

**FATHER MCGIVNEY CATHOLIC ACADEMY**

# **STUDENT AGENDA**

**2025-2026**



<b>FATHER MICHAEL McGIVNEY CATHOLIC ACADEMY</b> <b>DAILY SCHEDULE</b> <b>2025 - 2026</b>		
PERIOD	DAY 1	DAY 2
8:26	Warning Bell	Warning Bell
8:30 - 8:35	Morning Routine	Morning Routine
8:35 - 9:49	Period 1	Period 1
9:49 - 9:52	<i>Travel Time</i>	<i>Travel Time</i>
9:52 - 11:06	Period 2	Period 2
11:06 - 11:09	<i>Travel Time</i>	<i>Travel Time</i>
11:09 - 11:49	Period 3 (A Lunch)	Period 4 (A Lunch)
11:49 - 12:29	Period 3 (B Lunch)	Period 4 (B Lunch)
12:29 - 1:11	Period 3 (C Lunch)	Period 4 (C Lunch)
1:11 - 1:14	<i>Travel Time</i>	<i>Travel Time</i>
1:14 - 2:28	Period 4	Period 3

<b>ALTERNATE SCHEDULE</b> <b>Based on Day 1</b> <b>(For Day 2 Switch Period 3/4)</b>	
8:26	Warning Bell
8:30 - 8:33	Morning Routine
8:33 - 9:33	Period 1A
9:33 - 10:33	Period 1B
10:33 - 10:36	<i>Travel Time</i>
10:36 - 11:29	Period 2
11:29 - 11:32	<i>Travel Time</i>
11:32 - 12:12	Period 3 (A Lunch)
12:12 - 12:52	Period 3 (B Lunch)
12:52 - 1:32	Period 3 (C Lunch)
1:32 - 1:35	<i>Travel Time</i>
1:35 - 2:28	Period 4



# Fr. Michael McGivney Catholic Academy I.B. World School

## ADMINISTRATION

Camille Robinson, Principal  
Kevin DeFreitas, Vice Principal  
Alisia D'Silva, Vice Principal

5300 Fourteenth Avenue  
Markham, Ontario  
L3S 3K8

## ***STUDENT ABSENCE REPORTING:*** **1-855-856-7862**

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

School: 905-472-4961  
Press **1** for the Attendance Office  
Press **2** for the Guidance Office  
Press **6** for the Main Office

Fax: 905-472-4976

Website Address: <http://fmmh.ycdsb.ca>

***This agenda belongs to:***

NAME: \_\_\_\_\_

ADDRESS: \_\_\_\_\_

CITY/TOWN: \_\_\_\_\_ POSTAL CODE: \_\_\_\_\_

PHONE: \_\_\_\_\_

STUDENT NUMBER: \_\_\_\_\_ HOMEROOM: \_\_\_\_\_



## **Mission Statement**

Father Michael McGivney Catholic Academy (FMMCA) is a Catholic learning community dedicated to fostering an inclusive learning environment that empowers students to become compassionate, knowledgeable, and principled global citizens.

We strive to develop inquiring, reflective, and open-minded individuals who contribute positively to our diverse community and actively engage in lifelong learning and global citizenship. Our aim is to foster an inclusive and supportive atmosphere, cultivating students' intellectual and emotional growth.

We are committed to excellence in education by employing a dynamic, inquiry-based curriculum that encourages critical thinking, creativity, and intercultural understanding. By promoting collaborative learning experiences and fostering a sense of global awareness, we equip our students with the skills and mindset needed to address the challenges of an ever-changing world.

## **FMM Learner Profile**

At Father Michael McGivney Catholic Academy, we are a community of students, educators, and support staff who are:

Christ-centered, principled,  
inquirers, knowledgeable, thinkers,  
communicators, open-minded, caring,  
risk-takers, balanced, reflective, global-minded,  
collaborative, accountable.

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## **Father Michael J. McGivney OUR SCHOOL PATRON**

Father Michael McGivney was the founder of the Knights of Columbus, a fraternal organization whose aims are to provide support for its members and their families. He was born in 1852 in Waterbury, Connecticut, one of 13 children, six of whom died very young. The family learned early about sorrow and the harsh grip of poverty. However, young Michael also learned about the powers of love and faith, and family fortitude.

Father Michael McGivney recognized the importance of education as a way for people to integrate themselves into their new cultural environment and to earn a living. He saw prayer as a force for daily sustenance. He believed in the transforming power of the good news of Jesus. He humbly accepted his own frailty, and full of gratitude he praised God's love for mankind.

Father Michael was plugged into the source of all life. He was a hero in an unassuming way responding to the call to holiness. He served the poor and marginalized in the midst of a pandemic, developing a serious case of pneumonia in January 1890 which led to his death on August 14 of that same year. On October 31st 2021, the Catholic Church beatified Fr. Michael McGivney, declaring him as Blessed and paving the way for his eventual entry into the Canon of Saints. The Universal Church will henceforth honour his life and legacy every August 13th on his Feast Day.

Our school is fortunate to have as our model and patron a young person who saw the needs of those who suffered in his community, and dedicated his life to serving them. We honour his memory by living out the gospel of Jesus. We share with our Pope Benedict XVI the hope that schools and organizations like the Knights founded by Father McGivney "will make every effort to draw young people to Jesus Christ and to help them understand that the true meaning and value of life is to be found in the generous gift of self to God and to others."



## UNIFORM SEPTEMBER 2025



### COMPULSORY ITEMS

- DGN Kilter's white *or* grey polo shirt with school insignia
- DGN Kilter's black dress crested pants
- All black shoes and black socks

*These are optional items that may be worn*

- Black or white short-sleeved undershirt
- DGN Kilter's school sweater
- DGN Kilter's blue pull over
- DGN Kilter's Rugby shirt





# Father Michael McGivney Catholic Academy

## Digital Citizenship Agreement

### Respect Yourself

- I will show respect for myself through my actions.
- I will select online names that are acceptable.
- I will consider the information and images I post online.
- I will not post personal information about my life, experiences, experimentation or relationships.
- I will not be obscene.

### Protect Yourself

- I will ensure that the information I post online will not put me at risk.
- I will not publish my personal details, contact details or a schedule of my activities.
- I will report any attacks or inappropriate behavior directed at me.
- I will protect passwords, accounts and resources.

### Respect Others

- I will show respect to others.
- I will not use electronic mediums to flame, bully, harass, or stalk other people.
- I will show respect for other people in my choice of websites.
- I will not visit sites that are degrading, pornographic, racists, or inappropriate.
- I will not abuse my rights of access and I will not enter other people's private spaces or areas.

### Protect Others

- I will protect others by reporting abuse, not forwarding inappropriate materials or communications.
- I will not visit sites that are degrading, pornographic, racist, or inappropriate.

### Protect Intellectual Property

- I will request to use the software and media others produce.
- I will use free and open source alternatives rather than pirating software.
- I will purchase, license, and register all software.
- I will purchase my music and other media, and refrain from distributing these in a manner that violates their licenses.
- I will act with integrity.

By signing this agreement, I undertake to act in a manner that is respectful to myself and others, and to act appropriately, and in a moral and ethical manner.

I, \_\_\_\_\_ agree to follow the principles of digital citizenship outlined in this agreement and accept that failing to follow these tenets will have consequences.

Signed: \_\_\_\_\_ Date: \_\_\_\_ / \_\_\_\_ / \_\_\_\_

## **DEPARTMENT HEADS**

Art	Zita Loeppky
Business	Catherine Fujiwara
Canadian & World Studies	Mark Bozzo
Co-op	Allan Ambida
English / Library	Janelle Chan
ESL	Dushani Selvakumar
Guidance	Geetha Aranha
Mathematics	Elvira Poshnjari
Modern Language	Trevor Carozza
Physical Health Education & Athletics	Matthew Pontes
Religious Education	Natalie Mazzulli
Science	Joe Alphonso
Special Education	Ilona Denschazi
Technology Studies	TBD
Chaplaincy Team Leader	Winnie Sum

## **SCHOOL POLICIES AND PROCEDURES**

### **ACCIDENTS**

All accidents must be reported to the office as soon as possible. These include any accidents occurring on school property or during school sponsored events at other sites. An accident report must be fully completed and duly submitted to the administration. Any injuries sustained due to physical confrontation must be reported to the main office.

### **ADDRESS CHANGE**

Changes in home address, telephone number and other pertinent information must be reported promptly to the Main Office.

[illegible]

## ANTHEM & PRAYER

Respect for our country and our religious practices are demonstrated by standing still during the playing of the national anthem and recitation of prayers before and after school and the Land Acknowledgement.

## CODE OF CONDUCT

**CODE OF CONDUCT AS PER YCDSB [POLICY 218](#)  
(CODE OF CONDUCT), [POLICY 202](#) (SAFE  
SCHOOLS-STUDENT DISCIPLINE), [POLICY 223](#)  
(BULLYING PREVENTION AND INTERVENTION)**

As a Catholic learning community, we are called to uphold the dignity of the person in all of our interactions. We believe in compassion and strive to create a learning and working environment that supports the physical and mental well-being of every member of our school community.

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

- Comes to school prepared, on time, and ready to learn;
- Shows respect for themselves, for others, and for those in authority;
- Refrains from bringing anything to school that may compromise the safety of others;
- Follows the established rules and rules and takes responsibilities for their own actions.

The following acts are considered to be egregious and degrading in nature and will result in suspension from school:

- bullying - cyber, verbal, physical
- acts of physical violence or assault
- any act that is sexual in nature
- the use of racial slurs or any derogatory comments towards persons of a specific ethnicity or religious affiliation
- the use of homophobic and transphobic comments
- the use of cellphones to record and post video involving members of the school community

**Additionally any act or behaviour that is considered to be contrary to the school and/or board of conduct that is not listed may result in suspension and if required, consultation with York Regional Police.**

## ACADEMIC HONESTY

All members of the school community will be held to a high standard of personal integrity and academic honesty. This includes understanding the importance of acknowledging the work of others accurately and honestly. Students will also understand the categories of 'academic dishonesty' which are serious academic offences and could result in students receiving a mark of zero.

**Plagiarism:** presenting someone else's words or ideas as one's own. Plagiarism includes:

- Submitting an assignment that is completed by another and claim it as one's own;
- Incorporating large segments of someone else's work and only use connecting sentences without reference to the source;
- Directly copying another person's re-write of an assignment, as in the case of a parent/guardian, tutor or ghostwriter;
- Cyber-plagiarism -Copying sections from the internet without referencing the source;
- Using artificial intelligence (A.I.) to write an assignment.

**Collusion:** helping another student to be academically dishonest, and could include giving one's work to another student for the purpose of misrepresenting ownership of that work.

**Misconduct during evaluations:** communicating with another student during a written evaluation; possessing unauthorised material (for example, an electronic device other than a permitted calculator, notes, a cell phone) during a written evaluation, regardless of whether any attempt is made to use that material.

Any form of plagiarism is a serious academic offence and is contrary to the vision of the learner in our school. Each student is expected to be an effective communicator who 'reads, understands and uses written materials effectively, presents information and ideas clearly and honestly and with sensitivity to others' (Ontario Catholic 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 Graduate Expectations). *Note that academic dishonesty, not limited to the descriptors noted above, could result in the teacher either assigning a mark of ZERO. Progressive discipline will be considered in the consequence assigned. A detailed academic honesty policy and ways to avoid plagiarism is available on the school website.*

## **ATTENDANCE**

All students are expected to attend their regularly scheduled classes. \*Note that it is a Ministry of Education (MOE) requirement that students complete 110 hours of instructional time in order to receive credit for a course. The YCDSB does not offer a hybrid model of instruction, and students are expected to attend all classes in person in order to earn credits.

Parent(s)/Guardian(s)/Caregiver(s) are expected to:

- Provide a current and accurate 'emergency contact' information to the school;
- Inform the school before 9:00 am through the 'Safe Arrival Parent Portal Website/ Safe Arrival App' or by calling the 'Parent Toll Free Safe Arrival Phone Number' when their child will be absent or late or in need of early leave;
- Provide the school with a reason for their child's absence, lateness or early leave through the automated attendance reporting system or a written note.

All students are expected to:

- Be present in their homeroom at the start of morning exercises;
- Sign in at the Attendance Office if arriving late or leaving early, with parent approval;
- Return from lunch period on time;
- Attend school and classes each day, unless administration has been notified of extenuating circumstances;
- Submit notes to their homeroom teacher when provided by their parent(s)/ guardian(s)/ caregiver(s).

According to MOE guidelines, a student who misses 15 consecutive days without the student or parent/guardian contacting the school about the nature of the absence will be summarily removed from the school's enrolment register. Persistent truancy will result in detentions and eventual suspension from school. Students of compulsory school age who do not attend school regularly will be reported to the school board attendance counsellor.

## LATES

Students are expected to be on time for school and **in class before the morning bell at 8:28am** and for all classes during the day. Arriving any time after 8:28am will result in being late. Tardiness can affect student achievement, is disruptive to teaching, and is not acceptable. **Any students arriving to school after 8:45 AM must report to the attendance office to sign in.** Occasional late arrivals to class due to unusual circumstances will happen to everyone. When this happens during the school day in between periods, students are expected to report directly to the class and request entry from the subject teacher. Chronic latecomers shall be reported to the appropriate vice principal.

## EARLY LEAVES

If a student must leave school early (ie. Medical appt) **for any reason**, parents should report this to the attendance office **ahead of time** through our Safe Arrival app **before 9:00 AM the day of the sign out. (The only exception is an emergency and or sudden illness)**. The student can come pick up their sign-out slip in the morning before school starts at 8:15 AM if it has been reported prior, so they can leave at the necessary time in a more efficient and timely manner. If they did not pick up the slip, then they will need to report to the attendance office at the time of the early leave to obtain a sign-out slip. On returning to school, the student must return to the attendance office to admit them back into school. Students who will not be returning until the following day must hold onto their sign-out slip and show it to their subject teacher whose classes they missed the day they return. **Once a student has been signed out, they must leave the school premises. Under no circumstances may a student leave school without following these procedures and without authorization. Students who do not sign out properly will be consequences.**

## LATE AND MISSED ASSIGNMENTS

Students are responsible for completing all assignments by a predetermined due date. If they do not submit an assignment by the established closure date, it will be considered late and marks will be deducted. Teachers will use a placeholder of zero for missed assignments.

If, in the teacher's professional judgment, a student has demonstrated achievement of the missed expectations through subsequent assignments or in another context, they will determine the student's level of achievement based on the weight of this evidence. Teachers will apply their professional judgment in addressing this issue with the students.

## CONCERNS - Conflict Resolution

It is our desire to establish clear lines of communication that are understood and respected by all members of the school community: parents, students, teachers, administrators and support staff. Our hope is to encourage direct communication between parties and to bring about effective resolution of concerns.

In the event that a concern should arise between staff and students, it is recommended that the concern be addressed according to the following process: Parent/student are invited to talk to

1. the teacher directly
2. the appropriate Vice-Principal
3. the Principal
4. the appropriate Superintendent

This process is designed to bring serious concerns to the attention of school personnel immediately and to resolve concerns at the level at which they occur. Parents and students may choose to move to the next level if they feel the issues are not being addressed appropriately.

## EMPLOYMENT

For students to achieve their full academic potential, adequate time must be dedicated to full-time studies. Those students employed during the week and/or weekends may be jeopardizing their chances for academic success. **No student should work more than fifteen hours a week.**

## EXAMINATIONS

Formal examinations are held at the end of each semester - January and June respectively. During examinations, students need to be in school only for the duration of each exam. Each student must check the exam timetable carefully and report to the correct location for the start of each exam. Students will receive a copy of the exam timetable and complete instructions regarding exams prior to the examination period. **Do not schedule trips/vacations to conflict with these examination dates.**

Students who are absent from an examination because of illness must present to the office a parent's or guardian's note and a doctor's certificate explaining the absence within 24 hours. Legitimate absences will normally mean the student will write the missed exam as soon as can be arranged. **Absence without appropriate justification will result in a grade of zero for the exam.**

## **TEXTBOOKS TO BE HANDED IN AT EXAMINATION**

Students are to bring their textbooks to the exam room and place them under their desk during their exam. The textbooks must be the one assigned to the student at the beginning of the semester - same number - same condition.

If the text is not returned, then students will pay the replacement cost of the textbook.

## **LIBRARY BOOKS**

All Library Books must be returned and all fines paid before the end of the school year. If library books are missing or lost, students will pay the replacement cost of the book.

If the library book is not returned, students must pay the replacement cost of the text **before receiving another library book.**

## **UNIFORMS DURING EXAMS**

No bags, jackets, coats, purses, backpacks, etc. will be allowed into the exam room. Students are to put such items into their locker before the examinations start. **Full uniform must be worn during the examinations.** Students not in full uniform will not be admitted to exam rooms.

## **FEES**

Each student pays a Student Activity Fee (SAF) of \$50.00. This amount helps to subsidize activities such as the leadership program, the athletic program and a variety of other student-centered activities. The distribution of this fee is provided in the first published issue of the school newsletter.

There is no fee requirement for the basic needs and materials of any credit bearing course offered at the school. However, students may acquire enhanced or advanced learning in any course through the purchase of materials recommended by the teacher of that course. These fees may include such material as workbooks, musical instrument rental, etc.

Further information about such enhancements will be available from the teacher at the onset of the course.

## FIELD TRIPS AND EXCURSIONS

The school Code of Conduct is in effect on all trips. Consent forms signed by a parent or guardian must be provided by each student who participates in a trip or excursion.

No private arrangements can be made concerning transportation on a field trip or excursion. All students must depart from and return to the school on the transportation provided by the school at the prescribed times. Students are responsible for all missed assignments and homework during the field trip or excursion period. **The dress code of full uniform will remain in effect on all field trips and excursions** except where arrangements have been made with the Administration.

## FIRE DRILLS & EMERGENCY RESPONSE

Fire drill and emergency response (eg “Lockdown”, “Hold & Secure”) procedures are posted in each classroom.

## FIRE EVACUATION FOR STUDENTS WITH SPECIAL NEEDS

Fire evacuation procedures for students with special needs are processed with special education department personnel.

## LOCKERS

All students are assigned a locker/lock for the full year where they can store personal items. Their lock may be used from year to year. We strongly recommend that valuable items not be brought to school. Lost or missing items not stored in lockers are not the responsibility of the school. At the end of the school year, students are required to remove their lock and clean out all items from the locker. Any items left behind will be donated. Students are not permitted to share their combinations to any other student, or share their locker.

## **GUIDANCE**

The Guidance Department assists students in making informed educational and career decisions. Counsellors will also assist students in resolving personal and social concerns.

## **CO-CURRICULAR POLICY**

Guidelines for Student Participation:

1. Being a member of a school team or a co-curricular activity is a privilege - not a right.
2. Every student who wishes to participate in an activity must observe regulations as stated in the school policy.

## **HONOUR ROLL AND AWARDS**

A student is eligible for the Father McGivney Honour Roll if an average of 79.5% or higher is achieved on the basis of the **full school year**, for all YCDSB courses.

## **HONOUR SOCIETY**

In June 2011, the FMM Honour Society was inaugurated. Any student who achieved the distinction of being on the Honour Roll for each of their four high school years was inducted into this society and received a memorial plaque, medal or certificate to mark that achievement.

## **LIBRARY**

A notice will be posted should it be necessary to close the Library on a given day.

Teacher/Librarian: Colleen McCarthy

Library Technician: Pat Johnston

Hours:

Monday to Thursday: 8:00 a.m. - 3:00 p.m.

Friday: 8:00 a.m. - 2:45 p.m.

(unless otherwise posted)

Loan Period – 3 weeks

Photocopies: 10¢ / page

Colour Printing - \$1.00 / page

Black and White Printing - 10¢ / page

Binding - \$1.00 / booklet; Plastic Acetates - \$1.00 each

Limited Chromebooks are available for short term loans (Device Agreements apply) The York Catholic District School Board's Library Subject Council has collaborated to produce an extensive Library Services and Resources Links, including MLA Style and APA Style Citations. Please consult our School Library on-line for writing guidelines. <http://fmmh.ycdsb.ca>

## **PARKING**

Senior students with a valid Ontario Drivers License are eligible to secure a parking permit in accordance with school policy. Students must register their vehicle with the Main Office.

## **STUDENT ACCIDENT INSURANCE**

The accident insurance covers the student while at school or during school related activities. This insurance is available for all students in September. All claims are made directly to the insurance company by the family. Students who participate in co-curricular activities should enroll in this plan.

## **TEXTBOOKS**

Textbooks need to be returned at the end of each semester in order for textbooks to be issued at the beginning of a new semester.

## **STUDENT GOVERNMENT**

Student government elections for Grade 9 Representative will be held in September of that academic school year. Four executive positions and Grades 10-12 Reps. were previously elected in June. Student government is also comprised of 1 member from each of the major school councils. These representatives will be appointed by each school council in September of the new school year.

## **COUNCILS AND ACTIVITIES**

***The following may be offered:***

Best Buddies

A.C.E.S (Arts Club for Enthusiastic Students)

African Caribbean Club (ACC)

Arts Council

Bands (Instrumental) & Choir

Book Club

Chess Club

Coding Club

Dance Club

DAW (Drug & Alcohol Awareness)

Debate Team

DECA

Drama Club

ECO Committee

Engineering Club

ESP (Empowered Student Partnership –Anti Bullying)

Female Empowerment at McGivney (FEM)

French Club  
Games & Anime Club  
HOSA (Future Health Professionals)  
Mathletes  
Music Council  
MSA (Muslim Student Association)  
Newspaper Club  
Peer Mentorship  
Prom Committee  
Pride Club  
SLAM (Student Leaders at McGivney)  
Student Government  
SAC (Student Athletic Council)  
Tamil Students' Association  
TEDEd Club  
Weight Training Club...plus many more!

### **FATHER MCGIVNEY ATHLETIC TEAMS**

The following sports teams will be in place given sufficient student interest and the availability of qualified coaches:

1. Girls/Boys Basketball
2. Girls/Boys Volleyball
3. Girls/Boys Soccer
4. Badminton
5. Cross-Country (Running)
6. Track and Field
7. Girls/Boys Baseball
8. Ultimate Frisbee
9. Girls Softball
10. Cricket

### **STUDENT SERVICES**

#### **PSYCHOLOGY DEPARTMENT**

The Psychology Department for secondary schools includes Psychologists and Behaviour Resource staff. The Department provides a referral-based service to the school community. Psychologists and Behaviour Resource staff collaborate and consult with school staff, families, central level personnel, as well as community agencies in meeting individual student needs. Psychologists address the complex learning, personality, emotional, and interpersonal needs of students. Behaviour Resource staff respond to social, behavioural and adjustment issues which interfere with academic success.

#### **PSYCHOLOGICAL SERVICES**

- Consultation and in-service education to the school community with respect to the psychological needs of students.

- Assessment of cognitive, personality and psychosocial development.
- Facilitation and follow-up of students and families with community agencies.
- Short-term supportive counselling.
- Crisis-intervention.

## **STUDENT SUPPORT SERVICES**

- Consultation and in-service education to the school community with respect to adolescent development, behaviour management, intervention strategies, communication systems, conflict resolution and codes of behaviour/discipline.
- Recommendations and strategies for program modifications to address student needs.
- Liaison with community agencies to ensure continuity and clarity of communication and consistent application of strategies.
- Participation in Student Services committees, case conferences, parent meetings, and as a resource of SE/IPRC meetings as required.
- Consultation/Direct Service in support of individual students, groups, and classrooms.
- Crisis-intervention.

Referrals can be made through Administration, Guidance and Special Education. Students can self-refer by contacting the School Administration.

## **STUDENT SUCCESS TEAMS**

As part of the Ministry of Education Student Success Initiative, the York Catholic District School Board has introduced student success support teams in every high school. These teams meet to support students who are at risk of not graduating from high school. At Father McGivney Catholic Academy, our teams consist of the grade level vice-principal, guidance counsellor and a special education teacher who meet throughout the semester. The purpose of these meetings is to identify, implement and re-evaluate school-based supports and interventions to ensure student success; to refer to board personnel through the Student Services Committee if additional resources are required; and to co-ordinate services in order to prevent duplication of resources.

[illegible]

INTERNATIONAL  
BACCALAUREATE  
IB DIPLOMA PROGRAMME  
**MAY 2026**  
EXAMINATION SCHEDULE



STUDENT  
MONTHLY CALENDAR  
**2025-2026**



# INTERNATIONAL BACCALAUREATE IB DIPLOMA PROGRAMME



IB Exam Schedule - MAY 2026		
Date	Time (8:30 AM)	Time (12:30 PM)
WEEK 1		
MON April 27th	NO EXAMS	
TUES April 28th	NO EXAMS	Physics SL (Paper 1a and 1b) 1hr 30 minutes
WED April 29th	Physics SL (Paper 2) 1hr 30 minutes	NO EXAMS
THURS April 30th	NO EXAMS	NO EXAMS
FRI May 1st	NO EXAMS	
WEEK 2		
MON May 4th	NO EXAMS	NO EXAMS
TUES May 5th	NO EXAMS	NO EXAMS
WED May 6th	NO EXAMS	Psychology SL (Paper 1) 2hr
THURS May 7th	Psychology SL (Paper 2) 1hr	Literature HL (Paper 1) 2hr 15 minutes
		Literature SL (Paper 1) 1hr 15minutes
	FRI May 8th	Literature HL/SL (Paper 2) 1hr 45minutes
WEEK 3		
MON May 11th	NO EXAMS	Biology HL (Paper 1a and 1b)
	NO EXAMS	2hr
TUES May 12th	Biology HL (Paper 2) 2hr 30minutes	Economics HL (Paper 2) 1hr 45minutes
WED May 13th	Economics HL (Paper 1) 1hr 15minutes	NO EXAMS
	Economics HL (Paper 3) 1hr 45minutes	
		Math AA HL (Paper 1) 2hr
		Math AA SL (Paper 1) 1hr 30 minutes
FRI May 16th	Math AA HL (Paper 2) 2hr	Chemistry HL (Paper 1a and 1b) 2hr
	Math AA SL (Paper 2) 1hr 30 minutes	
WEEK 4		
MON May 18th	Chemistry HL (Paper 2) 2hr 30 minutes	
TUES May 19th		French B SL (Paper 1) 1hr 15minutes
		French B SL (Paper 2) Reading 1hr
WED May 20th	French B SL (Paper 2) Listening 1hr 30 minutes	Math AA HL (Paper 3) 1hr 15minutes

## **PLEASE NOTE:**

While great care has been taken to ensure accuracy of events in this calendar, it is subject to change. For the most up to date information regarding school events please visit:

**<https://fmmh.ycdsb.ca/>**

**Go to Upcoming Events**

**Thank you!**

# AUGUST 2025

MONDAY	TUESDAY	WEDNESDAY
4	5	6
11	12	13
18 SCHOOL OFFICE REOPENS	19	20
25	26	27
New Comer Orientation Program (NOW)		

THURSDAY	FRIDAY	SATURDAY	SUNDAY
	1	2	3
7	8	9	10
14	15	16	17
21	22	23	24
28	29	30	31
New Comer Orientation Program (NOW)			

# SEPTEMBER 2025

MONDAY	TUESDAY	WEDNESDAY
1 <b>LABOUR DAY</b>	2 <b>1ST DAY OF SCHOOL GR 9'S ONLY</b>  <b>GRADE 9 ORIENTATION</b>	3 DAY 1  <b>1ST DAY OF SCHOOL ALL GRADES</b>
8 DAY 2	9 DAY 1  Gr. 9 Parent Evening	10 DAY 2
15 DAY 1	16 DAY 2  Gr. 12 Retreat (Philosophy Class)	17 DAY 1  <b>Photo Day</b>
22 DAY 2	23 DAY 1  Gr. 12 Retreat (Philosophy Class)  Catholic School Council Elections	24 DAY 2
29 DAY 2  Camp Robin Hood Mentor Training	30 DAY 1  Orange Shirt Day  National Day for Truth and Reconciliation	

THURSDAY	FRIDAY	SATURDAY	SUNDAY
<div>4</div> <div>DAY 2</div> <div>New Teacher Orientation</div>	<div>5</div> <div>DAY 1</div>	6	7
<div>11</div> <div>DAY 1</div> <div>President Council Meeting</div>	<div>12</div> <div>DAY 2</div>	13	14
<div>18</div> <div>DAY 2</div> <div>Club Fair</div>	<div>19</div> <div>DAY 1</div>	20	21
<div>25</div> <div>DAY 1</div> <div>SBRT Meeting</div>	<div>26</div> <div>PA DAY</div>	27	28

# OCTOBER 2025

MONDAY	TUESDAY	WEDNESDAY
		1 DAY 2 Terry Fox Walk/Run
6 DAY 1 Camp Robin Hood - Gr. 9 Orientation	7 DAY 2 Gr. 10 Retreat  IB PARENT EVENING	8 DAY 1
13 THANKSGIVING DAY	14 DAY 2 IB YR 1 RETREAT	15 DAY 1 Gr. 11 Retreat
20 DAY 2 DIWALI Hands for Christ Sandwich Run (Gr 12 HRE40 + Non-Profit SHSM)	21 DAY 1	22 DAY 2
Gr. 12 IPRC Meeting		
Rock Climbing @ Gym A		
27 DAY 2	28 DAY 1 SBRT Meeting	29 DAY 2 Gr. 10 Retreat  ELEM VB TOURN  Halloween Spirit

THURSDAY	FRIDAY	SATURDAY	SUNDAY
<div>2</div> <div>DAY 1</div> <div>Custodian Day</div> <div>Opening Liturgy</div>	<div>3</div> <div>DAY 2</div> <div>Jr. Boys Volleyball Tournament</div> <div>SG Gr. 9 Election</div> <div>FLS Retreat</div>	4	<div>5</div> <div>WORLD TEACHER DAY</div>
<div>9</div> <div>DAY 2</div> <div>Post Secondary Fair</div> <div>PHOTO RETAKE</div>	<div>10</div> <div>DAY 1</div> <div>Gr. 9 Retreat</div>	11	12
<div>16</div> <div>DAY 2</div>	<div>17</div> <div>DAY 1</div> <div>Sr. Boys Volleyball Tournament</div>	18	19
<div>23</div> <div>DAY 1</div> <div>AWARDS CEREMONY</div> <div>SHSM - Stop the Bleed</div> <div>Gr. 12 IPRC Meeting</div> <div>Rock Climbing @ Gym A</div>	<div>24</div> <div>PA DAY</div>	25	26
<div>30</div> <div>DAY 1</div>	<div>31</div> <div>DAY 2</div> <div>SAC Haunted House</div> <div>Halloween Spirit Activities (SG)</div>		

# NOVEMBER 2025

MONDAY	TUESDAY	WEDNESDAY
3DAY 1	4DAY 2	5DAY 1 Take Our Kids to Work Day
10DAY 2	11DAY 1 REMEMBRANCE DAY Remembrance Day Prayer Service	12DAY 2 CSMC/CIMC Math Contest SLAM Retreat
	FLS IPRC / Transition Meetings	
17DAY 1	18DAY 2	19DAY 1 Sr. Grils Volleyball Buyout
24DAY 1	25DAY 2	26DAY 1 Gr. 11 Retreat

THURSDAY	FRIDAY	SATURDAY	SUNDAY
		1 All Saints' Day	2
6 DAY 2 GR. 8 OPEN HOUSE	7 DAY 1	8	9
13 DAY 1  <b>SLAM Retreat</b>	14 DAY 2	15	16
<b>FLS IPRC / Transition Meetings</b>			
20 DAY 2 Presidents Council Meeting	21 <b>PA DAY</b>	22	23
27 DAY 2	28 DAY 1 Fall Event (SG)	29	30 ADVENT BEGINS

# DECEMBER 2025

MONDAY	TUESDAY	WEDNESDAY
1DAY 2	2DAY 1	3DAY 2
8DAY 1	9DAY 2	10DAY 1 Advent Reconciliation
Gr. 11 IPRC		
Market Fair		
15DAY 2	16DAY 1	17DAY 2 Christmas Market (hosted by SAC)
	Christmas Spirit Activities (SG)	
22	23	24
CHRISTMAS BREAK		
29	30	31
CHRISTMAS BREAK		

THURSDAY	FRIDAY	SATURDAY	SUNDAY
4 DAY 1 Advent Liturgy	5 DAY 2	6	7
11 DAY 2	12 DAY 1 Sr. Girls Volleyball  MORATORIUM ON FIELD TRIPS	13	14
Market Fair			
18 DAY 1	19 DAY 2	20	21
Christmas Spirit Activities (SG)			
25 CHRISTMAS DAY	26	27	28
CHRISTMAS BREAK			

# JANUARY 2026

MONDAY	TUESDAY	WEDNESDAY
5DAY 1 SCHOOL RESUMES	6DAY 2	7DAY 1 ORTHODOX CHRISTMAS
12DAY 2	13DAY 1 SBRT Meeting	14DAY 2 Gr. 10 IPRC's
Core French Oral Exams [Gr. 9 -12 & Pre-IB Gr. 9 & 10]		
19DAY 1	20DAY 2	21DAY 1
26	27	28
EXAMS		

THURSDAY	FRIDAY	SATURDAY	SUNDAY
1	2	3	4
CHRISTMAS BREAK			
8 DAY 2	9 DAY 1	10	11
15 DAY 1	16 DAY 2	17	18
Gr. 10 IPRC's			
Core French Oral Exam Week			
22 DAY 2	23	24	25
	EXAMS		
29	30 PA DAY	31	
EXAMS			

# FEBRUARY 2026

MONDAY	TUESDAY	WEDNESDAY
2DAY 1 Exam review AM Semester II Begins PM	3DAY 2	4DAY 1
9DAY 2	10DAY 1	11DAY 2 IB Parent Course Selection Evening
	Gr. 9 IPRC	
16 FAMILY DAY	17DAY 1 CHINESE NEW YEAR	18DAY 2 ASH WEDNESDAY RAMADAN BEGINS Canadian Computing Competition
23DAY 1	24DAY 2	25DAY 1 Pascal, Cayley and Fermat Contests

THURSDAY	FRIDAY	SATURDAY	SUNDAY
			1
5 Presidents Council Meeting	6 Jr. Girls Volleyball	7	8
12 Gr. 9 IPRC	13 Valentine Spirit Activies (SG)	14	15
19 Gr. 12 Retreat (Philosophy Class) ELEM GRLS BB TOURN	20	21	22
26 SBRT Meeting ELEM BYS BB TOURN	27 Gr. 12 Retreat (Philosophy Class)	28	

# MARCH 2026

MONDAY	TUESDAY	WEDNESDAY
2DAY 2	3DAY 1	4DAY 2
9DAY 1	10DAY 2 Lenten Reconciliation	11DAY 1
16	17 ST. PATRICK'S DAY	18
MARCH BREAK		
23DAY 2	24DAY 1 Gr. 11 IB Retreat Ordinandi Luncheon	25DAY 2
30DAY 1	31DAY 2 Euclid Contest SBRT Meeting	

THURSDAY	FRIDAY	SATURDAY	SUNDAY
			1
5 DAY 1 Lenten/Vocations Liturgy	6 DAY 2	7	8
12 DAY 2	13 DAY 1 Gr. 7 Confirmation Retreat	14	15
19 RAMADAN ENDS	20 DAY 1 EID UL-FITR	21 WORLD DOWN SYN- DROME DAY	22
MARCH BREAK			
26 DAY 1 Gr. 11 Retreat	27 DAY 2	28	29

# APRIL 2026

MONDAY	TUESDAY	WEDNESDAY
		1 DAY 1 Fryer, Galois and Hypatia Contests
6 EASTER MONDAY	7 DAY 1	8 DAY 2
13 DAY 1	14 DAY 2	15 DAY 1 Gr. 10 Retreat Sr. Coed Volleyball Tourn
20 DAY 2	21 DAY 1 Gr. 10 Retreat	22 DAY 2 Admin Assistant Day
27 DAY 1	28 DAY 2 SBRT Meeting IB Exams Start	29 DAY 1 Gr. 11 Retreat

THURSDAY	FRIDAY	SATURDAY	SUNDAY
<b>2</b> DAY 2 <b>Holy Thursday</b> World Autism Awareness Day	<b>3</b> <b>GOOD FRIDAY</b>	<b>4</b>	<b>5</b>
<b>9</b> DAY 1 Easter Liturgy Canadian Team Math Contest	<b>10</b> DAY 2 Elementary Area B VB Tourn	<b>11</b>	<b>12</b>
<b>16</b> DAY 2	<b>17</b> DAY 1	<b>18</b>	<b>19</b>
<b>23</b> DAY 1 President Council Meeting	<b>24</b> DAY 2	<b>25</b>	<b>26</b>
<b>30</b> DAY 2			

# MAY 2026

MONDAY	TUESDAY	WEDNESDAY
4 PA DAY	5 DAY 2	6 DAY 1
	Rock Climbing @ Gym C	
11 DAY 2	12 DAY 1	13 DAY 2
18 VICTORIA DAY	19 DAY 1	20 DAY 2 Last day of IB Exams
25 DAY 1	26 DAY 2	27 DAY 1 EID UL ADHA
Market Fair		

THURSDAY	FRIDAY	SATURDAY	SUNDAY
	1 DAY 1 Principal's Day	2	3
7 DAY 2	8 DAY 1	9	10
Rock Climbing @ Gym C			
14 DAY 1	15 DAY 2	16	17
21 DAY 1 Colour Me Magic (Colour Run)	22 DAY 2 Colour Me Magic (Rain date)	23	24
28 DAY 2	29 DAY 1 Athletic Banquet SG Election	30	31
Market Fair			

# JUNE 2026

MONDAY	TUESDAY	WEDNESDAY
1 DAY 2	2 DAY 1 SBRT Meeting	3 DAY 2 <b>CLOSING LITURGY</b>
Core French Oral Exams [Gr. 9- 12 & Pre-IB Gr. 9 & 10]		
8 DAY 1	9 DAY 2 Student Appreciation Day	10 DAY 1
15 DAY 2	16 DAY 1 Gr. 12 Exams Alternate Schedule	17 <b>EXAMS</b>
22	23	24 <b>EXAM REVIEW DAY</b> <b>GRAD LITURGY</b>
<b>EXAMS</b>		
29	30	

THURSDAY	FRIDAY	SATURDAY	SUNDAY
4 DAY 1	5 DAY 2 <b>PROM</b>	6	7
<b>Core French Oral Exams [Gr. 9- 12 &amp; Pre-IB Gr. 9 &amp; 10]</b>			
11 DAY 2	12 DAY 1	13	14
18	19	20	21
<b>EXAMS</b>			
25 <b>PA Day</b>	26 <b>PA Day</b> <b>GRADUATION</b>	27 National Indigenous Peoples Day	28

# JULY 2026

MONDAY	TUESDAY	WEDNESDAY
		1 CANADA DAY
6 Report Cards (Parent Portal)	7	8
13	14	15
20	21	22
27	28	29

THURSDAY	FRIDAY	SATURDAY	SUNDAY
2	3	4	5
9	10 <b>SCHOOL OFFICE CLOSES</b>	11	12
16	17	18	19
23	24	25	26
30	31		

[illegible]

# The Inquiry and Research Process

<p><b><u>Stage 1: Exploring</u></b></p> <p>When <b><i>exploring</i></b>, 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><b><u>Stage 2: Investigating</u></b></p> <p>When <b><i>investigating</i></b>, 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><b><u>Stage 3: Processing</u></b></p> <p>When <b><i>processing</i></b>, 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><b><u>Stage 4: Creating</u></b></p> <p>When <b><i>creating</i></b>, 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

## 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 provided by the YCDSB.

1. Visit the school library's website:

Click on the **Database link**

**User name: second**



**Password: ycdsb**



**Career Cruising** offers Career Matchmaker, Explore Careers, Explore Education & Training, and Resources for Career Advisors and Teachers.



**Grolier Online** includes seven encyclopedic databases



**Opposing Viewpoints Resource Center** covers social issues and offers arguments on both sides of an issue.



**EBSCO Host** includes databases for research, auto repair, and Canadian issues.



**Statistics Canada's E-STAT** offers statistics about Canada and its ever-changing people.



**Cengage Learning** includes subject specialized databases and e-books from Gale publishing.



**Teen Health & Wellness** offers teens resources on all aspects of healthy bodies, healthy relationships, and emotional and mental wellness.

## Electronic Resources @ Father Michael McGivney

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.*

<b>Five Criteria for Evaluating Web Pages</b>	
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>	<b>Accuracy</b> <p>Make sure the author provides e-mail or a contact address/phone number. Know the difference between author and Webmaster.</p>
<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>	<b>Authority</b> <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>	<b>Objectivity</b> <p>Determine if page is a mask for advertising; if so, information might be biased. View any Web page as you would an "infomercial" on television. Ask yourself why was this written and for whom?</p>
<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>	<b>Currency</b> <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>	<b>Coverage</b> <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>

# Essay Example - MLA Style

Header: last name, page

The diagram illustrates the formatting of an MLA-style essay page. It includes a header box at the top right containing the text "Header: last name, page". The page content is enclosed in a large rectangular frame. At the top left, a horizontal double-headed arrow labeled "1\"" indicates the margin. To its right, a vertical double-headed arrow labeled "1\"" indicates the line spacing. A box labeled "Double-space" has arrows pointing to the top and bottom of the first paragraph. The first paragraph is a block of text: "Laura N. Josephson", "Professor Bennett", "Humanities 2710", "8 May 2009", followed by a line break and "Ellington's Adventures in Music and Geography". A bracket on the right side of this paragraph points to the "Double-space" box. Below this is the start of the main text: "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." A box labeled "Indent .5\"" has an arrow pointing to the first line of this paragraph. Below this is another paragraph: "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". A box labeled "Block Indent" has an arrow pointing to the first line of this paragraph. A horizontal double-headed arrow is placed below the first line of this paragraph.

1"

1"

Double-space

Josephson 1

Laura N. Josephson  
Professor Bennett  
Humanities 2710  
8 May 2009

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.

Indent .5"

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).

Block Indent

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

## **Embedded Citations: Citing Correctly MLA Style**

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" 42) (*Steroids* 57)
- If two authors have the same last name then you must use the first initial.  
example: (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 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
- start the first line at the margin and indent subsequent lines of the entry 1 tab or 5 spaces (This is called a hanging indent.)
- use an acceptable font (e.g. 12 pt., Arial or Times New Roman)
- leave one or two spaces 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
- include the medium in all entries.

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

Josephson 8

## Works Cited

- Akufo, Dautey. Personal Interview. 11 Aug. 2012
- Day, Trevor. “Global warming and the taiga”. *Taiga*. New York: Chelsea House Publishers, 2012. Print.
- “Getting Warmer.” *U.S. News and World Report*. 13 Jan. 2013:2. EBSCO. Web. 3 Sept. 2013.
- Italy*. Map. *Syrena Maps*. Syrena, 2 Feb. 2011. Web. 17 Mar. 2012
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- Murphy, Beth. “Keeping Data Centres Cool.” *Project: Report*. Youtube, 7 Sept. 2013. Web. 19 Sep. 2013.
- Patterson, Chris. “Will Government Guidelines Improve Global Warming?” Host Michael Quinn Sullivan. *Texas PolicyCast*. Texas Public Policy Foundation, 13 Apr. 2012. MP3 file. 27 Apr. 2012.

## PRINT SOURCES



### **Book by a single author (5.5.2)**

Author. *Title of the book*. Place of publication: Publishing company, Year of publication. Print.

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

Ibsen, Henrik. *A Doll's House*. New York: Dover Publications Inc., 2013. Print.

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

Shakespeare, W. *The Tragedy of Macbeth*. Toronto: Signet Classic, 2012. Print.

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

### **Book by two or more authors (5.5.4)**

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*. Place of publication: Publishing company, Year of publication. Print.

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

Singer, S. Fred, and Dennis T. Avery. *Unstoppable Global Warming: Every 1500 years*. New York: Landham, MD: Rowman & Littlefield Publishers, 2012. Print.

***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, ed. *Title of the book*. Place of publication: Publishing company, Year of publication. Print.

### ***Example:***

Hudak, Heather C., ed. *Citizenship and Government in Canada*.  
Calgary: Weigl Educational Publishers, 2012. Print.

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

## **Book – by corporate author (5.5.5)**

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

### ***Example:***

The Boston Women's Health Collective. *Our Bodies, Ourselves  
for the New Century: A Book By and For Women*. New York:  
Simon & Schuster, 2012. Print.

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

## **A multivolume work (5.5.14)**

Author. "Title of the Article." *Title of the book*. Ed. Name of  
the editor. Volume #. Place of publication: Publishing  
company, Year of publication. Page #s. Print.

### ***Examples:***

Gano, Geneva M. "Narrative Poetry." Ed. Jeffrey Gray. *The  
Greenwood Encyclopedia of American poets and Poetry*. Vol.  
4. Connecticut: Greenwood Press, 2012. 1111-1113. Print.

*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 1973: Rpt. in *Contemporary Literary Criticism*. Ed. Carolyn Riley. Vol. 3. Detroit: Gale Research Inc., 2013. 172-74. Print.

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

### **Article in a magazine (5.4.6)**

Author. "Title of the Article." *Title of the magazine*. Date: pages. Print.

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

Friscolanti, Michael. "Tracing the Outbreak that Shook the World." *Maclean's*. 11 May 2012: 46-51. Print.

Embedded citation: (Friscolanti 49)

### **Article in a newspaper (5.4.5)**

Author's name. "Title of the Article." *Title of the newspaper*. Date : section or pages. Print.

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

Tyler, Tracey. "Case Carries Huge Legal Implications." *Toronto Star*. 19 May 2012: A10. Print.

**Embedded citation:** (Tyler A10)

### **Article in a scholarly journal (5.4.2)**

Author. "Title of the Article." *Title of the journal*. Volume. Issue (Date of issue): pages. Print.

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

Bibow, Jörg. "Insuring Against Private Capital Flows: Is it Worth the Premium?" *International Journal of Political Economy*. V3. 2012: 5-30. Print.

**Embedded citation:** (Bibow 7)

## **Article in a reference book (5.5.7)**

*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. Print.

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

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

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

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

### ***Example:***

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

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

## **Bible**

### ***Example:***

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

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

## **Pamphlet (5.5.19)**

Treat a pamphlet as you would a book.

## **Poem (see 5.5.6 Anthologies)**

Poet. "Title of Poem." *Title of Anthology or Collection*. Ed.  
Name of editor. Place of publication: Publishing  
company, Year of publication. Pages. Print.

### ***Example:***

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

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

## **WEB SOURCES**



MLA 7<sup>th</sup> edition acknowledges the limitations and lack of usefulness in providing URLs as they often change, thus have not included this element. Include URLs as supplementary information or when an instructor requires you to do so.

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

Author. "Title of article." *Source* Publication information.  
*Name of database*. Web. Date of access.

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

Renneboog, Richard. "Substance Abuse & Youth: An Overview."  
*Canadian Points of View: Substance Abuse & Youth*. Jan.  
2012. *Canadian Points of View Reference Centre*. Web. 5  
May 2013.

**Example: Knowledge Ontario**

Allen, John L. "Green Teachings, Initiatives Take Hold Among Catholics Worldwide." *National Catholic Reporter*. August 8, 2012: 5-7. *Student Edition*. Web. 5 May 2013.

**Example: Opposing Viewpoints**

Elliott, Gail Pursell. "School Mobbing and Emotional Abuse." *Contemporary Issues Companion: School Violence*. Ed. Kate Burns. San Diego: Greenhaven Press, 2012. *Opposing Viewpoints Resource Center*. Web. 5 May 2013.

**Example: Grolier Online**

Pazhwak, Abdur-Rahman. "Afghanistan." *Lands and Peoples*. 2012. *Grolier Online*. Web. 4 May 2013.

**Embedded citation:** (Renneboog) (Allen) (Eliot) (Pazhwak)

**A Periodical Publication in an Online Database (5.6.4)**

Author. "Title of Article." *Name of newspaper, magazine or journal*. Volume or issue #. Date of publication. Web. Date of access.

Bernstein, Alan. "We're in a Global Race with No Finish Line". Commentary. *Globe & Mail*. 23 May 2012: A21. *Student Resource Centre Canadian Edition*. Web. 4 May 2013.

**Embedded citation:** (Bernstein)

## **Digital File (5.7.18)**

*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. Add file type at the end of the entry.*

Author. “Title of the Article.” *Title of the Journal or site*  
Volume. Issue (Date of issue): pages. Access. File  
Type.

### ***Examples:***

The International Bank for Reconstruction and Development, The  
World Bank. “Conditional Cash Transfers: Reducing present  
and future poverty.” *The World Bank*, 2009. PDF file.  
<<http://web.worldbank.org/WEBSITE/EXTERNAL/EXTDEC/EXTRESEARCH/EXTPRRS/EXTCCT/0,contentMDK:22064167~pagePK:64168427~piPK:64168435~theSitePK:5757745~isCURL:Y,00.html>

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

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

## **Letter, Memo or E-Mail (5.7.13)**

Writer (last name, first name). Description of message that  
includes the recipient. Date of the document. Medium of  
delivery.

### ***Example:***

Davis, Paul. “Re: University application.” Message to Laura  
Griffin. 7 May, 2013. E-mail.

## **Online Poem (5.6.2b)**

*Note: If print publication information is available, refer to 5.6.2c (A Work on the Web Cited with Print Publication Data). If print publication information is not available, use format outlined in 5.6.2.b (A Work Cited Only on the Web).*

Poet. *Title of Poem.* *Title of Overall Web Site.* Web. Date of Access. <URL>.

### ***Example:***

Wordsworth, William. *The Oak and the Broom.* *Poemhunter.com.*  
Web. 14 May, 2013. <[http://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 (5.6.2. b, c, & d)**

*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).*

*For works that can be downloaded in its entirety, cite as a digital file 5.7.18.*

## **Work Cited Only on the Web 5.6.2.b**

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. Web. Date of Access.

***Examples:***

Lessig, Lawrence. "Free Debates: More Republicans Call on RNC." *Lessig 2.0*. 4 May 2012. Web. 15 May 2013.

Liu, Alan, ed. Home page. *Voice of the Shuttle*. Dept. of English, U of California, Santa Barbara. Web. 15 May 2013.

"Maplewood, New Jersey." Map. *Google Maps*. Google, 15 May 2013. Web. 15 May 2013.

"Verb Tenses." Chart. *The OWL at Purdue*. Purdue U Online Writing Lab. 2012. Web. 15 May 2013.

**Work on the Web Cited with Publication Data for Another Medium besides Print (5.6.2.d)**

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

***Examples:***

Curran, John. *Blond Angel*. 2012. Indianapolis Museum of Art. *IMA: It's My Art*. Web. 9 May 2012.

*The Great Train Robbery*. Dir. Edward Porter. Thomas Edison, 1903. *Internet Archive*. Web. 5 June 2012.

Lavin Agency. "Margaret Atwood Lecture." Online Posting. 22 Dec. 2013. *YouTube*. 22 Jan. 2014 <<http://www.youtube.com/watch?v=Dbrrp1tGYsak>>.

## NON-PRINT SOURCES



### **Film or Video Recording (5.7.3)**

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

*Title.* Director. Distributor, Year of release. Medium consulted {film, DVD, videocassette, laser disc, slide program or filmstrip}.

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

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

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

### **Broadcast on television or radio (5.7.1)**

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

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

“Interview with Mike Wallace.” *60 Minutes.* CBS. 18 Oct. 2012. Television.

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

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

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

“Urban Garbage: landfill or recycle?” *CBC News in Review.* CBC. Dec. 2012. DVD.

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

### **Interview (5.7.7)**

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. Medium of publication.

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

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

Wiesel, Elie. Interview by Ted Koppel. *Nightline*. ABC. WABC, New York. 18 Apr. 2013. Television.

***Embedded citation:*** (Chuvalo) (Wiesel)

### **A Work of Visual Art (5.7.6)**

Painting, Sculpture or Photograph

Artist’s name (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. Art. New York.

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

### **Sound Recording (5.7.2)**

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

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

Nickelback. “Photograph.” *All the Right Reasons*. EMI Music Canada, 2010. CD.

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

<b>Remember ... when in doubt, cite!</b>
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[illegible]



# York Catholic District School Board

## Student Agenda 2025–2026

### A Message From...

Welcome to the 2025–2026 School Year!

Dear Parents and Guardians,

On behalf of the York Catholic District School Board, welcome to a new school year! We are so grateful that your family is part of our Catholic school community.

The start of a new year brings excitement and opportunity. It's a time for our students to grow in faith, make new friends and explore their gifts in and out of the classroom. As we journey through the Holy Jubilee Year, we are reminded that every step in learning brings us closer to God's wisdom and love. As Scripture tells us:

*"Let the wise hear and increase in learning, and the one who understands obtain guidance."*

– Proverbs 1:5

This year, your child will be supported by dedicated educators who are here to guide their learning, nurture their spirit and encourage kindness, curiosity and service. Our schools are places where faith and learning come together, and where every child is valued and supported.

Please take time to explore this agenda, which includes helpful information for the year ahead. For ongoing updates, please visit [www.ycdsb.ca](http://www.ycdsb.ca) or follow us on Instagram and Facebook.

Thank you for choosing Catholic education. We look forward to a wonderful year ahead.

Yours in Catholic Education,



*Elizabeth Crowe*  
Elizabeth Crowe  
Chair of the Board



*John De Faveri*  
John De Faveri  
Director of Education,  
Foundation Chair and  
Secretary of the Board

### Board of Trustees

**Elizabeth Crowe, Chair**

Aurora/King/Whitchurch-Stouffville

**Theresa McNicol**

East Gwillimbury/Georgina/Newmarket

**Carol Cotton**

Markham – Area 1, Wards 1,2,3,6

**Frank Alexander**

Markham – Area 2, Wards 4,5,7,8

**Maria Iafrate, Vice-Chair**

Richmond Hill

**Joseph DiMeo**

Richmond Hill

**Angela Saggese**

Vaughan – Area 1, Ward 1

**Michaela Barbieri**

Vaughan – Area 2, Ward 2

**Angela Grella**

Vaughan – Area 3, Wards 3,4,5

**Jennifer Wigston**

Vaughan – Area 3, Wards 3,4,5

# Multi-Year Strategic Plan

## PLANNING OUR FUTURE TOGETHER

The York Catholic District School Board's Multi-Year Strategic Plan (MYSP) was created with the support of our community. It will guide the Board from 2023-2028 by defining our Mission, Vision, Values and Strategic Commitments. The Strategic Plan sets priorities that will ensure that York Catholic remains one of the top-performing school boards in Ontario.

### Mission

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

### Vision

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



### Values

Catholicity



Fiscal  
Responsibility

Equity, Diversity  
& Inclusion

Integrity

Respect

Excellence



### Strategic Commitments

Catholic Faith  
Equity and Inclusion  
Student Achievement  
Well-Being



**YCDSB**  
**2028**



**Scan the code to  
view the full plan**

**"We are diverse. We are one in Christ."  
York Catholic District School Board**

## 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 86 elementary schools and 17 secondary schools and more than 5,000 dedicated staff serving 50,000 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 provide 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 school more regularly, and have more positive attitudes toward school.

Studies that examined specific parent behaviours 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. This means 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 the 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, cycling or riding the school bus if they 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!



## SAFEARRIVAL

### STUDENT ABSENCE REPORTING

Partial or full day absences may be reported in advance for any school day in the school term up to the bell time on the day of the absence.

**Phone:** 1-855-856-7862  
**Website:** [go.schoolmessenger.ca](http://go.schoolmessenger.ca)  
**Mobile App:** SchoolMessenger App

## The Liturgical Calendar

In September, we start the school year in Ordinary Time of the Liturgical Year in Cycle C.

A New Liturgical Year, Cycle A, begins on the First Sunday of Advent, November 30, 2025. During Advent, we prepare for Christmas.

Christmas Day is celebrated on December 25.

Lent begins on Ash Wednesday, February 18, 2026 and ends at the Mass of the Lord's Supper on Holy Thursday, April 2, 2026. During Lent we prepare for Easter – Sunday, April 5, 2026.

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 – Sunday, May 24, 2026.

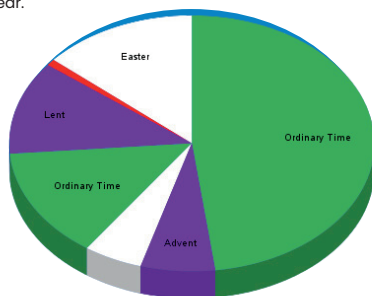
Then we return to Ordinary Time for the remainder of the school year.

### Colours of the Liturgical Season

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

Priests will usually wear the 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 Pentecost and on Feast Days, 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

*The Sacraments help us nourish, strengthen and express our faith.*

## Catholic Virtues in YCDSB Schools

### SEPTEMBER - COURAGE

Being strong in times of difficulty. In the Catholic Church, courage is one of the gifts of the Holy Spirit.



### September - Courage

#### Catholic School Graduate

##### Expectation:

A self-directed, responsible, life-long learner

**Key Word** - fortitude

### NOVEMBER - JUSTICE

Doing the right thing. Acting like Jesus in treating everyone with respect and in giving others what they deserve. Justice is one of the four cardinal virtues.



### November - Justice

#### Catholic School Graduate

##### Expectation/Liturgical Season:

A responsible citizen

**Key Words** - harmony, right relationship

### JANUARY - UNITY

Joining together as one community that accepts and appreciates the gifts and contributions that each person has to offer.



### January - Unity

#### Catholic School Graduate

##### Expectation/Liturgical Season:

A collaborative contributor

**Key Words** - oneness, community

### MARCH - PERSEVERANCE

Continuing on despite difficulty or delay in achieving success. Perseverance helps us to stay in connection with God and each other.



### March - Perseverance

#### Catholic School Graduate

##### Expectation/Liturgical Season:

Lent

**Key Words** - strength, patience

### MAY - RESPONSIBILITY

Acting in a way that shows love for our neighbours and creation as gifts of God. Every human being has a responsibility to our sisters and brothers wherever they live in the world.



### May - Responsibility

#### Catholic School Graduate

##### Expectation:

A caring family member

**Key Words** - accountability, stewardship

### OCTOBER - COMPASSION

Following the example of Jesus by understanding and sharing in the feelings of others. Caring for our sisters and brothers when they suffer.



### October - Compassion

#### Catholic School Graduate

##### Expectation:

A discerning believer

**Key Words** - empathy, suffering with...

### DECEMBER - HOPE

Placing our trust in God as we look ahead to the future in confident expectation. Depending not on our strength but on the help of the grace of the Holy Spirit.



### December - Hope

#### Catholic School Graduate

##### Expectation/Liturgical Season:

Advent

**Key Words** - trust in God

### FEBRUARY - WISDOM

Making good decisions and living life well. The grace of being able to see everything with the eyes of God, and is one of the gifts of the Holy Spirit.



### February - Wisdom

#### Catholic School Graduate

##### Expectation:

A reflective, creative and holistic thinker

**Key Words** - reflection, understanding

### APRIL - REVERENCE

Recognizing God and his presence in all things. The Holy Spirit opens our eyes to the wonder and awe of God's infinite love.



### April - Reverence

#### Catholic School Graduate

##### Expectation/Liturgical Season:

Easter

**Key Words** - honour, respect

### JUNE - INTEGRITY

Being consistent in one's thoughts, words, and actions as a disciple of Jesus. Saints are noted for their holiness or integrity; they practice what they preach and this brings them closer to God.



### June - Integrity

#### Catholic School Graduate

##### Expectation:

An effective communicator

**Key Words** - sincerity, wholeness

## 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.

*The word 'Beatitudes' comes from Latin 'beatus', meaning "blessed" or "happy."*

# School Saint Days / Celebration Days

School	Date
All Saints CES	November 1
Blessed Chiara Badano CES	October 29
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 Lorenzo 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 CES	November 22
St. Charles Garnier CES	September 26

School	Date
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. Giovanni Battista Scalabrini CS	June 1
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 Billiart 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 soumet 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

The Rosary is a prayer in honour of the Blessed Virgin Mary. It repeats the Hail Mary in "decades" of ten prayers, each preceded by the **Our Father** and concluded by the **Glory Be**.

The prayers are accompanied by meditation on the "Mysteries" or the **significant events or moments in the life of Jesus and Mary**.

### The Mysteries

The Church traditionally prays four specific *Mysteries* on certain days of the week, such as:

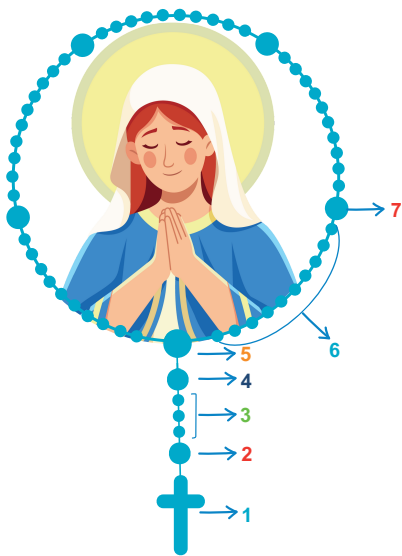
Monday and Saturday – **Joyful Mysteries**

Tuesday and Friday – **Sorrowful Mysteries**

Wednesday and Sunday – **Glorious Mysteries**

Thursday – **Luminous Mysteries**

### How to Pray the Rosary



**1** – Hold the Crucifix, make the Sign of the Cross and say the Apostles' Creed.

**2** – Hold the first bead, Say the Our Father.

**3** – Say **3 Hail Mary's**.

**4** – Say the Glory be to the Father.

**5** – Announce the *Mystery*; then say the Our Father.

**6** – Say **10 Hail Mary's** while meditating on the *Mystery*.

**7** – Say the Glory be to the Father.

**8** – **Repeat** the last three steps, meditating on each of the other *Mysteries*.

### Tips to Pray the Rosary Every Day

- Pray for moments of sadness or spiritual drought.
- Pray while walking or waiting for your bus.
- Pray while doing chores or working out.
- Pray when you are upset.
- Carry a Rosary in your pocket.
- Fall asleep praying the Rosary (better than counting sheep!)
- If you can't pray the whole Rosary at once, break it into parts.

*"The Rosary is the prayer that always accompanies my life."*

–Pope Francis

## Helpful Resources to Support Faith and Character Development

Welcome to our faith and character development resource hub! We are excited to offer a collection of **QR codes** designed to support both students and parents on their journey towards spiritual growth and character development. By scanning these codes, students and families can access a variety of resources that will empower them to deepen their understanding of faith and cultivate strong moral values.

Whether it's through insightful articles, inspiring videos or meaningful discussions, we invite you to explore these resources together and embark on a transformative journey towards a more enriched spiritual life.



### **Growing in Faith, Growing in Christ**

(Student Website for Grades 1 – 8)  
(Username: ycdsb  
Password: Student99)

[www.pearsoncanadaschool.com](http://www.pearsoncanadaschool.com)



### **Archdiocese of Toronto**

Activities, events and resources within the Toronto area, offering spiritual guidance, community engagement and support services for parishioners.

[www.archtoronto.org](http://www.archtoronto.org)



### **Assembly of Catholic Bishops of Ontario**

Information, resources and updates on the activities, initiatives and policies of the Catholic Church in Ontario, supports the work of bishops in the Catholic community.

[www.acbo.on.ca](http://www.acbo.on.ca)



### **Canadian Conference of Catholic Bishops**

Resources, news and guidance on Catholic teachings, national initiatives and activities for the Catholic community in Canada.

[www.cccb.ca](http://www.cccb.ca)



### **Development and Peace**

Provides information on global development projects, ways to get involved and resources for education and fundraising.

<https://devp.org/en/>



### **Institute for Catholic Education**

Resources, support and guidance for the enhancement and promotion of Catholic education in Ontario, including curriculum materials, policy documents and professional development opportunities.

[www.iceont.ca](http://www.iceont.ca)



### **Living With Christ**

Provides daily Mass readings, prayers, reflections and liturgical resources to help Catholics deepen their faith and engage more fully with the liturgical calendar.

<https://livingwithchrist.ca/>



### **Online Bible**

A comprehensive online tool for reading, searching and studying the Bible in multiple translations and languages, offering resources such as devotionals, commentaries and study aids.

[www.biblegateway.com/?version=nrsv](http://www.biblegateway.com/?version=nrsv)



### **Vatican: Holy See**

The official online portal for the Holy See, offering news, documents and resources related to the Pope, the Roman Catholic Church and its global activities and initiatives.

[www.vatican.va](http://www.vatican.va)



### **YCDSB Religion Department**

Provides religious education, resources and spiritual support for students and staff within the York Catholic District School Board, promoting faith development and Catholic values in the school community.


[www.ycdsb.ca/programs-services/religion-family-life/](http://www.ycdsb.ca/programs-services/religion-family-life/)

## Concussion

A concussion is a brain injury caused by a sudden hit, bump or jolt to the head, face, neck or somewhere else on the body. The impact can prevent the brain from working normally. A concussion cannot be seen on X-rays, CT scans or MRIs. You do not need to lose consciousness (knocked out or blacked out) to have a concussion. Signs and symptoms can be immediate, delayed or not show for a period of time, perhaps days or even weeks. For more information please refer to Policy 212 – Concussions.

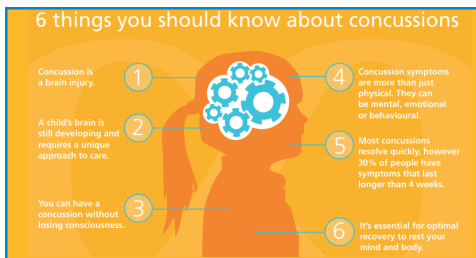
Signs and Symptoms	
Thinking	Sleep
<ul style="list-style-type: none"> <li>• Slow reaction times</li> <li>• Difficulty concentrating</li> <li>• Difficulty remembering</li> <li>• Confusion</li> <li>• Feeling in a fog</li> <li>• Feeling dazed</li> </ul>	<ul style="list-style-type: none"> <li>• Drowsiness</li> <li>• Trouble falling asleep</li> <li>• Sleeping more than usual</li> <li>• Sleeping less than usual</li> </ul>

Physical	Emotional/Behavioural
<ul style="list-style-type: none"> <li>• Headache</li> <li>• Nausea</li> <li>• Dizziness</li> <li>• Vision problems</li> <li>• Light sensitivity</li> <li>• Noise sensitivity</li> <li>• Loss of consciousness</li> <li>• Memory loss</li> <li>• Vomiting</li> <li>• Loss of balance/poor coordination</li> <li>• Seizure or convulsion</li> </ul>	<ul style="list-style-type: none"> <li>• Irritability</li> <li>• Personality changes</li> <li>• Strange or inappropriate emotions</li> <li>• Sadness</li> <li>• Anxiety</li> <li>• Depression</li> </ul>

 **Call 9-1-1 or go to the Emergency Department if any of these 'Red Flag' symptoms are present:**

- Loss of consciousness (do not move the person)
- Seizure or convulsions
- Uncontrollable vomiting
- Worsening mental status
- Neck pain
- Severe or increasing headache
- Trouble with vision
- Slurred speech
- Very tired or lethargic
- Weakness or tingling in arms or legs/unsteady/paralysis

**6 things you should know about concussions**



1. Concussion is a brain injury.
2. A child's brain is still developing and requires a unique approach to care.
3. You can have a concussion without losing consciousness.
4. Concussion symptoms are more than just physical. They can be mental, emotional or behavioural.
5. Most concussions resolve quickly, however 30% of people have symptoms that last longer than 4 weeks.
6. It's essential for optimal recovery to rest your mind and body.

## 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 defence against serious childhood diseases. The Immunization of School Pupils Act (ISPA) outlines immunization requirements for children attending school in Ontario, including 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 [York Region Public Health](http://www.york.ca/immunization) 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.

## Mental Health

### What is Mental Health?

Everyone has mental health. It might be helpful to think about mental health as a range or continuum. On one end is the optimal, on-top-of-the-world mental health. On the other is poor mental health. Not everyone has a mental illness. Mental illness, like mental health, can fluctuate. On one end of the continuum is no diagnosable mental illness (minimal or no symptoms). On the other end is severe mental illness.

### Dual Continuum



### Tips for Staying Well

Getting enough sleep, eating well and minimizing screen time, are good practices for our mental health. Below are some additional tips to help promote good mental health practices:

- **Spend time doing something you enjoy.** This activity can be on your own or with a group of people. It's a moment for you to engage with healthy hobbies that make you happy.
- **Take breaks.** Take time out for yourself. Being busy can be good but being stressed all the time is not. Give yourself permission to rest and relax. Doing "nothing" is actually doing something. It's helping you build your strength for the next challenge.
- **Help others.** When you take time to be kind to others, or get involved in something bigger than yourself, it can give your own mental health a boost. Small things that don't take a lot of your own energy can sometimes make a huge difference to someone else. Say "hi" to someone new in the halls, invite someone to sit with you at lunch, hold the door open for someone and see if it gives you a lift too.
- **Notice the good things.** It's easy to get caught up in the negatives that happen in life. Instead, look for the positives each day, even in situations that might seem bad. Be grateful for the small things.
- **Get sleep.** We know school starts early and you may like staying up late, so you might not get enough sleep all the time. But aim to get 8 or more hours of sleep most nights.
- **Try to increase your water intake.** Carry a water bottle with you so you can stay hydrated through the day. Consider decreasing or discontinuing your caffeine intake – caffeine has been shown to create a stress reaction in your body and might cause you to feel nervous, irritable or restless.
- **Fuel yourself well.** As a student, you are under a lot of stress at times, be mindful of the types of foods you eat. Sometimes it helps to have a healthy snack nearby so you can refuel easily and avoid getting "hangry".
- **Try to limit screen time.** Research has linked social media use with mental health issues – you've probably heard this before. Using social media can cause us to compare ourselves... we do this without noticing, so it can be hard to stop. Many smartphones let you set timers on apps to help you limit how much you use them.
- **Prioritize your healthy relationships.** Find people in your life who help you to feel good. Notice how you feel after spending time with someone. Sometimes it's helpful to create boundaries for ourselves and limit contact with people who bring us down or encourage unhealthy behaviour.
- **Move!** Physical activity is good for our mental health. It can be as simple as taking a walk. Even better, join an activity at school – it's a great way to meet people who you can be active with.
- **Try some mindfulness activities.** Your teachers may have taught you some deep breathing exercises, or maybe you've joined a movement class. What about meditation?
- **Get curious.** Learn more about your mental and physical health. It's a fascinating area of study (yes, we're biased). Recognize this is your life, and you can learn to improve your experience.

Moments when you are not feeling your best are normal. Our feelings and emotions change all the time, it's expected. At times these changes can affect what we think about ourselves or how we act towards other people. However, it is important to identify when you are having more than just a bad day.

**God  
Loves  
You!**

## Mental Health

### Questions to Reflect On:

- Is how I'm thinking, feeling or acting different for me? A change from how I used to be?
- Are my thoughts, emotions or actions affecting my everyday life negatively?
- Have I been feeling this way for some time, like more than a couple of weeks?
- Am I dealing with my problems in unhealthy ways?
- Am I carrying too much by myself?



If you answer yes to some of these questions, it's probably time to connect with a supportive and caring person who can help. Reaching out can prevent problems from getting worse. There are in school mental health supports available. The YCDSB has Mental Health workers who provide group and individual short term psychotherapy to students grades 4-12 addressing issues like anxiety and depression. The Mental Health and Addiction nurses provide short term support and psychoeducation to students who have visited a hospital and present with various mental health concerns. COMPASS staff provide support to families with more complex needs. Your teacher or principal can help get you connected to someone.

### How You Can Help Friends

The best thing we can do for our friends is to be there for them. Don't judge, don't try to fix, just listen, and connect them to adults who can give them the appropriate mental health help they need. Also, remember to reach out for support if you need to, your health is important.

Here are simple, everyday things you and your friends can do to care for each other:

- Check in on each other and take an interest in what's going on in each other's lives.
- Be kind. You never know what someone else is carrying.
- Don't put others down. Avoid spreading rumors. Question nasty behaviour.
- Include people. Notice others and pull them in.
- Help each other make safe choices. Don't let peer pressure become a "thing". You and your friends and classmates can rise above it.

### Mental Health Resource List



*Did you know that mindful colouring can promote relaxation and reduce stress?*



### Four Finger Affirmation

- Choose 4 words or short sentences that make you feel calm and confident. (example: "loved" or "I am loved")
- Each word you choose will match a finger on your hand.
- Say your 4 words/sentences aloud or in your head while connecting each finger with your thumb.
- Repeat this as many times as you like (out loud or in your head).



## Highlights of Key YCDSB Policies and 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. All members of the Catholic School Community are expected to treat each other with respect and dignity.

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 them to accompany you to speak to an adult
- Call Crime Stoppers, 1-800-222-TIPS
- 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) or scan the QR Code



#### Catholic School Councils (Policy 606)

It is the policy of the YCDSB that each school establish a Catholic School Council (CSC). The CSC will assist the school in engaging parents to improve student achievement, and in developing positive communication links with home, parish church and the broader community.

#### 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.

#### Code of Conduct (Policy 617)

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 – Policies 311 and 408

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 119)

It is the policy of the York Catholic District School Board to ensure a safe, positive and respectful online learning and working environment through the professional use of electronic communications and social media that is reflective of the Mission, Vision and Values of the YCDSB.

#### 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). 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 supplier.

#### Equity and Inclusive Education (Policy 613)

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 confidential and professional manner. For any assistance, kindly fill out the HREA

Reporting form:

[www.ycdsb.ca/hedi/complaint-process/](http://www.ycdsb.ca/hedi/complaint-process/)

You can also scan the QR or email:

[humanrights@ycdsb.ca](mailto:humanrights@ycdsb.ca)



#### Ontario Student Record (Policy 227)

An Ontario Student Record (OSR) shall be established and maintained for each student who enrolls in the YCDSB. 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.

*Always remember:*

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

## Highlights of Key YCDSB Policies and Procedures

### 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 the MFIPPA, Education Act and the 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 the PHIPA.

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

### 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 Transportation Services (Policy 203)

It is the policy of the YCDSB to supply transportation services to and from school to the students enrolled in its schools in accordance with the parameters outlined in Policy 203

### 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.

### Supporting Students with Prevalent Medical Conditions in Schools (Policy 206)

The Board is committed to supporting students with prevalent medical conditions (Anaphylaxis, Asthma, Diabetes, and/or Epilepsy) to fully access school in a safe, accepting and healthy learning environment that supports well-being. The Board will support the empowerment of students as confident and capable learners, to reach their full potential for self-management of their medical condition(s) according to their Health Management Plan.

### 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).

### 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 the Municipal Freedom of Information and Protection of Privacy Act.

### York Catholic District School Board

**Catholic Education Centre**  
320 Bloomington Road West  
Aurora, ON L4G 0M1  
905-713-2711  
416-221-5051  
[www.ycdsb.ca](http://www.ycdsb.ca)



## Highlights of Key YCDSB 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

If the above guidelines are not followed, the principal may suspend bus riding privileges. On the rare occasion when 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) (QR)
- School Website
- Student Transportation Services website [www.schoolbuscity.com](http://www.schoolbuscity.com)
- 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 long, with 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 their parent or guardian and the approval of the principal. The lunch period in secondary schools is typically 40 minutes long.

### 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. Each family is required to provide the school with an up-to-date Emergency Procedures Form (S-2) at the beginning of the school year. It is the parent/guardian's responsibility to update the information on the form as required by contacting their school's front office.



# 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.



### Collaboration

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



### 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.**

# CATHOLIC GRADUATE EXPECTATIONS

## 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.

### 3 A REFLECTIVE, CREATIVE & 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)

### 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 ignored the human thirst for God, we are called to share the living waters of our faith.

### 7 A RESPONSIBLE CITIZEN

- who give 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 committed to work for justice and peace

### 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.

### 4 A SELF-DIRECTED, RESPONSIBLE LIFE LONG 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.

### 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.

*The Ontario Catholic School Graduate Expectations were developed to provide a framework to represent the distinctiveness and purpose of Catholic education in Ontario.*

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**WE ARE DIVERSE**



**WE ARE ONE  
IN CHRIST**

**YORK CATHOLIC DISTRICT SCHOOL BOARD**

# 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**

**Courage**

**Compassion**

**Justice**

**Advent**

**A collaborative  
contributor**

**A reflective,  
creative  
& holistic  
thinker**

**Lent**

**Easter**

**A caring  
family member**

**An effective  
communicator**

**Responsibility**

**Reverence**

**Perseverance**

**Wisdom**

**Unity**

**Hope**

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

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

*I will speak words of wisdom.*  
Psalm 107:3

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

*He is risen.*  
Matthew 26:6

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

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

*Do not be afraid.*  
Luke 1:28

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

*Act Justly.*  
Isaiah 1:16

