

# ***ST. MICHAEL'S CHOIR SCHOOL***

67 BOND STREET  
TORONTO, ONTARIO  
M5B 1X2

TEL: (416) 393-5518  
FAX: (416) 393-5880



## **STUDENT HANDBOOK 2023-2024**

### **WHO'S WHO AT THE SCHOOL**

#### **ADMINISTRATION**

**His Excellency Archbishop Francis Leo  
Chancellor**



**Mr. Barry White  
Executive Director**

**Mr. Miles Fernandes  
Principal**

# THE ARCHIVES

## 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)

### PRINCIPAL - 1937-1997

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

### 1997 – PRESENT

#### PRINCIPAL

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- Present)

#### DIRECTOR

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- Present)

## Keystone Dates

September 29 – The Feast of St. Michael  
October 15 – Founders Day (the anniversary of Msgr. Ronan's death on October 15, 1962)

## Crest: (on cover page)

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)

## Motto

*Bis Orat Qui Cantat* (He who sings, prays twice)

## School Colours

Maroon, Gold, Navy Blue (High School)

## Team Name

Spartans

**ACADEMIC STAFF**  
**(Toronto Catholic District School Board)**

**MUSIC STAFF**  
**(Archdiocese of Toronto)**

<b>Mr. M. Fernandes</b>		<b>Principal</b>
Ms. R. Abou Merhi	Secondary	French
Ms. L. Bertolo	Secondary	Mathematic, Geography
Mr. O. Bilyj	Secondary	Science Phys. Ed.
Mr. M. Conforti	Secondary	Physics, Chemistry, Biology, Science
Mr. P. Cummings	Secondary	Religion, Chaplaincy
Mr. G. Deneault	Elementary	Gr. 7/8 English
	Secondary	Child and Youth Worker
Ms. A. Ferreira	Elementary	Gr. 5/6 English
Ms. A. Holmes	Secondary	Guidance, English
Mr. A. Hume	Secondary	Religion, English, History
Mr. L. Pakkam	Secondary	All Subjects
Ms. K. Marzewska	Elementary	Gr. 7/8 French
Mr. J. McKie	Elementary	Gr. 5/6 French
	Elementary	Phys. Ed
Mr. R. Nunes	Elementary	Phys. Ed.
Ms. P. Porter	Elementary	Core French
Mr. A. Rodrigues	Elementary	Gr. 4
Mr. J. Simone	Elementary	Gr. 6 Language Arts
	Elementary	Special Education
Ms. C. Vasquez	Elementary	Gr. 3

	<b>Executive Director</b>
Ms. M. Conkey	Junior Choir Conductor
Ms. T. Dunn	Elementary and Senior Choir Conductor
Mr. B. Priddy	Senior Conductor
Mr. P. Mahon	Vocal Coach
<b>PIANO AND ORGAN INSTRUCTORS</b>	
Mr. R. Belic	Piano & Organ
Mrs. P. Chevrier	Piano
Ms. Z. Degtyar	Piano
Mr. T. Dusatko	Guitar
Mr. J. Kekely	Piano and Organ
Mr. Y. Krechkovsky	Piano
Ms. C. Pengelly	Piano – Head of Post Teachers
Mr. J. ten Kortenaar	Violin
Ms. N. Churchill	Vocal Coach
Mr. C. Ku	Piano
Mr. J. P Farahat	Organ
Mr. D. Simon	Piano
Ms. M. Barry	Piano
Ms. J. Zuchelkowski	Piano

**ACADEMIC SUPPORT STAFF**

**CHOIR SUPPORT STAFF**

<b>Ms. L. De Cesare</b>	<b>Secretary – Secondary</b>
<b>Ms. R. Pace</b>	<b>Secretary – Elementary</b>
<b>Mr. S. Agostini</b>	<b>Head Caretaker</b>
<b>Mr. B. Ghereab</b>	<b>Caretaker</b>
<b>Ms. A. Ashirova</b>	<b>Caretaker</b>
<b>Ms. B. Puzio</b>	<b>Student Supervisor</b>
<b>Ms. M. Gomez</b>	<b>Lunch Supervisor</b>
<b>Ms. S. MacDonald</b>	<b>Lunch Supervisor</b>

<b>Ms. C. Fernandes</b>	<b>Administrative Assistant</b>
<b>Mrs. S. Leva</b>	<b>Accounts</b>
<b>Mrs. P. Povolo</b>	<b>Operations Manager</b>
<b>Ms. M. Gomes</b>	<b>After School Supervisor</b>

## TCDSB SCHOOL YEAR CALENDAR 2023-2024

Number of school day	194
Number of Professional Activity Day	7
Number of Exam Days (Secondary Only)	10
Labour Day	September 4, 2023,
First Day of Classes for Students	September 5, 2023
Thanksgiving Day	October 9 2023
Christmas Break	December 25, 2023 – January 5. 2024
First Day of Second Semester (Secondary Only)	February 1, 2024
Family Day	February 19, 2024
Mid-Winter Break	March 11-15, 2024
Good Friday	March 29, 2024
Easter Monday	April 1, 2024
Victoria Day	May 20, 2024,
Last Day of Exams for Secondary Students	June 26, 2024
Last Day of Classes for Elementary Students	June 28, 2024
Last Day of School Year	June 28, 2024

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

October 6, 2023	Provincial Education Priorities
November 17, 2023	Parent-Teacher Conferences
December 8, 2023	Provincial Education Priorities
January 19, 2024	Assessment, Evaluation and
February 16 2024	Parent-Teacher Conferences
April 19 2024	Provincial Education Priorities
June 7, 2024	Assessment, Evaluation and Reporting

### **Seven (7) Professional Activity (PA) Days for SECONDARY schools:**

October 6, 2023  
 November 17, 2023  
 February 16, 2024  
 April 19, 2024  
 June 27 and 28, 2023

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

**Note:** Secondary schools, in consultation with their Local School Staffing Advisory Committee, may schedule a Professional Activity Day to align with the day following one of the Parent-Teacher Interview nights.

## **STUDENT CODE OF BEHAVIOUR**

### **A. MISSION, CREST, MOTTO AND VISION**

#### **OUR MISSION**

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

#### **OUR 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).

#### **OUR 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.

### **B. ATTENDANCE AND PUNCTUALITY.**

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 formal 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.

No grades three to eight students may leave school property without permission from the office during the school day.

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.

### **C. UNIFORM AND PERSONAL GROOMING**

It is mandatory that all St. Michael's Choir School students wear our school uniform. Our 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 sense 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 be neat and wellgroomed at all times.

Students must wear the complete uniform while on school property at all times 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, a call is made to the parent(s)/guardian(s) and the student will be sent home to get his uniform or the parent will be asked to bring the uniform to school.**

**The school uniform supplier is McCarthy Uniforms. All uniform items MUST be purchased through McCarthy Uniforms, either online, or at their retail location in Toronto.**

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

#### **Elementary Uniform**

##### **Winter**

- 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 shoes

##### **Summer**

- Choice of Navy-blue pants or shorts
- Maroon Polo Shirt
- Any colour shoes

Dress Uniform (Concert/Masses) **\*Please note this has to ONLY be the new 2019 dress uniform from McCarthy's. All older versions are not permitted.**

- Official 2019 McCarthy's school maroon crested blazer
- Official 2019 McCarthy's charcoal grey pants (hemmed)
- Official 2019 McCarthy's white long sleeve dress shirt
- School Tie
- Black socks
- Black polishable leather dress shoes
- Black belt

### High School Uniform

#### Winter

- 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

#### Summer

- Charcoal grey pants (hemmed)
- Black Belt
- Navy Polo Shirt
- Solid Black, solid dark blue or solid dark brown shoes with no markings

Dress Uniform (Concert/Masses) **\*Please note this has to ONLY be the new 2019 dress uniform from McCarthy's. All older versions are not permitted.**

- Official 2019 McCarthy's school navy crested blazer
- Official 2019 McCarthy's charcoal grey pants (hemmed)
- Official 2019 McCarthy's blue long sleeve dress shirt
- School Tie
- Black polishable leather dress shoes
- Black socks
- 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.

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.
- 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.

### 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.

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

Hair is to be neat and trim. Extreme or unconventional hair styles or colours which detract from the appearance of the choir are unacceptable. 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.

Simple jewelry may be worn, such as a gold chain, provided that it is unobtrusive and does not detract from the uniform appearance. No earrings may be worn.

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 problem. 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.

### D. SMCS CODE OF STUDENT BEHAVIOUR

**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, the Bishops of 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 aware that another student or group of students 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**

The Toronto Catholic District School Board is a smoke-free environment and is governed by the regulations outlined in *The Tobacco Control Act*. Smoking on school property, including both inside the building and on school grounds, is strictly prohibited as mandated by this Ontario law that was passed in 2006.

Consequences for smoking include mandatory fines under the law and suspension.

- Giving or sharing a cigarette with anyone under 19 could cost you \$490.
- Smoking/holding lighted tobacco anywhere on School property could cost you \$305.
- This law is in effect 24 hours a day, 7 days a week, and 365 days a year.
- The Smoke-Free Ontario Act is intended to reduce the number of children and teens who start smoking and to protect Ontarians from second-hand smoke.

### **Electronic Devices**

**Any type of electronic device (such as radios, cell phones, pagers, Blackberry handsets, iPods, cameras, MP3 players, Palm organizers, handheld video games and other portable entertainment systems) may NOT be used by students during the school day unless they have been given specific permission for educational use by their teacher or by administrative staff.** If brought to school, these devices must be kept in the student's locker. The school is not responsible for these items if brought to school. Students who do not abide by this policy may have these items confiscated and returned at the school's discretion. **ALL MESSAGES FOR STUDENTS MUST COME THROUGH THE MAIN OFFICE.**

### **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.

### ***E. DISCIPLINARY ACTIONS***

E1. As outlined in Appendix a, very serious offences Will be dealt with immediately and firmly, always with parents or guardians involved.

E2. Most school-related failures to abide by the student code of behaviour may be handled in one of the following ways:

1. Minor or infrequent offences:

- student-teacher conferences
- detention
- student-student mediation by Prefects

2. More serious or more frequent offences:

- student meeting with the principal or vice-principal
- contact with parent(s)/guardian(s)
- discussion with CYW

3. Very serious offences or repeated offences:

- student meeting with the principal or Vice-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

### ***F. SCHOOL PROCEDURES AND STUDENT INFORMATION***

F1. 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.

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



(ii) 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.

F2. 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. The supervisor will be in the yard from 3:30 p.m. to 5:30 p.m.

F3. All visitors are to enter the school through the main door and must report to the academic office.

F4. 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.

F5. During a fire drill, 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.

F6. 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.

F7. 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.

F8. 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.

F9. 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.

F10. 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.

F11. 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, the contents of the Lost and Found will be cleaned out and donated to charity.

F12. Library/Learning Commons: Students have a responsibility to the school community to not abuse the library or its materials. Library materials must be properly checked out, and they may only be returned when the library is open. Students may not bring food or drink into the library. The high school

lunch period is a silent study period in the library only when the library is supervised.

F13. 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.

F14. 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".

## **G. RESPECT FOR OTHERS**

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

G1. 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.

### **G2. Board 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:

1. Any willful attempt or threat to inflict injury on a fellow student, or
2. Any intentional display of force which would give the victim/targeted child reason to fear or expect bodily harm, or
3. 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

4. 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 G3. **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
- using telephone or e-mail for intimidating or threatening purposes

G4. 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
- suspension from school to protect the physical and mental well-being of other students

G5. 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.

G6. 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.

G7. 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.

G8. 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).

G9. 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.

## **H. PLAGIARISM POLICY**

When a student is asked to complete an assignment, he must hand in his own work, not that of someone else's. 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.

## **I. HIGH SCHOOL DIPLOMA 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.

**1. All students must complete forty hours of approved volunteer work during their high school program.**

**2.** 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. **3.** Students at St. Michael's Choir school must carry a full course load, as outlined below:

**A.** In all grades the choral program is compulsory,

**B.** 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).

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

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

a. 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.

b. 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.

## J. STUDENT COUNCIL

The Student Council comprises students elected from the Student Body and House Prefects. It consists of 6 High School student elected positions (Co-presidents, Media Rep, Sports Rep, Choral Rep, Grade 9, 10 and 11 Rep); 4 High School Prefects who were endorsed by students, and elected by members of the staff for various positions (President, Vice-President, Secretary, Treasurer). The Council works in consultation with the Student Council Moderator to organize various activities that foster positive social feeling and the well-being of the school community.

Elections to the Executive are held in May, and Students who wish to be candidates for election to the Executive Council must meet certain criteria, as follows.

1. All candidates must have a good academic record – a minimum of 70% average and no failing mark on their report cards during the academic year.

2. A candidate who has been suspended during the year of the election may be barred from the election, at the discretion of the Principal.

3. All candidates must have the endorsement of three teachers.

## K. ASSESSMENT AND EVALUATION POLICY (SECONDARY)

Assessment and evaluation at St. Michael's Choir School is based on the Ministry of Education document entitled

### PROGRAM PLANNING AND ASSESSMENT – Grades

**Nine to Twelve.** 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.

## K1. 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.**

## K2. THE 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 of achievement. Achievement is below the provincial standard.

Below 50%	Insufficient achievement of curriculum expectations. A credit will not be granted.
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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.

## L. ACADEMIC PENALTIES AND CONSEQUENCES (SECONDARY)

### L1. 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 accountable 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 unaccountable 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).

### L2. MISSED ASSIGNMENTS:

It is expected that student's complete assignments in a timely fashion. It is the responsibility of the student to complete sufficient materials for evaluation.

### L3. 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 assigned.

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

## 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:

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.

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.

### Under Board 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. Give alcohol or cannabis to a minor;
7. Be in possession of, or be under the influence of alcohol, cannabis (unless the individual has been authorized to use cannabis for medical purposes) and illegal drugs;
8. Provide others with alcohol, illegal drugs, or cannabis (unless the recipient is an individual who has been authorized to use cannabis for medical purposes);
9. Theft;
10. Aid/incite harmful behaviour;
11. Physical assault;
12. Being under the influence of illegal drugs;
13. Sexual harassment;
14. Racial harassment;
15. Fighting;
16. Hate-motivated violence;
17. Extortion;
18. Distribution of hate material;
19. Inappropriate use of electronic Communications/media; and/or
20. Other – defined as any conduct injurious to the moral tone of the school or to the physical or mental well-being of others.

### **Suspension Pending Possible Expulsion**

Under subsection 310 (1) of the Education Act, a Principal shall suspend a pupil if he or she believes that the pupil has engaged in any of the following activities while at school, at a school-related activity or in other circumstances where engaging in the activity will have an impact on the school climate:

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 medical Practitioner.

Committing sexual assault.

Trafficking in weapons or illegal drugs.

Committing robbery.

Giving alcohol to a minor.

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.

### **The following infractions may result in a suspension pending possible expulsion in accordance with Board policy:**

1. Possession of explosive substance;
2. Serious or repeated misconduct;
3. Refractory conduct; and/or
4. Other – defined as any conduct injurious to the Moral tone of the school or to the physical or mental wellbeing of others.
5. Mitigating Factors and Other Factors
6. 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#>

### **SAFE SCHOOLS**

Please note that all aspects of the Board's *Safe Schools Policy* are applicable to all members of the St. Michael's Choir School community.

### **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 parent(s)/guardian(s) and students are encouraged to familiarize themselves with the AUP.

For parent(s)/guardian(s), 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:**

- All members of the school community must respect the need of others to work in an environment that is conducive to learning and teaching; including by ensuring that personal mobile devices are only used during instructional time for the educational and other permitted purposes outlined on page 1 of Policy/Program Memorandum No. 128 dated August 29, 2019;
- 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.

- Parent(s)/Guardian(s) should discuss with their children the importance of protecting their personal information and privacy when using any electronic communication such as the internet.

All parent(s)/guardian(s) 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.

**BY SIGNING BELOW, YOU AGREE THAT YOU HAVE READ THE ST. MICHAEL'S CHOIR SCHOOL CODE OF CONDUCT.**

Student Name (Please print) \_\_\_\_\_ Grade \_\_\_\_\_

Student Signature \_\_\_\_\_ Date \_\_\_\_\_

Parent/Guardian Signature \_\_\_\_\_ Date \_\_\_\_\_

Parent/Guardian Signature \_\_\_\_\_ Date \_\_\_\_\_