



Laurier Macdonald High School

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 lauriermacdonaldhs

 @lauriermacdonald



www.lauriermacdonald.ca

Student's Name: _____

2022-2023 Bell Schedule

Detention	8:30am-9:00am
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	2:10pm-3:25pm

A Community School with an International Vision

Our Mission

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 provides quality education, fostering a strong sense of community, and developing a commitment to life-long learning.

We believe that all members of our inclusive community have the right to work and learn in a safe and civil environment. To this end, we believe in the undeniable right of an individual within our boundaries to develop intellectually, physically, and emotionally. We do so through the application of fair-minded academic and social standards, respect for the emotional well-being of our fellow citizens and an awareness of the diverse cultural and scholastic contributions of our society.

Our Vision

In order to learn and achieve, self-esteem, self-worth and ownership are essential. This tenet guides not only the students within the community, but its teachers, administrators, support staff and parents as well.

QUALITY – COMMUNITY - COMMITMENT

Our code of conduct adheres to the Quebec Charter of Human Rights and Freedoms which states in Section 10: “Every person has a right to full and equal recognition and exercise of [their] human rights and freedoms, without distinction, exclusion or preference based on race, color, sex, gender identity or expression, sexual orientation, civil status, age except as provided by law, religion, political convictions, language, ethnic or national origin, social condition, a handicap or the use of any means to palliate a handicap.”



Laurier Macdonald High School

A MESSAGE FROM OUR ADMINISTRATION

August 2023

Dear parents, guardians, and students,

The entire Laurier Macdonald team is happy to welcome you to an exciting and stimulating school year.

Being a Secondary 1 to 5 school allows us to offer a rich evolutionary program filled with age-appropriate challenges and responsibilities. Our mandate is to support our students as they move through adolescence.

In order to be successful, you must take an active role in your educational and personal development. With your engagement and commitment, plus 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 social and academic success through the teaching and exploration of multiple literacies, participation in extracurricular activities, the Community Learning Center, local and foreign cultural exploration 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 developed and agreed upon by the Staff Council and Governing Board committees. 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 aim to offer a safe and secure environment for everyone and to promote respect of oneself, others, and the environment.

We look forward to working with you and wish you a happy and successful school year.

C. Celzi
Principal

J. Spilak
Vice-Principal

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STUDENT AND SCHOOL INFORMATION

Timetable

Laurier Macdonald operates on a 9-day cycle with 4-periods per day. Each period is 75 minutes. Students have 5 minutes of passing time between periods and a 60-minute lunch hour.

Passing Time

Students have 5 minutes of passing time between periods. Failure to report to class on time will result in the teacher reporting the student's tardiness and the student will receive consequences.

Students are expected to bring all necessary material to class. They are permitted to access their lockers before Period 1, at lunch and after school only. School bags, purses, sports bags, or bags of any type are not permitted in the classroom.

Lunch

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. Students are not permitted to eat and drink near the lockers, hallways, stairwells or in classrooms.

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 any time.** The administration has the right to search a student's locker when deemed necessary, especially when the rights and/or well-being of self or others is compromised.

Students are not permitted to change their assigned locker without 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 belongings and valuables at home.

The school is not responsible for lost or stolen items. Students are not permitted to share their combination with anyone. They are not permitted to leave the locks on their lockers unlocked due to safety concerns. Students may be issued a school detention if their locker is unlocked.

Lockers are to be secured with the school lock provided at all times. If the lock is broken or lost, parents/guardians will need to purchase a new one from the school at a cost of ten dollars (\$10.00).

Uniform

Students must wear the official Laurier Macdonald High School uniform as approved by the Governing Board which can be purchased at our current uniform supplier (Price and Buckland). 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 dress pants or grey bermuda shorts
- white or black polo tops with the LMAC logo
- black sweatshirt (no hood) or V-neck sweater with the LMAC logo
- Undershirts must be solid black, grey or white with no collars or hoods

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 must be kept in locker during winter months.**

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

Hats, caps, and bandanas are not to be worn in the building at any time.

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 does not abide by the Uniform Policy.

Disciplinary measures will be enforced on students who fail to comply with the school's dress code. If the students cannot find a change of clothing or refuses to wear a substitute piece given by the office, they will be sent home.

Physical Education & Sports Teams

Laurier Macdonald's Physical Education department aims to promote 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 classes 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 dark colored bathing suit: 1-piece for girls and shorts for boys. T shirts and/or shorts may be worn over their swimsuit
- Protective equipment must be worn when required.

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, follow a specific theme or for a nominal donation. 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

Parents/guardians must notify the school before 8:00am via Mozaik website or mParent app if their child is going to be absent. Regular attendance is mandatory by law and is essential to achieving academic success. Parents/guardians who call the administrative office to justify why their child is absent or late will not automatically excuse him/her from receiving a consequence.

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 to prevent absences. Extensions of vacation/holiday periods are highly discouraged. The school is not required to provide work to students who vacation during regular school days.

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. Students must check Google Classroom and contact their teacher prior to the following class to inform themselves of any missed work.

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 or via Mozaik to provide permission for the early dismissal.
- The student is to report to the office at the beginning of the day to collect their Early Dismissal Form which is to be given to the teacher from whose class they need to leave
- **The student must report to the office before they leave the school to signout**

Lates/Truancy

Students are expected to be on time for every period throughout the day, including morning and afternoon entry. This is essential 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.

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

Lates (all periods)

Students arriving late in the morning must sign in at the main office to obtain a slip to gain entry to class.

Consequences will be applied as follows:

- 3 late arrivals = email of warning sent home
- 4 late arrivals or more = automatic detention at lunch on the same day
- 4 late arrivals or more issued in the afternoon = detention next school morning
- *skipped detention or more lates = 1 day suspension

A student's late record will be calculated on a per term basis and monitored.

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.

It is the student's responsibility to record their homework in the student's agenda. Parents are asked to review the agenda and Google Classroom with their child on a regular basis to keep up with what is going on at school.

Evaluation: In-class Assignments, Projects, Tests, Exams

The MEES, EMSB and the school will continue to schedule and administer formal examination during the formal exam period. This may take place twice a year or only at the end of the school year as a summative evaluation.

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 as soon as possible.

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
- A police report in the case of an accident

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 will receive a mark of zero.

Recuperation

Every teacher holds recuperation sessions each cycle. This is an excellent opportunity to catch-up 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:

- Google Classroom
- Mozaik
- 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.

Teachers will communicate when a student is absent from an evaluation or has failed to meet the curriculum standards.

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 following interventions may occur:

- Detention
 - Detentions are assigned
 - Students are given a detention slip with the date and time of the DT
 - Detention notices are recorded on file
 - Failure to report to an assigned detention will result in a suspension
- Suspension
 - A copy of the suspension letter will be kept in the discipline file
 - Parents/guardians may be asked to accompany a student upon reintegration
- Case conference
 - Involve student, parent/guardian, administration and/or other essential personnel
- Relocation
 - Repeat or 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, when a teacher finds it necessary to discipline a student, they may choose to apply their own classroom policies and consequences. If a student does not comply, the teacher may involve the administration and then the administration will deal with the situation accordingly.

Forgeries, truancies, and extreme cases of misconduct (such as insubordination, disrespect, theft) will warrant an automatic suspension. Smoking, vaping (or possession of smoking/vaping paraphernalia) or instances of violence will result in a minimum 3-day suspension.

Please note that students who have been suspended may not be allowed to attend any school functions (outings, dances, trips, etc.).

The following are also sanctionable under the Discipline Policy:

Inappropriate Materials

Inappropriate and/or illegal materials/objects will be confiscated, and immediate disciplinary measures will be taken that may include communication with the Police. Examples of articles not permitted on school grounds are: knives, weapons, chains, matches, lighters, sharp or pointed instruments, lasers and fireworks. Replica items that are representative and can be deemed “fake” or a “toy” (ex, plastic guns, hard plastic large knives, alcohol bottles in shape, etc..) are also not permitted. Skateboards are not to be used on school grounds.

Insubordination

Any act of insubordination (defiance of authority) by a student will result in immediate suspension.

Posters

Students may not hang posters and other printed materials without having obtained permission from a member of the administration.

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. Furthermore, they may be subject to further sanctions and/or fines as stipulated in the Quebec Tobacco Act. **Electronic cigarettes or other equivalent devices, whether they contain nicotine or not, are also not permitted 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 is strictly forbidden on school grounds.

Weapons

Any form of weapon which could put one or more students and/or staff at risk is strictly forbidden. It must be clearly understood that pocketknives are considered weapons. Furthermore, students found in possession of firecrackers or other exploding devices will also be suspended immediately. A student found to be in possession of any such item will immediately be suspended, may be reported to the police, and recommendation may be made to the EMSB to have the student relocated.

Cell Phones & ICT

Cell phones

Use of cellphones and peripherals (ex.: Headphones, earphones, air pods, etc...) in the classroom is to the teacher's discretion. If the student does not comply with the teacher's instructions, it will be considered as insubordination and the student will be referred to the office.

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.

ICT

The school board 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.

Students should be aware that the use of electronic equipment for self/peer exploitation (sexting, photographing or filming) may be considered a criminal act.

Safe School Policy

The English Montreal School Board and by extension Laurier Macdonald High School believes that every member in our community is entitled to learn and work in a safe, secure, and respectful environment free from all forms of harassment and violent behavior. We are 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 Bill 56 (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.

Bullying: Physical, Verbal, and/or Cyber Bullying

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);
- cornering or blocking normal movements;
- misuse of power or position;
- stalking

Generally, **harassment consists of repeated acts**. However, a single action may be considered as harassment when it includes but is 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/Discrimination

There is a strict harassment policy in effect at Laurier Macdonald. Taxing and harassment are punishable by law as such infractions are criminal acts. Severe disciplinary measures will be applied.

Everyone has the right to learn, teach and work in a safe, secure, and welcoming environment. Repeat offenders will be dealt with seriously (ex: indefinite suspension, change of school).

Students who use social networking sites to harass other students and/or school staff may be subject to disciplinary consequences. This may include an extended suspension pending a decision from the Sector Director, even if this harassment takes place outside of regular school hours.

To protect themselves and those around them, students need to be aware that the following are examples of harassment. These actions, if done repetitively and against someone's request to stop, are considered bullying.

- Provocation
- Racial comments
- Comments on sexual orientation
- Comments on gender identity
- Verbal abuse
- Swearing at an individual
- Invasion of personal privacy
- Sexual harassment
- Offensive jokes, stories, drawings, pictures or gestures
- Spreading rumors
- Taxing
- Threats against an individual's person or belongings
- Cornering or blocking normal movements
- Stalking
- Verbal or physical intimidation
- Cyber-bullying (Facebook, Twitter, Instagram, Snapchat, etc.)
- Identity theft
- Taking pictures without consent
- Electronic threats (Inappropriate texting or e-mail)
- Disrespect/aggression
- Prank calls

If you believe that you or someone else is being harassed speak to a teacher, administrator, guidance counsellor or childcare worker (CCW). You should do something right away. **Be responsible! Stand up for yourself by getting help!**

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

Emergency Procedures: Evacuations & Lockdown 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
- Follow the group and teacher to the designated assembly area where attendance will be taken
- Remain in the assembly area with their teacher until the all-clear is given and can return in the building
- Always conduct themselves accordingly

Lockdown

In the event of a lockdown, students must:

- Remain silent
- 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, 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

Laurier Macdonald offers an International Baccalaureate Middle Years Program School. Our teachers are trained to offer learning and evaluation situations that put the student at the center of their learning. Students generally following one of the following academic streams:

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 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

Students opting for this program of study follow the Quebec high school curriculum that is mandated by the Ministry of Education. They have 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 Resource Teacher, Childcare Worker: Attendant or Special 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 4 and 5, the community & service hours will be registered and considered for extra credits upon graduation attributed by the MEES.

Graduation Requirements

Diplomas will be awarded to students who obtain the minimum number of credits and who complete the required courses. 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.

To obtain a Secondary School Diploma, the student must earn a minimum of 54 credits, twenty (20) of these credits must be earned in Secondary V. Students must successfully earn the following 28 obligatory credits plus 26 credits from other subjects:

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, the librarian is available during library hours to provide students with assistance. 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 21st 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 to complete group work or work on projects interactively.

Library Regulations:

1. Students are allowed to borrow books. Books may be borrowed for up to one (1) month at a time and may be renewed unless requested by another person. Students must have the book with them to renew it.
2. All damages or losses are to be reported immediately. Students are responsible for lost or damaged books or magazines.
3. There is a fine of ten (10) cents per day for each book or magazine that is returned late.
4. Students who have overdue books, magazines and/or fines are not allowed to borrow any more books, magazines or computer resources until late items are returned and fines paid.

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. Laurier Macdonald High School has embarked into promoting zero waste. Therefore, students are encouraged to participate in the Green Committee's composting project taking place at Lunch and bring in their reusable water bottles. **Disciplinary sanctions will be enforced on students who habitually leave wrappers, empty juice boxes, and garbage on lunchroom tables.**

Students are not to consume food and beverages (except water) in classrooms, hallways, and stairways.

Guidance Counseling

The counseling 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 Counselor must make an appointment in the Guidance Office before school, at lunch or after school. Parents are welcome to contact the Guidance Counselor 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.

School Nurse, Health Services, Medication

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.

CLC: Community Learning Centre

The Community Learning Centre is supported by LEARN's Provincial Resource Team (PRT) and invests in partnerships that provide a range of services and activities to help meet the needs of learners, their families and the wider community. The CLC helps support student success and contributes to the vitality of English-speaking communities.

The Community Development Agent (CDA) works closely with the school principal to facilitate the development of school-community partnerships which help educators leverage community resources and integrate real-world, authentic and engaging learning opportunities for students.

In turn, the school becomes an access point for community organizations and service providers to offer programming and resources to students, their families and the English-speaking community at large. Building the collective capacity for Laurier Macdonald high school to thrive in this way has a direct impact on student achievement.

Spiritual and Community Animator

Laurier Macdonald offers activities responding to the needs of our community and neighbors and provide 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; School Behavior Technicians & Attendants

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.

<h2>STUDENT LIFE</h2>

Student Behavior in the Community

Students are expected to always exhibit proper and respectful behavior on school grounds. Students are required to place all 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 & School 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, not a right, and subject to regular school attendance, consistent effort in a student's schoolwork and appropriate behavior as outlined in the Code of Conduct. Moreover, it is the student's responsibility to ask their 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 may be incurred by the parent/guardian.

Sports Teams & Athletic Agreement

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

PARENTAL INVOLVEMENT

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.

Parental 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

Parent/Teacher Night

An official report card is issued, online, to parents after each term. Parents are invited to meet teachers twice a year to discuss their child's academic performance and general conduct. Parents are encouraged to communicate with their child's teachers.



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



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



Perfil de la comunidad de aprendizaje del IB

El objetivo fundamental de los programas del Bachillerato Internacional (IB) es formar personas con mentalidad internacional que, conscientes de la condición que las une como seres humanos y de la responsabilidad que comparten de velar por el planeta, contribuyan a crear un mundo mejor y más pacífico.

Como miembros de la comunidad de aprendizaje del IB, nos esforzamos por ser:

INDAGADORES

Cultivamos nuestra curiosidad, a la vez que desarrollamos habilidades para la indagación y la investigación. Sabemos cómo aprender de manera autónoma y junto con otros. Aprendemos con entusiasmo y mantenemos estas ansias de aprender durante toda la vida.

INFORMADOS E INSTRUIDOS

Desarrollamos y usamos nuestra comprensión conceptual mediante la exploración del conocimiento en una variedad de disciplinas. Nos comprometemos con ideas y cuestiones de importancia local y mundial.

PENSADORES

Utilizamos habilidades de pensamiento crítico y creativo para analizar y proceder de manera responsable ante problemas complejos. Actuamos por propia iniciativa al tomar decisiones razonadas y éticas.

BUENOS COMUNICADORES

Nos expresamos con confianza y creatividad en diversas lenguas, lenguajes y maneras. Colaboramos eficazmente, escuchando atentamente las perspectivas de otras personas y grupos.

ÍNTEGROS

Actuamos con integridad y honradez, con un profundo sentido de la equidad, la justicia y el respeto por la dignidad y los derechos de las personas en todo el mundo. Asumimos la responsabilidad de nuestros propios actos y sus consecuencias.

DE MENTALIDAD ABIERTA

Desarrollamos una apreciación crítica de nuestras propias culturas e historias personales, así como de los valores y tradiciones de los demás. Buscamos y consideramos distintos puntos de vista y estamos dispuestos a aprender de la experiencia.

SOLIDARIOS

Mostramos empatía, sensibilidad y respeto. Nos comprometemos a ayudar a los demás y actuamos con el propósito de influir positivamente en la vida de las personas y el mundo que nos rodea.

AUDACES

Abordamos la incertidumbre con previsión y determinación. Trabajamos de manera autónoma y colaborativa para explorar nuevas ideas y estrategias innovadoras. Mostramos ingenio y resiliencia cuando enfrentamos cambios y desafíos.

EQUILIBRADOS

Entendemos la importancia del equilibrio físico, mental y emocional para lograr el bienestar propio y el de los demás. Reconocemos nuestra interdependencia con respecto a otras personas y al mundo en que vivimos.

REFLEXIVOS

Evaluamos detenidamente el mundo y nuestras propias ideas y experiencias. Nos esforzamos por comprender nuestras fortalezas y debilidades para, de este modo, contribuir a nuestro aprendizaje y desarrollo personal.

El perfil de la comunidad de aprendizaje engloba diez atributos valorados por los Colegios del Mundo del IB. Estamos convencidos de que estos atributos, y otros similares, pueden ayudar a personas y grupos a ser miembros responsables de las comunidades locales, nacionales y mundiales.

CONTEXTOS GLOBALES

Contextos Globales	Preguntas	Exploraciones
Identities and relationships	¿Quién soy? ¿Quiénes somos?	<ul style="list-style-type: none"> Las creencias y los valores. La salud personal, física, mental, social y espiritual. Las relaciones humanas, incluidas nuestras familias, amigos, comunidades y culturas. Lo que significa ser un ser humano.
Globalization and sustainability	¿Cómo están conectadas todas las cosas?	<ul style="list-style-type: none"> La interconexión de los sistemas creados por el ser humano y las comunidades. La relación entre los procesos locales y globales; el modo en que las experiencias locales reflejan las globales. Las oportunidades y tensiones que ofrece la interconexión mundial. El impacto de la toma de decisiones en los seres humanos y el medio ambiente.
Personal and cultural expression	¿Cuáles son las características y el propósito de la expresión creativa?	<ul style="list-style-type: none"> Descubrimos y expresamos nuestras ideas, sentimientos, naturaleza, cultura, creencias y valores. Los modos en que reflexionamos sobre nuestra creatividad, la ampliamos y la disfrutamos. La forma en que apreciamos el valor estético de las cosas.
Equity and development	¿Qué consecuencias tiene el hecho de pertenecer a la comunidad humana?	<ul style="list-style-type: none"> Derechos y responsabilidades; La relación entre las comunidades; El hecho de compartir recursos finitos con otras personas y otros seres vivos; La igualdad de oportunidades; La paz y la resolución de conflictos.
Orientation in space and time	¿Qué significan “dónde” y “cuándo”?	<ul style="list-style-type: none"> Historias personales. Hogares y viajes. Puntos de inflexión en las sociedades humanas. Pescubrimientos; exploraciones y migraciones de los seres humanos. Las relaciones y la interconexión entre los individuos y las civilizaciones desde perspectivas personales, locales y globales.
Scientific and technical innovation	¿Cómo entendemos el mundo en que vivimos?	<ul style="list-style-type: none"> El mundo natural y sus leyes. La interacción entre las personas y el mundo natural. El modo en que los seres humanos usan su comprensión de los principios científicos. El impacto de los avances científicos y tecnológicos en las comunidades y los entornos. El impacto de los entornos en la actividad de los seres humanos. El modo en que los seres humanos adaptamos los entornos a nuestras necesidades.



IB General Grade Descriptors

Grade	Boundaries	Descriptors
1	1-5	Produces work of very limited quality. Conveys many significant misunderstandings or lacks understanding of most concepts and contexts. Very rarely demonstrates critical or creative thinking. Very inflexible, rarely using knowledge or skills.
2	6-9	Produces work of limited quality. 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	Produces work of an acceptable quality. Communicates basic understanding of many concepts and contexts, with occasionally significant misunderstandings or gaps. Begins to demonstrate 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	Produces good-quality work. Communicates basic understanding of most concepts and contexts with few misunderstandings and minor gaps. Often demonstrates 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	Produces generally high-quality work. Communicates secure understanding of concepts and contexts. Demonstrates critical and creative thinking, sometimes with sophistication. Uses knowledge and skills in familiar classroom and real-world situations and, with support, some unfamiliar real-world situations.
6	24-27	Produces high-quality, occasionally innovative work. Communicates extensive understanding of concepts and contexts. Demonstrates critical and creative thinking, frequently with sophistication. Uses knowledge and skills in familiar and unfamiliar classroom and real world situations, often with independence.
7	28-32	Produces high-quality, frequently innovative work. Communicates comprehensive, nuanced understanding of concepts and contexts. Consistently demonstrates sophisticated critical and creative thinking. Frequently 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	Listening	Reading	Speaking	Writing
Individuals and societies	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-life 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	Planning	Applying skills	Reflecting	

COMMUNITY & SERVICE ACTIVITIES

At Laurier Macdonald high school, all IBMYP students are required to complete volunteer work each year. All other programs are encouraged to participate in community service.

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>IB Enriched,</p> <p>*Community and Service requirements MUST be fulfilled at each level</p>	<p>Helps students to be caring towards their local/global community</p> <p>Develop communication skills</p> <p>Develops social skills</p> <p>Working experience to add to the CV.</p> <p>In Secondary 5:</p> <p>A final grade will be on the report card and <i>Relevé de notes</i>:</p> <p>1-Improve general average</p> <p>2-Extra 2 credits that improve ranking for Trade/Cegep application to ALL CEGEPS</p> <p>3- International Baccalaureate Program requirement</p>
<p>Enriched IB Stream students</p> <p>*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.

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



Anti-Bullying/Cyber-bullying Pledge - Students

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

We believe that everybody should enjoy our school equally and 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.

Student Signature: _____ Print Name: _____

Parent Signature: _____ Date: _____

