

# STUDENT and PARENT HANDBOOK 2011 - 2012



SACRED HEART HIGH SCHOOL  
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**Mr. Murray Kuntz**

PRINCIPAL

**Mrs. Laurie Fischer**

VICE-PRINCIPAL

*This agenda belongs to:*

NAME \_\_\_\_\_

ADDRESS \_\_\_\_\_

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

PHONE \_\_\_\_\_



## *Vision Statement*

We, the students, staff, trustees, families and parishes, in partnership with our communities, will provide a Catholic education which nurtures the development of the whole student through a commitment to learning, celebrating the sacraments, embracing the teachings of Christ and giving witness to Gospel values.

### **BOARD OF EDUCATION**

#### **Trustees**

Norman Bethune Randy Rooter  
Lori DiCatri Bev Eckensweiler  
Francis Gross David Slosser  
Jules Vanhaelemesch

#### **Student Trustee**

Jocelyn King

## PURPOSE OF SACRED HEART HIGH SCHOOL

### Mission Statement

***The Catholic community of Sacred Heart reinforces the role of the family, school and church as one in nurturing the spiritual, academic, social, emotional and physical development of each person in our faith community; recognizing that commitment to learning, prayer, discipleship, service, respect for self and others and responsible citizenship is intrinsic to Gospel values.***

This defines the reason for our high school. In order for these words to be a living reality in the modern world, the serious, sensitive and determined contributions of parent, student and teacher are required.

The truly Christian community will grow, if all the contributors share in a respect for the sacredness, dignity and uniqueness of all God's people. This common desire and search for community makes a demand on all of us.

For the parent there is the necessity to provide guidance and a base of fundamental values. For the student there is the requirement to speak and act as a Christian on and off the campus and to treat with respect the facilities of the community. For the teacher there is the demand to formulate an academic program and to create an atmosphere which will allow for the growth of goodness, discipline and knowledge.

Through the meeting of our obligations, our co-operative effort will ensure the life of our school community and allow each of us the opportunity to grow as individuals according to the mind of Christ.

### PERIOD SCHEDULE

1ST BELL 9:08

<u>Timetable A</u>	<u>Timetable B</u>	<u>Timetable C</u>	<u>Timetable D</u>
Regular	Morning Assembly	P.M. Assembly	Early Dismissal
1 9:15 - 10:30	1 9:15 - 10:13	1 9:15 -10:13	1 9:15 - 10:00
2 10:37 - 11:52	A 10:20 - 11:20	2 10:20 - 11:18	2 10:07 - 10:52
L 11:52 - 12:42	2 11:27 - 12:25	L 11:18 - 12:08	4 10:59 - 11:44
4 12:42 - 1:57	L 12:25 - 1:15	4 12:08 - 1:06	L 11:44 - 12:34
5 2:04 - 3:19	4 1:15 - 2:13	A 1:13 - 2:11	5 12:34 - 1:19
	5 2:20 - 3:19	5 2:18 - 3:19	

### **USING YOUR STUDENT HANDBOOK:**

The purpose of this guide is to provide you with the necessary information relative to your responsibilities as a student, the school routines, and life at the school. Students should discuss the contents of this handbook with their parent/guardians. Use this book to its full advantage by keeping track of your homework assignments each day, your long term projects and independent study due dates. Share the calendar with your parents so that they are aware of important dates for games, holidays and lots of other activities. Use the guidelines to follow the rules and procedures in the school to have a truly successful year.

### **CATHOLIC HIGH SCHOOL RATIONALE**

It is our aim and we believe it is yours as well, to draw on our faith traditions to develop a Christian atmosphere in our school where each person's uniqueness is respected and encouraged, and where Christian values are exemplified in the routine of school life

As a responsible member of the educational community of this province, our school accepts that its major purposes are:

1. to facilitate the intellectual, physical, social, cultural, emotional and moral growth of each student, and
2. to develop more fully the knowledge, skills, and aptitudes that each student brings to the school.

In addition to the development of all the human faculties of the student, we as a Catholic school will strive:

1. to live the moral values found in the Gospel with a view to forming strong and responsible individuals who recognize God in their lives, and
2. to present Catholic Christian values not as a set of abstract objectives to be admired but as values to be lived.

To achieve these purposes, we must ensure that our school is a privileged place for the celebration of the Eucharist and the Sacraments and that it is a place of order and discipline.

## **CATHOLIC SCHOOL GRADUATE EXPECTATIONS**

The provincial expectations of the Ontario Catholic School Graduate as identified by the Institute for Catholic Education are follows:

- 1. A Discerning believer formed in the Catholic Faith community:**
  - 1a. illustrate a basic understanding of the saving story of our Christian faith;
  - 1b. participate in the sacramental life of the church and demonstrates an understanding of the centrality of the Eucharist to our Catholic story;
  - 1c. actively reflects on God's Word as communicated through the Hebrew and Christian scriptures;
  - 1d. develops attitudes and values founded on Catholic social teaching and acts to promote social responsibility, human solidarity and the common good;
  - 1e. speaks the language of life... "recognizing that life is an unearned gift and that a person entrusted with life does not own it but that one is called to protect and cherish it".
  - 1f. seeks intimacy with God and celebrate communion with God, others and creation through prayer and worship;
  - 1g. understands that one's purpose or call in life comes from God and strives to discern and live out this call throughout life's journey;
  - 1h. respects the faith traditions, world religions and the life-journey of all people of good will;
  - 1i. intergrates faith with life;
  - 1j. recognizes that "sin, human weakness, conflict and forgiveness are part of the human journey" and that the cross, the ultimate sign of forgiveness is at the heart of redemption.
- 2. An effective communicator:**
  - 2a. listens actively and critically to understand and learn in light of gospel values;
  - 2b. reads, understands and uses written material effectively;
  - 2c. presents information and ideas clearly and honestly and with sensitivity of others;
  - 2d. writes and speaks fluently one or both of Canada's official languages;
  - 2e. uses and integrates the Catholic faith tradition, in the critical analysis of the arts, media, technology and information systems to enhance the quality of life.

**3. A reflective and creative thinker:**

- 3a. recognizes there is more grace in our world than sin and that hope is essential in facing all challenges;
- 3b. creates, adapts, evaluates new ideas in light of the common good;
- 3c. thinks reflectively and creatively to evaluate and solve problems.
- 3d. makes decisions in light of gospel values with an informed moral conscience;
- 3e. adopts a holistic approach to life by integrating from various subject areas and experience.
- 3f. examines, evaluates and applies knowledge of interdependent systems (physical, political, ethical, socio-economic and ecological) for the development of a just and compassionate society.

**4. A self-directed, responsible, life long learner who:**

- 4a. demonstrates a confident and positive sense of self respect for the dignity and welfare of others;
- 4b. demonstrates flexibility and adaptability;
- 4c. takes initiative and demonstrates Christian leadership;
- 4d. responds to, manages and constructively influences changes in a discerning manner;
- 4e. sets appropriate goals and priorities in school, work and personal life;
- 4f. applies effective communication, decision-making, problem-solving, time and resource management skills;
- 4g. examines and reflects on one's personal values, abilities and aspirations influencing life's choices and opportunities;
- 4h. participates in leisure and fitness activities for a balanced and healthy lifestyle.

**5. A collaborative contributor who:**

- 5a. works effectively as an interdependent team member;
- 5b. thinks critically about the meaning and purpose of work;
- 5c. develops one's God-given potential and makes a meaningful contribution to society;
- 5d. finds meaning, dignity, fulfillment and vocation in work which contributes to the common good;
- 5e. respects the rights, responsibilities and contributions of self and others;
- 5f. exercises Christian leadership in the achievement of individual and group goals;
- 5g. achieves excellence, originality, and integrity in one's own work and support these qualities in the work of others;

- 5h. applies skills of employability, self-employment and entrepreneurship relative to a Christian vocation.

**6. A caring family member:**

- 6a. relates to family members in a loving, compassionate and respectful manner;
- 6b. recognizes human intimacy and sexuality as God given gifts, to be used as the creator intended;
- 6c. values and honours the important role of the family in society;
- 6d. values and nurtures opportunities for family prayer;
- 6e. ministers to the family, school, parish, and wider community through service.

**7. A responsible citizen:**

- 7a. acts morally and legally as a person formed in Catholic traditions;
- 7b. accepts accountability for one's own actions;
- 7c. seeks and grant forgiveness;
- 7d. promotes the sacredness of life;
- 7e. witnesses Catholic social teaching by promoting equality, democracy, and solidarity for a just, peaceful and compassionate society;
- 7f. respects and affirms the diversity and interdependence of the world's peoples and cultures;
- 7g. respects and understands the history, cultural heritage and pluralism of today's contemporary society;
- 7h. exercises the rights and responsibilities of Canadian citizenship;
- 7i. respects the environment and uses resources wisely;
- 7j. contributes to the common good.

## **STUDENT REQUIREMENTS AT SACRED HEART HIGH SCHOOL**

**1. The Law of Ontario (Regulation 262) states;**

"A pupil shall:

- a. be diligent in attempting to master such studies as are part of the program in which a pupil is enrolled;
- b. exercise self-discipline;
- c. accept such discipline as would be exercised by a kind, firm and judicious parent;
- d. attend classes punctually and regularly;
- e. be courteous to fellow pupils and obedient and courteous to teachers;

- f. be clean in person and habits;
- g. take such tests and examinations as are required by or under the Act or as may be directed by the Ministry; and
- h. show respect for school property.”

## **2. Compulsory Religious Education Courses**

All students at Sacred Heart High School are required to take one credit in Religious Studies each year of their secondary school programme.

## **3. Liturgical Celebrations**

- a. Liturgies are an essential part of community life at Sacred Heart High School. They help us grow in our knowledge, love and service of God.
- b. Liturgical celebrations are arranged throughout the year and attendance is compulsory.
- c. Students who are on study period during a liturgical celebration are required to attend.

## **INVOLVEMENT IN THE CATHOLIC COMMUNITY OF SACRED HEART HIGH SCHOOL:**

All students of Sacred Heart High School are expected to participate in Religious Functions at the school. This includes School Masses, Reconciliation Services, Retreats and all other important occasions throughout the liturgical year.

Sacred Heart High School places a high priority on the spiritual aspects of students attending this school. By entering into the community of Sacred Heart High School, you accept certain expectations.

Ultimately, our final goal as Catholics is to become Christ-like and share in His eternal life. Hopefully, our spiritual functions at this school will help us in this goal. “I am the way, the truth and the life—no one goes to the Father except by me.” John 14:6-9

Students who are unable to embrace the philosophy of Catholic Education at Sacred Heart High School will be asked to consider their withdrawal as students at the school.

Students not in attendance can expect to face the same consequences as for non-attendance during class.

## **SCHOOL RETREATS:**

Attendance is mandatory. Refusal to go on a retreat jeopardizes a student's continued enrolment at SHHS.

# **SACRED HEART HIGH SCHOOL DRESS CODE POLICY FOR**

## **Student Dress Code Policy**

*It is the endeavor of Sacred Heart High School to outline reasonable standard of dress which will mark our school as a special place. As a Catholic educational institution, Sacred Heart reflects a distinctive atmosphere within the community at large. Education is a professional activity. The way students dress needs to portray this distinction. Appropriate dress and grooming are the responsibility of the student, and where appropriate, the parents of the student.*

The clothing worn is to be neat, appropriate, clean, presentable, and modest.

1. All tops must have sleeves that completely cover both shoulders.
2. All necklines must be appropriate and modest.
3. All undergarments must be covered at all times.
4. Tops must overlap the bottoms whether you are standing or sitting. Visible midriffs or bare backs are not permitted.
5. Pajama pants are not permitted.
6. Blue denim clothing is permitted.
7. Clothing must not be tattered, ripped or frayed.
8. All shorts and skirts must be no shorter than one hand width above the knee.
9. Clothing must not promote or make reference to drugs, alcohol, sexuality, or other inappropriate behaviors.
10. Clothing must not have pictures or writing that can be interpreted with a negative or double message.
11. Military or camouflage clothing is not permitted.

*It is expected that students will accept the responsibility for dressing and conducting themselves in a manner consistent with a Catholic Secondary School. The dress code is also in effect during examinations and for any off-site trip or excursion.*

Notwithstanding the above, the suitability of student dress rests with school administration.

Students who are considered to be violating the above policy will be instructed to change into more suitable attire.

1. Teachers who notice that students are not in compliance with the

dress code policy are to send the student to change. The teacher will contact the office to let the vice-principal or principal know so a record of the incident is maintained.

2. If the student claims to have no appropriate attire available, the teacher is to send the student to the office to see the vice-principal or principal. The administrator will maintain a record of the incident and use the appropriate documentation for following up which may include:
  - a. discussion with the student
  - b. contact with parents

Habitual neglect of the dress code may result in a suspension from school.

It is trusted that this dress code policy will be carried out in the spirit that is intended. Staff and students will work together in implementing these guidelines. A final decision, if necessary, will rest with the principal or vice-principal.

### **Hats**

Hats are to be removed upon entry to the school. Hats should be stored in the student's locker or in their book bag during the school day. Hats are permitted to be worn at the end of the school day, on the way out of the building.

Any student who is observed wearing a hat in the building will be asked to give the hat to the staff member. It is expected that the student will cooperate. The staff member will deliver the hat to the office and report the name of the student.

**First offense** - the student will be able to get the hat back at the end of the day.

**Second offense** - the hat will be returned at the end of the semester.

The administrator will maintain a record of the incident and use the appropriate documentation for following up which may include

- a. discussion with the student
- b. contact with parents

Habitual neglect of the dress code may result in a suspension from school.

**PUNCTUALITY:**

You are expected to be on time for each and every subject class. Punctuality shows consideration for other people's feelings. If you are late for class, you inconvenience the teacher and the class and you cause unnecessary additional work for office staff. Punctuality is a good habit which is expected both on the job and in your personal relationships.

**REGULAR ATTENDANCE:**

Good attendance is essential if you are to be successful in school. Prospective employers will be interested in your school attendance record. Absenteeism adversely affects not only your progress but the progress of the class as well.

You are expected to:

- \* attend school regularly and to attend all classes when you are at school
- \* report to the office if you have to leave the school during the day
- \* bring a note signed by a parent to excuse you from school (e.g. for a dental appointment)
- \* sign into the healthroom when feeling sick. Your parents may be notified and asked to pick you up. School personnel are not allowed to dispense medication, e.g. aspirin.

If you are absent from school and the office has not heard from a parent on the day of your absence, you will be required to bring a note signed by a parent, to the office explaining your absence. Parents are urged to call the office on the morning of an absence to notify us of same.

When you have been absent from school the regular program continues. Any work missed during an absence is the responsibility of the student(s) and must be completed. Students should make use of a friend or peer in a class to help keep up with work.

**SMOKING:**

Sacred Heart High School is a smoke free environment and smoking is prohibited on all school property.

**Tobacco Free Environment**

The Tobacco Control Act has been renamed to the Smoke Free Ontario Act. The Smoke Free Ontario Act will continue to reduce the number of children and teens who start smoking and protect Ontarians from second-hand smoke. The Smoke Free Ontario Act states that it is illegal for anyone to sell, buy

for, or give cigarettes to anyone under the age of 19. If you are caught supplying you will be charged and the fine is **\$365.00!** It is also against the law to smoke anywhere on school property and could cost you **\$305.00!** To report someone supplying tobacco to anyone under 19 years old, call the Grey Bruce Health Unit at 1-800-263-3456.

- a) Students caught smoking on school property by school staff for the first time, will receive a warning letter.
- b) A second infraction will result in the school notifying the Tobacco Control Act Officer of the infraction. The Tobacco Control Act Officer will issue a fine.
- c) Any further infractions, the school will notify the Tobacco Control Act Officer.
- d) Out of respect of our neighbours on South Street, students are to keep to the northside of the street away from the sidewalks and property of residents of South Street.

#### **SCHOOL DANCE POLICY:**

Dances are schedule intermittently throughout the school year. The dances are held for the benefit of the students. The following guidelines will be followed for all school sponsored dances:

- a) Each Sacred Heart Student has the privilege of signing in one guest.
  - i) No Elementary Students are permitted to be signed in.
  - ii) The guest must be an enrolled student of a secondary school.
  - iii) The guest must be in possession of a valid student card.
  - iv) The guest must be accompanied by the Sacred Heart student who signed for the guest.
  - v) The guest is the responsibility of the host student.
- b) General Principles
  - i) Sacred Heart students must show student cards at the door in order to receive the activity discount.
  - ii) Once a student has been admitted to a dance, he/she must remain in the school.
  - iii) Any student or guest who leaves the building will not be re-admitted unless the supervisor has given permission for the student to leave.
  - iv) Students who plan to arrive late must give their name to the supervisor who will be responsible for putting the name on the list.

- c) Doors open: at the commencement of the dance.  
Doors close: 1-1/2 hours after the commencement of the dance.
- d) Alcohol testers (breathalyzers) will be utilized at all dances.
- e) Anyone caught under the influence of drugs or alcohol will be:
  - i) suspended as per the safe schools policy
  - ii) police may be involved
  - iii) the student may be suspended from attending school dances for one full year from the date of the infraction.

**SUSPENSIONS:**

While a student is under suspension, he/she may not participate in any school function. Students under suspension must have administrative permission to be on the school property. A student under suspension may return to school only after an interview between the parents, administration and student.

**PARKING:**

Student parking is located in the north parking lot. Students are not permitted to park in the south parking lot or along the front of the school. Students parked in a no parking zone or in staff parking can expect to have their cars towed at their own expense.

**CELL PHONES:**

The school is not responsible for the damage or loss of cell phones/ i-pods/mp3 players etc. brought onto school property. Students are strongly encouraged to keep these items at home or locked in their lockers. During class time cell phones are to be disabled and are not to be used in any way. Cell phones may not be used in washrooms or changerooms.

**DETENTIONS:**

All students will be required to serve detentions at lunch if they are truant.

# STUDENT ACTIVITIES AT SACRED HEART

All students are urged to be involved in activities at the school. Clubs, teams and student government function throughout the year. Listed are the activities.

## ACTIVITIES/CLUBS

Student Council  
Band  
Blood Donor  
Cheerleading  
Chess Club  
Community Services  
Debating Team  
Drama (Major Play)  
Graduation Committee  
Heart Cabaret  
Multi-Media Club  
O.S.A.I.D.  
Parish Ministry  
Peace & Ecology  
Prom Committee  
Public Speaking  
Robotics  
Sacred Heart TV  
School Reach  
Terry Fox Run  
Year Book  
Youth For Life

## SPORTS

Badminton  
Boys Rugby  
Boys Hockey  
Cross Country  
Curling  
Girls Hockey  
Girls Rugby  
Golf  
Jr. Boys Volleyball  
Jr. Girls Volleyball  
Jr. Girls Basketball  
Jr. Boys Basketball  
Sr. Boys Volleyball  
Sr. Girls Basketball  
Sr. Boys Basketball  
Sr. Girls Soccer  
Sr. Boys Soccer  
Sr. Girls Volleyball  
Swimming  
Tennis  
Track and Field

**Any athlete who transfers to Sacred Heart from another high school should check with Mrs. C. Mount regarding sport transfer policies. Do so quickly to avoid any confusion and heartbreak.**

### **CO-CURRICULAR POLICY:**

Students are encouraged to participate in extra-curricular activities. Students who decide to participate in extra-curricular activities are required to have marks at or above 50.

If a student's mark falls below 50%

- \* the teacher will inform the principal or vice-principal
- \* the administration will complete the extra-curricular letter with copies to the student, parent and person in charge of the activity
- \* the student will have two weeks to improve the mark to 50%
- \* at the end of the two weeks, the student can continue to participate if the mark is 50 or above
- \* if the mark is moving in the right direction and in the opinion of the teacher the student is making significant progress, the teacher may give permission for the student to continue in the activity.

### **S.H.H.S. SERVICES AND SPECIAL PROGRAMS**

#### **SCHOOL SERVICES**

- a) **ACCIDENT INSURANCE:** An optional life and accident insurance plan is offered to the students each fall. This plan is strongly encouraged for each student. All students participating in co-op placements must purchase this insurance.
- b) **AUTO DIALER:** Sacred Heart uses an auto dialer for reporting student absence. Parents are requested to phone the school in the morning that a student is going to be absent. Where a phone call or note is not received in advance of an absence, a call will be made home in the evening. If an error has occurred in reporting absence, the student must report the error to the office and receive a correction notification sheet.
- c) **CAFETERIA:** The school provides a cafeteria service. Students may either choose to purchase a hot meal or to eat lunch brought from home. Any student eating lunch at school must do so in the cafeteria. Students with sufficient time to go home for lunch may do so.
- d) **CHAPEL:** Sacred Heart has a chapel in which the Holy Eucharist is present. The chapel is available for class masses, private prayer and personal reflection, group prayer services, and the administration of the sacraments.

- e) **CHAPLAIN:** Sacred Heart High School has a teaching chaplain. They will be available to the students and staff for counselling, spiritual and personal guidance. Every Friday at lunch students have the opportunity to participate in the reciting of the rosary.
- f) **CHILD & YOUTH WORKER:** Sacred Heart High School has a full-time Child and Youth Worker, Jackie Remers. Students must be referred to her in order to access the service.
- g) **DRIVER'S EDUCATION:** Classes in Driver's Education are offered in both semesters and are open to those who are 16 years of age or older. The course has an in-school as well as an in-car component. Fees are charged.  
No late bussing is available for this program.
- h) **FIRE ALARM:** Everyone is required to vacate the building immediately when a fire alarm sounds. Fire drills will be held regularly during the school year. Anyone causing a false alarm will be subject to suspension and criminal charges.
- i) **GOOD GRIEF/SURVIVORS:** A support group program led by trained teachers/counsellors for students suffering loss due to death of a loved one. The program consists of 10 sessions offered during school time. (Please see our Chaplain.)
- j) **GUIDANCE SERVICES:** Counselling regarding school courses, admission requirements for colleges and universities, loans and bursaries, job opportunities, personal matters is available. Assistance in applying for college and universities is also available. Hours - 8:30 a.m. to 4:00 p.m. or by special appointment.
- k) **HALLWAYS & CORRIDORS:** Students who are not in a scheduled class or in a teacher supervised activity must remain out of the instructional areas - they are to be in the library or cafeteria for quiet study.  
For safety (and legal) reasons, students are not permitted to use the classrooms or gymnasium unless they are under the supervision of a staff member.  
Students and staff are expected to do their part to help keep the school tidy. Please clean up after yourself.
- l) **LATE BUS SERVICE:** Students who are engaged in extramural activities may sign up for late bus transportation. The late buses leave school at 5:15 p.m. The late buses operate 3 days per

week. **Students must sign up by the end of lunch.**

- m) **LIBRARY:** The library is open to all students who wish to engage in quiet reading and/or project research.  
Hours: Monday to Friday, 8:30 a.m. - 4:00 p.m
- n) **LOCK DOWN PROCEDURES:**  
Information regarding lockdown procedures are posted in each classroom and throughout the school. Lockdown drills will be reviewed and practiced during the school year.
- o) **LOCKERS:**
  - a) Lockers are provided for all students. Lockers are considered school property and therefore a search by school administration is permissible. The Principal/Vice-Principal have the legal right to enter a locker when necessary at the users expense.
  - b) Combination locks may be purchased at the school.
  - c) Lockers must be locked. Combinations should be kept confidential.
  - d) Money and valuable articles should not be brought to school. However, when it is necessary, please deposit valuables in the office safe. The school does not assume responsibility for any loss of property in lockers.
- p) **PAY PHONES:** There are two pay phones at Sacred Heart High School. Students are encouraged to use the pay phone when they need to contact parents.
- q) **SCHOOL LIASION OFFICER (OPP):** Sacred Heart High School has a Liasion Officer, Chris Cossitt. He is available to the students and staff for advice and guidance in matters of law.
- r) **SCHOOL PROPERTY:** Throughout the school year, school property such as textbooks, library books, team uniforms, etc. will be assigned to students. Students are expected to return this property in the same condition as it was when it was issued. Failing this, students must reimburse the school so that damage for missing articles may be replaced.
- s) **SKATEBOARDS:** As there is not a safe area for skateboarding on school property, skateboards/scooters are prohibited at Sacred Heart High School. Bus regulations also prohibit the possession of skateboards/scooters on the bus.

- t) **ROLLERBLADES:** Any student who wears rollerblades to school must remove them before entering the school building. Rollerblades must be stored in the student's locker.
- u) Bicycles may not be driven on school property during school hours.
- v) **PRESCRIBED MEDICATION:** The Catholic District School Board has a specific policy concerning the taking of prescribed medication by students at school (Policy#85-123). Parents of students who are required to take such medication are to contact the Principal for an explanation of the policy and a procedure for administering medication with the policy set-up.  
Students requiring the use of an epi-pen must notify the office. Students are encouraged to keep their epi-pen with them at all times.
- w) **MONITORING OF SCHOOL PROGRESS:** Students progress is continually monitored at all levels. Parents and/or guardians are invited to contact the teachers at any time to obtain a report of their child's progress.
- x) **EXAMINATIONS:** The dates for examinations are set at the beginning of the year. Alternate arrangements are only made in very exceptional circumstances. Vacations DO NOT qualify as exceptional circumstances. Parents are advised to book vacations so as to not interfere with this time. Students requesting a change in date for an exam MUST have the request submitted in writing to the principal at least 2 weeks prior to exams. Students under 18 must have the note submitted by a parent/guardian. In the event that a student is unable to write due to illness a doctor's certificate is required.
- y) **STUDENT EVALUATION:** In each subject, students will be informed in writing and orally by the teacher during the first week of the semester of course and test requirements. Tests and assignments will normally be returned to students no later than 10 school days following the submission by the student. By the last school day prior to the final examination, the student shall have a current term mark prior to writing the final examination. Students and/or parents can refer to the school board's policy on Secondary School Guidelines for Assessment Evaluation and Reporting, Growing Success 2010.  
**APPEALS:** Any student wishing to appeal a final mark must do so in writing, stating reasons for the appeal, within 30 days of the receipt of the semester 1 report card and by September 30 following the semester 2 report card. An appeals committee made up of 3 department heads, the vice-principal and principal, will consider the appeal within 30 days. The decision of the committee is final.

**HONOUR ROLL:** An Honour Roll is published each semester for students who have earned an average of 80% and above.

**GRIEVANCE PROCEDURE:** If a student has a grievance with a teacher, the following procedure should be followed:

- a) Contact the teacher and make an appointment to discuss the problem honestly.
- b) If further discussion is required, go to the principal or vice-principal.

- z) **PLAGIARISM/SUBMISSION OF ANOTHER STUDENT'S WORK:**  
The potential for plagiarism has increased with the availability of the Internet to most students. It is important to make students aware of the issue of plagiarism and the need to cite sources of information. They should also be provided with an outline of the requirements for citing sources they use.

Plagiarism is considered to be:

- a) stealing or passing off as one's own; the ideas or words of another.
- b) using a created production without crediting the source
- c) presenting as new and original an idea or product derived from an existing source.

Should plagiarism occur, one or more of the following disciplinary penalties may be imposed after discussed with the Area Chair and Principal:

- a) a reprimand or warning to the student that his or her behaviour has been unacceptable.
- b) a possible rewrite of the assignment
- c) a grade of 0 for the assignment

## COMPUTER TIPS FOR SHHS

All students are required to sign an "User Application for Internet Access" sheet in order to access the school network and internet. Students in violation of this policy will have their computer privileges revoked immediately.

Everyone has a **LOGIN I.D.** on the network, whether you are taking a computer course right now, or not. The login i.d. consists of: your **first 3 initials of last name**, immediately followed by **first 3 initials of first name and then @ shh** (ie. chrjea@shh for Jean Chretien). All passwords will be case sensitive and six or more characters.

**Keep your Password private:** See Mr. Gagnon if you have problems with your password.

**Always check your memory stick for viruses!** Doubleclick on white/green icon, in bottom right corner of computer screen. (NOD 32 antivirus) If you find a virus remove it from you memory stick and reboot the computer.

**To LOGOUT, at the end of a period:**

- left click the **START** button, Choose **LOG OFF**
- Turn off **monitor** only.

**Save your work frequently!**

The safest place to save is on your U: drive. **DO NOT SAVE ON THE C:** drive. C: files get deleted at the end of every day.

**How To Delete Unwanted Files:**

- Right Click on the **START** button, Choose **My Computer**.
- Click on the drive, folder, **file** that you want to delete.
- **If you are sure** it is the right file, press the delete key.

**Always verify that your printer is correct.** Check under your **Print Setup** box in your program (ie. WordPerfect) and be sure that the printer name in the box is identical to the actual printer your computer is connected to!

**Follow Appropriate Use Policy at all times.**

At year end please back up your files. They will be deleted at the end of every year.



## **Legislative Framework**

The *Education Act* requires school boards to establish policies and guidelines with respect to the conduct of persons in schools. School board codes of conduct must address such matters and include such requirements as the Ontario Ministry of Education requires. School boards are required to consider the views of school councils with respect to those policies.

The School Councils Regulation requires schools to solicit the views of school councils with respect to the development of implementation plans for the Board's code of conduct. This Code of Conduct will be consistently implemented in each school of the Board.

Policy/Program Memorandum No. 128, issued on October 4, 2007, requires that school boards revise their board code of conduct to incorporate changes in the Provincial Code of Conduct. The memorandum specifically requires school boards to ensure that their codes of conduct:

- include the standards stated in the Provincial Code of Conduct;
- set out standards of behaviour for all members of the school community, (e.g., parents, students, staff, visitors and volunteers);
- link locally developed standards to the relevant provincial standards (e.g., school board rules for the use of electronic devices such as cellphones could be linked to the provincial standard requiring those at school to "respect the needs of others to work in an environment that is conducive to learning and teaching";
- indicate where and/or when these standards will apply (e.g., in school sports activities, on school buses, in off-site school-sponsored activities, or in circumstances where engaging in an activity could have a negative impact on the school climate);
- include procedures and timelines for review (reviews must be conducted at least every three years).

In addition to requiring school boards to establish codes of conduct, the *Education Act* permits school boards to require principals to establish a local code of conduct governing the behaviour of persons in the school. All local codes of conduct must be consistent with the Provincial Code of Conduct and with the Board's Code of Conduct.

**The *Education Act* contains existing duties and responsibilities for principals, teachers and students which will impact on the creation of local codes of conduct.**

## **BRUCE-GREY CATHOLIC DISTRICT SCHOOL BOARD BOARD CODE OF CONDUCT**

The Board's Safe Schools Policy, adopted on February 1, 2008, reflects the Board's commitment to safety in our schools. The Board's Safe Schools Policy provides the foundation for this policy. All local school codes of conduct must be consistent with the legislative framework and the principles and standards established in the Safe Schools Policy. The Board's Code of Conduct is to serve as a guideline for ensuring such consistency.

### **1. The Provincial Code of Conduct**

**The *Education Act* permits the Minister of Education to establish a code of conduct governing the behaviour of all persons in schools. The purposes of the Provincial Code of Conduct are:**

- \* to ensure that all members of the school community, especially people in positions of authority, are treated with respect and dignity;
- \* to promote responsible citizenship by encouraging appropriate participation in the civic life of the school community;
- \* to maintain an environment where conflict and difference can be addressed in a manner characterized by respect and civility;
- \* to encourage the use of non-violent means to resolve conflict;
- \* to promote the safety of people in schools; and
- \* to discourage the use of alcohol and illegal drugs.

**The Provincial Code of Conduct became policy of the Minister of Education on October 4, 2007. The *Education Act* provides that every board shall take such steps as the Minister directs to bring the Provincial Code of Conduct to the attention of pupils, parents and guardians of pupils and others who may be present in schools under the jurisdiction of the board.**

### **2. Standards of Behaviour**

Under the Provincial Code of Conduct, 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, for example, race, ancestry, place of origin, colour, ethnic origin, citizenship, religion, gender, sexual orientation, age, 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; and/or
- \* not swear at a teacher or at another person in a position of authority.

All members of the school community must not:

- \* engage in bullying behaviours;
- \* commit sexual assault;
- \* traffic weapons or illegal drugs;
- \* give alcohol 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, or provide others with alcohol or illegal drugs;
- \* 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; and/or
- \* commit an act of vandalism that causes extensive damage to school property or to property located on the premises of the school.

### ***Electronic Communications and Media Devices***

All personal communication devices will be powered off and stored out of view during an instructional class and other areas in the school, unless otherwise authorized by the principal.

## **Suspension**

Under subsection 306 (1) of the *Education Act*, a principal shall consider whether to suspend a pupil if he or she believes 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 or illegal 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.
7. Any other activity that is an activity for which a principal may suspend a pupil under the policy of the board.

**If a principal decides to suspend a pupil for engaging in an activity described in subsection (1), the principal will suspend the pupil from his or her school and from engaging in all school-related activities.**

**The minimum duration of a suspension is one school day and the maximum duration is 20 school days.**

**In considering how long the suspension should be, a principal will take into account any mitigating or other factors prescribed by the regulations.**

**Under clause 306 (1) 7 of the *Education Act*, a pupil may be suspended if he or she engages in an activity that is an activity for which a principal may suspend a pupil under a policy of the board.**

**Under Board policy, a principal may suspend a pupil if he or she believes that the pupil 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. Persistent truancy (only non-compulsory school age pupils);
2. Persistent opposition to authority;
3. Habitual neglect of duty;
4. Wilful destruction of school property; vandalism causing damage to school or Board property or property located on school or Board premises;
5. Use of profane or improper language;

6. Use of tobacco;
7. Theft;
8. Aid/incite harmful behaviour;
9. Physical assault;
10. Being under the influence of illegal drugs;
11. Sexual harassment;
12. Racial harassment;
13. Fighting;
14. Possession or misuse of any harmful substances;
15. Hate-motivated violence;
16. Extortion;
17. Distribution of hate material;
18. Inappropriate use of electronic communications/media; and/  
or
19. Other – defined as any conduct injurious to the moral tone of the school or to the physical or mental well-being of others.

### **Suspension Pending Possible Expulsion**

Under subsection 310 (1) of the *Education Act*, a principal shall suspend a pupil if he or she believes 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. 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 a sexual assault.
5. Trafficking in weapons or in illegal drugs.
6. Committing robbery.
7. Giving alcohol to a minor.
8. Any other activity that, under a policy of a board, is an activity for which a principal must suspend a pupil and, therefore in accordance with this Part, conduct an investigation to determine whether to recommend to the Board that the pupil be expelled.

A pupil who is suspended under this section is suspended from his or her school and from engaging in all school-related activities.

Under Board policy, a principal may suspend a pupil pending possible expulsion if he or she believes that the pupil has engaged in any of the following activities while at school, at a school-related activity or other circumstances where engaging in the activity will have an impact on

the school climate:

1. Possession of explosive substance;
2. Serious or repeated misconduct; and/or
3. Other – defined as any conduct injurious to the moral tone of the school or to the physical or mental well-being of others.

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

In considering whether to suspend a pupil or whether to recommend to the Board that a pupil be expelled, a principal will take into account any mitigating factors or other factors prescribed by the regulations.

### **Mitigating Factors**

Pursuant to the *Suspension and Expulsion of Pupils* Regulation, the following mitigating factors shall be taken into account:

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

### **Other Factors**

The following other factors 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 his or her 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.
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.

### **3. Application of Standards of Behaviour**

The Board standards of behaviour apply to all members of the school community, including students, parents and guardians, teachers or other school staff members, volunteers and visitors.

The standards of behaviour apply:

- \* on school property;
- \* while travelling on a school bus that is owned by the Board or that is under contract to the Board;
- \* in-school sports activities;
- \* in off-site school-sponsored activities; or
- \* in circumstances where engaging in an activity could have a negative impact on the school climate.

### **4. Roles and Responsibilities**

The Board's Code of Conduct recognizes that all members of the school community, including principals, teachers and other staff members, students and parents have an obligation to comply with the standards of behaviour outlined in this policy. Each member of the school community has the following roles and responsibilities:

#### **The Board**

The Board will provide direction to its schools that ensure opportunity, excellence and accountability in the education system.

The Board is committed to the principles and standards established by the Safe Schools policy. The Board will not tolerate behaviour which jeopardizes the emotional well being or physical safety of members of the school community.

As part of its broader mandate, the Board will:

- \* 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;
- \* review these policies regularly with students, staff, parents, volunteers, and the community;
- \* seek input from school councils, their Parent Involvement Committee, their Special Education Advisory Committee, parents, students, staff members, and the school community;
- \* establish a process that clearly communicates the Provincial Code of Conduct and local codes of conduct to all parents, students, staff members, and members of the school community in order to obtain their commitment and support;
- \* develop effective intervention strategies and respond to all infractions related to the standards for respect, civility, responsible citizenship, and safety; and
- \* provide opportunities for all of the staff to acquire the knowledge, skills, and attitudes necessary to develop and maintain academic excellence in a safe learning and teaching environment.

### **Principals**

Under the direction of the Board, 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 academic excellence in a safe teaching and learning environment;
- \* holding everyone under their authority accountable for his or her 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;
- \* ensuring the communication of local codes of conduct includes a communication plan that outlines how these standards will be made clear to the entire school community, including school communities who have a significant number of parents whose first language is not English; and
- \* providing an example of respect and civility for all members of the school community.

Principals have a duty to maintain proper order and discipline within the school. Local codes of conduct are a key component of that duty. Principals shall develop local codes of conduct which are expressly tailored for their schools.

Under the provisions of the *Education Act*, principals are responsible for suspending students and for referring expulsions to the school board in appropriate circumstances. Principals will conduct investigations in accordance with the *Guidelines for Conducting a Disciplinary Investigation* developed by the safe schools administrators of the Board.

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

Under the leadership of their principals, teachers and other school staff members maintain order in the school and are expected to hold everyone to the highest standard of respectful and responsible behaviour. As role models, teachers and 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 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 responsibility of citizenship.

Teachers shall also assist principals in maintaining close co-operation with the school community and in establishing and maintaining consistent disciplinary practices in the school. In addition, teachers must assist the principals by reporting incidents and assisting the principal in conducting an investigation.

### **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 himself or herself, for others, and for those in authority;
- \* refrains from bringing anything to school that may compromise the safety of others; and
- \* follows the established rules and takes responsibility for his or her own actions.

Students are also expected to:

- \* adhere to the teachings of the Roman Catholic Church;
- \* exercise self-discipline;
- \* accept such discipline as would be exercised by a kind, firm and judicious parent;
- \* be courteous to fellow pupils and obedient and courteous of teachers;
- \* show respect for school property; and
- \* understand and comply with the Board's code of conduct.

### **Parents**

Parents play an important role in the education of their children and have a responsibility to 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 their child's school work and progress;
- \* communicate regularly with the school;
- \* help their child be neat, 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;
- \* show that they are familiar with the Provincial Code of Conduct, the Board's Code of Conduct and school rules;
- \* encourage and assist their child in following the rules of behaviour; and
- \* assist school staff in dealing with disciplinary issues involving their child.

### **Community Partners and the Police**

Police and community members are essential partners in making our schools and communities safer. Community agencies are resources that the Board uses to deliver prevention or intervention programs. Protocols are effective ways of establishing linkages between the Board and community agencies and of formalizing the relationship between them. Community partners need to support and respect the rules of their local schools. Police will investigate and respond to incidents in accordance with the Police/School Board Protocol.

## **5. Review**

The Board's Code of Conduct will be reviewed for possible revisions to be conducted every three years. The Board will continue to solicit input from school councils, parents, staff and students in the review process.

## **6. Code of Conduct for Schools**

The Board's Code of Conduct applies to each school site as the School's Code of Conduct.

### **Harassment Policy**

Students at Sacred Heart High School do not have to tolerate being victims of harassment.

**Bullying** - is typically a form of repeated, persistent and aggressive behaviour that is 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 the context where there is a real or perceived power imbalance.

**Harassment** - harassment is often, but not always, persistent, ongoing conduct or communication in any form, of attitudes, beliefs, or actions towards an individual or group which might reasonably be known to be unwelcome. A single act or expression can constitute harassment, for example, if it is a serious violation. Harassment may be either subtle or blunt.

### **What can you do?**

#### **Say Stop!**

If you or a friend is being harassed, tell the harasser you do not like the behaviour and want it stopped.

#### **Tell Someone!**

Talk to a teacher, the vice-principal or principal. It is possible that harassment can be stopped by educating the offender or mediating the conflict.

#### **Keep Records!**

If the harassment persists, write down what happened, dates, times, places, names of witnesses, and any other information that will verify what has happened.

#### **Take Action! Get Help!**

If the harassing conduct continues, use the formal complaint procedures as follows:

Step 1: Present a written complaint to the Vice-Principal or Principal. If you are uncertain of how to write the complaint make an appointment with the Vice-Principal and she will help you. The complaint should include your name, address, phone number, dates and description of the harassment.

Step 2: The Vice-Principal or Principal will investigate the complaint, notify the person who has been accused of the harassment, arrange a meeting to discuss the complaint with all concerned parties and report the results of the investigation to all parties as soon as possible. The principal may discipline the students, employee or volunteer if he feels harassment has occurred. Police may be contacted.

Step 3: If you are not satisfied with the result of the investigation by the Vice-Principal or Principal, then contact the Superintendent of Education explaining your disagreement with the decision.

Sanctions: If a student commits harassment or retaliation for complaint procedures, he/she will be subject to disciplinary action, including suspension or expulsion, consistent with the student code of conduct.

#### **Video Surveillance in School and School Buses**

Sacred Heart High School and its bus operators utilize video surveillance equipment.

The equipment is utilized for the purpose of:

- \* ensuring the on-going safety of students
- \* promoting a safe, positive learning environment in our schools
- \* controlling vandalism and theft of school property
- \* collecting information in cases where the Board has suspicion of criminal illegal activity

The following sign is posted in our school:

“The use of video surveillance is in effect.

The personal information is collected under the authority of the Education Act S. 170 and will be used to reduce/prevent property vandalism, theft and violence and to ensure the safety of students.

Questions about this collection should be directed to:

FIPPA Coordinator  
Bruce-Grey Catholic District School Board  
Catholic Education Centre  
799 16th Avenue  
Hanover, Ontario  
N4N 3A1      519-364-5820