensure that the local code of conduct is enforced in a fair and even-handed manner throughout the school year;
- ❖ establish a school-wide approach to progressive discipline.

PRINCIPALS

Under the direction of the school board, principals take a leadership role in the daily operation of the school. Principals provide this leadership by:

- ❖ demonstrating care and commitment to academic excellence and a safe teaching and learning environment;
- ❖ holding everyone, under their authority, accountable for their behaviour and actions;
- ❖ developing, communicating and enforcing the **Code of Conduct** regularly with all members of the school community;
- ❖ ensuring the communication of the **Code of Conduct** includes a communication plan that outlines how these standards will be made clear to the entire school community, including where there is a significant number of parents or guardians whose first language is not English;

- ❖ providing an example of respect and civility for all members of the school community;
- ❖ empowering students to be positive leaders in their school and community.

As under the Education Act, Section 265, it is the duty of the principal:

- to maintain proper order and discipline within the school;
- to develop cooperation and coordination of effort among the members of the staff of the school

Under the provisions of the Education Act, principals are responsible for:

- suspending students and for referring expulsions to the school board in appropriate circumstances;
- conducting investigations in accordance with the Guidelines for Conducting a Disciplinary Investigation.
- contacting the parent/guardian of victims who have been harmed as a result of serious student incidents including incidents for which a suspension or expulsion must be considered (Bill 157).

TEACHERS AND SCHOOL STAFF

Under the leadership of the principals, teachers and staff shall maintain order in the school and are expected to hold everyone to the highest standard of respectful and responsible behaviour. As role models, staff members uphold these high standards when they:

- ❖ help students work to their full potential and develop their self-worth;
- ❖ communicate regularly, when appropriate, and meaningfully with parents;
- ❖ maintain consistent standards of behaviour for all students;
- ❖ demonstrate respect for all students, staff and parents;
- ❖ empower students to be positive leaders in the classroom, school and community;
- ❖ prepare students for the full responsibilities of citizenship;
- ❖ comply with the responsibilities established by the TCDSB ***Violence Prevention Policy***.
- ❖ Reporting all incidents that must be considered for suspension or expulsion.

Teachers shall also assist principals in maintaining close co-operation with the school community and in establishing and maintaining consistent disciplinary practices in the school.

As under the ***Education Act, Section 264***, it is the duty of the teacher to:

- ❖ teach diligently and faithfully the classes or subjects assigned to the teacher by the principal;
- ❖ encourage pupils in the pursuit of learning;
- ❖ inculcate by precept and example respect for religion and the principles of Judaeo-Christian morality and the highest regard for truth, justice, loyalty, love of country, humanity, benevolence, sobriety, industry, frugality, purity, temperance and all other virtues;
- ❖ assist in developing cooperation and coordination of effort among the members of the staff of the school;
- ❖ maintain, under the direction of the principal, proper order and discipline in the teacher's classroom and while on duty in the school and on the school ground.

Under the provisions of the ***Education Act***, teachers do not have the authority to suspend students. Teachers must continue to assist the principals by reporting incidents, as well as assist the principals in conducting inquiries and providing appropriate interventions.

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

STUDENTS

Students are to be treated with respect and dignity. Reflexively, they must demonstrate respect for themselves, for others and for the responsibilities of citizenship through acceptable behaviour. Respect and responsibility are demonstrated when a student:

- ❖ comes to school prepared, on time and ready to learn;
- ❖ shows respect for themselves, for others and for those in authority;
- ❖ refrains from bringing anything to school that may compromise the safety of others;
- ❖ follows the established rules, policies and local **Code of Conduct** and takes responsibility for his or her own action.

As in the **Education Act, Regulation 298**, students are expected to:

- ❖ be diligent in attempting to master such studies as are part of the programme in which the student is enrolled;
- ❖ exercise self-discipline;
- ❖ accept such discipline as would be exercised by a kind, firm and judicious parent;
- ❖ attend classes punctually and regularly;
- ❖ be courteous to fellow pupils and obedient and courteous of teachers;
- ❖ be clean in person and habits;
- ❖ show respect for school property;
- ❖ take such tests and examinations as are required by order under the **Act**, or as may be directed by the Minister.

Students are also expected to:

- ❖ comply with all school expectations, procedures and codes of behaviour;
- ❖ give respect and cooperation to all persons in positions of authority in the school.

PARENTS AND GUARDIANS

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

- ❖ show an active interest in their child's school work and progress;
- ❖ communicate regularly with the school;
- ❖ help their child be neat, appropriately dressed and prepared for school;
- ❖ ensure that their child attends school regularly and on time;
- ❖ promptly report to the school their child's absence or late arrival;
- ❖ keep the school informed of those conditions of health or welfare which affect their child's involvement in school and its curriculum;
- ❖ become familiar with the **Code of Conduct** and school rules/procedures;
- ❖ encourage and assist their child in following the rules of behaviour while in school, on their way to and from school, or while engaged in school-related activities;
- ❖ assist school staff in dealing with disciplinary issues.
- ❖ provide your address, home telephone number, business telephone number (for working parents), a sitter's telephone number or someone that we may contact in the event of any emergency or in the event of an early dismissal. This information is important and in the interest of your child's safety.
- ❖ utilize the "Kiss and Ride" as the appropriate pick-up/drop-off area at all times
- ❖ no parking of cars in the "kiss and ride" zone – please follow the **Parent Safety Program (P.S.P.)** by proceeding to the end of the driveway and remaining in the driver's seat while your children enter and exit your vehicle. *The P.S.P. is facilitated and monitored by the Toronto Police Services.*
- ❖ **no parking in the staff parking lot.**

SCHOOL POLICIES AND PROCEDURES

CURRICULUM

T.C.D.S.B. HOMEWORK GUIDELINE SUMMARY

Grade 1 to 8 -- 10 min. per grade

Grade One – 5 to 10 min.

Grade Two - 10 to 20 min.

Grade Three – 15 to 20 min.

Grade Four – 20 to 40 min.

Grade Five – 25 to 50 min.

Grade Six – 30 to 60 min.

Grade Seven – 35 to 70 min.

Grade Eight – 40 to 80 min.

(plus Read Aloud or Independent Reading)

- ❖ times may vary based upon circumstances and individual needs.

REPORTING OF STUDENT PROGRESS

Two official report cards and a first term progress report card will be sent to parents during the school year. Parents should retain their copy for future reference. The original will be placed in the Ontario Student Record File. **Remember: We ask that when you have read your child's report that you sign the last page and return it to your child's teacher.**

If at other times you have questions regarding your child's progress please feel free to telephone for an appointment to discuss the matter with your child's teacher. We welcome your interest and appreciate your support.

VACATION HOMEWORK POLICY

Programming will not be provided prior to, or during, vacations.

EXTRA –CURRICULAR ACTIVITIES OR EXCURSIONS

Excursions related to school activities are a vital part of an enriching curriculum. During the school year, your child will have opportunities to become actively involved in extra-curricular activities or excursions. A permission form for extra-curricular activities or trips within the community will be sent to you separately. This authorizes us to have extra-curricular activities that may require after or before school practice or preparation at home. We also may take your child on short excursions around the vicinity of the school – for example; studying trees, collection of leaves for Science, a visit to the local supermarket, etc. For educationally valuable trips that supplement the program in the classroom, you will be notified of the details of the excursion (ie. date, time and cost). Your signed permission will be required to allow your child to participate in such outings. Please sign all permission forms and return them to the classroom teacher promptly.

WASTE FREE LUNCH PROGRAM

We are asking you to fully participate with your child in our “**Waste Free Lunch Program**” at our school this year in accordance with the TCDSB Waste Free Lunch Program Practice. Be part of helping us become leaders in this environmental friendly waste reduction program. It involves the following three steps:

1. Lunches and snacks should be packed in re-usable containers not in disposable bags.
2. In order to avoid spills, we ask you to use containers that are re-sealable.
3. To ensure the safety of students who suffer life threatening, anaphylactic reactions please place all foods in reusable containers in their original package or wrapper. This will allow the food ingredients to be clearly indicated and help all staff and students to be aware of possible allergens introduced in the school environment.
4. Left over food which can be disposed of in the green bin program available at your home will be brought back home in their containers by your child.

Our hope is that this practice at school and at home will teach all children to carry this awareness and behaviour with them as they grow into young adults.

REGISTRATION

Children who are four years of age by the end of the calendar year are eligible for Junior Kindergarten. Children who are five by the end of the calendar year are eligible for Senior Kindergarten. Children currently in our Junior Kindergarten classes are automatically advanced to Senior Kindergarten and no-registration is required.

All new student registrations require the following documents:

- 1) Original of the child’s Roman Catholic Baptismal Certificate;
- 2) Birth Certificate or passport;
- 3) Student Health Card Number;
- 4) Telephone numbers of your home, your place of business and place of business of your spouse. An alternate telephone number of someone to call in case of emergency;
- 5) The Toronto Health Department requires your child’s immunization records;
- 6) Proof of Residency – legal documents are required.

TEXTBOOKS/OTHER SCHOOL PROPERTY

A tremendous amount of money is spent each year in providing students with textbooks and other supplies. It will be appreciated if you would help us in teaching children to handle these items with care. A school bag or thick plastic bag is excellent for carrying books to and from school. Damaged and lost materials are a serious problem. If textbooks, school sports jerseys, and/or other school property are lost, it is not easy to replace them and other children will be deprived of their use. We have only limited resources and appreciate your continued help and cooperation with this matter. **Remember: If a student defaces, destroys or loses schoolbooks or equipment, he/she will be held accountable for it.** If you find any textbooks or other items at home, kindly return them to the school.

LIBRARY

Our school library has a large collection of fiction and non-fiction books and educational materials. A regular program is provided for our students with regular book exchange. Please monitor their weekly borrowing and return of material. We strongly encourage you to take your child to the public library to enable him/her to become familiar with the services provide by the public library system.

INTERNET GUIDELINES

The Internet is a rewarding resource for academic purposes. All parents/guardians and students are expected to sign the **Student Internet Agreement** prior to their child using the Internet. Students must exercise caution when communicating with others. They must never release personal information with others such as their name, address or telephone number. Students have a responsibility to:

- ❖ maintain the moral and ethical standards of school, home and Church;
- ❖ use the Internet and access information as prescribed by the teacher and school;
- ❖ report any information or communication which is disturbing or offensive;
- ❖ not access IRC (Internet Relay Chat) communication.

Violations will result in restriction or denial of Internet access, termination of Internet e-mail accounts, disciplinary action at the school level and where necessary, prosecution under Provincial/Federal laws. Please read the complete TCDSB Acceptable Use Policy found on page 20.

HEALTH AND SAFETY

SUPERVISION

The students are supervised indoors and outdoors throughout the school day. Outdoor supervision begins at 8:40 a.m. and continues until the students are met by their classroom teachers. The students are also supervised outdoors during recesses, indoors during lunch from 11:45 to 12:05 p.m., and from 3:30 to 3:45 p.m. outdoors. All students must go directly home upon dismissal unless previous, alternate arrangements have been made with the classroom teacher and/or office personnel.

RECESS RULES FOR STUDENTS

It is a general rule that if a child is well enough to attend school, he/she is well enough to partake in outdoor recesses, physical education, and participate in all regular programs. **However, if there are legitimate reasons why your child must be exempt from activities, please send a written request with appropriate medical certificates.**

INCLEMENT WEATHER

On days when the weather is inclement, students will be permitted to enter the building upon arrival at school. On such days, the outdoor recess period will be cancelled and/or shortened, and those students who stay for lunch will be supervised in the building. Unless the weather conditions are particularly bad, cold weather alone does not warrant an early entry to the building or a cancellation of the recess period. The students profit greatly from a recess break because they get out into the fresh air to burn off some of their energy in play activities. This makes children more alert and ready to continue their studies when they come in. It is important point that the students, particularly the younger children in the primary grades, come to school warmly dressed for the weather. The decision to shorten or cancel recess will be based on the current Wind Chill Factor according to Environment Canada's weather station at Pearson International Airport.

LUNCHTIMES RULES FOR STUDENTS

Students who are permitted to remain at school for lunch are accommodated in the best possible environment. Adequate adult supervision is provided within the class while the students are eating lunch. Parents must inform the school in writing if their child is to stay at school for lunch. A note must support any change in lunch arrangements.

1. Students who stay for lunch are expected to demonstrate good manners and are responsible for keeping and leaving their lunch area clean.
2. All students going home for lunch must leave by 11:45 am. All food/drink must be eaten at home prior to returning to school. Students are not to bring any food back to school for themselves or for others, and are not to return to the schoolyard until 12:45 pm. Students should leave the

property once, and are not permitted to re-enter and leave school grounds.

3. Students that do not normally go home for lunch but have special permission to do so, **must have a note signed by parents, and given to their classroom teacher. Phone calls will not be permitted nor taken to make alternate lunch arrangements.**
4. Students that are dispersed from the portable(s) for lunch must proceed to their designated classroom immediately and eat their lunch in that classroom only. No students should be eating their lunch in the hallways or traveling to other classrooms.
5. Possible consequences for students who leave school for lunch without permission will include: (a) a phone call home made by administration; (b) community service to be completed during lunch recess; (c) detention and/or suspension; (d) students and their parents having to make alternative arrangements for lunch.
6. Unless there is a real emergency, students should be seated at all times; they should get up from their chairs only once at 12:00 pm. to throw away any garbage and to prepare for recess. Students should wait to be dismissed by the teacher on duty.
7. Washrooms or fountains are not to be used during lunch unless it is absolutely necessary. Permission from a teacher or supervisor is required.
8. Use of computers and/or any other electronic equipment is not permitted during lunch recess.
9. All students must leave the building quietly in single file through their designated exits upon dismissal for recess.
10. Glass bottles are not permitted on school grounds.
11. Student lunches should be dropped off at the office before 11:45 am.

EMERGENCY PROCEDURES

Fire Drills

Fire drills are held on a regular basis during the first and last terms of the school year and on an “as needed” basis during the second or winter term. These drills reinforce the need for a quick and orderly exit from the building with everyone gathering in a safe area away from the building. Everyone must leave the building promptly when the fire alarm sounds. It is therefore not good practice for the children to wear socks indoors; shoes must be worn at all times.

Scheduled fire drills are communicated to the local fire department and the TCDSB central monitoring to avoid the fire department being dispatched. All students need to understand the consequences and ramifications of falsely pulling a fire alarm. Such abuse will be treated very seriously and may result in suspension and possible police involvement.

Lockdowns

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, similar to the way we have 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.

- ***Shelter in Place – Possible Environmental Danger in the Neighbourhood.*** A Shelter in Place Response is initiated in heightened risk situations. Heightened Risk is defined as an external environmental threat in the area of the school. This is usually initiated by the Toronto Police Service or other agencies having jurisdiction over the incident.

Examples could include:

- chemical spill or gas leak in the neighbourhood
- the presence of smoke or fire in the vicinity
- extreme weather conditions.

- **Hold and Secure – Possible Danger in the 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. In most instances the school will be contacted by the Toronto Police Service or other agencies having jurisdiction over the incident.

Examples could include:

- police activity on the school grounds
- a crime in progress
- police searching for an offender in the neighbourhood

- **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. When the school receives reliable information that danger is present at the school site, the Principal will determine whether a Lockdown response is necessary.

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 the procedure should be directed to the School Administration.

BUS SAFETY FOR SCHOOL TRIPS AND EXCURSIONS

Riding the school bus is a privilege; students are accountable to the principal for their conduct on the buses. If at any time this privilege is abused, the principal may withdraw bus transportation provided. 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; consequences may include withdrawal of bus privileges. Students are requested to observe the following procedures for their safety:

WHEN BOARDING THE BUS

- ❖ Wait on the sidewalk in a single line in an orderly manner. (Pushing, shoving, running or any other unruly behaviour is not acceptable).
- ❖ Remember the bus drivers are responsible for the safety of their passengers; therefore, all students must be considerate and respect their rules. Teachers will report to the principal the names of any students who they feel are endangering the welfare of others because of an inappropriate attitude or behaviour.
- ❖ Students must keep away from the traveled portion of the road at the boarding points until the bus has stopped and its lights are flashing.
- ❖ Everyone should stop, look and listen before they cross the street.
- ❖ The bus should be boarded in an orderly manner.

WHILE ON THE BUS

- ❖ Follow the school bus driver's directions and instructions to ensure everybody's safety.
- ❖ Sit properly in your seat. Students are required to remain in their assigned seat while the vehicle is in motion.
- ❖ Respect other students and their personal belongings.
- ❖ Food and drinks are *not* allowed on the bus.
- ❖ Fooling around (pushing, shoving, fighting, etc.) is unacceptable on the bus.
- ❖ The windows should be left closed unless someone is instructed by the bus driver to do otherwise. *Never put your hands, arms, head, legs or objects out of the window.*

- ❖ Objects should never be thrown in the bus or out of the windows.
- ❖ Talking should be done quietly. Noise can be a hazardous distraction to the drive. Shouting, yelling, screaming and singing is unnecessary.
- ❖ The aisles must be kept clear except when students are embarking or disembarking.

WHEN LEAVING THE BUS

- ❖ Students should take all their belongings with them.
- ❖ Students should leave the bus in an orderly manner.

STREET CROSSING SAFETY AND CROSSING GUARD SERVICE

- ❖ The city has provided crossing guards at the intersection of Bloor and Mill Road and Bloor and Forestview Rd. Students must cross these intersections under the crossing guard's supervision. Questions about the crossing guard should be directed to the Police by calling 22 Division at (416) 808-2200.
- ❖ To help ensure their child's safety, parents are asked to review, with their child, the route taken both to and from school.

LOST AND FOUND

Many articles of clothing, lunches, and other goods are lost or misplaced by students, especially during the winter season. Please label all clothing, boots, lunch bags, etc. with the child's name. Returning these items to the proper owner, especially in the primary grades, is much simplified if belongings are marked. A "lost and found" is maintained under stairwell B on the main floor where all children should look for missing items.

Note: Lost and found articles that are not claimed after three months are donated to the St. Vincent de Paul Society, Canadian Food for Children Charity or sold at the school used clothing sales during the Spring Barbeque and the Fall Fun Fair.

VISITORS TO THE SCHOOL

All doors to the school are kept locked throughout the day. **Students MUST NOT open any door to any visitor under any circumstance.** People wishing to enter the building must enter through the front door at the discretion of administration, office staff or other staff members; this includes people wishing to enter/remain in the schoolyard. All visitors – parents, guardians, babysitters, volunteers, guests, etc. – must adhere to the following Safe School procedures:

1. Visitors are required to begin their visit at the main office. This includes visits during class, recess, or lunch, whether in the building or in the schoolyard, or to pick up your child before the end of the regular school day.
2. While at the main office, visitors are required to:
 - (a) inform office staff of their presence;
 - (b) identify themselves;
 - (c) sign the Visitor's Book;
 - (d) obtain a Visitor's Badge.
3. Parents and guardians must schedule appointments in advance to meet with teachers.
4. Parents, guardians, and babysitters must drop students off at entrance gates in the yard. Students are NOT to be brought directly to their classrooms.

5. Parents and guardians must leave lunches or other items for students at the main office. These items are NOT to be delivered to the classroom directly.
6. Parents, guardians, and babysitters are to wait outside in the yard to receive students at dismissal.
7. St. Clement Catholic School is a smoke-free environment.

ST. CLEMENT IS AN ALLERGEN-AWARE SCHOOL

In our school, we have children with life-threatening food allergies (“anaphylaxis”), and exposure to even a very small amount of their allergen can be fatal without proper medical attention. A reaction can happen within minutes of being exposed, or can sometimes take place several hours later. The best way to reduce the risk of accidental exposure for these students is to respectfully ask for the co-operation of the entire school community.

What does a reaction look like? Each reaction is unique, but may involve any of the following symptoms: hives or redness; shortness of breath or wheezing, trouble swallowing; stomach pain or vomiting; weak pulse or shock. The most dangerous symptoms are trouble breathing caused by swelling of the airways and/or a drop in blood pressure causing dizziness, feeling faint or passing out. The most common treatment is an injection of epinephrine (i.e. a shot with an “Epi-Pen”).

What are the common allergens? Peanuts, tree nuts (i.e. all nuts), eggs, fish, shellfish, sesame and mustard. Non-food allergens include insect bites, medications and latex.

What is our school’s policy? All staff must be trained to respond in an emergency situation and anyone supervising students (incl. student lunchtime monitors) must be trained to recognize an allergic reaction and have a procedure in place to ensure students can get rapid treatment. In conjunction with the TCDSB’s “Anaphylaxis Protocol and Guidelines”, our school has put strategies in place to minimize the potential for accidental exposure.

Rules for the Classroom – All Parents/Guardians & Teachers

- All food sent to the school (including lunches and snacks) and/or any food provided to the class by any teacher must not contain any peanuts or tree nuts. Please read all labels carefully as some products “may contain” peanuts or tree nuts and these are equally not permitted in the school. Further, please be aware that some products showing peanut-free symbols still contain tree nuts and are not permitted in the school. Teachers will inform parents if there are any other allergies in the classroom that require further precautions;
- All food/snacks provided for celebrations must be store-bought, in the original packaging, nut-free, with all ingredients listed. Homemade food items are *not permitted* to be shared in the classroom.
- Parents/guardians must consult with the teacher *each time* before supplying any food or materials to be shared in the classroom;
- Parents should instill in their children that food is not to be shared at school;
- Each September, every class will receive Anaphylaxis Education, led by an individual who is very familiar with anaphylaxis (i.e., a rep from Anaphylaxis Canada or a parent of an anaphylactic child).

For Parents/Guardians of Anaphylactic Children:

- Anaphylactic students may not eat food supplied for celebrations, without prior consent of their parents;
- Anaphylactic students should be provided with a “safe” treat, to be kept in the classroom in case there is any doubt about a treat being served;
- The school must be informed of any changes to the student’s medical condition and all emergency contact information must be up-to-date;
- The school must be provided with three Epi Pens, clearly labeled with the child’s name (1 for the office, 1 for the classroom, 1 to be carried on the student’s person);

- Inform the student about his/her allergies, how to use the Epi Pen and to never eat anything unless s/he has an Epi Pen; and
- Parents of anaphylactic students are encouraged to accompany the class on any field trips/events outside of the school (if the parent is unable to attend, the student can be placed in a group with his/her teacher).

SERIOUS MEDICAL CONDITIONS

Please contact the school immediately if your child has or contracts any serious or life-threatening medical conditions which might restrict activities at school or give rise to an emergency situation (ie. allergies, cardiac issues, respiratory difficulties, hemophilia, etc.)

COMMUNICABLE DISEASES

In order to prevent the spread of infections in school, children suspected of being ill should not be sent to school. If you notice that your child has fever, flushed face, red eyes or sore throat, runny nose, is sneezing, coughing, has a skin rash, upset stomach or is vomiting, please keep him/her at home and contact your family doctor.

Please notify the school if your child has Measles, Mumps, Rubella, Meningitis, Pertussis (Whooping Cough) or any communicable disease. *Do not send your child back to school until your doctor says it is safe.*

HEAD LICE – (PEDICULOSIS)

Head lice never take a vacation! Outbreaks of pediculosis are common among school children and anyone can become infested by exposure to other infected persons or their belongings. Parents are advised to check their children for lice regularly. If you have any concerns or require additional information about head lice, please contact your family physician or the health department. Private companies such as Lice Squad will provide service for a nominal fee. **Please inform the school if your child has head lice.**

MEDICATION

Occasionally schools are required to dispense oral and/or injected medications to students when parents/guardians AND physicians have completed and signed the appropriate TCDSB forms. The aim of these forms is to ensure that any and all medication that is being administered to students at school is done as prescribed by an attending physician. The forms to dispense any medication must be updated on a regular basis and are available from the school principal. TCDSB Policy requires that forms must be completed.

- ❖ **Staff at TCDSB schools are not permitted to dispense non-prescription medication to students.**
- ❖ **Do not send medication to school with your child without following proper procedure.**

STUDENT ACCIDENT INSURANCE

This insurance is recommended because many accidents occur to children. If you decide to take out one of these policy plans, simply complete the application form and send it, along with your cheque, in the pre-addressed envelope, directly to the insurance company – please do not send it back to the school.

EMERGENCY CLOSING OF THE SCHOOL

The school may be closed or classes cancelled for a temporary period of time in case of an emergency arising out of inclement weather, fire, breakdown of the heating plant, the failure of an essential utility or service, when the health, welfare, or safety of children is in jeopardy. Parents are requested to ensure that business telephone numbers and emergency contact numbers on school records are current so that contact may be made to ensure that a parent or guardian will pick up or receive their child. In the event that a disaster situation is declared, your child will be transported under the supervision of the principal and staff to a designated centre. **Our Alternative Sites are St. Clement Catholic Church and St. Elizabeth Catholic School.** During such an emergency, up-to-date information can be obtained via major radio and television stations. Your child will remain under the supervision of the school staff until the disaster situation ends or until you, the parents/guardian, personally pick up your child from the school or evacuation centre.

CHILD AND FAMILY SERVICES ACT

The school will fully cooperate in any investigation undertaken by The Catholic Children's Aid and/or Toronto Police Services. School staff is obligated to report to Catholic Children's Aid if they have reasonable grounds to suspect that a child is or may be in need of protection. Any suspicions and the information upon which the suspicions are based must be reported. It is not our role to investigate, but it is our responsibility to report.

ACCIDENTS/MEDICAL ATTENTION

There are inherent risks associated with activity and these risks vary with the demands and nature of the activity as well as with the skill and ability of the participants. Physical injuries should be reported immediately to the nearest teacher or to the office. Parents will be contacted if the injury is serious and/or requires First Aid. It is imperative that the school has up to date information on how to contact you or an alternate in the event of an emergency or sudden illness.

IMMUNIZATION

The *Immunization of School Pupils Act, 1982* states that "parents/guardians are required to complete the prescribed program of immunization..." for each pupil. Failure to do so will result in suspension and/or exclusion from school by the Public Health Department. We therefore urge all parents/guardians to make sure that their children have the required up-to date immunizations. Please be advised that an up-to date immunization card is required for initial school registration.

ST. CLEMENT APPROPRIATE DRESS CODE POLICY

The St. Clement Local Dress Code as outlined on the following page is mandatory and shall be in effect on the first day of the school year.

All students are expected to arrive at school dressed appropriately.

The principal has the right to enforce the Dress Code for Pupils and school staff members are expected to support its consistent implementation.

Parental support of the Local Dress Code for the school is essential for upholding a distinctly Catholic and positive learning environment in our schools.

The principal has the discretion to determine whether a student is in violation of the Local Dress Code and will consider mitigating circumstances that would prevent a student from complying.

Any action taken to implement the requirement of this policy, including the application of consequences to students, will be consistent with the requirements of Policy S.S.10 Safe Schools: Progressive Discipline (2008).

Clothing	Details
<p>Plain white or plain navy tops include: Short and long-sleeved t-shirts, short and long-sleeve golf shirts, dress shirts, blouses, turtle necks, hoodies, vests, cardigans, sweaters or sweatshirts, full shoulder sleeveless shirts</p>	<ul style="list-style-type: none"> • With or without collars • Shirts can be sleeveless providing there is full shoulder coverage • No visible labels, logos, contrasting colours, coloured buttons, coloured stitching, stripes, words, pictures or detailing
<p>Plain navy blue bottoms include: Pants, shorts, skorts, skirts, tunic dress, dress, capri/cargo pants, track, athletic and yoga pants</p>	<ul style="list-style-type: none"> • Walking/athletic shorts are to be mid-thigh or longer • Skorts are skirts with shorts sewn inside • Cargo pants are ¾ length pants or full length pants that the bottoms can be zipped off (or rolled up) to make them into shorts • Track pants: with tight elastic bottoms or loose open bottoms • Skirts & tunic dresses should be modest length (knee or slightly above knee) • Wearing shorts underneath skirts and dresses is recommended but not required • Tunic dresses are solid plain navy blue and worn with plain white or plain navy tops underneath • No visible labels, logos, contrasting colours, coloured buttons, coloured stitching, stripes, words, pictures or detailing
<p>Other clothing items include:</p> <ul style="list-style-type: none"> • Tights, socks and leggings • Shoes • Belts • Clothing accessories 	<ul style="list-style-type: none"> • Girls' tights can be plain white or plain navy blue • Socks (that are visible) can be solid white or solid navy blue • Leggings can be solid white or solid navy blue and are permitted under skirts and dresses, and under tops to mid-thigh for all ages. Girls from JK-3 are permitted to also wear navy leggings as pants. • Shoes should be suitable for recess, gym and physical activity – running shoes are recommended, secure sandals when weather appropriate • Belts are optional. Belts can be plain black, white or navy blue • Over-garments(indoor) are to be plain white, navy blue or plain white • Clothing accessories should be plain navy or white

WHAT IS NOT INCLUDED / WHAT NOT TO WEAR

- Denim/jeans (as mandated by TCDSB)
- Hats and sunglasses are only to be worn outdoors (outdoor wear)
- Flip flops are not recommended
- Mini-skirts, halter-tops, spaghetti straps, tank tops, muscle shirts, t-shirts with writing
- Clothing with tears/holes
- Oversized clothing (shirts to the knee, pants hanging low and off the waist)
- Undergarments must not be visible

Other Details

- St. Clement Spirit Wear (crested clothing with St Clement logo) is permitted to wear on any day.
- The only requirement for Physical Education (PE) class is that garments be navy and/or white.
 - Footwear for Physical Education includes non-slip, non-marking soles.
- There is no dress code requirement for student outerwear including outdoor sweaters, jackets, snow pants, hats, gloves, and sunglasses.
- St. Clement Spirit Wear (crested) items will be available for purchase from time to time through CSAC initiatives.
- It is recommended that parents / families label all clothing pieces clearly.

Dress Down Days

During the year, dress-down or non-dress code days will be planned. These days will be announced (i.e Newsletter) throughout the year, so parents and students can be prepared. Students have the option of wearing the dress code or regular clothes, which may include coloured clothing, denim/jeans, and logos. All other guidelines for what is not included should be followed. Students should be modestly dressed in keeping with our Catholic values.

Consequences for students who do not comply will follow a progressive discipline approach and are as follows:

- notice to parent by teacher in the student agenda
- warning notice from principal
- serious consequence such as:
 - loss of privileges
 - detention age appropriate discipline assignment
 - contacting parent/guardian to pick up student from school
 - suspension of student

USE OF SCHOOL PHONES, ELECTRONIC COMMUNICATION AND MEDIA DEVICES

1. School phones are used for business purposes and are not available for students to make alternate arrangements for after school activities; arrangements should be made the day before. Students can obtain permission from their teacher to use the phone for extenuating circumstances. In any emergency situation, students are to report directly to the office.
2. Parents are encouraged to make arrangements whenever possible with their children before school begins so as to cut down on phone call demands to the school office.
3. Cell phones ***must*** be powered ***off and out of view on school property*** and during school sanctioned events.
4. All other electronic communications and media devices ***are not permitted*** on school property or during school sanctioned events (unless approved by the teacher for program use).

PARENT SAFETY PROGRAM

There is no parking of cars in the “Kiss and Ride” zone. Please follow the **Parent Safety Program (P.S.P.)** by proceeding to the end of the driveway and remaining in the driver’s seat while your children enter and exit your vehicle. To facilitate the flow of traffic on Forestview Rd., drivers are requested to turn right at the exit of the Kiss and Ride zone. *The P.S.P. is facilitated and monitored by the Toronto Police Services.*

COMMUNITY INVOLVEMENT

POLICE AND COMMUNITY MEMBERS

Police and community members are essential partners in making our school and community safe. Community members need to support and respect the rules of the school. Police will investigate and respond to incidents in accordance with the **Police/School Board Protocol**. Community agencies are resources that boards can use to deliver prevention and intervention programs.

CATHOLIC SCHOOL PARENT COUNCIL

Our Catholic School Parent Council (CSPC) is an integral part of our school community. All parents and staff belong to the council and are most welcome to attend any or all of the meetings. Please consider participation in the Council. Your support is appreciated. We are always looking for volunteers for our activities like the Fall Fun Fair, Pizza Days, Sub Days, Parent Safety Program, and Community BBQ! The St. Clement CSPC is an extremely effective group offering financial assistance for various school activities. If you are interested in becoming involved with our Council, please contact the school and leave a message with the school secretary.

VOLUNTEERS

Throughout the school year, we require volunteers to assist us in such areas as assisting on school trips, assisting in the classrooms, the library, pizza days, etc. Many of these activities do not require much of a time commitment but may not be possible to realize without parent assistance. Please try and get involved in your child's education. Please inform the school if you are able to participate on either a regular or occasional basis. When you arrive at the school sign in at the office, and obtain a volunteer identification tag. When leaving return your tag and sign out at the office.

*Permanent volunteers working in the classroom **must** have a Police Record Check completed.*

2015-2016 Events Calendar	Curricular	Extra-Curricular	School Sponsored	CSAC Sponsored Fundraisers
September	Curriculum Night	Senior Softball	Terry Fox Run	Fall Fun Fair
October		Cross Country	Thanksgiving Food Drive	QSP Magazines
November	Parent-Teacher Interviews – Progress Report	Senior Volleyball	Scholastic Book Fair	
December	Christmas Concert		Toys/Hats/Mitts Drive	
January	Gr. 4 OLSAT 8 Testing			Movie Night
February	First Term Report Card	Senior Basketball Hockey		Pancake Luncheon – Shrove Tuesday
March		Junior Volleyball	ShareLife	
April		Junior Soccer		TCDSB Swim Meet
May	Gr. 2, 5, 7 CAT4 Testing & Gr. 3, 6 EQAO Testing	Track and Field	Jump Rope for Heart	
June	Second Term Report Card	Senior Soccer	Yearbook	Community BBQ
All Year		Chess Club Yoga Club	WeStudent Council	Lunch Lady, Pizza, Sub & Turkey Dog Days Spirit Wear

EXPECTATIONS AND STANDARDS OF BEHAVIOUR

At St. Clement 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.

The *Code of Conduct of St. Clement Catholic School* and the *TCDSB Codes of Conduct* include the broader principles in the *Provincial Code of Conduct*. The *St. Clement Catholic School* and the *TCDSB Codes of Conduct* are also committed to the *Foreword/Statement of Principle* set out in the *TCDSB Violence Prevention Policy*. The guiding principles of the *St. Clement Catholic School Code of Conduct* include the following:

- ❖ all participants involved in the St. Clement Catholic School system – students, parents or guardians, volunteers, teachers and other staff members, superintendents, senior board staff, board personnel and trustees – are included in the *Code of Conduct* whether they are on school property, on school buses, at school-authorized events or at any other activities or in any other circumstances that may have an impact on school climate;
- ❖ all members of the St. Clement Catholic School community are to be treated with respect and dignity, especially persons in positions of authority;

Respect for Peers

1. In order to provide an environment that is as safe as possible, the following are prohibited:
 - ❖ rough games or contact sports including body checking or tackling;
 - ❖ snowballs are prohibited under any circumstances;
 - ❖ hockey sticks, baseball bats, racquets, hardballs/softballs, skateboards, bicycles, roller skates/blades and any other equipment judged by the principal to be a safety hazard;
 - ❖ real or simulated weapons have no place at school. Items such as these will be confiscated. Parents and/or police will be notified.
2. Only NERF-type balls are permitted during recess games of soccer, football, etc., as standard balls can cause serious injury.
3. Personal body space must be respected at all times. Inappropriate touching or closeness of a sexual nature is unacceptable.
4. Violence of any kind will not be tolerated at St. Clement Catholic School. This includes both verbal and physical such as kicking and hitting. Fighting – including “play fighting” – is unacceptable at any time. Members of the school community must keep their hands and feet to themselves.
5. Students who encourage a fight are as culpable as those participating directly and will receive consequences.
6. Physical and/or emotional abuse, intimidation, harassment, bullying or threatening of any type – including cyber bullying – is very serious and could result in suspension from school.
7. Profane, abusive, racist, sexist, gross 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, library, playground, school buses, and trips. Compliance includes courtesy toward all school staff, school bus drivers and volunteers.

Respect for Property

1. We strongly discourage the practice of bringing expensive jewellery, toys, electronics, etc. to school. We will not accept responsibility for such items. Items that prove to be a distraction to students will also be confiscated.
2. Under no circumstances are students to have matches, lighters, firecrackers, or any other inflammable materials on school property.
3. 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. Report cards will not be sent home until all books are returned to school.
4. Cell phones may not be used during school hours. Cell phones which have been registered with principal prior to bringing them to school must be turned off and stored in students’ knapsacks. Any use during school hours will result in confiscation.

Respect for Self and Established Rules

1. Gum, candies or other foods are not allowed during teaching periods.
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 their grade’s designated area. Students are not allowed in unsupervised areas such as parking lots, driveways, laneways, etc. Students are also not permitted on any steps leading to any entrances to the main building or portables.

5. Students are expected to respond immediately to the 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.
6. Students must go straight home 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 who go home for lunch must consume their lunch at home. Students are not to bring any food back to school for themselves or for others, and are not to return to the schoolyard until 12:20 p.m., at which time appropriate supervision will be in effect. Parents must accept responsibility for students who have written parental permission to leave school premises during the lunch hour.
9. 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 students and their parents having to make alternative arrangements for lunch.
10. All students are expected to dress in a manner that is acceptable to the school setting and that adheres to the St. Clement Catholic School Dress Code outlined below.
11. Students are to **walk** in stairways, use the appropriate stairwells, keep to the right side, use the handrail, and keep noise to a minimum.
12. Students **must** obtain permission prior to going to the washroom and must use the buddy system.
13. Teachers must be informed of students' whereabouts at all times.

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

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

- ❖ engage in bullying behaviours;
- ❖ commit sexual assault;
- ❖ traffic 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 any damage to school property or to property located on the premises of the school.
- ❖ All members of the St. Clement Catholic School community must seek assistance from a member of the school staff, if necessary, to resolve conflict peacefully.

RESPECT FOR USE OF ELECTRONIC COMMUNICATION

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.

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.

CONSEQUENCES FOR INAPPROPRIATE STUDENT BEHAVIOUR

Consequences shall be set out that are consistent with the *“Safe Schools Act (2000)”* **and the “Progressive Discipline and Safety in Schools Act (2007)” (Bill 212)**. Mitigating factors, as stated in the **Education Act**, shall be considered.

- ❖ Bill 212 requires all schools to establish a locally developed progressive discipline plan
- ❖ Progressive discipline is a whole-school approach that utilizes a continuum of interventions, supports, and consequences and includes:
 - Prevention measures and initiatives
 - Early and ongoing intervention strategies
 - Strategies to address inappropriate behaviour

Developing Self-Discipline through Progressive Consistency of Approach

Our philosophy of discipline encourages our students to develop an internal discipline in order to allow them to focus their mind and energy on schoolwork. 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. Clement 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.

- ❖ Immediate verbal intervention/reprimand/warning
- ❖ Social contract/behaviour plan
- ❖ Contact with parents
- ❖ Detention
- ❖ Loss of privilege
- ❖ Parent/teacher/student conference
- ❖ Consultation with administration/school-based support team
- ❖ Formative consequences
- ❖ Supervised withdrawal from class
- ❖ Restitution
- ❖ Suspension/expulsion
- ❖ An **Infraction Record** may be completed; the student may be asked to complete a **Responsible Solution Form** or a reflection paper signed by his or her parent(s)/guardian(s).
- ❖ In serious matters that clearly contravene the “**Safe Schools Act (2000)**” and the “**Progressive Discipline and Safety in Schools Act (2007)**” (**Bill 212**) a suspension or a suspension pending possible expulsion from school may result. Length of suspensions varies according to the situation. Parents will be informed throughout this process. In accordance with **Toronto Police Service/TCDSB Protocol**, police may also be involved when serious offenses occur.

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. Willful destruction of school property; vandalism causing damage to school or Board property or property located on school or Board premises;
4. Use of profane or improper language;
5. Use of tobacco;
6. Theft;
7. Aid/incite harmful behaviour;
8. Physical assault;
9. Being under the influence of illegal drugs;
10. Sexual harassment;
11. Racial harassment;
12. Fighting;
13. Possession or misuse of any harmful substances;
14. Hate-motivated violence;
15. Extortion;
16. Distribution of hate material;
17. Inappropriate use of electronic communications/media;
18. 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 in illegal drugs.
6. Committing robbery.
7. Giving alcohol to a minor.
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 in to 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

PROGRESSIVE DISCIPLINE CONTINUUM

The St. Clement Safe School Committee has developed a progressive discipline continuum which outlines the steps/interventions that will be followed when a student exhibits an “inappropriate behaviour”. Additional information can be found at the TCDSB web site at www.tcdsb.org under Safe Schools Policy S.S.09.

Minor/Major/Suspendable Incidents

Inappropriate behaviours have been classified in the following three categories: minor, major and suspendable incidents.

Although the following lists are not exhaustive, they provide a sampling of inappropriate and unacceptable behaviours that are sometimes exhibited by students.

Minor Incidents

- **Hands on (e.g. pushing)**
- **Spreading rumors**
- **Teasing**
- **Being disruptive in class**
- **Not completing homework**
- **Rough play**
- Any other inappropriate incident(s) other than the ones deemed to be “Major or Suspendable” by School Administration, the TCDSB and the Ministry of Education.

Major Incidents

- **Malicious/intentional hands on (e.g fighting)**
- **Swearing/Inappropriate language (verbal, gesture)**
- **Habitual defiance or non-compliance**
- **Bullying (including cyber/internet)**
- **Weapons**
- **Vandalism**
- Any other inappropriate incident(s) other than the ones deemed to be “Minor or Suspendable” by School Administration, the TCDSB and the Ministry of Education.

Suspendable Incidents

- **All behaviours that are classified as being “Major”**
- **Uttering a threat to inflict serious bodily harm on another person**
- **Swearing at a teacher or another person in authority**
- **Bullying (including cyber/internet)**
- **Committing an act of vandalism that causes damage to school property**
- **Possessing a weapon or a firearm**
- **Using a weapon to threaten bodily harm**
- **Committing a physical assault on another person requiring medical attention**
- **Trafficking illegal drugs or weapons**
- **Any other incident deemed to be “suspendable” by the school administration, the TCDSB and the Ministry of Education**

Mitigating factors shall be considered with every incident.

Minor Incidents

- Hands-on (e.g. pushing)
- Spreading rumors
- Name calling
- Swearing (verbal/gesture)
- Teasing
- Any other incident not deemed to be “Major” by school administration, the TCDSB and the Ministry of Education

Major Incidents

- Malicious hands on (e.g. fighting)
- Swearing (verbal/gesture)
- Habitual non-compliance/defiance
- Bullying
- Weapons
- Any other incident deemed to be “Major” by school administration, the TCDSB and the Ministry of Education

Suspendable Incidents

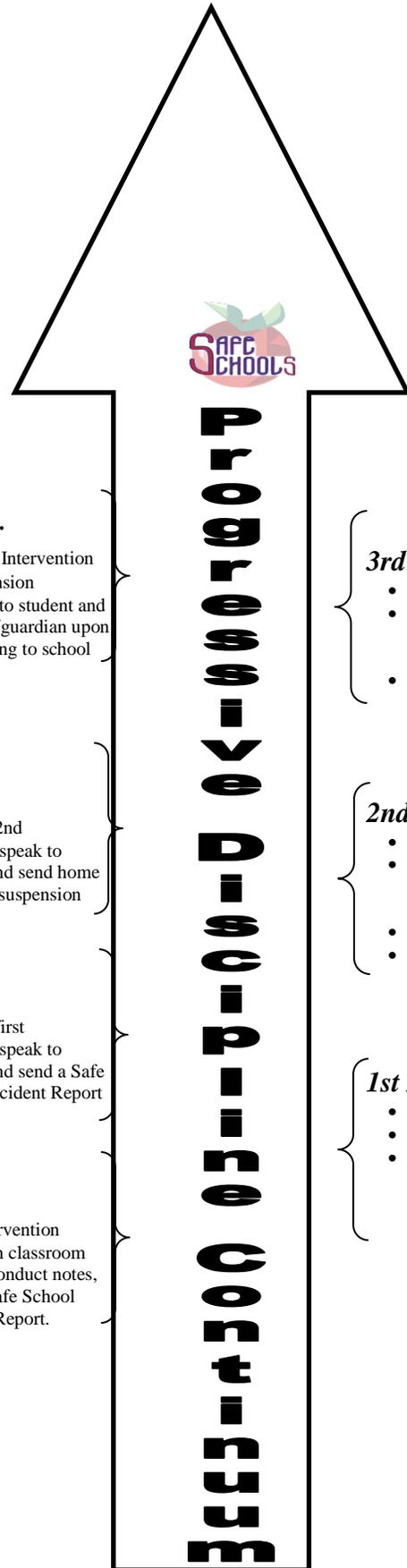
- Fighting
- Physical injury
- Bullying
- Swearing at authority (verbal/gesture)
- Possession of a weapon
- Possession of drugs
- Any other incident deemed by administration, the TCBSB or the Ministry of Education as “suspendable”

Staff Interventions

- Warning
- Time Out
- Detention
- Phone call home
- Think Paper
- Restitution
- Counseling
- Peer Mediation
- Guidance Support

Office Interventions

- Warning
- Time Out
- Detention
- Phone call home
- Think Paper
- Restitution
- Counseling
- Peer Mediation
- Guidance/Social Worker Support
- Suspension
- Expulsion



4th Minor

- Office Intervention
- Suspension
- Speak to student and parent/guardian upon returning to school

3rd Major

- Suspension
- Speak to student upon returning to school with parents
- Behavior plan re-explored and alternatives considered

3rd Minor

- Same as 2nd
- Office to speak to student and send home notice of suspension

2nd Major

- Suspension
- Speak to student upon returning to school with parents
- Set up behavior plan
- Specialist support

2nd Minor

- Same as first
- Office to speak to student and send a Safe School Incident Report home

1st Major

- Office Intervention
- Suspension
- Speak to student upon returning to school

1st Minor

- Staff intervention
- Logged in classroom code of conduct notes, or on a Safe School Incident Report.

Bullying

Bullying has become a serious form of harassment in schools. Often dismissed as part of growing up, bullying is actually an early form of aggressive, violent behaviour. Fears and anxieties about bullies can cause some children to avoid school, carry a weapon for protection, or even commit more violent activity.

The Ontario Ministry of Education defines bullying behaviour as follows.

Bullying is typically a form of repeated, persistent, aggressive behaviour that is directed at an individual(s) that is intended to cause (or should be known to cause) fear, distress and/or harm to another person's body, feelings, self-esteem or reputation.

Bullying occurs in a context where there is a real or perceived power imbalance.

(Bill 212, PPM 144)

Bullying behaviour includes but is not limited to:

- Any wilful attempt or threat to inflict injury on a fellow student, or
- Any intentional display of force such as would give the victim/targeted child reason to fear or expect bodily harm, or
- Any wilful act that has the effect of insulting or demeaning any student or group of students in such a way as to disrupt or interfere with the school's educational mission or the education of any student, or
- Any wilful act or threat to socially ostracize and/or vilify a student or group of students or to exclude them from relationships and/or activities.

If your child suspects that he/she is being bullied:

1. He/she should go to the teacher on duty and report the incident (or to the classroom teacher if the incident occurred in the classroom)

The teacher will calmly intervene and diffuse the situation.

1. If the classroom teacher feels that it is indeed a case of bullying (see definition) or an on-going situation, the teacher will: gather information; talk to the victim; talk to the suspect bully; talk to the others involved or the bystanders.
2. The teacher will then decide upon the appropriate intervention (i.e. reporting to the Principal, calling parents, discipline report, etc.)

If parents feel that the situation has not been resolved they may:

3. Call or meet privately with the classroom teacher to discuss their concerns and possible solutions. Perhaps another intervention will be decided upon (i.e., the teacher, victim and bully get together for a discussion to try to stop the bullying).
4. If the bullying continues, you and the teacher may decide to contact the Principal to establish the next step.

Parents have an important role to play in combating bullying and victimization by teaching your child to:

- Express disapproval of the bullying act, and not be part of the crowd cheering on
- Come to the aid of the victim. Within safety considerations intervene and take concrete actions to stop the bullying (e.g. shouting out that a teacher is coming, running to the office to get adult help)
- Make extra efforts to include everyone in activities, especially those who are in need of a friend. Befriend those who are socially isolated, particularly in the playground
- Be a Good Samaritan
- Play in groups as there is safety in numbers
- Be your brother/sister's keeper. It makes good survival sense.

- Distinguish between tattle-telling and standing up for what is just; the myth of tattle-telling is invented by bullies to save their own skin
- Spread the word that bullying is bad for the bullies
- Speak out and inform teachers of bullying incidents even if the victim is too scared to tell; this will diffuse the power base of the bully which thrives on intimidating others into silence.

Please Don't

- Confront the bully or the bully's parents
- Tell your child to "get in there and fight". Your child could get hurt
- Blame your child. Bullying is *never* the victim's fault
- Promise to keep the bullying secret. Explain that you are going to help and going to ask the teacher to help

TCDSB treats bullying as a serious threat that has consequences for both the victim and the bully. Through intervention, youth who are victims of bullying can be protected and ensured a safe place within the community. In addition, students who persistently engage in bullying can be supported to change their behaviour patterns before they escalate into behaviours with more serious consequences. TCDSB, through its Safe Schools Policy, does not tolerate bullying. Consequences including suspensions are given to those students who fail to control their bullying behaviour. For more serious instances of bullying, a student may be recommended for expulsion from school.

Please see <http://www.tcdsb.org/bullyproofing/> for more information.

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. Clement Catholic School Code of Conduct***.

