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ST. MICHAEL'S CHOIR SCHOOL

STUDENT HANDBOOK 2026-2027

His Excellency Archbishop Francis Leo
Chancellor

Mr. Martin Clough
Principal

Mr. Geoff Rawlinson '91
Executive Director

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TCDSB Pastoral Plan - Year 3 - Growing in Knowledge with Justice and Hope

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As we enter the third year of our Pastoral Plan, we continue to reflect God's image, honouring and respecting everyone with a deep commitment to justice, being called to grow in our relationship with God through the ultimate hope found in the teachings of Jesus Christ.

For surely I know the plans I have for you, says the Lord, plans for your welfare and not for harm, to give you a future with hope. -Jeremiah 29:11

Knowing that we are created in God's image gives us hope. God has a unique plan for each of us that fills us with hope and encourages a shared vision for a better future.

It is the Lord who goes before you. He will be with you; He will not fail you or forsake you. Do not fear or be dismayed. -Deuteronomy 31.8

As a theological virtue, the gift of hope comes from God, who calls us to place our trust in Christ's promises and to rely not only on our own strength but on the power of the Holy Spirit at work in our lives. Hope opens the possibility for us to trust in God, particularly during challenging or seemingly impossible situations.

Our well-being is an essential part of God's plan for all of us. Our hope is nurtured and expressed in scripture and prayer and through acts of kindness and compassion towards others.

We grow in Knowledge with Justice and Hope by:
-Seeking opportunities to encourage hope and positivity in our parishes, homes, and schools.
-Engaging in acts of kindness, words of encouragement, and advocacy for social justice as agents of hope and positive change in the world.

Source: https://www.tcdsb.org/o/nurturingourcatholiccommunity/page/in-gods-image

St. Michael's Choir School History and Tradition

Our Mission

The formation of Catholic men through the service of sacred music and the pursuit of knowledge.

School Motto

Bis Orat Qui Cantat ~ He who sings, prays twice

Our Vision

The commitment to sacred music provides a deep sense of the beauty and joy of the Catholic spiritual tradition, which helps each student realize his calling and vocation as he matures in his faith. The Choir School also strives to unite this musical dedication with academic goals and the development of men of character who will contribute to the common good.
St. Michael's Choir School is a community that includes students, parents, friends, educators, staff, clergy and alumni. Upon graduation, students of St. Michael's Choir School continue to serve the Church, the community, and the school.

School Crest

The three symbols are one. At the center of the Choir School's academic effort to make the universe (circle) intelligible to growing minds, is an experience of music (treble clef) for the praise of God in Jesus Christ (Chi Rho Cross)

School Colours - Maroon, Gold, Navy Blue **Team Name** – Spartans

Founding Dates

1900: St. Michael's Parish School opens at 69 Bond Street
1926: Cathedral Sanctuary Choir is founded by Monsignor Ronan
1937: Cathedral Schola Cantorum (later SMCS) is founded
1942: Grades 9 & 10 added
1950: Opening of the new Choir School Building at 66 Bond Street
1955: Affiliation with Pontifical Institute of Sacred Music in Rome
1966: SMCS joins the Metropolitan Separate School Board
1975: 69 Bond Street is renovated as the high school building
1996: SMCS moves into the renovated building at 67 Bond Street
1997: Renovation of the School of Sacred Music building at 66 Bond Street

Administration (Past and Present)

PRINCIPALS - 1937-1997
Msgr. John E. Ronan, Founder, Principal (1937–1962)
Msgr. Peter Somerville, Principal (1962–1981)
Mr. Harry Hodson, Principal (1981–1997)

1997 – PRESENT

PRINCIPALS
Mr. John W. Ryall, Principal (1997–2000)
Mr. Dan Smith, Principal (2000–2001)
Mr. Dominic Melino, Principal (2001–2010)
Mr. Barry White, Principal (2010–2017)
Mr. Linton Soares, Principal (2017–2020)
Mr. Miles Fernandes, Principal (2020–2025)
Mr. Martin Clough (2025–Present)

DIRECTORS
Mr. Harry Hodson (1997–2004)
Rev. John-Mark Missio, Director (2005–2009)
Mr. Ed McCall, Director (2010–2012)
Mr. Stephen Handrigan Executive Director (2012–2020)
Rev. Edward J. Curtis, Executive Director (2020-2020)
Mr. Barry White, Executive Director (2021- 2024)
Mr. Geoff Rawlinson '91, Executive Director (2024– Present)

Academic Staff (Toronto Catholic District School Board Staff)

Staff Name	Division	Department/Grade
Mr. M. Clough	Elem./Sec.	Principal
Ms. K. Marchione (Ms. C. Vasquez)	Elementary	Grade 3
Mr. A. Rodrigues	Elementary	Grade 4
Ms. A. Ferreira	Elementary	Grades 5/6
Mr. J. McKie	Elementary	Grades 5/6 (Extended French)
Ms. P. Porter	Elementary	French Specialty; Spec. Ed.
Mr. R. Nunes	Elementary	HPE; Core French
Mr. G. Deneault	Elementary	Grades 7/8
Ms. S. Pause (Ms. K. Marzewska)	Elementary	Grades 7/8 (Extended French)
Mr. J. Simone	Elementary	Grade 6 Language Arts
Ms. T. Chotyniec-Kowalska	Elementary	French Specialty
Mr. R. Giza	Elementary	HPE
Ms. K. Beaven	Elementary	Library Tech.
Ms. R. Abou Merhi	Secondary	French, Careers, Civics
Ms. L. Bertolo	Secondary	Mathematics, Geography, Spec. Ed.
Mr. O. Bilyj	Secondary	Science, HPE, Social Science, Math
Mr. M. Conforti	Secondary	Science
Ms. H. Dakin	Secondary	French, Business, Math, Music
Ms. A. Holmes	Secondary	Guidance, Library, Civics
Mr. A. Hume	Secondary	Chaplaincy, Religion, English
Ms. V. Prykhodko	Secondary	Science, Math
Mr. D. Zavaglia	Secondary	English, Religion

Academic Support Staff

Ms. M. Lubak	Head Secretary
Ms. J. Madigan (Ms. R. Pace)	Secretary – Elementary
Mr. A. Ghebreslassie	Head Caretaker
Ms. K. Griffiths	Child & Youth Worker
Ms. B. Puzio	Student Supervisor
Ms. M. Gomez	Lunch Supervisor
Ms. S. MacDonald	Lunch Supervisor

Music Staff (Archdiocese of Toronto)

Staff Name	Position
Mr. G. Rawlinson '91	Executive Director
Mrs. S. Leva	Manager, Business Operations
Mrs. P. Povolo	Director of Operations
Mr. J. Tamayo '03	Director of Music

Choral Staff

Mr. V. Cheng	Assistant Conductor
Ms. C. Chung	Elementary Choir Conductor
Mr. P. Fillion	Organist
Mr. W. Mahabir '08	Junior Choir Conductor
Mr. P. Mahon	Conductor & Vocal Coach
Mr. R. Marciano '23	Assistant Conductor
Ms. S. Gangl	Assistant Conductor

Piano, Organ, Strings, Theory (POST) Department

Ms. C. Pengelly	Piano – Head of POST
Ms. E. Andrews	Violin
Mr. A. Barker	Guitar
Ms. M. Barry	Piano
Ms. N. Churchill	Vocal Coach
Ms. Z. Degtyar	Piano
Mr. T. Dusatko	Guitar
Dr. J. P Farahat '07	Organ
Mr. B. Harrison	Theory
Mr. S. Hegedus	Vocal Coach
Mr. Y. Krechkovsky	Piano
Mr. M. Michalak	Piano
Mr. N. Nicolaidis	Vocal Coach
Dr. D. Simon '11	Piano & Organ
Ms. R. Synard	Piano
Ms. J. Watson	Piano
Ms. J. Zuchelkowski	Piano

Choral Operations Team

Mr. J. Cannizzaro	Communications Coordinator
Mr. D. Fernandes	Manager, Technology
Ms. N. Hosmer	Operations Coordinator
Ms. M. Gomez	After School Supervisor
Ms. S. MacDonald	After School Supervisor
Ms. B. Puzio	Before School Supervisor
Ms. S. Taylor	Office Administrator

School Year Calendar

The following chart lists school holidays, Professional Activity (PA) days, and other key dates for the 2026-2027 school calendar year of the Toronto Catholic District School Board (TCDSB).

Important Dates for 2026-2027 School Year	
Number of school days	194
Number of Professional Activity Days	7
Number of Exam Days (Secondary Only)	10
Labour Day	September 7, 2026
First Day of School for Students	September 8, 2026
Thanksgiving Day	October 12, 2026
Christmas Break	December 21, 2026–January 1, 2027
Family Day	February 15, 2027
Mid-Winter Break	March 15-19, 2027
Good Friday	March 26, 2027
Easter Monday	March 29, 2027
Victoria Day	May 24, 2027
Ontario Day*	June 1, 2027
Last Day of Exams for Secondary Students	June 28, 2027
Last Day of Classes for Elementary Students	June 29, 2027
Last Day of School Year	June 30, 2027

**Ontario Day is an instructional day.*

PA Days

There are 7 PA days for elementary schools and 7 PA days for secondary schools:

Elementary Schools

- September 2, 2026 | Provincial Education Priorities
- September 3, 2026 | Provincial Education Priorities
- November 20, 2026 | Parent-Teacher Conferences
- January 15, 2027 | Assessment, Evaluation and Reporting
- February 12, 2027 | Parent-Teacher Conferences
- June 4, 2027 | Assessment, Evaluation and Reporting
- June 30, 2027 | Provincial Education Priorities

Secondary Schools

For secondary schools, three PA days will be devoted to Provincial Education Priorities and supporting Article 19 of the Collective Agreement. One PA day will be devoted to Faith Development. The remaining three PA days will be devoted to system priorities, annual learning plans and local goals articulated in the School Improvement and Equity Plans.

- September 2, 2026 | Provincial Education Priorities
- September 3, 2026 | Provincial Education Priorities
- November 20, 2026
- February 2, 2027 | Provincial Education Priorities
- February 12, 2027
- June 29, 2027
- June 30, 2027

SMCS Important Dates

September 29	The Feast of St. Michael
September 29	October 6 – Massey Hall Friends & Family Sale
October 15	Founder's Day (Anniversary of Msgr. Ronan's death)
October 23	Founder's Day Concert
November 11	Remembrance Day Service
December 2	Lessons & Carols Service
December 2	First Canadian Place Concert
December 8	Brookfield Place Concert
December 9	Bay Adelaide Centre Concert
December 12	Massey Hall Concert – Joyeux Noel!
March 10	Tenebrae Service, St. James Colgan
April 16	Tenebrae Service
April 17 – April 30	Spring Tour
May 21- May 23	Pueri Cantores Congress Toronto

Please note that dates are subject to change. For the most current information, please refer to the online calendar at smcs.on.ca/calendar

Student Code of Behaviour

Attendance is obligatory at all classes and private music lessons in which a student is enrolled, as well as at any choral function in which he is expected to participate. A student should not be absent for holidays, scheduled concert tour days or end-of semester final examinations.

Parent(s)/Guardian(s) are urged to examine the school calendar for these important dates and for taking advantage of PA days for appointments that otherwise cause absences during the school day. A student who becomes ill during the day should inform his teacher first and then the office. He can only go home with permission of his parent/guardian. Note that a student 18 years and older has reached the age of majority and may assume responsibility for attendance. He may sign himself in and out of school without home contact; however, he must take full responsibility for missed work. Students who are late to class must obtain an "admit slip" from the main office and then proceed without delay to class. Punctuality is the personal responsibility of a student. If a student "skips" a class, Administration will be involved and will involve progressive discipline.

Students in grades three to eight may not leave school property during the school day without permission from the office.

Holidays are not to be taken on schooldays including scheduled concert tour days. Plans to extend vacation periods must be discussed by parents with the principal prior to arrangements being finalized. Students vacationing on legal schooldays will not be eligible for make-up tests, pre-teaching, or re-teaching. This includes students vacationing during tour.

If an early dismissal or late arrival is required by reason of an appointment, a parent(s)/guardian(s) should send a note with the student. The note should be handed to the homeroom teacher when attendance is taken, or handed in to the office when the student signs in. The note should state the reason for the late arrival or early dismissal, and

in the former case estimate the time of arrival, or in the latter case the time of early dismissal.

Following music lessons, students must report to the Main Office and present their admit slip to a secretary.

Uniform and Personal Grooming

Respect for our school community can be continually fostered by personal appearance. Personal appearance must be a priority for all students. The practice of looking neat and clean every day at school enhances the ability to look good at all public appearances, each week in St. Michael's Cathedral Basilica for Mass, and at all other choir obligations throughout the school year. The school reserves the right to determine what is acceptable in this area.

It is mandatory that all St. Michael's Choir School students wear the school uniform. The Uniform policy conforms to the "Code of Dress" guidelines of the Toronto Catholic District School Board. The purpose of the uniform is to instill a send of pride and identity, as well as contributing to the good order and atmosphere of the school, and the overall safety and security of the school. Students should always be neat and well-groomed.

Students must always wear the complete uniform while on school property during the day, including the lunch period. All students are expected to wear their uniform to and from school. If students are not in uniform, parent(s)/guardians will be contacted, and the student will be sent home to get his uniform, or the parent will be asked to bring the uniform to school.

School Uniform

School Uniform Provider: McCarthy's Uniforms

Winter uniform can be worn all year long, whereas summer uniform can be worn at times indicated by the Administration.

Elementary School Uniform

Elementary Winter Uniform
Official school crested maroon long sleeve sweater or ¼ zip sweater
Navy blue pants (hemmed/unaltered)
Maroon and white striped long sleeve shirt
School Tie
Any colour athletic or dress shoe

Elementary Summer Uniform
Choice of Navy-blue pants or shorts
Official school crested maroon polo shirt
Any colour shoes

Elementary Dress Uniform
McCarthy's school maroon crested blazer
McCarthy's charcoal grey pants (hemmed)

McCarthy's white long sleeve dress shirt
School Tie
Black socks
Black polishable leather dress shoes
Black belt

High School Uniform

High School Winter Uniform

Official school crested navy long sleeve sweater or ¼ zip sweater
Charcoal grey pants (hemmed/not altered or rolled up)
Black Belt
Navy and white striped long sleeve shirt
School Tie
Solid Black, solid dark blue or solid dark brown shoes with no markings

High School Summer Uniform

Charcoal grey pants (hemmed)
Black Belt
Official school crested navy polo shirt
Solid Black, solid dark blue or solid dark brown shoes with no markings

High School Dress Uniform

McCarthy's school navy crested blazer
McCarthy's charcoal grey pants
(hemmed)
McCarthy's blue long sleeve dress shirt
School Tie
Black socks
Black polishable leather dress shoes
Black belt

Dress Code for non-uniform days

Students are expected to wear a top with sleeves, a pair of pants, shoes, and socks. The clothing worn must be neat, presentable, clean and appropriate for a learning environment.

Concert, Mass and Tour Dress Code

Uniforms must be clean and proper at all times and must not be altered except for proper fit.

Hair is to be neat, trim and off the face. Extreme or unconventional hair styles or colours which detract from the appearance of the choir are unacceptable. Hair that is longer than the chin is to be tied back and off the face. Hats or other headgear are not to be worn in school.

No facial hair is acceptable as part of the uniform for Choir School students; therefore, beards and moustaches are not part of the uniform.

No visible jewelry may be worn with the exception of the school logo pin.

No makeup or nail polish to be worn.

Please note:

All uniform items must be neat, clean and in good repair. Jackets and coats must not be worn in the building. Spirit wear is NOT part of the school uniform. Spirit wear days will be listed in the school calendar.

AT ALL TIMES, the Administration retains the right to prohibit items which do not meet or uphold the spirit or moral tone of a Catholic school, and/or are not in keeping with the decorum of the uniform.

Students who fail to report to school in complete uniform (clean and in good condition) may be sent home to change into proper school uniform before being readmitted. Students who fail to comply with the school uniform policy will be seen by an administrator and progressive discipline will be used to determine consequences.
If a student's personal appearance at school is unacceptable, he will be dealt with immediately by the school staff.

If a student's personal appearance is unacceptable for a public Choir School function, he will be asked to correct the issue. If this is not possible, the choir conductor or Executive Director may decide that the student will not be permitted to perform. In this case parent(s)/guardian(s) will be contacted as soon as possible.

Mass and Performance Information

Elementary Choir
The Elementary Choir sings at various Masses and concerts through the school year.

Junior Choir
The Junior Choir sings at the 10 AM Mass on Sundays at the Cathedral Basilica and concerts/or performances throughout the school year

Senior Choir
The Senior Choir sings at the 5 pm Mass on Saturdays and at the Noon Mass on Sundays at the Cathedral-Basilica and concerts/performances throughout the school year. For a few weeks of the year, choristers will be placed in 'A choir' or 'B choir'- which will alternate weeks. Please look carefully at the calendar to ensure that you are available for the dates you are scheduled to sing.

The schedule is found on the calendar in the Community Portal and on the school website. https://smcs.on.ca/calendar

In addition to singing Masses at the Cathedral Basilica, the choirs perform in several concerts throughout the year. These dates can also be found in the calendar.

Reporting an Absence for Mass or Concerts

It is expected that all choristers are present for every Mass or Concert that they are scheduled to sing.

In the case of illness, please email your conductor directly (not the school or choral office) at least half an hour before the rehearsal begins.

If you need to request an absence for any other reason, please do so well in advance by speaking directly with your conductor. When planned in advance, it may be possible for Senior Choir Choristers to switch Mass dates on a specific weekend. Please speak with your conductor.

Communications

Communications to parents from conductors will be sent primarily via email, and updates will be included in the weekly Choral Office Newsletter.

Uniform and Grooming

Full Dress Uniform is worn for all Masses and concerts.

In addition, at Mass, there should be no visible jewelry other than the St. Michael's pin, which may be worn on the left lapel. Makeup or nail polish is not permitted. Hair colour should be natural (meaning colour within the normal realm of human genetics). Hair should be neat and off your face, and hair that is longer than your chin should be tied back, and students are clean shaven.

Behavioural Expectations

Behavioural expectations for students at SMCS are shaped by our school mission and by our school vision. To achieve these expectations, it is expected that all members of the school community will respect themselves, others, authority, and the world around them. St. Michael's Choir School is committed to ensuring that it promotes, maintains, and encourages responsibility, civility, equity, inclusivity, academic excellence and wellbeing in a safe learning and teaching environment. A positive school climate exists when all members of the school community respect and treat others fairly at all times regardless of personal characteristics of any kind. All members of the school community and Board worksites will value and respect the teachings of the Catholic Church, including the teaching that all people are created in the image and likeness of God and have infinite dignity and worth.

It is the responsibility of parent(s)/guardian(s) who choose to send their children to SMCS to understand and accept the philosophy of the school and abide by its code of behaviour. We invite parent(s)/guardian(s) to work with us as partners in the process of teaching our students to become respectful, responsible, and considerate individuals.
The SMCS code of student behaviour complements the Provincial Code of Conduct and clearly sets out the standards of behaviour for all members of the school community and worksites including, but not limited to: students, parents, volunteers, teachers and other staff members, board staff, trustees, visitors, third-party service providers and permit holders while on board premises or at school-related activities. The SMCS code of conduct is also applicable to all members of the school community for behaviour occurring off school

premises or outside of school hours that negatively impacts school climate. It is a proactive measure intended to provide guidance to all members of the school community, so that we may ensure a safe and secure learning and working environment for all.

St. Michael's Choir School is an inclusive 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. Through our Catholic values, we believe in the worth and dignity of every person, and that people thrive in a safe, healthy and compassionate environment. One of the goals of the Board's Multi-Year Strategic Plan requires that, in order to create equitable learning environments for all students, students will be provided with safe, healthy learning environments by promoting a positive school climate, inclusive and accepting of all students.

This policy is interpreted through the lens of the Catholic faith as articulated by the teachings of the Church, having due regard for the following:

- Teachings of the Catholic Church, as expressed through various documents of the Universal Church, the Bishops of Canada/Ontario, and the Archdiocese of Toronto.
- Education Act, Sections 1 (4); 169.1; 301
- Program Policy Memorandum (PPM) 128 Provincial Code of Conduct and School Board Codes of Conducts, August 29, 2019.
- Ontario Human Rights Code, Sections 1; 19

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 dominate, by adhering to the following principle: If a student is in a dangerous situation, then he should tell a caring adult in the school community immediately.

Expectations

Respect, civility and responsible citizenship
The following requirements do not adversely affect any right or privilege guaranteed under the Constitution Act 1867, the Canadian Charter of Rights and Freedoms, or the Ontario Human Rights Code.

Students must demonstrate respect for themselves and for others. They must also demonstrate the responsibilities of citizenship through acceptable behaviour. Respect and responsibility are demonstrated when a student:

- respects and treats others fairly, regardless of, for example, race, ancestry, place of origin, colour, ethnic origin, citizenship, creed, sex, sexual orientation, gender identity, gender expression, age, marital status, family status or disability;
- comes to school prepared, on time, appropriately dressed and ready to learn;
- shows respect for himself, for others, and for all of SMCS's staff;
- refrains from bringing anything to school that may compromise the safety of others;
- discourages the use of alcohol, illegal drugs, and, except by a medical cannabis user, cannabis;
- follows the established rules and takes responsibility for his actions:
- respects and complies with all federal, provincial and municipal laws;
- demonstrates honesty and integrity;
- respects differences in people, their ideas and opinions;
- treats everyone with dignity and respect at all times, especially when there is disagreement;
- seeks assistance from a member of the school staff to resolve conflict peacefully;
- respects the rights of others;

- shows proper care and regard for school property and the property of others;
- takes appropriate measures to help those in need;
- respects the need of others to work in an environment of learning and teaching;
- acts as a positive mentor to younger students.

Respect for authority

Respect for authority is demonstrated when a student:

- willingly accepts direction, instruction and guidance from all adult members of our school community at all times;
- identifies himself immediately when asked by any adult member of the school community; -understands that when he is directed by a staff member to report to the office, he is to do so immediately.

Smoking/Vaping

The Smoke Free Ontario Act (2017) prohibits smoking or vaping in school buildings or property or in vehicles on school property. Supplying cigarettes on school property to anyone under the age of 19 is also prohibited. If smoking or vaping where it is not allowed, you may be charged with an offence and subject to a fine of $1,000 for first offence, $5,000 for a further offence. Smoking means inhaling and exhaling or holding lighted tobacco or cannabis. Vaping means inhaling or exhaling vapour from an electronic cigarette (e-cigarette) or holding an activated e-cigarette.

Updated Smoking and Vaping Regulations

What is it? The prohibition against smoking tobacco and cannabis and using electronic cigarettes (vaping) remains in effect on school grounds and within 20 metres of these areas.

New Procedure: Where a student is found to have alcohol, tobacco, electronic cigarettes, recreational cannabis, related products and/or illegal drugs, their parent(s)/guardian(s) will be notified, and the prohibited item(s) must be surrendered to an educator or administrator.

Non-approved Functions and/or Excursions

Please note that any student-initiated functions or excursions such as graduation parties, Wonderland trips, etc., are not sanctioned by either St. Michael's Choir School or the TCDSB. For all school sanctioned events, appropriate protocol with respect to parent permission and teacher supervision will be followed.

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

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

Vandalism/Damage to Property

A student who damages property by accident must report it to the office so that it can be repaired. A student who damages property through carelessness, for example by throwing an object which breaks a window, must be prepared to pay for the repairs. Deliberate damage to property (vandalism) will be dealt with according to the seriousness of the offence including possible suspension.

School Procedures and Student Information

Students in the elementary school must go to the schoolyard upon arrival at school in the morning. For the students' safety, there is a supervisor in the yard from 7:00 a.m. until the students are taken to their classrooms by their classroom teachers.

In inclement weather, elementary students may use the North hallway in the high school until 8:25 a.m. until their teachers take them to class.

No student may stay in his classroom before, during, or after school without the permission of his classroom teacher. Under no circumstances may a student be in a classroom alone.

At the end of the school day, those elementary students who wait for their ride home must go to the schoolyard (through the school building, not on the sidewalk), or to the designated study area. A supervisor will be in the yard from 3 p.m. to 5 p.m.

All visitors are to enter the school through the main door and must report to the academic office.

Students may not use the gym except in the presence of a teacher or adult. Students may not enter the science lab or computer lab unless a teacher is present. Food and drink are not allowed in these areas of the school for safety reasons.
During a fire drill/evacuation, all students must vacate the building quickly and quietly in an orderly fashion. There should be no talking. Students are to proceed to the assigned areas outside the building. Students will remain in the assigned areas until instructed to return to class.

Students are encouraged to show consideration for others as they move around the school. Behaviour which may lead to injury, for example throwing chalk or snowballs, or running and jumping in the stairwells, is forbidden.

Students in grades three to six must be accompanied by a teacher when they cross Bond Street on their way to and from classes held in the 66 Bond St. building or the gymnasium. Grade three to eight students must have their lunch on school property. For all students, food and drink must be consumed in the cafeteria unless a teacher gives permission in his/her classroom.

School accidents must be reported to the office as soon as possible. In a case of personal injury to a student, the principal or designate may decide to send the student to the emergency department of St. Michael's Hospital. The injured student will be accompanied by a staff member, and parents or guardians will be informed as soon as possible.

Students may use washrooms before school, between classes and after school. A student may use the washroom during class with a teacher's authorization, but in this case, must use the washroom closest to the room from which he was excused. Students travelling in the hallway are not permitted to visit or enter any other classroom besides their assigned class without a note from the teacher.

Students are not permitted to use electronics in the washroom.

Found articles should be brought to the main office and lost articles may be reclaimed from the main office. Students should mark all their books and personal possessions clearly with their full names. At the end of each semester/term, the contents of the Lost and Found will be cleaned out and donated to charity.

Library Learning Commons: Students have a responsibility to the school community to respect the Learning Commons. The high school lunch period is a silent study period in the Learning Commons. No food or drink is permitted in the Learning Commons. High school students who remain in the school building must eat their lunch in the cafeteria.

Students on Spare: Students who have a spare period in their timetable are expected to respect the learning environment of others and must study in the library, cafeteria or another designated room. At no time should students on spare be in the halls or gathered near their lockers, or outside loitering on the school grounds. Students who are on spare must be in full uniform at all times.

Each student in high school is assigned or chooses a locker at the beginning of the year. A student:

- may use only the locker assigned to him;
- is expected to keep his locker clean, neat and secure;
- must advise the office if his locker has been broken into; and
- must report all intruders/trespassers to the office immediately.

SMCS does not accept responsibility for any loss of personal belongings. Students are encouraged to leave expensive items at home. Under the authority of school board policy and The Education Act, TCDSB staff may search lockers, if necessary. Refer to the TCDSB "Search and Seizure Policy"

RESPECT FOR OTHERS

St. Michael's Choir School must be a place where all students feel safe, welcomed and respected.

There shall be no tolerance of "bullying" in the school. Bullying will be considered as any on-going physical, verbal, or emotional harassment, intimidation or victimization.

TCDSB Policy on Bullying

Under the TCDSB Violence Prevention Policy SS09, a student may be suspended for a fixed period of one to twenty instructional days for bullying. For purposes of this policy, bullying is defined as negative conduct by a person(s) who engages in a course of action or behaviour that is known or thought reasonably to be known to be unwelcome. It includes but is not limited to:

- any willful attempt or threat to inflict injury on a fellow student; or
- any intentional display of force which would give the victim/targeted child reason to fear or expect bodily harm; or
- any willful 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 willful act or threat to socially ostracize and/or vilify a student or group of students or to exclude them from relationships and/or activities.

What is Bullying?

Bullying is a form of continuous aggressive behaviour that is hurtful and deliberate. Underlying most bullying behaviour is an abuse of personal power and a desire to intimidate and dominate others. Bullying can be physical, verbal or relational. Often it takes very subtle forms and can be difficult to detect. Some examples of bullying include:

- hitting, tripping or deliberately pushing or hurting another person continuously;
- intentionally damaging another person's belongings continuously;
- threatening another person with physical or relational harm continuously;
- name-calling, sneering, or gossiping continuously;
- teasing or humiliating another student continuously;
- making fun of another person's appearance, size, disability, race, gender, language, culture, clothing, family or grade;
- directing insulting remarks, gestures, or actions of a sexual nature towards another;
- isolating others or threatening to exclude them from social events, games and conversations; and/or
- using telephone, text, social media platforms and e-mail for intimidating or threatening purposes.

Students found to be bullying will face one or more of the following responses:

- a meeting with a teacher or administrator or school counsellor;
- student-to-student mediation;
- report to the parent(s)/guardian(s);
- parent(s)/guardian(s) meeting with school Administration;

- parent(s)/guardian(s) to parent(s)/guardian(s) meeting;
- referral to Board counsellors through the School Based Support Team; and/or
- suspension from school to protect the physical and mental well-being of other students.

Any person in the school who is a victim of bullying or who sees others being victims, is expected to inform a teacher, or the principal. Respect for others requires that the words we use be polite, sincere and considerate, especially when there is a disagreement. Language, which is coarse, vulgar, profane or obscene has no place in a Catholic school community. Persistent use of such language is considered a serious offence.

Some actions have a harmful effect on the school community as a whole, for example repeated acts of defiance, theft, fighting, chronic absenteeism, and substance abuse. Offences of this nature are considered serious.

A serious offence will be dealt with by the school Administration, always with parents or guardians involved. Students and parent(s)/guardian(s) should be aware that a suspension or expulsion from school is a possible result of a serious offence(s).
In accordance with Board Policy S-15 and Board practice, the Choir School recognizes that some cases will call for assistance from, or reporting to public authorities, including the Police, Children's Aid, Board staff, and consultants retained on behalf of the Board.
Under the Police/School Board Protocol, police response at a school is required for very serious occurrences, including many cases where a student is subject to a mandatory suspension or expulsion.

DISCIPLINARY ACTIONS
Serious offences will be dealt with immediately and firmly, always with parents or guardians involved. Most school-related student code of behaviour issues may be handled in one of the following ways:

Minor or infrequent offences:
- Student-teacher conferences
- Detention
- Student-student mediation by Prefects

More serious or more frequent offences:
- Student meeting with the principal
- Contact with parent(s)/guardian(s)
- Discussion with CYW

Very serious offences or repeated offences:
- Student meeting with the principal
- Formal discipline notice (suspension etc.…)
- Parent(s)/guardian(s)/administration/teacher conferences
- Loss of privileges
- Loss of right to represent the school in sports or activities
- Suspensions
- Expulsion

TORONTO CATHOLIC DISTRICT SCHOOL BOARD VIOLENCE PREVENTION POLICY (SS09)
CONSEQUENCES FOR INAPPROPRIATE BEHAVIOURS

The standards of behaviour apply:

- on school property;
- while travelling on a school bus that is owned by the Board or that is under contract to 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.

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:

Under Board policy, activities for which a Principal may suspend a pupil include:

- 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
- Uttering a threat to inflict serious bodily harm on another person
- Bullying
- Possessing alcohol
- Possessing cannabis, unless the pupil is a medical cannabis user
- Swearing at a teacher or at another person in a position of authority
- Possessing an illegal drug
- Being under the influence of alcohol
- Being under the influence of cannabis, unless the pupil is a medical cannabis user
- Being under the influence of illegal drugs
- Harassment
- Aid/incite harmful behaviour
- Conduct injurious to the moral tone of the school or to the physical or mental well-being of others
- Fighting
- Habitual neglect of duty
- Persistent opposition to authority
- Physical assault
- Theft
- Use of profane or improper language
- Extortion
- Inappropriate use of electronic communications / media equipment

If a Principal decides to suspend a pupil for engaging in an activity described in subsection (1), the Principal will suspend the pupil from his school and from engaging in all school-related activities.
The minimum duration of a suspension is one school day and the maximum duration is 20 school days. In considering how long the suspension should be, a Principal will take into account any mitigating or other factors prescribed by the regulations.

Under clause 306 (1) 7 of the Education Act, a pupil may be suspended if he engages in an activity that is an activity for which a Principal may suspend a pupil under a policy of the Board.

Suspension Pending Possible Expulsion
The following are activities for which expulsion must be considered under section 310(1) of the Education Act if the Principal believes that the pupil has engaged in any of these activities while at school, at a school-related activity or in other circumstances whereby engaging in the activity will have an impact on the school climate:

Activities for which expulsion must be considered under section 310(1) of the Education Act:

- Possessing a weapon, including possessing a firearm
- Using a weapon to cause or to threaten bodily harm to another person
- Committing physical assault on another person that causes bodily harm requiring treatment by a medical practitioner
- Committing sexual assault
- Committing robbery
- Trafficking in weapons
- Trafficking in illegal drugs
- Giving cannabis to minor
- Giving alcohol to a minor
- Possession of explosive substance
- Serious or repeated misconduct
- Refractory conduct
- Conduct injurious to the moral tone of the school or to the physical or mental well-being of others

Any other activity that, under a policy of a 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. A pupil who is suspended under this section 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 the regulations.

TCDSB SAFE SCHOOLS POLICY

The Toronto Catholic District School Board (the "TCDSB"), including staff, students, parents, and trustees is committed to the TCDSB's mission of providing a safe and welcoming learning environment that supports academic excellence and is an example of Christian Community. This mission is affirmed in TCDSB policies, including the Violence Prevention Policy. Every member of this community - student, teacher, parent(s)/guardian(s), support staff, trustee, parish priest, volunteers or others while on TCDSB property, at TCDSB sponsored events and circumstances that could have an impact on the school climate - is governed by the policies of the TCDSB and shares in the responsibility for creating a positive environment that is safe, harmonious, comfortable, inclusive and respectful.

Details concerning all aspects of the TCDSB'S Safe Schools Policy can be found at:
http://www.tcdsb.org/policyregister/default.htm#

TCDSB N-WORD PROTOCOL (Last updated Feb. 27, 2024)

Background:
The TCDSB Equity Action Plan specifically aims to address all derogatory slurs. This protocol addresses the use of the N-word. It has been developed in consultation with staff, students, and parents, including a discussion with the TCDSB African Canadian Advisory Committee.

The N-word is rooted in hatred and oppression. It came from a time when enslavers used the word to demean, humiliate, and control African people. It is sometimes still used in this way today.

There has been a move since the 1980s among some Black people to reclaim the power of the word, and that is why you may hear some Black people use the word.
It is important to note that the use of the N-word still causes trauma to many individuals in our school communities.

For these reasons, the TCDSB is clear in its direction.

1. The N-Word is not to be used in TCDSB schools. This includes written or spoken form. Classroom instruction and pedagogy should help to instill this point in all members of the TCDSB community.

2. The N-word in literature is only permissible when written by a Black author. In instances where such literature is used, the word should not be read aloud or written down but replaced by "the N word". Staff must ensure that students and families are aware that the material being studied contains the N word by way of distressing language labels and/or a letter home.

3. In instances where the N-word is used in a song, an edited version should be used if the song is being played out loud.

4. In instances where the N word is in a movie being shown for educational purposes, an edited version should be looked for first and similar to #2, students and parents/guardians should be warned in advance of the use.

5. The word "Negro" is historical, and while not containing the same trauma, "Negro" should be avoided as a descriptor and only be spoken or written when referencing a historical context (e.g. The Negro Baseball League, The Book of Negroes)

Progressive discipline and restorative practices will be followed in instances where the N-word is used. Hateful use of the N-word will not be tolerated.

• There needs to be a clear understanding that conversation with Black students will be considered differently around the use of the N word especially when it is being used by Black students around other Black students in a familiar, amicable context.

To be clear, the N-word is not to be used by any student or staff member on TCDSB property. And it is important not to demean Black students who use the word in friendly contexts. Education around the harmful impacts and appropriateness of context should be the first actions taken to help all students understand the protocol's intent: to eliminate the use of derogatory slurs in the school setting and make schools safe spaces for everyone.

• Area superintendents should be the point of contact for Principals if there are concerns around how to administer progressive discipline around the use of the N word.

STUDENT LEADERSHIP

Elementary: The House Prefect Team is made up of 4 Grade 8 House Prefects and 4 Grade 7 House Captains.

Secondary: The House Prefect Team is made up of 8 Grade 12 Prefects and 4 Grade 11 House Captains.

The Student Leadership Teams work in conjunction with the Staff Moderators to organize various activities that foster positive social interactions and the well-being of the school community.

ONTARIO SECONDARY SCHOOL DIPLOMA (OSSD) REQUIREMENTS

In the high school program at St. Michael's Choir School, there are several requirements and a limited number of options. Responsibility for planning a student's high school program to meet all requirements rests with the parent(s)/guardian(s) of the student, in consultation with the guidance counsellor.

All students must complete forty hours of approved community service hours during their high school program.

In accordance with school board policy, each student at St. Michael's Choir School is required to earn a religion credit in each year of high school. Students at St. Michael's Choir school must carry a full course load, as outlined below.

In all grades the choral program is compulsory.

All Grade 9, 10 and 11 students must have a course load equivalent to 8 credits in addition to choral (for Gr. 11 students this may be altered in consultation with Administration and Guidance).

All Grade 12 students must complete 3 credits per semester, in addition to choral.

Grade 11 and 12 students must plan their programs carefully to ensure that they qualify for entry to their chosen post-secondary programs.

Within five school days of the start of a semester, senior students may transfer to an alternate course, provided they have consulted with the guidance office. Parents will be informed of any change.

While students may take certain courses at night school or summer school, all compulsory courses are to be taken at St. Michael's Choir School. In extenuating circumstances, students may be allowed to enroll in a compulsory course in summer or night school with the explicit permission of the principal and guidance counsellor. Please be advised that in general, students are best served by taking all courses for which they can be timetabled at St. Michael's Choir School.

The Ontario Secondary School Diploma (OSSD) requirements are outlined at the following link:

[Ontario Secondary School Diploma Requirements | Teaching and Learning (tcdsb.org)]

The requirements are separated by year - students who started Grade 9 before September 2024 and those who started in in September 2024 and after. Please refer to the next pages for a full list of requirements.

FOR STUDENTS WHO STARTED GRADE 9 IN 2023 OR EARLIER

What do you need to graduate from high school?

18 compulsory credits

Students must earn the following compulsory credits to obtain the Ontario Secondary School Diploma:

4	credits in English (1 credit per grade)[1]
3	credits in Mathematics (at least 1 credit in Gr.11 or 12)
2	credits in Science
1	credit in Canadian History (Grade 10)
1	credit in Canadian Geography (Grade 9)
1	credit in the Arts
1	credit in Health and Physical Education
1	credit in French as a Second Language
0.5	credit in Career Studies
0.5	credit in Civics and Citizenship

In addition, students must complete:

✓	4 religion credits (1 per grade)
✓	8 optional credits[4]
✓	40 hours of community involvement activities
✓	the provincial literacy requirement
✓	2 online courses

[1] A maximum of 3 credits in English as a Second Language (ESL) or English Literacy Development (ELD) may be counted towards the 4 compulsory credits in English, but the fourth must be a credit earned for a Grade 12 compulsory English course.

[2] In groups 1, 2 and 3, a maximum of 2 credits in French as a second language can count as compulsory credits, one from group 1 and one from either group 2 or group 3.

[3] A maximum of 2 credits in cooperative education can count as compulsory credits.

[4] Students may count a maximum of 4 optional credits towards the OSSD earned through approved college-delivered dual credit programs, if they are not also claiming credit for external (music) credentials.

Plus one credit from each of the following groups:

1	**Group 1:** • American Sign Language as a second language • English (including the Ontario Secondary School Literacy Course) or French as a second language[2] • a Native language • First Nations, Metis, and Inuit studies • a classical or international language • social sciences and the humanities • Canadian and world studies • guidance and career education • cooperative education[3]
1	**Group 2:** • American Sign Language as a second language • health and physical education • the arts • business studies • French as a second language[2] • cooperative education[3]
1	**Group 3:** • American Sign Language as a second language • science (Grade 11 or 12) • technological education • French as a second language[2] • computer studies • cooperative education[3]

The following conditions apply to compulsory credit selections from the above three groups:

• The Grade 11 English: Understanding Contemporary First Nations, Métis and Inuit Voices course may be used to meet the Grade 11 English compulsory credit requirement.

• The Grade 9 Visual Arts: Expressions of First Nations, Métis, and Inuit Cultures course may be used to meet the compulsory credit requirement in the arts.

https://www.ontario.ca/page/earning-your-high-school-diploma

FOR STUDENTS WHO STARTED GRADE 9 IN 2024 AND AFTER

What do you need to graduate from high school?

17 compulsory credits

Students must earn the following compulsory credits to obtain the Ontario Secondary School Diploma:		Plus one credit from the following group:	
4	credits in English (1 credit per grade)[1]	**1**	**STEM-related course group:** • business studies • computer studies • cooperative education • mathematics (in addition to the 3 compulsory credits currently required) • science (in addition to the 2 compulsory credits currently required) • technological education (in addition to the 1 compulsory credit required)
3	credits in Mathematics (Grade 9, 10, and 11 or 12)		
2	credits in Science		
1	credit in Technological Education (Grade 9 or 10)		
1	credit in Canadian History (Grade 10)		
1	credit in Canadian Geography (Grade 9)		
1	credit in the Arts		
1	credit in Health and Physical Education		
1	credit in French as a Second Language		
0.5	credit in Career Studies		
0.5	credit in Civics and Citizenship		

In addition, students must complete:	
✓	4 religion credits (1 per grade)
✓	9 optional credits[2]
✓	40 hours of community involvement activities (which can start the summer before Grade 9)
✓	the provincial literacy requirement
✓	2 online courses

Starting in the 2026-27 school year, students must earn a new financial literacy requirement as part of the compulsory Grade 10 Career Studies course to earn an Ontario Secondary School Diploma (OSSD). Students will need to achieve a 70% of higher on the financial literacy modules/assessment.

[1] A maximum of 3 credits in English as a second language (ESL) or English literacy development (ELD) may be counted towards the 4 compulsory credits in English, but the fourth must be a credit earned for a Grade 12 compulsory English course.

[2] Students may count a maximum of 4 optional credits towards the OSSD earned through approved college-delivered dual credit programs, if they are not also claiming credit for external (music) credentials.

The following conditions apply to compulsory credit selections:

• The Grade 11 English: Understanding Contemporary First Nations, Métis and Inuit Voices course may be used to meet the Grade 11 English compulsory credit requirement.

• The Grade 9 Visual Arts: Expressions of First Nations, Métis, and Inuit Cultures course may be used to meet the compulsory credit requirement in the arts.

https://www.ontario.ca/page/earning-your-high-school-diploma

GUIDANCE & COUNSELLING

COMMUNITY INVOLVEMENT HOURS

Get Recognized!

Earn the Minister's Certificate of Recognition for Community Involvement.

Complete more than 50 volunteer hours to qualify for the Minister's Certificate of Recognition for Community Involvement as a graduating student. Your volunteer hours determine your certificate:

Bronze: 50 to 99 hours

Silver: 100 to 199 hours

Gold: 200+ hours

What does the certificate do?

The certificate recognizes your:
- Civic Engagement
- Leadership
- Community Spirit

Showcase your contribution and leadership:

The certificate may also help you stand out when applying for:
- Apprenticeships
- College/University Programs
- Jobs
- Scholarships

How do I submit my hours?

To submit your hours or learn more, scan the QR code to visit tcdsb.org/community-involvement or speak with your Guidance Teacher.

Want to learn more? Visit:
www.ontario.ca/page/use-high-school-volunteer-hours-build-your-future

Assessment And Evaluation Policy

Assessment and evaluation at St. Michael's Choir School is based on the Ministry of Education document entitled Program Planning and Assessment – Grades 9 to 12. This policy also incorporates Growing Success, 2010. The primary purpose of assessment and evaluation is to improve student learning. In consequence, assessment and evaluation are important tools for adapting curriculum and instructional approaches to students' needs and for determining the overall effectiveness of programs and classroom practices.

DEFINITIONS

Assessment – The ongoing process of gathering evidence about student learning and achievement using a variety of strategies. Assessment can be diagnostic, formative or summative.

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

Formative Assessment – Formative assessment is gathered throughout the unit of study and some of this information may (to a small extent) be reflected in the student's final grade.

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

Evaluation – The process of integrating assessment information from a variety of sources to determine/judge how well a student has achieved the curriculum expectations. In Ontario, the value assigned will be in the form of a percentage grade.

Learning is a shared responsibility among students, parent(s)/guardian(s), teachers and the parish.

ACHIEVEMENT CHART – GRADE RANGES AND LEVELS

The following table provides a summary description of achievement in each percentage grade range and corresponding level of achievement. The percentage grade represents the quality of the student's overall achievement of the expectations for the course.

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

Level 3 (70-79%) is the provincial standard. Teachers and parents can be confident that students who are achieving at level 3 are well prepared for work in the next grade or the next course.

Attendance & Participation Assessment Framework (Secondary)

Starting in 2026-2027 school year, final student grades in secondary courses will reflect attendance and participation:
-15% of the final course grade for Grades 9 and 10
-10% of the final course grade for Grades 11 and 12

Important: Excused absences do not negatively affect a student's mark. Excused absences include illness, inclement weather, approved cultural days, holy days, and other absences permitted under legislation or school policy. Only unexcused absences are considered when determining the attendance component of this assessment.

Level	Achievement Range	Unexcused Absence Rate	Approximate Classes Missed per Semester	Participation & Engagement Indicators
Level 4	80%–100%	0.0%–2.5%	Approximately 2 or fewer classes	Consistently participates in class discussions and contributes ideas; asks relevant questions; respects the contributions of others and demonstrates positive leadership; contributes to fostering a positive classroom culture.
Level 3	70%–79%	2.5%–5.0%	Approximately 2.5 to 4.5 classes	Generally participates in class discussions and contributes some ideas; asks relevant questions; respects the contributions of others; contributes to fostering a positive classroom culture.
Level 2	60%–69%	5.0%–7.5%	Approximately 5 to 7 classes	Occasionally participates in class discussions and sometimes contributes ideas; asks relevant questions; respects the contributions of others; contributes to fostering a positive classroom culture.
Level 1	50%–59%	7.5%–10.0%	Approximately 7.5 to 9 classes	Infrequently participates in class discussions and rarely contributes ideas; asks relevant questions; respects the contributions of others; contributes to fostering a positive classroom culture.
Below level 1	less than 50%	more than 10%	More than 9 classes per semester	Does not participate in class discussions or contribute ideas; ask relevant questions; does not respect the contributions of others; does not contribute to fostering a positive classroom culture.

Academic Penalties and Consequences (Secondary)

PLAGIARISM POLICY

When a student is asked to complete an assignment, he must hand in his own work, not that of someone else. If a student needs to copy some ideas or information to complete assignments, he must acknowledge the source.

Plagiarism is the act of presenting the ideas, words, or other Intellectual property of another as one's own work. This applies to words or ideas taken without proper acknowledgement from any published source, including newspapers, books, journals, magazines, Internet sites, and other students' essays.

If a teacher finds that a student copied and presented the work as their own, the teacher (and/or department head) will determine the severity of the penalty imposed. This may range from a reduction of one letter grade to a mark of zero for the assignment.

Some specific examples of plagiarism are:

- copying a paper, in whole or in part, from a source
- copying materials from a source
- buying any materials from a research service and claiming it as your own.

TCDSB Artificial Intelligence Guidelines – Student Use

When using Gen AI, it is crucial to follow these guidelines for a responsible and safe experience:

- Use of Gen AI must be in alignment with TCDSB Student Internet Agreement.
- Only Gen AI tools approved by the TCDSB should be used.
- When prompting Gen AI for help, do not share any information about yourself or others.
- Do not use Gen AI to create or spread content that may be considered harmful, offensive, or illegal.
- Be transparent with your use of Gen AI. Cite sources that were referenced by the Gen AI tool and respect intellectual property rights.
- Assess the accuracy of generated content using critical thinking skills. Gen AI may create content that includes false information.
- When in doubt about when, where or how to use Gen AI tools, ask a teacher or administrator for direction.

Missed Tests

Students are expected to be present for every test. Generally, tests are announced approximately one week in advance. It is the student's responsibility to account for his absence from a test in the appropriate time and manner. It is the student's responsibility to make-up the missed test if he is eligible to do so.

In the case of a one-day justified absence (including a school-related absence) the student is expected to write the missed test on the first day back following the absence. Tests missed due to an unjustified absence (i.e. skipping) will receive a mark of zero (0).

For a test missed during a first suspension the student will receive a "no mark" Any tests on subsequent suspensions or a second test on the first lengthy suspension during any course will result in a mark of zero (0).

Late/Missed Assignments
It is expected that students complete assignments in a timely fashion. It is the responsibility of the student to complete sufficient materials for evaluation.

In accordance with *Growing Success*, students are responsible for completing all evaluations and submitting them within established timelines (cf. *Growing Success*, p. 42). Consistent with these expectations in *Growing Success*, students in the Secondary Panel of St. Michael's Choir School are expected to meet all established deadlines for assessments and evaluations within their courses.

Should valid mitigating circumstances prevent a student from meeting an established deadline or assessment date, it is the responsibility of the student to communicate with his course instructor as soon as possible.

Failure to meet established evaluation timelines (i.e. assignment deadlines) may result in consequences at the discretion of the course instructor (cf. *Growing Success*, p. 43), including, but not limited to, a deduction of 3% per school day, up to a maximum deduction of 30% of the value of the assignment. Once assignments are marked and returned, late assignments will only be accepted at the discretion of the teacher.

Cheating
Cheating is a very serious offence. Students found to be cheating during a project, an assignment, a test, or an exam (i.e. talking, communicating in any form, copying from others, bringing unauthorized notes, aids or electronic equipment), will have their work confiscated, be unable to complete the project/assignment/test/exam and receive a mark of zero (0). In addition, the parent(s)/guardian(s) will be notified and other consequences such as a suspension may be issued.

Please note that an assignment submitted for evaluation in one course cannot be submitted for evaluation in another course.

Device Use Policy

Teaching and modelling the appropriate use of technology, particularly devices, is essential in supporting students with understanding the benefits and potential negative impacts of technology. The Toronto Catholic District School Board (TCDSB) is committed to providing and maintaining a safe and appropriate environment conducive to teaching and learning free from distraction caused by the arbitrary use of devices.

Recognizing that devices (i.e., Chrome books, iPads, smart watches etc.) present opportunities and challenges, this policy outlines expectations for members of the school community regarding the use of devices during the school day.

The policy is in alignment with the TCDSB's Multi-Year Strategic Plan (MYSP) and reflects Catholic values rooted in the love of Christ.

Scope & Responsibility

This policy applies to the school community including students, instructional staff, support staff, volunteers, and visitors at school or other instructional site, and in a virtual learning environment, during school hours.

The Director of Education, the Safe Schools Department, Human Resources Department, as well as Principals/Vice Principals, are responsible for implementation and enforcement of this policy.

Regulations:

1. All members of the school community must not use devices during instructional time except:

For educational purposes as directed by an educator, or as
permitted by the administrator or their designate;
b. For documented health and medical purposes; and
c. To support special education needs.

2. The TCDSB recognizes its duty under the Ontario Human Rights Code to provide appropriate accommodation to staff and students. Where the use of a device is required as accommodation by a staff or student under the Human Rights Code, subject to review of the request, the accommodation will be allowed.

3. Students in Kindergarten to Grade 6 must ensure their devices are switched off or set to a silent mode and stored out of view during the school day, except when their use is explicitly permitted by the educator or administrator in the circumstances outlined in Regulation (1)(a)-(c) above.

4. Students in Grade 7 to Grade 12 must ensure their devices are switched off or set to a silent mode and stored out of view during instructional time, except when their use is explicitly permitted by the educator or administrator in the circumstances outlined in Regulation (1)(a)-(c) above.

5. If a student needs to contact their parent/guardian, or if the parent/guardian needs to contact their child during instructional time, the call can be made to or through, as applicable, the school office.

6. If an educator observes a student's non-authorized device during the school day/instructional time, the educator will instruct the student to put the device out of sight. If the student fails to comply with the direction, the student will be sent to the principal's office.

7. When dealing with a student who fails to comply with an educator's direction to place a device out of sight, the principal will exercise their discretion and consider a range of responses to address the student's behaviour. The response must be in line with provincial guidelines on progressive discipline.

8. Parents/guardians are encouraged to reinforce these expectations and standards for acceptable behaviour at home with their child, and support school staff in the reinforcement of this policy.

9. Schools will provide an annual notification to the school community reminding them of this policy.

10. School staff are expected to model behaviour during instructional time and will be asked to keep their devices out of site during this time.

11. Visitors and volunteers will be informed of this policy

Legislation:
Education Act, R.S.O. 1990, c. E.2
Human Rights Code, R.S.O. 1990, c. H.19
O. Reg. 472/07: Behaviour, Discipline and Safety of Pupils

Ministry of Education Policy/Program Memorandum
Policy/Program Memorandum 128, 2024: The Provincial Code of Conduct and School Board Code of Conduct

TCDSB Policy /Procedure
Bullying Prevention & Intervention Policy
Code of Conduct Policy
Hand-Held Mobile Wireless Communication Device Policy
Progressive Discipline Policy
Trespass to Property Policy

Definitions:
Device: Refers to any electronic device that can be used to communicate or access the internet, such as a cellphone, tablet (Chrome books and iPads), laptop, or smartwatch.
Instructional Time: Time dedicated to instruction which does not include recess, lunch or entry and dismissal times.
School Day: Full instructional day including recess, lunch and while students are under the care and supervision of staff during entry and dismissal.

Evaluation and Metrics

Subject to legislative and/or regulatory changes requiring earlier review, this policy will be reviewed every three (3) years.

TCDSB ACCEPTABLE USE POLICY

The TCDSB Acceptable Use of Technology 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, third-party learning applications or services, and the use of personal electronic devices (PEDs), also known as Bring Your Own Device (BYOD). While PEDs 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, social media, browsing, publishing or posting on web sites, downloading, accessing or storing files and use of personal electronic devices, and any third-party application or service used for educational and/or administrative use.

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:

https://www.tcdsb.org/Board/Policies/Documents/A29.pdf

See below for 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, devices, and applications/remote learning platforms. Privileges may be restricted or taken away if the AUP is violated. Students must use their own TCDSB 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 Acceptable Use of Technology Agreement" before they will be allowed to use the Board's network and devices.

Personal Safety & Privacy

Students must promptly inform a school administrator or teacher if they receive any inappropriate communication that makes them feel uncomfortable or unsafe.

Parents should discuss with their children the importance of protecting their personal information and privacy when using any electronic communication platform 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 Wi-Fi, 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 publicly, 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 not be provided for any hardware, software or connectivity issues, and users may not install any Board/Ministry licensed software, unless the software has been licensed for home use.

All 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 parent(s)/guardian(s) 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(s)/guardian(s), 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.

Religious Accommodation in the TCDSB

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

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

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

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

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

SMCS Learning Commons (Library)

Information literacy is defined as "the ability to solve information-based problems: acquire, critically evaluate, select, use, create and communicate information in ways which lead to knowledge and wisdom" (Ontario School Library Association, Information Studies, 1999 document). In order to succeed in a constantly changing technological world, students must be information literate. They should be able to locate, critically examine and use information to solve problems. The Learning Commons at St. Michael's Choir School, supports and promotes learning technology and information literacy.

General Policies

SMCS's Learning Commons supports each student's right to succeed: to read, study, work on assignments and prepare class work. Anyone who DOES NOT adhere to this basic principle, or if they are disturbing others, will be asked to leave. Full uniform is required to be allowed into the space. Food and drink are not permitted in the Learning Commons.

Computers in the Library

The computers are available for student use, although scheduled classes will have priority. The computers in the Learning Commons are for assignment research, not recreational use.

Fostering Student Mental Health and Wellbeing

The Mental Health Awareness initiative at SMCS aims to promote awareness and educate students about mental health, stress, anxiety, depression, and to encourage early intervention. The following is a list of resources and supports students can access if they require help or someone to talk to.

There is someone available for you to talk to every day. Please reach out!

GUIDANCE/CHAPLAINCY/SUPPORT STAFF AT THE SCHOOL

Guidance Counsellor
Ms. A. Holmes

School-Based Child & Youth Worker
Ms. K. Griffiths

School Social Worker
Ms. A. Callaghan

School Psychologist
Dr. G. Musabelliu

Chaplaincy
Mr. A. Hume

MENTAL HEALTH RESOURCES

TCDSB Website (Mental Health resources can be found under Program/Special Services)

Websites: These youth-driven websites provide numerous resources and ideas that can be used by students for both personal and educational purposes

Teen Mental Health
www.teenmentalhealth.org

Kids Help Phone
www.kidshelpphone.ca

What's Up Walk in Clinic
https://www.whatsupwalkin.ca/

Telephone Support (24 Hours):
Call Kids Help Phone: 1-800-668-6868
Teen Help Line: 1-800-420-8336
Telehealth Ontario: 1-866-797-0000
Mental Health T.O.: 1-866-585-6486

Free Mobile Apps
(Mental health, relaxation, sleep, meditation)

Mind Shift Mobile App from BC Anxiety
Kids Help Phone
Calm
Headspace

General Information and Community Support
www.ementalhealth.ca
www.mentalhealth4kinds.com
www.kidsmentalhealth.ca

MyBlueprint Educational Planner

myBlueprint education planner

GETTING STARTED GUIDE - STUDENTS

☐ CREATE ACCOUNT

1. Visit www.myBlueprint.ca/tcdsb
2. **Click "Login with school account"** and enter your **school login info**
   or
   Enter your previous years email address and password
   in **"Existing User"** if you have set up your profile already

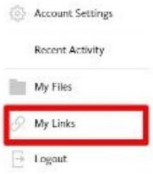
Troubleshooting Tips:

Have an account? Enter your email/password in the Existing User box
Forgot your password? Click on "Forgot your password?"

☐ LINK WITH A TEACHER

- You may need to link with your Teacher as part of a class activity
- From your Home Screen, click on your name and select **My Links**
- Click **Add Teacher**, find your teacher and click **Send Request**

Note: You can also link with your counsellors or parents



☐ COMPLETE 100% ACTIVITY PROGRESS AND EARN POINTS!

- In the **Activities** tab of your **Home** section, view your **Current Activities** and their requirements
- Click on any box to get started and complete an activity to earn points in order to enter prize draws
- Once you complete every activity, your progress tracker will reach 100%
- Each September the tracker will reset and you will have new activities to complete

✓ **Job Search** – find real-world job and volunteering postings that relate to occupations of interest

✓ **Portfolios** – create several portfolios (e.g. Career Portfolio) and share them with parents, teachers, or future employers. It's simple to add work you have completed in myBlueprint or add pictures and videos

✓ **Who Am I** – complete 6 unique assessments for self-exploration and discovery (including Learning Styles, Myers-Briggs Personality, Holland Interests, Knowledge, Motivations, and Compatibility) and be matched with suited occupations

✓ **Goals** – add interactive SMART goals and action plans

✓ **High School** – visually plan courses, track progress toward graduation, and instantly identify post-secondary eligibility for opportunities in every pathway

✓ **Post-Secondary**– compare detailed information on apprenticeships, college programs, university programs and workplace sectors across Canada

✓ **Occupations** – compare comprehensive information on occupations

✓ **Resumes & Cover Letters** – record experiences, build a resume, write a cover letter

✓ **Money** – build a budget to track income and expenses