

## **St. Clement's School Code of Conduct for Grade 1 - 12 Students for the 2025-2026 School Year**

The St. Clement's School (the "School") community comprises students, staff, parents, volunteers and visitors whose common goals include the following:

- the pursuit of academic excellence;
- the personal growth and development of self-discipline and independence in each student;
- the development of a sense of responsibility for one's own behaviour;
- the development of a sense of responsibility to the School community and the community at large.
- the affirmation and commitment to uphold the standard of truth.

To achieve these goals, it is important that everyone in the School community endorse a standard of behaviour that will enable each student to develop to their fullest potential in a School climate of consideration, trust, integrity and mutual respect.

The St. Clement's School Code of Conduct sets out clear School standards of behaviour. These standards of behaviour apply to each student whether they are on School property, on buses, at School-related events or activities, or in other circumstances that could have an impact on the School climate. These standards of behaviour also apply to all members of the School community, including staff, parents, volunteers and visitors.

For the purposes of this Code of Conduct and its appendices, "parent" is understood to refer to each parent or legal guardian of the student in question, and "School" refers to the St. Clement's School.

### **Standards of Behaviour**

#### **Respect, Civility and Responsible Citizenship**

All members of the St. Clement's School community must:

- respect and comply with all applicable federal, provincial and municipal laws;
- comply with this Code of Conduct;
- demonstrate honesty and integrity;
- respect differences in people, their ideas, and their opinions;
- treat one another with dignity and respect at all times, both in person and online, especially when there is disagreement or difference;
- respect and treat others fairly, regardless of, for example, race, ancestry, place of origin, colour, ethnic origin, citizenship, creed, sex, sexual orientation, gender identity, gender expression, age, marital status, family status, or disability;
- respect the rights of others;
- show proper care and regard for School property and the property of others;
- take appropriate measures to help those in need;
- seek assistance from a member of the School staff to resolve conflict peacefully, if necessary;

- respect all members of the School community, especially persons in positions of authority;
- respect the need of others to work in an environment that is conducive to learning and teaching;
- not use disrespectful, disparaging, derogatory or abusive language towards another member of the School community.

## Safety

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

- engage in bullying behaviours, including cyberbullying;
- commit sexual assault or sexual harassment;
- traffic in weapons, cannabis or illegal drugs;
- give alcohol, tobacco, electronic cigarettes, or cannabis to a minor;
- commit robbery or theft;
- be in possession of any weapon, including firearms;
- threaten or intimidate another person, including with an object;
- cause injury to any person, including with an object;
- be in possession of, be under the influence of, or otherwise use alcohol, cannabis (unless the individual has been authorized to use cannabis for medical purposes), tobacco, electronic cigarettes, or illegal drugs or related products;
- provide others with alcohol, tobacco, electronic cigarettes, illegal drugs, or cannabis (unless the recipient is an individual who has been authorized to use cannabis for medical purposes) or related products;
- be in the possession of, smoke, vape, or otherwise use tobacco, tobacco products or electronic cigarettes while on School grounds or within 20 metres of School grounds;
- inflict or encourage others to inflict bodily harm on another person;
- engage in hate propaganda or other forms of behaviour motivated by hate or bias;
- commit an act of vandalism that causes damage to School property, to property located on the premises of the School, or to the property of a member of the School community;
- engage in vandalism, theft or disrespect for the property of others;
- engage in physical or psychological intimidation of another person (either in person or using electronic devices);
- record, take or share non-consensual recordings or photos of members of the School community;
- be involved in any act or conduct that causes embarrassment or brings disrepute to the School;
- engage in disrespect or a lack of courtesy towards another member of the School community.

For clarity, the *Smoke-Free Ontario Act, 2017* prohibits smoking (tobacco and cannabis) and the use of electronic cigarettes (vaping) at the School, on School grounds, and in all public areas within 20 metres of School grounds. Anyone smoking or vaping on School property is guilty of an offence and if convicted may result in a fine under the *Smoke-Free Ontario Act, 2017*.

- In the case of these substances being found in the possession of students, parents must be notified, and the student must surrender the item(s) to the School.

The *Smoke-Free Ontario Act, 2017* also prohibits the sale and supply of tobacco or e-cigarettes to anyone under 19 years of age. Anyone who sells or supplies tobacco or an e-cigarette to a student under 19 years of age is guilty of an offence and if convicted may result in a fine under the *Smoke-Free Ontario Act, 2017*.

### **Inappropriate Behaviour**

Examples of inappropriate behaviour include, but are not limited to:

- academic dishonesty;
- uttering a threat to inflict bodily harm on another person;
- swearing at a teacher or other person in authority;
- fighting;
- using a weapon to cause or threaten bodily harm to another person;
- committing physical assault on another person;
- harassment of any kind;
- distributing hate material;
- inappropriate use of electronic communications/media, including accessing inappropriate materials on the internet; posting, texting or sharing offensive, derogatory and/or degrading comments or images on personal or commercial websites (e.g. Facebook, Instagram, TikTok, YouTube, X (formerly known as Twitter), Snapchat, [www.ratemyteachers.com](http://www.ratemyteachers.com) and similar sites); or using fake or parody accounts to hide one's identity online;
- inappropriate use of AI tools, such as ChatGPT, to aid in the commission of any unacceptable act under these Standards of Behaviour;
- unexcused absence from school activities; and
- conduct injurious to the moral tone of the school or to the physical or mental well-being of others.

### **Responsibility of a Bystander**

The School is committed to provide a healthy school environment that is nurturing, caring and respectful of everyone. The School teaches social skills that will serve its students well throughout their lives.

If a student has been bullied, intimidated or threatened or has witnessed such behaviour, they need to confide in an adult at the School. If the School is not aware of an incident, it cannot act. Students are not tattling by contacting an adult; they are, in fact, upholding the School's core values and demonstrating courage by appropriately standing up for themselves. No one has the right to bully, intimidate or threaten another person. It takes courage to stop such behaviour in a mature and responsible way.

If a student witnesses an act of peer bullying, intimidation or threats, they are a bystander and are expected to take steps to help. It is part of their responsibility as a School student.

## **Progressive Discipline Policy**

### **Objective:**

To establish a framework to build, support and maintain a positive school climate that focuses on progressive discipline and promotes positive student behaviour.

The school climate is defined as the learning environment and relationships found within the School community. A positive school climate exists when all members of the School community feel safe, included and accepted, and actively promote positive behaviours and interactions.

### **Definition of Progressive Discipline:**

Progressive discipline is a whole-school approach that utilizes a continuum of prevention programs, interventions, supports and consequences to address inappropriate student behaviour and to build upon strategies that promote positive behaviours. When inappropriate behaviour occurs, disciplinary measures should be applied within a framework that shifts the focus from one that is solely punitive to a focus that is both corrective and supportive.

Progressive discipline is a process designed to create the expectation that the degree of discipline will be in proportion to the severity of the behaviour leading to the discipline and that the previous disciplinary history of the student and all other relevant factors will be considered.

Progressive discipline must consider the needs of individual students by showing sensitivity to diversity, to cultural needs and to special education needs.

### **Policy Statement**

St. Clement's School recognizes the following principles:

- a. The goal of the policy is to support a safe, inclusive, and accepting learning and teaching environment in which every student can reach their full potential.
- b. All inappropriate student behaviour, including bullying, must be addressed.
- c. Responses to behaviours that are contrary to the School's Code of Conduct must be developmentally appropriate.
- d. Progressive discipline is an approach that makes use of a continuum of prevention programs, interventions, supports, and consequences, building upon strategies that build skills for healthy relationships and promote positive behaviours.
- e. The range of interventions, supports, and consequences used by the School must be clear and developmentally appropriate, and must include learning opportunities for students to reinforce positive behaviours and help students make good choices.
- f. The School, and School administrators, must consider mitigating and other factors.

### **Prevention and Awareness Raising**

To promote a positive school climate, the School provides opportunities for all members of the School community to increase their knowledge and understanding of issues, such as bullying, violence, inappropriate sexual behaviour, bias, stereotyping, discrimination,

prejudice and hate, critical media literacy, and safe internet, acceptable technology and social media use.

### **Progressive Discipline Framework**

A progressive discipline approach promotes positive student behaviour through strategies that include using prevention programs and early and ongoing interventions and supports, reporting incidents for which the Principal must consider student discipline and responding to incidents of inappropriate and disrespectful behaviour when they occur.

In some circumstances, short-term suspension may be an appropriate consequence. In the case of a serious student incident, a suspension or expulsion, which is further along the continuum of progressive discipline, may be the response that is required.

The School will actively engage parents in the progressive discipline approach.

The School will focus on prevention and early intervention as the key to maintaining a positive school environment in which students can learn.

### **Early and Ongoing Intervention Strategies**

Early and ongoing intervention strategies will help prevent unsafe or inappropriate behaviours at School and in School-related activities. Intervention strategies should provide students with appropriate supports that address inappropriate behaviour and that would result in an improved school climate. For example, early interventions may include, but are not limited to the following:

- consultation with parents;
- verbal reminders;
- review of expectations; and / or
- a written work assignment with a learning component that requires reflection.

Where inappropriate behaviour persists, ongoing interventions may be necessary to sustain and promote positive student behaviour and / or address underlying causes of inappropriate behaviour. For example, ongoing interventions may include, but are not limited to the following:

- meeting with parents;
- volunteer service within or outside the School community;
- conflict mediation;
- peer mediation;
- assistance from the LINCWell Department, or help in finding outside counselling;
- detentions;
- loss of privileges or leadership responsibilities within the School; and/or
- suspension or expulsion from the School and / or School activities.

In considering the most appropriate response to address inappropriate behaviour, the following should be taken into consideration:

- the particular student and circumstances (e.g. mitigating or other factors);
- the nature and severity of the behaviour;

- the impact on the school climate, including the impact on students and other individuals in the School community.

If necessary, an advisory council to the Principal may be called, which will consist of the School Captain, the Presidents of the Student Council, a representative of the class of the offending student, and faculty members.

A parent may appeal an expulsion decision by submitting a written notice of appeal to the Chair of the Board of Governors within three (3) school days. The Board of Governors shall hear and determine the appeal. The student and their parents shall be provided with an opportunity to make oral or written submissions, depending on the circumstances.

After considering all of the evidence, submissions, and any mitigating factors, the Board of Governors shall, by majority vote, uphold, vary, or rescind the initial expulsion decision. In the event that the expulsion is upheld, the School will make reasonable efforts to assist the student's family in securing suitable alternative education arrangements.

### **Responding to Incidents**

The purpose of responding to incidents of inappropriate and disrespectful behaviour is to stop and correct such behaviour immediately so that students can learn that it is unacceptable.

School employees who work directly with students, including administrators, teachers and non-teaching staff, must respond to any student behaviour that is likely to have a negative impact on the school climate. Such behaviour includes all inappropriate and disrespectful behaviour at any time at School and at any School-related event if, in the employee's opinion, it is safe to respond to it. Such behaviour may involve swearing, homophobic or racial slurs, sexist comments or jokes, graffiti or vandalism.

Responding may include asking a student to stop the inappropriate behaviour; naming the type of behaviour and explaining why it is inappropriate and / or disrespectful; and asking the student to correct the behaviour (e.g., to apologize for a hurtful comment and / or to rephrase a comment and to commit to not repeat the behaviour). By responding in this way, employees immediately address inappropriate student behaviour that may have a negative impact on the school climate.

### **Reporting to the Principal**

The purpose of reporting incidents of inappropriate and disrespectful behaviour is to ensure that the Principal is aware of any activities taking place in the School for which student discipline must be taken.

A School employee who becomes aware that a student may have engaged in an activity for which student discipline must be considered, will report the matter to the Principal as soon as reasonably possible. The employee must consider the safety of others and the urgency of the situation in reporting the incident, but, in any case, must report it to the Principal no later than the end of the school day.

In cases where an immediate action is required, a verbal report to the Principal may be made. A written report may be made at an appropriate time.

### **Building Partnerships**

Relationships that engage the whole School community and its parents promote a positive school environment and support the progressive discipline continuum. Protocols between the School and community agencies are effective ways to establish linkages, and to formalize the relationship between them. These protocols facilitate the delivery of prevention and response programs, the use of referral processes, and the provision of services and support for students and their parents and families.

To facilitate the building of partnerships, the School will maintain an up-to-date contact list of community agencies and organizations that have professional expertise to support the School's students, their parents and families.

### **Training Strategy for Administrators, Faculty and Non-Teaching Staff**

The School will put in place a training strategy for all administrators, teachers, and non-teaching staff regarding the School's Progressive Discipline Policy.

The School will ensure that others are aware of the School's Progressive Discipline Policy, including for example, third-party contractors and parents.

The training will address the fact that building a supportive learning environment through appropriate interactions between all members of the School community is the responsibility of all staff.

The School will support ongoing training for administrators, faculty and non-teaching staff, through such opportunities as new-staff induction programs and e-learning to create and sustain a safe teaching and learning environment.

### **Record-Keeping**

Records of suspensions and expulsions will be placed in the student's Ontario Student Record ("OSR"). The Principal shall annually review whether or not suspension letters should remain in the student's OSR. No suspension letter accompanying a Violent Incident Form shall be removed from the OSR unless three consecutive years have passed during which no further suspensions for serious violent incidents have taken place. In the case of a violent incident leading to a report under this policy, the following information will be included in the OSR:

- a Violent Incident Form, containing:
  - a description of the serious violent incident leading to a suspension or expulsion or a call to the police
  - a reference to the call to the police, if applicable
  - a reference to the school/board disciplinary response to the incident, if applicable

- a copy of the School's letter(s) to the student and/or parent(s) or guardian(s) regarding the suspension or expulsion for violent behaviour.

The information relating to expulsion shall be removed five years after the date on which the School expelled the student.

Where the student has not been suspended or expelled, the Violent Incident Form shall be removed after three years if no further serious violent incident is reported to the police during that time.

### **Communication Strategy**

For a progressive discipline approach to be effective, it is important that all members of the School community, including faculty, students, and parents understand and support the progressive discipline approach. The School will actively communicate policies and procedures to all students, parents, staff members and members of the Board of Governors.

### **Monitoring and Review**

The School will establish performance indicators for monitoring, reviewing and evaluating the effectiveness of School policies and procedures. These indicators will be developed in consultation with faculty, students and parents. The School will also conduct a cyclical review of its policies and procedures in a timely manner.

## **Roles and Responsibilities**

### **The School**

The School will provide direction to promote student achievement and well-being and to ensure accountability in the School. It is the responsibility of the School to:

- develop policies that set out how the School will implement and enforce its Code of Conduct and other rules that promote and support respect, civility, responsible citizenship and safety;
- review policies regularly with students, staff, parents, volunteers and the community;
- seek input from the Board of Governors, parents, students, staff members and the school community;
- establish a process that clearly communicates the Code of Conduct to all parents, students, staff members, and members of the school community in order to obtain their commitment and support;
- develop effective intervention strategies and respond to all infractions related to the standards for respect, civility, responsible citizenship, and safety; and
- provide opportunities for all of the staff to acquire the knowledge, skills, and attitudes necessary to develop and maintain academic excellence in a safe learning and teaching environment.

### **Principal's Responsibilities**

Under the direction of the Board of Governors, the Principal takes a leadership role in the daily operation of the School. She provides this leadership by:

- demonstrating care for the School community and a commitment to academic excellence in a safe, inclusive, and accepting teaching and learning environment;
- holding everyone under her authority accountable for their behaviour and actions;
- empowering students to be positive leaders in their School and community;
- communicating regularly and meaningfully with all members of the School community; and
- providing an example of respect and civility for all members of the School community.

### **Teachers and Other School Staff Responsibilities**

Under the leadership of the Principal, teachers and other School staff members maintain a positive learning environment and are expected to hold everyone to the highest standard of respectful and responsible behaviour. As role models, teachers and other School staff uphold these exacting standards when they:

- help students work to their full potential and develop their sense of self-worth;
- empower students to be positive leaders in their classroom, School and community;
- communicate regularly and meaningfully with parents;
- maintain consistent standards of behaviour for all students;
- demonstrate respect for all students, staff, parents, volunteers, visitors and all members of the School community; and
- prepare students for the full responsibilities of citizenship.

Teachers shall also assist the Principal in maintaining close co-operation with the School community and in establishing and maintaining consistent disciplinary practices in the School. In addition, teachers must assist the Principal by reporting incidents and assisting the Principal in conducting an investigation.

### **Student Responsibilities**

Students are to be treated with respect and dignity. In return, they must demonstrate respect for themselves and for others, and for the responsibilities of citizenship through acceptable behaviour. Students demonstrate respect and responsibility when they:

- come to School prepared, properly dressed in their uniform, on time, and ready to learn;
- adhere to School uniform and dress code rules;
- show respect for themselves, for others and for those in authority;
- refrain from bringing to School anything that may compromise the safety of others;
- follow the established School rules and take responsibility for their own actions.

## Parent Responsibilities

Parents play a key role in the education of their children and have a responsibility to support the efforts of the School staff in maintaining a safe, inclusive, accepting and respectful learning environment for all students. Parents fulfil their role when they:

- are engaged and show an active interest in their child's schoolwork and progress;
- communicate regularly and respectfully with the School;
- help their child be appropriately dressed, in proper uniform, and prepared for School;
- ensure their child attends School regularly and on time;
- promptly report to the School their child's absence or late arrival;
- ensure that they are familiar with, and support, the St. Clement's School Code of Conduct and School rules;
- encourage and assist their child in following the rules of behaviour;
- assist School staff in dealing with disciplinary issues involving their child;
- support and model respectful behaviour in all communication and contact with other members of the St. Clement's community.

It is crucial that the School maintains a positive and constructive working relationship with parents and guardians. If this working relationship becomes dysfunctional or otherwise harmful to the educational environment, the School reserves its right to discontinue the respective student's enrolment, deny re-enrolment for the following School year, or take such measures as the School deems appropriate to ensure and maintain a positive, safe, and productive educational environment.

## Appendix I

### Liquor Laws

The liquor laws, as an appendix to the St. Clement's School Code of Conduct, constitute the legal provisions pertaining to the use of alcohol by persons under 19 years of age.

Parents and students should be aware of section 33 of the Ontario *Liquor Licence and Control Act, 2019*, which prohibits any person from knowingly selling or supplying liquor to a person who is under nineteen years of age or who appears to be nineteen years of age. Section 34 also prohibits persons under nineteen years of age from having, consuming, attempting to purchase, purchasing, or otherwise obtaining liquor. These prohibitions are subject to only very limited exemptions for parents or guardians who provide liquor to their own children within their private residence. Select parts of sections 33 and 34 are reproduced below.

It is important to note that parents are responsible for any under-age student not residing in their home who consumes alcohol there. Under the Act, no person shall knowingly supply liquor to a person under 19 years of age. Parents could be charged with an offence and / or subject to civil liability in the event of an incident involving alcohol.

A Dance Permission Form, outlining the application of the School Code of Conduct to social events, will be made available for each School-sponsored dance. Students in Grade 9 to 12 who plan to attend a dance must review this form with their parents and return it, with student and parent signatures, before being permitted to purchase a ticket(s) for the dance.

#### **The Ontario *Liquor Licence and Control Act, 2019*, Sections 33 and 34**

##### **Sell, supply liquor, person under 19**

33 (1) No person shall,

- (a) knowingly sell or supply liquor to a person under 19 years of age; or
- (b) sell or supply liquor to a person who appears to be under 19 years of age.

##### **Permitting possession or consumption**

33 (2) No licensee or employee or agent of a licensee shall,

- (a) knowingly permit a person under 19 years of age to have or consume liquor in the licensee's licensed premises; or
- (b) permit a person who appears to be under 19 years of age to have or consume liquor in the licensee's licensed premises.

**Supply by parent**

33 (6) This section does not apply to the supplying of liquor to a person under 19 years of age in a residence or in a private place as prescribed by the regulations by a parent of the person or a person having lawful custody of the person.

**Prohibitions on possession, etc., by persons under 19  
Possession or consumption**

34 (1) No person under 19 years of age shall have, consume, attempt to purchase, purchase or otherwise obtain liquor.

**Supply by parent**

34 (5) This section does not apply to the consumption of liquor by a person under 19 years of age who consumes liquor in a residence or in a private place as prescribed by the regulations, if the liquor was provided to the person at that residence or private place by a parent of the person or by a person having lawful custody of the person.

## Appendix II

### St. Clement's School Acceptable Use of Technology Policy

The St. Clement's School Acceptable Use of Technology Policy ("Policy"), as an appendix to the St. Clement's School Code of Conduct, holds all members of the School community to the same standards of consideration, trust and mutual respect in their electronic use and communications that are expected in face-to-face interactions with others.

The purpose of this Policy is to set out conditions for the use of St. Clement's School's Technology including (i) all School-owned or controlled (or used by the School under license for the School's purpose and activities) database / records systems, networks, cabling, and School-associated cloud services used for school activities, School email and other school provisioned accounts, voicemail, telephones and telephone networks, fax transmissions, and including the use of and access to the School intranet and the internet (hereinafter collectively called the "School Network") and (ii) all computers and mobile or portable devices, hardware, and software using School Technology or on School premises. School Technology means any of the above which is owned or controlled by the School, or used by the School under licence, for the School's purpose and activities, including any equipment (e.g. laptops, and all pre-installed software) provided by the School to members for use for School-related purposes. Together, the School Technology and School Network are referred to as the "School Network and Technology".

This Policy also applies to all personal devices and software owned and used by members and which are used on School premises, or which use the School Technology or School Network, including all "smart" or artificial intelligence-powered devices or software including robots, unmanned remote operated devices including "drones", and wearable technology including all attachable devices that can monitor, track or record. Any use of personal devices and software must comply with this Policy, and with all other applicable guidelines or policies of the School.

Students at the School may use the School Network and School Technology in accordance with this policy. Access to these resources is a privilege, not a right and brings with it the need for responsible behaviour. Every member of the School community has a responsibility to uphold the School's ethics and values and to use the School Network and Technology in a responsible, productive and professional manner at all times. Failure to do so may result in a cancellation of that privilege and may include progressive disciplinary measures. This policy has been established to ensure the security and the integrity of the School Network and Technology and to prevent inappropriate, illegal, or misuse of School School Network and Technology.

This Policy may change from time to time, and the School will inform members of the School community of updates to the Policy. Members shall abide by the then-current version of the Policy. Each student is expected to become familiar with the policy and to adhere to it at all times.

The following general principles guide the School's technology philosophy:

- Act ethically and with integrity;
- Act responsibly;
- Be open-minded;

- Be globally minded;
- Be respectful of the property of others, people, ideas and opinions;
- Think before you post; and
- Consider the impact of your actions.

### **Policy**

The School authorizes students to access the School Network and Technology for learning and school community activity provided they abide by all conditions and requirements set out in the policy.

Some incidental personal use of the School Network and Technology is acceptable, but any such use should be kept to a minimum and should not interfere with the security or operation of the School Network and Technology. The School Network and Technology is not a substitute for personal technology.

The School takes reasonable measures to restrict access to all social media platforms on the School Network and Technology, including but not limited to Facebook, Instagram, TikTok, YouTube, X (formerly known as Twitter), and Snapchat. Social media platforms can only be used by students at the School for educational purposes, as directed by a member of School staff. The School can determine exception protocols for the use of social media for pedagogical or work-related purposes.

Unauthorized or irresponsible behaviour will result in the loss of the School Network and Technology privileges and may include other sanctions, up to and including possible expulsion from the School.

### **Appropriateness**

The School Code of Conduct applies to online behaviour just as much as it does in personal interactions. No profane, abusive, or impolite language should be used to communicate, nor should materials be accessed or distributed which are not in line with the rules of school behaviour, including as set out in the Code of Conduct.

Cyber-bullying violates the basic tenet that all students are entitled to feel comfortable and safe. Cyber-bullying is a criminal offence and will not be tolerated. This includes the use of email, text messages, chats, instant messaging, tweets, social media posts and defamatory content on web sites to support deliberate, repeated, and hostile behaviour by an individual or group that is intended to harm others, or that has the reasonably foreseeable result of harming others.

All members of the School community shall:

- respect the work and property of others, including digital property;
- use email, social media and technology as a positive and productive means of communication and interaction within the School community;
- think environmentally before printing and photocopying;
- conduct all electronic communications with the understanding that Social Network Guidelines are in place for School staff. Among other considerations, the Guidelines stipulate that electronic communication between students and staff members must take place between the hours of 7:00 a.m. to 10:00 p.m.;

Each member of the School community shall use the School Network and Technology in a fashion consistent with the School's values and in an ethical and lawful manner. All members of the School community share the responsibility of keeping the School Network, as well as applicable external networks, functional and secure. Therefore, members shall not, using School Technology, the School Network, or on School premises:

- Attempt to breach system security or disrupt the normal operation of the School Network, School Technology, or the software or devices of others;
- Engage in computer hacking and related activities; this includes deliberate attempts to damage the School Network and Technology and attempts to access or otherwise violate the integrity of private accounts, files or programs, and the deliberate infecting of the network with a computer "virus";
- Download or install any software or technology (even temporarily) on the School Network and Technology without prior written authorization from the School IT Department or use software or technology for School purposes other than those explicitly authorized by the School's IT Department;
- Access without express authorization another School community member's electronic or personal information, SCS accounts, email, data, files, or social media accounts;
- Impersonate any other person's online profile or presence, or misrepresent themselves online or in electronic communications;
- Engage in any illegal activity, including attempting to or actually violating or infringing upon the copyright or other intellectual property rights of any person. No unauthorized/illegal copies of pirated music, movies, books, or software may be downloaded, run, or distributed using the School Network, School Technology, or on School premises;
- Send or attempt to send anonymous or inappropriate unsolicited mass messages, including chain letters, jokes, clickbait, "fake news" or information, or spam, or engage others to do so or attempt to do so;
- Engage in peer-to-peer networking;
- Access or operate proxy or VPN software, websites, or identities to bypass or attempt to bypass the School's security measures, or engage others to do so or attempt to do so;
- Copy, transfer, rename, add to, or delete information, files, or programs belonging to others, unless given express prior written permission to do so by the owner;
- Download, store, create, process, share, send/receive material including messages, media, music and video files, data, or other materials that are obscene, offensive, defamatory, abusive, profane, sexually-oriented, threatening, racist, discriminatory, illegal, libelous, harassing, pornographic, material encouraging violence, or other material inappropriate to a school environment or not intended for School purposes;
- Knowingly access sites containing sexually explicit, racist, homophobic, or other material that is discriminatory or inappropriate to a school environment;
- Engage in uses that are malicious, unethical, or in violation of accepted community standards or School guidelines or policies;
- Publish, distribute, or share photographs, video, or audio recordings, including temporary recordings made using software such as "Snapchat", of School staff and their property, without their express prior consent. This includes recordings of teachers' lessons or staff presentations;
- Engage in uses that violate any federal or provincial laws, including the Ontario

*Human Rights Code*, copyright, intellectual property, or other laws, or software or other agreements;

- Advertise or solicit, including for personal services or cannabis-related products or services, unless prior written permission for specific School-related purposes has been obtained from the applicable School authorities;
- Create, access, or use malicious websites or chat rooms, or “spam” or send malicious messages to others, or engage in other wasteful or forbidden use of the School’s electronic resources;
- Attempt to disable or compromise the security of information contained on the School’s computers or on external networks; or
- use the School’s wireless network for personal phones or mobile devices other than registered BYOD (Bring Your Own Device) learning tools without explicit permission.

Examples of copyright violations include, but are not limited to, copying a picture, making illegal copies of software or music and / or reproducing part of a third-party text. Please see Appendix III, the St. Clement’s School Academic Honesty Policy, and Appendix V, the St. Clement’s School Copyright Policy for further details.

## **Content**

Each member of the School community is responsible for the content of all text, audio, or images that they access or send using the School Network and Technology, and for ensuring that the communications and messages conform in all respects to this Policy, and to the School’s mission, values, the Code of Conduct, and to any other policies, guidelines, or requirements of the School.

Each member of the School community must exercise caution to prevent virus, spyware, malware, hacking, and any other cyber-threats from affecting School Technology and the School Network. Members are required to report any of the above instances, whether on their personal devices while using the School Network or School Technology and the School Network, to the School’s Director of Information Technology and/or the applicable School officials, immediately upon becoming aware of such breaches or contamination.

## **Installation and Use of Software on School Network and Technology**

All members of the School community must not use School Network and Technology to transmit copyrighted materials belonging to persons other than the School. Members are not permitted to copy, transfer, rename, add, or delete information or programs belonging to others, unless given the express written permission to do so by the owner.

Prior to having any media or software, including open source software, installed or placed on School Technology and on the School Network, all members of the School community shall obtain the prior approval of the Director of Information Technology and provide them with evidence of purchase by the member or evidence that the software is available for free or as freeware, a copy of the licence terms, and a description of the School purposes for which the software or media will be used.

All members of the School community shall, at all times, respect the rights of copyright owners, including software manufacturers, and abide by the terms of all licence agreements relating to

the School Technology and School Network. Examples of copyright violations include, but are not limited to, copying a picture, making illegal copies of software or music, reproducing part of a third-party text, and claiming credit for authoring works created, authored, or owned by another person or entity. The School has a separate Copyright Policy regarding use of copyrighted materials. Please read the School's Copyright Policy, Appendix V and any other applicable School policies carefully before proceeding.

### **Personal Mobile Devices**

All St. Clement's School students from Grades 1-12 are not permitted to use or access personal mobile devices, including smartphones and smartwatches, while on campus. Students' personal mobile devices must be turned off upon arrival at 21 St. Clements Avenue and immediately be locked in their lockers. Any use of personal mobile devices while on campus will result in them being confiscated until the end of the school day. Students in Grades 7-12 may take their personal mobile devices if signing out and leaving campus for lunch or spares.

Notwithstanding the above, in the event of an emergency, students may use their personal mobile devices to contact the appropriate individual or service to respond to the situation (e.g. 911), and this shall not be considered a contravention of this Policy.

In particular, personal mobile devices are restricted during the school day, but permitted during instructional time under the following circumstances:

1. **For health and medical purposes:** Students may use personal mobile devices during instructional time if necessary to support, monitor, or regulate their health or medical conditions.
2. **To support special education needs:** Students may use personal mobile devices during instructional time if such usage is part of an accommodation plan for the student's special education needs, or other needs as set out in the Ontario *Human Rights Code* (the "*Code*").

Students seeking to use personal mobile devices during instructional time in order to support, monitor, or regulate their health and/or medical conditions must submit a request in writing to the Head of School at the beginning of the school year, or as early as possible if September notice is not feasible.

The request should set out the reason why usage of a personal mobile device during instructional time is necessary for the student to support, monitor, or regulate their health and/or medical condition.

Students are not required to obtain a physician or nurse practitioner's signature to be eligible for this exception; a note from a parent or guardian is sufficient. However, the School may require further information in order to properly consider the request.

Where students have special education needs or other needs relating to protected grounds, they may request usage of a personal mobile device during instructional time as an accommodation under the *Code*. Such requests must be submitted in writing to the Head of School at the beginning of the school year, or as early as possible if September

notice is not feasible.

The request should set out:

- The *Code* ground with respect to which accommodation is being requested;
- The reason why usage of a personal mobile device during instructional time is required as an accommodation, including enough information to confirm the existence of a need for accommodation in this respect; and
- The specific needs related to the *Code* ground.

In the case of disability-related accommodations, the request need not specify a diagnosis or unnecessary medical information, but should set out the restrictions or accommodations requested.

The School may require further information in order to properly consider the request. In all cases, the School will comply with its duty under the Code to provide students with reasonable accommodations for needs relating to protected grounds, to the point of undue hardship. Usage of a personal mobile device during instructional time may be an example of such an accommodation.

#### **Passwords and Information Security**

The use of passwords is intended to ensure that only authorized individuals have access to School Technology and the School Network and the private and confidential information they contain. Members of the School community shall not disclose passwords or account information issued to them by the School to any other person. Members shall not disclose or use passwords or account information provided to them to permit other persons to access or use the School Network or School Technology. Every member of the School community shall be responsible for all activities arising from the use of their School-issued password and account, unless otherwise proven in exceptional circumstances. Sharing of login credentials with others is strictly prohibited.

Every member shall take reasonable precautions to protect the integrity of the School Network and School Technology to prevent unauthorized access by others. For example, staff members and students, before leaving computers or mobile devices unattended, shall do one or more of the following as applicable:

- i) use a password protected screen to lock the device or technology being used;
- ii) lock the room the device or technology is present in; and
- iii) not leave School Technology unsecured or unattended unless necessary.

#### **Privacy**

The School endeavours to protect each student's reasonable expectation to privacy; however, students shall not have an expectation of complete privacy regarding access or use of the School Network, School Technology or on School premises even when this access or use is restricted to School activities. The use of hardware, software and technology, such as workstations, peripherals, wireless networks, mobile devices and web sites may be monitored and logged. The School may also access data stored on the School Network and Technology for its legitimate purposes. The School has the right, but not the obligation, to inspect any school owned computer, device or electronic or computer systems, and to monitor the use of any of the technology, including, without limitation,

inspecting the contents of communications. Members will not necessarily be notified when such monitoring is to take place, or whether monitoring has occurred. In certain situations, the School may be compelled to access, read, copy, reproduce, print, retain, move, store, destroy and / or disclose messages, files or documents stored in or sent over the School Network or using School Technology.

These purposes may include and are not limited to:

- Technical maintenance and repair;
- Meeting a legal requirement
- Preserving the continuity of the school operations;
- Where the School has reason to believe that the School Network, School Technology or School premises are being used in violation of this policy; and
- Preventing or investigating misconduct or ensuring compliance with the law.

The school will access data for the above purposes when it has a reasonable basis for doing so and will access data in a reasonable manner.

### **Access**

The School may at any time revoke the access of any member of the School community to the School Network, or to School Technology. Permitting other persons to use a member's account and password shall be grounds for loss of access or other disciplinary action. Once access has been terminated, the School is under no obligation to store or forward electronic communications, electronic documents or other data stored, accessed or sent by or to the account.

The School uses industry standard technological measures to filter inappropriate content while connected to the School Network on school premises, however the School cannot guarantee that contact with inappropriate sites, videos and or inappropriate communication will not occur.

### **Social Media, Social Network and Electronic Communication with Staff**

Each member of staff is governed by an Acceptable Use of Technology Policy, including guidelines for School staff who use online social networking applications that may be frequented by current or former students or their families. Among other considerations, these guidelines stipulate that staff must communicate with students electronically at appropriate times of the day (7:00 a.m. - 10:00 p.m.), through established School platforms which have been approved by the Head of the School, and then only about School related content, or only for School related purposes. Staff must not "follow" or connect with students or current parents on social media platforms.

### **School Technology**

Damage to school-provided equipment harms educational opportunities for all students. In the event a student is found to be responsible for intentional damage or tampering with equipment provided by the school, the student and/or their parents will be responsible for reimbursement for any and all costs associated with the repair or the replacement of the equipment.

## **Personal Safety**

Members of the School community must not disclose personal contact information about students, staff members or other members of the School community. Personal contact information includes physical or electronic addresses, social media account information, identities, links or “handles”, pseudonyms, telephone numbers and other such personal information.

Publication of pictures of individuals or a group requires the informed permission of all the individuals involved and, in the case of minors, of their parents or guardians. Staff members must not publish photographs of students other than on the School websites, on School social media websites, pages or accounts, or in School publications even with express informed consent of all those involved, unless prior written consent and approval has been obtained from the relevant School authorities.

In the interests of safety and security, publication of information about field trips (including dates, times, locations) must not be communicated to people who are not directly entitled to such information or on public forums where unknown persons might access the information. This does not apply to publication of such information through private or access-controlled password protected email, Intranet websites, or social media accounts or pages of the School.

Each student is responsible for the content of all text, audio or images that they access or send using the School Network and Technology, and for ensuring that the communications and messages conform in all respects to this Code of Conduct and the School’s mission and values.

All students must respect and comply with all federal, provincial, and municipal laws, including the Criminal Code and Copyright Act.

## **Texting and Trips**

As a general rule and in compliance with this Policy and the School Code of Conduct, staff members must not exchange text messages, telephone numbers, personal email addresses, pictures, videos, or other media of a personal nature with School students or parents/guardians of School students. The only exception to this is during school trips, when staff members and students or parents/guardians of students may exchange cell phone numbers and/or email addresses for safety and check-in purposes. Upon completion of the trip, all contact information exchanged by staff members, students, and parents/guardians must be deleted from the respective mobile devices, accounts, and addresses, and confirmation of the same must be emailed by each applicable person to the Director of Student Life within two days of the trip’s completion.

## **Support**

The School’s technology department is not able to support hardware or software other than that which is used for the School Network or School Technology.

### **Online Education Tools**

The School provides all students with a collection of online educational tools including Microsoft 365 and Google Apps for Education. Our digital tools are carefully selected to provide enhanced learning and connection. Before selecting online tools for student school activities, we read privacy policies and terms of service carefully to understand how students' information may be collected, used and disclosed. The School maintains a list of approved applications that meet our standards for students' privacy. Protecting our students' privacy is our utmost concern. Students must only use their school accounts for school approved and teacher directed initiatives. When away from campus, it is the responsibility of students and parents to review the local policies of any government where they intend to access School resources, including Google Apps for Education, to ensure access is permitted, and make any necessary arrangements so that School resources may be accessed.

### **Third Party Terms of Service**

By accessing certain third-party services, the student is deemed to consent to the terms of service of the third party. The School does not have any control over third party terms of service.

## Appendix III

### St. Clement's School Academic Honesty Policy

#### Introduction

The St. Clement's School Academic Honesty Policy, as an appendix to the St. Clement's School Code of Conduct, is a guide to academic practices appropriate in a community such as St. Clement's School.

The common goals of the students, staff, parents and volunteers of the School community include the pursuit of academic excellence; personal growth and the development of self-discipline and independence; the development of a sense of responsibility for one's own behaviour; and the development of a sense of responsibility to the School community and to the community at large.

To enable each student to develop to their fullest potential in an atmosphere of consideration, trust, and mutual respect, each member of the community must work to ensure honesty in all aspects of academic achievement. While students look both to members of the School community and to the community at large for inspiration and information in academic pursuits, it is essential always to credit the source of inspiration. It is the responsibility of students to pursue their studies with integrity and with respect for others; it is the responsibility of faculty and of parents to ensure and support this.

It is academically dishonest to submit as one's own piece of work that does not truly represent one's abilities. It is a violation of the St. Clement's School Academic Honesty Policy if a student, for example:

- copies from another student unless specifically allowed by the teacher;
- makes information for an assessment or test available to another student unless specifically allowed by the teacher;
- uses help on homework, take-home tests or assessments from tutors, family members, generative AI tools, or others beyond the limits specified by the teacher;
- copies a laboratory or field report, or other assessment;
- allows someone else to copy a laboratory or field report, or other assessment;
- uses another person's data, including data generated by an AI tool, unless specifically allowed by the teacher;
- copies from another student during a quiz, test or examination;
- allows another student to copy from their quiz, test or examination;
- uses unauthorized aids during a quiz, test, or examination;
- gains access to tests and examinations before they are administered;
- submits the same work to more than one teacher without prior permission;
- uses translations of texts studied in class without the permission of the teacher;
- uses an electronic translation device to translate an assessment from English into the required language;
- takes or destroys someone else's notes or work;
- takes, hides, or destroys learning resources;
- plagiarizes;
- uses someone else's work, or work generated by an AI tool, including any text, images, video, drawings or audio without the owner's proper permission and/or attribution,

where applicable. Please refer to Appendix V, the St. Clement's School Copyright Policy for further information.

## Plagiarism

Plagiarism is the use of someone else's work, ideas, arguments, or research without acknowledgement. This includes books, articles, photographs, music, artwork and resources found electronically.

A student plagiarizes if they, for example:

- submit an essay or assessment, any part of which was created by someone else or a generative AI tool, including material available on the internet, as their own work;
- use direct quotations or paraphrase from a source without proper acknowledgment;
- submit work, any part of which is based on an idea or research unique to a source without proper acknowledgment, as their own work;
- buy or sell papers or assessments to be submitted in the buyer's name.

## Artificial Intelligence Framework

St. Clement's School embraces the latest advancements in digital tools to enhance our teaching and learning, as well as to improve our students' skills. The School is particularly focused on providing students with the tools to think creatively and critically, allowing them to apply their learning to authentic issues. The recent development of mainstream Artificial Intelligence tools has allowed us the opportunity to create this framework, which aims to provide our school community with the skills needed to use some of these tools safely.

### A Definition of Artificial Intelligence (AI)

**Artificial Intelligence ("AI")** refers to a computer system that can imitate or execute tasks commonly requiring human intelligence including but not limited to reasoning, problem solving, making predictions, and producing creative work.<sup>1</sup>

**Generative AI** means any foundational computer model or algorithmic tool that can create writing, computer code, and/or images using minimal human prompting. Examples include, but are not limited to, writing assistant programs like ChatGPT (OpenAI), Microsoft Copilot, and Google Gemini; image creation programs like DALL-E (OpenAI), Canva AI and Adobe Firefly; audio and music generation tools like Soundraw, Boomy, and ElevenLabs; video generation tools like Pictory, Synthesia, and Runway ML; and computer coding assistants, like GitHub Copilot, Replit Ghostwriter, and Codeium.

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<sup>1</sup> UNESCO (2019). *Steering AI and Advanced ICTs for Knowledge Societies: A Rights, Openness, Access, and Multi-stakeholder Perspective*. UNESCO Publishing. Retrieved from <https://unesdoc.unesco.org/ark:/48223/pf0000372132>.

See also European Union (2022). *Ethical guidelines on the use of artificial intelligence (AI) and data in teaching and learning for educators*. Publication Office of the European Union. Retrieved from <https://op.europa.eu/en/publication-detail/-/publication/d81a0d54-5348-11ed-92ed-01aa75ed71a1/language-en>.

**Artificial Intelligence Mediated Communication (AI-MC)** refers to interpersonal communication in which an intelligent agent operates on behalf of a communicator by modifying, augmenting, or generating messages to accomplish communication goals.<sup>2</sup>

### **Learning Goals**

To help our community understand the impact of AI in education, we have identified some Learning Goals aligned to the New Pedagogies for Deep Learning Competencies (NPDL 6Cs)<sup>3</sup>:

#### *Character*

To be able to use AI responsibly and ethically, understanding biases, privacy, equity, and data protection when selecting and interacting with AI tools.

#### *Citizenship*

To be able to thoughtfully apply AI to learning and community problem-solving, considering the wider impact and contributing positively to digital society.

#### *Collaboration*

To be able to work effectively with AI and peers, integrating AI-generated ideas with human perspectives to solve problems together.

#### *Communication*

To be able to clearly formulate prompts, explain, question, and refine AI-generated information, sharing insights and improvements with others.

#### *Creativity*

To be able to use AI as a tool to inspire and extend creative thinking, developing original and meaningful solutions that go beyond AI's initial output.

#### *Critical Thinking*

To be able to critically analyze and evaluate AI outputs for accuracy, completeness, and relevance, and to enhance or improve them using sound judgment and evidence.

### **Principles of AI**

In order to provide guidelines for the use of AI at St. Clement's School, we have adopted the following principles from the Sentient Syllabus.<sup>4</sup> By following these principles, our community can safely interact with AI tools and minimize potential risks while ensuring their beneficial use.

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<sup>2</sup> Hancock, J. T., Naaman, M., & Levy, K. (2020). AI-mediated communication: Definition, research agenda, and ethical considerations. *Journal of Computer-Mediated Communication*, 25(1), 89–100. <https://doi.org/10.1093/jcmc/zmz022>

<sup>3</sup> Fullan, M., Quinn, J., & McEachen, J. (2017). *Deep Learning: Engage the World Change the World* (p. 17). Corwin.

<sup>4</sup> Steipe, B. (2023, February 7). *Generated misconduct*. Sentient Syllabus. <https://sentientsyllabus.substack.com/p/generated-misconduct>

## 1. The use of Generative AI tools must be authorized

The School authorizes the use of the following tools for students, when used within the parameters set out in this framework:

- School AI
- Canva
- Adobe Creative Cloud

*General writing:* when instructed, students may submit material that contains AI-generated content or is based on or derived from it, as long as this use is properly documented. This includes the drafting of an outline, preparing individual sections, combining elements and removing redundant parts, and compiling and annotating references. Documentation must make the process transparent – the submission itself must meet the School’s standards of attribution and validation.

*Computer code:* when instructed, students may submit AI-generated code or code that is based on or derived from AI-generated code, as long as this use is properly documented in comments within the code. Students must include the prompt and the significant parts of the response. The submission itself must meet the School’s standards of attribution and validation.

*Image generation:* AI-generated images are only permitted when produced within an application licensed by the School, for example, Canva, Adobe Express, Adobe Photoshop, and only to create individual parts of compositions. Images generated by AI need to be cited, for example:

Image 4. “Red Car”, Adobe Photoshop Generative AI, Set 30, 2023

As per copyright and attribution laws, using AI tools to create and submit a whole piece is not permitted.

*Image editing:* the use of AI tools (background removers, color pickers, etc.) within is permitted, provided students follow the School’s standards for attribution, validation, and transparency.

*Closed book exam/quiz:* the use of AI tools is not permitted.

*Open book exam/quiz:* at the teacher's discretion, the use of AI tools is permitted, provided students follow the School’s standards for attribution, validation, and transparency.

## **2. AI use must be verified and scrutinized for bias**

“True” means verified by an authoritative source of information. Any fact or figure provided by AI must be assumed to be false or uncertain, until otherwise proven. Authoritative sources can be found by accessing the School’s Library Collections page. Library databases and encyclopedias provide access to a wide variety of trustworthy, reliable, and up-to-date information across grade levels and curriculum areas. Verifying AI-generated content may involve consulting more than one source to ascertain if there is a critical consensus among experts.

### *AI and Biases*

Despite its seemingly neutral nature, since Generative AI systems are trained on materials which are available online, there is a risk that they may perpetuate biases inherent in these online materials. Generative AI outputs must always be scrutinized for bias or discrimination on the grounds protected by the Ontario *Human Rights Code*, being race, ancestry, place of origin, colour, ethnic origin, citizenship, creed, sex, sexual orientation, gender identity, gender expression, age, marital status, family status, or disability.

When using Generative AI tools as permitted in these guidelines, all members of the School community must cite Generative AI whenever it is paraphrased or quoted in their work. A citation must also be used for other kinds of output such as images, charts, or recordings.

It is best practice to acknowledge any functional uses of an AI tool, such as translation or editing. Be transparent by including the uses of AI, including the prompts used and the relevant segments of text they generate, in the introduction or methodology section of a paper, or as appendices. This is especially important as the content created by Generative AI is unique and cannot be retrieved by one’s audience.

## **3. AI use must be attributed**

When using Generative AI tools as permitted in these guidelines, all members of the School community must cite Generative AI whenever it is paraphrased or quoted in their work. A citation must also be used for other kinds of output such as images, charts, or recordings.

It is best practice to acknowledge any functional uses of an AI tool, such as translation or editing. Be transparent by including the uses of AI, including the prompts used and the relevant segments of text they generate, in the introduction or methodology section of a paper, or as appendices. This is especially important as the content created by Generative AI is unique and cannot be retrieved by one’s audience.

If AI-generated content is being used as a primary source to be analyzed and commented on, it should be cited in this way, including an in-text citation and a cited entry. For functional uses of the tool, such as help in the brainstorming, writing, or revising process, AI use must still be attributed. Students should seek guidance on an individual

basis from their teachers. AI should not be used for research purposes. Any factual information provided by AI should be verified by another source, and that source cited.

### **Student Responsibilities**

It is the responsibility of each student to, for example:

- understand the difference between legitimate assistance and academic dishonesty. An "assistant" (a tutor, another student, a parent, or any other kind of resource, including the internet and Generative AI tools) may clarify instructions, teach necessary skills, provide examples, and suggest problem-solving strategies or directions. With this added insight, the student must then complete the assessment to the best of their ability. All homework, essays, and assessment (including lab reports and field reports) must be their own work;
- offer assistance to another student to clarify homework and assessments if they wish. Students providing such assistance must not, however, provide answers, ideas or materials unless specifically directed by the teacher;
- prepare for a presentation or seminar, or prepare the student's part of a presentation or seminar, acknowledging any help from another source;
- collaborate on group assessments as directed by the teacher. All specified limits to the collaboration must be adhered to and the extent of the collaboration acknowledged;
- in the case of cross-curricular assessments, meet the requirements of each participating teacher and fully disclose to all teachers involved the requirements of the work to be submitted for each course;
- write a quiz, test or examination to the best of their knowledge and ability, without use of unauthorized aids, and refrain from giving unauthorized aid to another student;
- use AI tools only as outlined in the Artificial Intelligence Framework above; and
- avoid plagiarism.

When writing a paper, references should be given parenthetically or as a footnote / endnote as soon as an idea or information from another source has been mentioned. Whether passages are quoted directly in quotation marks, paraphrased closely in a student's own words, or rapidly summarized, the source must be immediately identified. Good research habits are helpful; students should carefully document each source as they make notes, putting quotation marks around anything they have copied into their notes exactly as it appears in a source. It is safer to "over-reference" than to omit references. Some ideas may be considered "common knowledge" and do not need to be referenced. Facts commonly known within the community of a course do not need to be referenced; for example, the dates of major events in world history do not need to be referenced. Information likely to be known only by specialists in a field or information that is interpretive in nature must be referenced.

### **Faculty Responsibilities**

It is the responsibility of faculty to, for example:

- foster ethical practices in all aspects of academic achievement;
- model and, in collaboration with other teachers, teach the research skills identified for each grade level;
- design research assessments that require students to practice and demonstrate skill in handling the various stages of the information problem-solving process;
- design assessments and innovate methods of assessment such that they cannot be easily completed by Generative AI;
- teach their students at the beginning of the year how to avoid the offences of academic dishonesty most likely to occur in their class;
- have students complete a brief in-class assessment at the beginning of the year as an assessment of their knowledge and skills;
- change assessments, including lab reports and field reports, each year and keep a record of the topics they have used;
- vary the format of the assessments they give;
- set achievable assessments, ensuring that students have the skills needed to complete the assessments, and provide guidelines as necessary;
- set assessments that challenge students to interpret, compare, criticize and analyze information rather than recite factual data;
- outline expectations for assessments, and especially group projects, clearly and in writing;
- ask students to submit their research work in progress as well as their completed assessments;
- remind students of the rules of conduct for tests and examinations and clarify which aids are permitted;
- ensure that tests or examinations are properly and actively supervised;
- vary the format of tests and examinations;
- educate students on proper use and attribution of materials used for research and assessment purposes, including Generative AI;
- use the approach outlined in this document under Discipline for Breach of Academic Honesty Policy when a case of academic dishonesty is suspected.

### **Parent Responsibilities**

It is the responsibility of parents to support their children as learners. Parents fulfil this responsibility when they, for example:

- support this policy document;
- encourage an ethical approach in all aspects of academic achievement;
- expect their child to complete all assessments independently to the best of their ability;
- assist their child, as necessary, by clarifying instructions, reinforcing skills, providing examples, and suggesting problem-solving strategies or directions, but also insisting that all completed assessments represent their own work;
- encourage their child to practice good research habits, to think critically, to have confidence in their own work, and to acknowledge readily the achievements of others;
- oversee the type of assistance given to their child by a tutor to ensure that the

- assistance complies with the guidelines set out in this document;
- familiarise themselves with the vetted digital tools used by the School, and do not facilitate the use of unauthorised tools by their child.

### **Discipline for Breach of Academic Honesty Policy**

To promote the understanding, habits and skills of academic responsibility, infringements of the School's Academic Honesty Policy will be subject to appropriate disciplinary response.

The following disciplinary responses serve as a guideline only and in no way limit the discretion of the School to apply whatever disciplinary sanctions it determines to be appropriate in individual cases.

If a case of academic dishonesty is suspected by a teacher or is reported to a teacher, the teacher will investigate the evidence and will discuss the situation at once with the Head of School and determine next steps. The teacher or Head of School may ask for additional information from the student, such as note sources, rough drafts and reference materials.

If it is determined that an act of academic dishonesty has occurred, it will be dealt with on an individual basis. The School's administrators will apply the Progressive Discipline Policy and determine the appropriate intervention strategies and disciplinary response. As part of such determination, the student may be required to show the process whereby they obtained any suspect material or to demonstrate their knowledge of the subject. Counselling or further help in the subject or skill area will be made available to the student to ensure that they understand the problem, to help overcome whatever may have led the student to resort to academic dishonesty and to ensure that their future behaviour will be honest.

A student may be asked to do one or more of the following to ensure the infraction is understood, learn from the mistake, and recognize the importance of behaving with integrity in all academic pursuits:

- redo the assessment;
- meet with their parents and teacher(s);
- write a letter, outlining the offence and the steps that the student will take to avoid further problems of this nature;
- submit work for external marking;
- take a reduced mark or accept a 0 for the piece of work in question;
- take a reduced mark or accept a 0 for the final grade in the course;
- be suspended from School for a specified period;
- be suspended from School pending a decision on whether the student should be expelled;
- be expelled from the School.

The above list is not exhaustive; it is a sample of the types of consequences (the severity of which would correspond to the severity of the offence) that may result from an act of academic dishonesty.

## Appendix IV

### St. Clement's School Bullying Awareness and Prevention Policy

#### Introduction

The St. Clement's School Bullying Awareness and Prevention Policy, as an appendix to the St. Clement's School Code of Conduct, is designed to ensure that all members of the School community feel safe, included and accepted. Bullying is a serious issue that research shows has far-reaching consequences for the bully, the bystander, and the victim. The School is committed to the development and implementation of a bullying awareness and prevention framework that will support our community in building and sustaining a positive school climate and a culture of mutual respect.

#### General Policy Statement

Every member of the School community has the right to be treated with dignity and respect. Bullying, including cyberbullying, is never acceptable, and the prevention of bullying is everyone's responsibility. Therefore, all members of the community must act to prevent bullying. They must not ignore bullying, condone it by silence, or join in. They must report bullying behaviours immediately and confidentially to an adult who will be able to help. Moreover, all members of the community are expected to support the bullying awareness and prevention education programs provided by the School, and to adhere to this policy.

- Bullying adversely affects a student's well-being and ability to learn.
- Bullying adversely affects the school climate, including healthy relationships.
- Bullying adversely affects the School's ability to educate its students.
- Bullying will not be accepted on School property, at School-related activities, on buses, or in any other circumstances (e.g., online) where engaging in bullying will have a negative impact on the school climate, whether or not the bullying / cyberbullying takes place at School or during school hours.

#### Definitions

- Bullying:* Means aggressive and typically repeated behaviour by a student where,
- a) the behaviour is intended by the student to have the effect of, or the student ought to know that the behaviour would be likely to have the effect of,
    - i. causing harm, fear or distress to another individual, including physical, psychological, social or academic harm, harm to the individual's reputation or harm to the individual's property, or
    - ii. creating a negative environment at a school for another individual, and
  - b) the behaviour occurs in a context where there is a real or perceived power imbalance between the student and the individual based on factors such as size, strength, age, intelligence, peer group power, economic status, social status, religion, ethnic origin, sexual orientation, family circumstances, gender, gender identity, gender expression, race, disability or the receipt of special education.

This behaviour includes the use of any physical, verbal, electronic, written or other means.

*Cyber-bullying:* Means bullying by electronic means, including,

- a) creating a web page or a blog in which the creator assumes the identity of another person;
- b) impersonating another person as the author of content or messages posted on the internet; and
- c) communicating material electronically to more than one individual or posting material on a website that may be accessed by one or more individuals.

*Hazing* is a type of bullying that involves humiliating and sometimes dangerous initiation rituals. Hazing is most often done by a group as a rite of admission into a group, club, or team; however, it can also be done by individuals. Hazing can be extreme, but it can also be more subtle. All kind of hazing are unacceptable at the School.

***Positive school climate:*** A positive school climate is a crucial component of prevention; it may be defined as the learning environment and relationships found within a school and school community. A positive school climate exists when all members of the School community feel safe, included and accepted and actively promote positive behaviours and interactions. When these relationships are founded in mutual acceptance and inclusion, and modelled by all, a culture of respect becomes the norm.<sup>5</sup>

Children who suffer prolonged victimization through bullying, as well as children who use power and aggression as bullies, may experience a range of psycho-social problems that may extend into adolescence and adulthood.

Critical points to remember about bullying include:

- Bullying is a learned, aggressive, and sometimes subtle behaviour (bullies were often bullied themselves);
- Bullying is an often repeated behaviour that is intended to control, distress, or harm others;
- Bullying is intentional; it is not impulsive behaviour that may result in normal conflict;
- Bullying creates unhealthy dynamics that negatively affect the culture of a school and the members of its community;
- Bullies are often dealing with crises in their own life.

*“Creating learning environments that are free of bullying behaviour is much more than simply putting policies into place. It is supporting a community-wide model that celebrates positive behaviours – behaviours carried by our students into their adult lives. When we create safe, respectful learning environments, we build and nurture safer communities for all our citizens.”*

*(Ontario Ministry of Education, 2005)*

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<sup>5</sup> Safe Schools Action Team. (2006, June). *Safe schools policy and practice: An agenda for action* (p. 8). Ontario Ministry of Education. <https://www.ontario.ca/document/safe-schools-policy-and-practice-agenda-action>

## Key Concepts

- Intervention is key. Without intervention, unhealthy dynamics of power and aggression, for the bully, the bystander and the victim, become established and carry over to future relationships.
- Students who bully are at risk for delinquency, substance abuse, or adult criminality.
- Victims and bystanders may be at risk for anxiety, low self-concept, academic problems, and depression.
- Adults are an important part of any plan to support students. Research shows that active parental and teacher involvement is essential to solving the problem of bullying and cyber-bullying.
- Involvement of bystanders is also vital. Peer interventions have proven to be successful, when safe and effective strategies have been taught.
- It is not the victim who is at fault for being bullied. Every person should be treated with consideration and respect.

*Bullying can take many forms, including:*

- **Physical** - for example: pushing; tripping; hitting; damaging; stealing someone's property; any use of physical violence;
- **Verbal** - for example: name-calling; hurtful taunting; humiliating or threatening someone;
- **Electronic / Cyberbullying** - for example: using the internet (including Facebook or other social networking sites) or a cell phone to email or send text messages or pictures in order to threaten someone or hurt their feelings, single them out, embarrass them, or make them look bad; spreading rumours or revealing secrets about them; assuming another person's online identity; creating a web page, or blog, or posting on a website in order to threaten, hurt, or impersonate another person;
- **Social / Emotional** - for example: excluding someone from "the group" or from an activity; shunning someone; gossiping or spreading rumours about someone; making someone look foolish; making sure others do not associate with someone; displaying images or materials that are offensive or disrespectful;
- **Sexual** - for example: making unwanted physical contact.
- **Hazing** – hazing can include subtle hazing, harassment hazing, and violent hazing. Examples of subtle hazing include excluding or ignoring someone, name-calling, requiring someone to carry certain things around at all times or memorize certain things exclusively for one's entertainment, withholding information or deception, and engaging in contests that are purposely unfair and do not promote friendly competition. Harassment hazing including preventing someone from attending class or engaging them in activities to prevent adequate time for academic work or study, requiring someone to perform ridiculous assignments or personal service acts, subjecting someone to deliberately uncomfortable conditions such as loud music or wearing embarrassing clothing, verbal abuse, and nudity causing indecent exposure or embarrassment. Violent hazing includes forced consumption or ingestion or preventing eating, drinking water, or sleeping, sexual violation or unwarranted touching, physical assault, physical or mental shots, or forcing someone to participate in any activity in violation of law or school rules or contrary to the person's moral or religious beliefs.

*Bullying can occur in many forms, including:*

- **Religion** - for example: treating someone differently or badly because of their religion; making jokes or unkind comments about their religion;
- **Race, culture or skin colour** - for example: treating someone differently or badly because of race, culture or skin colour; making jokes or unkind comments about someone's race, culture or skin colour;
- **Sexuality** - for example: making hurtful comments or spreading rumours that are sexual in nature; taunting someone about sexual behaviours or a relationship;
- **Gender Identity or Gender Expression** - for example: taunting someone or talking negatively about their gender identity or gender expression;
- **Academics** - for example: making hurtful comments or taunting someone about academic achievement or grades, academic effort or results on a test or assignment;
- **Appearance** - for example: making hurtful comments or taunting someone about someone's physical appearance, body shape, clothes, etc.;
- **Physical ability** - for example: making hurtful comments or taunting someone about a physical limitation or athletic abilities;
- **Socio-economic background** - for example: making hurtful comments or taunting someone about real or perceived financial resources / status;
- **Social / Emotional challenges** - for example: a history of the bully having been a victim of bullying, or crises in the life of the bully.

### **Prevention, Intervention and Support Strategies**

*Bullying prevention:* A whole-school approach that heightens expectations for a safe, caring and inclusive school climate. It includes a shared understanding about the nature and underlying causes of bullying and its effects on the lives of individual students and the School community.

*Bullying intervention:* A comprehensive and effective response to the bullying incident that takes into consideration all parties involved in the bullying incident. It should provide specific supports for the student who has been bullied, intervention for the student who was bullying, and strategies for responding to students who were directly observing the bullying incident.

### **Student Responsibilities**

All students should:

- treat everyone with dignity and respect;
- encourage others to contribute to a positive School culture;
- support this policy and the bullying awareness and prevention education programs provided by the School;
- report immediately any act of bullying to an adult, and put the report in writing when safe to do so;
- wherever possible, speak up to stop bullying behaviour.

## School Staff Responsibilities

All School staff should:

- treat everyone with dignity and respect;
- encourage others to contribute to a positive School culture;
- support this policy and the bullying awareness and prevention education programs provided by the School;
- model appropriate language and behaviour for students always;
- promote ethical behaviour online, including encouraging empathy and common sense, promoting netiquette and cyber-kindness, and maintaining an open dialogue on internet use;
- take seriously all allegations of bullying behaviour and act in a timely, sensitive, and supportive manner when responding to students who disclose or report bullying incidents;
- allow students to report bullying incidents safely and in a way that will minimize the possibility of reprisal;
- report immediately and confidentially any act of student bullying witnessed or heard about (see below, “How to report an act of bullying”);
- complete a Safe Schools Incident Report;
- respond to any student behaviour that is likely to have a negative impact on the school climate if, in the staff member’s opinion, it is safe to respond to the behaviour;
- provide supports for students who have been bullied, students who have witnessed incidents of bullying, and students who have engaged in bullying.

## Parent Responsibilities

All parents should:

- treat everyone with dignity and respect;
- encourage others to contribute to a positive School culture;
- encourage their children to be positive members of the School community;
- oversee internet / social media use at home;
- support this policy and discuss it with their child;
- support the bullying awareness and prevention education programs provided by the School;
- report immediately and confidentially any act of bullying experienced or witnessed by their child (see below, “How to report an act of bullying”);
- wherever possible, speak up to stop bullying behaviour.

### *How to report an act of bullying*

Students	School Staff	Parents
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<p>If you are bullied or you observe or know about an act of bullying, report it immediately. Talk to a teacher, LINCWell counsellor, administrator or your parents. You may be asked to make your report in writing when safe to do so.</p>	<p>If you witness or hear about any act of student bullying, you are required to follow the steps outlined in the SCS Safe Schools Incident Report.</p>	<p>If your child reports any acts of bullying to you or shows any signs of bullying such as unexplained school avoidance, you should contact the Principal or LINCWell counsellor.</p>
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### What will happen when bullying is reported

If an act of bullying is reported to the School:

- the Principal will investigate the report;
- all concerns will be carefully considered, and support provided to all parties;
- privacy and confidentiality in an incident of bullying will be protected wherever possible. However, information may be disclosed during an investigation where necessary for the purposes of the investigation or the protection of the School community, or where otherwise required by law;
- appropriate mediation, counselling, and consequences will be put into place;
- discretionary judgement will be applied based on the age of the students involved and any extenuating circumstances;
- information about the investigation and the consequences will be disclosed to the extent necessary in the circumstances;
- the School shall take all reasonable steps to ensure the safety of students reporting acts of bullying and to minimize the possibility of reprisals being taken against such students.

### Discipline for Breach of Bullying Awareness and Prevention Policy

The School's Progressive Discipline Policy will apply in circumstances where the Bullying Awareness and Prevention Policy has been breached. Repeated incidents of bullying by the same person or persons will not be tolerated and will influence the School's response. The strategies in cases of bullying could range from early interventions to more intensive interventions in cases of persistent bullying, with possible referral to external support services. Ongoing intervention and support may be necessary to sustain and promote positive student behaviour. For a student with special education needs, interventions, supports, and consequences will be consistent with the student's strengths, needs, goals, and expectations.

- Consequences for acts of bullying may include but are not limited to:
  - o service within or outside the St. Clement's community.
  - o loss of privileges or leadership responsibilities within the School;
  - o probation / behaviour contract for a period of time;
  - o expulsion or suspension from the School or School activities.
- Where the Principal believes that a student has been harmed as a result of bullying, the parent of the victim shall be notified as soon as reasonably possible.
- When notifying the parent of the victim, the Principal will disclose:
  - a) the nature of the activity that resulted in harm to the student;

- b) the nature of the harm to the student;
  - c) the steps taken to protect the student's safety, including the nature of any disciplinary measures taken in response to the activity;
  - d) the supports that will be provided for the student in response to the harm that resulted from the activity.
- The Principal shall also notify the parent of the student believed to have engaged in the bullying activity that caused the harm.
- When notifying the parent of the student who engaged in the activity, the Principal will disclose:
  - a) the nature of the activity that resulted in harm to the other student;
  - b) the nature of the harm to the other student;
  - c) the nature of any disciplinary measures taken in response to the activity; and
  - d) the supports that will be provided to the student in response to the student's engagement in the activity.
- The exceptions to this notice requirement are as follows:
  - o Where the Principal believes notice would put the student at risk of harm from a parent, such that the notification would not be in the student's best interests. In such cases, the student will be referred to the LINCWell Department or an appropriate community agency that can provide confidential support to the student.
- The School will offer the assistance of the LINCWell Department or assistance in finding suitable outside professional support to students who have been bullied, students who have bullied others and students who have been affected by observing bullying, and their families.
- If parents are not satisfied with the supports (either directly from the LINCWell Department or from outside professional support) that their child receives in respect of bullying behaviour the parents may notify the Principal, and the School shall consider whether alternative support can be identified.

Depending on the circumstances and severity, bullying incidents may result in a criminal offence. Police will be contacted where warranted by the circumstances.

In circumstances where the School staff has reason to believe that a student may need protection, they must call the Children's Aid Society forthwith according to the requirements of the *Child, Youth and Family Services Act, 2017, S.O. 2017, c.14*.

### **Teaching and Training Strategies**

The School will develop teaching strategies that support School-wide bullying prevention policies. These strategies will focus on developing healthy relationships by including bullying prevention and highlighting equity and inclusive education principles in daily classroom teaching and School activities.

Students will have opportunities to participate in equity and inclusion education, bullying prevention and leadership initiatives within the School.

The School will put in place training strategies on bullying prevention and intervention for all administrators, faculty and non-teaching staff, including training on cultural sensitivity, respect for diversity and special education needs.

The School may also make training available to other adults who have significant contact with students (e.g., third-party contractors, volunteers), and will recognize the ongoing need to support training for new staff members.

### **Monitoring and Review**

The School will establish a monitoring and review process to determine the effectiveness of its bullying prevention and intervention policies and procedures, through indicators established in consultation with faculty, non-teaching staff, students, and parents.

## Appendix V

### St. Clement's School Copyright Policy

#### Purpose

The purpose of the St. Clement's School Copyright Policy ("Copyright Policy"), as an appendix to the St. Clement's School Code of Conduct, is to provide guidance to staff and students of St. Clement's School for dealing with copyrighted works in a manner that respects the rights of the rights holder. This Copyright Policy establishes rules and thresholds for the use of copyrighted works by staff and students on School property or using School resources such as School-owned books, the School's electronic networks or School technology. Staff and students will comply with these rules and thresholds unless prior written permission is provided by the School.

This Copyright Policy may change from time to time, and the School will inform staff and students of updates to the policy. All staff and students agree to abide by the then-current version of this Copyright Policy.

#### Background

"Copyright" protection gives the rights holder (e.g., owner or author) of a work the sole right to do certain acts with the work. These acts include, for example, producing, reproducing, performing, publishing, translating, and communicating by telecommunication to the public (e.g., posting on or streaming to the internet) a "work" or any substantial part thereof. The rights holder also has the right to authorize any of these acts. A "work" can be, for example, a literary, artistic, dramatic, cinematographic and musical work, a compilation of underlying works, a sound recording, a computer program, and a photograph. Unless you have permission from the rights holder of a copyrighted work, or the use of the work falls under an exception, it is an infringement of copyright to do anything an owner of a work has the sole right to do.

It is not an infringement of copyright, however, to use less than a substantial part of a work. What is "substantial" is a matter of judgment that involves a qualitative, and not just quantitative, analysis based on the particular situation. There are no fixed percentages or rules for determining "substantiality".

#### Policy

Accessing, reading, and reviewing copyrighted works is permitted. If you wish to "use" (e.g. copy, print, scan, record, download, post online, stream to the internet, email, perform for others, play for others) a "work" or portion thereof, however, you may ONLY do so if at least one of the following categories applies:

1. less than a substantial part of the work is being used;
2. the work is in the public domain and not protected by copyright (see Addendum A for a list of websites which provide access to or list works in the public domain);
3. the use of the work is explicitly allowed by the rights holder (e.g., owner, author) of the work through a public license such as a Creative Commons license or a similar license;
4. the intended use of the work is allowed by a license to the School (e.g., through

- electronic journals and databases);
5. express written permission to use the work was received by the user (on behalf of the School) from the rights holder;
  6. the use falls under the educational or training purposes exception in the *Canadian Copyright Act*; and
  7. the use falls under the fair dealing exception in the *Canadian Copyright Act*.

All use of works by students and staff at the School must be in at least one of these categories. Guidance on and thresholds for use of copyrighted works under the educational or training purposes and fair dealing exceptions are provided below.

Failure to comply with this Copyright Policy may expose you and the School to liability for copyright infringement. Please contact the Head of Library and Information Services if you are unsure whether your use of a work is permitted by this Copyright Policy.

### Guidance on Educational or Training Purposes Exceptions

Educational institutions (and persons acting under their authority) may, generally, do the following acts with copyright-protected works for educational or training purposes:

- reproduce a work, or do any other necessary act, to display it provided that the work or other subject-matter is not commercially available in a medium that is appropriate for the purpose;
- make a manual reproduction of a work (e.g., onto a dry-erase board, flip chart or other similar surface intended for displaying handwritten material);
- reproduce, translate or perform in public, on the educational institution's premises\*, a work as required for test or examination, provided that the work is not commercially available in a medium that is appropriate for the purpose;
- communicate by telecommunication a work to persons situated on the premises\* of the educational institution as required for a test or examination, provided that the work is not commercially available in a medium that is appropriate for this purpose;
- have students perform a work on the educational institution's premises\*, for an audience primarily consisting of students or instructors, as long as the acts are carried out without motive of gain and not for profit;
- play a sound recording, television recording, or movie on the educational institution's premises\*, for an audience primarily consisting of students or instructors, as long as the acts are carried out without motive of gain and not for profit and the work is not an infringing copy or the person playing the work has no reasonable grounds to believe that it is an infringing copy; and
- play a work (e.g., a television show or radio show) at the time of its communication to the public (e.g. a television show as it is being broadcasted by the broadcaster) on the educational institution's premises\*, for an audience primarily consisting of students or instructors, as long as the acts are carried out without motive of gain and not for profit.

\* A **premise** is the place where education or training is provided, controlled or supervised by the educational institution.

## Guidance on Fair Dealing Exception

Canadian copyright law provides a “fair dealing exception” to acts which would otherwise amount to copyright infringement. The Supreme Court of Canada has said that the fair dealing exception is a user’s right to maintain the balance between the rights of a copyright owner and the interests of the user, and that copying short excerpts of a copyright protected work for distribution to students for educational purposes falls under the fair dealing exception.

The fair dealing exception is available if,

- 1) the allegedly infringing act is for at least one of the following purposes: research, private study, education, parody, satire, criticism or review, and news reporting; and
- 2) the dealing is actually “fair”.

What is “fair” depends on the individual facts of each case. There is no bright-line rule. It is usually based on an assessment of the following factors:

- a) the purpose of the dealing (e.g., does the work fall under one of the enumerated purposes set out in 1) above);
- b) the character of the dealing (e.g., the number of works being copied, the extent of their distribution, whether or not the works are destroyed after serving their intended purpose);
- c) the amount of the dealing (e.g., the amount of the work being copied);
- d) alternatives to the dealing (e.g., whether or not a license is available, whether a public domain work could be used; whether the entire work needs to be copied or just a portion to satisfy the purpose of the dealing);
- e) the nature of the work (e.g., whether the work was intended for the public at large or created specifically for educational institutions); and
- f) the effect of the dealing on the work (e.g., whether the reproduced work competes with the market of the original work, whether the copying was done for an ulterior or commercial motive).

## Guidance and Thresholds for Uses of Specific Types of Works

The following provides guidance and thresholds to help ensure that your use of a work falls under the “fair dealing” or the “educational or training purposes” exception.

### (a) Books, Textbooks & Journal articles

Under the fair dealing exception, you may copy short excerpts from books, textbooks, and journals for students’ research and private study, or for educational purposes (such as in-class instruction and use). The copies may be paper or electronic copies. Electronic copies, however, may only be distributed to students by posting to the School’s password protected internet portal, or by sending directly to students through email.

**Important:** How much (i.e., the exact quantity) of a work is considered a short excerpt has not been decisively stated in Canadian copyright law. Based on recent developments, the following guidelines developed by the Council of Ministers of Education, Canada (CMEC) to help determine whether specific classroom uses may fall within the “fair dealing”

exception may not be adequate. Since at least 2017, some or all of these guidelines have been called into question by the Canadian courts and may likely change based on future developments.

Until further clarity is provided by the courts, the following guidelines may be used, but their use should be conservative and with caution. Wherever possible, please use less than the following amounts of a copyrighted work and only as necessary. Consider whether it is necessary to provide a copy of a work to each student, or whether one copy can be used during in-class instruction. Where an alternative to the work is available in the public domain, please use the public domain work instead. Alternatively, please ensure that a work already owned by the School would not be a suitable alternative. Addendum A – “Websites which provide guidance to finding, access to, or list works that are in the public domain” to this Copyright Policy provides some assistance in finding works in the public domain.

A short excerpt may be:

- 10% or less of an unpublished work
- 10% or less of a book
- 10% or less of a textbook
- 10% or less of a commercial textbook produced primarily for the K-12 market
- 10% or less of a commercial textbook produced primarily for the audience for which the copy is being made
- a single chapter from a book if it is less than 10% of the book
- a single chapter from a textbook if it is less than 10% of the textbook
- a single chapter from a commercial textbook produced primarily for the K-12 market if it is less than 10% of the commercial textbook
- a single chapter from a commercial textbook produced primarily for the audience for which the copy is being made if it is less than 10% of the commercial textbook
- an entire short story, article, play, poem, musical score, essay, or artistic work from a book or periodical publication [**containing multiple similar works**]
  - o if it is less than 10% in the case of a textbook
  - o if it is less than 10% in the case of a commercial textbook produced primarily for the K-12 market
  - o if it is less than 10% in the case of a commercial textbook produced primarily for the audience which the copy is being made
- a whole entry from an encyclopaedia, dictionary, or similar reference

Multiple excerpts from the same work cannot be copied, however, in a systematic manner (either individually or collectively as a school) so as to cumulatively copy up to 10% of the work. Please contact Laura Mustard, Head of Library and Information Services, at: [lmustard@scs.on.ca](mailto:lmustard@scs.on.ca) if

- (i) the same book, textbook or journal will be used across multiple courses;
- (ii) you plan to include any copyrighted work in a course pack.

In each of the above cases, the short excerpt copied must contain no more of the work than is required in order to achieve the fair dealing purpose. You must not post or distribute copyright protected works to an unprotected website that is generally available to the public.

In addition, students should be reminded to destroy their copy of the work at the end of the course, or earlier with permission, and are prohibited from making any copies or sharing their copy with any other student or other individual.

### **(b) Electronic Journals and Databases**

The School may have existing licensing agreements with electronic journal publishers and vendors explicitly permitting making multiple copies for classroom use, posting to a secure course website, and other educational uses. Permissions, however, vary between publishers so please check before making any copies. Information about what is and what is not allowed is usually available from the publisher's website, provided the School has the requisite licenses in place. Please email the School's librarian for a list of the School's current database subscriptions.

### **(c) Sound recordings, Films / Movies, and Television Recordings**

Personal non-infringing copies\*, and School-owned copies of music, sound recordings, movies, and television recordings may be played for students on School property for educational or training purposes.

The substantiality threshold, "fair dealing" exception, and "educational or training purposes" exception apply to playing sound recordings, movies, and television recordings. Most uses of these types of works by the School, however, would fall under the educational or training purposes exception. Under that exception, it is not an infringement of copyright to play a recording of a sound (e.g., music), a television recording (see subsection (d) Television Recordings), or a movie *on the premises* of the School for an audience made up *primarily of students for educational or training purposes*, provided that the recording is not an infringing copy and the performance is not for profit and not carried out with the motive of gain.

\*Note that digital copies of media purchased through streaming platforms (e.g. iTunes, Amazon Prime, etc.) and media accessed through personal subscription streaming platforms (e.g. Netflix, Crave, etc.) are subject to licensing agreements and terms of use containing their own terms and conditions. Such terms and conditions may supersede the usual fair dealing exception.

### **(d) Television Recordings**

Entire news programs or news commentary programs (not including documentaries), and other broadcasts may be recorded for showing to students for educational or training purposes. Copies of news programs / news commentary programs must be destroyed within one year of their making. Television recordings, generally, must be destroyed within 30 days of their making.

The substantiality threshold, "fair dealing" exception, and "educational and training purposes" exception apply to the recording of television programs and other works communicated to the public by telecommunication. The educational and training purposes exception likely provides the most flexibility, however, for recording TV programs for showing to students for educational or training purposes.

### **(e) Materials on the Internet**

Much of the publicly available material on the internet, including websites, is protected by copyright. Generally, copyright protected materials may only be viewed on the website unless the owner has **explicitly** waived their copyright, granted a license to use their copyright in another manner, or the use falls under an exception. The substantiality threshold, “fair dealing” exception, and “educational and training purposes” exception apply to works on the internet.

Under the educational or training purposes exception, works available through the internet may, generally, be reproduced, communicated to students by telecommunication, and performed for students as long as it is for educational or training purposes. When doing any of these acts, the source of the work must be mentioned. Where the information is available, the author, the performer (for performances), the maker (for sound recordings), and the broadcaster must also be mentioned. These acts cannot be done, however, if the work is protected by a technological protection measure that restricts access to the work or the website. Any of these acts also cannot be done if there is a clearly visible notice (the copyright symbol is not sufficient) posted on the internet site from which the work is obtained, or the work itself, which prohibits the act.

### **(f) Links**

Linking is not copying! Creating a link to copyrighted materials generally does not infringe copyright in those materials. Links to copyright infringing materials should not, however, be created. Links that actively authorize or encourage others to infringe copyright by accessing the infringing copy may amount to copyright infringement.

### **(g) 3D Printed Works**

3D printed works are a new technology that bring unique issues of copyright and other intellectual property laws with them. The underlying files used for 3D printed (.STL or other formats) may be protected by copyright. Different websites offering 3D printing files may have different requirements or fees for use of 3D printing files, even if you intend to use a 3D printing file for only a portion of your own 3D printed work.

Unless you have created the 3D printing file from scratch yourself (or with other School members), or if you are given express written permission to use a 3D printing file from the owner, please check with Laura Mustard, Head of Library and Information Services, at: [lmustard@scs.on.ca](mailto:lmustard@scs.on.ca) before using any 3D printing files downloaded or created by others.

## Addendum A

Websites which provide guidance to finding, access to, or list works that are in the public domain

### **Works Entering the Public Domain in 2025**

[https://en.wikipedia.org/wiki/2025\\_in\\_public\\_domain](https://en.wikipedia.org/wiki/2025_in_public_domain)

### **Open Culture**

<http://www.openculture.com/>

### **Smithsonian Institution Public Domain Images**

<https://www.flickr.com/photos/smithsonian/>

### **New York Times Public Domain Archives**

[https://commons.wikimedia.org/wiki/Category:Public\\_Domain\\_Images\\_from\\_the\\_New\\_York\\_Times](https://commons.wikimedia.org/wiki/Category:Public_Domain_Images_from_the_New_York_Times)

### **Creative Commons Public Domain**

<http://search.creativecommons.org/>

### **Search field: “public domain”**

Select: “I want something I can Modify or adapt”

### **Project Gutenberg**

<https://www.gutenberg.org/>

### **Librivox**

<http://librivox.org/>

### **Internet Archive**

<http://www.archive.org/>

### **Prelinger Archives**

<http://www.archive.org/details/prelinger>

### **The Public Domain Review’s “Guide to Finding Interesting Public Domain Works Online”**

<http://publicdomainreview.org/guide-to-finding-interesting-public-domain-works-online/>

## Appendix VI

### St. Clement's School Intellectual Property Licence Agreement

The St. Clement's School Intellectual Property Licence Agreement is an appendix to the St. Clement's School Code of Conduct.

During the course of study at St. Clement's School, students may develop, conceive or create intellectual property, including copyrighted works, and inventions, designs or developments protected by intellectual property law. All such intellectual property conceived, created or developed by a student in their course of study at the School is owned by that student. If other persons contribute to the intellectual property, those persons may also have an interest in, or own a part of this intellectual property.

To use and showcase student achievements involving their intellectual property rights, the School requires a licence from the student. In consideration for the School permitting the student to attend St. Clement's School, the undersigned student grants to the School a license to use the intellectual property (including works of copyright) and work product conceived, developed, or created by the student as a result of their enrolment with the School during the period(s) they attended the School, alone or with others. The licence is limited to use of the student's intellectual property for the purposes of education reporting, fundraising, marketing, advertising and promotion in connection with the School and its activities. The licence is non-exclusive, transferable, perpetual, assignable, royalty-free, sub-licensable and worldwide. Permitted works under the licence include without limitation and in any medium, the right to use, display, copy, reproduce, modify, translate, publish, distribute and communicate to, and perform for, students, staff, members of the School and to the public at large, and to authorize others to do any of the above acts on the School's behalf. The undersigned student also waives the student's moral rights in the student's works in favour of the School. Notwithstanding the above, if the School uses the student's intellectual property according to the terms of this licence, the School will attribute the intellectual property to the student, or upon the request of the student or their parent, the School will attribute the intellectual property to the student's pseudonym or preserve the student's anonymity. The student may be required to provide evidence of ownership of the pseudonym in such cases.

The undersigned student confirms that the School's use of the works under this licence does not violate or infringe any person's rights. The School is not responsible for any unauthorized uses of the works made by third parties. The student releases the School from all claims, demands and causes of action relating to the works. If the student is under 18 years of age, the parent / legal guardian of the student hereby confirms that they are the parent or legal guardian of the student, that they have read and understand the contents of this licence, and that, on behalf of the student, the parent / legal guardian of the student agrees to all of the terms of this licence.

**NOTE: Please indicate your consent on the Acknowledgment Form in PowerSchool forms**

## Appendix VII

### St. Clement's School Student Media Consent Form

The St. Clement's School Student Media Consent Form is an appendix to the St. Clement's School Code of Conduct.

During the course of study at St. Clement's School, students may be a part of, or participate in media or works developed, conceived, produced, performed, recorded by the School or by others in connection with the School's activities. To use, broadcast, share, and showcase the School's activities including activities involving the student, the School requires consent from the student. In consideration for the School permitting the student to attend St. Clement's School, the undersigned student grants to the School, its affiliates, and representatives the right to take and make photographs, other electronic images, sound recordings, and/or video recordings of the student, their voice, likeness, and property including any works created by the student (collectively, the "Content") for use in connection with the activities of the School including for teaching, and for promoting, publicizing, reporting, fundraising, to encourage enrollment or donations from alums, for explaining the School or its activities, or for other similar purposes (the "Activities").

The student acknowledges that as between the student and the School, the School owns all copyright in the Content, subject to the rights of any third party under an agreement with the School. The student waives any and all moral and personality rights the student may have in the Content. The student confirms that the School can do anything with the Content for the purpose of the Activities, including use, reproduce, exhibit, display, distribute, edit, modify, translate, and publish the Content, without any geographic restriction, in any format without further compensation or notification to the student. This includes, without limitation, the right to publish the Content in the School newspaper, on School websites and School social media accounts, alum publications, and PR/promotional materials such as marketing and admissions publications, advertisements, fundraising materials, and any other School-related publications, and through other media or accounts approved by the School. The student waives any right they may have to inspect or approve the Content, or any modifications made to the Content by the School.

The student acknowledges that the School is not responsible for any unauthorized reproductions of the Content made by third parties (including by other students, family members of students, or anyone else). The student further acknowledges that the Content may appear on the internet or in publications outside the School's control. Without limiting the generality of the foregoing, the student specifically acknowledges the risk that a third party could use the Content for improper and/or criminal purposes, including the creation of deepfake images with or without the assistance of artificial intelligence (AI) or algorithmic tools. The student remises, releases, and discharges the School and its officers, employees, servants, and agents from all past, present, or future claims, demands, and causes of action related to the Content.

If the student is under 18 years of age, the parent/legal guardian of the student hereby confirms that they are the parent or legal guardian of the student, that they have read and understand the contents of this consent, and that, on behalf of the student, the parent / legal guardian of the student agrees to all of the terms of this consent.

**NOTE: Please indicate your consent on the Acknowledgment Form in PowerSchool forms.**

## **DECLARATION**

This Declaration will be renewed each year, and the student and each parent / legal guardian are required to complete the following acknowledgment. The above-mentioned codes should be kept at home for reference and discussion.

**To the Principal of St. Clement's School:**

We have read, understood and agree to comply with the St. Clement's School Code of Conduct, the Liquor Laws, the Acceptable Use of Technology Policy, the Academic Honesty Policy, the Bullying Awareness and Prevention Policy, the Copyright Policy, the Intellectual Property Licence Agreement, and the Student Media Consent Form for St. Clement's School.

**NOTE: Please indicate that you and your child have read, understood and agree to comply with the St. Clement's School Code of Conduct, on the Acknowledgment Form in Power School forms.**

Effective September 1, 2025 to August 31, 2026