

# O'NEILL C.V.I

## *Student Agenda*

### 2020-2021



301 Simcoe Street North  
Oshawa, Ontario  
L1G 4T2  
Telephone: (905) 728-7531  
Fax: (905) 728-2425

School Website: <http://oneillcvi.ddsb.ca>

Durham District School Board Website: [www.ddsb.ca](http://www.ddsb.ca)

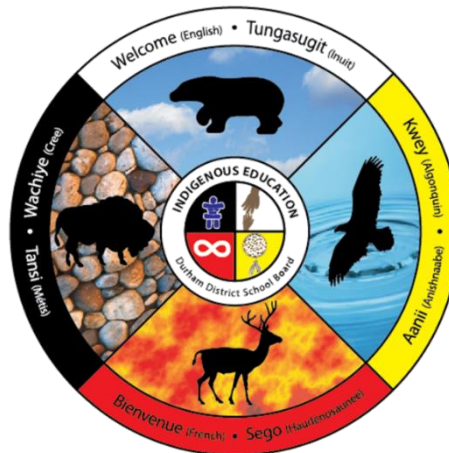




## O'Neill Collegiate & Vocational Institute



The Durham District School Board acknowledges that many Indigenous Nations have longstanding relationships, both historic and modern, with the territories upon which our school board and schools are located. Today, this area is home to many Indigenous peoples from across Turtle Island. We acknowledge that the Durham Region forms a part of the traditional and treaty territory of the Mississaugas of Scugog Island First Nation, the Mississauga Peoples and the treaty territory of the Chippewas of Georgina Island First Nation. It is on these ancestral and treaty lands that we teach, learn and live.



### **MISSION STATEMENT-** *"Let Talent Flourish"*

the O'Neill school community strives to maximize the unique potential of each student, to cultivate the skills essential for life-long learning, to nurture responsible citizenship, and to provide a positive learning environment.

### **THE VISION**

O'Neill strives for excellence. The O'Neill community will face the future proudly by respecting tradition and embracing change.

### **THE VALUES**

The O'Neill community believes in mutual respect, understanding and acceptance. O'Neill encourages excellence in a wide variety of curricular and co-curricular experiences, and the development of the skills and knowledge necessary to meet the challenges of the future.



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## **STAFF DIRECTORY**

### **O'NEILL CVI ADMINISTRATION**

Acting Principal	T. Running
Vice-Principal ( <i>last names beginning with A to L</i> )	C. Wellwood
Vice-Principal ( <i>last names beginning with M to Z</i> )	J. Lepage

### **BOARD STAFF**

Director of Education	N. Marsh (acting)
Superintendent of Education/Oshawa	S. Nevills
Administrative Officer/Oshawa	M. Bowman
Oshawa Trustee, Chairperson of Board	M. Barrett
Oshawa Trustee, Vice Chairperson	D. Forbes
Oshawa Trustee	A. Noble

### **MAIN OFFICE SECRETARIAL STAFF**

Head Secretary	J. Hicks
Senior Secretary	L. Borneman
Junior Secretary	S. Serjeant
Attendance Secretary	B. Azevedo
LAN Technician	A. Colatosti

### **GUIDANCE OFFICE**

Guidance Secretary	S. Gosse
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### **DEPARTMENT HEADS**

Arts	E. Collins
Business & Technological Education	M. Ridgely
Canadian & World Studies	S. Kocjan
Moderns	S. Wood
English	C. Senior
Guidance/Career Education & Cooperative Education	L. Auger
Health & Physical Education	T. McNee
Library	J. Brokelman
Mathematics	K. Sundal
Science	N. Ibric
Social Science & Humanities	S. Peppler
Special Education	S. Hussain

### **SUPPORT STAFF**

Custodial Group Leader	S. Rowland
Custodial Group Leader	B. Houlden

## BELL SCHEDULES - DAILY SCHEDULE 2020-2021

### WEEK 1- COHORT A

WEEK 1	Monday	Tuesday	Wednesday	Thursday	Friday
Block 1 10:00 - 11:15	Course 1 - RealTime In- person	Course 1 - FlexTime Online	Course 1 - RealTime In- person	Course 1 - FlexTime Online	Alternate Cohorts and Course
Block 2 11:15 - 12:30	Course 1 - RealTime In- person	Course 1 - FlexTime Online	Course 1 - RealTime In- person	Course 1 - FlexTime Online	Alternate Cohorts and Course
Lunch/ Dismissal 12:30pm - 1:45pm (75 mins)					
Block 3 1:45 - 3:00	Course 2 - Real Time Online	Course 2 - Real Time Online	Course 2 - Real Time Online	Course 2 - Real Time Online	Course 2 - Real Time Online
Block 4 3:00 - 4:15	Real Time Online Support	Real Time Online Support	Real Time Online Support	Real Time Online Support	Real Time Online Support

### WEEK 2- COHORT A

WEEK 2	Monday	Tuesday	Wednesday	Thursday	Friday
Block 1 10:00 - 11:15	Course 2 - RealTime In- person	Course 2 - FlexTime Online	Course 2 - RealTime In- person	Course 2 - FlexTime Online	Alternate Cohorts and Course
Block 2 11:15 - 12:30	Course 2 - RealTime In- person	Course 2 - FlexTime Online	Course 2 - RealTime In- person	Course 2 - FlexTime Online	Alternate Cohorts and Course
Lunch/ Dismissal 12:30pm - 1:45pm (75 mins)					
Block 3 1:45 - 3:00	Course 1 - Real Time Online	Course 1 - Real Time Online	Course 1 - Real Time Online	Course 1 - Real Time Online	Course 1 - Real Time Online
Block 4 3:00 - 4:15	Real Time Online Support	Real Time Online Support	Real Time Online Support	Real Time Online Support	Real Time Online Support

### WEEK 1- COHORT B

WEEK 1	Monday	Tuesday	Wednesday	Thursday	Friday
Block 1 10:00 - 11:15	Course 1 - FlexTime Online	Course 1 - RealTime In- person	Course 1 - FlexTime Online	Course 1 - RealTime In- person	Alternate Cohorts and Course
Block 2 11:15 - 12:30	Course 1 - FlexTime Online	Course 1 - RealTime In- person	Course 1 - FlexTime Online	Course 1 - RealTime In- person	Alternate Cohorts and Course
Lunch/ Dismissal 12:30pm - 1:45pm (75 mins)					
Block 3 1:45 - 3:00	Course 2 - Real Time Online	Course 2 - Real Time Online	Course 2 - Real Time Online	Course 2 - Real Time Online	Course 2 - Real Time Online
Block 4 3:00 - 4:15	Real Time Online Support	Real Time Online Support	Real Time Online Support	Real Time Online Support	Real Time Online Support

### WEEK 2- COHORT B

WEEK 2	Monday	Tuesday	Wednesday	Thursday	Friday
Block 1 10:00 - 11:15	Course 2 - FlexTime Online	Course 2 - RealTime In- person	Course 2 - FlexTime Online	Course 2 - RealTime In- person	Alternate Cohorts and Course
Block 2 11:15 - 12:30	Course 2 - FlexTime Online	Course 2 - RealTime In- person	Course 2 - FlexTime Online	Course 2 - RealTime In- person	Alternate Cohorts and Course
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Block 3 1:45 - 3:00	Course 1 - Real Time Online	Course 1 - Real Time Online	Course 1 - Real Time Online	Course 1 - Real Time Online	Course 1 - Real Time Online
Block 4 3:00 - 4:15	Real Time Online Support	Real Time Online Support	Real Time Online Support	Real Time Online Support	Real Time Online Support

# CHARACTER Education



<p><b>TEAMWORK</b></p> <p>I work <b>COOPERATIVELY</b>, valuing the <b>opinions</b> of others, towards a common goal.</p> <p><b>I ENCOURAGE</b> others to <b>PARTICIPATE</b>.</p>	<p><b>RESPONSIBILITY</b></p> <p>I am <b>reliable</b> and <b>dependable</b> to do my work.</p> <p>I take <b>RESPONSIBILITY</b> for what I do and say.</p> <p><b>I THINK BEFORE I ACT</b>, understanding there are consequences for my actions.</p>	<p><b>RESPECT</b></p> <p>I treat others the way that I want to be treated.</p> <p>I am <b>courteous</b> and <b>polite</b>.</p> <p><b>I LISTEN</b> to what people say. I don't insult, ridicule or name call.</p> <p><b>I PROTECT</b> property and the environment.</p>	<p><b>PERSEVERANCE</b></p> <p>I am <b>DETERMINED</b> and work hard to finish what I start even if it is difficult.</p> <p><b>I complete</b> all tasks to the <b>BEST</b> of my ability.</p> <p><b>I DO NOT GIVE UP</b> when faced with challenges.</p>	<p><b>OPTIMISM</b></p> <p>I have a <b>POSITIVE</b> attitude.</p> <p>I look at <b>challenges</b> as <b>opportunities</b> for learning.</p> <p><b>I HAVE HOPE</b> for the future.</p>
<p><b>KINDNESS</b></p> <p>I am <b>sensitive</b> to people's feelings.</p> <p><b>I HELP</b> others in need. I am never mean or hurtful with my actions or words.</p> <p>I am <b>CHARITABLE</b>.</p>	<p><b>INTEGRITY</b></p> <p>I always <b>try</b> to do what's right, even when it is difficult.</p> <p>I am true to be my very <b>BEST SELF</b>.</p> <p>I live up to the highest <b>ETHICAL</b> standards.</p>	<p><b>HONESTY</b></p> <p><b>I am TRUTHFUL</b> and <b>SINCERE</b>.</p>	<p><b>EMPATHY</b></p> <p><b>I respect</b> and understand the feelings of others.</p> <p>I act with <b>KINDNESS</b> and <b>COMPASSION</b>.</p>	<p><b>COURAGE</b></p> <p>I face my fears with <b>CONFIDENCE</b> - being <b>brave</b>.</p> <p><b>I FACE CHALLENGES</b> directly.</p>

## O'NEILL C.V.I. — INFORMATION AND PROCEDURES

### **ACCIDENTS, ILLNESSES, and INJURIES**

Accidents, illnesses, and injuries must be reported to the teacher in charge immediately no matter how minor they may seem. If an accident, illness, or injury occurs outside of classroom time, inform the office immediately. It is necessary to have written reports of all accidents and injuries on file. Parents or guardians (and listed emergency contacts, if necessary) will be contacted should a student become injured or ill. If a "listed person" is not available or cannot be contacted, the student may be referred to the hospital. Students will be expected to follow a Covid 19 self assessment prior to entering the building.

### **COVID 19 PROTOCOLS**

The Durham District School Board has been working collaboratively with Durham Public Health to prepare for the return to school in September. Students will be expected to wear a mask upon entry to school and adhere to social distances rules. More detailed information regarding the return to school can be found at: [DDSB Return To School](#).

### **ACCIDENT INSURANCE**

Providing safe learning environments is a strong and constant focus at the Durham District School Board. Families should however recognize that there is always a potential risk of injury with field trips, sports and other student activities both on and off school grounds. Accidents can happen, despite precautions to prevent them. Accidental injuries may involve medical, dental or other expenses not covered by provincial health care or employer group plans.

Please be aware that the Durham District School Board does not provide accident insurance coverage for student injuries. For your convenience, we do make available a Student Accident Insurance program through Old Republic Insurance Company of Canada. This program offers a variety of plans and benefits at affordable prices.

All rates are one-time annual premiums. The insurance agreement is between **you** and **Old Republic Insurance Company of Canada**. For complete details please refer to the *insuremykids Protection Plan* information/application form or visit their website at: [www.insuremykids.com](http://www.insuremykids.com).

**Any questions should be directed to Old Republic Insurance Company of Canada toll free at 1-800-463-5437.**

### **ACTIVITY FEE**

**A mandatory fee of \$10.00 is required by all students.**

This fee covers the following:

- O'Neill Student I.D. Card, identifies current registered students, allows students to borrow books from the Resource Centre, participate in school activities and use school computers.
- Video License.

**All O'Neill C.V.I. Students MUST have a Student I.D. card to participate in any school activities.**

### **ALLERGIES**

Our school is an Allergy Awareness Zone. Safety of our students, staff and visitors is always our number one concern. Life Threatening allergies are present with both staff and students in our building and are posted at all entrances to the building. Please honour the needs of those on staff and the needs of our students when packing lunches from your home.

### **ASSESSMENT AND EVALUATION**

In May 2010, the Ministry of Education released the document entitled “Growing Success”. The “Growing Success” document sets policy and recommends practice in regard to assessing student work to inform teaching practice, evaluating student work and reporting on student progress.

The “Growing Success” document can be downloaded from the Ministry website at [www.edu.gov.on.ca/eng/document/curricul/policy.html](http://www.edu.gov.on.ca/eng/document/curricul/policy.html).

The purpose of the “Growing Success” document is to promote fair, transparent, and equitable assessment, evaluation, and reporting practices in Ontario schools with the aim of maintaining high standards, improving student learning, and benefiting students, parents/guardians and teachers in elementary and secondary schools.

The Assessment/Evaluation for Grade 9-12 students is subject to change at any time, based on directions from the Ministry of Education or the Durham District School Board.

Student work habits and study skills will be reported in six areas of: Responsibility; Organization; Independent Work; Collaboration; Initiative; and Self-Regulation.

For the 2020-2021 school year, a student’s course will be evaluated solely on term work. Term evaluations and may include a variety of assessment types (ie. Communications, Observations, and Products) to form the final evaluation in the course.





These awards are presented to students who have demonstrated leadership and outstanding participation in school activities. Recipients of these awards must be in their graduating year.

## **DRESS CODE**

At O'Neill we believe in the importance of a dress code that respects the equity and diversity of all school members. The school dress code exists to ensure a safe and welcoming inclusive environment. Clothing must be respectful and non-discriminatory. With the requirement to wear face masks while indoors, please ensure your face remains as visible as possible if wearing a hat or hood.

All dress shall respect the ethnocultural and religious diversity of the community and comply with the Ontario Education Act, the Ontario Human Rights Code, the Canadian Charter of Rights and Freedoms and the Durham District School Board's Guidelines and Procedures for the Accommodation of Religious requirements, Practices and Observances.

## **EMERGENCY PROCEDURES**

### ***EMERGENCY SCHOOL CLOSING DUE TO INCLEMENT WEATHER***

Students/parents must listen for radio announcements early in the morning during inclement weather. In the event of a heavy snow/ice storm, families will be advised as soon as possible, through the Board Website ([www.ddsb.ca](http://www.ddsb.ca)) or local radio stations, if schools will be closed. The statement will be either: **"Transportation services have been cancelled but schools are still open" or "Schools are closed for the day and parents are requested to keep their children at home."**

### ***FIRE DRILLS***

Exit routes are posted in all classrooms. When the alarm sounds, move quickly and quietly. **DO NOT RUN.** Stand at least 20 metres from the building and leave all entrances accessible to vehicles.

### ***LOCKDOWN***

If a situation occurs in the school which poses an immediate danger to the safety of the school community, an announcement will be made that the school is proceeding to a Lock Down situation. Students are to stay in their classroom and follow the instructions of their teacher. Any person in the hallway should report to the closest available classroom. People in the cafeteria must enter the server. **Students are not allowed to use personal entertainment and communication devices (e.g., MP3's, iPods, cameras, cell phones, etc.,) unless authorized by the Administration.** Lock Down drills are held periodically throughout the school year to help prepare staff and students should the school ever be in a real Lock Down situation.

### ***HOLD AND SECURE***

Is used when it is desirable to secure the school due to an ongoing situation outside and not related to the school. In this situation, the school continues to function normally, with exterior doors being locked until such a time as the situation near the school is resolved. Students are to stay in their classrooms and only move in halls with a staff member. There are no classroom changes while in a Hold and Secure.



## **EQAO LITERACY AND MATHEMATICS ASSESSMENTS**

Every year, the Ministry of Education administers, through the schools, province wide assessments in both Literacy and mathematics. All students are required to write these assessments in their respective grades or while taking the related course. Attendance for both assessments is mandatory and a ministry requirement. The passing of the Grade 10 OSSLT is a diploma requirement.

### ***MATHEMATICS ASSESSMENT (GRADE 9)***

The Provincial Assessment of Mathematics takes place each year in Grade 9. all students enrolled in a Grade 9 math course are required to take the test. More details to follow as we receive them from the Ministry.

## ONTARIO SECONDARY SCHOOL LITERACY TEST (O.S.S.L.T.)

All students are required to successfully complete the Ontario Secondary School Literacy Test (OSSLT) as part of their graduation requirements. Courses at O'Neill contain components that support students in their preparation to write the Literacy Test. Special test preparation sessions are held for all Grade 10 students, and all students writing the test will have the opportunity to attend the Literacy Carnival and the After-School Literacy Program. Students who are unsuccessful can complete the Literacy Course (OLC401) to satisfy the graduation requirements.

## LIABILITY

Students are encouraged to put their names on their belongings. Students must not carry large amounts of money or take wallets or purses containing money or valuables into the gym change rooms, auditorium, music rooms, and/or Resource Centre. ***The school does not assume liability for lost or stolen articles.***

## LOST AND FOUND

All found items must be turned into the office. Clothing and valuables such as calculators, rings or watches will be kept in the office. Texts and notebooks will be returned to the student. Unclaimed items will be given to local charities at the end of each semester.

## PROGRESSIVE DISCIPLINE

Progressive discipline is the underlying philosophical approach to determining the consequences for students whose behaviour is deemed to be inappropriate and requiring disciplinary action.

Positive reinforcement of students, parental involvement, community links, liaison with community police officers, and modeling behaviours related to non-violence are strategies used to promote acceptable behaviour and maintain a safe school climate and a positive school environment.

Consequences for unacceptable behaviour may range from initial intervention strategies such as counseling, peer mediation and conflict resolution programs and parental communication to detention, behaviour contracts, restorative practices, support responsibility agreements, restitution, community service, suspension, and expulsion.

Our school's Code of Conduct guides discipline within the school and the determination of consequences for inappropriate behaviour. Mitigating factors are always considered before determining consequences.

## RESOURCE CENTRE/LIBRARY

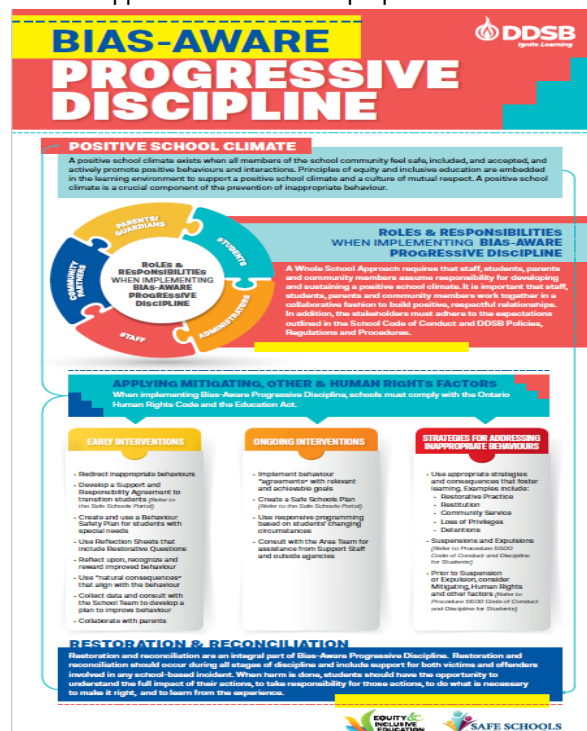
The O'Neill Library Information Centre plays a key role involving students in the active process of learning using a variety of print and non-print resources. Computer software resources and Internet access are of special interest to many of our users.

The library will be closed to students at present time. We are working to have online resources, our databases and e-books available for Quad 2. Please contact your teacher for support.

Once the library opens students will need their student I.D. cards to allow them to borrow books. The Resource Centre/Library provides information on Documenting Essay/Report Resources, APA or MLA Style, and there is information also found at the end of this agenda.

In high school you are expected to use various forms of writing in all subject areas. You will find information on plagiarism and referencing on posters in a variety of subject classrooms as well as the school website

## SCHOOL COMMUNITY COUNCIL (S.C.C.)



The S.C.C. provides a forum for parents, community members, students, teachers and administrators to work together to share ideas regarding education and the school community. The meetings are open and everyone is welcome to attend. Contact the principal for more information. For the 2020-2021 school year, all SCC meetings will be held virtually.

## **STUDENT SERVICES (GUIDANCE)**

### **GUIDANCE COUNSELLORS**

Grade 9 – Ms.Hadjigeorgiou (Google Classroom h2wxhig)

Grade 10 – Ms.Aunger (Google Classroom 3w7q7gq)

Grade 11 – Mme.Muir & Mr.Maki (Google Classroom lbmrbbh)

Grade 12 – Ms.Kenny (Google Classroom vtozq7s)

### **GUIDANCE APPOINTMENTS**

Your Guidance Counsellors are here to support your success, well-being and planning for your future. You can connect with your Guidance Counsellor in one of the following ways:

- In-person appointment in the office during one of your in-class blocks
- Phone appointment during one of your virtual blocks
- Drop in to our Guidance Google Meet during block four if you have general questions that are not personal.
- Send your Counsellor a message through the Guidance Google Classroom

All appointments will now be booked online. We are currently required to restrict the number of people allowed in the office at a time. Visit the Guidance website or the Guidance Google Classrooms to submit the Google Form requesting an appointment. It will allow you to specify which format of meeting you are most comfortable with, along with your preferred period to miss.

### **TIMETABLE CHANGES**

We will not be permitting any timetable changes for Quadmester One classes. The only exceptions will be: you have already earned the credit, you do not have the prerequisite for the course or you have selected the incorrect pathway/stream. If you require a change for one of these reasons, please submit the 'Timetable Change Request' form (found on the website or Guidance Google Classrooms) before September 11. After September 14, you may begin submitting the request form to discuss timetable changes for Quadmester two, three or four courses. Please also follow the instructions to provide parent/guardian permission for your requested change.

## **O'NEILL C.V.I. CODE OF CONDUCT**

***It is the policy of O'Neill Collegiate to cooperate with the police in maintaining a safe environment for our school.***

### **ACADEMIC DISHONESTY AND PLAGIARISM**

#### ***Expectations***

- Students are expected to appropriately acknowledge ideas/words borrowed from others. **Plagiarism is considered a very serious offence.**

### ***Reasons & Consequences***

- Students are expected to follow the accepted protocol.
- Students must conduct themselves in an accepted, ethical manner.
- O'Neill is attempting to be proactive in eliminating plagiarism and maintaining the academic integrity at the school.
- Plagiarized assignments may receive a mark of zero. (See course syllabus.)
- Cheating (including the intent to cheat) on tests, exams, or other assignments is determined by the teacher, in consultation with administration, and will result in a mark of zero.
- This could lead to Parent notification and possible suspension.

### ***PLAGIARISM***

Plagiarism is the taking of someone else's information, ideas, or opinions and presenting them as if they are your own. Remember: Paraphrasing also requires referencing.

**How do I prevent plagiarism?** Follow good research techniques:

1. Take point form notes.
2. Reference all information within your assignment by using parenthetical documentation.
3. Include a separate page of work cited or reference list.

To avoid plagiarism, it is important that you properly reference the information you use. It is recommended that you keep copies of your rough drafts and works in progress. When you are researching, be sure to write down all vital referencing information so that you will be prepared when it is time to submit your assignment. Depending on the course, you will be expected to follow either the MLA or APA referencing guidelines. If you are unsure of the format required, check with your teacher.

### ***Plagiarism Protocol***

O'Neill C.V.I. has an established Plagiarism Protocol. Each department, at the beginning of the course, will inform students of the nature of plagiarism, strategies for avoiding it, and consequences. See course syllabus for more information.

**O'Neill C.V.I. teachers may use an electronic plagiarism prevention service to check for originality and proper citation of sources.**

### **ATTENDANCE**

#### ***Expectations***

- Students are expected to attend all classes on time.

#### ***Reasons & Consequences***

- Good attendance and punctuality are essential for academic success. As well, the development of critical thinking skills, group interaction, and good work habits depend upon regular attendance of all students. Prospective employers are concerned about attendance records.
- Failure to comply will result in the student being considered truant. The same consequences will apply as for classes missed for unacceptable reasons and may be referred to the attendance counsellor.
- Students are responsible for all work and/or assignments missed due to any absence. Students are responsible for familiarizing themselves with each department's policy regarding the accessing of work missed, absence during tests, and the late submission of assignments.

### ***ABSENCES AND LATES***

All absences should be reported through **SCHOOLMESSENGER®**. This offers parents/guardians the ability to report student absences to their child's school via **phone, internet or mobile app** as well as **receive notifications for both attendance and non-attendance related purposes**.

**To report your child's absence via telephone, please call: 1-844-350-2646**

**Extended Absences:** If you are planning on being away from school for a lengthy absence, you must complete the EXTENDED ABSENCE form, consult with all teachers and meet with their Vice-Principal 2 weeks prior to leaving.



## **ILLNESS AND EXCUSED ABSENCE FROM SCHOOL**

Notes concerning absences are to be given to the main office. All notes should include the date on the note, the date of the absence, the full name of student, the reasons for the absence and the parent's signature. **A student who has taken ill must report to the office.** Parents/guardians will be contacted for their decision regarding the illness.

## **SCHOOL EVENTS (ATHLETICS, SCHOOL TRIPS, DANCES) & ATTENDANCE**

Students are responsible for informing their teachers (sign-up sheet) of an extended absence due to an extra-curricular activity, or an extended school trip. It is the student's responsibility to ensure that all work is completed.

Students with poor attendance, behaviour and poor academic performance may be denied the privilege of participating in school events, and other school related activities.

***All the expectations for in-school behaviour apply during these events.***

## **LATE POLICY FOR SCHOOL**

Late arrival interrupts the teaching and learning process in the classroom. If students are late they must report directly to class, where their late will be recorded by the classroom teacher. Students must also arrive punctually for their online classes, as attendance will also be taken during these learning blocks. If a student continues to arrive late for class without permission, then there will be a progression of interventions to change this behaviour.

NUMBER OF LATES	CONSEQUENCES
20	VP Meeting & phone call to Parent/Guardian
25	VP Meeting & Letter to Parent/Guardian

## **BICYCLES**

### ***Expectations***

- Bicycles must be locked and stored in the designated area on the north side of the school (outside of the art rooms).
- All cyclists should wear approved helmets.

## **BUSES**

### ***Expectations***

- Students are expected to behave in a responsible and mature fashion which exhibits a respect for safe bus riding practices. Students must obey the directions of bus drivers at all times.

### ***Reasons & Consequences***

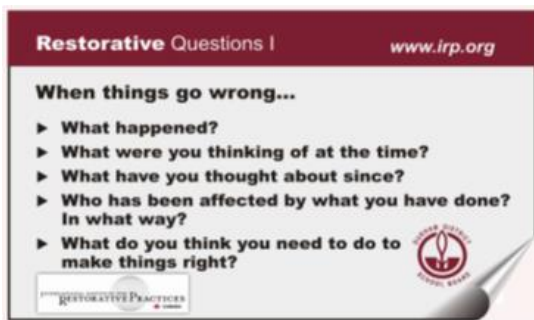
- O.C.V.I. students and staff support preventative safety measures.
- Safety of all those on the bus is a prime concern. If a driver's attention is diverted from the road, a serious accident can occur.
- Persistent, unsafe behaviour may result in suspension of bus privileges to and from school. Parents will be notified.

## **COMMITMENT TO SOCIAL HARMONY**

### ***Expectations***

- O'Neill C.V.I. will not tolerate behaviour by students, staff, parents, or community members which insults, degrades, or stereotypes any race, gender sexuality, sexual orientation, physical condition, ethnic group, or religion. Staff and students must report any such behaviour to administration immediately

### ***Reasons & Consequences***



- Everyone has the right to be treated with dignity and respect.
- **A student has the right to make a formal complaint if he/she has been harassed. Speak to your teacher, Administrator and/or Student Services.**

### **BULLYING PREVENTION AND INTERVENTION**

**Bullying** is a typical form of repeated, persistent, and aggressive behaviour directed at an individual or individuals that is intended to cause (or should be known to cause) fear and distress and/or harm to another person's body, feelings, self-esteem, or reputation. Bullying occurs in a context where there is a real or perceived power imbalance.

Bullying Prevention and Intervention is part of Durham District School Board (DDSB) [Safe Schools](#) initiative. Bullying is a serious issue that can affect individuals, families and the community at large. If students who are bullied, who bully others, or who witness bullying receive support, they can learn effective strategies for interacting positively with others.

Students, parents, guardians, friends and witnesses can report incidents. You can report an incident that takes place on or off school property. ***Reports can be made to any staff member at O'Neill C.V.I. or anonymously through the [Report Bullying Now link](#) located on DDSB and O'Neill C.V.I. websites.***

For more information on Bullying Prevention and Intervention please use: <https://www.ddsb.ca/en/family-and-community-support/bullying-prevention-and-intervention.aspx>



### **CONFLICT RESOLUTION**

Conflicts in a school setting disrupt the school and community. To deal with a situation proactively before conflict occurs:

- Students must contact a teacher, counsellor, or administrator immediately. Students who are experiencing difficulty are expected to bring their concerns to the attention of staff so issues can be resolved *before* they escalate.
- Students encouraging conflict will face school consequences. **Any refusal to clear the area immediately will result in consequences.**
- Students involved in disruptive conflicts (such as verbal abuse, harassment, threats, profanity) will be referred to the office.
- Students who have a disagreement with a teacher are expected to deal with the situation in an appropriate time, place, and manner.
- Students who are asked to leave the classroom by the teacher **must** report to the office immediately.
- Students who are directed to the office by any staff member **must** do so without question.
- Students **must** provide their full name when requested by a staff member.
- Penalties for misconduct range from a warning to detentions to suspensions or expulsion.
- No matter what the provocation, any physical conflict will result in consequences for those involved. Play-fighting is unacceptable at school. Students should expect police involvement for any violent incident in a school.
- O'Neill CVI is a safe and inclusive place to learn. Any type of bullying will not be tolerated and will lead to serious disciplinary consequences. Cyber bullying, including posting unwanted audio and visual images of students and staff on the internet may lead to suspension and/or expulsion.

### **GOOD NEIGHBOUR POLICY**

#### **Expectations**

- Students will not congregate at the Mary St. and Adelaide St. stores, on the sidewalks, or near the stores.
- Students will not gather at or sit on curbs or neighbourhood lawns in the O'Neill area.
- Students who utilize Lakeridge Health for lunch must abide by the school Code of Conduct.

#### **Reasons & Consequences**

- The good reputation of the school is the responsibility of all staff and students.
- The staff and students of O.C.V.I. are expected to ensure that our neighbours are treated with consideration and respect.
- Violation of the "good neighbour" policy may result in suspension and police involvement

#### **STUDENT CRIME STOPPERS**

A student who wishes to anonymously report information about a crime in the school may call the Durham Regional Crime Stoppers community telephone hotline -- **1-800-222-8477 (TIPS)**. This line is answered 24 hours a day, seven days a week. Crime Stoppers does not use call display. You never have to give your name. You never have to meet police, go to court or be hassled in any way. May be eligible for a cash reward. ***It's your school - It's your call.***



**PLEASE NOTE THAT SECURITY CAMERAS ARE IN OPERATION AT O'NEILL C.V.I. FOR THE SAFETY OF ALL STUDENTS, STAFF AND VISITORS.**

#### **COMPUTERS AND TECHNOLOGY-ACCEPTABLE AND SAFE USE**

##### ***Expectations***

Students will comply with all school, Durham District and Ontario Code of Conduct rules and practices concerning the use of computers, the Internet and Moodle. Computers must be used appropriately by all students and staff.

Inappropriate use includes, but is not limited to:

- disruption of the use of the network by others
- including unauthorized connecting/disconnecting computer equipment
- harassment of others
- destruction or damage of equipment
- exiting to DOS without permission from teacher
- adding or deleting files from the network
- appropriation of data or software

##### ***Reasons & Consequences***

- Access to the computers and the Internet is a privilege.
- Computer and Internet use is intended for legitimate educational use only.
- Students who use these resources in an inappropriate way may: be denied the privilege of continued use, face suspension/expulsion, and face legal action.

Students are NOT permitted to tamper with the school computer system. Tampering with the school computer system will lead to police involvement and prosecution under the Criminal Code, Section 430, Subsection 1.1 MISCHIEF RELATED TO DATA.

All computer users must be aware of and comply with the Durham District School Board's Acceptable and Safe Use Procedure #3101 available for viewing through the board web site or at <https://www.ddsb.ca/en/family-and-community-support/resources/Documents/ACCEPTABLE-AND-SAFE-USE-PROCEDURE-Secondary.pdf>.

Acceptable and Safe Use Procedure for Computer Technology and Student Moodle Agreement forms must be signed and on file each school year with O'Neill C.V.I. prior to student computer access and use.

##### **Computer Room Rules**

1. No food or drink in any computer room.
2. Computer/Internet games are not allowed on any school computer.

3. Internet usage must be in accordance with the school's internet policy.
4. Computer hardware is to be respected. Students will not move computer equipment without a teacher's permission.
5. The installation of personal software or pirated software is prohibited.
6. The installation or connection of personal computers, laptops, PDA's, external hard drives, MP3 players, or any other equipment not issued by the school is prohibited. Zip drives or flash sticks may only be used under direct teacher supervision.
7. Special computer equipment may be available for sign out.
8. All computer problems are to be reported immediately to the teachers.
9. Students are responsible for their personal user space. They may not share login username or password with anyone.

## **LITTER, VANDALISM, THEFT AND LOITERING**

### ***Expectations***

- Students are expected to respect school property and the neighbourhood (school area, equipment, grounds, school buses, parking area, neighbourhood houses/stores, etc.) and report incidents of littering, vandalism, theft and loitering.
- Students will not be in halls without a Hall Pass during class time.
- Students with spares are not to be in the halls during class time.
- Students who are expected to clean up after themselves.

### ***Reasons & Consequences***

- It is everyone's duty to share in maintaining a clean, healthy and safe environment.
- Vandalism and theft are criminal offences.
- Vandalism and theft will result in police involvement; suspensions and replacement/repair of damaged items/property

## **PERSONAL ELECTRONIC DEVICE POLICY**

Online activity by staff, students and parents/guardians that is directly or indirectly related to school should comply with the School Code of Conduct, in particular, that a school is a place that promotes responsibility, respect, civility and safety in the teaching and learning environments.

Respectful use of personal electronic devices is expected when on school property. Electronic devices are to be turned off during class, unless deemed appropriate by the teaching staff and/or school administration for educational purposes and permission is granted. No phone calls are permitted within the school building.

In keeping with the Freedom of Information and Privacy Act, unauthorized video or audio recording on school grounds for any purpose is prohibited. Further, the taking of photos, filming or recording while at school or at a school related activity is prohibited unless approved by DDSB staff for educational purposes. In particular, the use of cameras for filming and/or recording is strictly prohibited in washrooms and changerooms. The taking of photos, filming or recording, or the broadcasting of live audio and/or video, while at school or at a school related activity, is prohibited unless approved by the DDSB (or school), and/or where proper consents have been obtained, as may be appropriate.

## **SKATEBOARDS AND ROLLER BLADES**

### ***Expectations***

- The use of skateboards and roller blades is not permitted on O'Neill property. Roller blades must be taken on and off at the sidewalk. While on school property, skateboards and roller blades are to be stored in lockers.

### ***Reasons & Consequences***

- Student safety, liability and property damage.
- Skateboards and rollerblades may be confiscated.
- Repeat offences may result in suspension and/or the loss of the privilege to bring rollerblades and skateboards to school.



## **SCHOOL NOTICES AND POSTERS**

### ***Expectations***

- All posters/notices and their location in the school must be approved with a signature of a Vice-Principal or Principal.
- Bulletin boards and the cafeteria may be used for displaying approved names/posters.
- Only school-related/sponsored activities may be advertised.
- Students are responsible for the removal of the approved material they put up.

### ***Reasons & Consequences***

- Safety and Security
- Promote student self-management and organization.
- It is everyone's duty to have a share in maintaining a clean, healthy and safe environment.

## **SMOKING**

The Smoke-Free Ontario Act, 2017 (SFOA, 2017) regulates the sale, supply, display, promotion and smoking of tobacco and cannabis, as well the vaping of any substance.

The Act, along with the School Code of Conduct, prohibits the smoking of tobacco or cannabis (medical and recreational) as well as the vaping of any substance on school property and within 20 metres of school property.

The Smoke-Free Ontario Act also makes it **illegal to sell or supply any of the following to a person under the age of 19 years old:**

1. A tobacco product.
2. A vapour product.
3. A prescribed product or substance.

It is now a requirement for the school to inform Durham Regional Health of anyone who is violating this law. Fines include a \$305 fine for those smoking and a \$490 fine for those providing or sharing tobacco.

This law **applies to everyone** including students, staff, parents and visitors and is in **effect 24 hours a day, 7 days a week and 365 days a year.**

## **TEXTBOOKS AND RESOURCES**

### ***Expectations***

- Students will use school property (e.g. textbooks) with care, and return all items in good condition on designated dates.
- Students are responsible for all materials signed-out from the Resource Centre with the Student I.D. card. Students must not sign out resources for others.
- Due to health and safety concerns related to Covid 19, students must not share resources or belongings.
- ***School administrators have a right to seize contraband material. Illegal contraband will be held by an administrator for evidence in disciplinary proceedings, and will be turned over to a police officer.***

### ***Reasons & Consequences***

- It is expensive to replace lost or damaged books and equipment. Students must take care of the property assigned to them.
- Students who willfully deface or destroy school property will compensate the Board of Education and may face suspension and possible legal action.
- Students are responsible for returning or compensating for damaged textbooks, library books, or school equipment.

## **VEHICLES AND PARKING**

**Students are encouraged to use public transit to help prevent traffic congestion.**

### ***Expectations***

- Students must apply for a parking permit at the school office in order to park on school property. Permits are not transferable.
- Student permit-holders may park in assigned parking spots only. All other spots are reserved. Students are encouraged to arrive at school early as student parking spaces are limited. Having a student permit does not guarantee a parking space on any given day to time.
- Student permit-holders will operate motor vehicles in a safe and sensible manner.
- Students are expected to lock their vehicles and vacate the parking lot directly.
- Students will not sit in parked cars or stand anywhere close to parked cars. Students are to enter their vehicles and depart promptly from the parking lot in an orderly manner.
- The school is not responsible for the safety/security of student cars or their contents.



### ***Reasons & Consequences***

- Parking at the school is limited. Staff, visitors and students will have assigned parking areas.
- Emergencies may necessitate fire trucks, ambulances or other vehicle access.
- Students loitering in the parking area present concerns regarding safety and property.
- Student vehicles without parking permits and student vehicles parked in areas other than those authorized, may be ticketed and/or towed at the owner's expense. Students will also receive disciplinary action from school administration.
- Cars may be **TOWED** away at the owner's expense.
- Parking privileges will be removed and other discipline may result.

## **VISITORS**

### ***Expectations***

Schools are currently closed to visitors. Any persons wishing to meet with school staff will be directed to call the school to make an appointment. Non-essential visitors to the school will be limited. Whenever possible, telephone meetings with parents / guardians, vendors and outside agencies will be held. All persons entering the school must wear a face mask as outlined from Durham Public Health.

### ***Reasons & Consequences***

- School property is private property and students and staff have the responsibility to keep the school safe.
- Student visitors can be disruptive to classes and are not covered under the liability insurance.
- A person who persists in "visiting" will be charged with trespassing.
- Visitors not following procedures will be asked to leave school property.
- Trespassers are liable for prosecution under the Trespass Act

## **Durham District School Board Code of Conduct**

The Durham District School Board is committed to the development of positive school climates in schools in which all members of the school community have the right to be safe, feel safe, included, accepted, and actively promote positive behaviours and interactions. Below is an excerpt from the DDSB Code of Conduct and the entirety can be found on [www.DDSB.ca](http://www.DDSB.ca)

### **1.0 Introduction**

A school should be a place that promotes responsibility, respect, civility and academic excellence in a safe learning and teaching environment. A positive school climate exists when all members of the school community feel safe, included, and accepted, and actively promote positive behaviours and interactions. Building and sustaining a positive school climate is a complex challenge requiring evidence-informed solutions. A Whole-School Approach, which involves all members of the school community working collaboratively, is also important in supporting efforts to ensure that schools are safe, inclusive, and accepting. It is an effective approach to making systemic changes that will benefit all students and the broader community.

All students, parents, teachers and other school staff have the right to be safe, and feel safe, in their school community. With this right comes the responsibility to contribute to a positive school climate. The promotion and use of strategies and initiatives in the areas of Student Success, Self-Regulation and Character Trait development, along

with the employment of prevention and early intervention strategies to address inappropriate behaviour, fosters a positive school climate that supports student achievement and the well-being of all students.

The provincial Code of Conduct sets clear provincial standards for behaviour. These standards of behaviour apply to students whether they are on school property, on school buses, at school-related events or activities, in before and after school programs, or in other circumstances that could have an impact on the school climate. They also apply to all individuals involved in the publicly funded school system – principals, vice-principals, teachers, early childhood educators, other school staff, parents, school bus drivers, volunteers, and community groups.

Responsible citizenship involves appropriate participation in the civic life of the school community. Active and engaged citizens are aware of their rights, but more importantly, they accept responsibility for protecting their rights and the rights of others.

The Code of Conduct for the Durham District School Board reflects the provincial Code of Conduct.

### **3.0 Purposes of The Code**

The purpose of this provincial Code of Conduct is as follows:

1. To ensure that all members of the school community, especially people in positions of authority, are treated with respect and dignity.
2. To promote responsible citizenship by encouraging appropriate participation in the civic life of the school community.
3. To maintain an environment where conflict and difference can be addressed in a manner characterized by respect and civility.
4. To encourage the use of non-violent means to resolve conflict.
5. To promote the safety of people in the schools.
6. To discourage the use of alcohol, illegal drugs and, except by medical cannabis user, cannabis.
7. To prevent bullying in schools.

### **4.0 Standards of Behaviour**

All School Codes of Conduct shall include the provincial and Durham District School Board Standards of Behaviour and must comply with all federal, provincial and municipal laws and regulations.

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

All members of the school community must:

- respect and comply with all applicable federal, provincial, and municipal laws;
- demonstrate honesty and integrity;
- respect differences in people, their ideas, and their opinions;
- treat one another with dignity and respect at all times, and especially when there is disagreement;
- respect and treat others fairly, regardless of race, ancestry, place of origin, colour, ethnic origin, citizenship, creed, sex, sexual orientation, gender identity, gender expression, age, marital status, family status, or disability;
- respect the rights of others;
- show proper care and regard for school property and the property of others;
- take appropriate measures to help those in need;
- seek assistance from a member of the school staff, if necessary, to resolve conflict peacefully;
- respect all members of the school community, especially persons in positions of authority;
- respect the need of others to work in an environment that is conducive to learning and teaching;
- not swear at a teacher or at another person in a position of authority.

#### ***Safety***

All members of the school community must not:

- engage in bullying behaviours;

- commit sexual assault;
- traffic in weapons or illegal drugs;
- give alcohol or cannabis to a minor;
- commit robbery;
- be in possession of any weapon, including firearms;
- use any object to threaten or intimidate another person;
- cause injury to any person with an object;
- be in possession of, or be under the influence of alcohol, cannabis (unless the individual has been authorized to use cannabis for medical purposes), and illegal drugs;
- provide others with alcohol, illegal drugs, or cannabis (unless the recipient is an individual who has been authorized to use cannabis for medical purposes);
- inflict or encourage others to inflict bodily harm on another person;
- engage in hate propaganda and other forms of behaviour motivated by hate or bias;
- commit an act of vandalism that causes extensive damage to school property or a property located on the premises of the school.

## 5.0 Promoting and Supporting Positive Student Behaviour

The Durham District School Board acknowledges the importance of actively promoting and supporting appropriate and positive student behaviours that contribute to and sustain a safe, inclusive, and accepting learning and teaching environment in which every student can reach their full potential. Ontario's curriculum is integral to supporting students in developing positive behaviours.

A Whole-School Approach, which involves all members of the school community working collaboratively, is also important in supporting efforts to ensure that schools are safe, inclusive, and accepting.

The school climate may be defined as the learning environment and relationships found within a school and school community. A positive school climate exists when all members of the school community feel safe, included, and accepted, and actively promote positive behaviours and interactions. Principles of equity and inclusive education are embedded in the learning environment to support a positive school climate and a culture of mutual respect. A positive school climate is a crucial component of the prevention of inappropriate behaviour.

Programs and activities that focus on the building of healthy relationships, a safe, inclusive, and accepting learning environment, character development, and positive peer relations provide the foundation for an effective continuum of strategies within a school and school-related activities. These supportive strategies and empowerment programs are the basis for creating a positive school climate

## 6.0 Roles and Responsibilities

The Durham District School Board accepts the provincial direction on individual roles and responsibilities:

### ***School Boards***

School boards provide direction to their schools to promote student achievement and well-being and to ensure opportunity in the education system. It is the responsibility of school boards to:

- develop policies that set out how their schools will implement and enforce the provincial Code of Conduct and all other rules that they develop that are related to the provincial standards that promote and support respect, civility, responsible citizenship, and safety;
- establish a process that clearly communicates the provincial Code of Conduct and school board codes of conduct to all parents, students, principals, teachers, other school staff, and members of the school community in order to obtain their commitment and support
- review these policies regularly with those listed above and revise them as necessary;
- seek input from School Community Councils, as well as from the DDSB Parent Involvement Committees, DDSB Special Education Advisory Committee, DDSB Indigenous Education Advisory Council and DDSB Student Senate;
- develop effective intervention strategies and respond to all infractions related to the standards for respect, civility, responsible citizenship, and safety;



- provide opportunities for all of the staff to acquire the knowledge, skills, and attitudes necessary to promote student achievement and well-being in a safe, inclusive, and accepting learning environment.

Wherever possible, boards should collaborate to provide coordinated prevention and intervention programs and services, and should endeavour to share effective practices.

### **Principals and Vice-Principals**

Under the direction of their school boards, principals take a leadership role in the daily operation of a school. They provide this leadership by:

- demonstrating care for the school community and a commitment to student achievement and well-being in a safe, inclusive, and accepting learning environment;
- holding everyone under their authority accountable for their own behaviour and actions;
- empowering students to be positive leaders in their school and community;
- communicating regularly and meaningfully with all members of their school community.

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

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

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

### **Students**

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

- comes to school prepared, on time, and ready to learn
- shows respect for themselves, and for others, and for those in positions of authority
- refrains from bringing anything to school that may compromise the safety of others
- follows the established rules and takes responsibility for their own actions

### **Parents**

Parents play an important role in the education of their children, and can support the efforts of school staff in maintaining a safe, inclusive, accepting, and respectful learning environment for all students. Parents fulfill their role when they:

- are engaged in their child's school work and progress;
- communicate regularly with the school;
- help their child be appropriately dressed, and prepared for school
- ensure that their child attends school regularly and on time;
- promptly report to the school their child's absence or late arrival;
- become familiar with the provincial Code of Conduct, the board's Code of Conduct, and if applicable, the School Code of Conduct;
- encourage and assist their child in following the rules of behaviour;
- assist school staff in dealing with disciplinary issues involving their child.

## **Community Partners and the Police**

Through outreach, existing partnerships may be enhanced and new partnerships with community-based service providers and members of the community (e.g., Elders, Senators, Knowledge Keepers) may also be created. Community-based service providers are resources that boards can use to deliver prevention or intervention programs. Protocols are effective ways of establishing linkages between boards and community-based service providers and of formalizing the relationship between them. These partnerships must respect all applicable collective agreements.

### **Police**

The police play an essential role in making our schools and communities safer. The police investigate incidents in accordance with the protocol developed with the local school board (refer to Procedure: Police/School Board Protocol. These protocols are based on the Provincial Model for a Local Police/School Board Protocol, 2015, developed by the Ministry of Community Safety and Correctional Services and the Ministry of Education.)

## **7.0 Bias-Aware Progressive Discipline**

**7.1** The Durham District School Board expects the use of Bias-Aware Progressive Discipline as the means to support the Code of Conduct. Bias-Aware Progressive Discipline incorporates a Whole-School Approach that utilizes a continuum of prevention programs, interventions, supports and consequences to address inappropriate student behaviour and to build upon strategies that promote and foster positive behaviours. When inappropriate behaviour occurs, disciplinary measures should be applied within a framework that shifts the focus from one that is solely punitive to one that is both corrective and supportive.

Schools should utilize a range of interventions, supports, and consequences that are developmentally and socioemotionally appropriate and include learning opportunities for reinforcing positive behaviour while helping students to make better choices (refer to Procedure: Positive School Climate – Appendix E, Bias-Aware Progressive Discipline Resource.)

**7.2** In some circumstances, short-term suspension may be a useful tool. In the case of a serious student incident, long-term suspension or expulsion, which is further along the continuum of progressive discipline, may be the response that is required. The safe schools provisions of the Education Act require school boards to provide programs for students who have been expelled or who are on a long-term suspension, so that they can continue their education. For students with special needs, interventions, supports, and consequences must be consistent with the student's strengths and needs, as well as program goals and learning expectations documented in their Individual Education Plan (IEP).

**7.3** Both school boards and schools are expected to actively engage parents in the Bias-Aware Progressive Discipline approach. Boards and schools should also recognize and respect the diversity of their parent communities and reach out to parents to partner with them in addressing complex and challenging issues.

**7.4** A Bias-Aware Progressive Discipline approach promotes positive student behaviour through strategies that include using prevention programs and early and ongoing interventions and supports, reporting serious student incidents, and responding to incidents of inappropriate and disrespectful behaviour when they occur.

**7.5** Boards and schools should focus on prevention and early intervention as the key to maintaining a positive school environment in which students can learn. Early intervention strategies will help prevent unsafe or inappropriate behaviours in a school and in school-related activities. Intervention strategies should provide students with appropriate supports that address inappropriate behaviour and that would result in an improved school climate.

**7.6** Progressively more serious consequences should be considered for inappropriate behaviour that is repeated or for progressively more serious inappropriate behaviour, taking into account Mitigating, Other Factors and Human Rights Factors.

**7.7** Ongoing interventions may be necessary to address underlying causes of inappropriate behaviour. Some examples of ongoing interventions are meeting with the parent(s), requiring the student to perform volunteer service in the school community, conflict mediation, peer mentoring, and/or a referral to counselling.

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

- the particular student and circumstances
- the nature and severity of the behaviour
- the impact on the school climate, including the impact on students or other individuals in the school community.

**7.9** Under the Education Act, principals must suspend a student for bullying and consider referring that student for expulsion if:

1. the student has previously been suspended for bullying, and,
2. the student's continuing presence in the school creates, in the principal's opinion, an unacceptable risk to the safety of another person.

When both of these conditions are met, the principal must suspend the student and consider referring the student for an expulsion hearing.

**7.10** Principals must also suspend a student, and consider referring that student for expulsion, for any incident under 306(1) of the Education Act, including bullying, that is motivated by bias, prejudice, or hate based on race, national or ethnic origin, language, colour, religion, sex, age, mental or physical disability, sexual orientation, gender identity, gender expression, or any other similar factor (e.g., socio-economic status, appearance).

**7.11** Clause 265(1) (m) of the Education Act, permits a principal to "refuse to admit" to the school or to a class someone whose presence in the school would be "detrimental to the physical or mental well-being of the pupils". This provision is frequently referred to as the "exclusion provision". Exclusion is not to be used as a form of discipline. If a principal does decide that it is necessary to exclude a student from the school, the principal is expected to notify the student's parents of the exclusion as soon as possible in the circumstances, and to inform them of their right to appeal under clause 265(1)(m) (refer to Procedure: Appendix E – Exclusions).

## **8.0 Restorative Practice**

**8.1** The Durham District School Board supports a restorative approach in our schools to establish positive learning environments and support Bias-Aware Progressive Discipline. Within the culture of Restorative Practice, there is a continuum of actions, including Restorative Circles that support healthy relationships and positive learning environments. When things go wrong, there is a framework for repairing and restoring relationships (refer to Procedure: Appendix A – Restorative Practice.)

## **9.0 Suspensions, Expulsions, Mitigating and Other Factors**

### **9.1 Definitions:**

#### **9.1.1 *Suspension***

Suspension is a consequence imposed upon a student whereby he or she is prohibited from attending at his or her school and from engaging in all school-related activities for a defined period of time.

#### **9.1.2 *Circumstances Leading to Possible Suspension, or Suspension Leading to Possible Expulsion***

Section 9.2.1 sets out a list of circumstances where a suspension shall be considered by the Principal.

Section 9.6.1 sets out a list of circumstances where a suspension must be imposed and where the Principal will conduct an investigation to determine whether to recommend to the board that the student be expelled. (PPM 145)

#### **9.1.3 *Expulsion***

Expulsion is a consequence imposed upon a student, by the Board, for an activity that is determined to warrant that the student be excluded from his or her school, or from all schools in the Board, and from engaging in all school related activities, for an undefined period of time.

#### **9.1.4 *Investigation***

In the case of a suspension, in the circumstances set out in 9.6.1, the Principal must also conduct an investigation to determine whether to recommend to the Board, in consultation with their Family of Schools Superintendent, that the student be expelled.

### **9.1.5 Mitigating and Other Factors**

For the purposes of the deliberations set out in Sections 9.2.2 and 9.2.4, sections 9.6.3 and 9.8.5, and Sections 9.12.10 and 9.12.14, the following mitigating and other factors (as specified and as may be amended from time to time by the Education Act and Regulations thereunder) will be considered:

#### **Mitigating Factors**

1. the student does not have the ability to control their behaviour;
2. the student does not have the ability to understand the foreseeable consequences of their behaviour; or
3. the student's continuing presence in the school does not create an unacceptable risk to the safety of any person.

#### **Other Factors**

The following criteria shall be taken into account if they would mitigate the seriousness of the activity for which the pupil may be or is being suspended or expelled:

1. the pupil's history;
2. whether a progressive discipline approach has been used with the pupil;
3. whether the activity for which the pupil may be or is being suspended or expelled was related to any harassment of the pupil because of their race, ethnic origin, religion, disability, gender or sexual orientation or to any other harassment;
4. how the suspension or expulsion would affect the pupil's ongoing education;
5. the age of the pupil; or
6. in the case of a pupil for whom an individual education plan has been developed,
  - i. whether the behaviour was a manifestation of a disability identified in the pupil's individual education plan,
  - ii. whether appropriate individualized accommodation has been provided, and
  - iii. whether the suspension or expulsion is likely to result in an aggravation or worsening of the pupil's behaviour or conduct.

#### **Human Rights Factors**

Human Rights Factors shall be taken into account when considering whether or not a student is or is not being suspended or expelled:

Race	Ancestry	Place of Origin
Colour	Ethnic origin	Citizenship
Creed	Sex	Sexual orientation
Gender identity	Gender expression	Age
Marital Status	Family Status	Disability

### **9.1.6 Nexus**

Principals may consider a suspension if there is nexus to the school. Nexus is a direct and causal link between the student's conduct and a definitive impact on the school climate.

Nexus may be established when any of the following circumstances exist:

- A student is afraid to come to school
- A student is worried about reprisals or retaliation
- Parents are voicing concern about disruption to the school environment
- School staff are worried about their physical or emotional well-being and safety

### **9.1.7 Safe Schools Incident Report Form**

An employee of the board who becomes aware that a student at a school may have engaged in a serious incident the employee shall report the matter to the Principal as soon as reasonably possible. Employee reports, including those made to the principal verbally, must be confirmed in writing, using the online "Safe Schools Incident Reporting Form – Part I" (refer to Procedure: Appendix D-5 – Safe Schools Incident Report Form). Where the Principal is the sole witness to an incident, the Principal is similarly required to use the online reporting form to confirm in writing what he or she witnessed. In all cases, the Principal must provide the employee who reported the incident with written acknowledgement, using the online "Safe Schools Incident Reporting Form – Part II (refer to Procedure: Appendix D-5 – Safe Schools Incident Report Form.)"

## **9.2.0 Activities Leading to Possible Suspension**

**9.2.1** A Principal shall consider whether to suspend a pupil if they believe that the pupil has engaged in any of the following activities while at school, at a school-related activity or in other circumstances where engaging in the activity will have an impact on the school climate:

1. uttering a threat to inflict serious bodily harm on another person\*;
2. possessing alcohol, illegal drugs or, unless the student is a medical cannabis user, cannabis\*;
3. being under the influence of alcohol or unless the student is a medical cannabis user, cannabis;
4. swearing at a teacher or at another person in a position of authority;
5. committing an act of vandalism that causes extensive damage to school property at the pupil's school or to property located on the premises of the pupil's school\*\*;
6. bullying; or,
7. any other activity that is an activity for which a principal may suspend a pupil under a policy of the Board. Education Act 306(1)

Other suspendable infractions including but not limited to:

- a) possessing or dispensing controlled or intoxicating substances that are not prescribed for medical purposes\*\*;
- b) being under the influence of illegal or legal, controlled or intoxicating substances that are prescribed or not prescribed for medical purposes\*\*;
- c) smoking on or near school property; (as per the Smoke Free Ontario Act. Refer to Regulation: Substance Abuse, Students)
- d) committing vandalism\*\*, destruction, damage to school property or to the property of others located on or in school premises;
- e) stealing property;
- f) engaging in intimidation, extortion\*, harassment\*, or verbal aggression;
- g) misusing or misappropriating school property or services, including computers and other technology systems;
- h) engaging in hate motivated incidents\*;
- i) engaging in gang related activity\*;
- j) possessing dangerous objects or substances, including for example laser pointers; gloves with studs on knuckles; or any other item deemed by the principal to be unsafe or a hazard to persons or property in the school;
- k) committing physical assault on another person\*\*;
- l) engaging in or encouraging a fight;
- m) engaging in conduct that constitutes opposition to authority;
- n) demonstrating poor attendance that warrants disciplinary action;
- o) engaging in behaviour that is disruptive to the learning environment of the class or school;
- p) engaging in conduct that is detrimental to the moral tone of the school;
- q) wearing clothing/apparel that is inappropriate, offensive or violates the school Dress Code;
- r) engaging in unauthorized gambling or games of chance; (Bill 157, PPM 145)

(\* require police involvement as outlined in the Police/School Board Protocol, \*\*discretionary police involvement as outlined in the Police/School Board Protocol) Please refer to the Police/School Board Protocol for further direction.

**9.2.2** In considering whether to suspend a pupil for engaging in an activity described in 9.2.1, a Principal shall take into account any mitigating factors or other factors, set out in 9.1.5.



**9.2.3** If a Principal decides to suspend a pupil for engaging in an activity described in 9.2.1, the Principal shall suspend the pupil from their school and from engaging in all school-related activities.

**9.2.4** A suspension under 9.2.1 shall be for no less than one school day and no more than 20 school days and, in considering how long the suspension should be, a Principal shall take into account the mitigating factors, as well as the other factors, set out in 9.1.5.

**9.2.5** When a Principal suspends a pupil under 9.2.1, the pupil shall be assigned to a program for suspended pupils, as established by the Board in accordance with any policies or guidelines issued by the Minister.

**9.2.6** A pupil who is suspended is not considered to be engaged in school-related activities by virtue of participating in a program for suspended pupils.

**9.2.7** A Principal may not suspend a pupil under 9.2.1 more than once for the same occurrence on the date of infraction. Education Act 306(1)

### **9.3.0 Notice of Suspension**

**9.3.1** A Principal who suspends a pupil under 9.2.1 shall:

- (a) inform the pupil's teacher of the suspension; and
- (b) make all reasonable efforts to inform the pupil's parent or guardian of the suspension within 24 hours of the suspension being imposed, unless,
  - (i) the pupil is at least 18 years old, or
  - (ii) the pupil is 16 or 17 years old and has withdrawn from parental control.

**9.3.2** The Principal shall also ensure that written notice of the suspension is given promptly to the following persons:

- 1. the pupil;
- 2. the pupil's parent or guardian, unless,
  - i. the pupil is at least 18 years old, or
  - ii. the pupil is 16 or 17 years old and has withdrawn from parental control, and
- 3. Such other persons as may be specified by board policy. This includes but is not limited to the Principal's Family of Schools Superintendent.

**9.3.3** The notice under 9.3.2 must include the following:

- 1. the reason for the suspension;
- 2. the duration of the suspension;
- 3. information about any program for suspended pupils to which the pupil is assigned; and,
- 4. information about the right to appeal the suspension, including,
  - i. a copy of the Board policies and guidelines governing the appeal established by the Board, and
  - ii. the name and contact information of the Director of Education or Family of Schools Superintendent to whom notice of the appeal must be given under 9.4.1.

## **CONCLUSION**

When staff, students and families work together, a positive and productive learning environment is established at O'Neill CVI where goals are set and achieved. The Code of Conduct establishes the level of behaviour expected for all so that we have the best possible school where success and achievement are reached through co-operation, courtesy, and respect. Please review this Code of Conduct at the beginning of the school year and keep it in a safe place where it can be referenced if necessary.

## Important Dates 2020-2021

September 1, 2020	P.A. Day
September 2, 2020	P.A. Day
September 3, 2020	P.A. Day
September 4, 2020	Board Holiday
September 7, 2020	Labour Day (school closed)
September 8, 2020	First Day of School (cohort B)
September 9, 2020	First Day of School (cohort A)
October 7, 2020	End of Quadmester 1, Term 1
October 8, 2020	First Day of Quadmester 1, Term 2
October 12, 2020	Thanksgiving Holiday (school closed)
October 23, 2020	Quadmester 1 Mid-Term Reports Sent Home
November 13, 2020	P.A. Day
November 16, 2020	Credit Completion Day
November 17, 2020	First Day of Quadmester 2, Term 1
November 27, 2020	Quadmester 1 Final Reports Sent Home
December 14, 2020	End of Quadmester 2, Term 1
December 15, 2020	First Day of Quadmester 2, Term 2
December 21, 2020 – January 1, 2021	Winter Break (school closed)
January 8, 2021	Quadmester 2 Mid-Term Reports Sent Home
February 1, 2021	Credit Completion Day
February 2, 2021	First Day of Quadmester 3, Term 1
February 11, 2021	Quadmester 2 Final Reports Sent Home
February 12, 2021	P.A. Day
February 15, 2021	Family Day Holiday (school closed)
March 5, 2021	End of Quadmester 3, Term 1
March 8, 2021	First Day of Quadmester 3, Term 2
March 12 – 19, 2021	March Break (school closed)
March 31, 2021	Quadmester 3 Mid-Term Reports Sent Home
April 2, 2021	Good Friday (school closed)
April 5, 2021	Easter Monday (school closed)
April 8, 2021	Ontario Secondary School Literacy Test
April 21, 2021	Credit Completion Day
April 22, 2021	First Day of Quadmester 4, Term 1

April 30, 2021	Quadmester 3 Final Reports Sent Home
May 21, 2021	End of Quadmester 4, Term 1
May 24, 2021	Victoria Day Holiday (school closed)
May 25, 2021	First Day of Quadmester 4, Term 2
June 4, 2021	Quadmester 4 Mid-Term Reports Sent Home
June 29, 2021	P.A. Day
June 30, 2021	P.A. Day
July 8, 2021	Quadmester 4 Final Reports Sent Home

**O'Neill CVI**  
**Q1 & Q2 Calendar 2020 - 2021**  
**2 Week Cycle**

Legend: B - Board Designated Holiday H - Statutory School Holiday P - Professional Activity

MONTH	Special Dates (within the month)	1 <sup>st</sup> Week					2 <sup>nd</sup> Week					3 <sup>rd</sup> Week					4 <sup>th</sup> Week					5 <sup>th</sup> Week					
		M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	
September	Sept. 7 – <del>Labour</del> Day Sept. 8 – First day of classes		1 P	2 P	3 P	4		7 H	1 B/D	1 A/C	1 B/D	1 A/C	2 A/C	2 B/D	2 A/C	2 B/D	2 A/C	1 A/C	1 B/D	1 A/C	1 B/D	1 B/D	2 A/C	2 B/D	2 A/C		
October	Oct. 12 – Thanksgiving				1 2 B/D	2 2 B/D	1 A/C	1 B/D	1 A/C	1 B/D	1 A/C		H	2 B/D	2 A/C	2 B/D	2 A/C	1 A/C	1 B/D	1 A/C	1 B/D	1 B/D	2 A/C	2 B/D	2 A/C	2 B/D	2 B/D
November	Nov. 13 – P. A. Day	2 1 A/C	3 1 B/D	4 1 A/C	5 1 B/D	6 1 A/C	7 2 A/C	8 2 B/D	9 2 A/C	10 2 B/D	11 2 A/C	12 2 B/D	P	3 A/C	3 B/D	3 A/C	3 B/D	3 A/C	4 A/C	4 B/D	4 A/C	4 B/D	4 A/C	4 B/D	3 A/C		
December	Dec. 21 – Jan. 1 – Winter Break		1 3 B/D	2 3 A/C	3 3 B/D	4 3 B/D	7 4 A/C	8 4 B/D	9 4 A/C	10 4 B/D	11 4 B/D	14 3 A/C	15 3 B/D	16 3 A/C	17 3 B/D	18 3 A/C		B	B	B	B	H	B	B	B	B	
January					1 H	4 A/C	4 B/D	4 A/C	4 B/D	4 A/C	4 B/D	4 A/C	5 A/C	5 B/D	5 A/C	5 B/D	5 A/C	6 A/C	6 B/D	6 A/C	6 B/D	4 A/C	4 B/D	4 A/C	4 B/D	3 A/C	3 B/D
February	Feb. 2 – Semester 2 starts Feb. 12 – P. A. Day Feb. 15 – Family Day	1 4 A/C	2 S2	3	4	5	6	7	8	9	10	11	12 P	15 H	16	17	18	19	22	23	24	25	26				
March	Mar. 12 – 19 – March Break	1	2	3	4	5	6	7	8	9	10	11	12 B	15 B	16 B	17 B	18 B	19 B	22	23	24	25	26	29	30		
April	Apr. 2 – Good Friday Apr. 5 – Easter Monday				1 H	2 H	5	6	7	8	9	12	13	14	15	16	19	20	21	22	23	26	27	28	29	30	
May	May 24 – Victoria Day	3	4	5	6	7	10	11	12	13	14	17	18	19	20	21		24 H	25	26	27	28	31				
June	June 29 – P. A. Day June 30 – P. A. Day		1	2	3	4	7	8	9	10	11	14	15	16	17	18	21	22	23	24	25	26		29 P	30 P		

CHV/GLC 201 TURN AROUND DATES = Q12 AND Q22

# September 2020

Monday	Tuesday	Wednesday
<p>Cohort A- attends in person on Mondays / Wednesdays and alternating Fridays</p> <p>Cohort B- Attends in person on Tuesdays / Thursday and alternating Fridays</p>	<p>1 P.A. Day</p>	<p>2 P.A. Day</p>
<p>7 Labour Day (school closed)</p> <p>Week 1</p>	<p>8 First Day of School (Cohort B)</p>	<p>9 First Day of School (Cohort A)</p>
<p>14</p> <p>Week 2</p>	<p>15</p>	<p>16</p>
<p>21</p> <p>Week 1</p>	<p>22</p>	<p>23</p>



28	29	30
Week 2		

## Teamwork

I work cooperatively, valuing the opinions of others, towards a common goal.  
I encourage others to participate.

Thursday	Friday	Saturday/Sunday
3 P.A. Day	4 Board Holiday (school closed)	5
		6
10	11 Cohort A	12
		12
17	18 Cohort A	19
		20
24	25 Cohort B	26
		27

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# October 2020

Monday	Tuesday	Wednesday
<p>Cohort A- attends in person on Mondays / Wednesdays and alternating Fridays</p> <p>Cohort B- Attends in person on Tuesdays / Thursday and alternating Fridays</p> <p>Week 1</p>		
<p>5</p> <p>Week 2</p>	<p>6</p>	<p>7</p> <p>End of Quadmester 1, Term 1</p>
<p>12</p> <p>Thanksgiving Holiday (school closed)</p>  <p>Week 1</p>	<p>13</p>	<p>14</p>
<p>19</p> <p>Week 2</p>	<p>20</p>	<p>21</p>

26	27	28
Week 1		

## Responsibility

I am reliable and dependable to do my work. I take responsibility for what I say and do.  
I think before I act, understanding there are consequences for my actions.

Thursday	Friday	Saturday/Sunday
1	2 Cohort B	3
		4
8 First Day of Quadmester 1, Term 2	9 Cohort A	12
		13
15	16 Cohort A	17
		18
22	23 Cohort B	24
		25

29	30 Cohort B	31
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# November 2019

Cohort A- attends in person on Mondays /  
Wednesdays and alternating Fridays

Cohort B- Attends in person on Tuesdays /  
Thursday and alternating Fridays

Monday	Tuesday	Wednesday
2	3	4
Week 2		
9	10	11
Week 1		
16	17	18
Week 2		
23	24	25


<b>Week 1</b>		
30		
<b>Week 2</b>		

## Respect

I treat other people the way I want to be treated. I am courteous and polite. I listen to what people say.

<b>Thursday</b>	<b>Friday</b>	<b>Saturday/Sunday</b>
5	6 Cohort A	1
		7
		8
12	13 PD Day	14
		15
19	20 Cohort A	21
		22
26	27 Cohort A	28
		29


# December 2020

Monday	Tuesday	Wednesday
<p>Cohort A- attends in person on Mondays / Wednesdays and alternating Fridays</p> <p>Cohort B- Attends in person on Tuesdays / Thursday and alternating Fridays</p> <p>Week 1</p>	1	2
7	8	9
<p>Week 2</p>		
14	15	16
<p>Week 1</p>		
<p>21 Winter Holidays</p> 	<p>22 Winter Holidays</p>	<p>23 Winter Holidays</p>



<b>28</b> <b>Winter Holidays</b>	<b>29</b> <b>Winter Holidays</b>	<b>30</b> <b>Winter Holidays</b>

## Perseverance

I am determined and work hard to finish what I start even if it is difficult.

I complete all tasks to the best of my ability. I do not give up when faced with challenges.

<b>Thursday</b>	<b>Friday</b>	<b>Saturday/Sunday</b>
<b>3</b>	<b>4</b> <b>Cohort B</b>	<b>5</b>
		<b>6</b>
<b>10</b>	<b>11</b> <b>Cohort B</b>	<b>12</b>
		<b>13</b>
<b>17</b>	<b>18</b> <b>Cohort A</b>	<b>19</b>
		<b>20</b>
<b>24</b> <b>Winter Holidays</b>	<b>25</b> <b>Winter Holidays</b>	<b>26</b>
		<b>27</b>

<b>31</b> <b>Winter Holidays</b>		


# January 2021

Monday	Tuesday	Wednesday
<b>Cohort A- attends in person on Mondays / Wednesdays and alternating Fridays</b>  <b>Cohort B- Attends in person on Tuesdays / Thursday and alternating Fridays</b>		
<b>4</b> Classes Resume (regular schedule)	<b>5</b>	<b>6</b>
<b>Week 2</b> <b>11</b>	<b>12</b>	<b>13</b>
<b>Week 1</b> <b>18</b>	<b>19</b>	<b>20</b>

<b>Week 2</b>		
<b>25</b>	<b>26</b>	<b>27</b>
<b>Week 1</b>		

## Optimism

I have a positive attitude. I look at challenges as opportunities for learning. I have hope for the future.

<b>Thursday</b>	<b>Friday</b>	<b>Saturday/Sunday</b>
	<b>1 WINTER HOLIDAYS</b> 	<b>2</b>
		<b>3</b>
<b>7</b>	<b>8</b> <b>Cohort A</b>	<b>9</b>
		<b>10</b>
<b>14</b>	<b>15</b> <b>Cohort B</b>	<b>16</b>
		<b>17</b>
<b>21</b>	<b>22</b> <b>Cohort B</b>	<b>23</b>
		<b>24</b>

28	29 TBD	30
		31

## February 2021

Monday	Tuesday	Wednesday
1	2	3
Week 2		
8	9	10
Week 1		
15 Family Day (school closed)	16	17
Week 2		
22	23	24

<b>Week 1</b>		


## Kindness

I am sensitive to people's feelings. I help others in need.

I am never mean or hurtful with my actions or words. I am charitable.

<b>Thursday</b>	<b>Friday</b>	<b>Saturday/Sunday</b>
4	5	6
		7
11	12 P.A. Day	13
		14
18	19	20
		21
25	26	27
		28


# March 2020

Monday	Tuesday	Wednesday
1	2	3
Week 2		
8	9	10
Week 1		
15 March Break 	16 March Break	17 March Break
22	23	24
Week 2		

29	30	31
Week 1		

## Integrity

I always try to do what's right, even when it is difficult.

I am true to be my very best self. I live up to the highest ethical standards.

Thursday	Friday	Saturday/Sunday
4	5	6
		7
11	12 March Break	13
		14
18	19	20
		21
25	26	27
		28




# April 2020

Monday	Tuesday	Wednesday
<b>Week 2</b>		
<b>5</b> <b>Easter Monday</b> (schools closed)	<b>6</b>	<b>7</b>
<b>Week 1</b>		
<b>12</b>	<b>13</b>	<b>14</b>
<b>Week 2</b>		
<b>19</b>	<b>20</b>	<b>21</b>

<b>Week 1</b>		
<b>26</b>	<b>27</b>	<b>28</b>
<b>Week 2</b>		

## Honesty

I am truthful and sincere.

<b>Thursday</b>	<b>Friday</b>	<b>Saturday/Sunday</b>
<b>1</b>	<b>2</b> <b>Good Friday</b> (schools closed)	<b>3</b>
		<b>4</b>
<b>8</b>	<b>9</b>	<b>10</b>
		<b>11</b>
<b>15</b>	<b>16</b>	<b>17</b>
		<b>18</b>
<b>22</b>	<b>23</b>	<b>24</b>

		25
29	30	

# May 2020

Monday	Tuesday	Wednesday
3	4	5
Week 1		
10	11	12
Week 2		
17	18	19

<b>Week 1</b>		
<b>24</b> <b>Victoria Day Holiday</b> (schools closed)	<b>25</b>	<b>26</b>
<b>Week 2</b> <b>31</b>		

## Empathy

I respect and understand the feelings of others. I act with kindness and compassion.

Thursday	Friday	Saturday/Sunday
		<b>1</b>
		<b>2</b>
<b>6</b>	<b>7</b>	<b>8</b>
		<b>9</b>
<b>13</b>	<b>14</b>	<b>15</b>
		<b>16</b>
<b>20</b>	<b>21</b>	<b>22</b>

		23
27	28	29
		30

## June 2020

Monday	Tuesday	Wednesday
	1	2
Week 1		
7	8	9
Week 2		
14	15	16
Week 1		
21	22	23

<b>Week 2</b>		
<b>28</b>	<b>29</b>	<b>30</b>

## Courage

I face my fears with confidence – being brave. I face challenges directly.

<b>Thursday</b>	<b>Friday</b>	<b>Saturday/Sunday</b>
<b>3</b>	<b>4</b>	<b>5</b>
		<b>6</b>
<b>10</b>	<b>11</b>	<b>12</b>
		<b>13</b>
<b>17</b>	<b>18</b>	<b>19</b>
		<b>20</b>
<b>24</b>	<b>25</b>	<b>26</b>
		<b>27</b>


## APA Referencing Guide

### Basic Guidelines

- Must appear on a separate page at the end of your finished product
- Centre the title, Reference List, at the top of the page (same size/font as rest of text)
- Order all entries alphabetically by the author's surname or the organization
- If the entry goes onto a second line, indent five spaces – this is called a hanging indent
- Double-space the entire document
- Do not number or categorise entries
- Follow the format **precisely**, including italics, punctuation and capitalization

### Reference List

Hasan, H. (2009). *Caffeine and nicotine*. New York: Rosen Publishing.

Book

O'Brien-Fehr, K. (2012). Medical drug abuse. In *The Canadian Encyclopedia*. Retrieved from

<http://www.thecanadianencyclopedia.com>

Encyclopedia

Smith, L. (May 31, 2011). Energy drinks make children fatter, not fitter. *The Chronicle*.

Retrieved from <http://sks.sirs.com>

Database

World Health Organization. (2012). *Ageing*. Retrieved from <http://www.who.int/en/>

Web

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#### **What must be cited:**

1. Direct quotations
2. Statistics/specific numbers
3. Anything that is not yours (idea, opinion, map, graph etc.)
4. Facts that are not considered common knowledge
5. Highly controversial material

#### **How to do it:**

Put the in-text citation, in brackets, at the end of the sentence that contains the cited material before the final punctuation.

##### **1. Books/ print material**

Include name of author or editor, year of publication and page number(s).

Prime Minister King ensured parliament's support of World War II when he said, "Conscription if necessary, but not necessarily conscription" (Fielding, 2001, p. 184).

##### **2. Internet/electronic sources**

Include name of author or sponsoring organization and year.



Accidents involving children during the Industrial Revolution in Great Britain were frequent. In one such case, a girl named Mary Bucktrout lost her arm when it was pulled into a machine she was cleaning (Spartacus Educational, 2006).

**Remember that not citing your information is a form of plagiarism!!!**

## MLA Citation Guide

### Basic Guidelines

- Must appear on a separate page at the end of your finished product
- Centre the title, Works Cited, at the top of the page (same font/style as rest of text)
- Alphabetize all entries by the author's last name, or by the title if the author is unknown
- If the entry goes onto a second line, indent five spaces (hanging indent)
- Double-space the entire document
- Medium of publication (print, web, dvd etc.) is required
- URLs for Web publications are not provided
- Do not number entries or categorize entries under subheadings
- Follow the format **precisely**, including italics, punctuation and capitalization

### Works Cited

Hasan, Henry. *Caffeine and Nicotine*. New York: Rosen Publishing, 2009. Print.

Book

O'Brien-Fehr, Kenneth. "Medical Drug Abuse." *The Canadian Encyclopedia*.

Historica-Dominion, 2012. Web. 30 August, 2012.

Encyclopedia

Smith, Linda. "Energy Drinks Make Children Fatter, Not Fitter." *The Chronicle*.

31 May, 2011. SIRS Knowledge Source. Web. 12 July, 2012.

Database

"Vaccines." *World Health Organization*. World Health Organization, 2012. Web. 4 September, 2012.

Web

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## MLA (In-text Citations)

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1. Direct quotations
2. Statistics/specific numbers
3. Anything that is not your own (idea, opinion, map, graph etc.)
4. Facts that are not considered common knowledge
5. Highly controversial material

### **How to do it:**

*Put the in-text citation, in brackets, at the end of the sentence that contains the cited material before the final punctuation.*

#### **1. Books/ print material**

*Include the author's name, a space and the page number.*

The “scientific community has recognized acid rain as a serious environmental threat and has developed technological equipment to help reduce pollution into the air” (Anderson 28).

#### **2. Internet/electronic sources**

*Include the author or name of the site.*

Accidents involving children during the Industrial Revolution in Great Britain were frequent. In one such case, a girl named Mary Bucktrout lost her arm when it as pulled into a machine she was cleaning (Spartacus Educational).

**Remember that not citing your information is a form of plagiarism!!!**