

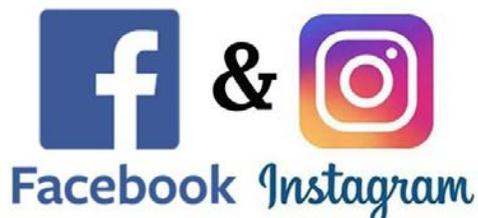


# Laurier Macdonald High School

7355 boulevard Viau  
Saint-Leonard, Quebec H1S 3C2  
Phone: 514-374-6000 Fax: 514-374-7220



## FOLLOW US!



Facebook: [facebook.com/lauriermacdonaldhs](https://facebook.com/lauriermacdonaldhs)  
Instagram: [lauriermacdonald](https://www.instagram.com/lauriermacdonald)  
[www.lauriermacdonald.ca](http://www.lauriermacdonald.ca)

Student's Name: \_\_\_\_\_

### 2020-2021 Bell Schedule

Detention	8:20am-9:05am
Period 1	9:10am-10:25am
Period 2	10:30am-11:45am
Lunch	11:45am-12:45pm
Period 3	12:50pm-2:05pm
Period 4	2:05pm-3:25pm

## A MESSAGE FROM OUR ADMINISTRATION

August 2020

Dear parents, guardians, and students,

The entire Laurier Macdonald team is happy to welcome you for an exciting and stimulating school year. It is the first time that LMAC is offering the entire high school curriculum from Secondary 1 to 5. A very warm welcome to the community from the former John Paul I Junior High!

Coming together will allow us to offer a rich evolutionary program filled with age-appropriate challenges and responsibilities. Our mandate is to support you as you move through adolescence. In order to be successful, you must take an active role in your educational and personal development. With your engagement and the caring help of your parents and the professional support of the LMAC personnel, it should be a successful journey.

At Laurier Macdonald High School, we promote success through the teaching and exploration of multiple literacies, the Community Learning Center, and the diversification of learning pathways.

We uphold the rights of all individuals who contribute to our learning community. To ensure this atmosphere of mutual respect, certain rules, policies and procedures have been established. These are outlined in the following pages. This handbook contains important information concerning the operation of the school, disciplinary codes and sanctions as well as academic policies. The various services offered at the school are also highlighted.

These policies, rules, and regulations were presented to staff council and governing board and were accepted. It is important to note that these rules and policies are in place to enhance the student's academic and social experience and strengthen the entire learning community. We are offering a safe and secure environment for everyone and promote respect of oneself, others and the environment.

In closing, as a team, let me wish us a great school year!

The Laurier Macdonald Administration Team

# Table of Contents

## **Student and School Information page 4**

- Timetable
- Passing time
- Lunch
- Lockers
- Uniform
- Physical Education & Sports Teams
- Dress Down Days

## **School Policies and Procedures page 6**

- Attendance
- Justified Absences
- Absences & School Work
- Early Dismissals
- Late Arrivals/Truancy
- Homework
- Evaluation
- Recuperation
- Communication between Home & School
- Discipline
- Cell phones & ICT
- Bullying
- Emergency Procedures

## **Academic Streams and Requirements page 9**

- Enriched International Baccalaureate Middle Years Program
- CORE & Enriched CORE
- Resource
- Accelerated Math
- Advanced Science
- Community & Service
- Academic Pathways Chart
- Graduation Requirements

## **Student Services page 12**

- IBMYP Coordinator
- Library Learning Commons
- Cafeteria
- Guidance Counselling
- Social Work
- Youth Intervention Worker
- Health Services
- Community Learning Center
- Spiritual & Community Animator
- Child Care Workers

## **Student Responsibilities page 13**

- Academic Responsibilities
- Plagiarism
- Social Responsibility & Cyber Policy
- Respect the Physical Space of Others
- Smoking/Vaping/Drugs/Alcohol
- Gambling & Playing Cards
- Weapons
- In the Community
- Extra-Curricular Activities & Trips
- Sports Teams

## **Parent Responsibilities page 15**

- Governing Board
- Parent-Teacher Nights
- Digital Citizenship

## **International Baccalaureate page 17**

## **Anti-Bullying Pledge page 24**

## WELCOME TO LAURIER MACDONALD HIGH SCHOOL QUALITY – COMMUNITY- COMMITMENT

Our first responsibility is to our students, their parents and families, and to all members of our community. Our mission is to help students achieve high levels of academic success and to prepare them to become active and contributing members of society. Laurier Macdonald High School is dedicated to providing quality education, fostering a strong sense of community, and developing a commitment to life-long learning.

### STUDENT AND SCHOOL INFORMATION

#### **Timetable**

Laurier Macdonald operates on a 4-period per day, 9-day cycle. Our academic blocks are 75 minute periods with 5 minutes passing time in between and a 60 minute lunch hour.

#### **Passing Time**

Students are given 5 minutes between periods to go to their lockers and/or use the restroom. Failure to report to class on time will result in the teacher reporting the student's tardiness and consequences will follow.

Students are expected to bring all necessary material to class. They are not permitted to access their lockers during class time. School bags, purses, sports bags, etc. are not permitted in the classroom.

#### **Lunch**

There should be no consuming of food near the lockers, hallways and stairwells.

Junior students are not permitted to leave the school grounds at lunchtime. Eating is restricted to the cafeteria. As of 12:15pm, students in Secondary 1 and 2 are permitted in the backyard but must stay within the boundaries. They will not have access to the front courtyard on rue Terbois.

Senior students are permitted to leave school grounds at lunchtime but must ensure to return on time for period 3. Eating is restricted to the cafeteria or outside.

Detentions will be assigned for any and all lates for period 3, regardless of the reason.

#### **Lockers**

Lockers are assigned on the first day of school and the locker number is included on the student's schedule. Lockers are school property and subject to be searched at all times, especially when the rights and/or well-being of others is compromised.

Students are not permitted to change their assigned locker without the permission from the administration. Lockers are to be kept neat and free from graffiti. Students are responsible for the contents of their lockers and are asked to keep personal items and valuables at home.

Lockers are to be secured with the school lock provided at all times. The school is not responsible for lost or stolen items. If the lock is broken or lost, parents are to purchase a new one from the school.

## **Uniform**

Students must wear the official Laurier Macdonald High School uniform as approved by the Governing Board and provided by the current uniform supplier. Students must be in uniform when they enter/exit the building and must remain in uniform during school hours.

The uniform for all students consists of:

- Grey pants
- White polo tops
- Black sweaters
- Undershirts must be solid black, grey or white with no collars or hoods
- Hoodies are not permitted on school grounds
- Belts must be black, grey or white.
- All footwear worn in the school must be closed in both the front and back of the shoe, as per the safety regulations for public buildings. Boots should remain in the locker

All students must wear their respective attire appropriately. Alterations to the style of the clothing is not permitted, only hem lines.

When participating in a school outing, the school uniform must be worn unless stated otherwise.

Consequences for uniform infractions may be assigned. The administration reserves the right to refuse access to any student who shows up to school and who isn't wearing the proper uniform.

## **Physical Education & Sports Teams**

Laurier Macdonald's Physical Education department has as its goal to provide a student program that promotes the development of lifelong skills through a varied program and the establishment of good health and safety habits.

The following applies to all Physical Education and sports activities, including sports teams:

- Students must wear the official LMAC Physical Education uniform
- Students must wear running shoes that are specifically designed for vigorous physical activity.
- For classes in the pool, all students are to wear a black bathing suit: solid 1-piece for girls and swim shorts for boys. T shirts may be worn if approved by the Phys. Ed. Teacher.
- Protective equipment must be worn when required.

Consequences for uniform infractions will be applied the same as regular uniform rules.

## **Dress Down Days**

At various times throughout the year, students may be permitted to wear clothing other than the school uniform. These may be free dress days or to follow a specific theme. Students are reminded that their clothing must always be appropriate for an academic setting and may be asked to change or be sent home if they cannot fix the situation on site.

Uniform infractions may result in a student not being permitted to participate in the dress down day.

## SCHOOL POLICIES & PROCEDURES

### **Attendance**

Regular attendance is mandatory by law and is essential to achieving academic success. All absences must be recorded by the classroom teacher and documented by the office.

Parents/guardians are asked to plan their appointments and vacation/holiday outside of regular school days in order to prevent absences. Extensions of vacation/holiday periods are highly discouraged. The school is not required to provide work to students to take vacation during regular school days.

### **Justified Absences**

Parents/guardians must notify the school before 8:00am if their child is going to be absent.

### **Absences and School Work**

It is the student's responsibility to ensure that all missed work is completed. This includes notes, readings, assignments, homework, class work, and evaluations. The students must send an email to the teacher in the event that they miss a class in order to get caught up.

### **Early Dismissal**

If a student has an appointment which requires them to leave before the end of the school day:

- The parent/guardian must call the school prior to 8:00am to provide verbal permission for the early dismissal.
- The student is to report to the office to collect their Early Dismissal Form which is to be given to the teacher whose class they need to leave
- The student must report to the office before they leave the school to sign out

### **Lates/Truancy**

Students are expected to be on time for every period throughout the day, including morning and afternoon entry. This is essential in order to maintain a safe and orderly learning environment. Students who are absent from class/school without permission will be considered truant and will serve a 1-day suspension at home.

Parents/guardians who call the administrative office to justify why their child is late will not automatically excuse him/her from receiving a consequence.

Consequences will be applied as follows:

- 5 late arrivals = letter of warning to be signed by a parent
- 6 late arrivals = 1 day suspension at home
- 7 late or more late arrivals = escalating consequences

A student arriving late to period 1 must sign in at the main office to obtain a late slip to gain entry to class. A student arriving late to period 3 (afternoon entry) must also come to the office to obtain a slip to get into class. This late will result in an automatic detention for the following day.

All lates for periods 2 and 4 will be recorded by the classroom teacher and do not require the student to get a note from the office.

ALL LATES will be tallied and reset on the 1<sup>st</sup> of each month.

## **Homework**

Homework allows students to practice, study, reinforce and consolidate concepts learned in class. If specific homework was not assigned, then that time should be for reading, reviewing, studying or working on projects.

Homework is to be written in the student's agenda. Parents are asked to review the agenda with their child on a regular basis to keep up with what is going on at school.

## **Evaluation**

The MEES, EMSB and the school will continue to schedule and administer formal examination periods throughout the year; mid-year examinations in January and end-of-year summative exams in the months of May and June. These sessions will include uniform examinations produced by the MEES, complimentary examinations produced by the EMSB and local examinations produced at the school level.

In addition to formal examination periods, students will be assessed regularly within the timetable. These will often take the form of in-class assignments, essays, quizzes, tests, learning evaluation situations (LES) or extended learning projects generally completed over a series of classes; they are applied across the curriculum in all subject areas.

If a child is absent when an evaluation has taken place or a deadline was to be met, arrangements must be made with the teacher.

Please note that exam attendance rules are governed by the MEES. Students with unjustified or invalid absences from formal examinations will receive a grade of 0%. An absence can only be excused for the following reasons:

- Serious illness or accident confirmed by a medical report or certificate
- Death of a close relative
- A court summons
- Personal or immediate family crisis confirmed through meeting with school administration

## **Recuperation**

Every teacher holds recuperation sessions each cycle. This is an excellent opportunity to catchup on missed assignments, tests, class work, or get extra help. We also highly recommend a student attends a recuperation session after an evaluation has taken place to go over their mistakes with the teacher.

## **Communication between Home & School**

To ensure student success, a good rapport needs to be established between the home and the school. As such, members of the Laurier Macdonald staff will communicate with the parents/guardians in the following ways:

- By written communication and/or forms
- By telephone
- By email
- By progress report and term report cards
- In-person appointments and parent/teacher interviews

General information may also be found on the official school website, social media pages and teacher webpages.

It is a parent's/guardian's responsibility to communicate with the teacher regarding notes, assignments, projects, tests or to get a status update on how their child is performing.

## **Discipline**

Discipline is essential to ensure a safe and secure environment for all. Rules and policies have been put in place to this effect. If a child is not meeting the standards set by the school, the administration reserves the right to apply any of the following interventions:

- Warning
  - o Warning letters are given to the student and a copy placed in their discipline file
- Detention
  - o Detentions are assigned either same day or the following day
  - o Email notifications are sent to the parents/guardians
  - o Detention notices are recorded on file
  - o Failure to report to an assigned detention will result in a suspension
- Suspension
  - o A copy of the suspension letter will be kept in the discipline file
  - o Parents/guardians may be asked to accompany a student upon reintegration
- Case conference
  - o Involve student, parent/guardian, administration and/or other essential personnel
- Relocation
  - o Repeat or very serious offences may result in permanent relocation

Classroom misconduct is not tolerated. It is disruptive to the teacher as well as the other students in the class. In such cases, the teacher will apply his/her own classroom policies and consequences. If a student does not comply, the teacher may involve the administration and then the school rules would apply.

Please note that during the term, students who have been suspended may lose the privilege to attend any school functions (outings, dances, trips, etc.).

## **Cell Phones & ICT**

The EMSB encourages a BYOD (bring your own device) model to keep up with today's ever-changing digital world. Students may use a laptop or tablet to take notes or complete assignments in accordance with the school board's ICT policy (included in the registration package). Please be advised that students bring these devices to school at their own risk. The school will not be held accountable if these items are lost, stolen or damaged.

### Cell Phones

Cell phones have been found to be a distraction in the classroom and are not permitted. Cell phones are to be turned off upon entering the building and remain out of site at all times with the exception of senior students who leave the building at lunchtime or after school. Headphones, earphones, airpods, earbuds are not permitted.

Parents are asked to refrain from calling or messaging their child during class time and to call the school in case of emergency. In this way, parents are assured that there is a responsible adult available to assist the child if need be. Students may use a phone at the office to call home during the day.

Students are not to use (check time, text, call, watch videos, listen to music, play games, check social media, take pictures/videos, etc.) their cell phones during class, passing time or in the hallways. Cell phones are to be left in the locker or will be withheld by the classroom teacher in a box or hanging pocket holders.

Students who are found to be using their phones during unauthorized times will have their device confiscated and the administration will deal with the matter accordingly.

### ICT

Students may borrow ICT equipment from the library.

The school may exercise its right to monitor the use of the school's computer systems, including access to websites, email and the deletion of inappropriate materials where it believes unauthorized use of the school's computer system is taking place.

It is illegal to take unauthorized pictures, videos and/or sound clips of another person without their consent. Posting pictures or videos on the internet that were obtained without consent is also illegal. This is considered an invasion of privacy by both the Federal and Provincial Governments. Severe consequences may follow any such act.

### **Bullying: Physical, Verbal, and/or Cyber Bullying**

The English Montreal School Board believes that everyone in our community is entitled to a safe, secure, and respectful environment free from all forms of harassment and violent behavior. Generally, harassment consists of repeated acts. However, a single action may also be considered to be harassment including but not limited to the following:

- any action, intentional or not, including action of a sexual nature, directed at an individual or group by another individual or group who knows or should know that this action is unwanted;
- any implied or explicit bribe, and/or threat of reprisal;
- any behavior, verbal or physical, which creates an intimidating or hostile atmosphere;
- any action, intentional or not, that demeans an individual or group;
- any perceived threat to or abuse of personal or physical property

Harassment, which in some cases may be described as bullying, can be psychological or physical. Specific examples include but are not limited to:

- unwelcome leering or staring
- unwelcome racial slurs, epithets, threats, verbal abuse, derogatory comments, or degrading descriptions;
- unwelcome communication about an individual's body, attire, cultural background or overly personal comments;
- unwelcome invasion of an individual's privacy;
- unwelcome jokes, stories, drawings, pictures, or gestures;
- the spreading of malicious rumors;
- suggestions or demands for payment accompanied by implied or explicit threats (taxing);
- restricting, cornering or blocking normal movements;
- misuse of power or position;
- stalking

The administration of Laurier Macdonald High school is committed to providing a healthy and secure learning environment which allows every student to develop his or her full potential, free from any form of bullying or violence. Furthermore, through the power of Quebec's Law 19 (An act to prevent and stop bullying in schools) we will take all the necessary measures to ensure that any form of harassment, bullying or violence is stopped immediately.

### **Emergency Procedures**

When an alarm sounds, it is important that students immediately react and listen to the instructions given by the staff.

#### Evacuations

In the event of an evacuation, students must:

- leave all belongings in the classroom
- are not permitted to access their lockers
- must follow the group and teacher to the designated assembly area where attendance will be taken
- students must remain in the assembly area with their teacher until the all-clear is given and can return in the building
- proper conduct is expected at all times

## Lockdown

In the event of a lockdown, students must:

- Remain absolutely silent
- Do not use cell phones
- Follow the instructions given by the teacher
- Restrict movement, restrict noises and sounds which may give away location
- If outside the class, must find the closest room in which to barricade themselves
- Never open a closed door to any banging or calling out
- Wait for the all-clear to be given or a police officer to open the door

## **ACADEMIC STREAMS & REQUIREMENTS**

### **Enriched IB-SÉBIQ**

Students who follow the IB-SÉBIQ stream are exposed to a rigorous academic profile and a holistic approach to learning by considering the interrelationships of all subject areas as they apply to the larger world context. Students will be exposed to a third language, Spanish, in years 1-3 of the program, take Français langue de base-enrichi or Français langue d'enseignement, and will receive enrichment components in English Language Arts.

Students will have access to advanced Science and Math courses in Secondary 4 and 5.

In year 5 of the program, students will complete a personal project with the help of a staff mentor.

These students benefit from an extra 2% on their R-score when applying to SRAM CEGEPS.

Graduates of this program satisfy all requirements of the Québec Secondary School Diploma (MEES) and at the same time meet the high standards set by the International Baccalaureate Organization and SÉBIQ.

### **CORE & Enriched CORE**

Students opting for this program of study follow the Quebec high school curriculum that is mandated by the Ministry of Education. They will be exposed to the IB philosophy and have access to enriched classes in French, Math and Science.

### **Resource**

Students who follow an IEP (individualized education plan) may have access to any of the academic streams provided they have the academic background to support the program of choice and will receive the support tools they need to ensure their success. These resources may involve smaller class sizes in English, French and Math, in addition to support from a child care worker or education technician.

### **Accelerated Math**

Students who qualify for the accelerated Math program will complete Secondary 1 & 2 Math in year 1, Secondary 3 Math in year 2, Secondary 4 Math in year 3, Secondary 5 Math in year 4 and Calculus in year 5.

### **Advanced Science**

Students who have a strong academic standing in Cycle 1 and Cycle 2, Year 3 Science will have the option to take Environmental Science and Technology in year 4 giving access to Physics and Chemistry in year 5. This stream is intended for students who wish to pursue Sciences at the CEGEP level.

## Community & Service

As an IB school, Laurier Macdonald requires all students to complete the minimum hours of community and service. Community and Service is one of the International Baccalaureate program requirements. Additionally, at Laurier Macdonald High School we believe that helping and caring about others should be an integral part of student development and it provides many advantages

Secondary 1	10 hours
Secondary 2	15 hours
Secondary 3	15 hours
Secondary 4	15 hours
Secondary 5	15 hours

In Year 5, the community & service hours will be registered and considered for extra credits upon graduation attributed by the MEES.

## Academic Pathways Chart

	Sec. I	Sec. II	Sec. III	Sec. IV	Sec. V
<b>English Language Arts</b>	ELA 106	ELA 206	ELA 306	ELA 406	ELA 536
<b>Français</b>	-FLS -FLS Enr -FLE	-FLS -FLS Enr -FLE	-FLS 306 -FLS Enr 306 -FLE 308	-FLS 404 -FLS Enr 406 -FLE 406	-FLS -FLS Enr -FLE
<b>Mathematics</b>	106 or 106 & 206	206 or 306	306 or 414 or 426	-414 Cultural -426 Science -504 Cultural -506 Science	-504 Cultural -506 Science -Calculus
<b>Social Studies</b>	History or Histoire	-Geography -History & Citizenship	History 304 or Histoire 304	-History 404 or -Histoire 404	-Contemporary World & -Financial Education
<b>Science</b>	Science & Tech or Science et technologie	Science & Tech 206	Science & Tech 306	-Science & Tech 444 or -Environmental Science & Tech 404	-General Science or -Physics & Chemistry
<b>ERC</b>	ERC	ERC	Personal Orientation Project	ERC 404	ERC 502
<b>Art</b>	-Visual Arts -Drama -Digital Music	-Visual Arts -Drama -Digital Music	Visual Arts 302	Visual Arts 402	Visual Arts 502
<b>Physical Education</b>	Phys. Ed. 102	Phys. Ed. 202	Phys. Ed. 302	Phys. Ed. 402	Phys. Ed. 502
<b>Spanish</b>	IB Enriched	IB Enriched	IB Enriched	none	none
<b>Options Classes</b>	none	none	none	1 option	2 options

## **Graduation Requirements**

Diplomas will be awarded to students who obtain the minimum number of credits and who complete the required courses below. Credits are awarded for Secondary IV and V level courses only; students who pass a course with a 60% or higher will obtain the credits for the course.

4 credits in History and Citizenship, Secondary IV

4 credits in Science & Technology, Secondary IV

4 credits in Mathematics, Secondary IV

2 credits in Arts Education, Secondary IV

2 credits in Ethics and Religious Culture OR Physical Education and Health, Secondary V

6 credits in English, Secondary V

6 credits in French, Secondary V

## **STUDENT SERVICES**

### **IBMYP Coordinator**

The coordinator oversees the implementation of all aspects of the MYP and has a central function in the organization of the program.

### **Library Learning Commons**

The library contains a wealth of resources and information for projects and recreational reading in English, French and Spanish. Students must present their Laurier Macdonald ID card to borrow from the library. For help locating a book, see the librarian. Students may use a library computer for projects and research if the school's Internet Policy has been signed and returned.

Our library learning commons is equipped with 21<sup>st</sup> century tools including a Maker Space/STEAM room, social games, video games, printing machines, and more. We have study rooms that students can rent out in order to complete group work or work on projects interactively.

### **Cafeteria**

The cafeteria offers a variety of healthy food; full meals, snacks, soups, salads, and many à la carte items to supplement lunches from home. Keeping the cafeteria clean requires the cooperation of every student. Trash must be placed in the receptacles and trays and cutlery must be returned to their designated area. Students are not to consume food and beverages (except water) in classrooms, hallways, and stairways.

### **Guidance Counselling**

The counselling services provided at Laurier Macdonald attempt to meet the individual needs of students in the areas of academic, vocational and personal growth. Students who wish to see the Guidance Counsellor must make an appointment in the Guidance Office before school, at lunch or after school. Parents are welcome to contact the Guidance Counsellor regarding a student's progress at any time.

If in a moment of crisis, students are to report to the office and the proper steps will be taken to ensure the students gets the support they need.

### **Social Work**

The school social worker works in partnership with the CLSC to provide support to students and their families.

## **Youth Intervention Worker**

Laurier Macdonald offers additional support to our students via our Youth Intervention Worker when students have questions or needs surrounding the area of substance abuse or misuse.

## **Health Services**

The role of the nurse is one of promoting health education and counselling. Medication is not given nor administered by school personnel.

Emergency first aid is provided by the school's Emergency Response Team. Parents should not send their child to school ill and should notify the school if their child has a health problem which requires taking medication throughout the day that would interfere with functioning at school. Students requiring the use of the elevator for medical reasons must place a \$20.00 deposit for the key and return the key to the office when no longer required.

## **CLC: Community Learning Centre**

The Community Learning Centre invests in partnerships that provide a range of services and activities, often beyond the school day, to help meet the needs of learners, their families, and the wider community. The aim is to support the holistic development of citizens and communities.

## **Spiritual and Community Animator**

Laurier Macdonald offers activities responding to the needs of our community and neighbors and also provides grief counselling to students. The animator's main objective is to guide students in search of positive values and to participate in various community programs.

## **Child Care Workers**

The role of these support workers is to support students with special needs, intervene and work with students who are having repetitive issues both academic and/or social, and to assist students who have been assigned to them.

# **Student Responsibilities**

## **Academic Responsibility**

1. Students must be honest during all evaluation situations and respect the intellectual work of others.
2. Students are responsible for all assignments, homework and evaluations.
3. Students must attend all classes on time and prepared to work with all necessary materials.
4. If there is a known absence coming up, the student must inform the teacher and identify assignments that can be completed while away.
5. The student must make arrangements with his/ her teacher to make up work when the student returns from an absence.
6. Holiday travel or a family event is not a valid excuse for missing an evaluation. Parents should plan their holiday travel around the school calendar. Teachers are not expected to provide work for a student on holiday.

## **Plagiarism of Intellectual Property**

Plagiarism is the copying of another person's ideas, text or other creative work, and presenting it as your own. In all academic work it is essential to give credit to the people and sources that information and ideas came from.

Printed, electronic, and all other forms of communication which includes using direct quotes and paraphrasing must be cited. Failing to do so is considered intellectual theft. A student caught plagiarizing may receive a mark of zero.

### **Social Responsibility & Cyber Policy**

Students are expected to be polite and courteous at all times with all staff, and their peers.

Students are always expected to act in a responsible manner, be cooperative and courteous and treat all members of the Laurier Macdonald community with respect. They are also expected to follow directives issued by any staff member (administrator, teacher, child care worker, cafeteria staff, caretaker, etc). Students are expected to treat all school property and the property of others with care and respect.

### **Respect the Physical Space of Others**

- Students will move safely throughout the building by walking and respecting the physical space of others. They will always demonstrate socially acceptable behavior towards others.
- A student may not run, push, or play fight on school grounds
- Students should speak to others in a polite and respectful way
- The use of threatening and abusive language and/or gestures will never be tolerated
- A student may not fight, assault, or verbally abuse or intimidate others

### **Smoking/Vaping/Drugs/Alcohol**

In accordance with the Tobacco Control Act, smoking and smoking products are strictly prohibited for people under 18 years of age and on school grounds. Possession, use or selling of cigarettes, electronic smoking devices, drugs, paraphernalia and/or alcohol is forbidden and will result in confiscation of items, and suspension from school.

### **Gambling & Playing Cards**

Any form of gambling, taxing, card playing or any other activity that can be linked to gambling are strictly forbidden on school grounds.

### **Weapons**

Any form of weapon which could put one or more students and/or staff at risk are strictly forbidden. A student found to be in possession of any such item will immediately be suspended and recommendation may be made to the EMSB to have the student relocated.

### **In the Community**

Students are expected to exhibit proper and respectful behavior on school grounds at all times. Students are required to place all of their litter in the appropriate bins on and around school grounds.

Students who use the neighboring businesses before/after school or during the lunch hour are to do so respectfully as we like maintain good relationships with our community partners. To this end, we request that students do not congregate in or around business establishments or laneways, nor trespass or litter on private property.

### **Extra-Curricular Activities & Trips**

Extra-Curricular Activities (ECAs) include but are not limited to clubs, local field trips, overnight and international field trips and in-school activities. A student's high school experience is significantly enhanced when a student is involved in the non-academic aspect of school. Students are encouraged to get involved in activities of interest that are promoted by the school.

Participation in ECAs is a privilege and subject to regular school attendance, consistent effort in a student's school work and appropriate behavior as outlined in the Code of Conduct. Moreover, it is the student's responsibility to ask his/her teacher for any assignments and/or homework missed while participating in any of these activities.

If it is necessary to withdraw a student from any event or activity due to misconduct, reimbursement will be at the discretion of the school and it will depend on the financial arrangements and obligations that the school has undertaken. The school is not responsible for any costs related to the removal of a student from an activity/field trip; this will be incurred by the parent/guardian.

### **Sports Teams**

Participation in intermural and intramural sports teams is highly encouraged. Students on sports teams must conduct themselves in a manner that is respectful and promotes the standards expected of Laurier Macdonald students.

Failure to comply with the school rules may result in a student being suspended from participating in school sports teams. Coaches may remove a player who cannot demonstrate a high level of sportsmanship.

#### **Student Expectations:**

- Perform to the best of their abilities in all classes
- Attend and be on time for all classes
- Demonstrate positive citizenship and leadership in all classes
- Commit to participate fully in the athletics program

#### **Parent Expectations:**

- Ensure the child has the proper equipment to participate
- Encourage the student to participate in all practices and games
- Be aware of practice and game dates, times and locations

#### **Teacher Expectations:**

- Be flexible with assignments and homework
- Take note of sports schedules
- Communicate beforehand with coaches and administration about students' status in class.

## **Parent Responsibilities**

As a parent/guardian of a student at Laurier Macdonald, I understand that my responsibilities are to:

- Read and discuss with my child the expectations of the school
- Keep the school informed of any changes in phone numbers and/or email addresses
- Encourage my child to respect the rights and property of others
- Familiarize myself with and support the school's expectations, code of conduct, and disciplinary measures
- Assume responsibility for the regular and prompt attendance of my child
- Ensure that vacations are not booked during the school year and especially, January and May/June as they are exam periods

### **Governing Board**

The participation of parents is essential to the formation of a Governing Board. Parents of students currently enrolled at Laurier Macdonald High School are advised that the election of candidates to the Governing Board will be held in September at the General assembly. The date and time will be announced.

Governing Board meetings take place once a month at 7pm and are open to the public.

### **Parent/Teacher Night**

The school year is divided into three (3) terms. An official report card is issued to parents after each term. Parents are invited to meet teachers twice a year: November and February to discuss their child's academic performance and general conduct. Parents should not hesitate to contact the school at any time to speak to their son/daughter's teachers.

### **Digital Citizenship**

Laurier Macdonald employs a Digital Citizenship model for supporting safe and responsible use of the internet and social media. It is imperative that we model what is appropriate use of the internet. As a parent you are an integral part of the digital citizenship development of your child. To this end, please ensure to read, sign and return the ICT form that was sent in your information package.



# IB learner profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

As IB learners we strive to be:

## INQUIRERS

We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

## KNOWLEDGEABLE

We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

## THINKERS

We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

## COMMUNICATORS

We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

## PRINCIPLED

We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

## OPEN-MINDED

We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

## CARING

We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

## RISK-TAKERS

We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

## BALANCED

We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

## REFLECTIVE

We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.

## GLOBAL CONTEXTS

Global Contexts	Questions	Explorations
Identities and relationships	Who am I? Who are we?	<ul style="list-style-type: none"> <li>• Identity, beliefs and values.</li> <li>• Personal, physical, mental, social and spiritual health.</li> <li>• Human relationships including families, friends, communities and cultures.</li> <li>• What it means to be human.</li> </ul>
Globalization and sustainability	How is everything connected?	<ul style="list-style-type: none"> <li>• Interconnectedness of human made systems and communities.</li> <li>• Relationship between local and global processes.</li> <li>• How local experiences mediate the local impact of decision-making on humankind and the environment.</li> </ul>
Personal and cultural expression	What is the nature and purpose of creative expression?	<ul style="list-style-type: none"> <li>• Ways in which we discover and express ideas, feelings, nature, culture, beliefs and values.</li> <li>• Ways in which we reflect on, extend and enjoy our creativity.</li> <li>• Our appreciation of the aesthetic.</li> </ul>
Fairness and development	What are the consequences of our common humanity?	<ul style="list-style-type: none"> <li>• Rights and responsibilities</li> <li>• Relationship between communities</li> <li>• Sharing infinite resources with other people and with other living things</li> <li>• Access to equal opportunities.</li> <li>• Peace and conflict resolution.</li> </ul>
Orientation in time and space	What is the meaning of 'where' and 'why'?	<ul style="list-style-type: none"> <li>• Personal histories.</li> <li>• Homes and journeys.</li> <li>• Turning points in humankind.</li> <li>• Discoveries.</li> <li>• Explorations and migration of humankind.</li> <li>• Relationship between, and the interconnectedness of, individuals and civilizations, from personal, local and global perspectives.</li> </ul>
Scientific and technical innovation	How do we understand the world in which we live in?	<ul style="list-style-type: none"> <li>• Natural world and its law.</li> <li>• Interaction between people and the natural world.</li> <li>• How humans use their understanding of scientific principles.</li> <li>• Impact of scientific and technological advances on communities and environments</li> <li>• How humans adapt environment to their needs.</li> </ul>



# Profil de l'apprenant de l'IB

Tous les programmes de l'IB ont pour but de former des personnes sensibles à la réalité internationale, conscientes des liens qui unissent entre eux les humains, soucieuses de la responsabilité de chacun envers la planète et désireuses de contribuer à l'édification d'un monde meilleur et plus paisible.

En tant qu'apprenants de l'IB, nous nous efforçons d'être :

## CHERCHEURS

Nous cultivons notre curiosité tout en développant des capacités d'investigation et de recherche. Nous savons apprendre indépendamment et en groupe. Nous apprenons avec enthousiasme et nous conservons notre plaisir d'apprendre tout au long de notre vie.

## INFORMÉS

Nous développons et utilisons une compréhension conceptuelle, en explorant la connaissance dans un ensemble de disciplines. Nous nous penchons sur des questions et des idées qui ont de l'importance à l'échelle locale et mondiale.

## SENSÉS

Nous utilisons nos capacités de réflexion critique et créative, afin d'analyser des problèmes complexes et d'entreprendre des actions responsables. Nous prenons des décisions réfléchies et éthiques de notre propre initiative.

## COMMUNICATIFS

Nous nous exprimons avec assurance et créativité dans plus d'une langue ou d'un langage et de différentes façons. Nous écoutons également les points de vue d'autres individus et groupes, ce qui nous permet de collaborer efficacement avec eux.

## INTÈGRES

Nous adhérons à des principes d'intégrité et d'honnêteté, et possédons un sens profond de l'équité, de la justice et du respect de la dignité et des droits de chacun, partout dans le monde. Nous sommes responsables de nos actes et de leurs conséquences.

## OUVERTS D'ESPRIT

Nous portons un regard critique sur nos propres cultures et expériences personnelles, ainsi que sur les valeurs et traditions d'autrui. Nous recherchons et évaluons un éventail de points de vue et nous sommes disposés à en tirer des enrichissements.

## ALTRUISTES

Nous faisons preuve d'empathie, de compassion et de respect. Nous accordons une grande importance à l'entraide et nous œuvrons concrètement à l'amélioration de l'existence d'autrui et du monde qui nous entoure.

## AUDACIEUX

Nous abordons les incertitudes avec discernement et détermination. Nous travaillons de façon autonome et coopérative pour explorer de nouvelles idées et des stratégies innovantes. Nous sommes ingénieux et nous savons nous adapter aux défis et aux changements.

## ÉQUILIBRÉS

Nous accordons une importance équivalente aux différents aspects de nos vies – intellectuel, physique et affectif – dans l'atteinte de notre bien-être personnel et de celui des autres. Nous reconnaissons notre interdépendance avec les autres et le monde dans lequel nous vivons.

## RÉFLÉCHIS

Nous abordons de manière réfléchie le monde qui nous entoure, ainsi que nos propres idées et expériences. Nous nous efforçons de comprendre nos forces et nos faiblesses afin d'améliorer notre apprentissage et notre développement personnel.

**Le profil de l'apprenant de l'IB incarne dix qualités mises en avant par les écoles du monde de l'IB. Nous sommes convaincus que ces qualités, et d'autres qui leur sont liées, peuvent aider les individus à devenir des membres responsables au sein des communautés locales, nationales et mondiales.**

## CONTEXTES MONDIAUX

Contexte Mondial	Questions	Signification
Identités et relations	Qui suis-je? Qui sommes-nous?	<ul style="list-style-type: none"> <li>• L'identité, les convictions et les valeurs.</li> <li>• Le bien-être personnel, physique, mental, social et spirituel.</li> <li>• Les relations humaines, notamment la famille, les amis, les communautés et les cultures; ce qu'être humain signifie.</li> </ul>
Mondialisation et durabilité	En quoi le monde est-il interconnecté?	<ul style="list-style-type: none"> <li>• La corrélation entre les systèmes créés par les êtres humains et les communautés.</li> <li>• La relation entre les processus locaux et mondiaux.</li> <li>• La manière dont les expériences locales ont un effet régulateur sur les problèmes mondiaux.</li> <li>• Les tensions et les occasions provoquées par l'interdépendance au niveau mondial.</li> <li>• Les effets de la prise de décision sur l'humanité et l'environnement.</li> </ul>
Expression personnelle et culturelle	Quelle est la nature et quel est l'objectif de l'expression créative?	<ul style="list-style-type: none"> <li>• Les manières dont nous découvrons et exprimons nos idées, nos sentiments, notre nature, notre culture, nos convictions et nos valeurs.</li> <li>• Les manières dont nous réfléchissons à notre créativité, la développons et l'apprécions; notre appréciation de l'esthétisme.</li> </ul>
Équité et développement	Quelles sont les conséquences de notre humanité commune?	<ul style="list-style-type: none"> <li>• Les droits et responsabilités.</li> <li>• Les relations entre les communautés.</li> <li>• le partage de ressources limitées avec d'autres peuples et d'autres organismes vivants.</li> <li>• L'accès à l'égalité des chances.</li> <li>• La résolution de conflits et la paix.</li> </ul>
Orientation dans le temps et l'espace	Qu'entend-t-on par 'où' et 'quand'?	<ul style="list-style-type: none"> <li>• Les histoires personnelles.</li> <li>• Les foyers et les parcours.</li> <li>• Les tournants de l'histoire de l'humanité.</li> <li>• Les découvertes; les explorations et migrations de l'humanité.</li> <li>• Les relations entre les individus et les civilisations d'un point de vue personnel, local, mondial et leur interdépendance.</li> </ul>
Innovation scientifique et technique	Comment comprenons-nous le monde dans lequel nous vivons?	<ul style="list-style-type: none"> <li>• Le monde naturel et les lois qui le gouvernent.</li> <li>• Les interactions entre les peuples et le monde naturel.</li> <li>• La manière dont les êtres humains appliquent leur compréhension des principes scientifiques.</li> <li>• L'impact des avancées scientifiques et technologiques sur les communautés et les environnements.</li> <li>• L'impact des environnements sur l'activité humaine.</li> <li>• La manière dont les êtres humains adaptent les environnements en fonction de leurs besoins.</li> </ul>



## IB General Grade Descriptors

Grade	Boundaries	Descriptors
1	1-5	<b>Produces work of very limited quality.</b> Conveys many significant misunderstandings or lacks understanding of most concepts and contexts. <b>Very rarely</b> demonstrates critical or creative thinking. Very inflexible, rarely using knowledge or skills.
2	6-9	<b>Produces work of limited quality.</b> Expresses misunderstandings or significant gaps in understanding for many concepts and contexts. Infrequently demonstrates critical or creative thinking. Generally inflexible in the use of knowledge and skills, infrequently applying knowledge and skills.
3	10-14	<b>Produces work of an acceptable quality.</b> Communicates basic understanding of many concepts and contexts, with occasionally significant misunderstandings or gaps. <b>Begins to demonstrate</b> some basic critical and creative thinking. Is often inflexible in the use of knowledge and skills, requiring support even in familiar classroom situations.
4	15-18	<b>Produces good-quality work.</b> Communicates basic understanding of most concepts and contexts with few misunderstandings and minor gaps. <b>Often demonstrates</b> basic critical and creative thinking. Uses knowledge and skills with some flexibility in familiar classroom situations, but requires support in unfamiliar situations.
5	19-23	<b>Produces generally high-quality work.</b> Communicates secure understanding of concepts and contexts. <b>Demonstrates</b> critical and creative thinking, <b>sometimes</b> with sophistication. Uses knowledge and skills in familiar classroom and real-world situations and, with support, some unfamiliar real-world situations.
6	24-27	<b>Produces high-quality, occasionally innovative work.</b> Communicates extensive understanding of concepts and contexts. <b>Demonstrates</b> critical and creative thinking, <b>frequently</b> with sophistication. Uses knowledge and skills in familiar and unfamiliar classroom and real world situations, often with independence.
7	28-32	<b>Produces high-quality, frequently innovative work.</b> Communicates comprehensive, nuanced understanding of concepts and contexts. <b>Consistently</b> demonstrates sophisticated critical and creative thinking. <b>Frequently</b> transfers knowledge and skills with independence and expertise in a variety of complex classroom and real-world situations.



**MYP assessment criteria**  
**across subject groups**

	A / 8	B / 8	C / 8	D / 8
Language and literature	Analyzing	Organizing	Producing text	Using language
Language acquisition	Comprehending spoken and visual text	Comprehending written and visual text	Communicating	Using language
Individuals and society	Knowing and understanding	Investigating	Communicating	Thinking creatively
Sciences	Knowing and understanding	Inquiring and designing	Processing and evaluating	Reflecting on the impact of science
Mathematics	Knowing and understanding	Investigating patterns	Communicating	Applying mathematics in real-world contexts
Arts	Knowing and understanding	Developing skills	Thinking creatively	Responding
Physical and Health Education	Knowing and understanding	Planning for performance	Applying and performing	Reflecting and improving performance
Design	Inquiring and analyzing	Developing Ideas	Creating the solution	Evaluating
MYP Project	Investigating	Planning	Taking action	Reflecting

## COMMUNITY & SERVICE ACTIVITIES

At Laurier Macdonald high school, all student are required to complete volunteer work each year.

Secondary 1	10 hours
Secondary 2	15 hours
Secondary 3	15 hours
Secondary 4	15 hours
Secondary 5	15 hours

Community and Service is one of the International Baccalaureate program requirements. Additionally, at Laurier Macdonald High School we believe that helping and caring about others should be an integral part of student development and it provides many advantages.

Advantages	
<p style="text-align: center;">ALL Students IB Enriched, Enriched-CORE and CORE Stream</p> <p style="text-align: center;">*Community and Service requirements MUST be fulfilled at each level</p>	<p>Helps students to be caring towards their local/global community Develop communication skills Develops social skills Working experience to add to the CV.</p> <p>In Secondary 5: A final grade will be on the report card and <i>Relevé de notes</i>: 1-Improve general average 2-Extra 2 credits that improve ranking for Trade/CEGEP application to ALL CEGEPS 3- International Baccalaureate Program requirement</p>
<p style="text-align: center;">Enriched IB Stream students *Community and Service requirements MUST be fulfilled at each level</p>	<p>Is part of the IB and SÉBIQ requirement to obtain an extra 2% on the average when applying to CEGEPS that are part of the SRAM association and/or Marianopolis</p>

To meet the requirement for community and service, students **must** complete a reflection paper signed by parents. Students have two weeks to submit their document to the IB coordinator once the activity is completed.

EXAMPLES	
Date completed	Latest Date To Submit Community and Service Document Fully Completed
September 21 <sup>st</sup> Community and Service 4 hours at curriculum night	October 5 <sup>th</sup> Document should be submitted fully completed Before October 5th
February 6 until March 15 <sup>th</sup> Helping once a week at Honoré Mercier Elementary	March 29 <sup>th</sup> Document should be submitted fully completed Before March 29th

Should you have any questions, please do not hesitate to contact any member of the Laurier Macdonald Administration team or Madame Barnabé at vbarnabe@emsb.qc.ca

## Anti-Bullying/Cyber-bullying Pledge - Students

We the students of Laurier Macdonald High School agree to join together to stamp out bullying and cyber bullying at our school.

We believe that everybody should enjoy our school equally and also enjoy a peaceful life at home while on the Internet and feel safe, secure and accepted regardless of color, race, gender, popularity, athletic ability, intelligence, religion and nationality.

Bullying can be pushing, shoving, hitting, and spitting, as well as name calling, picking on, making fun of, laughing at, and excluding someone. "Cyber bullying" is when a child, preteen or teen is tormented, threatened, harassed, humiliated, embarrassed or otherwise targeted by another child, preteen or teen using the Internet, interactive and digital technologies or mobile phones. Bullying and cyber bullying causes pain and stress to victims and is never justified or excusable as "kids being kids," "just teasing" or any other rationalization. The victim is never responsible for being a target of bullying or cyber bullying.

By signing this pledge, we the students agree to:

- Value student differences and treat others with respect.
- Not become involved in bullying or cyber bullying incidents or be a bully or cyber-bully.
- Be aware of the school's policies and support system with regard to bullying/cyber bullying.
- Report honestly and immediately all incidents of bullying/cyber bullying to a faculty member.
- Be alert in places around the school where there is less adult supervision such as bathrooms, corridors, and stairwells.
- Support students who have been or are subjected to bullying/cyber bullying.
- Talk to teachers and parents about concerns and issues regarding bullying/cyber bullying.
- Work with other students and faculty, to help the school deal with bullying/cyber bullying effectively.
- Encourage teachers to discuss bullying/cyber-bullying issues in the classroom.
- Provide a good role model for younger students and support them if bullying/cyber bullying occurs.
- Participate fully and contribute to assemblies dealing with bullying/cyber bullying.
- I acknowledge that whether I am being a bullying/cyber bullying bully or see someone being bullied/cyber bullied, if I don't report or stop the bullying/cyber bullying, I am just as guilty.

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

Print name: \_\_\_\_\_ Date: \_\_\_\_\_

### Anti-Bullying/Cyber-bullying Pledge - Parents

We the parents of \_\_\_\_\_ agree to join together to stamp out bullying/cyber bullying at our school.

We believe that everybody should enjoy our school equally and also enjoy a peaceful life at home while on the Internet and feel safe, secure and accepted regardless of color, race, gender, popularity, athletic ability, intelligence, religion and nationality.

Bullying can be pushing, shoving, hitting, and spitting, as well as name calling, picking on, making fun of, laughing at, and excluding someone. "Cyber bullying" is when a child, preteen or teen is tormented, threatened, harassed, humiliated, embarrassed or otherwise targeted by another child, preteen or teen using the Internet, interactive and digital technologies or mobile phones. Bullying and cyber bullying causes pain and stress to victims and is never justified or excusable as "kids being kids," "just teasing" or any other rationalization. The victim is never responsible for being a target of bullying or cyber bullying.

By signing this pledge, we the parents agree to:

1. Keep themselves and their children informed and aware of school bullying/cyber bullying policies.
2. Work in partnership with the school to encourage positive behavior, valuing differences and promoting sensitivity to others.
3. Discuss regularly with their children their feelings about school work, friendships and relationships.
4. Inform faculty of changes in their children's behavior or circumstances at home that may change a child's behavior at school.
5. Alert faculty if any bullying/cyber bullying has occurred.

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

Print name: \_\_\_\_\_ Date: \_\_\_\_\_