



*St. Augustine CHS*

*Unitas, Veritas, Caritas*

**Student Handbook  
2023-2024**



***St. Augustine  
Catholic High School***

# **STUDENT HANDBOOK 2023 - 2024**

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***SCHOOL WEB PAGES:  
[www.staugustinechs.ca](http://www.staugustinechs.ca)  
[stau.ycdsb.ca](http://stau.ycdsb.ca)***

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## PRINCIPAL'S MESSAGE

St. Augustine CHS is committed to our mission, *“a community committed to academic excellence. Students will be supported in their pursuit of spiritual, intellectual, physical, and social growth through diverse learning experiences.”* The entire school staff is dedicated to supporting each student in their development as a person, whether it is in faith, academics, artistic talents, athletic abilities, or interpersonal skills.

I would like to extend a special welcome to our grade nine class! We hope that you feel safe and welcome in our school and take advantage of the variety of co-curricular activities offered at our school. To our returning students, continue to build on the traditions and history of academic excellence that has made St. Augustine CHS an exemplary school community. As the school approaches its 25<sup>th</sup> anniversary, I am reminded of the words of Sir Isaac Newton, one of the most influential scientists in history who said, “If I have seen further, it is by standing on the shoulders of giants.”

This student handbook provides you with information needed to be successful at St. Augustine CHS. In addition, it will help you with planning and organizational skills. It is your responsibility to become familiar with the contents of the handbook and understand the policies and procedures of the YCDSB and St. Augustine CHS. Students are expected to be familiar with the information in the student handbook and to share it with their parents or guardians.

I wish you much success in learning new knowledge and skills and that your involvement in activities outside the classroom contributes the positive reputation of the St. Augustine CHS school community. Be open to God who leads us to love and to live in our community of faith and treat all members of our school community with respect.

God bless!

Mr. James Cocchetto  
Principal

## ***REGULAR SCHOOL SCHEDULE***

<b><i>TIME</i></b>	<b><i>CLASS</i></b>
8:19	Warning Bell
8:24 - 8:27	O Canada, Prayer, Homeroom, Announcements
8:27 - 9:43	Period 1
9:48 - 11:03	Period 2
11:08 - 11:49	LUNCH A
11:49 - 12:29	LUNCH B
12:29 - 1:09	LUNCH C
1:14 - 2:30	Period 4
2:40	Buses depart for home

## **WHO WAS ST. AUGUSTINE?**

St. Augustine was one of the foremost philosopher-theologians of early Christianity and the leading figure in the church of North Africa. He had a profound influence on the development of Western thought and culture. His two most celebrated writings are his semi autobiographical *Confessions*, and *City of God*, a Christian vision of history.

St. Augustine (354-430) was born and lived most of his life in the northern part of Africa, which at that time, was a Roman Province. St. Augustine received the best education available and later taught in the cities of Carthage, Rome and Milan. His brilliance of learning and culture brought to him the honour of giving festive speeches both on the occasions of public celebration and at the cost of the emperor. He became a Christian at the age of 33 being converted by the prayers of his mother, St. Monica, and the help of St. Ambrose of Milan, who baptized him. Afterwards, St. Augustine began a life completely dedicated to the service of God.

After his mother's death, he returned to Africa in 388, sold his property, gave the proceeds to the poor, and founded a monastery. He was chosen and ordained a priest in 391, and consecrated Bishop of Hippo Rhegius, a coastal city of Northern Africa in 395. His later thinking can be summed up in a line from his writings: "*Our hearts were made for You, O Lord, and they are restless until they rest in you*". His feast day is August 28th.

### ***PRAYER OF ST. AUGUSTINE***

Breathe in me O Holy Spirit,  
that my thoughts may all be holy.

Act in me O Holy Spirit,  
that my work, too, may be holy.

Draw my heart O Holy Spirit,  
that I love but what is holy.

Strengthen me O Holy Spirit,  
to defend all that is holy.

Guard me, then, O Holy Spirit,  
that I always may be holy. Amen.

***St. Augustine of Hippo  
Bishop, Writer, Doctor***

## **ST. AUGUSTINE CHS**

### **LAND ACKNOWLEDGMENT (6/8/2022)**

St. Augustine Catholic High School is situated on the ancestral lands of the Huron-Wendat, Haudenosaunee (ho-de-no-shone-ee), and Anishinaabe (A-nish-e-nah-bay), and is near the Chippewas of Georgina Island. As a school community, we seek to become educated about the First People of this land, past and present. By listening to and learning from these Original Stewards, we can work together to protect and sustain this land.

### **SCHOOL MISSION**

St. Augustine C.H.S. is a Catholic community school committed to academic excellence. Students will be supported in their pursuit of spiritual, intellectual, physical, and social growth through diverse learning experiences. Our graduates will attain the essential academic skills, information technology skills, and spiritual characteristics to become lifelong learners and positive contributors to church and society.



### **SCHOOL CREST**

The school crest has an interesting and significant meaning.

- ✓ The circle represents the unity of knowledge and is also a symbol of divinity.
- ✓ The cross is the primary sign of Christ's sacrifice.
- ✓ The fiery heart is the recognized symbol of St. Augustine. It stands for the flames of his devotion and love of God.
- ✓ The book represents the Holy Scriptures, the Word of God revealed to humankind. It also represents the world of academics and learning. The book also appears in the shape of a notebook computer, representing the school's focus on information technology.

The motto of the school is **Unitas • Veritas • Caritas** – *Unity, Truth and Charity*. These words capture well the intent of our school patron, St. Augustine.

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## SCHOOL YEAR CALENDAR AT A GLANCE

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### Secondary Semesters:

Semester 1: September 5, 2023 – February 2, 2024

Semester 2: February 5, 2024 – June 26, 2024

### Professional Activity Days:

September	22
October	20
November	17
February	2
May	3
June	27, 28

### Holidays:

Labour Day .....	September 4
Thanksgiving Day.....	October 9
Christmas Break .....	December 25 – January 5
Family Day .....	February 19
March Break.....	March 11-15
Good Friday .....	April 29
Easter Monday.....	April 1
Victoria Day .....	May 20

### Exams:

Semester 1 .....	January 26-February 1
Semester 2.....	June 18-June 25

**Grade 10 OSSLT (Literacy Test): TBD**

### Grade 9 EQAO Math Test:

Semester 1: TBD

Semester 2: TBD

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## **ACADEMIC CALENDAR**

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### **SEPTEMBER**

4 .....	Labour Day
5 .....	Grade 9 Orientation Day
6 .....	First Day of Classes for all grades
7 .....	Gr. 10/11 Opening Assembly
8 .....	Grade 12 Opening Assembly
12 .....	Titan Tuesday
14 .....	Stream Launch Day
15 .....	Last Day for course changes
19-21 .....	Activities Fair
20 .....	Terry Fox Walk
22 .....	PA Day/Faith Day
26 .....	Photo Day?
27-29 .....	Gr. 9's to Muskoka Woods
TBD .....	Opening Mass

### **OCTOBER**

2 .....	Catholic School Council Meeting/Elections
3 .....	Titan Tuesday
4 & 11 .....	Post-Secondary Info Night
9 .....	Thanksgiving Day
20 .....	PA Day
18-19 .....	Enercare Centre – Ontario College Information Fair
19 .....	Awards Recognition Day
20-21 .....	Metro Toronto Conv. Centre Ontario Universities Fair
31 .....	Halloween

### **NOVEMBER**

6 .....	Take Our Daughters and Sons to Work Day
5 .....	Daytime Saving Time Ends
7 .....	Titan Tuesday
9 .....	Mid-Term Report Card Distribution
11 .....	Remembrance Day
13 .....	Careers/Civics Turnaround Day
15 .....	Parent-Teacher Interview Night
17 .....	Gr. 12 Course Drop Deadline
17 .....	P.A. Day
22 ..	Gr. 8 Parent & STREAM Focus Laptop Program Open House



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## ACADEMIC CALENDAR

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### DECEMBER

5.....Titan Tuesday  
TBD ..... Advent/Christmas Mass  
22 ..... Christmas Holidays Begin

### JANUARY

8 ..... Classes Resume  
9.....Titan Tuesday  
TBD..... Grade 9 EQAO Testing  
25 ..... Last day of Semester 1 Classes  
26 – February 1 ..... Exams

### FEBRUARY

2 ..... P.A. Day  
5.....Exam Review Day (A.M. only)  
5 ..... Semester 2 Begins (P.M.)  
6.....Titan Tuesday  
14.....Ash Wednesday  
14 ..... Report Card Distribution  
TBD ..... Course Selection  
16 ..... Last day for Semester 2 course changes  
19 ..... Family Day  
TBD ..... Grad. Photo Retake Day  
TBD ..... Course Selection Due

### MARCH

7.....Titan Tuesday  
10..... Daylight Saving Time starts  
11-15 ..... March Break  
24 ..... Palm Sunday  
TBD ..... Gr. 10 OSSLT  
29 ..... Good Friday

### APRIL

1 ..... Easter Monday  
2.....Titan Tuesday  
16.....Mid Term Report Card Distribution  
17.....Careers/Civics Turnaround Day  
23 ..... Course Drop Deadline  
24.....Parent/Teacher Interviews

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## **ACADEMIC CALENDAR**

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### **MAY**

3.....PA Day  
5-10 ..... Catholic Education Week/Province Wide Mass  
7.....Titan Tuesday  
20 ..... Victoria Day  
TBD..... Welcoming Gr. 9 Families Info Night

### **JUNE**

TBD ..... Year End/Grad Mass  
4.....Titan Tuesday  
6 .....Athletic Banquet  
TBD..... Grade 9 EQAO Testing  
17 ..... Last day of Semester 2 Classes  
18..... (Grade 12) Exams  
19-25..... (Grade 9-12) Exams  
26..... Exam Review Day  
26.....Prom @ The Royal Venetian Banquet Hall  
28 ..... 10:00 am Graduation Ceremony @ The Hilton  
27-28..... P.A. Day

### **JULY**

8..... Semester 2 Report Cards Available on Portal

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## ***SCHOOL ADMINISTRATION***

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Principal ..... Mr. J. Cocchetto  
Vice Principal A-H.....Mr. H. Wu  
Vice Principal I-O.....Ms. A. Capozzolo  
Vice Principal P-Z..... Mr. J. Merlin

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## ***OFFICE STAFF***

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Head Secretary .....Ms. K. Murphy  
Bursar .....Ms. C. Tom  
Guidance Secretary.....Ms. A. Sgoupakos  
Attendance Secretary ..... Ms. R. Storer  
Maplewood Secretary ..... Ms. S. Truong (LTO)  
General Secretary..... Ms. J. Ioannou  
General Secretary.....Ms. M. Yang  
Library Technician.....Ms. Y. F. Geng

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## ***DEPARTMENT HEADS***

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Arts..... Ms. D. Pagliaro  
Business/Information Technology ..... Mr. G. Adorante  
Chaplain ..... Mr.. R. Di Donato  
Co-op..... Ms. L. Greco  
English .....Ms. M. De Gregorio  
Guidance ..... Mr. L. Tucci  
Health & Physical Education ..... Ms. A. McFadden  
Library..... Ms. H. Chalmers  
Mathematics..... Ms. L. Burchat  
Moderns ..... Ms. J. Buljan  
Religious Education..... Ms. M. Chiaravalloti  
Science ..... Ms. P. Lee  
Social Science & Humanities..... Ms. C. Iorio  
Special Education..... Mr. M. Oyston (Acting)  
Technology ..... Mr. A. Cadawas

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## ***TEACHING STAFF***

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Ms. J. Albi	Ms. M. Ali
Mr. J. Beck	Ms. L. Berlin
Ms. S. Biafora	Ms. M. Bianchi
Mr. J. Bisogno	Ms. P. Brizzi
Ms. M. Capuano	Ms. S. Carabetta
Mr. B. Cardona	Ms. M. Chong
Mr. M. Ciampa	Ms. L. Colangelo
Ms. R. Coletta	Ms. D. Cornacchia
Ms. A. Cross-Marques	Mr. A. D'Andrea
Mrs. S. D'urzo	Ms. D. DeSpirt
Ms. R. Devlin Foley	Ms. A. Di Nardo
Ms. C. DiFelice	Mr. E. Fabroa
Ms. A. Freda	Mr. M. Fung
Ms. A. Giambattista	Ms. V. Giannantonio
Ms. P. Gibeault	Ms. D. Gillingham
Mr. E. Henin	Mr. M. Ho
Mr. S. Hoffman	Ms. G. Kitamura
Ms. S. Lam	Mr. V. Lee
Ms. S. Leung	Ms. R. Lowe
Mr. A. Magnifico	Ms. L. Marando
Ms. M. Marchione	Ms. S. Mete
Mr. A. Moncata	Ms. E. Morassutti
Ms. D. Mulholland	Mr. W. Nahr
Mr. A. Nazareth	Ms. H. O'Sullivan
Ms. L. Pecchia	Mr. A. Pede
Mr. J. Pires	Ms. D. Pirrello
Ms. D. Ramcharran	Mr. G. Romano
Ms. S. Rosa	Ms. S. Sbordone
Ms. E. Stavrev	Mr. J. Suppa
Ms. K. Testani	Mr. V. Tomei
Ms. A. Treap	Ms. J. Tristram
Ms. S. Tropea	Ms. A. Vacca
Ms. M. Visentin	Mr. G. Yensen
Ms. M. Young	

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## STUDENT SUPPORT COUNSELLOR

---

Ms. L. Ragobeer

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### ***EDUCATIONAL ASSISTANTS***

---

Ms. S. Brathwaite

Mr. S. Reich

Ms. R. Mudano

Ms. S. Richards

Ms. F. Wong Shue

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### ***CUSTODIAL STAFF***

---

Ms. R. Binetti

Mr. R. Gervasi

Mr. B. Pascual

Mr. A. Stella, **Lead Hand**

Mr. D. Dzemailoski

Mr. R. Ismail, **Head Custodian**

Mr. A. Pecchia

***Please be aware that our Student Handbook will be updated annually, while policy adoption and revision will take place throughout the calendar year. Changes in policy that affect Student Handbook provisions will be made available to students and parents through newsletters and other communications.***

*In case of conflict between Board policy and any provisions of the Student Handbook, the provisions of Board policy that were most recently adopted by the York Catholic District School Board are to be followed.*



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## ***SCHOOL POLICIES AND PROCEDURES***

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### ***ACCIDENTS, PERSONAL INJURY, AND SAFETY***

It is the responsibility of each student to understand and comply with School, Board, Community Regulations, Policies and Laws related to safety, and to report any school accidents to the supervising teacher or the Main Office as soon as possible. These include any accidents occurring on school property or during school sponsored events at other sites. Students unable to go to class because of an accident or illness must report to a supervising teacher or the Main Office. **Students are not permitted to leave the school without authorization from Administration and parent contact.** Students who do not comply and leave the school without permission from the Administration may be subject to discipline at the discretion of the Administration. For further details, please refer to "Policies & Guidelines" at <http://www.ycdsb.ca>.

## ***ADDRESS OR SOCIAL INFORMATION CHANGES***

It is the responsibility of the parent/guardian to promptly report to the Main Office, in writing, changes to home address, telephone number, cell numbers, email address, and other pertinent information. Appropriate school support forms must also be completed.

## ***ADMISSIONS***

The school is open to students whose parents or guardians are school supporters in the Region of York, and who live in St. Augustine's attendance zone.

St. Augustine Catholic High School is open to students (Grades 9 - 12) whose parent(s)/guardian(s) are residents of York Region living within the school's attendance zone and who share in the mission of Catholic Education. Religious education is central to the understanding of the Catholic way of life practiced at our school. Therefore, all students are expected to take Religious Education classes each year. Students must fulfill all obligations and requirements of the courses, including retreats and Christian Community Service. Students seeking admission or re-admission to St. Augustine Catholic High School should be prepared for a parent/guardian meeting with school administration. For further details, please refer to "Policies & Guidelines" at <http://www.ycdsb.ca>, Policy No. 602b.

## ***ASSEMBLIES***

Assemblies and liturgical celebrations are an integral part of St. Augustine CHS. Attendance is mandatory and as such, students who do not attend will be considered truant. Students are expected to be in full uniform and enter and leave the assembly in an orderly fashion. Students are expected to sit in the assigned area with their class and teacher.

## ***ASSESSMENT, EVALUATION & REPORTING***

In order to inform the parent(s)/guardian(s) of student achievement, the school will issue formal Mid-Term Reports in November and April; formal Final Reports in February and July. Formal reports identify the percentage grade a student has attained in his/her courses, lates and absences in each course, as well as learning skills and teacher comments.

The school will also set up formal Parent-Student-Teacher Conferences in November and April. Outside of the scheduled times, parents wishing to inquire about a student's academic standing or performance may contact the subject teacher directly to request feedback and/or an interview.

The school seeks to embrace the Ministry of Education's recent document on Assessment and Evaluation entitled "Growing Success, 2010" The York Catholic District School Board has a companion document entitled "Guidelines and Procedures" that outlines the general framework for assessing student learning. If parents have any questions about the nature and scope of their child's work, they should consult with the classroom teacher first. If further clarification is required, then the parent should contact the child's vice-principal.

### ***St. Augustine CHS Missed Test and Exam Policy***

Students are expected to attend all classes and complete all course evaluations. Students who miss a scheduled test or quiz must submit supporting documentation (such as a medical or parent note) to their teacher. Students should be prepared to write missed tests and quizzes upon their return or upon the alternate date determined by the teacher. **Students with an unexcused absence will be assigned a mark of zero for a missed test. Families are advised to refer to the YCDSB School Year Calendar on the YCDSB website where they can find important dates (such as school and statutory holidays).**

#### ***YCDSB Secondary School Exams***

*Exams are administered in our secondary schools at the end of each semester.*

*Students complete their credit requirements on these instructional days. The Ministry of Education mandates culminating performance tasks, such as exams, to ensure that students are evaluated on overall curriculum expectations.*

*Students who cannot attend an exam because of illness (or another serious reason such as the death of an immediate family member) must be reported absent before 8:30 a.m. on the morning of their exam and a doctor's note must be presented to the attendance secretary within 24 hours. Students who miss an exam without a legitimate reason (i.e. illness or the death of an immediate family member) will receive a mark of zero. **Vacations or appointments are not a legitimate reason for an exam absence.***



## ***St. Augustine CHS Additional Time Accommodation Procedure***

Students with supporting documentation, such as an IEP or Policy 208, indicating the need for additional time are expected to write their tests and quizzes with their classroom teachers who are best able to provide support to their students, (unless they require additional special accommodations such as assistive technology). If students require more than 1 class period for the evaluation, they will be given that time on the following day (in an alternate setting such as the Core Resource Room). Grade 12 students who have a spare period immediately before or after the scheduled test will start and complete the test in the alternate location. Students who are writing a ½ period quiz should start and finish the evaluation in the alternate location, in order to reduce interruptions for the student.

## ***ATHLETICS***

The Titans Athletic Department at St. Augustine encourages all students to participate in the athletic program in order to enhance their physical, social, spiritual, mental growth and development. As members of our sports teams, student athletes are reminded that they are representing both themselves and St. Augustine CHS. To this end, they must be committed to the goals of the St. Augustine athletic program and have a responsible attitude towards their team and coach(es). Students are expected to play within their appropriate age categories.

**Athletic fees occur when participating on a school sports team.**

**The school administration reserves the right to exclude a student from a school sanctioned team or event, if, in the opinion of the administration, the student's academic performance is at risk, or, otherwise in decline.**

**Students must sign the Titans Athlete Code of Conduct and adhere to the criteria contained within it.**

## ***TITANS ATHLETE CODE OF CONDUCT***

As an athlete of a St. Augustine CHS team:

- I will demonstrate a strong work ethic at all times.
- I will show commitment and dedication to the team by attending all practices and games and fulfill all obligations for the duration of the season.
- I will communicate in advance to my coach if I am unable to attend a practice or game for a legitimate reason.
- I will respect the rights, dignity and worth of all people involved in the game regardless of their gender, ability or cultural background.
- I will display control and respect to all involved with the sport including coaches, teachers, players, referees, officials, caretakers, parents, spectators, and opponents. I will encourage my teammates to do the same.
- I will represent St. Augustine with dignity and pride at all times and act and behave in a manner that is worthy of being a "Titan".
- I will display modesty in victory and graciousness in defeat.
- I will accept responsibility for my own play and behaviour.
- **I will attend all school classes on game day.**
- I will fulfill my academic responsibilities by passing all courses, submitting all assignments when due and achieving a level that reflects my abilities.
- I will thank the opposition and officials at the end of the game.

**Any violation of one or more of the above will result in disciplinary measures such as loss of playing time or suspension from the team. Suspension from a team may affect your involvement on other St. Augustine Athletic teams for the school year.**

## ***ATTENDANCE***

Parents are responsible for the attendance and punctuality of their child until the age of 18. Parents/guardians are also responsible for reporting any absence and providing the reason for absence (such as illness, funeral, appointment, etc.). Students are to be in school and on time for all classes, including Homeroom. Regular and punctual attendance is necessary for students to complete all in-class work and other assessments. Students absent from class for school authorized programs will not be penalized for missing an academic assessment or evaluation but, students are expected to inform teachers prior to missing class for a school event/trip and will be required to promptly complete any missed work within the timelines established with the teacher.

Regular attendance is a key component of the learning process and of the evaluation of student achievement. It is even more critical to students' success in a school organized on a semester basis.

### **Absences:**

Parents and guardians are required to report their child(ren)'s absence or late arrival in advance, or before school start for the current day by accessing the Secondary Attendance Program using any of the 3 methods below:

**Toll Free SchoolMessenger Phone Number** 1-855-856-7862

**SchoolMessenger Website** [go.schoolmessenger.ca](http://go.schoolmessenger.ca)

**SchoolMessenger App**

Use your mobile device to download the blue **SchoolMessenger** App  from the Apple App Store or the Google Play Store.

If your student is present and you must report an absence for later in the day, please call **905-887-6171** choose **Option 1** and leave a message stating the student's name, grade and the reason for their absence.

The teachers, Attendance Secretary, or the Vice Principal may contact a parent/guardian to verify the absence or to check for discrepancies. *Please note that according to Ministry of Education guidelines, a student who misses 15 consecutive days without the student, parent, or guardian contacting the school, will be removed from the school's enrolment register.*

Students who miss class because of a field trip, athletic event, a school retreat, guidance appointment or other school activity, will be marked absent by the teacher for that class or classes. All absences are counted when reporting the total days absent for the semester. In cases where absences are a concern, a decision may be made by the Administration to limit a student's ability to participate in activities that cause class absences. Holidays, appointments, vacations etc. should not be booked during school time, especially during exams. Students who are frequently absent and/or absent without permission may be reported to the Board's Attendance Counselling Services. When students who have been appropriately counselled continue to be chronic offenders, Alternative Education Pathways may be recommended.

### **Early Leaves:**

Regular Attendance is important to academic success. Medical or personal appointments should not be made during school time. If a student must leave early, a note duly signed and dated by a parent/guardian must be presented to the Attendance desk **before 8:20 a.m.** stating the reason for the early leave and the time of departure. **If a student is ill during the day, he/she must report to the Main Office.** Should the need arise for your child to be dismissed during the school day, please call the St. Augustine Attendance Line at **905-887-6171 choose Option 1.** Failure to do so may be regarded as truancy and may result in disciplinary action from the Vice Principal. Permission to leave school early is granted by the Administration and is dependent on the school contacting a parent/guardian.

### **Extended Illness:**

A medical note is required for absences of 3 school days or more. Parents are asked to report extended absences and requests for homework, due to illness, to the Attendance Secretary. The secretary will notify the student's teachers directly to discuss arrangements for missed homework and assignments.

### **Lates to School or Homeroom:**

Students are expected to arrive on time for school and for each class throughout the day. Arriving late is not only detrimental to a student's success; it is also highly disruptive to the entire class. Students who arrive to school or to Homeroom after the 8:24 a.m. bell has gone should report to the homeroom class and

the teacher will mark the student late. If a student arrives after 8:45 a.m., the student must sign in at the office and obtain an "Admit to Class" slip from the Attendance Secretary. Parents are asked to report any late arrival to Safe Arrival by 8:20 a.m., and the student must sign in at the attendance desk upon their arrival. Students who arrive late and who's late arrival has not been reported to Safe Arrival must sign in to the attendance desk and provide a note from a parent/guardian stating the reason for the lateness and approximate time of arrival at school. Being on time requires that a student is inside Homeroom prior to the 8:24 a.m. bell and remains inside class. Students who enter Homeroom and leave without the teacher's permission and re-enter Homeroom after 8:24 a.m. are considered late and must report to the Main Office. All notes are to be submitted to the school Attendance Secretary. The secretary and/or the Vice Principal may contact a parent/guardian to verify the late.

### **Lates to Class:**

Students are expected to arrive to classes on time and are given five minutes travel time between classes. Students should not block the passageways by stopping for social gatherings around their lockers, washrooms, or classroom doors.

### **Skippping Class / Truancy / Skipping Detention:**

Students should understand that progressive discipline will be used for those arriving late to class (such as detentions and suspension). Students are expected to attend all scheduled classes and school activities (such as assemblies and liturgies). Failure to do so will be considered skipping which will result in disciplinary action including detentions and suspension. Students may be reported to the Board's Attendance Counsellor and students and parents / guardians may face truancy charges. Students who are absent from school or suspended must not be found on school property. Students who skip detention may be further disciplined, including suspension.

### **Study Hall / E-Learn:**

Students are expected to attend all scheduled classes and school activities (such as assemblies and liturgies) and to be at school in full and proper uniform throughout the instructional day. Failure to be in school during scheduled classes will be considered skipping. Students with a period 1 Study Hall may arrive to school for period 2 classes. Students with a period 2,

period 3, or period 4 Study Hall may work either in the cafeteria or library, and are required to be in full and proper uniform.

### **Extended Absences/Vacations:**

It is the policy of St. Augustine Catholic High School to discourage student absence from school, due to vacations outside Christmas and March Break. If family vacations are planned during the school year, students must pick up an *"Extended Absence"* form from the Main Office, *for absences 5 days or more* and have it completed by all teachers and signed by the student's parent/guardian. The completed form must be submitted to the appropriate Vice-Principal, two weeks prior to departure, for final approval. Students will be responsible for all assignments, assessment, and evaluations missed during a vacation. **Vacations are not to be booked during the examination time. Students who miss a formal examination (including in-class examinations) due to family/personal vacations will receive a grade of "zero" on the examination.**

### ***AUTOMATED MESSAGING***

St. Augustine CHS uses an automated phone message system called *SchoolMessenger* to broadcast attendance, lates and other appropriate and pertinent information to parents. The residence telephone number is used. If you wish *SchoolMessenger* to call an alternative number, please inform the main office. From time to time, St. Augustine may use this system to email information to our families. Please ensure that your email is up to date as well.

### ***BULLYING PREVENTION***

The York Catholic District School Board values learning environments that are safe, nurturing, trusting, positive and respectful - consistent with our Gospel values. The Board believes that all bullying (physical, emotional, verbal, electronic) is a particularly insidious form of violence and that all students and educators have the right to a school environment free from bullying, harassment, threats and violence.

Bullying is a dynamic of unhealthy interaction that can take many forms. It can be physical (e.g., hitting, pushing, tripping), verbal (e.g., name calling, mocking, or making sexist, racist, or homophobic comments), or social (e.g., excluding others from a

group, spreading gossip, or rumours). It may also occur through technology (e.g., spreading rumors, images, or hurtful comments through the use of e-mail, cell phones, text messaging, Internet website, or other technology). **Cyber-bullying** is the use of information and communication technologies, such as e-mail, cell phones and pager text messages, instant messaging, personal websites and on-line polling websites, to support deliberate, repeated and hostile behaviour by an individual or group, that is intended to harm others.

**Power:** Students may attain or maintain power over others in the school through real or perceived differences. Some areas of difference may be size, strength, age, intelligence, economic status, social status, solidarity of peer group, religion, ethnicity, disability, need for special education, sexual orientation, family circumstances, gender or race.

**Students must:**

- (a) conform to the standards of appropriate behaviour outlined in Board policies and school Code of Conduct;
- (b) report incidents of bullying to classroom teacher, or other school staff, or to school administrators;
- (c) avoid participating in bullying as direct perpetrators or in the role of a bystander;
- (d) accept consequences for engaging in bullying activities, either as a perpetrator or a bystander;
- (e) model acceptable behaviours at all times.

To view the Board's complete policy on Bullying, please visit:  
<http://www.ycdsb.ca> , **Policy No. 202**

***BUSES***



School transportation is provided for St. Augustine students, if they meet the criteria set by the York Catholic District School Board and live more than **4.8 km** away from the school. Parents or students who wish further information should contact 1-866-287-7837 or [www.schoolbuscity.com](http://www.schoolbuscity.com). Only students who have been issued bus privileges will be allowed to use these services on a daily basis. All students are expected to conduct themselves in a responsible manner. Inappropriate behaviour may result in the suspension of bus privileges and other school discipline. Students will be assigned to a bus route and must remain on their bus for the entire school year.

## **CAFETERIA USE AND LUNCH ACTIVITIES**

Students may purchase or bring lunch from home. The school cafeteria is available during lunches and before 8:15 a.m. No service is available during examinations in January and June. Students purchasing lunch **must** line up and wait in the designated area in an orderly fashion.

Students are expected to treat cafeteria supervisors and personnel with respect at all times. Students are required to remain in full and proper uniform while in the cafeteria during the instructional day, including all three 40 minute lunch periods and during their spare period should they have one. It is expected that students keep noise and conversation to a minimum in the hallways during lunch to avoid disturbing other classes.

Everyone has the right to eat in a clean, pleasant, and safe environment. All food and drink must be consumed in the cafeteria, and neither food nor drink is to be carried through the halls. Containers have been provided for recycling and for litter. Students are expected to pick up after themselves and to remind others to dispose of their own litter.

## **CATHOLIC SCHOOL COUNCIL**

Among the partners who work hard for the well being of our school are the parents. They make up the majority of the representatives on the Catholic School Council. This group provides valuable support to school clubs, takes an interest in curriculum developments and assists by giving advice to school administration.

*The Catholic School Council holds regular meetings. All parents are welcome to attend the meetings. Students can do their part by reminding parents of these meetings. The first meeting date will be in September. Please continue to check the school website calendar for important dates.*



## ***CHANGE ROOMS***

While every effort is made to lock change rooms during Physical Education classes and practices, students must never leave valuable items, including jewelry, money, or electronic devices in the change rooms. There will always be a period of time in which the change rooms will be unlocked. The Health & Physical Education department and St. Augustine CHS are not responsible for items that are taken or stolen.

## ***CIVVIES DAY***

The School Administration will designate certain days to be civvies days. Proper student behaviour and modesty of dress consistent with the philosophy of our school, is expected on these days.

## ***CO-CURRICULAR PARTICIPATION***

We believe in a rich co-curricular program. Students have a better attitude towards school and achieve better grades when they participate in co-curricular activities. It is the policy of St. Augustine Catholic High School that academics take precedence. Should a student experience academic difficulty, or poor attendance, the student may be withdrawn from the program until there is significant improvement.

Our school strives to have all of our co-curricular activities comprised of students who are keeping up with their studies and who represent our school in a consistently dignified and respectful manner.

Students are expected to represent St. Augustine CHS in a dignified and respectful manner, when they are involved in co-curricular activities at home and offsite

## **CONCUSSIONS**

The York Catholic District School Board is committed to promoting awareness of safety in schools and recognizes that the health and safety of students is essential for student and learning and wellbeing. All partners in education have important roles to play in promoting student health and safety and in fostering and maintaining healthy and safe environments in which students can progressively Return to Learn/Return to Play. **Parents/guardians and students need to communicate directly with school administration in cases of diagnosed or suspected concussions.**

*Policy 212: Concussions* will be followed if a student has sustained a hit or blow to the head or body and shows signs or symptoms of concussion. *Policy 212: Concussions* is available at [www.ycdsb.ca](http://www.ycdsb.ca). Management of concussion is key to supporting the student during recovery. Please be advised that your son or daughter will be asked to seek medical attention, if a concussion is suspected or the student shows signs and symptoms of concussion. If no concussion is determined, then a Medical Clearance Form is completed and provided to the school. If a concussion is diagnosed, the student should have total rest at home. When returning to the classroom after a concussion, a four-step Return to Learn and a six-step Return to Play process should be followed, with appropriate medical documentation. Students will be provided accommodations at school through the Student Disability Accommodation Plan. Please direct any inquiries to the appropriate Vice-Principal.

## **CO-OPERATIVE EDUCATION**

Students must attend their in-school classes and job site sessions during the regularly scheduled school year. Students are not permitted to extend vacations that interfere with the schedule. Failure to abide by this procedure may result in the forfeiture of the co-operative education credits. While attending in-school classes, students are required to be in full and proper uniform.

## **COURSE SELECTION**

The online course selection process will take place in the month of February. Students must select courses, with the advice and consent of their parents(s)/guardians(s) and school staff, including teachers, guidance counsellors, and school administration.

The deadline for course changes will be at the end of the course verification week in April. The only changes permitted after this date will be those resulting from completed summer school courses, which will be processed during the last week in August. All students in grades 9-11 must choose 8 courses per year (which includes a Religion course in each academic school year). Students are not allowed to take night / summer school courses to replace Religion courses in day school at St. Augustine Catholic High School. STREAM Focus Program students must take all compulsory STREAM courses in day school. Students and parent(s)/guardian(s) are strongly encouraged to read the online course calendar and to be aware of Ontario Ministry of **Education graduation requirements which include the following:**

- If a student withdraws from a course before mid-semester, the course is not recorded on the transcript;
- If a student withdraws after mid-semester, the course will appear on the transcript;
- If a student repeats a course, the mark for each attempt will appear on the transcript and the following prerequisite requirements:
- Students should ensure they have successfully completed prerequisite courses, or are currently (not concurrently) taking the prerequisite course, or are making up a failed prerequisite course at Summer School
- Students should ensure they have selected both the prerequisite and its subsequent course for next year.

For additional information, please visit:

Online Course Calendar – <http://stau.ycdsb.ca/>  
(under “Guidance” tab choose “Course Calendar”)

Ontario Graduation Requirements –  
<http://www.edu.gov.on.ca/extra/eng/ppm/graduate.pdf>

Ontario Transcript Requirements –  
<http://www.edu.gov.on.ca/eng/general/elemsec/ost/ost.html>

## ***CREDIT RECOVERY COURSES***

St. Augustine Catholic High School will offer Credit Recovery Courses in an effort to improve student success. Students in the Credit Recovery Course who have multiple failures or have not completed course expectations, will be given an opportunity to repeat course material, in part or in its entirety. Credit Recovery courses are scheduled during the regular school day and are part of the student's school timetable. This is based on recommendations made by the School Success Team.

## ***DEPARTMENT INFORMATION***

For information regarding expectations related to specific courses, resources, calendars, homework logs, etc., please visit the school website: <http://stau.ycdsb.ca>

## ***EMERGENCY PROCEDURES / FIRE DRILLS / EVACUATION***

A full colour “Emergency Codes and Responses” chart is posted in every classroom. In the event of a school emergency, students must follow the direction of the school Administration.

Students must move quickly and quietly to the closest exit as indicated in each room. Once they have evacuated the building, students are to remain with their class and teacher where attendance will be taken. If a student is on Study Hall (spare), they are to report to the attendance station closest to their exit. Once an ‘all clear’ is proclaimed by Fire Safety Personnel, administration advises that it is safe to re-enter the building.

**False alarms are illegal and those who cause a false alarm will face disciplinary consequences and may be prosecuted.**

## ***EQUITY AND INCLUSIVE EDUCATION***

All members of the school community, no matter what gender, race, colour, or ethnic origin, will have equal rights, privileges, programs, and activities. All students have the right to study, learn, and participate without experiencing intimidation, verbal abuse, marginalization, or any kind of discrimination. All violations of this policy must be reported to the Administration and may be subject to discipline. For further details, please refer to “Policies & Guidelines” at <http://www.ycdsb.ca>, Policy No. 613.

## ***EXAMINATIONS*** (See Page 18 – Missed Tests & Exam Policy)

## ***EXTORTION / ROBBERY / THEFT***

Any form of stealing is illegal and strictly prohibited. Students who are involved in extortion (using force, threat or intimidation to obtain money or property) theft (stealing) or robbery (stealing by using or threatening to use force or violence) of any kind, will be immediately reported to the Administration and possibly to the Board and Police.

## ***FEES***

Students contribute to a Student Activity Fee which provides the student with a Student Activity Card, and subsidizes, in part, the cost of athletics, liturgical celebrations, school newspaper, guest speakers, Library Overdrive, and other items. Additional subject fees will be announced during the first week of classes and are published in Career Cruising at time of course selection. Grade 9 students contribute \$60 as a lock and Grade 9 orientation are also included in this fee. Grades 10-12 contribute \$50. Students new to our school (any grade) pay \$60 and this will also include a lock. All fees are inclusive of a voluntary \$10 Catholic School Council contribution. This voluntary fee helps subsidize technological focus and school initiatives. **Additional Athletic fees occur when participating on a school sports team.**

## ***FIELD TRIPS AND EXCURSIONS***

Field trips and excursions are a valuable learning experience and an important part of the school program. A user fee is usually assigned to subsidize the cost of student transportation. Students are responsible for all assignments and tests missed while they are absent from school and must complete the “Consent Form for Field Trips and Co-Curricular Activities” Form. Parental consent forms are necessary for each trip or excursion. School rules apply as does the uniform dress code. **Students who arrive to school without the proper uniform will not be permitted to participate in the trip and will not be reimbursed for any fees.** All school rules, policies, and procedures will also remain in effect.

## ***FORGERY AND FRAUD***

Forgery is using, or signing, a name without authority to do so. Fraud is the falsification of identification or other personalized document. All false representation by act, word, conduct that is intended to deceive, false allegations, or concealment of what should have been disclosed, is considered fraudulent. Parents/guardians are required to sign and date all notes to the school. The Administration and or the school staff may contact parents/guardians to verify the authenticity or validity of a parent note. A student who is involved in forgery will be subject to discipline, including suspension.

## ***FRAGRANCE / SCENT SAFE SCHOOL***

All YCDSB schools and Board offices are designated as Fragrance/Scent Safe.

Exposure to fragrances and scented products can trigger serious health reactions in individuals with asthma, allergies, migraines, or chemical sensitivities. Fragrances and scents are found in a wide range of products including perfume, body spray, aftershave, deodorant, soap, shampoo and conditioners, lotions/creams, air fresheners, fabric softeners, laundry detergents, facial tissues, and candles.

In order to protect those individuals with sensitivities to fragrances and scents and to possibly prevent others from developing such sensitivities, we are asking for your cooperation towards a fragrance/scent-safe environment.

Employees, students and visitors are strongly encouraged to avoid or reduce the use of fragrances/scented products and to replace them with unscented alternatives.

## ***FULL DISCLOSURE***

Student transcripts for all students in Grades 11 and 12 will indicate repeated subjects and the date it was completed. Grade 12 students should be aware that universities may incorporate repeated senior courses in their admission decisions. As universities/colleges develop their admission policies based on full disclosure, students would be wise to contact the universities/colleges for specific admission information.

All grade 11 and 12 courses taken or attempted will be recorded on the Ontario Student Transcript (OST), with the percentage grades earned and credit granted.

A student who withdraws from a Grade 12 course within five instructional days following the mid-semester report card will not have the course recorded on the OST. If a student withdraws after this time, a “W” is placed in the “Credit” column and the percentage grade at the time of the withdrawal is recorded in the “Percentage Grade” column.

## ***GAMBLING***

Gambling is strictly prohibited on school property. Students may play cards only for their enjoyment during the lunch period. Gambling for money or other valuables will result in discipline.

## ***GENDER EQUITY AND INCLUSIVE EDUCATION***

5.1 Guiding Principles (of the Equity and Inclusive Education Strategy)

Equity and inclusive education:

Is a foundation of excellence;

Meets individual needs;

Identifies and eliminates barriers;

Promotes a sense of belonging;

Involves the broad community;

Builds on and enhances previous and existing initiatives;

Is demonstrated throughout the system;

Is congruent with Catholic teaching

5.2 Discrimination

Unfair or prejudicial treatment of individuals or groups on the basis of race, ancestry, place of origin, colour, ethnic origin, citizenship, creed, sex, sexual orientation, age, marital status, family status, or disability, as set out in the Ontario Human Rights Code, or on the basis of other, similar factors. Discrimination, whether intentional or unintentional, has the effect of preventing or limiting access to opportunities, benefits or advantages that are available to other members of society.

Discrimination may be evident in organizational and institutional structures, policies, procedures, and programs, as well as in the attitudes and behaviours of individuals.

### 5.3 Diversity

The presence of a wide range of human qualities and attributes within a group, organization, or society. The dimensions of diversity include but are not limited to, ancestry, culture, ethnicity, gender, gender identity, language, physical and intellectual ability, race, religion, sex, sexual orientation, and socio-economic status.

### 5.4 Equity

A condition or state of fair, inclusive, and respectful treatment of all people. Equity does not mean treating people the same without regard for individual differences.

### 5.5 Inclusive Education

Education that is based on the principles of acceptance and inclusion of all pupils. Pupils see themselves reflected in their curriculum, their physical surroundings, and the broader environment where diversity is honoured and all individuals are respected.

### 5.6 Ontario Human Rights Code („the Code”)

A provincial law that gives everyone equal rights and opportunities, without discrimination, in specific areas such as education, jobs, housing, and services. The goal of the Code is to address and ultimately prevent discrimination and harassment.

Note: An expanded Glossary of terms is available at the following link:

<http://www.edu.gov.on.ca/eng/policyfunding/inclusiveguide.pdf> For further details, please refer to “Policies & Guidelines” at <http://www.ycdsb.ca>, Policy No. 613.



## ***HEALTH CONCERNS, MEDICATIONS, SUPPORTING STUDENTS WITH - ANAPHYLAXIS, ASTHMA, DIABETES, AND EPILEPSY***

Parents inform the school of their child's medical conditions and co-create the Health Management Plan for their child with the Principal or their designate.

It is the responsibility of the parents to initiate and participate in annual meeting to review their child's Health Management Plan and update.

Parents are to supply their child and / or school with sufficient quantities of medication and supplies in their original, clearly labelled containers as directed by a health care professional and as outlined in the Health Management Plan.

Parents must track the expiration dates of the medications if they are supplied.

It is the responsibility of students with medical conditions to carry out daily or routine , self management or their medical condition to their full potential, as described in their Management Plan.

Students are to inform school staff or their peers if a medical incident or a medical emergency occurs. For further details, please refer to "Policies & Guidelines" at <http://www.ycdsb.ca>, Policy No. 206.

## ***HONOUR ROLL***

Honour roll is calculated as an average of 79.5% of all courses taken during the school year, including those taken in the previous summer, and including all courses delivered by YCDSB and taught by YCDSB teachers through regular day school, summer school, night school, Saturday school, e-learning, or international programmes. **A minimum of 6 courses are required in order to qualify for Honour Roll.**

## ***HUMAN DIGNITY AND HARASSMENT – SEXUAL, RACIAL, ETHNO CULTURAL***

Harassment of any form involves the intent to incite bias or hatred against a person or group of people. It is not tolerated in the school; it is illegal and may be considered criminal if the victim(s) feels tormented, troubled, or continually or chronically plagued.

Making a frivolous/vexatious harassment complaint, one that is false, unreasonable, or malicious is also a serious matter and may also result in discipline.

Any form of sexual assault, contact of a sexual nature without the consent of the person, or in instances where consent is impaired, negated, or irrelevant will result in suspension, with recommendation for expulsion and the police may be notified.

## ***INCENDIARY DEVICES***

Possession of or threatening to use an incendiary device (e.g., lighter, firecrackers, etc.) may result in jeopardizing the safety of the entire school community. All such items are strictly prohibited. Suspension and/or expulsion may result.

## ***INCLEMENT WEATHER***

Should the School Board make the decision to cancel buses due to inclement weather, news will be broadcast on t.v. and by radio. Information will also be posted on the Board website and schoolbuscity.com. Parents are advised to exercise good judgment and decide whether or not to allow students to come to school. If buses do not run in the morning, they will not run in the afternoon. The school remains open; however staffing may be limited. Cafeteria service will not operate on such days.

## ***INTERNET USAGE***

The expansion of Internet usage and its application in credit courses increases daily. For these reasons users are to act responsibly and follow the rules of netiquette. Each of your subject teachers can recommend appropriate sites related to the subject that they teach.

All school users of computers are governed by the York Catholic District School Board's expectations regarding the use of electronic information sources as outlined in the Acceptable Use Agreement signed by parents when they registered at the school. Use must be in conformity with the moral values and Catholic philosophy of St. Augustine Catholic High School. Any student that violates these expectations or compromises the security of the school's network may face suspension and, in some cases, expulsions from the school as per Board policy.

## ***LOCKDOWNS***

Students are to remain in classrooms and follow directions of School Administration.

## ***LOCKERS AND LOCKS***

Students are assigned individual lockers; they should keep personal belongings in their lockers, which must be locked at all times. **Only school-issued locks are allowed.** Students must not share or switch lockers. Students are accountable for the locker assigned to them and its contents. Students are strongly discouraged from divulging their lock combination to others as this will put them at risk. **Large sums of money and other valuables should be left at home. The school will not be held liable for missing or stolen items.**

Any graffiti or damage to the locker is the student's responsibility. Students will be held financially accountable for any damages incurred during the school year.

Although lockers are assigned to students for their personal use, they remain school property. As such, the school administration has the authority to open lockers, whenever it is deemed necessary.

## ***LOST AND FOUND***

Any found articles are to be returned to the Main Office. Lost articles may be claimed during lunch, at the beginning or end of the school day. The school is not responsible for lost items. It is strongly recommended that students do not bring valuable personal or electronic items to school. When it is necessary to bring personal items of value to school, it is recommended that those items are kept in the student's locker and never left unattended (i.e. in the cafeteria, hallways or change room).

## ***MENTORING PROGRAM***

This program is designed to help Grade 9's in their transition from elementary school to high school. A selected group of Grade 11 and 12 students will act as mentors. Formal and informal sessions will allow students to communicate about a variety of issues: getting involved in high school, study habits, transition to high school, drug abuse, bullying and many more. This program is overseen by teacher advisors and administration.

## ***PARKING***

### St. Augustine C.H.S. Student Parking - Registration 2023 -2024

STUDENT NAME: \_\_\_\_\_ GRADE: \_\_\_\_\_

1. Students must present a valid Ontario Driver's License before a parking permit will be issued.
2. Parking permits may be cancelled at any time for failure to observe the rules and conditions of this agreement. Students who have parking permits cancelled will not receive a refund of parking fees.
3. Return this form to the main office.
4. Parking tags must be displayed clearly by hanging them from your interior rear-view mirror or by placing them on your dashboard. Students must not alter or tamper with the parking tags in any way. Failure to do so will result in parking tickets being issued to the vehicle.

**5. STUDENTS MUST PARK IN THE ASSIGNED STUDENT *PARKING AREA* at the north side of the building. Vehicles must be parked properly within parking lines. Students must use the north side as an entrance only and must exit only at the south side. All signs must be observed. These ensure pedestrian, driver and passenger safety and allows for a steady flow of traffic. There is no stopping or parking in the front inside lane of our school. This lane is reserved for emergency vehicles, school buses, board vehicles, faculty and staff. When you are leaving the premises, please use the outside front lane that leads to the south exit.**

**ST. AUGUSTINE C.H.S.**  
**Student Vehicle Information**

\_\_\_\_\_  
Student's name – Surname

\_\_\_\_\_  
D.O.B.

1.\_\_\_\_\_  
Make & Model

\_\_\_\_\_  
License Plate No.

\_\_\_\_\_  
Ownership Name

\_\_\_\_\_  
Colour

2.\_\_\_\_\_  
Make & Model

\_\_\_\_\_  
License Plate No.

\_\_\_\_\_  
Ownership Name

\_\_\_\_\_  
Colour

I agree to observe the above rules and conditions as outlined in this agreement.

\_\_\_\_\_  
Student's Signature

\_\_\_\_\_  
Date

We acknowledge the above conditions and give permission to our son/daughter to drive the car registered above and to use the parking lot at St. Augustine C.H.S.

\_\_\_\_\_  
Parent's Signature

\_\_\_\_\_  
Date

**NOTE: St. Augustine C.H.S. does not assume any responsibility for any damage of vehicles parked on school property.**

\_\_\_\_\_  
Parent Signature

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

## ***PERSONAL ELECTRONIC DEVICES / CELLPHONES / PAGERS / MUSIC DEVICES***

Students are not permitted to use personal electronic devices unless permitted by a teacher for instructional purposes ONLY! These items should be kept out of sight and turned off from the start of the school day bell to the end of the school day bell. Violation of this policy will be subject to discipline, as per Board policy. Students who do not comply with a teacher's or administrator's direction to relinquish their device may be suspended.

**The school is not responsible for lost/stolen electronic devices. Students should leave these valuable items at home or locked in their lockers.**

## ***PORNOGRAPHY***

Accessing or possessing pornography is strictly prohibited. Students who are investigating the topic of pornography for a course assignment must collaborate with the course teacher and or teacher-librarian to ensure this is done in an ethical manner.

## ***POSTING OF ANNOUNCEMENTS / LITERATURE / SIGNS***

Printed material promoting events for St. Augustine CHS may be posted only in designated areas with the permission of school administration. Materials that do not have approval will be removed. No materials may be attached to walls or doors.

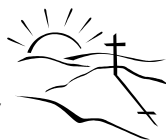
## ***PRIVACY AND CONFIDENTIALITY***

Due to considerations of privacy and confidentiality, students are not permitted to be in teacher workrooms, staffroom, or photocopying rooms, unless accompanied by a staff member.

## **RETREATS**

It is expected that each student attending a Catholic High School in our Board participate in a retreat once a year with her/his appropriate grade level Religion Class. Regardless of religious affiliation, all students can benefit from the retreat as the experience and information offers much to the spiritual and social growth of the individual.

*"We shall not cease from exploration  
And the end of all our exploring  
Will be to arrive where we started  
And know the place for the first time."*



T. S. Eliot

## **RIGHT OF ACCESS (ONTARIO STUDENT RECORD - OSR)**

For the purpose of improving the instruction of the student, the following persons have the right to examine the OSR: Student; Student's Parent/Guardian, (if the student is under 18 years of age); Supervisory Officers; Principal/Vice Principal; and Teachers of the school.

## **SCHOOL LIBRARY LEARNING COMMONS**



The School Library Learning Commons (SLLC) is at the center of the school's information access and sharing network and is keeping pace with the ever-changing world of technology. It is an area that promotes the appropriate atmosphere for individual study, student research, reading, and literacy-related activities. The SLLC supports classroom curriculum and offers access to technology and resources, subject specific online databases, and e-Books.

Printing and photocopying are available to students for a nominal fee. The SLLC circulation is automated and students are asked to have their Student ID cards to sign out resources and equipment. Fines are charged for overdue items, and students will be held financially accountable for the replacement cost of any lost or damaged library resources or equipment. Students are not to bring food, drinks or school bags into the library, and



they asked to be in full and proper uniform at all times when using the Library.

For further information, please see the School Library Learning Commons in the Department Pages section of this handbook.

## **SCHOOL SOCIAL MEDIA ACCOUNTS**

Social media sites (such as Instagram, Twitter, Facebook, YouTube, etc.) at St. Augustine CHS for school councils, teams, or clubs must be managed by a teacher. Comments, posts, and other information are to publicize current or future school activities that have been approved by the school administration or recognize and celebrate past accomplishments of the group. Comments and posts must reflect the values of the YCDSB and uphold the principles of the Canadian Charter of Rights and Freedoms. **Any other account or page on social networking sites bearing the school's name or likeness is unauthorized. The school will report any posts or content that does not demonstrate respect for the dignity of all individuals, is inappropriate for a student at St. Augustine CHS, or comments that encourage or suggest illegal activity or cyber bullying.**

## ***SECURITY OF PERSONAL PROPERTY***

Students and parents should be aware that we do not carry insurance on any items brought to school by students or teachers for project or display purposes. The school does take reasonable precautions, but if an item is broken or stolen, it is not covered by insurance.

Bicycles and cars are not covered by Board insurance while on school property and should be locked securely. The school is not responsible for items left in change rooms, lockers, and other areas of the school. Students are reminded not to leave valuables in the Physical Education change rooms, while they are in the gymnasium or on outdoor fields. Valuable items are to be securely stored in lockers.

## ***STUDENT MESSAGES AND TELEPHONE ACCESS***

Parents/guardians needing to communicate an emergency message to a student must contact the Main Office. Parents/Guardians are asked not to telephone their son or daughter during class time. All students who need to make an emergency call to parents/guardians must do so through the Main Office with the approval of School Administration.

## ***STUDENT SUPPORT SERVICES***

St. Augustine CHS offers Student Support Services to student requiring additional social emotional support. A variety of services designed to involve students educationally and personally. Students in need of such supports are encouraged to contact their Guidance Counsellor or Vice-Principal. Administration and Teachers may make referrals to any of the following student support services when needed with parental consent. Parents/Guardians may also request the following supports:

- **Attendance Counselling Services** includes: meeting with students and parents to plan attendance strategies; recommendations for alternative education programs; upholding legal accountability for parents and students to ensure students attend school and are on time.
- **Behaviour Resources Services** includes: behaviour management; crisis and other intervention strategies: conflict resolution; recommendations and strategies for program modifications; liaison with community agencies; participation in Student Services, case conferences, parent meetings or other meetings as required.
- **Chaplaincy and Guidance Services** includes: short-term supportive counselling on a variety of personal issues as well as educational planning needs.
- **Psychological Services** includes: short-term supportive counselling; crisis and other intervention strategies: psychological, academic and social-emotional assessment; recommendations, strategies, and in-services for program modifications; liaison with community agencies; participation in Student Services, case conferences, parent meetings or other meetings as required.
- **Other:** Local supports for your school (i.e settlement workers, York Region Family Services, other community agencies).

## ***STUDENTS OVER 18 YEARS***

Students who are over 18 years of age may obtain a Signing Authority Form from the Attendance Secretary. This will entitle them to leave school under their own authority. Parental permission is required on the form. If this privilege is abused, it will be revoked.

**Note:** Students may not sign themselves out during a period they have a test, major project, presentation, or lesson. For missed evaluations/lessons they will be given a mark of zero, and disciplined for truancy as per school, Board and Ministry policies/guidelines.

## ***STUDY HALL / SPARE***

To assist students in using study hall time efficiently, the following guidelines have been established:

- The cafeteria and Library are available for studying during the hours when they are open. Students are asked to sign in with the Teacher-Librarian when using the Library for study hall and e-Learning periods.
- The Drop-in Centre is available to students accessing Special Education supports.
- Students are not permitted to wander, loiter, socialize or study in the hallways or stairwells, or by their lockers.
- Students must refrain from interrupting classes in progress.

Failure to abide by the above policy may result in detention, suspension, and/or termination of spare.

## ***SUMMER SCHOOL / NIGHT SCHOOL***

The Guidance Department will provide registration information to all students and parents. Students will not be permitted to take courses at night school if they are offered during the day.

## ***SWEARING***

Using profane or improper language is inappropriate. Members of the school community are expected to speak respectfully to each other. A student swearing in the presence of, at, or about a St. Augustine Faculty or staff member will be suspended

## ***TEXTBOOKS AND OTHER SCHOOL RESOURCES***

All students are provided with textbooks for their personal use, at no charge. Students must identify their text material by writing their name and year of use in the appropriate place. Students are expected to take care of texts so that future students can use them. **If students lose textbooks or allow their condition to deteriorate so that they are no longer useable, the student will be responsible for the full replacement cost of the textbook.**

Students are responsible for all textbooks, or other school resources on loan to them. Assigned textbooks are loaned to students for each course and it is the student's responsibility to ensure each subject teacher receives the **assigned** textbook(s) at the end of each semester. All other school resources must be returned on time to the school library.

## ***POLICY 610: CANNABIS, ELECTRONIC CIGARETTES, TOBACCO - A SMOKE-FREE ENVIRONMENT***

The Board endeavours to provide and maintain learning and working environments which safeguard the health and welfare of students, employees, visitors and stakeholders. Such environments are free from the harmful effects of cannabis, electronic cigarettes and tobacco products, in order to uphold legislation within the broader community. This is achieved by prohibiting the smoking and/or the use of cannabis, electronic cigarettes and tobacco products, anywhere on Board property, in Board premises and all locations where Board or School sanctioned activities take place. This policy is governed primarily by the Smoke Free Ontario Act (SFOA) and the Cannabis Act which prohibits smoking and/or the holding lighted or heated tobacco, smoking or holding lighted medical cannabis or cannabis products, using electronic cigarette devices, consuming or using any other type of tobacco and cannabis products on board premises or within a twenty (20) meter

perimeter of public areas outside of Board owned premises and in Board operated vehicles. Enhanced protection from the addictive nature of all cannabis and tobacco products shall be provided by further prohibiting usage of same. Persons who fail to comply with the *Acts* are subject to consequences as may be imposed by enforcement of the *Smoke Free Ontario Act*, *Cannabis Act*, Safe School policies and/or Codes of Conduct of the York Catholic District School Board and the local school.

All individuals on Board Premises must uphold the prohibition of any possession of tobacco and cannabis products and to refrain from smoking and/or holding lighted or heated tobacco or cannabis, using electronic cigarettes devices, consuming or using any other type of tobacco or cannabis products or must refrain from smoking or the usage of tobacco products on Board property, in Board-operated premises or vehicles, or in vehicles parked on Board property.

#### Smoke Free Environment

An environment that is free from smoke caused by holding lighted or heated tobacco or cannabis, using electronic cigarette devices and consuming or using any other type of tobacco or cannabis products

Any products containing, made, or derived from tobacco that is intended for human consumption, whether chewed, smoked, absorbed, dissolved, inhaled, snorted, sniffed, or ingested by any other means. Common Types of tobacco products include, but are not limited to, cigarettes, cigars, cigarillos, pipes, blunt wraps, beedies, shisha, shew, plug, snuff and snus.

**Smoke Free Ontario Act of 2017, prohibits the smoking of tobacco, or the use of e-cigarettes (any vaping device) on school property or during any school related activities.** Most of these products are shaped and look like their conventional counterparts. They produce a vapour that resembles smoke and glow that resembles the tip of a cigarette. They consist of a battery-powered delivery system that vaporizes and delivers a liquid chemical mixture that may be composed of various amounts of nicotine, propylene glycol, and/or other chemicals.

## ***TRANSFERS / WITHDRAWALS***

Students who transfer from St. Augustine CHS, or who are withdrawing/retiring from school must contact the school Guidance Department. Students will be required to complete certain documents and return textbooks and school library resources.



## ***UNIFORMS***

**Students who enroll at St. Augustine Catholic High School make a commitment to be in complete uniform. By choosing St. Augustine C.H.S. students implicitly agree to abide by the uniform policy.**

St. Augustine C.H.S. takes pride in its uniform; it is practical, comfortable and creates an inclusive learning community. We regard the uniform as a means of creating a distinct school identity. Students who do not respect the code are in effect undermining that goal and will be subject to disciplinary action as per the school code of conduct.

### **Uniform Items:**

**DGN Kilters** is the uniform provider. Approved items include:

1. Navy blue flat front pants with the embroidered school logo on the side;
2. White or maroon polo shirt, long or short sleeve, with embroidered school logo;
3. Maroon school sweater with embroidered logo and ¼ zipper. **Must be worn over a St. Augustine CHS polo shirt.**
4. **All black shoes** including top, sides, soles and laces. They may be dress or athletic shoes. NO boots, sandals, open back or open toed shoes. NO white coloured logos or laces.

Students with in the Co-operative Education Program must also be in full and proper uniform throughout the instructional day, when they are attending school sessions.

Students taking Health and Physical Education must wear the school issued Physical Education uniform during all gym classes.

At St. Augustine Catholic High School, we take great pride in our dress code. Its' practical aspects, it gives us a sense of community and identifies us within the larger community.

**School administration will make the final decision with regard to any clarifications.**

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## **GENERAL RULES**

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1. Students **must** wear the complete uniform all day at school including lunch hour and spares. The complete uniform **must** be worn at any school-conducted function (including field trips), unless an exemption is granted by the administration. School uniforms are to be worn neatly (e.g. golf shirts should be buttoned; shirts may not be written on nor should they be torn or damaged; pants are to be worn at the waist; pant legs are not to be rolled up, frayed or cut-off; only **plain white t-shirts** may be worn under the white/burgundy uniform tops and they must be tucked in).
2. Jackets and non-uniform sweaters are not allowed and should be kept in lockers for the duration of the school day. School team athletic wear and Council t-shirts are only permitted on days designated by administration. They are not part of the regular school uniform.
3. Students enrolled in Physical Education classes are required to wear the gym uniform that consists of a St. Augustine Catholic High School t-shirt, shorts and white socks. Non-marking gym shoes, which may be purchased independently, are the only shoes allowed on the gym floor.
4. On school sanctioned “Civvies” days, students are expected to be dressed in comfortable and appropriate attire for an educational setting. School administration reserves the right to send home students who are inappropriately dressed. Parents and guardians will be notified.

### **UNSUPERVISED ACTIVITIES**

Students may **NOT** use the exercise room, stage, drama rooms, gymnasium, school library, photography dark room or any other area of the school without active staff supervision before, during or after school hours. Students may use these areas only with the direct supervision of school faculty.

### **VANDALISM**

Vandalism, including defacing or destroying school property, is a serious criminal offence. All school property, including items that are on loan to students (lockers, textbooks, etc.) must not be



damaged. Vandals may be prosecuted and may be required to pay restitution for damages or replacement. For further details, please refer to “Policies & Guidelines” at <http://www.ycdsb.ca>, Policy No. 202.

## ***VIDEO PRODUCTIONS***

Any videos, films, pictures, or any other material produced for the school will remain the property of St. Augustine Catholic High School and no student, staff, or member of the public may be videotaped, audio taped, or photographically reproduced prior to obtaining written consent and Administration’s approval. At the beginning of each school year, parents/guardians are asked to complete and sign a Freedom of Information Form.

## ***VISITORS***

All visitors are required to report to the Main Office to sign in, and receive a Visitor Pass. Visitors may be asked to present identification. Parents/guardians are asked to make an appointment when possible, with teachers or administration prior to arrival. The Trespass To Property Act of Ontario will be applied to individuals who do not comply. Non-compliance may result in a trespassing charge.

## ***WEAPONS***

Possession, trafficking, using, or threatening to use a weapon or a replica or imitation weapon is strictly prohibited. For further details, please refer to “Policies & Guidelines” at <http://www.ycdsb.ca>, Policy No. 202.

## ***YORK REGION YOUTH SERVICES DIRECTORY***

### ***Abuse and Assault:***

If you have been physically or sexually abused, you can call:

- Kids Help Phone-1-800-668-6868
- York Central Hospital – 905-883-2290
- York Region Abuse Program (YRAP) 1-800-263-2240
- York Regional Police – 905-881-1221

### ***Counselling Services:***

If you are having Personal/Family Problems, you can call:

- Addiction Services – 1-800-263-2288
- Bereaved Families of Ontario– 905-898-6265
- Catholic Community Services of York Region – 905-770-7040
- Children's Aid – 905-895-2318
- Drug/Alcohol Info Line – 1-800-463-6273
- Markham Support Centre – 905-471-7877
- Markham/Stouffville Family Life– 905-294-2371
- Mental Health Services of York Region – 905-853-8477
- York Centre for Youth and Families – 905-887-5896

### ***Self-Help Groups:***

To meet other people who have similar problems:

- Aim for Change – (905) 727-5837
- Al-Anon/Alateen – (905) 770-1060

### ***Employment Services:***

- Canada Employment – (905) 886-7662

## ***TECHNOLOGY FOCUS***

### **INTRODUCTION**

Modern communication and information technologies are having an impact on learning – how we learn, where we learn, when we learn, what we learn and why we learn. Technology can bring the world to the student, providing a depth of approaches and appealing to various learning styles.

Research and collecting information and using it are the skills necessary for success today and in the future. The ability to use technology “*anywhere, anytime*” becomes the basic skill for all students. The success of the St. Augustine STREAM Focus Program includes enrichment of the curriculum and an alternative instructional delivery.

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### **VISION OF TECHNOLOGY AT ST. AUGUSTINE CATHOLIC HIGH SCHOOL**

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St. Augustine Catholic High School’s vision for technology is to integrate the use of information technologies in the classroom as a tool for the *enhancement, extension, and application* of the curriculum. Information technology use has been shown to aid in the development of research and writing skills and to foster curriculum integration. Information technologies in an *anywhere, anytime* learning environment will equip student-learners with the advanced skills required to meet the challenges and opportunities offered by the 21<sup>st</sup> century.

### **WE BELIEVE THAT ...**

1. Students will acquire basic computer skills by the conclusion of grade 9.
2. Student resources for learning should be readily available (e.g., e-Books, online subscription databases)
3. Students should constantly apply technology skills acquired.

4. Student graduation requirements will include technology-related skills.
5. Student learning must occur anywhere, anytime.
6. The hardware used and curriculum available to students should be re-examined continually and kept current to ensure excellence in program delivery.
7. Students and staff will be given full access to technology and training in its use.
8. Students should be in-serviced on the career opportunities that are available in the Information Technology fields.

### **STREAM FOCUS PROGRAM STUDENT EXPECTATIONS**

#### **1. Baseline of Technology Skills Acquisition:**

St. Augustine *STREAM Focus Program* students are expected to acquire technology skill, through the Introduction to Technology course, TEJ1OE. Students are expected to use their technology skills in all of their courses to do the following:

- ✓ Use technology to **ENHANCE** all aspects of their schoolwork;
- ✓ Use technology to **EXTEND** past the school wall boundaries.
- ✓ Use technology skills acquired to **APPLY** skills in all courses.

#### **2. Use of Internet, School Network and Computer Technology:**

The Internet is an invaluable source of information and the new media for communication. The school network houses not only an extensive range of applications and resources, but also files and works of students and teachers. The following forms of misuse are prohibited:

- ✓ Any transmission(s) sent or received and posting web site(s) that indicate or suggest pornography, unethical/illegal solicitation, racism, sexism, slander, violence, and inappropriate language;

- ✓ Online games, social blogging or Wikis (e.g., Facebook), instant messaging (e.g., MSN), and other activities that are not of an academic nature and do not support completion of course work or assignments;
- ✓ Violation of copyrights, license agreements;
- ✓ Intentionally disrupting network traffic or crashing the network and connected systems;
- ✓ Gaining unauthorized access to others' files or vandalizing the data of another user;
- ✓ Using the York Catholic District School Board's computing resources for commercial, financial gain or fraud;
- ✓ Plagiarizing a document.
- ✓ As the laptop is a part of the school's network system, **St. Augustine Catholic High School** is responsible for all copyright violation(s) and network security, and, as a result, we reserve the right to check the students' laptops and to hold them at any given time.

**STREAM Focus Program students are reminded to:**

- 1. Maintain an organized subject binder complete with all classroom notes and homework.**
- 2. Back up their work regularly, and in order to protect their laptop from software damage, to use their laptop for school work only.**

### **3. Software Licenses and Copyrights:**

The student laptop will be imaged with York Catholic District School Board licensed software and security features. The applications are licensed for use by the student during the time the student is in the STREAM Focus Program. It is the responsibility of the student and parent/guardian to delete this software at the conclusion of the program.

### **4. Management and Care of the Laptop:**

Even though the school will provide operational and security measures for the student's laptop, ultimately the responsibility of the laptop rests with the student. The laptop contains the course work of the student. Students must take the proper steps to:

- ✓ Secure and supervise the laptop both at school in transit;
- ✓ Ensure back-up of data is made regularly;
- ✓ Never leave the laptop unattended;
- ✓ It is advised that parents obtain insurance for the laptop. The insurance policy should have a “rider clause” that insures the laptop even when it is taken away/transported from the student’s residence.

**Any violation to the above may result in suspension from school and/or immediate removal from the STREAM Focus program.**

## ***SCHOOL CODE OF CONDUCT***

A safe, positive environment is a prerequisite for learning. The York Catholic District School Board believes that all members of our community of learners have a right to a safe learning environment and the responsibility to help to create that environment. Respect for self and others, contributing to the common good, accepting accountability for one’s own actions, seeking and granting forgiveness, acting morally and legally as a person formed in Catholic traditions and the promotion of self-discipline are cornerstones. As stated in the *Ontario Catholic School Graduate Expectations*, “It is from these foundations that a distinctive vision of the learner within our Catholic schools develops and emerges.”

As stated in the resolution by Pope John Paul II, “Community is at the heart of all Catholic education, not simply as a concept to be taught, but as a reality to be lived.” It is important that all members of the York Catholic District School Board community share a common understanding of the standards of behaviour, and be responsible in demonstrating those behaviours that exemplify consideration, accountability, respect, and integrity.

The York Catholic District School Board understands that each person is called to live and build community, hence, standards of behaviour apply not only to students, but also to all individuals involved in our school system – parents/guardians, volunteers and all school board employees – whether they are on school property, on school buses or at any school-authorized event or activity.

## ***YCDSB SHARED VISION***

The shared vision of the York Catholic District School Board is as follows:

***"We are a Catholic Learning Community of collaborative partners called to serve one another by being committed to and accountable for quality learning by all, with Jesus as our inspiration."***

## ***CODE OF CONDUCT DEFINED***

The Code of Conduct is a vehicle for communicating with all school and Board community members, the expectations for behaviour and the resulting consequences. It should be a positive element, which builds a Catholic Christian atmosphere by promoting spiritual, social, emotional, psychological and intellectual development of its members.

For detailed information, please refer to <http://www.ycdsb.ca>, Policy No. 202.

## ***PROGRESSIVE DISCIPLINE***

A progressive discipline model recognizes forgiveness, learning, and redemption in a Catholic Christian environment. It affirms that each member of the school community has a positive influence on the lives of other individuals through dignity and respect. It continues to involve forgiveness and learning and, where necessary, a sequential, developmental continuum of consequences.

## ***COMMON EXPECTATIONS***

- All school community members have the right to be treated with respect, honesty and courtesy regardless of their race, ancestry, place of origin, colour, ethnic origin, citizenship, religion, gender, sexual orientation, age or disability.
- All school community members have the right to an education in a friendly school environment free of violence, prejudice, harassment and all forms of abuse. They can expect disagreements to be settled in a fair, open, consistent and respectful manner.

- All school community members are expected to personally display and actively encourage positive behaviour, cooperation and the incorporation of Catholic values into daily school life.
- It is expected that negative behaviours such as the use of profanity, fighting, bullying, theft and vandalism will not be tolerated within our school community.
- It is expected that all communications and interaction between members of our school community will embody the principles of fairness, openness, consistency and respectfulness.
- All school community members are expected to attend school free from alcohol and drugs.
- All school community members are expected to respect the smoke-free designation of school board property.
- All school community members can expect a safe school environment, free of any weapons or prohibited objects.
- All school community members are expected to treat school property and the possessions of all individuals with respect, care and consideration.
- All school community members are expected to know and observe school rules.
- All school community members are expected to support the local school's policies, procedures and expectations including, but not limited to:
  - ✓ Student attendance and punctuality;
  - ✓ Student dress code (uniform and civvies);
  - ✓ Bus Transportation;
  - ✓ School visitors.

*It is expected that all members of the school community will accept the consequence of their own actions and choices.*

## ***STUDENTS WITH SPECIAL NEEDS***

The York Catholic District School board will not hold a student responsible for a violation of the ***Code of Conduct*** if the student is incapable of appreciating the nature and quality of the violation; or of knowing that it was wrong; or was unable to control the behaviour; or if the student has a medical or physical condition which manifests behaviour beyond their control. These special needs shall be taken into account when determining consequences.



## ***DEFINITIONS OF PLAGIARISM***

Teachers will implement the following policy: **If plagiarism is detected in an academic assignment, the teacher will not evaluate the work and students may be given a mark of zero.**

Plagiarism has many shapes and forms in an academic community. Plagiarism, as defined in Reading and Writing for Success (Teacher's Guide), is "the presentation of someone else's work as your own work. Plagiarism is a dishonest activity--a form of cheating-- that is not accepted in the school system or the workplace" (13). For the purposes of clarity, the following types of plagiarism may result in a **mark of zero**.

**Plagiarism includes the following:**

1. copying and pasting text from on-line media, such as encyclopedias;
2. copying and pasting text from any web site;
3. transcribing text from any printed material such as books, magazines, encyclopedias, or newspapers;
4. simply modifying text from any of the above sources;
5. replacing a few select words from a source by using a thesaurus;
6. using another student's work and claiming it as your own, even with permission; this is academically unethical and also known as "collusion";
7. acquiring work from commercial sources;
8. using an essay that you wrote for another class or another purpose without getting permission from the teacher/professor of both the current class and the class for which the original work was used; this is also referred to as self-plagiarism.
9. ideas, resulting from discussions with others, via phone, MSN, e-mail or direct conversation should also be cited.

In conclusion, submit your own work and document all sources that you integrate in your writing by including embedded citations or embedded notes in your assignment and a Works Cited page at the end of the assignment - be sure to use the appropriate style i.e. MLA, APA, Chicago. Complete all research notes carefully to avoid plagiarizing. Plagiarism may result in a mark of zero. Additional consequences may be applied, including suspension.

Any form of plagiarism is a serious academic offence and is contrary to the vision of the learner in our Catholic schools as a

self-directed, self-motivated, responsible life-long learner. Every student is expected to be an effective communicator who “reads, understands and uses written materials effectively, [and who] presents information and ideas clearly and honestly and with sensitivity to others” (Ontario Catholic School Graduate Expectations). A student is expected to be a collaborative contributor who “respects the rights, responsibilities and contributions of self and others” as well as a responsible citizen who “acts morally and legally ... [and] accepts accountability for one’s own actions” (Ontario Catholic School Graduate Expectations).

## ***NOTEBOOK POLICY***

Students are expected to effectively manage and organize class notes and course information provided to them by their teachers. Students are to back-up or make a copy of assignments that are submitted for evaluation.

## ***GENERAL GUIDELINES***

All students must keep a notebook/binder for each course. All work must be placed in the notebook in **chronological** order in the **appropriate section**. All sections of the notebook must be clearly visible with dividers. It is recommended that students have one notebook for each subject.

The notebook/binder must always be brought to class. It is the responsibility of the student to find out what was taught during his / her absence. Notes must be brought up-to-date promptly.

**Notebooks can be evaluated by your instructor at any time** during the course. In addition, students should buy their own **thesaurus** and **dictionary**; these are to be brought to class on a regular basis.

## ***SPECIFIC EXPECTATIONS***

- 1 All handouts must be inserted securely in the proper places- dividers should be placed according to your teacher’s outline.
2. A new page must be used for each new exercise or day.
3. Two or three lines should be left after homework answers for revisions.

- 4 All final, polished copies of projects or assignments are double-spaced.
5. Your notebook must be neat. Notes must be legible.
6. Your notes should be written in ink--blue or black.
7. Underline all major headings. Space appropriately.
8. All work must be dated.
- 9 Proper spelling, sentence structure, and paragraphs are expected at all times.
10. Notes must be complete and thorough.
11. No scribbling, doodling, or offensive material should be found in your notebook.
12. All Laptop students are expected to keep a hard copy notebook with updated handouts and notes printed from their laptop, and/or a digital back-up copy of their handouts and notes and assignments/projects.

### ***"ACADEMIC MISCONDUCT AND CONSEQUENCES"***

*For more information, see Board pages on "Assessment and Evaluation."*

#### **1. Academic Dishonesty**

##### **a) Plagiarism**

- may be assigned a mark of zero – suspension

##### **b) Cheating on a test or exam**

- may be assigned a mark of zero

- probability of suspension

#### **2. Late Assignments**

**Note:** *Assignments are due on the assigned due date and the late penalty will be applied thereafter. A **placeholder of zero will be given after the closure date has passed.** If you have concerns about a due date, please see your teacher at least two days in advance of the set due date to make other arrangements.*

#### **3. Absenteeism - as per school policy**

**Note:** It is the responsibility of the student to obtain from the teacher or another student any missed notes, assignments, or handouts. Please check your teacher's web pages, if available, to determine what your homework is for a missed school day.

4. **Missed Unit Tests/Quizzes**

- rewrite for illness only; a parents' note required and a doctor's note may be required; parent note indicates parent(s) awareness of missed test and reason for absence;
- student will be required to write the test/quiz *the day they return* to school unless other arrangements have been made with the subject teacher;
- mark of zero given, if skipping on the day of test/quiz;
- students over 18 must confer with subject teacher prior to signing out on the day of a test/quiz;
- if a student misses more than one test/quiz, a parent meeting will be required before writing the next test/quiz;

5. **Missed CPT, Seminar,  
or Group Presentations/Assignments**

- a mark of zero unless a note is provided to confirm illness or legitimate absence

6. **Disruptive Behaviour**

- as per school policy
- will result in an unsatisfactory learning skills assessment
- chronic cases will be referred to the Vice Principal

**Note: Disruptive behaviour includes being out of uniform, being late to class, skipping, and defiance of the authority of any teacher**

Parent Signature: \_\_\_\_\_

Student Signature: \_\_\_\_\_

# ***LEARNING SKILLS***

## **ORGANIZATION**

### **The Student:**

1. Organizes work when faced with a number of tasks.
2. Devises and follows a coherent plan to complete a task.
3. Follows specific steps to reach goals or to make improvements
4. Revises steps and strategies when necessary to achieve a goal.
5. Manages and uses time effectively and creatively.
6. Demonstrates ability to organize and manage information.
7. Follows an effective process for inquiry and research.
8. Uses appropriate information technologies to organize information and tasks.

## **WORK HABITS/HOMEWORK**

### **The Student:**

1. Completes homework on time and with care.
2. Puts forth consistent effort.
3. Follows directions.
4. Shows attention to detail.
5. Uses material and equipment effectively.
6. Begins work promptly and uses time effectively.
7. Perseveres with complex projects that require sustained effort.
8. Applies effective study practices.

## **INITIATIVE**

### **The Student:**

1. Seeks out new opportunities for learning.
2. Responds to challenges and takes risks.
3. Demonstrates interest and curiosity about concepts, objects, events, resources.
4. Seeks necessary and additional information in print, electronic, and media resources.
5. Identifies problems to solve, conducts investigations, and generates questions for further inquiry.
6. Requires little prompting to complete a task, displaying self-motivation, self-direction.
7. Approaches new learning situations with confidence and a positive attitude.

8. Develops original ideas and devises innovative procedures.
9. Attempts a variety of learning activities.
10. Seeks assistance when needed.
11. Uses information technologies in creative ways to improve learning for self or others.

### **WORKS INDEPENDENTLY**

#### **The Student:**

1. Accomplishes tasks independently.
2. Accepts responsibility.
3. Follows instructions.
4. Regularly completes assignments on time and with care.
5. Demonstrates self-direction in learning.
6. Independently selects, evaluates, and uses appropriate learning material, resources, and activities.
7. Demonstrates persistence in bringing task to completion.
8. Uses time effectively.
9. Uses prior knowledge and experience to solve problems and make decisions.
10. Reflects on learning experiences.

### **TEAMWORK**

#### **The Student:**

1. Works willingly and cooperatively with others.
2. Shares resources, materials, and equipment with others.
3. Responds and is sensitive to the needs and welfare of others.
4. Solves problems collaboratively.
5. Accepts various roles, including leadership roles.
6. Takes responsibility for his or her own share of the work to be done.
7. Works to help achieve the goals of the group or the class.
8. Helps to motivate others, encouraging them to participate.
9. Contributes information and ideas to solve problems and make decisions.
10. Questions the ideas of the group to seek clarification, test thinking, or reach agreement.
11. Shows respect for the ideas and opinions of others in the group or class.
12. Listens attentively without interruption.
13. In discussions, paraphrases points of view and asks questions to clarify meaning and promote understanding.

14. Recognizes the contribution of group members by means of encouragement, support, or praise.
15. Seeks consensus and negotiates agreement before making decisions.

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## ***TLC SCHOOL CONNECT NETWORK LOGIN***

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To login to the school computer network, you will need to use your dedicated ***TLC School Connect*** User Name and Password. This gives you access to printers on the school network, and the ability to save work to a dedicated home directory (H-drive) on the school server.

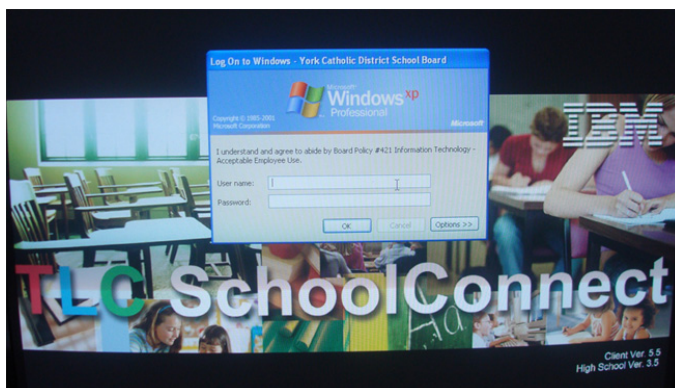
Your ***TLC School Connect*** User Name and Password is the same for your G-Suite, D2L/Brightspace, and My Blueprint.

Students can login using the following format:

**Username:** Legal first name. Legal last name +Anticipated year of graduation (birth year+18) @ycdsbk12.ca.

**Password:** First initial of the first name in Uppercase+first initial of the last name in lowercase + student #(Maplewood ID, NOT your OEN).

[ Login Example: Teresa Georgia Grade 9→ 05+18 = 23  
[teresa.georgia23@ycdsbk12.ca](mailto:teresa.georgia23@ycdsbk12.ca) Tg1234567]



Students are responsible for all activity on their ***TLC School Connect*** account. Please keep your login information confidential at all times.





## ***SCHOOL LIBRARY- LEARNING COMMONS***



### **Our Mission Statement**

The Library is a place centred in our school community with a focus on working together in a participatory culture to enhance student learning and development of cross-curricular skills for the 21<sup>st</sup> Century. Our Library is a dynamic, Christ-centred learning environment that strives to support the needs of all learners in the spirit of digital discipleship, collaboration, and innovation.

#### **Hours:**

Mon. to Thurs.: 8:00 a.m. – 3:30 p.m.

Friday: 8:00 a.m. – 2:45 p.m.

#### **Staff:**

Teacher-Librarian: Ms. H. Chalmers

Library Technician: Ms. Y.F. Geng

#### **Circulation:**

3 weeks – Books

1 week – Videos, DVDs, Magazines, CDs

1 day – A.V. Equipment & Tech Loans (for in school use only)

#### **Costs:**

Printing/Photocopies 10¢/side

Colour printing \$1.00

Overdue items 10¢/item/day – Books, Magazines

25¢/item/day – Videos, DVDs, CDs

\$1.00/item/day – A.V. Equipment

The Library carries a few office/project supplies for sale. See the Information Desk for a list of items and prices.

### **Facility & Resources**

Books & Magazines

DVDs

CBC News In Review

Daily Online Newspaper

Reference Resources

OverDrive e-Book Library

St. Augustine CHS e-Books

36 Desktop Computers

Scanners

Digital Cameras

Portable Speakers

Makerspace

Binding

Green Screen Studio

### **Specialized Subscription Resources**

*Available for home or school use.*

*Academic Source Complete*

*Advanced Placement Source*

*Canada in Context*

*Canadian Literary Centre*

*Canadian Points of View*

*Curio.ca*

*Global Issues in Context*

*Health Source*

*Issues & Controversies*

*Literary Reference Centre*

*National Geographic*

*Opposing Viewpoints*

*Science in Context*

*Teen Health & Wellness*

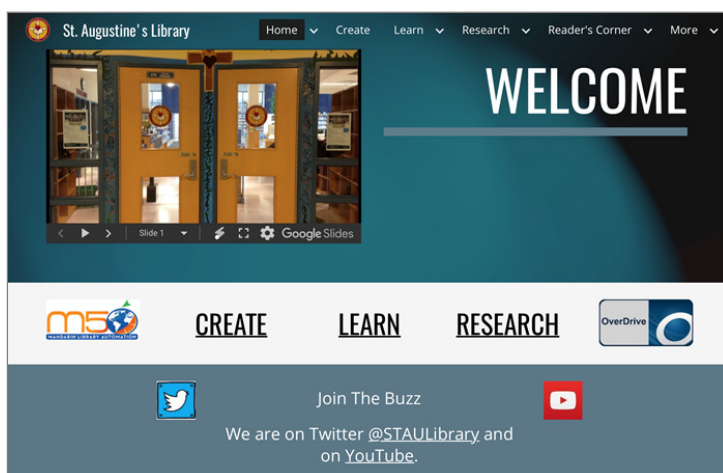
1. As the Library is a shared space, students are expected to refrain from any activities/volume level that might be disruptive to the regular school program. Students will treat all people in the Library with respect, respect privacy, and personal space. In short, at no time should your use of the Library interfere with the use of the space by others.
2. When using the library, students will be required to be in full uniform and sign in /sign out of the library with their St. Augustine CHS Student ID card.
3. Students will treat Library facilities and property with care. As such, food and drink are not permitted in the Library.
4. Computers are for schoolwork. All computer use must be in accordance with the school's *Acceptable Use Policy*.
5. School bags are not permitted in the Library during lunches. Storage options are provided at the front of the Library.
6. While electronic devices are permitted in the Library, students will be considerate when using such devices and will not photograph or record others without permission.
7. Students will not leave belongings unattended.
8. Students must present their Library Pass upon arrival from their subject class. Library Passes are to be returned to your classroom teacher.
9. ***A Student ID card is required*** to borrow library resources and equipment.

## THE SCHOOL LIBRARY WEBSITE

<http://stau.ycdsb.ca/students>Library>  
**Learning Commons**

**Many useful resources are available on our library website:**

- Access to the M5 Catalogue
- Access to OverDrive e-books
- Databases and Reference Books
- Recommended Reads
- Research Support
- Works Cited Information
- Note-making Sheets
- Class Instruction Content



## LIBRARY WEBSITE

1. The Library website is your go to place when Creating, Learning, Researching, and Reading.

- **Create:** imagine, design, build: create using 21<sup>st</sup> century tools.
- **Learn:** critical thinking and digital literacy skills for the 21st century learner.
- **Research:** explore reliable academic sources using research and inquiry models.
- **Read:** book clubs and recommended reading lists.

## 2. Online Databases

For a range of quality online resources that are reliable, credible, created by experts, and available 24/7 from school or home, access the online databases. Login information and passwords can be found on our school webpage.

## ACCESSING ONLINE RESOURCES

<http://stau.ycdsb.ca/Students>Library>  
**Learning Commons**

User ID: **second** Password: **ycdsb** —



**YCDSB Databases**  
(Cengage Learning, Learn 360)



- Issues & Controversies
- Maclean's Archive



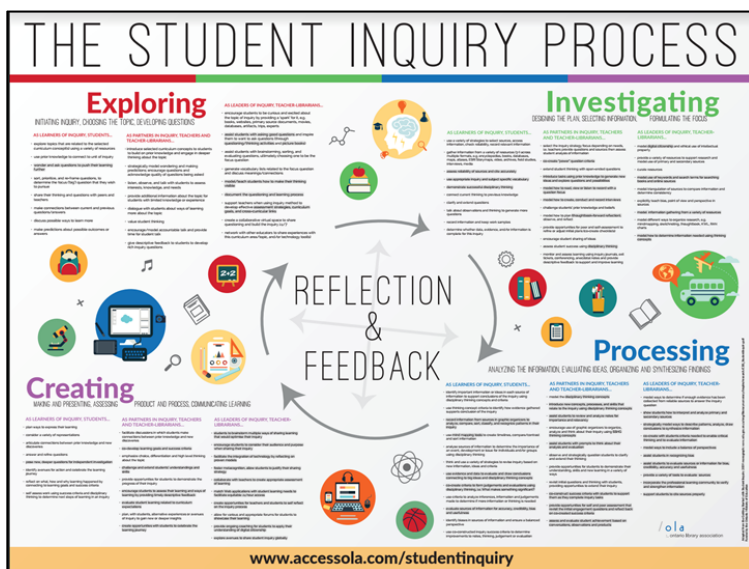
Includes:

- Academic Source Complete
- Advanced Placement Source
- Canadian Points of View



## THE INQUIRY AND RESEARCH PROCESS

<p style="text-align: center;"><b><u>Stage 1: Exploring</u></b></p> <p>When <i>exploring</i>, I am....</p> <ol style="list-style-type: none"> <li>1. Initiating inquiry</li> <li>2. Choosing the topic</li> <li>3. Developing questions</li> </ol>	<p style="text-align: center;"><b><u>Stage 2: Investigating</u></b></p> <p>When <i>investigating</i>, I am...</p> <ol style="list-style-type: none"> <li>1. Designing the plan</li> <li>2. Selecting information</li> <li>3. Formulating the focus</li> </ol>
<p style="text-align: center;"><b><u>Stage 3: Processing</u></b></p> <p>When <i>processing</i>, I am...</p> <ol style="list-style-type: none"> <li>1. Analyzing information</li> <li>2. Evaluating ideas</li> <li>3. Organizing &amp; synthesizing findings</li> </ol>	<p style="text-align: center;"><b><u>Stage 4: Creating</u></b></p> <p>When <i>creating</i>, I am...</p> <ol style="list-style-type: none"> <li>1. Making &amp; presenting product</li> <li>2. Assessing product &amp; process</li> <li>3. Extending &amp; transferring learning</li> </ol>



Taken from the OSLA document "Together for Learning" ©2010

## USING ELECTRONIC RESOURCES

When accessing information on the Internet, it is necessary to determine the quality and reliability of the resources found. Being able to critically evaluate a web site is an important skill.

A very useful table explaining criteria for website evaluation was created by Jim Kapoun, reference and instruction librarian at Southwest State University, and published in *College and Research Libraries News*. (July/August, 1998): 522-523.

<i>Five Criteria for Evaluating Web Pages</i>	
Evaluation of Web Documents	How to Interpret the Basics
<b>1. Accuracy of Web Documents</b> <ul style="list-style-type: none"> <li>Who wrote the page and can you contact him or her?</li> <li>What is the purpose of the document and why was it produced?</li> <li>Is this person qualified to write this document?</li> </ul>	<i>Accuracy</i> <ul style="list-style-type: none"> <li>Make sure the author provides e-mail or a contact address/phone number.</li> <li>Know the difference between author and Webmaster.</li> </ul>
<b>2. Authority of Web Documents</b> <ul style="list-style-type: none"> <li>Who published the document and is it separate from the "Webmaster"?</li> <li>Check the domain of the document; what institution publishes this document?</li> </ul>	<i>Authority</i> <ul style="list-style-type: none"> <li>What credentials are listed for the author(s)?</li> <li>Where is the document published? Check the URL domain.</li> </ul>
<b>3. Objectivity of Web Documents</b> <ul style="list-style-type: none"> <li>What goals/objectives does this page meet?</li> <li>How detailed is the information?</li> <li>What opinions, if any, are expressed by the author?</li> </ul>	<i>Objectivity</i> <ul style="list-style-type: none"> <li>Determine if page is a mask for advertising; if so, information might be biased.</li> <li>View any Web page as you would an "infomercial" on television. Ask yourself why was this written and for whom?</li> </ul>
<b>4. Currency of Web Documents</b> <ul style="list-style-type: none"> <li>When was it produced?</li> <li>When was it updated?</li> <li>How up-to-date are the links (if any)?</li> </ul>	<i>Currency</i> <ul style="list-style-type: none"> <li>How many dead links are on the page?</li> <li>Are the links current or updated regularly?</li> <li>Is the information on the page outdated?</li> </ul>
<b>5. Coverage of the Web Documents</b> <ul style="list-style-type: none"> <li>Are the links (if any) evaluated and do they complement the document's theme?</li> <li>Is it all images, or a balance of text and images?</li> <li>Is the information presented cited correctly?</li> </ul>	<i>Coverage</i> <ul style="list-style-type: none"> <li>If the web page requires special software to view the information, how much are you missing if you don't have the software?</li> <li>Is it free, or is there a fee, to obtain the information?</li> <li>Is there an option for text only, or frames, or a suggested browser for better viewing?</li> </ul>

*Remember to cite all information you use from research sources, including exact text, major ideas, and pictures.*



## GENERIC NOTE-MAKING SHEET



Topic: \_\_\_\_\_

Type:    Book \_\_\_\_\_    Encyclopedia \_\_\_\_\_    Magazine \_\_\_\_\_  
          CD ROM \_\_\_\_\_    Newspaper \_\_\_\_\_    Internet \_\_\_\_\_  
          Interview \_\_\_\_\_    Other \_\_\_\_\_

WORKS CITED DATA: *fill in the appropriate blanks for the resource being used.*

Author/Editor/Compiler: \_\_\_\_\_

Title of Resource: \_\_\_\_\_

Title of Article: \_\_\_\_\_

Volume #: \_\_\_\_\_ Pages: \_\_\_\_\_ Place of Publication: \_\_\_\_\_

Publisher/Web Site Address: <http:// \_\_\_\_\_ >

Date of Publication: \_\_\_\_\_ Date of Access/Interview: \_\_\_\_\_

- Point Form Notes / "Quotations"

- Personal Opinions

**Full-size copies of this page, and other note-making pages,  
are available in your School Library. You may wish to  
enlarge/photocopy additional sheets from this agenda page.**



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Header: last name page#

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Josephson 1

Laura N. Josephson

Ms. Bennett

ENG 3D1

8 May 2016

## Ellington's Adventures in Music and Geography

→ In studying the influence of Latin American, African, and Asian music on modern American composers, music historians tend to discuss such figures as Aaron Copland, George Gershwin, Henry Cowell, Alan Hovhaness, and John Cage (Brindle; Griffiths 104-39; Hitchcock 173-98). They usually overlook Duke Ellington, whom Gunther Schuller rightly calls “one of America’s great composers” (318), probably because they are familiar only with Ellington’s popular pieces, like “Sophisticated Lady,” “Mood Indigo,” and “Solitude.” Still little known are the many ambitious orchestral suites Ellington composed, several of which, such as *Black, Brown, and Beige* (originally entitled *The African Suite*), *The Liberian Suite*, *The Far East Suite*, *The Latin American Suite*, and *Afro-Eurasian Eclipse*, explore his impressions of the people, places, and music of other countries.

Not all music critics, however, have ignored Ellington's excursions into longer musical forms. In the 1950's, for example, while Ellington was still alive, Raymond Horricks compared him with Ravel, Delius, and Debussy:

The continually inquiring mind of Ellington [...] has sought to extend steadily the imaginative boundaries of the musical form on which it subsists. [...] Ellington since the mid-1930s has been engaged upon extending both the imagery and the formal construction of written jazz. (122-23).

Ellington's earliest attempts to move beyond the three-minute limit

Indent .5"

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## Embedded Citations: Citing Correctly MLA 8<sup>th</sup> Ed.

Direct quotations, or indirect references to a text, are often useful in proving your point; use them selectively. To correctly include a direct quotation or paraphrased sentence, use the following steps:

- Place the embedded citation (parenthetical reference) as near as possible to the material it documents.
- At the end of the quotation or idea, write the author's name (if no author, use title of the work) and the page number of the source in parentheses.  
examples: (Booth 226) (“Global Warming”) (*Steroids* 57)
- If two authors have the same last name then you must use the first initial.  
examples: (L. Booth 226) (Q. Booth 13)
- If the work has more than three authors, give the first author's last name followed by et al.  
example: (Chong et al. 10)
- If you are quoting from two or more works written by the same author, put the author's last name, and add the title of the work and the relevant page reference.  
example: (Bell, *Crabbe* 24) (Bell, *Forbidden City* 128)
- For online sources, use the author's last name (if no author, use title of work)  
examples: (Hynes) (“Dieppe Raid”)
- When citing directly from classic plays and poems omit page numbers and cite by act, scene, book, or part and by line. Use periods to separate the various numbers.  
examples: (IV.iii.44-47) OR (Hamlet 4.3.44-47)
- When a quotation is four lines or less, place it in quotation marks and include it in the body of the essay.
- If the quotation is longer than four lines, separate it from the rest of the essay, by beginning a new line, indenting 10 spaces from the left margin and typing it double-spaced. Do not use quotation marks. A colon (:) usually introduces a long quotation.

### **Examples of Embedded Citations (Parenthetical References)**

The Renaissance was “a time of great advancement in the Sciences and Arts” (Cooper 16). Many painting and architectural techniques can be traced back to this time ...

**OR**

Leonardo da Vinci is well known as an artist, however, many people may not realize that he also was responsible for many important inventions (Galbraith 18).

## MLA 8<sup>th</sup> Ed. Guidelines for Works Cited

*All papers written for submission to teachers will have a Works Cited page, which lists all resources quoted, paraphrased, and referred to for major ideas. Credit all sources and record necessary information for possible inclusion in a list of Works Cited.*

- use a separate piece of paper, placed at the end of your essay/report
- the title of the page should be “Works Cited” and it should be centred, not underlined, same font, same size as citations
- start the first line at the margin and indent subsequent lines of the entry 1 tab (This is called a hanging indent.)
- use an acceptable font (e.g. 12 pt., Arial or Times New Roman)
- leave one space after each punctuation mark
- double-space throughout
- place in alphabetical order by first word in entry (exclude “the” “a” “an”)
- do not number your citations
- do not divide into categories (print, electronic, etc... are all in one alphabetical list)
- use the most recent date of publication
- all months except May, June and July are abbreviated
- italicize all titles of books and names of web sites

Josephson 8
Works Cited
Akufo, Dautey. Personal Interview. 11 Aug. 2015
Day, Trevor. “Global warming and the taiga”. <i>Taiga</i> . Chelsea House Publishers, 2015.
“Getting Warmer.” <i>U.S. News and World Report</i> . 13 Jan. 2012. EBSCO. 3 Sept. 2016.
<i>Italy</i> . Map. <i>Syrena Maps</i> . Syrena, 2 Feb. 2016. 17 Mar. 2016
Kelowna. Planning and Development Services Dept. <i>Kelowna Population Statistics</i> . City of Kelowna. 16 July 2016.
Murphy, Beth. “Keeping Data Centres Cool.” <i>Project: Report</i> . Youtube, 7 Sept. 2013. 19 Sep. 2016.
Roberts, Molly. “Why Americans aren’t hyped about Hilary”. <i>Toronto Star</i> . 11 June 2016.
Patterson, Chris. “Will Government Guidelines Improve Global Warming?” Host Michael Quinn Sullivan. <i>Texas PolicyCast</i> . Texas Public Policy Foundation, 13 Apr. 2012. 27 Apr. 2016.

**Note: for APA Guidelines, refer to your school library website.**

## PRINT SOURCES

### **Book by a single author**

Author Last Name, First Name. *Title of the book.*

Publishing company, Year of publication.

#### ***Examples:***

Ibsen, Henrik. *A Doll's House*. Dover Publications Inc., 2015.

***Embedded citation:*** (Ibsen 27)

Shakespeare, W. *The Tragedy of Macbeth*. Signet Classic, 2015.

***Embedded citation:*** (V.i.42) or (Macbeth 5.1.42)

### **Book by two or more authors**

Authors {Give them in the order as on the title page.

Reverse only the name of the first author, add a comma and give the other name(s) in normal form}.

*Title of the book*. Publishing company, Year of publication.

#### ***Example:***

Singer, S. Fred, and Dennis T. Avery. *Unstoppable Global*

*Warming: Every 1500 years*. Landham, & Littlefield

Publishers, 2016.

***Embedded citations:*** (Singer and Avery 210)

### **Book – editor in place of an author**

*Note: For citations that do not have author(s), and are edited indicate the editor as the main entry followed by ed.*

Editor Last Name, First Name, editor. *Title of the book.*

Publishing company, Year of publication.

#### ***Example:***

Hudak, Heather C., editor. *Citizenship and Government in Canada.* Weigl Educational Publishers, 2015.

***Embedded citation:*** (Hudak 28)

### **Book – by corporate author**

Association. *Title of the book.* Publishing company, Year of publication.

#### ***Example:***

Boston Women's Health Collective. *Our Bodies, Ourselves for the New Century: A Book By and For Women.* Simon & Schuster, 2015.

***Embedded citation:*** (Boston Women's Health Collective 31)

### **A multivolume work**

Author Last Name, First Name. "Title of the Article." *Title of the book.* Edition, Volume #, Publishing company, Year of publication, Page number.

#### ***Examples:***

Gano, Geneva M. "Narrative Poetry." *The Greenwood Encyclopedia of American poets and Poetry.* Vol. 4, Greenwood Press, 2016, pp. 1111-1113.

*Note: In the case of a work which has been published before and is now published within a reference collection, cite the complete data for the earlier publication and then add **Rpt.** and then the new publication details.*

Lewis, Stuart. "Myth and Ritual in the Short Fiction of Bruce Jay Friedman." *Studies in Short Fiction*. Fall 2015: Rpt. in *Contemporary Literary Criticism*. Vol. 3, Gale Research Inc., 2013. pp.172-74.

**Embedded citations:** (Gano 1112) (Lewis 172-74)

### **Article in a magazine**

Author Last Name, First Name. "Title of the Article." *Title of the magazine*. Date, Page Numbers.

#### **Example:**

Friscolanti, Michael. "Tracing the Outbreak that Shook the World." *Maclean's*. 11 May 2015, pp. 46-51.

Embedded citation: (Friscolanti 49)

### **Article in a newspaper**

Author Last Name, First Name. "Title of the Article." *Title of the newspaper*. Date, section or pages.

#### **Example:**

Tyler, Tracey. "Case Carries Huge Legal Implications." *Toronto Star*. 19 May 2015, A10.

**Embedded citation:** (Tyler A10)

### **Article in a scholarly journal**

Author Last Name, First Name. "Title of the Article." *Title of the journal*, Volume number, Date of issue, pages.

#### **Example:**

Bibow, Jörg. "Insuring Against Private Capital Flows: Is it Worth the Premium?" *International Journal of Political Economy*. V3, 2016, pp. 5-30.

**Embedded citation:** (Bibow 7)

## **Article in a reference book**

*Note: When citing familiar reference books, especially those that often appear in new editions, do not give full publication information. For such works, list only the edition (if stated) and the year of publication.*

“Title of the article/dictionary entry.” *Title of book*. Edition statement. Publication date.

“United Nations Votes to Punish South Africa for Apartheid.”  
*Human Rights Violations*. Ed. Charles F. Bahmueller. Vol. 2. Salem Press, 2013.

***Embedded citation:*** (United Nations Votes...463)

## **Work in an Anthology or a compilation** (5.5.6)

Author Last Name, First Name. “Title of the Article or Work.” *Title of Anthology or Collection*. Ed. Name of editor. Publishing company, Year of publication. Pages.

### ***Example:***

More, Hannah. “The Black Slave Trade: A Poem.” *British Women Poets of the Romantic Era*. Ed. Paula R. Feldman. John Hopkins, 2013. 472-82.

***Embedded citation:*** (More 472)

## **Bible**

### ***Example:***

*Good News Bible*. Today’s English Version. 2nd ed. New York: Catholic Bible Press, 2012.

***Embedded citation:*** (Good News Bible, Isaiah. 2. 1-3)

## **Pamphlet**

Treat a pamphlet as you would a book.

## **Poem**

Poet Last Name, First Name. "Title of Poem." *Title of Anthology or Collection*. Ed. Name of editor.

Publishing company, Year of publication. Pages.

### ***Example:***

Wordsworth, William. "The Oak and the Broom." *Selected Poetry of William Wordsworth*. Ed. Mark Van Doren. New York: Modern Library, 2012. pp 431-434.

***Embedded citation:*** (Wordsworth 432)

## **WEB SOURCES**

MLA 8<sup>th</sup> edition acknowledges the limitations of URLS  
HOWEVER it is strongly recommended to provide an URL with  
digital sources. Do Not include URL only when an instructor  
directs you to do so.

## **Work from an Online subscription database (5.6.4)**

Author Last Name, First Name. "Title of article." *Source*  
Publication information. *Name of database*. Date of  
access. <URL>.

### ***Example: EbscoHost***

Renneboog, Richard. "Substance Abuse & Youth: An  
Overview." *Canadian Points of View: Substance Abuse &  
Youth*. Jan. 2012. *Canadian Points of View Reference  
Centre*. 5 May 2015. [search.ebscohost.com/login.aspx?  
direct=true&db=hxh&AN=115676462&lang](http://search.ebscohost.com/login.aspx?direct=true&db=hxh&AN=115676462&lang)



**Example:**

Blooh Pratt, Louis H. "Alice Walker's Men: Profiles in the Quest for Love and Personal Values" *Studies in Popular Culture* . 12 (1); 1989: 42–57. June 5, 2016.

www.fofweb.com/activelink2.asp?ItemID=WE54&WID=101980  
&SID=5&iPin=BCAW02&SingleRecord=True

**Example: World Geography & Culture Online**

"Australia: Facts and Figures." *World Geography and Culture Online*. Facts On File, Inc. 10 June 2016.

www.fofweb.com/activelink2.asp?ItemID=WE39&Country.  
aspx&iPin= M0019537&SingleRecord=True

**Example: Science Online**

Hodge, Russ. "Evolution in the Age of DNA." *Evolution*. Facts On File, 2009. Science Online. 10 June 2016.

online.infobase.com/Auth/Index?aid=101980&itemid=WE4  
0&articleId=374956

**Embedded citation:** (Renneboog) (Blooh) ("Australia")  
(Hodge)

**A Periodical Publication in an Online Database**

Author Last Name, First Name. "Title of Article." *Name of newspaper, magazine or journal*. Volume or issue #.

Date of publication. Date of access. <URL>.

Bernstein, Alan. "We're in a Global Race with No Finish Line".  
Commentary. *Globe & Mail*. 23 May 2012: A21. *Student Resource Centre Canadian Edition*. 4 May 2016.

web.a.ebscohost.com/src/detail?sid=c2c98518-7850-442

**Embedded citation:** (Bernstein)

## **Digital File**

*Note: Digital file formats can include PDF, Microsoft Word, JPEG, MP3, XML, etc. If the file type is unknown, use “digital file” as the indicator. Use the appropriate format entry for the file and place file format indicator in place of the medium. For example refer back to Article in a journal (5.7.1) for proper format of a digital file of a journal article.*

Author Last Name, First Name “Title of the Article.” *Title of the Journal or site* Volume. Issue (Date of issue): pages. Access. <URL>.

### ***Examples:***

The International Bank for Reconstruction and Development,  
The World Bank. “Conditional Cash Transfers: Reducing present and future poverty.” *The World Bank*, 2009.  
web.worldbank.org/WEBSITE/EXTERNAL/EXTDEC/EXTRESEARCH/EXTPRRS/EXTCCT/0,contentMDK:22064167~pagePK:64168427~piPK:64168435~theSitePK:5757745.html

*Note: Provision of a URL for a digital file that is highly recommended as is any web source.*

***Embedded citation:*** (World Bank)

## **Letter, Memo or E-Mail**

Writer Last name, First name). Description of message that includes the recipient. Date of the document. <URL>.

### ***Example:***

Davis, Paul. “Re: University application.” Message to Laura Griffin. 7 May, 2013. Googledocs.ppds980.ca

## **Online Poem**

*Note: If print publication information is available, source as print (A Work on the Web Cited with Print Publication Data). If print publication information is not available, use format outlined above.*

Poet Last Name, First Name. *Title of Poem*. *Title of Overall Web Site*. Date of Access. <URL>.

### ***Example:***

Wordsworth, William. "The Oak and the Broom".

*Poemhunter.com*. 14 May, 2013. [www.poemhunter.com/poem/oak-and-the-broom-the-a-pastoral-poem](http://www.poemhunter.com/poem/oak-and-the-broom-the-a-pastoral-poem).

***Embedded citation:*** (Wordsworth)

## **Web Sites**

*Non-Periodical web publications are categorized into work that is published only on the web (home pages, web sites of organizations) and that which is 'republished' on the web originating from print (poetry, dissertations, chapters of books), or non-print works (photographs, streamed video, photos of art work).*

## **Work Cited Only on the Web**

Last Name, First Name (author, compiler, director, editor, narrator, performer, translator). "Title of work". *Title of Overall Web site* (if different from Title of Work). Edition Statement. Publisher/sponsor. Date of Publication. Date of Access. <URL>.

***Examples:***

- Lessig, Lawrence. "Free Debates: More Republicans Call on RNC." *Lessig 2.0*. 4 May 2012. 15 May 2016. [vos.ucsb.edu/Vocsbasp?id=273](http://vos.ucsb.edu/Vocsbasp?id=273)
- Liu, Alan, ed. Home page. *Voice of the Shuttle*. Dept. of English, U of California, Santa Barbara. 15 May 2016.
- "Maplewood, New Jersey." *Google Maps*. Google. 15 May 2016. 15 May 2016. [www.google.ca/maps/Maplewood,+NJ,+USA](http://www.google.ca/maps/Maplewood,+NJ,+USA)
- "Verb Tenses." Chart. *The OWL at Purdue*. Purdue U Online Writing Lab. 2012. 15 May 2016. <https://owl.english.purdue.edu/owl/resource/601/01/>

**Work on the Web Cited with Publication Data for Another Medium besides Print**

(Use appropriate format to cite original medium). *Title of Web site*. Date of Access.

***Examples:***

- Currin, John. *Blond Angel*. 2012. Indianapolis Museum of Art. *IMA: It's My Art*. 9 May 2016. [Ami.angel/currin-34/2](http://Ami.angel/currin-34/2)
- The Great Train Robbery*. Dir. Edward Porter. Thomas Edison, 1903. *Internet Archive*. 5 June 2016. [Ima.artist/current-12.ca](http://Ima.artist/current-12.ca)
- Lavin Agency. "Margaret Atwood Lecture." Online Posting. 22 Dec. 2013. *YouTube*. 22 Jan. 2016. [www.youtube.com/watch?v=Dbrp1tGYsak](http://www.youtube.com/watch?v=Dbrp1tGYsak)

## NON-PRINT SOURCES

### **Film or Video Recording**

Note: You may include other data that is pertinent – such as the names of the writer, performers, and producer – between the title and the distributor.

*Title.* Director. Distributor, Year of release.

#### ***Examples:***

*The Lord of the Rings.* Dir. Peter Jackson. Perf. Elijah Wood, Ian McKellen. New Line Cinema, 2001.

***Embedded citations:***    (*Lord of the Rings*)

### **Broadcast on television or radio**

“Title of segment/ episode.” *Title of program/series.* Name of the network. Call letters and city/local station.  
Broadcast date.

#### ***Example:***

“Interview with Mike Wallace.” *60 Minutes.* CBS. 18 Oct. 2016.

***Embedded citation:***    (Interview with Mike...)

### **CBC News in Review Video Clips**

#### ***Example:***

“Urban Garbage: landfill or recycle?” *CBC News in Review.*  
CBC. Dec. 2016.

***Embedded citation:***    (“Urban Garbage”)

## **Interview**

Name of person interviewed (last name, first name). "Title of broadcasted or published interview." or Personal Interview. Interviewer's name, if pertinent. Date of interview or publication date.

### ***Examples:***

Chualo, George. Personal interview. 23 Nov. 2012.

Wiesel, Elie. Interview by Ted Koppel. *Nightline*. ABC. 18 Apr. 2016.

***Embedded citation:*** (Chualo) (Wiesel)

## **A Work of Visual Art**

Painting, Sculpture or Photograph

Artist's Last Name, First Name. *Title of work*. Date of composition. Medium of composition. Institution that houses the work. Name of the collection. City.

### ***Example:***

Evans, Walker. *Penny Picture Display*. 1936. Photograph. Museum of Mod. New York.

***Embedded citation:*** (Evans)

## **Sound Recording**

Composer, conductor, performer. *Title of recording*. Artists. Manufacturer, date.

### ***Example:***

Nickelback. "Photograph." *All the Right Reasons*. EMI Music Canada, 2010.

***Embedded citation:*** (Nickelback)

<b>Remember ... when in doubt, cite!</b>
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# York Catholic District School Board Student Agenda 2023-2024

## A Message From...

On behalf of the entire York Catholic District School Board, welcome to the 2023-2024 school year!

The beginning of a new school year is full of a sense of hope, adventure, and opportunity. We encourage you to seize all the opportunities that school provides for you. Develop your skills, ask questions in class, introduce yourself to new people, join clubs and teams, and discover your full potential to become the person God intended you to be.

### Learning is a blessing from the Lord.

*"The Child continued to grow and become strong, increasing in wisdom; and the grace of God was upon Him."*

**Luke 2:40**

Your Catholic education will give you countless opportunities to give back to the community and develop yourself intellectually, spiritually, physically and socially. Nurturing all aspects of your being—your body, mind, and soul—will help you strive to make a mark for yourself and determine the kind of person you would like to be.

As a student of the York Catholic District School Board, you are a valued person in our learning community. We encourage you to read all about our **YCDSB Distinguished Alumni** who continue to make a difference in the world. We hope that the 2023-2024 school year will include many opportunities for you to develop into well-rounded students and disciples with Catholic character, a love of learning, and the confidence to make this world a better place, just like our YCDSB Distinguished Alumni. Continue to explore your passions through in-person clubs, teams, and activities. We look forward to gathering for Mass and hosting school events like Christmas concerts, spring plays, Milestone Anniversaries and graduation ceremonies.

Our recently approved Multi-Year Strategic Plan for 2023-2028 has identified the well-being of our community as one of our four strategic priorities. We are committed to nurturing the social-emotional, spiritual and physical well-being of all members of the YCDSB. School is where children learn, explore, grow and make lifelong friendships. Our teachers and staff are there to support students and help them develop into faith-filled, caring and responsible global citizens who contribute to their community and beyond.

Now, more than ever, there is a need to work together, help others who are less fortunate and follow the example Jesus has set for us - to treat others with kindness and compassion. John the Apostle states, 'Beloved, let us love one another, for love is from God, and whoever loves has been born of God and knows God.'

Whether you are new to our School Board or a veteran of our education system, we are excited to welcome you into the York Catholic family. This agenda contains important information that can help guide you through the school year. Also, helpful supports and resources are available through the teachers, staff and administrators at your school. For up-to-date information, you can visit our Board website, [www.ycdsb.ca](http://www.ycdsb.ca) and follow us on Twitter @YCDSB and Instagram @yorkcatholic\_dsb. Thank you for choosing a York Catholic education for your child. May the Lord guide you and support you in this new school year.

Yours in Catholic Education,



**Frank Alexander**  
Chair of the Board



**Domenic Scuglia**  
Director of Education

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# York Catholic District School Board

## Multi-Year Strategic Plan

### Mission Statement

With Jesus Christ as our model, we provide all students with a Catholic education rooted in equity, well-being and learning.



### Vision Statement

A recognized leader in Catholic education committed to inclusion, excellence and innovation that develops socially responsible global citizens.

### Core Values

Catholicity

Equity, Diversity and Inclusion

Excellence

Fiscal Responsibility

Integrity

Respect



### Strategic Commitments

Catholic Faith

Equity and Inclusion

Student Achievement

Well-Being





# Families & Schools: Together We Make a Difference

## About the York Catholic District School Board

Located in one of the fastest growing areas in North America, the York Catholic District School Board provides quality education in each of York Region's nine municipalities: Aurora, East Gwillimbury, Georgina, Markham, Newmarket, Richmond Hill, Township of King, Vaughan, and Whitchurch-Stouffville.

Currently, we have 85 elementary schools and 16 secondary schools and more than 5,000 dedicated staff serving more than 53,000 students.



York Catholic schools are committed to providing faith-filled learning environments where collaboration, innovation and improvement are built into daily activities.

As a Catholic Learning Community, we continually reflect on our best practices, assess our effectiveness and make decisions about where we need to improve.

Engaged in a common purpose, we work together to support student learning and reach agreed upon goals that we could not achieve independently.

## Parent Involvement: Working Together for Enhanced Student Achievement

At York Catholic, we believe in Catholic Learning Communities where adults and children are all engaged in a life-long learning process. We know that we learn much from each other, and that partners working together will create a more vibrant community for everyone. We believe that student achievement is a shared responsibility among the home, school, parish and broader community. Together, we all contribute to the success of our students and the improvement of our schools.

As the first educators of their children, parents play a prominent role in the education process. Research indicates that parent involvement and engagement have a significant impact on student academic achievement across all cultures, backgrounds and socioeconomic status. When parents take an active role, children do better, attend more regularly, and have more positive attitudes towards school.

In studies that examined specific parent behaviours, it was found that having high expectations of children is the most significant contributor to their academic achievement. Parents reading to their children and talking with them about school are the next most important parental involvement activities. What this means is that improving children's chances for success may be as simple as creating an education-oriented atmosphere at home.

We encourage you to become an active partner in your child's education. Reading with your children; engaging them in conversations about their learning; providing a quiet and supportive environment for homework activities; worshipping together and attending school events are a few of the many great ways you support the learning partnership of the home, school and parish. We wish you and your children a great year ahead!

## What is the York Catholic Parent Involvement Committee?

The York Catholic Parent Involvement Committee (YCPIC) was formed as an advisory body whose primary purpose is to promote effective parent involvement/ engagement, enabling parents to play a stronger role in supporting student achievement.

According to the Ministry of Education, Parent Involvement Committees advise directors of education in Ontario on ways to increase parental engagement.

YCPIC is a committee of parents who meet regularly throughout the school year. There is an opportunity for parents to serve on YCPIC.

Please visit [www.ycdsb.ca/parents/ycpic](http://www.ycdsb.ca/parents/ycpic) for additional information.

## Mental Health and Well-Being

The York Catholic District School Board is strongly committed to promoting mental well-being in all our students. We recognize the importance of prevention and early intervention, decreasing stigma, increasing awareness of the signs of child and youth mental health problems; and understanding that help is available.

YCDSB has developed a Comprehensive Mental Health and Addiction Strategy. This strategy focuses on:

- Building resiliency and social-emotional learning skills
- Reducing stigma of mental health and addiction
- Early identification and intervention
- Providing access to high quality services for our students

Our vision is to create teaching and learning environments that promote positive mental health for everyone. For more information and resources please visit our website at [www.ycdsb.ca/mental-health/](http://www.ycdsb.ca/mental-health/).

## Active School Travel

We encourage students and families to use active travel to and from school, including walking or cycling or riding the school bus if you live outside the walking zone. You can also consider parking a block away from the school and walking the rest of the way.

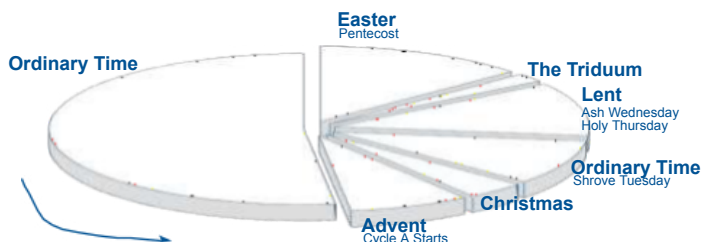
Choosing active travel:

- Keeps students active and healthy
- Improves air quality and the environment with fewer cars on the road
- Creates safer routes and communities with less traffic
- Helps prepare students for learning

Choosing active travel two or three days a week can still provide benefits. Look out for opportunities to participate and celebrate active school travel during the school year!

***Always remember: "You are precious, valued and essential in making this world a better place."***

# The Liturgical Calendar



- In September we start the school year in Ordinary Time of the Liturgical Year in Cycle A.
- A New Liturgical Year starts on the First Sunday of Advent. This is Cycle B, during which the Sunday Gospel readings are most likely to be from the Gospel of St. Mark. Advent is the time to prepare for Christmas.
- Christmas Day is celebrated on December 25.
- Lent begins on Ash Wednesday and ends at the Mass of the Lord's Supper on Holy Thursday. During Lent we prepare for Easter.
- Holy Week begins with Passion (Palm) Sunday. The Triduum includes Holy Thursday, Good Friday and Holy Saturday. Easter Sunday follows.
- Easter Season lasts for 50 days, finishing on Pentecost.
- Then we return to Ordinary Time.

## Colours of the Liturgical Season

- Advent and Lent: *Violet or Purple*
- Ordinary Time: *Green*
- Easter and Christmas: *White*

Usually priests will wear these colours of the season when they are celebrating mass. Altar cloths reflect these colours as well. Sometimes priests will wear red on important celebrations such as on Feast Days and Pentecost when we remember Saints.

## The Seven Sacraments

Sacraments are special celebrations in our Church life. At these times we know that we are graced by God.



### Baptism

"I baptize you in the name of the Father, and of the Son, and of the Holy Spirit."



### Reconciliation

"I absolve you from your sins in the name of the Father, and of the Son, and of the Holy Spirit."



### Eucharist

The Eucharistic Prayer within the liturgy, "This is my body...this is my blood..."



### Confirmation

"Be sealed with the Gift of the Holy Spirit."



### Marriage

The couple exchange vows witnessed by a Priest or Deacon.



### Holy Orders

The Prayer of Consecration that follows the laying celebrations, called Feast Days, when we remember Saints, as well as on Pentecost.



### Sacrament of the Sick

"Through this holy anointing may God's love and mercy help you with the grace of the Holy Spirit." Amen

## Character in York Catholic Schools

Month	Catholic School Graduate Expectation/ Liturgical Season	Catholic Virtue/Monthly Focus	I Will Statements
September	A self-directed, responsible, life-long learner	<b>Courage</b> • Initiative • Responsibility • Diligence • Commitment	<ul style="list-style-type: none"> <li>• I will stand up for what I know is right and just</li> <li>• I will face challenges, fears and difficulties with fortitude</li> <li>• I will take responsibility for reaching my potential</li> </ul>
October	A discerning believer	<b>Compassion</b> • Reverence • Faith • Compassion • Gratitude	<ul style="list-style-type: none"> <li>• I will seek to understand others by listening</li> <li>• I will forgive others</li> <li>• I will celebrate God's love for creation</li> </ul>
November	A responsible citizen	<b>Justice</b> • Fairness • Equity • Peace • Respect • Responsibility	<ul style="list-style-type: none"> <li>• I will treat others in a just, equitable and unbiased manner</li> <li>• I will play by the rules, take turns and share</li> <li>• I will be respectful of others</li> <li>• I will seek peaceful solutions to problems</li> </ul>
December	Advent	<b>Hope</b> • Love • Faith • Joy • Peace • Patience	<ul style="list-style-type: none"> <li>• I will look to the future with trust in God</li> <li>• I will keep a positive attitude</li> <li>• I will prepare for Christmas by waiting with hope, faith, joy and love</li> </ul>
January	A collaborative contributor	<b>Unity</b> • Dignity • Respect • Inclusivity • Harmony	<ul style="list-style-type: none"> <li>• I will make everyone feel welcomed and appreciated</li> <li>• I will value all people as Children of God</li> <li>• I will use my words to help not harm</li> </ul>
February	A reflective, creative and holistic thinker	<b>Wisdom</b> • Reflective • Creative • Holistic • Love • Humility	<ul style="list-style-type: none"> <li>• I will use my conscience as my guide</li> <li>• I will love God and I will love others as myself</li> <li>• I will use my creativity and gifts for the good of all</li> </ul>
March	Lent	<b>Perseverance</b> • Forgiveness • Simplicity • Faith • Self-discipline	<ul style="list-style-type: none"> <li>• I will stick to my goals</li> <li>• I will always believe in myself and have faith in what I can accomplish</li> <li>• I will prepare for Easter by acts of goodness and worship</li> </ul>
April	Easter	<b>Reverence</b> • Joy • Respect • Resiliency • Wonder	<ul style="list-style-type: none"> <li>• I will honour and respect God's gift of life</li> <li>• I will appreciate the awe and wonder of God's creation</li> <li>• I will celebrate the joy of Christ's resurrection</li> </ul>
May	A caring family member	<b>Responsibility</b> • Attentiveness • Patience • Caring • Service	<ul style="list-style-type: none"> <li>• I will honour my commitments to my family, school and community</li> <li>• I will be reliable so people can depend on me</li> <li>• I will be accountable for the things I say and do</li> </ul>
June	An effective communicator	<b>Honesty</b> • Integrity • Discernment • Clarity • Empathy	<ul style="list-style-type: none"> <li>• I will be sincere, trustworthy, and truthful even when it is difficult</li> <li>• I will stand by what is right and just</li> <li>• I will be considerate of others when I speak, write and listen</li> </ul>

## Beatitudes

The Beatitudes are part of Jesus' great Sermon on the Mount found in the Gospels of Matthew and Luke. These eight statements challenge us to build the "Kingdom of God" here on earth in the way that we relate to one another.

Blessed are the poor in spirit, for theirs is the Kingdom of Heaven.

Blessed are those who mourn, for they shall be comforted.

Blessed are the meek, for they shall inherit the earth.

Blessed are those who hunger and thirst for righteousness, for they shall be satisfied.

Blessed are the merciful, for they shall obtain mercy.

Blessed are the pure in heart, for they shall see God.

Blessed are the peacemakers, for they shall be called sons (and daughters) of God.

Blessed are those who are persecuted for righteousness' sake, for theirs is the Kingdom of Heaven.

## School Saint Days / Celebration Days

School	Date
All Saints CES	November 1
Blessed Chiara Badano CES	October 29
Blessed Scalabrini CES	June 1
Blessed Trinity CES	1st Sunday after Pentecost
Canadian Martyrs CES	September 26
Cardinal Carter CHS	April 6
Christ the King CES	Last Sun. Ordinary Time
Corpus Christi CES	2nd Sun. after Pentecost
Divine Mercy CES	1st Sun. after Easter
Father Bressani CHS	May 6
Father Frederick McGinn CES	July 28
Father Henri J. Nouwen CES	January 24
Father John Kelly CES	September 26
Fr. Michael McGivney CA	August 14
Guardian Angels CES	October 2
Good Shepherd CES	4th Sunday of Easter
Holy Cross CA	September 14
Holy Jubilee CES	May 3
Holy Name CES	January 3
Holy Spirit CES	3rd Fri. after Pentecost
Immaculate Conception CES	September 28
Light of Christ CES	Easter Sunday
Notre Dame CES	January 1
Our Lady Help of Christians CES	May 24
Our Lady of Fatima CES	May 13
Our Lady of Good Counsel CES	April 25
Our Lady of Grace CES	May 31
Our Lady of Hope CES	January 17
Our Lady of the Annunciation CES	March 25
Our Lady of the Lake CA	2nd Sun. after Easter
Our Lady of the Rosary CES	October 7
Our Lady Queen of the World CA	August 22
Pope Francis CES	March 13
Prince of Peace CES	January 1
Sacred Heart CHS	3rd Fri. after Pentecost
San Lorenza Ruiz CES	September 28
San Marco CES	April 25
Sir Richard W. Scott CES	April 23
St. Agnes of Assisi CES	November 16
St. Andrew CES	November 30
St. Angela Merici CES	January 27
St. Anne CES	July 26
St. Anthony CES	June 13
St. Augustine CHS	August 28
St. Benedict CES	July 11
St. Bernadette CES	April 16
St. Brendan CES	May 16
St. Brigid CES	February 1
St. Brother Andre CHS	January 6
St. Catherine of Sienna CES	April 29
St. Cecilia	November 22

School	Date
St. Charles Garnier CES	September 26
St. Clare CES	August 11
St. Clement CES	November 23
St. David CES	March 1
St. Edward CES	October 13
St. Elizabeth CHS	May 31
St. Elizabeth Seton CES	January 4
St. Emily CES	September 19
St. Francis Xavier CES	December 3
St. Gabriel the Archangel CES	September 29
St. Gregory the Great CA	September 3
St. James CES	July 25
St. Jean de Brebeuf CHS	September 26
St. Jerome CES	September 30
St. Joan of Arc CHS	May 30
St. John XXIII CES	October 11
St. John Bosco CES	January 31
St. John Chrysostom CES	September 13
St. John Paul II CES	April 2
St. Joseph CES, Aurora	March 19
St. Joseph CES, Markham	March 19
St. Joseph CES, Richmond Hill	March 19
St. Joseph the Worker CES	May 1
St. Julia Billiard CES	April 8
St. Justin, Martyr CES	June 1
St. Kateri Tekakwitha CES	July 14 or April 17
St. Katherine Drexel CHS	March 3
St. Luke CLC	October 18
St. Margaret Mary CES	October 16
St. Marguerite D'Youville CES	October 16
St. Mark CES	April 25
St. Mary CES	January 1
St. Mary of the Angels CES	August 2/December 8
St. Mary Immaculate CES	December 12
St. Matthew CES	September 21
St. Maximilian Kolbe CHS	August 14/January 8
St. Michael CA	September 29
St. Michael the Archangel CES	September 29
St. Monica CES	August 27
St. Nicholas CES	December 6
St. Padre Pio CES	September 23
St. Patrick CES, Markham	March 17
St. Patrick CES, Schomberg	March 17
St. Paul CES	June 29
St. Peter CES	June 29
St. Raphael the Archangel CES	September 29
St. Rene Goupil - St Luke CES	September 26
St. Robert CHS	September 17
St. Stephen CES	December 26
St. Theresa of Lisieux CHS	October 1
St. Thomas of Aquinas CES	January 28
St. Veronica CES	July 12

# Traditional Catholic Prayers

## Sign of the Cross

In the name of the Father, and of the Son, and of the Holy Spirit. Amen

## Le Signe De La Croix

Au nom du Père et du Fils et du Saint-Esprit. Amen

## The Lord's Prayer

Our Father, who art in heaven, hallowed be thy name. Thy kingdom come, thy will be done on earth as it is in heaven. Give us this day our daily bread, and forgive us our trespasses, as we forgive those who trespass against us; and lead us not into temptation, but deliver us from evil. Amen

## Notre Père

Notre Père, qui es au ciel, que ton nom soit sanctifié, que ton règne vienne, que ta volonté soit faite sur la terre comme au ciel. Donne-nous aujourd'hui notre pain de ce jour. Pardonne-nous nos offenses comme nous pardonnons aussi à ceux qui nous ont offensés. Et ne nous soumets pas à la tentation, mais délivre-nous du mal. Amen

## Act of Contrition

My God, I am sorry for my sins with all my heart. In choosing to do wrong and failing to do good, I have sinned against you whom I should love above all things. I firmly intend, with your help, to do penance, to sin no more, and to avoid whatever leads me to sin. Our Saviour Jesus Christ suffered and died for us. In his name, my God, have mercy.

## Morning Offering

O Jesus, through the Immaculate Heart of Mary, I offer you all my prayers, works, joys and sufferings of this day, for all the intentions of your Sacred Heart, in union with the holy sacrifice of the Mass throughout the world, in reparation for my sins, for the intentions of all our associates, and for the general intention recommended this month.

## Hail Mary

Hail, Mary, full of grace. The Lord is with you; blessed are you among women, and blessed is the fruit of your womb, Jesus. Holy Mary, Mother of God, pray for us sinners, now and at the hour of our death. Amen.

## Je Vous Salue, Marie

Je vous salue, Marie, pleine de grâce, le Seigneur est avec vous. Vous êtes bénie entre toutes les femmes et Jésus, le fruit de vos entrailles, est béni. Sainte Marie, mère de Dieu, priez pour nous, pauvres pécheurs, maintenant et à l'heure de notre mort. Amen

## Glory Be

Glory be to the Father, and to the Son, and to the Holy Spirit: as it was in the beginning, is now, and ever shall be, world without end. Amen

## Gloire Soit Au Père

Gloire soit au Père, et au Fils, et au Saint-Esprit, comme il était au commencement, maintenant et toujours, pour les siècles des siècles. Amen

## Grace Before Meals

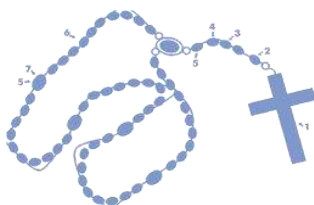
Bless us, O Lord, and these your gifts, which we are about to receive from your bounty, through Christ our Lord. Amen

## Apostles' Creed

I believe in God, the Father almighty,  
Creator of heaven and earth,  
and in Jesus Christ, his only Son, our Lord, who was conceived by the Holy Spirit,  
born of the Virgin Mary,  
suffered under Pontius Pilate, was crucified, died and was buried;  
he descended into hell;  
on the third day he rose again from the dead; he ascended into heaven,  
and is seated at the right hand of God the Father almighty;  
from there he will come to judge the living and the dead. I believe in the Holy Spirit,  
the holy catholic Church, the communion of saints, the forgiveness of sins, the resurrection of the body, and life everlasting.  
Amen

*In prayer we talk to God and listen to God. Prayer brings us closer to our loving God.*

## The Rosary



1. Make the Sign of the Cross and say the Apostles' Creed.
2. Say the Our Father.
3. Say three Hail Mary's (one for each of the virtues of faith, hope and charity).
4. Say the Glory be to the Father.
5. Announce the mystery; then say the Our Father.
6. Say ten Hail Mary's.
7. Say the Glory be to the Father.
8. Repeat the last three steps, meditating on each of the other mysteries.

### The Joyful Mysteries

1. The Annunciation
2. The Visitation
3. The Nativity
4. The Presentation
5. The Finding in the Temple

### The Sorrowful Mysteries

1. The Agony in the Garden
2. The Scourging at the Pillar
3. The Crowning with the Thorns
4. The Carrying of the Cross
5. The Crucifixion

### The Luminous Mysteries

1. The Baptism of Jesus
2. The Wedding at Cana
3. Proclamation of the Kingdom
4. The Transfiguration
5. Institution of the Eucharist

### The Glorious Mysteries

1. The Resurrection
2. The Ascension
3. The Descent of the Holy Spirit
4. The Assumption
5. The Coronation

## Stations of the Cross

### Traditional

- |  |   |
|--|---|
| I. The Condemnation of Jesus by Pilate | VIII. The Encounter with the Women of Jerusalem |
| II. Jesus' Acceptance of the Cross     | IX. Jesus' Third Fall                           |
| III. Jesus' First Fall                 | X. Jesus Being Stripped of His Garments         |
| IV. The Encounter with his Mother      | XI. The Crucifixion                             |
| V. Simon of Cyrene helping Jesus       | XII. Jesus' Death                               |
| VI. Veronica Wiping Jesus' Face        | XIII. Jesus' Removal from the Cross             |
| VII. Jesus' Second Fall                | XIV. The Burial of Jesus                        |

## Mass Responses Eucharistic Liturgy

### Introductory Rite

**Priest:** In the Name of the Father and of the Son and of the Holy Spirit.

**People:** Amen.

**Priest:** The grace of our Lord Jesus Christ and the love of God and the fellowship of the Holy Spirit be with you all.

**People:** And with your spirit.

### Penitential Rite

**All:** I confess to almighty God, and to you, my brothers and sisters, that I have greatly sinned, in my thoughts and in my words, in what I have done, and in what I have failed to do, through my fault, through my most grievous fault; therefore I ask Blessed Mary, ever-virgin, all the Angels and Saints, and you, my brothers and sisters, to pray for me to the Lord our God.

**Priest:** May almighty God have mercy on us, forgive us our sins, and bring us to everlasting life.

**People:** Amen

**Priest:** Lord have mercy **People:** Lord have mercy **Priest:** Christ have mercy **People:** Christ have mercy **Priest:** Lord have mercy **People:** Lord have mercy

### The Liturgy of the Word

**Introductory Prayer:** The priest introduces the readings with a short prayer.

### First Reading

At the end of the first reading:

**Reader:** The Word of the Lord.

**All:** Thanks be to God.

### Responsorial Psalm Gospel Acclamation The Gospel

**Priest:** The Lord be with you.

**People:** And with your spirit.

**Priest:** A reading from the Holy Gospel according to..

**People:** Glory to you, O Lord.

[All make the Sign of the Cross on their forehead, mouth and heart, to symbolize our desire that the Word of the Lord be always in our minds, on our lips, and in our hearts.] At the end of the Gospel:

**Priest:** The Gospel of the Lord.

**People:** Praise to you, Lord Jesus Christ.

### Homily

#### Prayers of the Faithful

[We listen to several prayers, and after each one we respond:]

**People:** Lord, hear our prayer. (or another response)

## The Liturgy of the Eucharist

[The gifts of bread and wine are brought to the altar.]

**Priest:** Blessed are you, Lord, God of all creation, for through we have received the bread we offer you: fruit of the earth and work of the human hands. It will become for us the bread of life.

**People:** Blessed be God forever.

**Priest:** Blessed are you, Lord, God of all creation, for through your goodness we have received the wine we offer you: fruit of the wine and work of the human hands. It will become our spiritual drink.

**People:** Blessed be God forever.

**Priest:** Pray, brothers and sisters, that my sacrifice and yours may be acceptable to God, the almighty Father.

**People:** May the Lord accept the sacrifice at your hands for the praise and glory of His name, for our good and the good of all His holy Church.

**Priest:** The Lord be with you. **People:** And with your spirit. **Priest:** Lift up your hearts.

**People:** We lift them up to the Lord.

**Priest:** Let us give thanks to the Lord, our God.

**People:** It is right and just.

### Eucharistic Prayers

There are several forms of the Eucharistic Prayer, each based on ancient prayers of the Church.

**Preface:** [The Priest opens the Eucharist Prayers with words designated for the liturgy]

**Sanctus:** Holy, holy, holy, Lord, God of power and might, heaven and earth are full of your glory. Hosanna in the highest. Blessed is He who comes in the name of the Lord. Hosanna in the highest.

#### Memorial Acclamation:

**Priest:** Let us proclaim the mystery of faith.

**All:** We proclaim your Death, O Lord, and profess your Resurrection until you come again.

#### In praise of God:

**Priest:** Through Him, with Him and in Him in the unity of the Holy Spirit, all glory and honour is yours almighty Father, forever and ever.

**All:** Amen.

### The Lord's Prayer

**All:** Our Father who art in heaven, hallowed be thy name. Thy kingdom come, thy will be done on earth as it is in heaven. Give us this day our daily bread and forgive us our trespasses as we forgive those who trespass against us, and lead us not into temptation, but deliver us from evil.

**Priest:** Deliver us Lord, from every evil and grant us peace in our day. In your mercy keep us free from sin and protect us from all anxiety as we wait in joyful hope for the coming of our saviour, Jesus Christ.

**All:** For the kingdom the power and the glory are yours, now and forever. Amen

**Priest:** Lord Jesus Christ, you said to your apostles; I leave you peace, my peace I give to you. Look not on our sins, but on the faith of your Church, and grant us the peace and unity of your kingdom where you live forever and ever.

**All:** Amen.

### Mass Responses (continued)

**Priest:** The peace of the Lord be with you always.

**People:** And with your spirit.

### Breaking of the Bread

**All:** Lamb of God, you take away the sins of the world, have mercy on us. Lamb of God, you take away the sins of the world, have mercy on us. Lamb of God, you take away the sins of the world, grant us peace.

### Communion

**Priest:** This is the lamb of God who takes away the sins of the world. Happy are those who are called to his supper.

**People:** Lord, I am not worthy that you should enter under

my roof, but only say the word and my soul shall be healed. [Communion is distributed at the altar by the priest and lay ministers.]

### Dismissal

**Priest:** The Lord be with you.

**People:** And with your spirit.

**Priest:** May almighty God bless you, the Father, and the Son and the Holy Spirit. Go in peace to love and serve the Lord. [During the blessing the people make the Sign of the Cross]

**People:** Thanks be to God.

## Helpful Websites to Support Faith and Character Development

Growing in Faith, Growing in Christ (Student Website for Grades 1 – 8)	<a href="http://www.pearsoncanada.ca/growinginfaith/student-home">www.pearsoncanada.ca/growinginfaith/student-home</a> (Username: ycdsb Password: Student99)
Online Bible	<a href="http://www.biblegateway.com/?version=nrsv">www.biblegateway.com/?version=nrsv</a>
The Archdiocese of Toronto Website	<a href="http://www.archtoronto.org">www.archtoronto.org</a>
Vatican: The Holy See	<a href="http://www.vatican.va">www.vatican.va</a>
Canadian Conference of Catholic Bishops	<a href="http://www.cccb.ca">www.cccb.ca</a>
Assembly of Catholic Bishops of Ontario	<a href="http://www.acbo.on.ca">www.acbo.on.ca</a>
Institute for Catholic Education	<a href="http://www.iceont.ca">www.iceont.ca</a>
Living With Christ App (A daily guide to Catholic readings of the day)	<a href="https://livingwithchrist.ca/">https://livingwithchrist.ca/</a>
Development and Peace	<a href="http://en.novalis.ca/products/living-with-christ-app">en.novalis.ca/products/living-with-christ-app</a>





## Immunization

Each child attending school is required to be fully immunized. From time to time, parents/guardians will receive an immunization questionnaire from the public health department asking for updated information on their child's immunization record.

1. Immunization is your child's best defense against serious childhood diseases. Ontario Law requires students attending school in Ontario to be up-to-date with Diphtheria, Tetanus, Polio, Pertussis (whooping cough), Measles, Mumps, and Rubella, Meningococcal disease, and Varicella (chickenpox – for students born after January 1, 2010) immunizations. Students who are not up-to-date may be suspended from school.
2. Upon school registration, York Region Public Health may contact you requesting complete immunization history. It is the parent or guardian's responsibility, not the health providers, to maintain a record of a child's immunization and inform Public Health of these immunizations. The name of the vaccine and the date it was given should be included in the yellow immunization record. After your initial contact with Public Health, every time your child gets an immunization, parents can update their child's immunization record online at [eimmunization.york.ca](http://eimmunization.york.ca) or by calling 1-877-464-9675 extension 73456. Please visit [www.york.ca/immunization](http://www.york.ca/immunization) for more information.
3. If you cannot immunize your child due to medical reasons, a medical exemption form must be sent to York Region Public Health. As of September 1, 2017, Ontario parents and guardians that choose not to immunize their child for non-medical reasons are required to attend an immunization education session and complete the statement of conscience or religious belief form. Immunization education sessions for York Region residents are offered by York Region Public Health. Exemption forms are available on the York Region website under [Immunizations](#) - [Immunization Requirements for School](#). For more information on immunization exemptions, contact York Region Public Health at 1-877-464-9675 ext. 73452.
4. All vaccines on the Publicly Funded Immunization Schedule in Ontario are available at no cost through your family physician or by attending one of York Region Public Health vaccination clinics. Vaccines against HPV, Hepatitis B and Meningococcal disease are offered free of charge for certain age groups at your child's school. Please call Health Connection at 1-800-361-5653 for further information.



# Highlights of Key YCDSB Policies and Procedures

For additional information about our policies, refer to [www.ycdsb.ca/trustees/policies-procedures](http://www.ycdsb.ca/trustees/policies-procedures)

## Policies

### Bullying Prevention and Intervention (Policy 223)

YCDSB values learning environments that are safe, nurturing, trusting, positive and respectful—consistent with our Gospel values. The Board believes that all bullying (physical, emotional, verbal, electronic) is a particularly insidious form of violence and that all students and educators have the right to a school environment free from bullying, harassment, threats and violence. Everyone in a bullying situation has a role to play in bringing an end to this destructive behaviour – the one who bullies, the one who is bullied, and the one who witnesses the bullying. All members of the Catholic School Community are expected to treat each other with respect and dignity.

#### What is Bullying?

“... a dynamic of unhealthy interaction that can take many forms. It can be physical (e.g. hitting, pushing, tripping), verbal (e.g. name calling, mocking, or making sexist, racist, or homophobic comments), or social (e.g. excluding others from a group, spreading gossip, or rumours). It may also occur through technology (e.g. spreading rumours, images, or hurtful comments through the use of e-mail, cell phones, text messaging, Internet website, or other technology).

Bullying consists of aggressive and typically repeated behaviour that has 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,
- (ii) creating a negative environment at school for another individual, and the behaviour occurs in a context where there is a real or perceived power imbalance between the pupil and the individual. [Education Act 1(1), and Bill 13, The Accepting Schools Act, 2012]

If you or someone you know is a victim of bullying, you can and should do one of the following:

- speak to a parent/guardian
- speak to a staff member
- tell a friend and ask him/her to accompany you to speak to an adult
- Use the Report It! feature for students. The 'Report It' feature allows students to make a non-emergency report to their school principal of inappropriate student behaviour.  
Available at [www.ycdsb.ca/report-it](http://www.ycdsb.ca/report-it)
- call Crime Stoppers, 1-800-222-TIPS

### Catholic School Councils (Policy 606)

It is a policy of the York Catholic District School Board that each school establish a Catholic School Council, with the purpose of assisting the school in developing positive communication links with home, parish and the broader community.

School councils work collaboratively with the principal to create a learning environment that contributes to improved student achievement and performance.

Councils provide advice on developing and implementing school policies/ practices as well as setting criteria for the selection of principals, the local school Code of Conduct and appropriate student dress.

Elections for council members are held within the first 30 days of the school year.

### Child Protection and Abuse (Policy 204)

When responding to actual cases of, or suspicions of child abuse, Board staff refer to Policy 204, "Child Protection and Abuse" which defines the duty to report a child in need of protection and the procedures for all staff, school volunteers and visitors to take when there is reasonable grounds to suspect that a child is in need of protection. Where there is a suspicion that a child is in need of protection for any reason, the Children's Aid Society (CAS) must be contacted immediately. The duty to report is an ongoing obligation that arises each and every time there may be additional reasonable grounds to suspect abuse.

### Code of Conduct (Policy 117)

The Board's Code of Conduct governs the behaviour of all members of our learning community, thereby enabling schools and other Board locations to function as safe, comfortable, and accepting learning and teaching environments.

### Digital Discipleship - Student Use of Technology (Policies 311, 408)

The Board is committed to safe, secure, equitable and - effective use of technology to enhance learning for all students within a Christ-centered school environment.

While the use of technology is an important component of the learning process, the Board requires that staff and students comply with standards of acceptable use. All parents/ guardians shall sign a technology consent form prior to accessing Board technology, either at school or remotely on an annual basis.

## Electronic Communication and Social Media (Policy 317)

It is the policy of the York Catholic District School Board to allow the use of electronic communications and social media to engage students in dialogue while fostering a healthy learning environment using good digital discipleship in a safe, respectful and positive manner. In an effort to promote and teach behaviour within our schools that demonstrates good digital discipleship and respectful use of electronic communications and social media, the Board shall authorize Administration to implement related guidelines that regulate the use of electronic communications and social media at their school.

### Elementary Student Dress Code (Policy 219A)

It is the policy of the York Catholic District School Board that all schools shall have a dress code. Appropriate dress means that students will be dressed in clothes that are respectful, neat and clean (applicable only to schools which opted out of the Standardized Dress Code prior to June 1, 2013). Such clothing should reflect the increasing physical maturity of the junior and intermediate students. School administration, in collaboration with the Catholic School Council, will determine a list of inappropriate/unacceptable clothing/dress and communicate this list to the students and to the parent community annually. Standardized dress means that the school community has determined that students will dress in clothing of common colour and style. Full uniform dress means that all students in a school are required to wear a school uniform consisting of approved clothing pieces and purchased from an approved Board's supplier. For more information, contact the school office or view Policy 219A on our website at [www.ycdsb.ca](http://www.ycdsb.ca).

**Equity and Inclusive Education (Policy 613)** The York Catholic District School Board provides an educational environment, which supports diversity in its Catholic community by adhering to the Guiding Principles of the Equity and Inclusive Education Strategy and the recommendations from the Assembly of Catholic Bishops of Ontario (ACBO). The ACBO affirms that:

*"Catholic schools provide educational opportunity within the context of a faith community which must clearly be seen to recognize that each individual is made in the image and likeness of God, to affirm the essential dignity, value and rights of the human person, and to model the gospel values of faith, hope and love to each and every student entrusted to their care. In part, the mission of the Catholic school is to create the lived experience of what it is like to be welcomed, cared for, loved without conditions, included, and taught values that students can commit to and find sustenance throughout their adult life."*

The Board is committed to serving all staff, students, and families in its diverse Catholic community by incorporating the principles of equity and inclusive education consistent with Catholic denominational rights into all aspects of its

policies, programs, procedures, and practices. All students are supported through the identification and removal of discriminatory barriers that limit their ability to achieve their potential.

The Human Rights and Equity Advisor (HREA) provides a safe environment to voice concerns about unfair treatment, discrimination or *Ontario Human Rights Code* related harassment.

The HREA will provide advice to anyone in the YCDSB community who requires information on harassment, discrimination or related Board policies and procedures. The HREA will treat all matters in a highly confidential and professional manner.

For any assistance, kindly fill out the Human Rights and Equity Reporting form on [www.ycdsb.ca/hedi/complaint-process/](http://www.ycdsb.ca/hedi/complaint-process/) or email [humanrights@ycdsb.ca](mailto:humanrights@ycdsb.ca).

### Extreme Temperature (Policy 221)

At the beginning of each school year, Administrators, in collaboration with their Catholic School Councils, will determine the extreme cold weather temperature. This temperature with wind chill, shall be no warmer than -15 degrees Celsius and no colder than -20 degrees Celsius. The agreed upon extreme cold weather temperature is final and shall remain in effect for the entire school year.

### Ontario Student Record (Policy 227)

The Ontario Student Record (OSR) is the record of a student's educational progress through schools in Ontario. The Education Act requires that the Principal of a school collect information "for inclusion in a record in respect of each pupil enrolled in the school and to establish, maintain, retain, transfer and dispose of the record". The Education Act also regulates access to an OSR and states that the OSR is "privileged for the information and use of supervisory officers and the principal and teachers of the school for the improvement of instruction" of the student. All students and their parents/guardians (for students under the age of 18) can access their OSR and receive a copy of the OSR by written request to the Principal.

### Prayer - Our Gift From God (Policy 315)

The York Catholic District School Board believes that prayer is a gift from God which draws every person into a personal relationship with the living and true God, celebrates our encounter with God in the person of Jesus, and is a vital part of the school's participation in the Church's mission to evangelize the children we teach. Prayer shall take place at the beginning and end of each day, during transitional times, such as prior to play, snack or meal times and physical education classes, and at all day or evening school/board events organized by the Board.

## Privacy and Freedom of Information (Policy 112)

The Municipal Freedom of Information and Protection of Privacy Act (MFIPPA) regulates the way personal information is administered with a view to protect each individual's right to privacy.

All personal information received by the York Catholic District School Board is treated as confidential, and;

- shall be collected, maintained, used and disposed of only in accordance with MFIPPA, Education Act and Personal Health Information and Protection Act (PHIPA).
- will not be disclosed to anyone other than the person to whom the information relates except to those who require the information to deliver education, consistent with the Education Act and PHIPA.

The Annual Student Information Release Form is sent to parents/guardians each September. This form is to be signed by parents/guardians indicating consent to the specific areas indicated on the form. All forms are to be returned to the school within the 30 days.

## Safe Arrival, Safe Dismissal & Attendance - Elementary (Policy 228A)

Each school has a Safe Arrival/Safe Departure Program which monitors the attendance of every student at the start of the school day and at the start of the afternoon session. When a student will be absent or late, it is the responsibility of the parent/guardian to notify the school of the reason. Safe Arrival for student absence reporting can be accessed via phone at 1-855-856-7862 or web at [go.schoolmessenger.ca](http://go.schoolmessenger.ca). Where the school is not notified by the start of the morning or afternoon session, immediate steps will be taken to determine the whereabouts of the student, including contacting the police if necessary. Should you require that your child leave the school before dismissal time, please provide the school with a signed and dated note to this effect, or call the school. If your child is leaving before dismissal, a parent/guardian must sign out the student from the office.

All elementary schools have processes in place for the communication of a student's non-attendance in their scheduled classes.

For additional information, you may access the Board website to familiarize yourself with the policy and related practices related to Safe Arrival, Safe Dismissal & Attendance for Elementary students.

## Safe Schools - Student Discipline (Policy 202)

The Safe Schools Policy establishes parameters for the behaviour of all persons in the York Catholic District School Board. Each school has a code of conduct, and all students are expected to know and understand what is expected of them, each according to their age. When reports of infractions are made, school administrators will investigate and use a progressive discipline strategy to remedy the situation and educate the students involved. This may include a range of strategies appropriate to the seriousness and frequency of the behaviour, up to and including suspension, and/or expulsion.

## Student Disability Accommodation (Policy 208)

All students of the York Catholic District School Board have the right to equal treatment with respect to educational services without discrimination because of disability or a perceived disability. The right to be free from discrimination includes the right to reasonable accommodation. Should your child require accommodation, please speak to the classroom teacher and the school principal.

## Use of Video Surveillance Equipment (Policy 705)

In keeping with the Board's mandate and commitment to maintain safe and secure learning environments for students, staff and community members, video surveillance cameras are installed and in use on all Board-owned premises and use of video surveillance signs are posted at school entrances. Use of these cameras is compliant with Municipal Freedom of Information and Protection of Privacy Act.

# Procedures

## Bus Conduct

The following guidelines are intended to ensure the safety of all students while riding the bus. Students must:

- enter and exit the bus in an orderly fashion
- be seated facing the front during the operation of the vehicle
- maintain a reasonable sound level
- be responsible for their own behaviour while on the bus
- be polite and courteous to the bus driver
- not consume food or drink on the bus
- board and depart from the bus at their assigned stop
- show respect for the property of others and conduct themselves in a safe manner at the bus stop
- Additional school transportation procedures related to health and safety measures regarding the COVID-19 Pandemic may be implemented and communicated to parents/guardians.

In the event that the above guidelines are not followed, bus riding privileges may be suspended by the principal. On the rare occasion where bus privileges are withdrawn, parents/ guardians will be given written notification. **A student's attendance at school continues to be mandatory in these circumstances.**

The parent/guardian is responsible for the safety and behaviour of their children prior to pick up and following drop off each day. Please inform the school of any changes that may affect busing routines.

## Emergency Procedures: Cancellation of Buses

Occasionally, due to inclement weather or for other emergency situations, it may be necessary to cancel buses. In arriving at this decision, the safety of students will be of prime importance. If road and weather conditions do not ensure safe driving, the decision to cancel will be made by Student Transportation Services in consultation with the Board. Information will be

conveyed to parents/guardians starting at 6 a.m. Please refer to:

- Board Website [www.ycdsb.ca](http://www.ycdsb.ca)
- School Website
- Board Twitter [www.twitter.com/ycdsb](https://www.twitter.com/ycdsb)
- Student Transportation Services website [www.schoolbuscity.com](http://www.schoolbuscity.com); or
- your local radio and television station

**Please ensure that the announcement is for the York Catholic District School Board and read/listen to it carefully.** If buses do not operate in the morning, they will not operate in the afternoon. On days where school buses are cancelled, any school excursions planned for that day are also cancelled.

### Lunch Routines

The lunch period in elementary schools is typically 60 minutes in length, 20 minutes for eating lunch and 40 minutes in the yard. Supervision is provided at all times. Students who remain for lunch are required to remain on school property throughout the lunch period unless they have written permission from the parent guardian and the approval of the principal.

The lunch period in secondary schools is typically 40 minutes in length.

### Special Education Programs and Services

The York Catholic District School Board seeks to help all students reach their full potential. The Board endorses the integration of learners with a focus on providing the most enabling learning environment recognizing the need for a continuum of responses. Our schools recognize the differences in students and adapt programs to meet their needs. Some are exceptional and may require special programs and services. For more information, visit our webpage:

[www.ycdsb.ca/programs-services/student-services/programs/](http://www.ycdsb.ca/programs-services/student-services/programs/).

### Student Behaviour

A safe, positive environment is a prerequisite to learning. Respect for self and others, contributing to the common good, accepting accountability for one's own actions, seeking and granting forgiveness, acting morally and legally as a person formed in the Catholic traditions and the promotion of self-discipline are cornerstones. The Board supports a preventative, proactive approach to managing the behaviour of its students. This approach includes the provision of alternative discipline strategies, progressive discipline and opportunities for alternative education programs.

### Student Injury



In the event a child sustains an injury while at school, the parent/guardian or emergency contact person will be notified as soon as possible. It is required that each family provide the school with an up-to-date Emergency Procedures Form (S-2) at the beginning of the school year. It is the responsibility of the parent/guardian to update the information on the form as required by contacting their school's front office.



**York Catholic District School Board**  
**Catholic Education Centre**  
**320 Bloomington Road West**  
**Aurora, ON L4G 0M1**

**Phone: 905-713-2711**  
**416-221-5051**

**Fax: 905-713-1272**  
**Website: [www.ycdsb.ca](http://www.ycdsb.ca)**

**Twitter: @YCDSB**   
**Instagram: @yorkcatholic\_dsb** 



# York Catholic District School Board

## Global Competencies

At the York Catholic District School Board, deep learning is characterized by the process of nurturing the global competencies in a faith-filled manner.

### Critical Thinking

A discerning believer who is able to make thoughtful decisions and solve problems in light of criteria that reflects Gospel values.



### Creativity

A reflective, creative, holistic thinker who is able to generate new ideas, address challenges and promote the common good.



Critical Thinking

Creativity

✝  
Catholic  
Character

### Collaboration

A collaborative contributor who is able to create products to provide services that foster a just society.



Collaboration

Communication

### Communication

An effective communicator who is able to develop and strengthen relationships that promote hope, and optimism.



### Discipleship

A responsible citizen who applies the principles of Catholic Social Teaching in service to the local and global community.



### Catholic Character

A self-directed, responsible, life-long learner who is able to integrate faith with life through reflection, planning and action.

*Our students will become creative and critical thinkers who integrate Catholic values into their daily lives, as socially responsible global citizens.*



# Ontario Catholic School Graduate Expectations

*Vision of the Learner, prepared by the Institute for Catholic Education*

## The Graduate is expected to be:

### 1. A discerning believer

formed in the Catholic Faith community who celebrates the signs and sacred mystery of God's presence through word, sacrament, prayer, forgiveness, reflection and moral living.

*In a society marked by personality cults, we are called to bear witness to Jesus Christ, our Saviour and Lord, and to reverence Him in the poor, the lowly, and the marginalized.*

### 2. An effective communicator

who speaks, writes and listens honestly and sensitively, responding critically in light of gospel values.

*In a culture where communication is increasingly commercialized, we are invited to prayer and to worship.*

### 3. A reflective, creative and holistic thinker

who solves problems and makes responsible decisions with an informed moral conscience for the common good.

*In an age, which seems more fearful of the future, we are directed to give an account of the hope that is within us. (1 Peter 3,15)*

### 4. A self-directed, responsible, lifelong learner

who develops and demonstrates their God-given potential.

*In a time, which often seems to be without goals or enabling aspirations, we are challenged to declare ours and to dedicate our lives to their achievement.*

### 5. A collaborative contributor

who finds meaning, dignity and vocation in work which respects the rights of all and contributes to the common good.

*In a world, which ignores the human thirst for God, we are called to share the living waters of our faith.*

### 6. A caring family member

who attends to family, school, parish, and the wider community.

*In a time when there is little reverence for the image of God in the human person, we are summoned to care for human life with an ultimate respect.*

### 7. A responsible citizen

who gives witness to Catholic social teaching by promoting peace, justice and the sacredness of human life.

*In a world marked by poverty, oppression and war, we are commanded to work for justice and peace.*

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# Character in York Catholic Schools

**A self-directed, responsible  
life long learner**

**A discerning  
believer**

**A responsible  
citizen**

**Advent**

**A collaborative  
contributor**

**A reflective,  
creative  
& holistic  
thinker**

**Lent**

**Easter**

**A caring  
family member**

**An effective  
communicator**

**Courage**

**Compassion**

**Justice**

**Hope**

**Unity**

**Wisdom**

**Perseverance**

**Reverence**

**Responsibility**

SEPTEMBER  
*Do not be afraid.*  
Luke 1:26

OCTOBER  
*Be compassionate as your  
God is compassionate.*  
Luke 6:36

NOVEMBER  
*Act Justly.*  
Isaiah 61:8

DECEMBER  
*We put our hope in God.*  
Psalm 33:20

JANUARY  
*We are one body in Christ.*  
Romans 12:5

FEBRUARY  
*I will speak words of wisdom.*  
Psalm 49:3

MARCH  
*Strive first for the Kingdom of God.*  
Matthew 6:33

APRIL  
*He is risen.*  
Matthew 26:6

MAY  
*Honour your father  
and your mother.*  
Exodus 20:12

JUNE  
*I am the Way and  
the Truth and the Life.*  
John 14:6

