



STUDENT HANDBOOK AND AGENDA 2026 – 2027

BISHOP REDING CATHOLIC SECONDARY SCHOOL
1120 MAIN STREET EAST
MILTON, ONTARIO L9T 6H7

WWW.WERBR.CA
Twitter: @BishopReding

Telephone: 905-875-0124
Attendance: 905-875-4516
Fax: 905-875-2908

PRINCIPAL .
Mr. Christopher Chliszczyk

VICE-PRINCIPALS
Ms. Naomi Coffey
Mr. Stephen Ferraro
Mr. Adam Mikitzel
Ms. Catherine Serafim

CHAPLAIN
Marie O'Connell

His Excellency the Most Reverend Bishop Paul Francis Reding



Bishop Reding Catholic Secondary School was established in 1986. The school has developed a reputation for excellence in Catholic education. The school was named for His Excellency the Most Reverend Bishop Paul Francis Reding, Bishop of the Hamilton Diocese from September 14, 1973 until his death on December 8, 1983.

Bishop Reding was born in Hamilton on February 14, 1925. Bishop Reding studied Philosophy and Theology at St. Augustine's Seminary in Toronto from 1943-1950. On June 3, 1950, he was ordained to the priesthood. On September 14, 1966, Bishop Reding was consecrated at his Episcopal ordination as Auxiliary Bishop of Hamilton. In 1973, he was named Bishop of Hamilton.

Throughout his life, Bishop Reding was committed to maintaining and strengthening the Catholic education system. Bishop Reding was also a strong voice within the Canadian Conference of Catholic Bishops in his later years.

In 1980, as representative of the Canadian Conference of Catholic Bishops, he attended and concelebrated the funeral Mass for the martyred Archbishop Oscar Romero in El Salvador in South America. Because of the vast crowds in attendance, the Mass was held in the courtyard outside the Church entrance. The funeral Mass was interrupted by bomb explosions and intense gunfire. Panic broke out and many took refuge in the Church. Fortunately, Bishop Reding was taken to a safe haven and eventually flown home. That day, forty people died and another 200 were seriously injured.

Bishop Reding continued to make trips to Latin America to visit missions, dioceses and churches. He was deeply moved by the faith of the people of Latin America. Living in poverty and being victims of social and political injustice, they never lost their faith, but rather stood firm in their beliefs despite danger. For the remainder of his years, Bishop Reding committed himself to speak out on behalf of oppressed people and did all he could to correct injustices.

MISSION STATEMENT

Bishop Reding Catholic Secondary School, in partnership with home and Church, is dedicated to providing excellence in Catholic education by developing Christ-centred individuals, productive and compassionate citizens enabled to transform society. As a school community, we:

- Recognize the inherent dignity of all people as children of God.
- Promote the development of the whole person, mind, body and spirit.
- Inspire the pride that comes from hard work and genuine achievement of academic excellence and personal goals.
- Foster an understanding of Gospel values.
- Live by faith inside and outside the school community.
- Believe in each student's potential to graduate as thoughtful, discerning, and contributing members of society.
- Value diversity as an enriching aspect of community.
- Encourage partnership with home, church, and community to achieve these goals.

USEFUL NUMBERS

Children's Aid Society	905-333-4441
COAST (Crisis Line)	1-877-825-9011
Family Adolescence Straight Talk (FAST)	905-469-6338
Family Violence Treatment Program	905-637-5256
Halton Adolescence Support Services (ROCK)	905-875-2575
Halton Alcohol/Drugs/Gambling (ADAPT)	905-693-4250
Halton Family Services	905-845-3811
Halton Sexual Abuse Program	905-825-3242
Halton Women's Place	905-878-8555
Milton District Hospital	905-878-2383
North Halton Distress Centre	905-877-1211
Ontario Family Guidance Centre	905-877-6971
Reach Out Centre for Kids (ROCK)	905-875-2575
Sexual Assault Services for Halton	905-875-1555
Transportation and Bussing	1-888-803-8660
Uniforms- RJ McCarthy's	1-800-668-8261
Victim Services Unit	905-825-4141 ext.2265

Bishop Reding
Daily School Schedule 2026 2027

Warning Bell	8:00 a.m.
Period One	8:05 – 9:20 a.m.
Period Two	9:25 – 10:40 a.m.
Period Three A	10:45 – 12:00 p.m.
Period Three B	12:05 – 1:20 p.m.
Period Four	1:25 – 2:40 p.m.
Travel Time Between All Periods is 5 Minutes Please Do Not Dismiss Students Before the End of a Class	

School Mass Schedule

Warning Bell	8:00 a.m.
Period One A	8:05 – 9:10 a.m. Gr. 9 & 11
Period One B	9:15 – 10:20 a.m. Gr. 10 & 12
Period Two	10:25 – 11:25 a.m.
Period Three A	11:30 – 12:30 p.m.
Period Three B	12:35 – 1:35 p.m.
Period Four	1:40 – 2:40 p.m.
Travel Time Between All Periods is 5 Minutes Please Do Not Dismiss Students Before the End of a Class	

IMPORTANT DATES

Semester One	
September 1	Labour Day
September 2	PD Day
September 3	PD Day
September 8	First Day of School
October 9	PD Day
October 12	Thanksgiving
October 13	Grade 8 Information Night
October 20	Advanced Placement Night
October 22	Progress Reports
November 4	Take Our Kids to Work
November 5	Parent Teacher Conferences
November 19	Mid Term Report Card Distribution
November 27	PD Day
December 2	Advent/Anniversary Mass
December 21- Jan. 1	Christmas Break
January 27 –February 3	Exams
February 5	PD Day
Semester Two	
February 8	First day of Semester 2
February 10	Ash Wednesday
February 12	Report Card Distribution
February 12	PD Day
February 15	Family Day
March 15-19	March Break
March 25	Holy Thursday
March 26 - 29	Easter Weekend
April 1	Parent Teacher Conferences
April 19	PD Day
April 23	Mid Term Report Card Distribution
May 3 - 7	Catholic Education Week Mass
May 24	Victoria Day
May 28	Prom
June 2	Grad/Year End Mass
June 14-25	Exams
June 23	Graduation
June 29	Last day of School
June 30	PD Day
July 2	Report Card Distribution

Please note some dates are tentative and may change.

STUDENT CODE OF BEHAVIOUR

1. Attend all classes regularly and arrive on time. Sign out at the Attendance Office if you must leave early or sign in if you come late.
2. Answer politely when spoken to by a staff member. If asked, give your name and follow instructions.
3. Respect the rights, beliefs and property of others.
4. Be courteous at all times. Inappropriate language, sounds or gestures are not acceptable.
5. Show respect for the National Anthem and Morning Prayer and listen attentively during announcements.
6. Comply with the non-smoking policy of the school.
7. Go to the library or the study area of cafeteria if you do not have a scheduled class.
8. Show respect and care for the school facilities, property, and equipment.
9. Students must report to the Main Office when sent out of class when directed by staff members or risk progressive discipline.
10. "Civvies Days" and "Spirit Days" are non-uniform days. Students who donate money to a named charity will be allowed to wear appropriate civvies or school spirit attire.

The following rules apply:

- No chains, studded jewellery, etc.
- No beachwear and/or no ripped or torn clothing
- No bare shoulders or midriffs (including spaghetti straps)
- No short skirts, no shorts above the knee
- No inappropriate or offensive logos or slogans on clothing
- No hats, baseball caps, etc.

The administration will determine the appropriateness of clothing for civvies days and reserves the right to ask students to change during school hours and/or at school sponsored events beyond the regular school day.

CODE OF CONDUCT FOR HCDSB SECONDARY STUDENTS

The Code of Conduct for Halton Catholic Schools sets clear standards of behaviour. In accordance with the Ontario Code of Conduct, it specifies the consequences for student actions that do not comply with these standards. The standards of behaviour apply to all individuals involved in the Catholic school system – students, principals, teachers and other school staff members, parents or guardians, and volunteers whether they are on school property, on school buses or at school-authorized events or activities. It is the expectation of the Board that students will respond positively to this policy and act accordingly.

The Halton Catholic District School Board expects staff, students and community members involved in school programs and school and Board authorized activities to exhibit behaviour which complies with:

1. The Halton Catholic District School Board Code of Conduct;
2. The Standards of Behaviour in the Ontario Code of Conduct;
3. Halton Catholic District School Board Policies II-39 (Progressive Discipline and Safety in Schools), II-40 (Bullying Prevention and Intervention) and Procedure VI 44 (Progressive Discipline and Safety in Schools); and,
4. The Education Act as amended by the Progressive Discipline and Safety in Schools Act, 2007.

ROLES AND RESPONSIBILITIES

Students are to be treated with respect and dignity. Students have the right to learn in a safe, orderly, and stimulating Catholic environment and to be conscientiously instructed by the teaching staff. In return, they must demonstrate respect for themselves, for others, and for the responsibilities of citizenship through acceptable behaviour.

Students demonstrate respect and responsibility when they:

- participate fully in the religious life of the school, including the celebration of liturgy, Religious Education courses, and related activities;
- develop personal skills and talents to serve God, and thereby his/her neighbour;
- contribute positively to the Catholic climate of the school and exhibit the responsibilities of citizenship;
- cooperate with all adults in positions of authority in the school community;

- comply with all school expectations and regulations respecting student behaviour;
- use language that is appropriate to their dignity as Catholics;
- adhere to the school dress code;
- respect the school property and property of others at all times;
- come to school prepared, on time and ready to learn;
- refrain from bringing anything to school that may compromise the safety of others;
- exercise self-discipline and accountability for their actions based on age and individual ability.

Principals, under the direction of the Board and appropriate senior staff, take a leadership role in the daily operation of a school. They provide this leadership when they:

- demonstrate care for the school community and a commitment to academic excellence in a safe teaching and learning environment;
- hold everyone, under their authority, accountable for their behaviour and actions;
- empower students to be positive leaders in their school and community;
- communicate regularly and meaningfully with all members of their school community.

Teachers and other school staff members, under the leadership of their principals, maintain order in the school and are expected to hold everyone to high standards of respectful and responsible behaviour. As Catholic role models, staff upholds these high standards when they:

- help students work to their full potential and develop their self-worth;
- empower students to be positive leaders in their classroom, school, and community;
- communicate regularly and meaningfully with parents;
- maintain consistent standards of behaviour for all students;
- demonstrate respect for all students, staff, parents, volunteers, and the members of the school community;
- prepare students for the full responsibilities of citizenship as outlined in the Catholic Graduate Expectations.

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

- show an active interest in the child's school work and progress;
- communicate regularly with the school;
- help their child to be neat, appropriately dressed and prepared for school;
- ensure that their child attend school regularly and on time;

- promptly report to the school their child's absence or late arrival;
- show that they are familiar with the provincial Code of Conduct, the Board's code of conduct and the school rules;
- encourage and assist their child in following the rules of behaviour;
- assist school staff in dealing with disciplinary issues involving their child.

Police are essential partners in making our schools and communities safer. Police investigate incidents in accordance with the protocol developed with the local school board. These protocols are based on a provincial model developed by the Ministry of the Solicitor General and the Ministry of Education.

PROGRESSIVE DISCIPLINE

Progressive discipline is a non-punitive, whole-school approach that uses a continuum of corrective and supportive interventions, supports and consequences to address inappropriate behaviour and to build upon strategies that promote positive behaviours. Consequences include learning opportunities for reinforcing positive behaviour and assisting pupils to make good choices. The range of interventions, supports, and consequences used by the Board and all schools must be clear and developmentally appropriate. For pupils with special education and/or disability related needs, interventions, supports and consequences must be consistent with the expectations in the student's IEP and/or his/her demonstrated abilities. Appropriate action must consistently be taken by schools to address behaviours that are contrary to provincial and Board Codes of Conduct.

The Board, and school administrators, must consider all mitigating and other factors, as required by the Education Act and as set out in Ontario Regulation 472/07. Progressive discipline may also include early and/or ongoing intervention strategies, such as:

- Contact with the pupil's parent(s)/guardian(s);
- Oral reminders;
- Review of expectations;
- Written work assignment with a learning component;
- Peer mentoring;
- Referral to counseling;
- Conflict mediation and resolution; and/or
- Consultation

Progressive discipline may also include a range of interventions, supports and consequences when inappropriate behaviours have occurred, with a focus on improving behaviour, such as one or more of the following:

- Meeting with the pupil's parent(s)/guardian(s), pupil and participant;
- Referral to a community agency for anger management or substance abuse counseling;
- Detentions;
- Withdrawal of privileges;
- Withdrawal from class;
- Restitution for damages;
- Restorative practices; and/or
- Transfer with support.

In some cases, short-term suspension may also be considered a useful progressive discipline approach. Notwithstanding the above, the principal will take immediate and appropriate action in any situation involving the welfare of others.

SUSPENSION

The Board supports the use of suspension and expulsion as outlined in Part XIII of the Education Act, the Progressive Discipline and Safety in Schools Act, 2007, Board Policy II-39, Administrative Procedure VI – 44, where a student has committed one or more of the infractions outlined below on school property, during a school-related activity or event, and/or in circumstances where the infraction has an impact on the school climate. The principal will also contact the police consistent with the Police and School Response Protocol if the infraction the pupil is suspected of committing requires such contact. When in doubt, the principal will consult with his or her Superintendent.

The infractions for which a suspension may be imposed by the principal include:

1. Uttering a threat to inflict serious bodily harm on another person.
2. Possessing alcohol, illegal and/or restricted drugs.
3. Being under the influence of alcohol.
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. Aggressive and typically repeated behaviour by a pupil where:
 - (a) The behaviour is intended by the pupil to have the effect of, or the pupil ought to know that the behaviour would be likely to have the effect of:
 - i) Causing harm, fear or distress to another individual, including physical, psychological, social or academic harm, harm to the individual's reputation or harm to the individual's property, or
 - ii) Creating a negative environment at a school for another individual.

b) The behaviour occurs in a context where there is a real or perceived power imbalance between the pupil and the individual based on factors such as size, strength, age, intelligence, peer group power, economic status, social status, religion, ethnic origin, sexual orientation, family circumstances, gender, gender identity, gender expression, race, disability or receipt of special education; (“intimidation”).

Behaviour includes the use of any physical, verbal, electronic, written, or other means.

Bullying includes, but not limited to bullying by electronic means (COMMONLY KNOWN AS CYBER-BULLYING), such as:

(a) Creating a web page or a blog in which the creator assumes the identity of another person.

(b) Impersonating another person as the author of content or messages posted on the internet.

(c) Communicating material electronically to more than one individual or posting material on a website that may be accessed by one or more individuals.

(d) The inappropriate use of social media/text messaging, etc.

7. Any act considered by the principal to be injurious to the moral tone of the school.
8. Any act considered by the principal to be injurious to the physical or mental well-being of members of the school community.
9. Any act considered by the principal to be contrary to the Board or School Code of Conduct including but not limited to the following:

- Academic dishonesty - attempting to deceive by cheating, copying, or plagiarizing
- Defiance – refusal to comply with persons in authority
- Disorderly conduct – persistent opposition to authority, conduct injurious to the moral tone of the school or to the physical and mental well-being of others in school
- Explosive devices – use of or possession of explosive devices
- Extortion – to take money, homework or property under threat of harm or duress
- Fire setting, bomb threat, fire alarm – setting a fire or an act that places individuals, property, or community at risk
- Harassment – repeated comments or conduct that is known or ought to be known as unwelcome

- Hate Crimes – words or actions considered offensive in reference to a person’s race, religion, culture, gender, age, appearance or disability
- Smoking on school property – violation of the Tobacco Control Act
- Theft – taking, possessing property without the permission of the owner
- Trespass – unauthorized presence on school property
- Truancy – persistent unexplained absence
- Vehicle use – reckless or dangerous use of a vehicle i.e. Car, motorcycle, bicycle etc.

A pupil may be suspended only once for any incident of an infraction. A pupil may be suspended for a minimum of one (1) school day to a maximum of twenty (20) school days.

EXPULSION

Given reasonable grounds to believe that a pupil has committed one or more infractions outlined below on school property, during a school related activity or even, and/or in circumstances where the infraction has an impact on the school climate, the principal will suspend the pupil and may recommend an expulsion. When in doubt, the principal will consult with his or her Superintendent. The enumerated activities are:

1. Possessing a weapon, including possessing a firearm.
2. Using a weapon to cause or to threaten bodily harm to another person.
3. Committing physical assault on another person that causes bodily harm requiring treatment by a medical practitioner.
4. Committing sexual assault.
5. Trafficking in weapons or restricted drugs.
6. Committing robbery.
7. Giving alcohol to a minor.
8. An act considered by the principal to be significantly injurious to the moral tone of the school and/or to the physical or mental well-being of others (e.g., theft, academic dishonesty, hazing activities, harassment, verbal abuse, extortion, possession of an explosive substance, distribution of hate material, etc.).
9. A pattern of behaviour that is so inappropriate that the student’s continued presence is injurious to the effective learning and/or working environment of others.
10. Activities engaged in by the student on or off school property that cause the student’s continuing presence in the school to create an unacceptable risk to the physical or mental well-being of other person(s) in the school or Board.

11. Activities engaged in by the student on or off school property that have caused extensive damage to the property of the Board or to goods that are/were on the Board's property, (e.g. inappropriate use of electronic and/or voice mail systems, fire setting, etc.).
12. The student has demonstrated through a pattern of behaviour that s/he has not prospered by the instruction available to him or her and that s/he is persistently resistant to making changes in behaviour which would enable him or her to prosper, (e.g. neglect of duty, truancy, consistent opposition to authority, etc).
13. Any act considered by the principal to be a serious violation of the Board or school Code of Conduct.

In accordance with the Police and School Response Protocol/School Board Procedural Protocol, police shall be contacted by the principal for but not limited to the above infractions. Consequences resulting from criminal charges related to school incidents are independent of those imposed under the Education Act.

Before deciding whether to impose a suspension, expulsion or some other form of discipline, a principal will make every effort to consult with the pupil, where appropriate, and the pupil's parent(s)/guardian(s) (if the pupil is not an adult pupil) to identify whether any mitigating and/or other factors might apply in the circumstances.

The **mitigating factors** to be considered by the principal before deciding whether to impose a suspension are:

1. Whether the pupil has the ability to control his or her behavior.
2. Whether the pupil has the ability to understand the foreseeable consequences of his or her behavior.
3. Whether the pupil's continuing presence in the school does or does not create an unacceptable risk to the safety of any other individual at the school.

If a pupil does not have the ability to control his or her behaviour or does not understand the foreseeable consequences of his/her behaviour, the principal will not suspend the pupil. Alternative discipline and/or other intervention may be considered by the principal in such circumstances. If the pupil poses an unacceptable risk to the safety of others in the school, the principal will consult with his/her Superintendent regarding appropriate accommodations and/or strategies that might be instituted to ensure safety of pupils, staff, and others in the school.

Other Factors to be Considered

Where the pupil is able to control his/her behaviour and is able to understand the foreseeable consequences of his/her behaviour, the principal will consider whether the following factors mitigate the length of a suspension or the decision to apply a suspension as a form of discipline for the pupil:

1. The pupil's academic, discipline and personal history.
2. Whether progressive discipline has been attempted with the pupil, and if so, the progressive discipline approach(es) that has/have been attempted and any success or failure.
3. Whether the infraction for which the pupil might be disciplined was related to any harassment of the pupil because of race, ethnic origin, religion, creed, disability, gender or gender identity, sexual orientation or harassment for any other reason.
4. The impact of the discipline on the pupil's prospects for further education.
5. The pupil's age.
6. Where the pupil has an IEP or disability related needs.
7. Whether the behaviour causing the incident was a manifestation of the pupil's disability.
8. Whether appropriate individualized accommodation has been provided.
9. Whether a suspension is likely to result in aggravating or worsening the pupil's behaviour or conduct or whether a suspension is likely to result in a greater likelihood of further inappropriate conduct; and Whether or not the pupil's continuing presence at the school creates an unacceptable risk to the safety of anyone in the school.

VIOLENT THREAT RISK ASSESSMENT (VTRA)

It is recognized by the Halton Catholic District School Board, the Halton Police Services Board and other community stakeholders that incidents of violence in schools are often preventable through early intervention in response to threatening behaviour or non-threatening but worrisome behaviour. Taking steps to identify at risk students through early and ongoing assessment and intervention strategies may reduce the need for disciplinary action and police interventions. School teams may carry out a Violent Threat Risk Assessment in such situations and will act accordingly to support the student(s).

MOBILE PHONES AND PERSONAL ELECTRONIC DEVICES

The unauthorized use of any electronic device (e.g. digital camera, mobile phone, iPhone, Blackberry, PDA, iPod, etc.) to record and/or transmit data, information, or pictures on school property will result in the confiscation of the device in question. In addition, the offending individual will face consequences as per the Code of Conduct as prescribed under Board Policy. The school will not be responsible for any losses or damages.

ROLLERBLADES AND SKATEBOARDS

The use of rollerblades, skateboards or “wheelie” shoes is not permitted on school property. These items are subject to confiscation and will be returned to the student at the discretion of the administration.

IMPORTANT SERVICES AT BISHOP REDING

Chaplaincy Services

Chaplaincy is one of the resources available to students. The school Chaplaincy leader needs your input and support as he/she prepares and conducts school liturgies and other service projects which signify that we are a Catholic Christian Community. Get to know your School Chaplaincy Leader by dropping in to the office for a visit or by volunteering your talents for one of our school projects. Social justice issues such as homelessness, pro-life and environmental causes are a few of the many projects that the School Chaplaincy Leader oversees. The School Chaplaincy Leader is available for personal, confidential counselling and for spiritual guidance. If you wish to make an appointment with the School Chaplaincy Leader, please drop by the chaplaincy office or see the guidance secretary in Student Services.

Retreats, School Liturgies and Special Speakers

At various times during the year, students will participate in scheduled retreats, school liturgies or special speaker events. Such involvement is not only compulsory but essential to building commitment and witness to Christian faith in our Catholic Secondary schools. By choosing to attend Bishop Reding Catholic Secondary School, a student accepts and agrees to be present at various religious activities, including school liturgies, retreats or other special events

The Student Services Department

The Student Services Department, in cooperation with the total school community, exists to meet the needs of the students. School counselors, teachers, administration and other school personnel work as a team in the counseling and guidance process in order to assist the students to grow in their Catholic values, develop self-esteem, set realistic goals and develop their potential.

Our Student Services program provides students with opportunities to:

- Expand their knowledge and understanding of the self and develop an appreciation of their individual potential to contribute to society
- Develop an understanding of effective relationships
- Develop the knowledge, skills and attitudes needed to make appropriate post-secondary decisions
- Explore potential careers in relation to themselves, educational alternatives and their desired lifestyles

Special Education Services

The Special Education Department recognizes that education must address the unique strengths and needs of all students. It is understood, therefore, that all students have the right to access quality education and to develop to their fullest potential. Our Special Education Programs are fully integrated into all aspects of the school environment. The resource teachers work collaboratively with staff members in a variety of ways. These may include providing assistance with program modification, providing in-class support, and providing subject teachers with individual student profiles.

Child Youth Counselor

The Child Youth Counselor is a support staff member of Bishop Reding who encourages the healthy development of our students through confidential, individual counseling or group work. The Child Youth Counselor's goal is to provide assistance with social and emotional issues. Through support and guidance that is offered, it is believed that this will foster the student's personal development to help with academic success.

Social Worker

The school Social Worker is a support staff member of Bishop Reding who encourages the healthy development of our students through confidential and individual. The Social Worker's goal is to provide assistance with emotional and mental health issues. Through support and guidance that is offered, it is believed that this will foster the student's personal development to help with academic success and emotional well-being.

Police Liaison Officer

The Police Liaison Officer is an essential partner in making our schools and communities safer. The officer investigates incidents in accordance with the protocol developed with the local school board. These protocols are based on a provincial model developed by the Ministry of the Solicitor General and the Ministry of Education.

Library Resource Centre

The library supports the learning activities and research requirements of both students and staff. The library is open all day for class bookings and for quiet individual study. Full uniform is required and food and drink are **NOT** permitted. The librarian is always available for research assistance, so please feel free to ask for help any time.

Additional Support Services Available at Bishop Reding

School Nurse and Mental Health Nurse, Youth Settlement Worker, Student Success Programs, Credit Recovery, Credit Rescue, Student Success Teacher

GENERAL INFORMATION

Exams

Exam schedules will be posted on the Bishop Reding website early in the school year. Please refrain from scheduling vacations during these crucial periods of the year as exams will not be rescheduled for students.

Injuries

If a student is injured at school, the student or a witness is to inform the Vice Principal immediately.

School Bus

Transportation by school bus is a privilege. Appropriate student behaviour is always expected with safety the overriding concern. Only students who have been assigned a seat by the Transportation Department are permitted to ride the assigned bus, proper identification must be provided. Only students participating in co-curricular activities will be allowed to ride the late bus.

Lockers

All students shall be provided with a heavy duty ‘Dudley’ like lock to secure their lockers. Lockers are loaned to students for their convenience but remain the property of Bishop Reding Secondary School and the Halton Catholic District School Board. STUDENTS MAY HAVE TO SHARE LOCKERS DUE TO SHORTAGE. The administration may open any locker, at any time, if just cause exists. Students must remain in their assigned lockers. Students are responsible for keeping their locker clean and presentable. Pictures and/or slogans kept inside the locker must conform to the values and ideals of Bishop Reding Catholic Secondary School. Students should not let anyone know the combination to their lock. Bishop Reding does not assume responsibility for lost or stolen items.

Student Parking

Since the school board provides transportation, students are discouraged from driving private vehicles to school. Students driving private vehicles must park in the area designated for student parking. Irresponsible use of any vehicle on school property will not be tolerated. The school reserves the right to deny access to school property to any vehicle. All students and staff must have a valid Bishop Reding Parking Pass displayed and be registered with the school.

Lost/Found

The school is not responsible for lost or stolen articles. Students are strongly urged to leave all valuables at home. Personal items should be secured in the student’s locker during the school day. Lost or found articles are to be brought to the Attendance Office. Students can claim such items from the Attendance Secretary.

Visitors

Casual visitors are not allowed into the building or on school grounds during the school day. Our students are asked not to invite visitors to the school. Parents are welcome in the school at any time; however, parents are encouraged to contact the school, during school hours, for an appointment in order to review any matter pertaining to the educational needs of their son/daughter.

Smoking & Vaping

Smoking & Vaping are known to be seriously injurious to everyone's health. Students are prohibited from smoking and/or vaping on school buses, in school buildings or on school grounds during all school activities.

STUDENT LEADERSHIP PROGRAMS

Leaders in Black (L.I.B.)

The "Leaders in Black" is a group of Grade 12 students who are involved in their school community and are chosen for their demonstrated leadership abilities. They are given opportunities to further develop their leadership skills as they are asked:

- To develop and lead programs designed to foster a safe, inclusive environment for all students.
- To help integrate new students into the school.
- To model appropriate behaviour both social and academic.
- To assist the administration, staff and students in fulfilling the school's mission and vision.
- To act as student ambassadors at school events, and to represent the school at community events.

YUnity Crew

YUnity members are senior students in Grade 11 who are role models for younger students and who strive to see success at Bishop Reding. YUnity members' communication skills, leadership potential, responsibility, and personality have helped them succeed on different levels in the high school environment, and the lessons they have learned should be shared to help others succeed. YUnity members are trained to work with the incoming grade nine class and other new students who are entering our school next fall. After the

extensive training, the YOUnity members will run grade nine orientation before school starts in August. At the orientation, each YOUnity members will be given a small group of grade nines to work with that day and throughout the year. YOUnity members will meet with their student groups to touch base, discuss problems, and plan social activities. It is hoped that contact with a grade nine student by her/his YOUnity members will promote success for the students.

Legacy

Legacy Members are junior students in Grade 10 who are role models to the incoming Grade 9 students and Grade 7 students during their transition day. Legacy allows students to gain valuable leadership experience outside of academics. These skills and talents are another way BR prepares students for the evolving world today.

ASSESSMENT, EVALUATION AND REPORTING POLICY

This policy is to ensure consistency among all teachers and departments at Bishop Reding in accordance with school policy. It is the expectation of the administration that all staff and students will abide by the policies outlined in this document. According to the Halton Catholic District School Board's Assessment, Evaluation and Reporting Guidelines:

Teachers should understand that:

- All Staff and Administration have an obligation to fully discuss with students, late and missed assignments procedures.
- The return of student assessment and evaluation needs to be timely in order to provide the students with feedback to promote growth and learning.
- Regular and meaningful communication with parents will take place throughout the semester including notifying parents when work is not submitted.

Parents should understand that:

- The due date of an assignment is set at the discretion of the teacher in consultation, where appropriate, with the students.
- Assistance is available for students who are not confident about concepts or skills in a given discipline.
- Open communication among parents, teachers and students is a key factor in developing a culture of responsibility at Bishop Reding.

- Failure to submit an assignment may result in a mark of zero being assigned.
- Certain deadlines are absolute because of professional responsibilities and deadlines i.e. report cards.
- Failure to submit work may result in no mark being recorded on a Report Card as insufficient evidence has been provided to determine that a student has met the curriculum expectations.

Students should understand that:

- All assessment and evaluation activities are due on the assigned date or within the time frame specified by the teacher. Students will be asked to clarify why they have not completed an assignment.
- Certain deadlines are absolute, i.e., the teacher needs to submit reports for reporting by a given date.
- Assistance is available when they are not confident about concepts and skills.
- They must take responsibility for their actions
- It is important to come to school prepared, on time, and ready to learn.

MISSED TEST, PERFORMANCE ASSESSMENT, AND ASSIGNMENT POLICY

Good time management is important to successful achievement. Therefore, it is the expectation of the teachers and administration of Bishop Reding that the following rules will be adhered to:

Tests

1. Students are expected to be present for all test dates and performance assessments.
2. If a student is legitimately absent for a test/performance assessment i.e. note provided by parent, the student may write an alternate test/assignment/performance assessment at the teacher's discretion. The note must acknowledge that the parent is aware that a scheduled assessment has been missed.
3. If a student knows in advance that he/she will be absent for a test/performance assessment (i.e. retreat, athletics, etc.), the student is

required to notify the teacher as soon as possible and arrangements will be made for an alternate test/performance assessment date at the teacher's discretion.

4. A student truant for a test or performance assessment may be assigned a mark of zero. Special circumstances will be considered by administration.

Assignments

1. Work assigned in class for which class time is allotted is due at the end of class.
2. When an assignment is not completed by the student, the teacher will contact the parent/guardian. The teacher, in collaboration with the student, will fill out a late assignment contract indicating a new deadline for the completion of the late assignment. The student may be assigned a mark of zero. If there is a consistent issue, the student may be referred to a Vice Principal. Participation in co-curricular activities may be suspended until the assignment is completed.
3. Students absent on the day an assignment is due must personally submit the assignment on their first day back at school or at the discretion of the teacher. Should there be extenuating circumstances (i.e. long-term illness, funeral etc.), the student's parent or guardian must notify the school and/or teacher and alternative arrangements will be made.
4. The Late/Missing Assessment Contract may be completed, or a documented phone call home must occur for late assessment pieces.
5. Plagiarism is an academic dishonesty. Students are expected to do their own work. Ideas borrowed from other sources or individuals must be properly referenced. Failure to do so may result in a mark of zero. Administration will be contacted in instances of plagiarism.

Attendance

1. Parents are expected to inform the school of their son's/daughter's absence on the day they are absent. Any student who returns to school from an absence will not be admitted to class(es) until contact with parents is made verifying the absence either by phone call or note. Parents are to put in an absence online with School Messenger. All absences from school must be justified by parents or guardians. Students, who miss class without an acceptable reason from their parent/guardian, will be recorded as truant.
2. If a student must leave school before the end of the day, they are required to sign out at the attendance office. Students under 18 years

of age, will require the permission of their parents/guardians in order

3. If a student becomes ill while at school, they must report to the attendance office immediately.
4. Students who are 18 years of age and older must complete the NOTE SIGNING PERMISSION FORM in order to sign their own notes. Students will then be allowed to sign themselves in or out of school if they have an appointment, or are ill, etc.

ABSENCES

<i>OCCURRENCE</i>	<i>ACTION</i>
1 to 9 absences	Call home by attendance office for every absence that is unexplained. The teacher discusses the absences with the student and will refer the student to the vice-principal. No student is admitted to class without an admit slip from the attendance office.
10 absences	A discussion with the student and contact with the parent by the teacher. A referral to the vice principal. The vice principal discusses the absences with the student and contacts home regarding the attendance policy.
15 absences	Second referral to the vice principal. The student requires a note from the principal or vice principal before being allowed to attend class. The student may be disqualified from attendance on field trips, or extra-curricular activities or, school events. The credit may be withheld.

TRUANCIES

<i>OCCURRENCE</i>	<i>ACTION</i>
First Truancy	The teacher/vice principal discusses the matter with the student. Parents/guardians will be informed and the teacher is notified by the vice principal. Classroom consequences or after-school detentions will be assigned.
Second Truancy	The teacher/vice principal discusses the matter with the student. Parents/guardians will be informed and the teacher will be notified. Detentions will be assigned and the parent(s)/guardian(s) and the student are warned of possible suspension.
Third, and further, Truancy	The student may be suspended as per the school's progressive discipline policy.

LATES

A student is considered late to class if the student enters the classroom after the bell has rung. In the morning, a warning bell will ring. When students hear the music, they must proceed to their classroom immediately

<i>OCCURRENCE</i>	<i>ACTION</i>
1 - 5 lates	Discussion between the teacher and the student. The teacher will contact the parents/guardians and further discuss the issue.
6 lates	Teacher refers student with a tracking sheet to vice principal. The vice principal will inform parents. Student will be subject to progressive discipline.
7 lates	Student will be consequenced along the progressive discipline continuum.
8 lates or more	Student may incur a suspension. The length of it will be at the discretion of the administration of the school

UNIFORM POLICY

The school uniform is intended to develop a sense of pride and self-discipline. By choosing to attend Bishop Reding, students and parents make a commitment to comply with and support the school uniform code. No hats, baseball caps are to be worn inside the school at any time.

Uniform Infractions – Progressive Discipline

1st Infraction	Student given a warning from Vice Principal (VP).
2nd Infraction	Student given 1 after school detention from VP.
3rd Infraction	Student given 2 after school detentions from VP; warning of class withdrawal on next infraction – parents informed of this.
4th Infraction	Class withdrawal for a day; parents informed that on that next infraction, student will be suspended.
5th Infraction	Suspension. Ongoing infractions may result in further suspension

Bishop Reding Uniform

Pants	Black McCarthy dress pants with BR logo. Pants are to be appropriately hemmed, not rolled up or tucked into socks.
Shorts	Black with red BR logo. Must be worn with short black or white socks. No rolling of the shorts.
Golf Shirt	Red, short or long-sleeved golf shirt with red BR logo. Must be worn under BR sweater.
Sweaters	Grey with the BR logo. (This does not include any spirit wear or team wear).
Shoes	Black with closed toe and heel. No slippers, slides, crocs or flip-flops are allowed.
Belt	Plain Black – no insignias or symbols, no shoelaces used as a belt.
White t-shirt, undershirt	Only plain white t-shirts/undershirts may be worn under the school shirt; coloured shirts are not allowed.

Physical Education (Gym) uniforms (t-shirts and shorts) are purchased directly from the school via Cash Online and will be distributed to students in the Physical Education classes by our Physical Educations staff.

Used uniform items are available for purchase prior to the start of the school year during our Used Uniform Sale. If your family is in financial need and requires support with uniform purchases, please contact you Vice Principal.

SEXUAL HARASSMENT, THE LAW, AND THE ONTARIO HUMAN RIGHTS CODE

Sexual Harassment, including harassment based on sexual orientation is illegal; it will not be tolerated in educational settings. Furthermore, people in positions of authority are required to exercise that authority to prevent harassment, and/or penalize the repetition of it.

The preamble of the *Ontario Human Rights Code* states that it is public policy in this province to recognize the inherent dignity and worth of every person and to provide for equal rights and opportunities without discrimination. The *Code* is aimed at creating a climate of understanding and mutual respect for the dignity and worth of each person, so that each person feels a part of the community and is able to contribute fully to the community.

Inherent in this objective is the goal of ensuring that groups protected from discrimination by the *Code* can live and work in an environment which is free from harassment. Freedom from sexual harassment and other forms of unequal treatment expressed through demeaning comments and actions based on gender is a fundamental right.

Sexual harassment and inappropriate gender-related comments and conduct are complex issues that often involve one person's attempt to assert power over another. In this society, sexual harassment and unequal treatment based on gender typically involves the abuse of male power and authority over women, resulting in the reinforcement of a woman's subordinate status in relation to the dominant male group.

Policy Statement on Sexual Harassment and Inappropriate Gender Related Comment and Conduct, Ontario Human Rights Commission, 1993.

What is Sexual Harassment?

Sexual harassment is unwanted, uninvited sexual attention. It may involve remarks, gestures, or actions of a sexual nature that makes a person feel unsafe or uncomfortable. It creates an intimidating, hostile or offensive learning environment. Sexual harassment is illegal. It may include (but is not limited to):

- Grabbing or patting/unwanted, unwelcome physical contact.
- Rude jokes or suggestive remarks of a sexual nature.
- Demeaning nicknames.
- Rating or embarrassing whistles.
- Insulting remarks about sexual orientation.
- Bragging about sexual prowess for others to hear.
- Names written on walls or desks.
- Degrading jokes, insistent requests for dates, pictures scratched on bathroom doors, rating, intimidating remarks or gestures --- all of these can be harassing.

When Sexual Harassment Escalates to Sexual Assault

It is important to note that sexual harassment is part of the continuum of violence and some harassing actions can and do escalate to sexual assault. The latter is covered by the Criminal Code and the police **must** be involved.

Bullying/Cyber-bullying /Harassment

Cyber-bullying is the use of inappropriate language, innuendo, reference or challenge with the use of any electronic device, i.e. Social Media including but not limited to: Facebook, Instagram, YouTube, student Blogs, text messaging, Snapchat, Twitter, etc.

If the school administration believes that this behavior is contrary to the moral tone or physical or mental well-being of others in the school, the student(s) in question may be suspended from 1 to 20 days with the possibility of an expulsion with police involvement.

Telecommunications Policy

To prepare students for the world in which they will participate and to provide them with resources and skills appropriate to the information age, the Halton Catholic District School Board is developing a Wide Area Network linking students to a variety of local electronic resources as well as providing access to the Internet. This access is consistent with the mission statement of the Halton Catholic District School Board.

STUDENT RESPONSIBILITIES

- When students send or publish messages or other information on the Internet, they will be expected to observe standards of courtesy and behaviour consistent with the practices and policies of the Halton Catholic District School Board.
- As students search for information and interact with others beyond their classroom, they will encounter information that may not always reflect local community standards for a variety of reasons.
- Users will not use the system for any purpose which is in violation of the law.
- Students will understand that the right to use telecommunications will be withdrawn if abused.

Vandalism

Transmission of any software having the purpose of damaging computer systems files (e.g. computer viruses) is prohibited. All software and files downloaded will be systematically checked for viruses before loading on Halton systems.

Any malicious attempt to harm or destroy data of any person, computer or

network linked to the Halton Catholic District School Board's WAN is prohibited.

Security

Users shall not share their passwords or accounts with others and must make all efforts to safeguard this information from unauthorized users.

Users shall not give out personal information such as their home address, telephone number or credit card numbers. Users shall use the school's address instead, but shall not publish the school's telephone number.

Other

The Halton Catholic District School Board provides Internet services for education purposes only. Users may not use this access to advertise or for personal gain.

1. The school shall not be liable for any indirect, incidental, or consequent damages (including lost data or information) sustained or incurred in connection with the use of, operation of, or inability to use the system.
2. Students must not attempt to access any files that are not their own unless instructed by a teacher.
3. Students are to use only the software approved by their teachers. Students must not install additional programs on the computers without prior approval.
4. Under no circumstances are students to transfer any files from a disk onto the system without subjecting them to a virus check.
5. Students must not eat, drink or chew gum in computer rooms.
6. Students who intend to use a computer outside of regular scheduled time must be supervised by a teacher.
7. Only students working on computer assignments will be allowed in the computer labs. Friends must wait elsewhere in the building.
8. The student must not exploit any gaps in security and, furthermore, must report these gaps immediately to his/her teacher.
9. The student must not seek or send images, sounds, or messages that might be considered inappropriate, obscene, abusive, offensive, harassing, illegal, or counsel to illegal activities.

Failure to observe these rules will result in loss of computer usage in your school and/or consequences consistent with the school code of behaviour.

CO- CURRICULAR STUDENT CONTRACT

Congratulations! Subject to your acceptance of the terms of this contract, you have been selected as a potential member of a Bishop Reding Co-Curricular program. At Bishop Reding we are proud of our rich school history. It is now your task to carry on this very storied tradition.

Now that you have reached this stage you must be fully aware of the responsibility that accompanies this privilege.

Your skill level has made you eligible for participation in your program. Your coach/teacher decides the technical and performance aspect of the co-curricular program. The school in conjunction with your coach and teachers may make decisions regarding your continuance with the program. We expect the following from you:

1. All Bishop Reding students must recognize that their primary function in school is to achieve **ACADEMICALLY**. To remain in a Bishop Reding Co-Curricular program you are required to maintain an acceptable grade in each class and work to the best of your ability. Any classes, assignments, etc. missed due to co-curricular events are your responsibility to catch-up on as soon as possible. If you will be missing an assessment due to an event, it is your responsibility to notify your teacher, at least one day in advance (or per your class room teacher's policy), to arrange an alternate assessment time.
2. Attendance at school is a must. Non-compliance on this matter may result in the ineligibility to participate in any event scheduled for the day of absence or immediate dismissal from the club/organization/team. If a student is too sick to attend school, then he/she is too sick to participate in an event that evening or night. Absentee from school on Friday will result in the student losing the privilege to represent Bishop Reding in weekend activities. Medical appointments with a note from physician and family emergencies with telephone contact from parents may be the exceptions to the rule.
3. Bishop Reding Co-Curricular students are expected to be ladies and gentlemen. Abusive language will not be tolerated. Tobacco, alcohol and drug use of any kind are not permitted.
4. When you are in a Bishop Reding uniform, you are a representative of this school. Remember people are watching your behaviour. They will not remember you but they will remember what school you attend. Represent us well!

5. Any equipment or uniform which has been issued to you from the school must be returned immediately upon the conclusion of the season. Should you not comply with this, then your parents will be billed accordingly.

6. Programs will have varying fees, please see your respective coach/teacher for those costs.

If you are willing to accept the above terms, then we will be pleased to have you represent Bishop Reding Secondary School in co-curricular competition.

BISHOP REDING ROYALS MASCOT

THE LION

The Meaning of the Lion as a Catholic Christian Symbol

The lion is a symbol of Christ, the Lion of Judah. The Lion Christian Symbol represents alertness and watchfulness. The lion is connected to God as a lion sleeps with its eyes open, so too does God who never sleeps as He watches over his children.

