Father John Redmond Catholic Secondary School and Regional Arts Centre



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FATHER JOHN REDMOND CATHOLIC S.S.
AND REGIONAL ARTS CENTRE



Father John Redmond Catholic Secondary School and Regional Arts Centre is a co-educational school located in south Etobicoke. The school was founded in 1985, first as a south campus for Michael Power/ St. Joseph High School and then as a newly established school.

Father John Redmond Catholic Secondary School and Regional Arts Centre is named after Father John Redmond C.S.B., former priest, who died unexpectedly on September 21, 1981, after a brief illness. He believed in a holistic approach to education and felt strongly about the role academics, athletics, and the arts should play in the development of the total person. He excelled in coaching track and field teams and won numerous league, city, provincial and international competitions including an unmatched 11-year reign as Ontario Federation of Schools Athletic Association (OFSAA) champions.

Father John Redmond was a Basilian priest, a man of prayer, and an inspirational leader who embodied the finest traditions and qualities of a Catholic educator.

In June 2005, the TCDSB designated this school as a Regional Arts Centre, specializing in Music, Dance, Theatre Arts and Visual Arts. The school also offers an Advanced Placement program.

Students who graduate from Father John Redmond Catholic Secondary School and Regional Arts Centre are challenged to carry on in a manner that Father John Redmond demanded of himself. Our graduates are called to pursue excellence, exercise judgment wisely, and to be people of prayer who are kind, respectful and sensitive to others.

The Father Redmond community is a partnership between dedicated teachers and students who value a Catholic Education, and parents who want the best Christian and academic learning environment for their children.

This philosophy is succinctly expressed in our school motto:

'Cursum Consumavi Fidem Servavi'
I have finished the race; I have kept the faith.

"I do not run like a man who loses sight of the finish line. In fact, I do all that I do for the sake of the gospel in the hope of having a share in its blessings."
(1 Cor. 10:26.23)

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ACADEMIC PROGRAM

DIPLOMA REQUIREMENTS

To be eligible for an **Ontario Secondary School Diploma (OSSD),** students must earn a minimum of 30 credits distributed as follows:

Compulsory Credits (Total of 18)
4 credits in English (1 credit per grade)
1 credit in French as a Second Language
3 credits in Mathematics (at least 1 credit in Grade 11 or 12)
2 credits in Science
1 credit in Canadian History
1 credit in Canadian Geography
1 credit in the Arts
1 credit in Health and Physical Education
0.5 credit in Civics
0.5 credit in Career Studies

Plus one credit from each of the following groups:

Group 1: additional credit in English, or French as second language, or a Native language, or a classical or international language, or Social Sciences and the Humanities, or Canadian and World Studies, or Guidance and Career Education, or Cooperative Education.

Group 2: additional credit in Health and Physical Education, or the Arts, or Business Studies, or French as a second language, or Cooperative Education

Group 3: additional credit in Science (Grade 11 or 12), or Technological Education, or French as a second language, or Computer Studies, or Cooperative Education.

Religious Education Requirement

Catholic faith formation is an important focus in Catholic Secondary Schools. Each student is required to take a full credit course in Religious Education each year. The Ministry of Education recognizes all Religious Education courses as credits which can be used to fulfill diploma requirements. All University/College courses in Religious Education are recognized by post-secondary institutions for admission purposes. Students must successfully complete the Grade 12 Religion Education course in order to be eligible to participate in the Father John Redmond graduation ceremony.

Community Involvement Activities

As part of the diploma requirements, students must complete a minimum of 40 hours of community involvement activities. These activities may be completed at any time during their years in the secondary school program. Students, in collaboration with their parents, will decide how they will complete the community involvement.

Ontario Secondary School Literacy Test (OSSLT)

The Ontario Secondary School Literacy Test is a requirement for all Grade 10 students working towards a high school diploma. It measures how well students are meeting the reading and writing expectations across subjects in the provincial curriculum up to the end of Grade 9. Students must pass the test to be eligible for graduation.

Types of Courses: Grade 9

In Grade 9, courses are offered as destreamed (as set forth by the Ministry of Education) or locally developed that will prepare students for course offerings in Grade 10.

Types of Courses: Grade 10

In Grades 10, four types of courses are offered: academic, applied, locally developed compulsory and open courses. These courses set high expectations for all students. Academic and Applied courses differ in the balance between essential concepts and additional material, and in the balance between theory and application.

- **Academic Courses:** Focus on the essential concepts of the discipline and also explore related concepts. Develop students' knowledge and skills by emphasizing theoretical, abstract applications of the essential concepts and incorporating practical applications.

- **Applied Courses:** Focus on the essential concepts of the discipline. Develop students' knowledge and skills by emphasizing practical, concrete applications of the concepts and incorporating theoretical applications. Focus on practical applications and concrete examples.

- **Locally Developed Compulsory Credit Courses:** Focus on essential skills. Use relevant and practical activities that provide opportunities for students to develop their literacy, numeracy, problem-solving, decision-making and communication skills. Prepare students for future studies in Grade 11 and 12 workplace preparation courses. Meet compulsory credit requirements in English, Mathematics and Science

- **Open Courses:** Are offered in all subjects other than those offered as enriched, academic, applied or locally developed compulsory. Comprise a set of expectations that is suitable for all students at a grade level. Prepare students for further study in certain subjects. Enrich students' education generally.

Types of Courses: Grades 11 and 12

Courses offered at this level will prepare students for their post-secondary destination. They include the following:

- **College Preparation Courses:** Were developed in close collaboration with colleges. Are designed to equip students with the knowledge and skills needed to meet entrance requirements for college programs and some apprenticeship programs. Emphasize concrete applications of the theoretical material covered in the course and also emphasize the development of critical thinking and problem-solving skills.

- **University Preparation Courses:** Were developed in close collaboration with Universities. Are designed to equip students with the knowledge and skills needed to meet entrance requirements for university programs. Emphasize theoretical aspects of the course content but also include concrete applications.

- **University/College Preparation Courses:** Were developed in close collaboration with both universities and colleges. Include content that is relevant for both university and college programs. Are designed to equip students with both the knowledge and skills they need to meet the entrance requirements for specific university and college programs. Emphasize both theoretical aspects and related concrete applications of the course content.

- **Workplace Preparation Courses:** Were developed in close collaboration with representatives from a variety of workplaces. Are designed to equip students with the knowledge and skills needed for direct entry into the workplace or for training programs offered in the community. Allow students to prepare for a variety of jobs, training programs and careers. Include cooperative education and work experience placements within the community. Emphasize the development of generic employment skills, as well as independent research and learning skills. Promote and stress the importance of lifelong learning.

- **Open Courses:** Are appropriate for all students, regardless of their post-secondary destination. Are designed to provide students with a broad educational base. Prepare students for active and rewarding participation in society.

- **Advanced Placement Courses**: Are first year university courses offered within the high school setting and in tandem with the Ontario Ministry Curriculum. These courses are most often taken in the Grade 12 year; however, some can be taken as early as Grade 11 (e.g. English Language).

  Because of the emphasis on core concepts in the Grade 9 and 10 courses, students may move from one type of course to another between Grades 9 and 10. Courses at the Grade 11 level however will often require a specific type of course in Grade 10 as a prerequisite (i.e. Grade 11 University Level English requires English Grade 10 Academic). See your Guidance Counselor for further details.

Coding of Courses

Each course is identified with a five-character code.
Example: ENG2D
ENG - identifies the subject area (English)
2 - indicates the year the program is offered (Grade 10)
D - indicates the level or destination pathway (Academic)

Grade 9 and 10 Courses
W- De-streamed Level (gr. 9)
D - Academic Level
P - Applied Level
O - Open Level
L - Essential Level

Grade 11 and 12 Courses
UP- Advanced Placement
U - University Level
M - University/College Level
C - College Level
E - Workplace Level
O - Open Level

Regional Arts Program (RAP)

The Regional Arts Program at Father John Redmond aims to expand and enrich the God-given creative potential of our students in a vibrant and inspiring environment of Catholic values. We aim to develop a widespread appreciation, support and involvement with the arts and to advance individual technical skills to a level of excellence.

We offer a package of eight specialized arts courses over four years to students talented in Dance, Drama, Music or Visual Arts. Successful graduates will receive a specialized Arts Certificate. Small class sizes, individualized attention, group rehearsals, and performances both in and out of school constitute a substantial part of the top-quality training supplied through our Regional Arts course syllabus.

An annual arts fee is charged to cover the master classes, workshops and private tutorials given by professional artists, in-house concerts and performances, exhibitions, accompanists, and many more enrichment activities. Field trip fees or other materials may also be required for some courses.

Regional Arts Program: *Academic Standing Policy*

Students enrolled in the Regional Arts Program are expected to maintain a minimum average of 70% in each of their RAP courses throughout the school year. In addition, if a student does not achieve a final grade of 70% or higher in each of his/her RAP courses on the June report card, he/she may be asked to leave the program and enrol in the regular comprehensive program at his/her home school.

A Student who withdraws from the Regional Arts Program and is not from our catchment area may be asked to enrol in their home high school or enrol in the next available Catholic high school.

Regional Arts Program: *Attendance Expectations for Rehearsals*

Attendance at all **rehearsals** is mandatory and takes precedent over any extra – curricular activities unless permission is granted by the teacher, or there is a medical issue with a note provided. Failure to comply with this will result in a *parent/guardian consultation*. Should the problem persist, *consultation with the administration* will follow. If the problem continues, *a student will be at risk of being removed from the program*.

Regional Arts Program: *Attendance Expectations for Performances*

Attendance at all **performances** is mandatory and takes precedent over any extra – curricular activities unless permission is granted by the teacher, or there is a medical issue with a note provided. Failure to comply with this will result in a *parent/guardian consultation*. Should the problem persist, *consultation with the administration* will follow. If the problem continues, *a student will be at risk of being removed from the program*.

Advanced Placement Program (AP Program)

The Advanced Placement Program is a challenging, internationally recognized program offered in 17,861 high schools worldwide. There are 34 individual exams available in 22 different subject areas. These courses are an excellent preparation for further studies at University. In fact, sixty countries recognize AP scores.

Father Redmond offers AP courses in Mathematics, Social Sciences, Sciences, English and French. Students can prepare for AP examinations in their enriched classes, or by independent and group study. The exams are set and marked externally and take place in May of each year. With the successful completion of these examinations, students earn advanced placement and university credits at universities across the globe.

Advanced Placement Program (AP Program) – *Policy Statement*

The Advanced Placement Program focuses on the development of superior academic skills and requires both focus and dedication. Given this, students taking a course or courses at the AP level must fulfill the following criteria in order to continue in the program:

1. Students must complete any and all AP level work or assignments in each course in which they are registered.

2. Students must maintain a high academic standing in a Pre-AP course in which they are registered to continue taking that particular course at the AP level.

All Grade Twelve students enrolled in the AP program are encouraged to write at least one AP exam.

Student Success Initiative

"*Teaching is our passion. Student success is our purpose.*"

Ontario's Student Success Strategy, which began in 2003, is a multi-phased initiative designed to provide all secondary students with opportunities for success both in school and in the post-secondary destinations. The Student Success initiative at Father John Redmond is an overarching initiative which consists of the following programs: Literacy, Numeracy, Pathways, Transitions, and Credit Recovery.

Resource Program

Students who have been identified as exceptional by means of an IPRC are entitled to accommodations according to specific individual needs. An exceptional student is eligible for placement in a Special Education Resource program. The accommodation process is shared among learner, parents, subject teacher and Resource teacher facilitators. An Individual Education Plan (I.E.P.) is developed for each exceptional student. The I.E.P. lists the strengths, needs, accommodations and individual program expectations for the exceptional student.

Definition of a Credit

A credit is granted in recognition of the successful completion of a course that has been scheduled for a minimum of 110 hours. Credits are granted by the Principal on behalf of the Minister of Education for courses that have been developed or approved by the Ministry. A half credit may be granted for each 55-hour part of a 110-hour ministry developed course.

Student Assessment and Evaluation Policy

Assessment and evaluation will be based on the provincial curriculum expectations and the achievement levels outlined in the secondary curriculum policy documents. These are available through the Ministry of Education website, www.edu.gov.on.ca. Based on the Ministry of Education document, *Growing Success* which permits all school boards to design their own detailed policy for assessment and evaluation.

Teachers will use assessment and evaluation strategies that:

- address both what students learn and how well they learn;
- are based both on the categories of knowledge and skills and on the achievement level descriptions given in the achievement chart that appears in the curriculum policy document for each discipline;
- are varied in nature, administered over a period of time, and designed to provide opportunities for students to demonstrate the full range of their learning;
- are appropriate for the learning activities used, the purposes of instruction, and the needs and experiences of the students;
- are fair to all students;
- accommodate the needs of exceptional students, consistent with the strategies outlined in their Individual Education Plan;
- accommodate the needs of students who are learning the language of instruction;
- promote students' ability to assess their own learning and to set specific goals;
- include the use of samples of students' work that provide evidence of their achievement;
- are communicated clearly to students and parents at the beginning of the course and at other appropriate points throughout the course.

The primary purpose of assessment and evaluation is to improve student learning. Teachers and schools use assessment methodologies to determine how effectively students are learning and evaluation instruments to grade the learning that has taken place and to communicate these results to students and their parents/guardians.

During the first week of each course, each student will be familiarized with the course curriculum through the Course Information Sheet (CIS) that can be also be found on the teacher's google classroom. It describes the specific expectations with respect to class procedures, course objectives, assignments, homework, testing, marking policy, etc… The CIS is available on the school's website, on the school network for students to access and a hard copy can be requested from the subject teacher.

For every secondary school course, learning is divided into four (4) categories: Knowledge & Understanding, Thinking, Application and Communication. Assessment and evaluation in every course will include learning under all four categories. These categories are weighted as described in the CIS for each course and this weighting is reflected in the mark that appears on the report card.

On-going assessment focuses on in-class work, daily assignments, homework, tests, projects, seminars and essays. Student achievement is evaluated on an on-going basis, and this evaluation and all testing and examinations will be consistent with the aims and objectives of each individual course. Specific instructions and achievement rubrics for major assignments will be discussed when these are given to the student.

Report cards will be issued 4 times a year for Semester Courses, 3 times for Full-Year Courses:

- 1st Semester Mid-Term (Grades 9 – 12 and Full-Year courses)
- 1st Semester Final (Grades 9 – 12 and Full-Year courses)
- 2nd Semester Mid-Term (Grades 9 – 12, NOT Full-Year courses)
- 2nd Semester Final (Grades 9 – 12 and Full-Year courses)

Parents/Guardians & Students may also receive an ***Early Warning Communication*** from their classroom teachers if they are experiencing difficulty early on in a course.

In addition to reporting a percentage mark for every course, teachers will also indicate how well a student is progressing in developing his/her learning skills. There are six learning skills to be reported on each report card, including:

- Responsibility
- Organization
- Independent Work
- Collaboration
- Initiative
- Self-Regulation

These learning skills are not part of the mark calculation. However, it is clear that the more highly developed these skills, the more likely a student is to earn high marks in a course.

The final grade for each course will be determined according to Ministry policy. The policy requires:

- 70% of the student's grade to be based on evaluation conducted throughout the course. This is called the term work.
- 30% of the student's grade to be based on a final culminating activity. This is formal, summative evaluation; it is administered at or near the end of the course to determine how well the student has met the expectations of the course. It is often in the form of a written final examination, but may also be in the form of an oral presentation, a performance, an essay, an independent study, or another evaluation method suitable to measuring how well the specific course expectations have been met. A final grade is recorded for every course, and a credit is granted and recorded for every course in which the student's grade is 50% or higher.

Parent-teacher interview sessions will be held each semester at mid-term, just after the report cards are distributed (November and April) for semestered courses. We encourage parents to come and meet the teachers and discuss their children's progress. Parents are also welcome to contact individual teachers at any time by calling the school and using the voice mail system.

Late and Missing Assignments

In the world beyond school, adherence to deadlines is expected and penalties for late or incomplete work are a reality. It is also true that *under particular and legitimate circumstances, and if approached responsibly, there may be extensions granted and individual consequences assigned.*

Should a student wish to have consideration on a deadline for a piece of work, the onus is his/hers to request such consideration from the teacher **before the due date** and to show valid justification for the request. The teacher will take individual circumstances into account before responding to the request. Students who repeatedly make such requests are not likely to be granted extensions or any other consideration.

Late Assignments

- Late assignments are reported in the learning skills section of the evaluation as incomplete.
- Assignments must be submitted in a timely manner.
- The student will be made aware of key dates for completing assignments and should plan his or her time accordingly.

Procedure:

- Student-Teacher discussion to determine why an assignment is late.
- *Assignments may be accepted as a late submission based on an agreed upon due date between the student and teacher.*
- Parents will be contacted by the teacher if the student persists in handing in late work.
- Father John Redmond policy is in line with "Growing Success" document…

Students must understand that there will be consequences for not completing assignments for evaluation or for submitting those assignments late.

Where in the teacher's professional judgement it is appropriate to do so, a number of strategies may be used to help prevent and/or address late and missed assignments. Students should be aware that this may also include:

- *deducting marks for late assignments, up to and including the full value of the assignment.*

Missed Work

- Work that is an integral part of the course's expectations must be completed.
- Students must take responsibility for work that has been missed.

Procedure:

- *The student and teacher confer* to determine why work was missed.
- Students are responsible to catch up on missed work as expeditiously as possible. This can be done through contacting the teacher, have a buddy in class to keep the student up to date, check the google classroom site.

A reasonable timeline should be created for students to complete missed work.

Extra Help

- Additional help is available for students.

Procedure:

- Students can arrange to meet with their classroom teacher.
- Students can meet with a guidance counselor to arrange for tutoring.
- Senior students will be available to assist those students experiencing difficulties after school.
- Most departments have extra help clinics before or after school. Ask your teacher about them.

Teacher Contacts

- Staff is available for contact in a variety of ways.
- Teachers view contact with the home as a key building block to academic success.

Procedure:

- Teachers can be contacted via e-mail or through a call made to the Main Office
- Teachers communicate through Parent-Teacher interviews, early communication, mid-term marks, final marks and arranged appointments.

Homework

- Homework is a key component to student learning.
- Students regularly receive homework in all subjects.
- Homework is meant to contain numerous and varied opportunities to learn.

Procedure:

- Homework is assessed as a learning skill using a variety of assessment instruments, including checklists, oral recall, and classroom spot-check.
- When homework is *consistently* incomplete or done poorly, the home is contacted.
- Most teachers have homework posted on the google classroom sites. Ask your teacher about it.

Missed Tests

Students will not be penalized if they are absent **for legitimate reasons** on the day of a test. Legitimate reasons would include the student's own illness or a serious illness or death in the family. When this occurs, **the student must bring either a note from a parent/guardian indicating that he/she is aware that a test was missed and a written valid reason, or a note from the student's physician.** The student may be permitted to either write the missed test, or a make-up test, or to do some other work in place of the test. *It is the student's obligation to request alternate arrangements and to provide appropriate documentation.* Decisions about the date, the time, and the format of the alternative testing are at the discretion of the teacher.

In the case where a student requires alternate arrangements on a second or subsequent occasion, the student will need to meet with his/her Vice Principal and receive written permission from the Vice Principal before arrangements with the teacher are finalized.

When an approved school excursion conflicts with a scheduled test, the student must inform the classroom teacher at least three (3) school days in advance of the scheduled test date. The student should approach the teacher to discuss making alternative arrangements that are suitable to both the student and the teacher.

Plagiarism

- As a community, our goal is to create an environment where intellectual integrity and academic honesty prevails.
- The Ministry of Education suggests that each school community create its own policy. The policy for plagiarism is located in the TCDSB Acceptable Use Policy and the Father John Redmond Code of Conduct.

Procedure:

- Students are instructed in class that plagiarism is the presentation of someone else's work as their own. Students are instructed as to the different forms of plagiarism.
- Students sign a contract (TCDSB Acceptable Use Policy and Code of Conduct) outlining that they understand the meaning of plagiarism and promise to honour the goals of intellectual integrity.

- Students are in-serviced in our library concerning different forms of referencing material.
- The plagiarism policy is published in the school handbook which can be found on the MySchool Day App or school website.
- **Plagiarism may result in a mark of zero at Father John Redmond**

Final Exams

All students in all courses must have a final evaluation towards the end of their course.

When a final examination is required in a course it is written once at the end of the course. A student who misses an examination or other course culminating activity is subject to a mark of zero unless a valid reason is presented. **Leaving for early vacation is not a valid reason and students will receive a zero on exams missed for this reason**. Students who are ill during the examination period and miss an exam are required to provide a signed doctor's certificate to an administrator. In this case arrangements will be made by administration to have the student write at a later date.

Students who maintain an average of at least 80% taken over the entire school year qualify for the Honour Roll.

PARENT/GUARDIAN GUIDE TO ADDRESS CONCERNS AT REDMOND

The Fr. John Redmond community wishes to foster home/school partnership through the promotion of effective communication between staff and parents. When a parent determines that there is a school- related concern that needs to be addressed, the sequential steps outlined below should be followed. The school seeks to work collaboratively with parents to find the fastest resolution to any concern.

1. The parent should address the concern with the staff member most directly involved, (i.e. a question regarding the content of instructional materials or homework assignments should be shared with the classroom teacher). ***Parents who have concerns may contact the school at any time to arrange for an appointment with their child's teacher.**
2. If the matter continues to remain unresolved, the parent may bring the concern to the attention of the appropriate Vice Principal.
3. If the matter still remains unresolved, the parent may bring the concern to the attention of the Principal.

The following are examples of issues that should be addressed at the level indicated. If a parent has a concern that is not listed here, the parent should speak to his/her student's Vice Principal for direction to the most appropriate person.

Teachers:

- Student homework, assignments, quizzes, tests, etc…
- Course instructional materials, academic progress, extra help, etc…
- Issues related to classroom discipline, interactions with other students, etc…

Athletic Teams & Co-Curricular Clubs:

- Concerns related to athletic activities or clubs to be addressed with coach or club moderator
- Concerns regarding athletics may also be directed to the Athletic Council.

Guidance Counselors:

- Concerns between school and home, teacher and student, student and other students
- Personal matters relating to student development, behaviour, or interaction with others
- Course selection/placement and student timetables
- Post-secondary destinations or career information
- Academic records
- Student placement issues (i.e. level, program, etc…)

Resource, Gifted, AP & Special Education:

- The parent should first address a concern with the student's appropriate Resource Teacher
- If the concern is not resolved at this level, the parent is to then contact the Resource Department Head.
- If the concern remains unresolved, the parent may bring the matter to the attention of the student's Vice Principal

Vice Principal:

- Student records, school-wide student expectations, discipline issues, etc…
- Policy, procedure and protocol concerns

Principal:

- Questions regarding school and board policies and administrative procedures
- Concerns regarding school staff or students which have not been resolved after following school protocol

Subject Teacher Communication

Where the student is achieving at levels below 60% (level one or below) the subject teacher will communicate with the parent at least once per term. Parents are able to leave requests for individual teachers by calling the Main office or by emailing the teachers directly. Teacher emails are located on the FJR website. Call 416-393-5540 and a secretary will connect you.

Tutorial Program

After School Tutorials

Improve your marks. Deepen your understanding. Refine your skills.

If a student would like clarification of a science concept, help with math homework, assistance with a Civics assignment, or one-on-one help in French, English, History, Geography, or Religion, he/she is encouraged to arrange a tutorial time with their subject teacher to receive extra support.

After School Literacy Program

Grade 10 students will write the Ontario Secondary School Literacy Test in the Fall or Spring. The OSSLT assesses the reading and writing skills prescribed in the expectations of The Ontario Curriculum across all subjects up to the end of Grade 9. Successful completion of the OSSLT or Ontario Secondary School Literacy Course is a graduation requirement.

To improve overall student literacy, Father John Redmond offers the After School Literacy Program. This non-credit course models strategies for the reading of fiction and non-fiction and writing of short responses, a news report, and opinion response.

Tutors

If you would like to volunteer as a FJR student tutor, please see the Student Success Teacher or Guidance Department. Senior students who volunteer at these tutorials can earn credit towards their 40 hours of community service as well as points toward their school letter (an award of distinction which is presented to eligible candidates at graduation).

Tutorial help is available at Father John Redmond to students who need additional support. The Math Department offers after-school math clinics on Tuesdays and Thursdays. The Science Department offers after-school science clinics on Mondays and Wednesdays. The Social Science Department offers tutorial clinics on Wednesday and Friday mornings starting at 7:30am. As part of the preparation for the Grade 10 Literacy Test (OSSLT), an after school literacy class is available for students in Grades 9 and 10 in the fall and in the winter.

Ontario Student Transcript (OST)

A student's record of successfully completed courses and compulsory graduation diploma credits will be available on the Ontario Student Transcript. The Ministry of Education has mandated ***Full Disclosure*** on grade 11 and 12 transcripts. Therefore all unsuccessful attempts at courses will also be reported on the transcript.

Timetable

Considerable time is spent preparing students for their subject selection. Individual counseling is available for students and parents upon request. Insofar as these selections serve as a basis for determining our staffing needs for the coming year, we expect students to regard the process as being very important. Timetable changes will only be made for exceptional circumstances.

Course Changes and Course Deletions

In principle, no changes in courses will be allowed. In special circumstances, students may request course changes up to five (5) days after a semester begins. Changes will be made only if class size permits and only after textbooks have been returned. After that time no further changes will be made.

Students in Grade 12 may withdraw from a course up to five (5) instructional days after each mid-term with the written permission of parents/guardians, the teacher, Vice Principal and subject to Full-Time Student Status policy. Grade 12 students may not drop Religion. After that date, no deletions will be made and a final mark will be assigned. All final marks will appear on the student's transcript.

Full-Time Student Status

Students in Grades 9, 10, and 11 are required to carry a full course load (8 credits) each year. Students in Grades 12 will be expected to be full-time students as defined by the Ministry of Education (a minimum of 3 credits in each semester).

Guidance Services

As young people progress through high school, they must learn to make independent and responsible choices about themselves, their educational plans and their career goals. It is the task of guidance counselors and teachers to assist students and their parents in this decision-making process by ensuring that students benefit from accurate and current information.

A major emphasis at Father John Redmond is in the area of educational planning, to ensure that students have the entrance requirements for post-secondary education.

Students are encouraged to take a wide range of courses, which will give them the flexibility to adapt to the rapidly changing world of careers. Our concern has always been to keep as many doors open as long as possible.

Services available to students include the following:

- Personal/academic counseling
- Referrals for family counseling
- Vocational planning tools
- Transcripts of marks and letters of reference
- Scholarship application assistance
- Tutors
- University/College orientation and visits
- University/College applications
- Ontario Youth Apprenticeship Program Applications

Library Services

The Father John Redmond Library offers an extensive collection of current literature for students. Additionally, the library provides access to laptops for in-library use, puzzles, board games, and various other activities to enhance the student experience.

Students are encouraged to participate in our Reading Contest and may seek assistance from our librarians for research support and book recommendations. We invite you to explore the diverse resources and opportunities available at the Father John Redmond Library.

CODE OF CONDUCT

- It is the responsibility of all Father John Redmond students and parents to be aware of and to abide by the Code of Conduct and understand and accept the philosophy of the school and its regulations and to support the school in their enforcement.
- It is the responsibility of the school administration and teachers to be objective and even-handed in the administration of the Code of Conduct, to maintain respect for students and to make communication with parents and students around matters of discipline as open as possible.
- The **Provincial Code of Conduct** promotes respect within the learning and teaching environment and sets clear provincial standards of behaviour. It specifies the mandatory consequences for student actions that do not comply with these standards.
- The Provincial standards of behaviour apply not only to students but also to all individuals involved in the school system - parents or guardians, volunteers, teachers and other staff members - whether they are on school property or at school-authorized events or activities.
- Students from TCDSB schools will be dealt with as per these government regulations and board policies.

Father John Redmond CSS & RAC promotes a safe, inclusive and welcoming environment rooted in the Catholic faith and values. This Christian Community environment allows students to:

- Grow in faith and truth
- Promote responsibility, civility, equity, inclusivity
- Enhance their self-esteem

- Become a responsible citizen
- Learn essential knowledge, values and skills aiming for academic excellence

In order that we may preserve this environment, students at Father John Redmond must:

- Attend class regularly and be on time
- Bring the appropriate materials to each class, and follow routines established by each teacher
- Be in proper uniform throughout the day
- Be courteous and respectful in language and behavior to every member of the Father John Redmond community
- Show proper care and regard for school property and the property of others
- Understand that access to Father John Redmond C.S.S. and Regional Arts Centre network and technology resources is a privilege and not a right
- Abide by the Code of Conduct when participating in school field trips, events and tournaments

Offences against others (e.g. – stealing, bullying including cyber-bullying, compromising the safety of others) and offences against the moral standards of the community (e.g. – cheating, hate propaganda, under the influence of alcohol or illegal drugs) will not be tolerated. Appropriate disciplinary action will be taken. Consequences are consistent with The Education Act and the Board Safe Schools policies.

The school building and property is a smoke/vape-free zone. Any violation of the Smoke Free Ontario Act policy may result in suspension from school and/or fine from the Public Health Department. www.toronto.ca/health

*** Further explanation of TCDSB Policy which reflects the regulations of the Ministry of Education is available on the TCDSB website (www.tcdsb.org)*

In requesting registration at Father John Redmond C.S.S. and Regional Arts Centre, we have read the STUDENT CODE OF CONDUCT. As a student, I agree to abide/support the guidelines outlined in these documents to be a responsible and contributing member of the school community. CONSENT IS WHILE THE STUDENT IS REGISTERED AT FATHER JOHN REDMOND. As a parent, I agree to support my child and the school in fulfilling these responsibilities.

Religious Dimension

The Good News of Jesus Christ is at the heart of the Father John Redmond Catholic Secondary School and Regional Arts Centre community. We are committed to ensuring that Father John Redmond be an example of Christian Community that 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 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.

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

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

For further information on religious accommodation please consult with the school administration.

Guiding Principles

- To ensure that all members of the school community, especially people in positions of authority, are treated with respect and dignity.
- To promote responsible citizenship by encouraging appropriate participation in the civic life of the school community.
- To maintain an environment where conflict and difference can be addressed in a manner characterized by respect and civility.
- To encourage the use of non-violent means to resolve conflict.
- To promote the safety of people in the schools.
- To discourage the use of alcohol and illegal drugs and, except by a medical cannabis user, cannabis.

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

Police and community partners play an essential role in making schools and communities safer. Community members need to support and respect the rules of their local schools. Police investigate incidents in accordance with the protocols developed with the local school board. Police will investigate and respond to incidents in accordance with the Police/School Board Protocol.

The Ministry of Education in partnership with the Toronto Catholic District School Board, the Catholic Parent Involvement Committee, Ontario and Toronto Association of Parents in Catholic Education and the school Catholic School Advisory Council, highly encourages and promotes parental involvement in your child(ren)'s school. Your commitment, time, and efforts towards your child(ren)'s education is strongly recommended and will enhance your child's overall academic achievements and successes.

CONSEQUENCES FOR INAPPROPRIATE BEHAVIOUR

Minor infractions

1. Minor infractions of the code of behaviour will initially be dealt with by the teacher in charge whether in the classroom, cafeteria, homeroom, gym or on the field. If necessary, the issue and student will be brought to the Vice-Principal.
2. A student who defies the authority of the supervising adult (e.g. refuses to listen, refuses to obey a reasonable request, refuses to leave when asked, etc.), uses foul language, threatens, pushes past or in any other way creates a situation in which the legal authority given to the supervising adult in "loco parentis" by the Education Act is breached, the student may be sent to the Vice-Principal. The Vice-Principal will contact the parent(s)/guardian(s) of the student and, depending on the circumstances, issue appropriate consequences.
3. Continued breaches of the behaviour code will result in the student being sent to the Vice-Principal for immediate disciplinary action.
4. An accumulation of infractions will lead to a discussion with the Vice Principal and a parent will be asked to attend the school for a discussion about the student's comportment and appropriate discipline will be rendered.

Major Infractions

Major Infractions (as outlined in the Code of Conduct) will result in an immediate referral to a Vice Principal and appropriate corrective discipline will be rendered.

Consequences and interventions utilized for Major violations:

- immediate contact with parent(s)
- conflict resolution
- withdrawal from class
- possible Police referral as per the TCDSB/Police protocol
- office generated detentions
- peer mediation (RCMC)
- restorative practices
- alternative school programs
- Fresh Start program
- possible suspension
- possible expulsion
- community service

Local school codes of conduct shall set out consequences that are consistent with *The Education Act* and the Board Safe School policies for Suspension (S.S.06) and Expulsions (S.S. 05). Mitigating Factors as stated in *The Education Act* shall be considered.

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

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

Student Discipline Related to Suspension and Expulsion

The following charts reflect information drawn from Section 306 and Section 310 of the Education Act and the TCDSB Suspension and Expulsion Policy (S.S.01). Principals must follow this legislation and policy when determining appropriate consequences for student behaviour.

Activities leading to possible suspension (Section 306): 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*:**		**Principal Shall Consider Suspension** In considering whether to suspend a pupil, a principal shall consider any ***mitigating or other factors***
1.	Uttering a threat to inflict serious bodily harm on another person	1 – 20 Days
2.	Possessing alcohol or illegal drugs	1 – 20 Days
3.	Possessing cannabis, unless the pupil is a medical cannabis user	1 – 20 Days
4.	Being under the influence of alcohol	1 – 20 Days
5.	Being under the influence of cannabis, unless the pupil is a medical cannabis user	1 – 20 Days
6.	Swearing at a teacher or at another person in a position of authority	1 – 20 Days
7.	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	1 – 20 Days
8.	Bullying	1 – 20 Days
9.	Persistent opposition to authority	1 – 20 Days
10	Habitual neglect of duty	1 – 20 Days
11	Use of profane or improper language	1 – 20 Days
12	Theft	1 – 20 Days
13	Aid/incite harmful behaviour	1 – 20 Days
14	Physical assault	1 – 20 Days
15	Being under the influence of illegal drugs	1 – 20 Days
16	Harassment	1 – 20 Days
17	Fighting	1 – 20 Days
18	Extortion	1 – 20 Days
19	Inappropriate use of electronic communications/media equipment	1 – 20 Days
20	Other – defined as any conduct injurious to the moral tone of the school or to the physical or mental well-being of others	1 – 20 Days

The principal will follow the requirements established by the *Police/School Board Protocol* when activities occur requiring mandatory or discretionary reporting to police.

Activities leading to suspension (Section 310) 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***. When a pupil is suspended under section 310, the principal shall conduct an investigation to determine whether to recommend to the board that the pupil be expelled.		**Principal Shall Suspend** In considering whether to recommend to the board that the pupil be expelled, a principal shall take into account any ***mitigating or other factors***.
1.	Possessing a weapon, including possessing a firearm	1 – 20 Days
2.	Using a weapon to cause or to threaten bodily harm to another person	1 – 20 Days
3.	Committing physical assault on another person that causes bodily harm requiring treatment by a medical practitioner	1 – 20 Days
4.	Committing a sexual assault	1 – 20 Days
5.	Trafficking in weapons or illegal drugs	1 – 20 Days
6.	Committing robbery	1 – 20 Days
7.	Giving alcohol to a minor	1 – 20 Days
8.	Giving cannabis to a minor	1 – 20 Days
9.	Bullying, if (i) the pupil has been previously suspended for engaging in bullying, **and** (ii) the pupil's continuing presence in the school creates an unacceptable risk to the safety of another person.	1 – 20 Days
10.	Any activity listed in subsection 306. (1) of *the Act* that is motivated by bias, prejudice or hate based on race, national or ethnic origin, language, colour, religion, sex, age, mental or physical disability, sexual orientation, gender identity, gender expression, or any other similar basis.	1 – 20 Days
11.	Possession of explosive substance	1 – 20 Days
12.	Refractory conduct	1 – 20 Days
13.	Serious or repeated misconduct	1 – 20 Days
14.	Conduct injurious to the moral tone of the school or to the physical or mental well-being of others	1 – 20 Days

The principal will follow the requirements established by the *Police/School Board Protocol* when activities occur requiring mandatory or discretionary reporting to police.

If a principal decides to suspend a pupil for engaging in an activity described in subsections 306, or 310, of *the Act*, the principal will suspend the pupil from his or her school and from engaging in all school-related activities.

Police will be involved as indicated by the TCDSB-Police Protocol. Students will be suspended for a fixed period of one to twenty instructional days in accordance with the Education Act, and the Board Safe School Policies for Suspension (S.S.06) and Expulsions (S.S.05). The school's progressive discipline plan and mitigating factors as stated in The Education Act shall be considered.

Further explanation of TCDSB policy which reflects the regulations of the Ministry of Education Safe Schools Act are available on the TCDSB website www.tcdsb.org Safe Schools Code of Conduct S.S.0

VIOLENCE PREVENTION

Violence in word or in action will not be tolerated in the TCDSB schools. The Board has a clear policy on the prevention of violence. The policy reflects the regulations of the Ministry of Education and Training and the principles of the Ontario Human Rights Code. Specifically, TCDSB policy provides that:

- Intimidation (physical, sexual, or psychological abuse) and/or any form of bullying will not be tolerated.
- Discrimination, harassment or bullying on the basis of race, culture, religion, gender, language, disability, sexual orientation, or any other attribute is unacceptable, as is the deliberate degradation of an individual for any reason whatsoever and by any means whatsoever.

TCDSB ACCEPTABLE USE POLICY FOR TECHNOLOGY

Student Internet Agreement: Grades 9-12

As a student of the Toronto Catholic District School Board:

1. I will use the TCDSB network for educational purposes only.
2. I have been made aware of the TCDSB Acceptable Use Policy (AUP) by my teacher and he/she has explained it to me.
3. I will not share my password with others and I will respect the privacy of other people. I will not share other people's passwords or personal information.
4. I will respect the TCDSB Plagiarism and Copyright guidelines and will properly cite all sources used in my work. I will not present anyone else's work as my own.
5. I will explain my activities on the Internet to a teacher or supervisor when asked and understand that any material I create or save while on the TCDSB network may be viewed by a teacher or supervisor.
6. I will not engage in cyberbullying and will report any instances of cyberbullying to a parent, teacher or principal. I will not create, communicate or share abusive, threatening or offensive material about other people on the Internet.
7. I will tell a teacher or supervisor immediately if I access a site that is inappropriate or unsafe. I will not seek out inappropriate, obscene, abusive, offensive or illegal material on the Internet.
8. I understand that if I bring my own computer or personal electronic device to use at school:
    - I may only use it for educational purposes, and with the permission of my teacher or supervisor, or in areas designated by the school Principal.
    - I must respect the TCDSB Acceptable Use Policy guidelines regarding content, security, safety and ethical use
    - For security reasons, I may only use Wi-Fi provided in my school, and not my personal data plan

- I may only access Wi-Fi with a personal device by using the **TCDSB-Guest** network.
- If I use a Wi-Fi network other than the **TCDSB-Guest** (including but not limited to **TCDSB-Misc**) my device will be banned from all TCDSB Wi-Fi networks.
- I am responsible for the safety and security of my device
- I am responsible for the safety and security of my device

9. I will not tamper with, or intentionally compromise, the safety of the TCDSB network. I will report any gaps in security to a teacher and/or principal.
10. I understand that not following these guidelines may result in loss of computer and network privileges and/or any other consequences deemed necessary by my school.

The **TCDSB Acceptable Use Policy (AUP)** reflects the growing technological presence of electronic communication systems in our schools and emphasizes the use of technology in a respectful manner that upholds the dignity of the human person and is consistent with our Catholic teachings. It recognizes that in 21st century there is a shared responsibility between the Board, families, schools and students to provide guidance on the appropriate use of technology. The AUP has been created to establish guidelines for users to understand what governs "safe and appropriate use".

The AUP defines **electronic communication systems** to include social media, website publishing, and the use of **personal electronic devices (PED's)**. In addition it addresses expectations surrounding the **Bring Your Own Device (BYOD)** policy effective as of September 2012. While these devices are not mandatory for classroom activities, they may be included when there is a clear educational purpose that has been identified by the teacher.

All students are expected to familiarize themselves with the AUP. The full text of the TCDSB AUP can be found at: http://www.tcdsb.org/board/policies/aup.

Summary of the AUP expectations for students when using the TCDSB electronic communication system:
Behaviour Expectations:

- All students must sign a "Student Access Agreement" before receiving their individual user accounts and gaining access to the Board network. If a student is less than 18 years of age, a parent or guardian must also sign the agreement
- Using the Board's electronic communication systems is a privilege, not a right, and can be restricted or, if appropriate, removed altogether.
- Individual user accounts must remain private.
- Students must act ethically, lawfully and in an appropriate manner when using the Board's electronic communication systems.

Personal Safety & Privacy:

- Students will promptly inform a school Administrator or teacher if they receive any inappropriate communication that makes them feel uncomfortable or unsafe.
- Students should always protect their personal information and privacy.

Unacceptable Activities:

- Attempts to access unauthorized areas of the Board's system, or any other computer system through the Board's network. This includes attempting to access another user's files or attempting to log on using another person's account.

- Malicious destruction or abuse of the Board's network, computer systems, hardware, software, or electronic devices.

- Accessing, installing or distributing unauthorized equipment, software or media files on the Board's network or computer systems.

- Engaging in any illegal activities such as the sale of drugs or alcohol, criminal activity or threatening the safety of another person.

- Engaging in any inappropriate behaviour such as cyberbullying, personal attacks, threats, harassment, hate motivated and discriminatory behaviours at school, school related events or in circumstances that negatively impact on the school climate. These actions will be dealt with according to the Education Act or school codes of conduct.

- Impersonation or using a false identity.

- Any use of inappropriate language (obscene, profane, threatening, harassing, bullying, racist or disrespectful) posted publicly, privately, or on any websites.

Plagiarism and Copyright Infringement

- Students must not plagiarize works that they find on the Internet and properly obtain permission and/or site original ownership for copyright materials.

Bring Your Own Computer *I* Personal Electronic Device (PED):

- The student use of PEDs is a privilege, not a right and can be removed if it interferes with student learning, duties and obligations.

- Students are allowed to bring their own Personal Electronic Device (PED) including cell phones and laptops to school, but not to class unless permitted by the teacher, for an educational purpose.

- For educational purposes, students may use their PEDs when not in class in the following designated areas library, atrium and cafeteria.

- All other times PEDs MUST be securely stored away by the student and in silent mode during regular school hours. A student who uses a PED in class without the teacher's permission is subject to regular classroom and school disciplinary procedures.

- The teacher may send a student to see an administrator if a PED is used inappropriately during class. The administrator may confiscate the device and store it securely until the matter is resolved.

- The school administration may decide when and where PEDs are permitted and prohibited within a school environment

- Students may connect their devices to the Board's Guest network for internet access only, in designated study areas and as per school policy. PEDs are NOT permitted in examination rooms, unless the teacher has granted permission.

- Board Technical support will be not be provided for any hardware, software or connectivity issues, and users may not install any Board/Ministry licenced software,unless the software has been be licensed for home use.

- All PEDs must have anti-virus malware protection on them prior to connecting to the Board's network. If a PED is suspected of interfering with the Board's network it must be disconnected and securely stored by the student.

- Students may not use PEDs to capture video or images in private areas such as washrooms or change rooms. When photographing a student or students on school property their consent must be granted.

- Parental/guardian consent is required for photographing a student with special needs. Any images being posted or transmitted electronically while photographed on school property or at a school event must have the permission of the individual(s) or the principal. Any images or video that negatively impact the school climate must not be captured, transmitted or posted under any circumstances.

Disciplinary Consequences:

- In the event that a student violates this policy, the student (and parent, where applicable) will be provided with a notice of violation and will meet with a school administrator/designate. A school administrator/designate may deny, restrict or suspend a student's access to the Board's network upon any violation of this policy or other rules of the school. Appropriate legal authorities will be contacted if there is any suspicion of illegal activities.

- The Board will cooperate fully with legal authorities in any investigation relating to illegal activities conducted through the Board's system.

The full version of the Toronto Catholic District School Board Acceptable Use Policy may be found at **http://www.tcdsb.org/board/policies/aup**

EMERGENCY PROCEDURES

At the beginning of each semester and as needed, teachers will review with each of their classes, the procedures and protocols established in Redmond's *Safety Manual.*

Fire Safety

Fire extinguishers are located in the halls on each floor and in all the science rooms. Mandatory fire drills are held each year. Except when notification is given that testing is being conducted, in all situations that the fire bell rings, students are to assume that the alarm signals a real threat and they must evacuate the building and follow emergency procedures.

- Students are to proceed directly outside, quickly (without running) and silently, via the exit indicated on the signs posted in the room.
- Students are not to wait for their friends, go to their lockers, **make phone calls, or do anything other than exit the building.**
- Once outside, students must proceed to their designated regrouping area and line-up so that their teacher can take attendance.
- Students must ensure that they move away from the building and keep fire routes clear for emergency vehicles.
- Students may return to the building only after they have received the signal from an administrator

to do so.

Emergency Lockdown

Lockdown drills will be held during the school year to prepare staff and students for such an eventuality. Emergency lockdown procedures will be initiated should a high risk situation occur in or nearby the school. A high risk situation could occur as a result of severe weather, hazardous chemical spills, a situation involving an intruder in the school, or any other situation deemed to pose a threat to the safety of staff and students. ***Shelter in Place, Hold and Secure*** **and** ***Lockdown*** represent the three different responses that may be initiated by the school principal in the event of a threat to school safety. **During a lockdown no one may enter or leave the building and no calls will be answered.**

In the event that the school is under lockdown, the following are two Emergency Evacuation Locations accessible to our students and staff:

Emergency Evacuation Location:
Ford Performance Centre
400 Kipling Ave, Etobicoke, ON M8V 3L1

Alternate Emergency Evacuation Location:
St. Teresa Catholic Church
100 Tenth St.

ATTENDANCE PROCEDURES

There is a definite correlation between attendance and student success. When a student attends all their classes everyday, they are successful with their academics. School hours are from 8:30 a.m. to 2:36 p.m. Please refer to My School Day app, School Information for detailed information of attendance procedures.

A reminder that attendance is mandatory for **each class** during the school year and if a student is unable to attend a class during the day a parent/guardian must report the absence. Parents can provide a note to the attendance office for reporting absences as well.

The **SafeArrival** program has been implemented. **SafeArrival** feature is within the **SchoolMessenger App**. This new system will reduce the time it takes to verify student attendance, making it easy for you to report your child's absence and easy for staff to respond to unreported student absences.

With **SafeArrival**, you are asked to report your child's absence in advance using any of these three convenient methods:

1. Using your mobile devise, download and install the **SchoolMessenger App** from the Apple App Store or the Google Play Store (or from the link at https://go.schoolmessenger.com). The first time you use the app, select **Sign Up** to create your account. Select **Attendance** then **Report an Absence**.
2. Use the **SafeArrival** website, https://go.schoolmessenger.com. The first time you use the website, select **Sign Up** to create your account. Select **Attendance** then **Report an Absence**.
3. Call the toll-free number **1-833-251-3286** to report an absence using the automated phone system.
4. Parents/Guardians are encourage to set-up a PIN to avoid improper reporting of absences.

These options are available 24 hours/day, 7 days a week. Further absences can be reported at any time up to a maximum of 10 consecutive days. It is important to note that when setting up your account, you must register using the email address and phone number associated with your child's student record.

In addition, we will use the **SchoolMessenger** as an automated notification system to contact parents whose child is absent when the absence was not reported in advance. The automated notification system will attempt to contact parents/guardians at multiple contact points until a reason is submitted for the absence. If our system is unable to reach the designated contacts, office staff will follow up. If you report your child's absence in advance using the **SafeArrival** toll-free number, website or SchoolMessenger app, you will **NOT** receive these notifications.

LATES, SIGNING IN or OUT PROCEDURES

- Students must be in class for period 1 no later than 8:25 a.m.
- **Students arriving late for school (8:45 am or later) must go to their lockers to put away coats, etc. and be in full uniform BEFORE reporting to the Attendance office to obtain an admit to class slip. Students arriving late prior to 8:45 am, must report directly to their period 1 class and will be marked late by their Period 1 teacher.**
- Students arriving or leaving during the day are required to sign-in/out at the attendance office even if parents have reported the sign-in/out.
- Grade 9 students are expected to return after lunch to their Period 3 class on time at 12:36pm. Teachers will follow the school policy with respect to late arrivals. After the 3rd late, parents will be contacted. Students that are perpetually late will meet with a vice principal and be assigned a detention.

TRUANCY

1st Truancy: Student to be warned by subject teacher and evaluated accordingly. Student may also be directed to the main office to speak to an Administrator.
2nd Truancy: Conference/meeting with the Vice Principal, parent/guardian and the student.
Subsequent Truancies: Consequences, including possible suspension to be determined by Administration.

Co-Operative Education Students & Attendance Policy

All school attendance procedures apply to all Co-Operative (CO-OP) Education students. Co-Op students are expected to be punctual and present at their placements on scheduled days. School policies regarding sign in and sign out procedures apply to both the in-school and out-of-school components of the program. Due to the nature of the CO-OP program, the following is the policy for unauthorized absences. An unauthorized absence is when a CO-OP student is not at his/her placement and has not notified: 1. the placement and/or 2. the CO-OP teacher, and/or 3. the attendance office.

1st Unauthorized Absence: meeting with the CO-OP teacher where a "Re-Admit to Placement" form is signed by the CO-OP teacher and student.

2nd Unauthorized Absence: meeting with a vice principal and CO-OP teacher where a "Re-Admit to Placement" form is signed by the CO-OP teacher, vice principal and student. NOTE: If the meeting occurs during the placement hours (not on an integration day) then the student is responsible to make up the missed hours.

3rd Unauthorized Absence: student is put on a "Contract" which is signed by the principal, parent, CO-OP teacher and student. Failure to comply with the conditions of the contract may result in removal from the CO-OP program.

Illness during the School Day

A student who becomes ill during the school day **must** report directly to the Attendance Office. Students who fail to report to the Attendance Office will be considered truant. If a student needs to sign out, a parent/guardian must give written permission or speak with a school official prior to the student leaving the school.

INCLEMENT WEATHER

The Toronto Catholic District School Board will do a school closing announcement over all means of social media (facebook, twitter, website, Instagram, news channels) if the weather warrants closure. **Please do not call the school. C**onsult the school board website at www.tcdsb.org/weather.htm. If the school is open and a student is unable to attend, the school should be notified before 8:30am

MEDICAL & PERSONAL INFORMATION CHANGES

It is of the utmost importance that the school office has correct contact numbers and information! Parents & guardians are therefore asked to do the following:

Inform the main office immediately of any changes in address, telephone numbers (home, business and cell), or any other important contact information so that the school may keep accurate records. Every September we will send home a student update form for corrections. At any other time during the year, please contact the main office for any updates.

Inform the main office or the administration of any change in or newly diagnosed medical condition(s) which may affect the health or well-being of your child. This would include any conditions such as asthma, severe allergies and anaphylactic responses, diabetes, seizure disorders, and prescription medications that must be taken during the school day. ***All such information is held in strict confidence and would be shared only on a "need to know basis". When a change to medical condition occurs, a Student Plan of Care will be printed and sent home with the student to follow up with their family doctor for completion. A copy of the Student Plan of Care will be kept in the student Ontario Student Record.***

Ensure that the school has the name and number of another responsible adult who may be contacted in case the school cannot reach the parent/guardian in an emergency. ***In case of emergency, it is very stressful for the sick/injured student and for our school personnel, when we cannot contact the parent or guardian – please keep the school up-to-date with contact information!***

SMOKING/VAPING ON SCHOOL PROPERTY

The school building and property is a smoke/vape-free zone. Any violation of this policy may result in suspension from school and/or fine from the Public Health Department.

The Smoke-Free Ontario Act

- Is a law which is in effect 24 hours a day, 7 days a week, 365 days a year.
- According to the law, smoking or holding lighted tobacco is prohibited at any time by anyone (staff, students, parents or visitors) in school buildings or on school property (or in a vehicle parked on school property).
- Giving a cigarette to or sharing a cigarette with anyone under the age of 19 is against the law.
- The penalty for such infractions is a maximum fine of $5,000.
- For more information visit Toronto Public Health at www.toronto.ca/health or contact Toronto Health Connection at (416) 338-7600.

FIELD TRIPS

Students participating in a school field trip must remember that all school policies and regulations on conduct and behaviour apply throughout the duration of the trip.

LOCKERS

Students are assigned a locker at the beginning of a school year. It is expected that students will keep this locker neat and tidy, free from taped postings, and locked with an official school distributed lock.
Every student in Grade 9 is given a lock at the beginning of the year and it is expected that this lock will be used throughout their high school years. The replacement cost for a lost or damaged lock is $10.00.

Lockers are the property of the school and are loaned to students for student use.The school reserves the right to search an individual locker, if deemed necessary. There is no sharing of lockers unless authorized by Administration (ex. Siblings), or sharing of locker combinations between peers.

Students **must** vacate their assigned locker by the last day of classes in June.

SPARES

Students who have a spare period in their timetable are expected to respect the learning environment of others and must study in the Library or designated room. At no time should students on a 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 and complete uniform at all times.

VISITORS

In order to maintain a safe and secure school, to minimize distractions, and to establish an atmosphere that is conducive to working and learning, TCDSB policy permits only authorized persons to come into the school building or onto the school grounds.

Who is authorized to be on Redmond grounds?

- Redmond students for the **current** year
- Parents/guardians of **current** Redmond students
- Redmond staff
- Persons authorized by Redmond for specific purposes (guest speaker, mail carrier, etc…)

All other persons are unauthorized and are considered to be trespassing.

In the case that visitors do arrive at the school, they are required to report to the main office, identify themselves, and state the purpose of their visit. Parents/guardians are always welcome at Redmond, however, since their identity may not be known to staff, parents are asked to report to the Main Office and identify themselves when they arrive. Students should not make appointments with visitors during school hours. Visitors are not allowed in the halls beyond the Main Office and may not visit students in the cafeteria.

AFTER-SCHOOL

Upon dismissal, students are to leave the building quickly and quietly unless they are involved in a school activity. No student is to loiter in any area of the school. Students who wish to watch games after school in the gym **must** be in full uniform and **must** present their student I.D. No backpacks will be allowed in the gym! All after school student activities **must** be supervised by a staff advisor/moderator.

SCHOOL UNIFORM

Students in Grades 9 - 12 are required to wear the school uniform noted as follows. All clothing items must be purchased from R. J. McCarthy with the exception of shoes and hosiery uniform items.

BOYS	GIRLS
School-crested (short or long sleeve) tuck under golf shirt, or crested white turtleneck. • Grey dress pants (with R J McCarthy patch). • A school-crested sweater may be worn over the golf shirt. • A **PLAIN (**no logos or letters) white T-shirt may be worn under the golf shirt. • All black shoes with a black sole. No high top running shoes. • Navy Blue School Cardigan – *(optional)*	• School-crested (short or long sleeve) golf shirt. • Grey dress pants (with R.J. McCarthy patch) Or Redmond kilt with ***navy/black opaque tights or navy blue knee socks.*** • A school-crested sweater may be worn over the golf shirt. • A **PLAIN** (no logos or letters) white T-shirt may be worn under the golf shirt. • All black low-heel shoes with a black sole. No high top running shoes. • ***Plain Navy/Black opaque Tights*** • Navy Blue School Cardigan – *(optional)*

Additional Uniform Notes:

- The **complete school uniform is to be worn for the ENTIRE** school day as well on all school trips unless specified otherwise. ***Non-uniform items are to remain in lockers throughout school day.***
- **Pantyhose or nylons**, are **not** permitted.
- Redmond kilts must be worn tastefully and therefore be of an appropriate length ***(no more than 3 inches or 7.5 cm above the top of the knee).***
- **Headwear (hat, bandana, cap etc.)** is **not** permitted to be worn in the building ***at any time!***
- **Plain black shoes with a black sole (**no high tops running shoes) **must be worn at all times while in the school**.
- **Plain navy/black opaque tights** to be worn with the kilt. **Navy Blue knee socks** can be worn. **Socks are not to be rolled down and must be worn at the knee level.**
- On Spirit Wear days students will be allowed to wear their Redmond Spirit Wear Tops along with their uniform pants and shoes.
- On Civvies Days students are expected to dress appropriately, in good taste. Students may not wear headgear, sleeveless or revealing tops (i.e. tank tops, halter tops, bare midriffs, etc…) or shorts/skirts/dresses that are more than 3 inches or 7.5cm above the top of the knee.
- At all times the school administration reserves the right to decide if clothing and/or appearance conveys a message contrary to the philosophy of the school uniform code.

It is very important for staff to maintain consistency and fairness in dealing with acceptable attire. ***Students who are out of uniform will, therefore, be directed to the main office to speak to an administrator.*** With the support and cooperation of parents, teachers, administration, support staff and students, uniform issues become non-issues.

Thank you for your support and cooperation in these matters. With your help and assistance, Father John Redmond will continue to provide your child with a safe, rewarding and academically challenging environment.

PARKING

There is no student parking on school property. Students driving to school must park in the designated municipal parking lots.

There is limited visitor parking on school property. Any visitors that are coming to the school for scheduled meetings shall park in the school parking, sign in at the main office, indicate their parking spot number and license plate. The visitor parking lot is monitored on a regular basis and those who are parking illegally will be tagged and towed.

CO-CURRICULAR ACTIVITIES

Clubs	Sports
Art Club	Badminton
Big Sibling Club	Baseball
Black Student Alliance	Basketball
Book Club	Cross-Country
Break the Bias Alliance	Curling
Camp Olympia	Dragon Boating
Chess	Flag Football
DECA	Golf
Drama/Musical Production	Ice-Hockey
Engineering Idol	Intramurals
FJR Debate Club	Skiing and Snowboarding
FJR String Quartet	Soccer
Gospel Choir	Softball
Key Club	Swimming
Knit & Crochet Club	Table Tennis
Leadership Team	Tennis
Library Club	Track and Field
Mathematics League	Ultimate Frisbee
Model United Nations Club	Volleyball
Peer Ministry	
R & B Concert Band	
Redmond Ambassadors	
Redmond Film Club	
Redmond Readers/Read to Succeed	
Redmond Repertoire	
Redmond Student Lounge	
Redmond Tutors	
Relay for Life	
Safe Schools Committee	
SAGA	
Student Council	
Student Vote	
Taste of the Arts Leader	
Tech Team	
Trivia Team	
Womens Empowerment Club	
Yearbook	

Code of Conduct for Co-Curricular Activities

The Father John Redmond Catholic Secondary School and Regional Arts Centre community accepts as its mandate the need to instill in students a view that the pursuit of academic excellence is our highest priority. Co-curricular activities are designed to enhance the overall school experience. These same activities however should never detract students from achieving their academic goals. Students selected to play on Father Redmond teams or to be part of school clubs/activities (i.e. musical production) are expected to represent the school in an exemplary manner. All students who participate in programs offered at the school are expected to be in compliance with the code items below. **Failure to comply may result in removal from the appropriate activity and/or other activities.**

Code for Co-Curricular Activities

- Students absent from school for an entire day or suspended are not permitted to participate in a co-curricular activity on the day(s) affected unless approval for exceptional circumstances has been secured from the school principal.
- Students who are frequently late or absent from school are subject to suspension from co-curricular activity involvement for a period of time. A warning will precede any suspension.
- Students who skip a class will be denied the right to participate in co-curricular activities for a period of time.
- Students who have an overall failing mark in one or more courses in the current or previous semester are denied the right to participate until achievement levels have improved.
- Students who repeatedly fail to demonstrate commitment to the other members of the group (i.e. late or frequently absent for practice) will be suspended or removed from the activity.
- Students are expected to demonstrate support and respect for their coach, teammates, moderator, referees, conveners, the rules governing the activity, and those responsible for administering the rules.
- Teams may be dismantled due to students' misconduct or failure to comply with the above.

REGULAR SCHOOL TIMELINES

Students <u>MUST</u> be in their Period 1 classes by 8:25am. Lunch takes place during Period 3.

	Period Start Time	Period End Time
Opening Exercises	8:30 a.m.	8:36 a.m.
Period 1	8:36 a.m.	9:52 a.m.
Period 2	9:56 a.m.	11:12 a.m.
Period 3a	11:16 a.m.	11:56 a.m.
Period 3b	11:56 a.m.	12:36 p.m.
Period 3c	12:36 p.m.	1:16 p.m.
Period 4	1:20 p.m.	2:36 p.m.

SCHOOL TIMELINES FOR PLC DAYS

8:15 – 9:45 ***Professional Learning Community***
****PLC time for Teachers***
9:45 a.m. **Students Arrive for School**

	Period Start Time	**Period End Time**
Opening Exercises	9:55 a.m.	
Period 1	10:00a.m.	10:50 a.m.
Period 2	10:55 a.m.	11:45 a.m.
Period 3a	11:45 a.m.	12:25 p.m.
Period 3b	12:25 p.m.	1:05 p.m.
Period 3c	1:05 p.m.	1:45 p.m.
Period 4	1:45 p.m.	2:36 p.m.

Lunch takes place during Period 3.

FATHER JOHN REDMOND CSS AND THE LOCAL COMMUNITY

Catholic School Parent Council (CSPC)

The CSPC provides a forum through which parents and other members of the school community may have a voice in their children's education and contribute to the improvement of student achievement and school performance. The CSPC executive consists of a majority of parents, the administration of the school, a teacher representative, a student representative, and one representative of the broader school community. CSPC meetings are held in the evening and are open to all parents/guardians and staff members. We invite you to join us and become actively involved in the Redmond CSPC.

Local Traffic

It is important for our students and staff to arrive and depart the school safely each day. Traffic congestion occurs in front of the school during student drop-off and pick-up times, typically at 8:30am and 2:30pm each school day, and can jeopardize everyone's safety.

Please use the student drop-off area located on the south side of the building at the front of the school. Please enter the school driveway (south side of the school) and drive around to the parking lot located behind the Ken Cox Community Centre to safely turn around and then make your way to the exit. Exercise patience and care whenever driving in the school area, particularly at peak traffic times. Do not impede the flow of traffic by double parking, doing u-turns, blocking driveways or building entrances.

Being Good Neighbours

It is most important to promote continued good relations with the residents in the area, local merchants, the TTC, nearby schools, Humber College and all neighbours. When in uniform, Redmond students are easily identified as such and are always associated, for better or worse, with the school. The school's reputation is enhanced or damaged by the perceptions held by people in the community.

Redmond students are expected to treat their neighbours and their property with the utmost of respect, and by doing so, represent the school well. Specifically, Redmond students are expected to:

- Obey the rules of traffic, safety and courtesy when walking or driving in the area;
- Avoid trespassing, littering, and loitering;
- Refrain from rowdy behaviour and the use of profane language while in the community and on the TTC; and
- Be courteous to all in the neighbourhood surrounding Redmond.

Please be advised that the above policies will be enforced not only by the Redmond staff, but also by the Toronto Police Services, as well as in cases where trespassing, littering, or vandalism is involved.

"I pray that I can continue to find ways to become more and more like Jesus. Let my life be one of continual transformation – never satisfied until all around me are satisfied." Matthew 17:1

*** NEW UPDATED TCDSB POLICIES as of June 2024 ***

POLICY NAME: DEVICE USE

POLICY SECTION: Schools, Students and Learning

DATE APPROVED: June 2024

DATE OF NEXT REVIEW: 2027

DATES OF AMENDMENTS:

RESPONSIBLE DEPARTMENT: Safe Schools

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 and 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:

a. 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 recognises 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 Grades 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.

Cross References:

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.

POLICY NAME: ACCEPTABLE USE OF TECHNOLOGY

POLICY SECTION: Communications and Information Technology

DATE APPROVED: January 2000

DATE OF NEXT REVIEW: 2029

DATES OF AMENDMENTS: November 15, 2001; April 19, 2012; January 29, 2021; June 4, 2024
RESPONSIBLE DEPARTMENT: Communications

Policy:

The policy establishes requirements for the safe and acceptable use of information technology to support educational and business objectives throughout the Toronto Catholic District School Board ("TCDSB" or "the Board") community. The intent of this policy is to protect students, employees, trustees, parents, suppliers, vendors, agents, visitors, and guests of the Board, to ensure adherence to all applicable laws and regulations, to protect the TCDSB and its reputation, and to maintain the confidentiality, integrity, availability and quality of technology services.

The provision and use of Board technology is to be a support for learners to develop relevant skills, to actively participate in the global community, and to gain a respect for the power of technology-enabled learning.

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 and Responsibility:

This policy applies to all individuals including students, employees, trustees, parents, suppliers, vendors, agents, visitors and guests of the Board while using any Board owned or managed information technology or related services of any kind either remotely or while on Board property, and all personally-owned electronic communication technology when used to access Board resources from any location. Examples of such technology include but are not limited to Board email, network, and devices.

In addition, this policy applies to all use of external technology services such as applications, social media, online software, or other technology services used on behalf of the Board or in any capacity that may be reasonably perceived as acting on behalf of the Board. Examples of such technology include but are not limited to virtual learning environments such as G-Suite for Education, Brightspace, Zoom, Artificial Intelligence (AI) platforms and social media platforms.

The Director of Education is responsible for the implementation of this policy in alignment with the Multi-Year Strategic Plan, with the support of the Chief Information Officer and all supervisory personnel. All technology users share responsibility for compliance.

Regulations:

1. Intended Use:

1.1. Board technology is provided for educational, research and administrative purposes. Technology should generally be used for these intended purposes.

1.2. Any activity that could impact the fair, safe, and productive intended use of Board technology negatively is prohibited.

1.3. The use of any Board technology implies a user has read the Acceptable Use Policy and unconditionally agrees to abide by all regulations.

1.4. Where possible, users will be provided a copy of this policy before being granted access to use any Board technology and this policy will be available on the Board's public website. Use of service is implied consent of the Acceptable Use Policy.

1.5. All employees will be given an opportunity to review and sign the Acceptable Use Policy as a condition of employment.

1.6. Personal use of Board technology should be limited and should not interfere with intended use; All personal use must abide by this policy.

1.7. Personal use of Board technology for commercial gain or personal business purposes is strictly prohibited.

1.8. When Board technology is used for personal use, it is provided "as is" and is without any guarantees of warranty, functionality, availability, or continuity.

1.9. Access to all social media platforms on TCDSB networks and school devices will be restricted.

2. Board data:

2.1. Users must take all reasonable precautions to ensure that the Board data that they access and store is secure and safe. Users must notify the I.T. Service Desk, a school administrator, or department head immediately of any unauthorized access of sensitive data and/or personal information, or if any sensitive data and/or personal information is found to be unsecured.

2.2. Users with access to sensitive data and/or personal information are required to keep such data confidential and secure and may only use said data for official Board business.

2.3. Users with access to sensitive data and/or personal information are required to keep such data on Board owned devices, Board managed devices, Board managed systems, and/or Board managed online services.

3. Responsible Resource Usage:

3.1. The Board's technology resources are shared and limited. Users should use technology resources responsibly and efficiently.

3.2. Users are responsible for technology resources loaned to them by TCDSB and must abide by any terms and conditions agreed upon. Failure to comply may result in consequences up to and including disciplinary action. TCDSB reserves the right to apply reasonable replacement costs to the user for any lost or damaged technology resources.

4. Personal Use:

4.1. Users should have no expectation of privacy in anything they create, store, send or receive using Board technology for personal use.

4.2. Users must use discretion when storing or transmitting data for personal use with Board

Technology. Such data may be accessed by the Board at any time, as necessary, in accordance with the Municipal Freedom of Information and Protection of Privacy Act.

4.3. When using Board technology for personal use, the Board is not responsible for any data or security breach.

5. Legal compliance, ethical use, and adherence to Board policies and procedures:

5.1. All users will abide by applicable privacy legislation, as well as Board privacy policies and procedures.

5.2. Users are expected to comply with relevant policies, procedures, codes of conduct, guidelines, legislation, and collective agreements.

5.3. Users will not engage in inappropriate behaviours including, but not limited to cyberbullying, personal attacks, threats, harassment, hate motivated, and discriminatory behaviours.

5.4. No person may take pictures, video, or otherwise electronically record another person on TCDSB property, at TCDSB events or activities, or in any other forum associated with TCDSB and its schools, without express authorization from supervisory personnel, or the express consent of the individual and/or their parent or guardian when the individual is a minor. Permission will only be granted in accordance with the Municipal Freedom of Information and Protection of Privacy Act. Where permission has been granted by supervisory personnel, affected individuals will be notified of the authorized collection. These provisions apply also to the electronic transmission of pictures, video, or other recorded information.

5.5. No user may use (or allow others to use) any of the Board's technology to:

a. violate any law or encourage others to violate any law.

b. impede, interfere, impair, or otherwise cause harm to the activities of others.

c. monitor or scan networked resources unless authorized.

d. intrude into the networks, systems, data files, or computers of others

e. use, access, or disclose information about students, parents, co- workers, friends, or relatives unless authorized to do so.

f. edit or delete one's own student, employee, supplier, and/or guest records.

g. install, use, or distribute software for which one does not have a license

h. access, modify, distribute, or reproduce copyrighted material without a license.

i. monitor another person's activities unless authorized.

j. create, view, collect, or share pornographic, offensive, or indecent images or content.

k. create or distribute malware or other disruptive/destructive constructs.

l. violate the intellectual property rights of another individual.

m. seek to learn or use another person's credentials (username or password).

n. impersonate a person (authority delegation facilitated by software is permitted).

o. suggest the Board's endorsement of any political candidate or ballot initiative.

5.6. Users are compelled to immediately report all breaches of this policy of which they are aware to the appropriate TCDSB authority.

5.7. Where necessary, as permitted by law, exceptions to this policy and its regulations may be granted on a case-by-case basis to be authorized by the Chief Information Officer.

6. Disciplinary Action and Enforcement:

6.1. Violations of this policy will be dealt with through appropriate disciplinary action including and up to termination of employment, termination of contract, or expulsion. Disciplinary action will take into account relevant policies, procedures, codes of conduct, guidelines, legislation, and collective agreements.

6.2. Pending an investigation, the Board reserves the right to immediately suspend a user's access to any and all Board technology in order to protect Board property, data, networks, or other users.

6.3. Suppliers and guests who violate the Acceptable Use Policy may have their contracts terminated and/or be refused all future entry to Board properties.

7. Users will be made aware of Board procedures and any other resources developed to support this policy.

Cross References:

Legislation

- Copyright Act
- Criminal Code of Canada
- Education Act
- Municipal Freedom of Information and Protection of Privacy Act
- Ontario College of Teachers Act
- Personal Health Information Protection Act
- Teaching Profession Act

Ministry of Education Policy/Program Memorandum

- Policy/Program Memorandum 128, 2024, The Provincial Code of Conduct and School Board Codes of Conduct
- Policy/Program Memorandum 144, 2018, Bullying Prevention and Intervention
- Policy/Program Memorandum 145, 2018, Progressive Discipline and Promoting Positive Student Behaviour

TCDSB Policy /Procedure

- Board Code of Conduct Policy
- Harassment and Discrimination Policy
- Municipal Freedom of Information and Protection of Privacy Policy
- Records Management & Archives Policy
- Guidelines for Trustees, Parents and Staff in Addressing School Related Concerns
- Device Use Policy

Definitions:

Users include but are not limited to employees, students, trustees, Board committee members, parents, volunteers, guests, contractors, community service workers, and temporary staff.

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.

Technology includes all information and communication tools and applications.

Suppliers includes any individual, company or other entity that provides goods and/or services to the Board.

Intended use or Board Business use: Any activity which is reasonability connected to the duties of Board members (trustees), employee, supplier, vendor, volunteer, or agent of the Board.

Personal Use: Any activity unrelated to the Board's business, instructional, academic, administrative, and/or research objectives.

Personal Information: Recorded information about an identifiable individual. This may include the individual's name, address, sex, age, education, medical or employment history and any other information about the individual.

Evaluation and Metrics:

1. The policy will be reviewed every five years.

2. Maintenance of an Acceptable Use Policy Working Group chaired by the Senior Manager of Privacy to develop procedures and guidelines.