ST. PATRICK HIGH SCHOOL

STUDENT HANDBOOK 2026-2027

Principal

Mr. Don Grant

Vice-Principals

Mr. Peter Rzeszut and Mrs. Christine Traer

621 Selkirk Street S., Thunder Bay, Ontario P7E 1T9

(807) 623-5218

Facebook	www.facebook.com/StPatrickHigh
X	www.twitter.com/TBCDSBStPatrick
Instagram	www.instagram.com/stpatricktbcdsb/
School Website	www.tncschools.ca/st-patrick

MISSION STATEMENT

St. Patrick High School is a Christ-centered community of learning and living; a community of love for, and service to God and to others. Consistent with our school motto, “Fide Et Labore Valebo”. our goal is to develop the whole person. We strive for academic excellence with concern for the spiritual, moral, emotional, social, cultural and physical growth of the student.

At St. Patrick High School, we encourage the search for self and God through a deeper understanding and living out of the Gospel values. The Tradition and practice of the Catholic Christian faith are intrinsic to the entire curriculum and life of our school. We openly express our faith through prayer, scripture reading, liturgical celebration, and service to others. These bind us together as a community where all, regardless of differences, are welcome.

SCHOOL PRAYER

Creator God, we ask for peace, love and wisdom to guide us through this day. Grant us your eyes to see the way, your ears to hear the truth, your words to speak kindly, your hands to give willingly, and your ways to lead us gently to your kingdom. Through Jesus Christ our Lord and through the prayers of our patron, St. Patrick. AMEN.

MESSAGE

Dear Students

The Staff Welcomes You!

We are extremely pleased that you have chosen to enroll at St. Patrick High School. You are encouraged to participate fully in our academic, spiritual and co-curricular life and programs.

The staff is here too support and assist you in the many curricular and co-curricular opportunities available. Each of you has the responsibility, to the best of your abilities, to develop your God given talents and gifts. We, as the staff, will strive to work with you to create an atmosphere and environment that will be supportive of your achievements and goals. We hope that his school year will be one in which you experience both success and happiness.

Have a great year!

St. Patrick High School

Administration and Staff

ST. PATRICK CATHOLIC SCHOOL COUNCIL

The purpose of the school council is to help improve student achievement and to enhance the accountability of the education system to parents. School councils are advisory in nature and their main purpose is to make recommendations to the principal of the school and the school board. The meetings are open to the public to encourage input from parents and other members of the school community. Nominations and elections will take place in September. Your involvement and participation would be welcomed.

St. Patrick High School is a Catholic High School and all students are expected to take Religious Education Courses (one each year). Each student enrolled in St. Patrick School is expected to attend all religious ceremonies and celebrations. Students who exhibit a reluctance to attend the religious ceremonies may be subject to consequences up to and including suspension.

DAILY SCHEDULE

Warning Bell	8:30	am
Period One	8:40 - 9:57	am
Period Two	10:01 -11:23	am
Lunch	11:23 -12:08	pm
Warning Bell	12:08	pm
Period Three	12:12- 1:29	pm
Period Four	1:33- 2:50	pm

POLICIES AND PROCEDURES

Section 1 General Information

1.1 Attendance

Attendance plays a critical role in students' achievement of curriculum expectations. It is the responsibility of each student to be in attendance at all times and with proper materials required for full participation. To be successful in a course, student performance will be monitored in a variety of ways: oral participation, contribution to group learning, ability to work independently and with peers. Students who habitually miss class will suffer in the evaluation process because their participation in class is a required component of every class, therefore lack of attendance will result in a lower grade. Appointments, part-time jobs, driving lessons, private music lessons etc., should be arranged at times other than when classes are in session or at exam times.

It is recognized that absences from school may occur as a result of:

- family emergencies
- illness of the student
- serious illness or death of a member of the family

Students who do not attend classes and who do not have acceptable excuses for their absences can expect to receive one or more:

a) home contact
b) counseling
c) detentions
d) an attendance contract
e) suspension from class
f) removal from class (no credit)
g) suspension from school

Recommendations for removal from a class or the school roll will be made by a Vice-Principal, in consultation with the Principal.

Students who must leave the school for legitimate reasons (i.e. illness, medical appointments) during the school day are required to obtain an "excuse slip" from the office before leaving the building. If the student is under 18 and does not have a note signed by the parent/guardian specifying the date and the reason for

leaving school, the office will contact the home before the student is excused.

Home Contact:

Maintaining regular home contact between the teacher and the home regarding attendance and progress is viewed as an essential component for success in school. Students must provide the office with their parent/guardian's phone number and notify the office immediately of any change.

Sign-In Procedure:

Students who are returning to school after an absence should report directly to class for admission with a note explaining their absence.

Late to Class:

Students are expected to be on time to each of their classes. The learning environment of others is disrupted when a student is late.

- Students arriving at school more than half an hour after class has started, with a note explaining the lateness, should report to the Main Office for an admit slip
- The home will be advised of the poor attendance patterns by the teacher
- Students with excessive lates will also face disciplinary action, which may include additional assignments and/or referral to the Vice-Principal, resulting in detentions and/or suspension from school
- If a note or a phone call from a parent has not been provided, students will receive an "unconfirmed" admit slip

Skipping:

Every attempt will be made to help a student resolve an attendance problem. Parental or guardian involvement is encouraged. Students Services will be involved where appropriate. Any absence from class or school for any part of a period or day without the permission of the home or school is considered an UNAUTHORIZED ABSENCE and may affect the successful completion of the course(s). Notes and phone calls from parents and guardians do not relieve students from the responsibility of following all school regulations. Missing time from one class to do work for another is not an acceptable reason for absence. Tests or assignments missed as a result of an unauthorized absence may be subjected to a mark of zero.

One or more of the following actions will occur following an unauthorized absence:

- home contact
- assignment of detentions
- referral to an attendance counselor
- suspension from the class
- suspension from school
- removal from the course

Vaping/Smoking:

Students are not allowed to leave school property during class time or between periods. Any student found to have left school property to vape/smoke during these times will be dealt with through our progressive discipline policy and will face detention or suspension.

20/20 Rule:

The 20/20 Rule means that no students will be allowed to leave the classroom for the first 20 minutes or the last 20 minutes of the class they are in. When you are given permission to leave, you must have your hallway passport signed and dated by your teacher. This hallway pass is found at the back of your student handbook and must be carried with you when in the halls during classes.

Spare Periods:

Students who have achieved 23 credits and are entering their grade 12 year may elect to timetable a spare period. Students on a spare must spend the period in the Learning Commons, the Cafeteria or leave the building. Students are not free to wander the halls during spares.

Extended Leaves/Absences:

Under exceptional circumstances, permission may be granted by the Principal for students to be absent for an extended period of time for personal or family reasons. Any approved absences of more than 3 school days constitutes an "extended leave of absence". Requests for an extended leave of absence should be made in wring to the Principal at least two weeks prior to the requested absence. Students are responsible for work missed during periods of absence, and must recognize that frequent or extended absence may jeopardize their successful completion of their year's programs. In the event

that parents choose to take their child(ren) out of school at times other than school holidays, the onus lies with the parents to implement a program. Teachers cannot provide detailed daily homework assignment that replicate the missed school work, however an outline will be provided for work missed to support the student.

Home Instruction:

If an illness or accident necessitates a period of extended absence from school for two weeks or more, application may be made for "Home Instruction". A doctor's certificate is required. Students on home instruction will have a teacher visit the home and work with the student in conjunction with his/her teacher, up to six hours a week.

Neighbourhood/Community Relations:

St. Patrick is a community school with neighbours. As good neighbours, it is important to respect the property of others. Any person on private property is subject to the laws regarding trespassing. The property of our neighbours is private. Students who litter or harass neighbours may be subject to school consequences.

1.2 Student Fees:

A student fee of $30 is charged to each student to help cover the cost of school handbooks, student I.D. cards, S.S.S.A.A. and O.F.S.A.A. fees and student activities. Students who have not paid student fees are ineligible to participate in co-curricular activities, dances and excursions. Fees are due the last school day in September.

The school is charged by the bank for N.S.F. cheques. This charge will be passed on to the writer of the cheque. Yearbooks will be ordered and paid for separately with the cost to be determined.

1.3 Announcements and Messages:

Announcements:

Announcements are made daily. Students are responsible for all information presented in announcements. Announcements are approved by staff.

Telephone: Messages & Usage:

Every effort will be made to relay important messages received from parents to students at appropriate times during the day. Other than emergencies,

students will not be called from classes. Pay phones are situated near the office and are available for student use. Students will not be permitted to use the phones in the school offices except for emergencies.

1.4- Lunch Periods/Cafeteria:

Conduct in the cafeteria will be in keeping with proper etiquette. Students will be in uniform; coats, jackets or any other items which do not conform to the Uniform Policy, and will not be permitted. Food may be consumed in designated areas of the school. Sunflower seeds may not be brought into the school. Students will clear any table they use and put trash in receptacles provided. Cleanliness is everyone's responsibility. The cafeteria is open during the day for students on spare periods; however, food sales end after the lunch period. Food will not be sold in between classes.

1.5- Lockers:

Lockers are the property of the Board and are loaned to students for the school year. The Board authorizes Principals/Vice-Principals to conduct reasonable and legal search and seizure in accordance with the Board policy guidelines, with due regard for the rules of evidence and respect for the rights of the individual. The administration has the authority to examine any locker at any time if it is deemed necessary.

Every student will be assigned a locker. Students are expected to use only the locker they have been assigned. Lockers in change rooms are for use only during a student's Physical Education class. Locks may be purchased at the school and placed on the lockers only after assigned to the student and after the combination is recorded in the office. If a lock is changed, the new combination must be reported to the Vice-Principal. Locks found on unassigned lockers will be removed. Only combination locks are allowed.

School insurance does not cover any losses incurred by students. Do not leave items of value in lockers. In preparation for summer-cleanup, locks must be removed and the lockers cleaned out by the LAST DAY OF EXAMS in June, or locks will be cut off.

1.6 Parking:

Students are encouraged to use public transportation due to lack of parking spaces for vehicles. Do not park in driveways or in areas reserved for staff and

visitors. Staff parking lots are under the auspices of the City Parking Authority and tickets will be issued for illegal parking.

1.7 Use of Tobacco Products on School Property:

In accordance with the Smoke-Free Ontario Act and consistent with Board Policy 726, smoking and vaping are not permitted within 20 meters of the school's property. It is against the law for any person to smoke or vape on Board property. Board Property includes all school/Board buildings and extends to private vehicles while they are parked on school/Board premises. St. Patrick High School is committed to:

a) Being smoke free; and
b) Discouraging students and staff from the use of health threatening tobacco products (i.e. Chewing Tobacco)
c) Discouraging the use of e-cigarettes and vapours
d) Students are not allowed to leave school property during class times or between periods 1&2 and 3&4 to smoke or vape. Any student in violation of this rule will be dealt with through our progressive discipline policy.

No Vaporizers (or e-cigarettes) – If you are caught with a vaporizer or vaping, the vaporizer will be confiscated, parents will be called and students will be dealt with through our progressive discipline policy.

Therefore, it is a violation of the Code of Behaviour and provincial law for students to use any tobacco products in the school or on the school property. The school is obligated to report offenders to the Thunder Bay District Health Unit Enforcement Officer. A fine or suspension will be imposed for tobacco violations.

Warnings are no longer issued to offenders. Students reported for violation of the smoking policy are subject to a fine (in excess of $300) and/or other corrective action that the Tobacco Enforcement Officer might choose to take.

1.8 - Extra-Curricular Activities:

Extra-curriculars are an integral part of the learning environment at St. Patrick High School. It is our belief that involvement in extra-curricular activities contributes to the development of the whole person. As such, the school provides an extensive extra-curricular program offering activities of interest to

all students. These are contingent upon student interest, staff involvement and the availability of sufficient resources to ensure the viability of any program. All students are encouraged to get involved in the life of the school beyond the classroom. Parents are also encouraged to participate as volunteers and supporters.

It is the responsibility of staff in charge and participants of various activities, clubs or teams to verify the eligibility of participants as detailed in this policy. A list of ineligible students is published after each formal reporting period. In addition, no extra-curricular activities, meetings, etc. are to be scheduled one week prior to or during the examination period. Requests for exceptions should be forwarded to the principal.

Eligibility:

Participation in any extra-curricular activity is a privilege, which is granted to students at St. Patrick High School who, to the best of their ability, continue to fulfill their obligations as students in a Catholic school. The intent of this policy is to provide students the opportunity of participating in the school athletic and extra-curricular programs while at the same time emphasizing the importance of academics. It is anticipated that through this active involvement in the school community the student will grow in self-confidence and self-understanding. Furthermore, it is hoped that the student's faith, intellectual, social, and emotional development will flourish. The school administration may revoke this privilege when the student demonstrates:

- Deliberate failure to attend classes (students must attend all classes throughout the entire school day in order to participate in extra or co-curricular activities that day)
- Repeated late arrival for classes or for school
- Poor academic performance (failing 50% or more of course load)
- Conduct detrimental to the moral tone of the school

Furthermore, any student failing 50% or more of their course load at the mid-term or end of the semester report will not be eligible to participate in extra-curricular activities. Students deemed ineligible may be reinstated if they are passing more than 50% of their courses at the next reporting date (mid or end of the semester). There is a carryover between semesters and/or school years (i.e. semester two in one school year to semester one in the subsequent school year).

Appeals:

Students may appeal their eligibility status through an Appeals Committee, made up of the principal (or designate) and two teachers in consultation with other appropriate staff members. In the case of Athletics, the Appeals Committee will be made up of the Principal (or designate), the athletics chair, and a member of the coaching staff not directly involved with the sport. In all cases, input will be sought from the subject teachers, the Teacher Advisor and other appropriate staff before a decision is made. All staff in charge of various activities, clubs or teams are responsible for verifying that academic standards are being met by the students involved. This is done at the time of selecting students for the activity and then again on the dates outlined above. Exceptional cases will be reviewed.

1.9 Textbooks and Equipment:

Textbooks and equipment are loaned to students as required. These items remain the property of the school. Students will be held responsible for the care and replacement of lost or damaged texts or equipment. Students are expected to return textbooks, library books and equipment to the school, as failure to do so will result in increased costs for parents and students. No textbooks or other materials will be distributed to students in subsequent semesters until outstanding materials are turned in or paid for.

1.10 Electronic Devices:

St. Patrick High School supports a Bring Your Own Device (B.Y.O.D.) program for all students. This program is a component of the Board's Technology Plan. A B.Y.O.D. device is considered to be a productivity device that students can utilize to support their learning.

A B.Y.O.D. program is not mandatory for students. Students are permitted to use their own laptop, tablet and smartphone to complete work as assigned and directed by the classroom teacher. The classroom teacher will regulate and determine usage of how and when B.Y.O.D. devices are utilized in their classrooms. Students not bringing their own device to school will have access to school provided devices as required by their teachers.

Support and maintenance of student owned devices are the sole responsibility of the student and not that of the Thunder Bay Catholic District School Board

and its Staff.

Usage time:

1. They will only be permitted for text and email purposes during the students' break times (before 1st bell, in between each period, lunch time and after school)
2. Students on spare will be permitted to use electronic devices in the learning commons and the cafeteria
3. No cell phones in the office

Usage Rules:

Do's

1. Student's will only be permitted to text and email
2. Can only have one ear bud in their ear. Headphones are not to be worn.

Don'ts

1. Cannot speak on the device…no conversations
2. Devices cannot ring
3. Cannot take photos, video record or audio record
4. Cannot Facetime/Skype / Snapchat / Instagram etc.
5. Cannot use the device in any way that would be deemed as inappropriate i.e. bullying

Classroom

1. Electronic devices will be used exclusively for educational purposes, **only** at the discretion of the staff
2. Students who do not follow the electronic device policy will have the electronic device confiscated by administration, and a detention issued. Parents/ guardians may be contacted prior to the return of the devices. Persistent offences may lead to suspension.

1.11 Elevator Use:

Students requiring the use of the elevator on a temporary basis due to a physical injury may obtain an elevator key from the Main Office. A $20.00 deposit is required before a key can be issued. Students who use the elevator inappropriately will forfeit their right to its access. Deposit will be refunded upon return of the key.

1.12 Waste Reduction:

As an environmentally friendly school community, we aim to make a difference

by following a few simple rules. Aluminum cans, plastic bottles, juice boxes and milk cartons should be placed in one of the many blue recycling containers situated throughout the school. As well, each classroom is equipped with a paper recycling bin that students are encouraged to use. Disposing of any other waste in the containers provided both in and out of the school is expected and appreciated!

1.13 Concussion Protocol:

Any student who is suspected of having sustained a concussion, whether at school or outside of school, must report it to administration. Administration will follow the TBCDSB's concussion protocol which requires a doctor or nurse practitioner's note.

Section 2 Assessment, Evaluation and Reporting

Assessment and evaluation of student achievement will be consistent with our Catholic beliefs and values. It will support the delivery of a distinctly Catholic curriculum, respect the worth and dignity of students and challenge them to acquire the knowledge, skills and values essential to reach their potential and to participate fully in society.

2.1 Assessment and Evaluation:

Assessment is the process of gathering information from a variety of sources. Including assignments, demonstrations, projects, performances, and tests that accurately reflect how well a student is achieving the curriculum expectations of a course. As part of assessment, teachers provide students with descriptive feedback that guides their effort towards improvement.

Evaluation refers to the process of judging the quality of student work on the basis of established criteria, and assigning a value to represent the quality. In Ontario secondary schools, the value assigned will be in the form of percentage grade.

Achievement refers to student performance.

Ministry Policies:

The Ontario Curriculum and the Program and Assessment Guide for Grades 9 – 12 state that "The primary purpose of assessment and evaluation is to improve student learning. Information gathered through assessment helps teachers to determine students' strengths and weaknesses in their achievement of curriculum expectations."

In accordance with Ministry policy, assessments and evaluations within the school will be based on the provincial expectations and the achievement levels outlined in the curriculum policy document for each discipline.

In order to ensure the assessment and evaluation are valid and reliable, and that they lead to the improvement of student learning, teachers used assessment and evaluation strategies that:

- ✓ are based both on the categories of knowledge and skills and on the achievement level descriptions given in the achievement chart that appears in the curriculum policy document for each discipline
- ✓ are varied in nature, administered over a period of time, and designed to provide opportunities for students to demonstrate the full range of their learning
- ✓ are appropriate for the learning activities used, the purposes of instruction, and the needs and experiences of the students

- ✓ Accommodate the needs of exceptional students, consistent with the strategies outlined in their Individual Plan
- ✓ ensure that each student is given clear directions for improvement
- ✓ promote students' ability to assess their own learning and to set specific goals
- ✓ include the use of samples of students' work that provides evidence of their achievement
- ✓ communicate clearly to students and parents at the beginning of the course and at other appropriate points throughout the course

Achievement Charts:

The achievement chart for each discipline is included in the curriculum policy document for each discipline. The chart provides a reference point for all assessment practice and a framework within which to assess and evaluate student achievement. Each chart is organized into four broad categories of knowledge and skills: Knowledge/Understanding, Thinking/Inquiry, Communication, and Applications/Making Connections. The achievement chart also describes the levels of achievement of the curriculum expectations within each category. The description associated with each level serve as a guide for gathering assessment information and enable teachers to make consistent judgements about the quality of student work and to provide clear and specific feedback to students and parents. The achievement chart provides a standard province-wide method for teachers to use in assessing and evaluating their students' achievement. The following table provides a summary description of achievement in each percentage grade range and corresponding level of achievement:

Percentage Grade Range	**Achievement Level**	**Summary Description**
80% - 100%	Level 4	A very high to outstanding level of achievement Achievement is above the provincial standard
70% - 79%	Level 3	A high level of achievement Achievement is at the provincial standard
60% - 69%	Level 2	A moderate level of achievement Achievement is below, but approaching the provincial standard
50% - 59%	Level 1	A passable level of achievement Achievement is below the provincial standard
Below 50%		Insufficient achievement of curriculum expectations A credit will not be granted

- Level 3 (70% - 79%) is the provincial standard. Teachers and parents can be confident that students who are achieving at Level 3 are well prepared for work

in the next grade or the next course.

Growing Success Assessment, Evaluation & Reporting Policy

Absences:

If a student has an excused absence on the date a test is written or when an assignment is due, students will be given the opportunity to write the test or submit the assignment on their return to class. Arrangements may be made for students to write tests during lunch or before/after school hours. If students are absent without cause, teachers may assign a grade of zero on the test or assignment.

Homework:

The purpose of homework is to give students opportunities to complete work begun in class and to apply the skills and knowledge taught. **If homework is to be evaluated, it is to be communicated prior to teacher assigning the work.** Daily completion of homework is expected and will be checked regularly.

Late Assignments:

All assignments are to be submitted to the teacher on the due date. Lateness will be treated seriously with a two-day window of opportunity for students to complete and submit an assignment. If students do not submit work by the due date, 10% will be deducted. Each day to a maximum of 20%. Failure to submit assignments by the second day could result in a mark of zero. Teachers have a responsibility to instruct students in time-management skills, but students are responsible for their actions and must be allowed to discover the consequences of those actions.

Missed Tests/Assignments Policy:

If a student misses a test or does not submit an assignment without a valid reason, a mark of zero may be assigned. Students are expected to complete every in-class test on the day and appointed time that the teacher administers the test. In the case where certain circumstances cannot be avoided (i.e. excursion, doctor's appointment, school activities, sport activity etc.) special arrangement in advance must be made with the teacher for an alternate time and date. This policy applies to all students regardless of grade or course level. Failure to follow this policy could seriously affect a student's final grade in any subject area.

Group Work:

Group work is an effective learning strategy that provides students with

opportunities to share their insights and consolidate their learning. An overall group mark is not to be assigned since it would not reflect individual contributions. Each student will be evaluated individually in group activities.

Academic Honesty Policy:

Academic dishonesty (plagiarism, cheating, copying others work) is a serious offense and must have significant consequences. Consequences may include a reduction of marks up to 100% depending on the severity of the offense.

Plagiarism is defined as presenting someone else's words or ideas as one's own. It can take the form of:

- Submitting an assignment that was completed by another and claiming it as one's own.
- Incorporating large segments of someone else's work and only using connecting sentences without reference to the source.
- Copying sections from the Internet without referencing the source.
- Direct copying of another person's re-write of an assignment as in the case of a parent/guardian, tutor or ghostwriter.

If teachers suspect that an assignment has been plagiarized, they will speak to the student to determine the source of the work. If students have produced a plagiarized assignment, teachers will not evaluate the work and will assign a grade of zero.

Guiding principles:

- Students' understanding of the concept of academic dishonesty depends on their age and stage of development
- Plagiarism is using the work or ideas of another writer as though they were your own. Students must understand the concept of plagiarism and why it is wrong to plagiarize
- When working on assignments, students' progress skills should be monitored and directed along the way to ensure the appropriate use of reference materials.

Parent/Teacher Communication:

Parents/guardians are strongly encouraged to constantly monitor student progress throughout the semester. Parents/guardians are always welcome to contact the teacher at the school at 623-5218, if they are concerned about student progress.

Student achievement will be formally communicated to parents at mid-term and at the end of the semester with the Provincial Report Card. Interim Reports (before the mid-term) will also be issued to grade 9 and 10 students and to senior students experiencing difficulties. Opportunities for parent / teacher interviews will be available for all students at the interim reporting period.

Exam/Summative Assignment Policy:

All students will complete a final examination in each course and complete other summative assessments as part of the student evaluation process. Advanced notice must be given to the principal, if for a serious reason the student cannot write the exam on the set date (an extended holiday is not an acceptable reason). Trips and sporting tournaments will not be accommodated. The principal will set an alternate date and time to write the exam. Alternate dates for completion of summative assignments must be negotiated with the teacher (the late assignment policy may apply)

Late Arrival to Exam:

Students who arrive late, up to one hour, will be allowed to write the exam. Time extension will be given only under exceptional circumstances.

Provincial Test/Assessment Policy:

All eligible students in Grade 9 and 10 will take part in the Provincial Grade Nine Assessment of Mathematics and the Grade 10 Literacy Test. The results of the assessment and test will be used as a diagnostic assessment only and will be used to develop improvement strategies that address weaknesses at the individual, school and board level.

2.2 Communication with Parents:

Teachers will establish a partnership with parents and students that promotes timely, regular communication (e.g. monthly calendar, communication book/log, homework tracker, voice-mail, e-mail, websites). Teachers will communicate with parents regarding:

a) attendance (communicate after five absences)
b) difficulties in any subject area
c) homework, tests and assignments

Time Guidelines:

Teachers will use professional judgement and discretion to alter quantity and time frame of homework to meet periodic extraordinary circumstances in the classroom,

or with specific students. Normally, homework will not be assigned during school holidays.

Returning Work Policy:

A teacher is expected to return work in a timely fashion in order for a student to improve his/her learning. All material used for student evaluation should be returned before a formal report. Final exams and other end of the course summative assessments will remain the property of the curriculum unit, however, students and/or parents may view this material upon request.

2.3 Reporting:

Student Achievement:

Student achievement is communicated formally to students and parents by means of the Provincial Report Card, Grades 9 – 12. The report card focuses on two distinct but related aspects of student achievement: the achievement of curriculum expectations and the development of learning skills. To more clearly reflect these two aspects of student achievement, the report card contains separate sections for reporting on achievement of the curriculum expectations and for reporting on demonstrated skills required for effective learning. The report card also includes teachers' comments on the student's strengths, areas in which improvement is needed, and ways in which improvement might be achieved. Separate sections are provided for recording attendance and lateness in each course.

Reporting on Achievement of Curriculum Expectations:

The report card provides a record of student's achievement of the curriculum expectations in every course, at mid-semester and at the end of a semester, in the form of a percentage grade. The percentage grade represents the quality of the students' overall achievement of the expectations for the course and reflects the corresponding level of achievement as described in the achievement chart of the discipline. A final grade is recorded for every course, and a credit is granted and recorded for every course in which the student's grade is 50% or higher. The final grade for each course in Grades 9 – 12 will be determined as follows:

- 70% of the grade will be based on evaluation conducted throughout the course. This portion of the grade reflects the student's most consistent level of achievement throughout the course, although special consideration is given to more recent evidence of achievement.
- 30% of the grade will be based on a final evaluation in the form of an examination, performance, essay, and/or other method of evaluation suitable

to the course content and administered towards the end of the course.

In all of their courses, students will be provided with numerous and varied opportunities to demonstrate the full extent of their achievement of the curriculum expectations, across all four categories of knowledge and skills:

1. knowledge/understanding
2. thinking/inquiry
3. communication
4. application/making connections

Reporting on Demonstrated Learning Skills:

The report card provides a record of the learning skills demonstrated by the student in every course, in the following five categories: Works Independently, Teamwork, Organization, Work Habits, and Initiative. The learning skills are evaluated using a four-point scale (E - Excellent, G - Good, S - Satisfactory, N - Needs Improvement). The separate evaluation and reporting of the learning skills in these five areas reflects their critical role in students' achievement of the curriculum expectations. To the extent possible, the evaluation of learning skills, apart from any part of a curriculum expectation in a course, should not be considered in the determination of percentage grades.

Community Involvement:

As part of the diploma requirements, all students must complete a minimum of 40 hours of community involvement activities. These activities may be completed at any time during their years in the secondary school program.

Section 3 Transportation

School bus routes service most of the South Ward and outlying areas designated for St. Patrick High School.

While riding buses, STUDENTS ARE EXPECTED TO BE ON THEIR BEST BEHAVIOUR AND IN SCHOOL UNIFORM. If complaints are received, the student involved may lose the privilege of Board-subsidized transportation. Students who skip classes will not be allowed to return home on the bus that day.

Student transportation is provided for school-sponsored excursions/ events. Students wishing to use their own vehicle to get to a school

event during class time may do so but must not carry passengers during school time unless they have completed the appropriate school forms. Transportation is provided to all SSSAA activities. Return transportation is provided back to the school from the North Ward venues only.

Section 4 Emergency Situations/Evacuation

Emergency Dismissal:

Occasionally it may become necessary to dismiss pupils prior to the normal school closing hour because of sudden and unexpected snow storms, heating plant failure or other emergencies. On many occasions, both parents are absent from home during school hours. Emergency sites have been established for students in the event of an emergency or evacuation. Should students not be able to return to the school:

1. bussed students will be transported as soon as possible to their regular drop off
2. walkers will be dismissed
3. parents may be contacted in the event that students are not appropriately dressed for the weather

Students are expected to have an emergency plan should parents/guardians not be home.

Every alarm must be treated as though it is a real emergency – drills are intended to give you an opportunity to rehearse the procedures that may save your life and the lives of your friends.

1. When the alarm sounds, follow your teacher's instructions
2. Leave the building quickly and quietly
3. Students are NOT to stop at lockers for personal belongings
4. Once students are assembled outside, they are to remain with their class for attendance
5. If evacuated to any of the designated off-campus sites, students are reminded to:
    a. proceed calmly, carefully and quickly to that site
    b. look both ways when crossing a street and follow the directions given by the teacher designates who are directing traffic and pedestrians
    c. on arriving at the designated site, reassemble as a class and await the

teacher

d. wait for further instructions

An evacuation of the school, whether real or a drill, is a serious event. IT IS NOT A BREAK AND SMOKING IS NOT PERMITTED. Students are not to re-enter the school, under any circumstances, until instructed to by the principal or one of the vice-principals. Students evacuating via the Walsh Street, Selkirk Street or Moodie Street exits, are to move immediately to the sidewalks and remain there. Those students evacuating to the football field area are to proceed beyond the parking area and assemble as a class in the field area.

Emergency Lockdown Plan:

In order to ensure a secure school environment in the school on a daily basis, emergency plans are in place for evacuation and medical emergencies. Some emergencies however, may prevent the safe evacuation of the school and require steps to isolate students and staff from danger. One of these procedures is LOCKDOWN. There are different degrees of lockdown dependent on the situation. There is a comprehensive plan in place at the school to ensure the safety of students and staff.

Section 5 School Dress Code

Students will be expected to be in uniform at all times while at school, whether in the hallways, cafeteria or in the classrooms. Students are required to leave all non-uniform pieces (i.e. all hats, scarves, sweater, jacket etc.) in their lockers. Non-uniform pieces are not allowed in class.

Staff Dress Statement:

Working in a school environment where uniforms are worn by students, staff dress shall reflect a "professional image". This image allows staff to model responsible behaviour for the students which results in a disciplined, orderly tone in the school. To achieve this spirit, we as teachers must remember that the dress code we ask our students to adhere to must also be evident in the expectations we have for ourselves.

5.1 Uniforms:

SECTION I –WEARING THE SCHOOL UNIFORM

1.1 All secondary school students shall be required to wear the school uniform.

1.2 Students will be in school uniform as outlined in the Policy statement during the regular school day, including bus arrival times, lunch periods and bus departure times.

1.3 Students may be required to wear the uniform at special events outside of the regular school day, as designated by the principal/vice-principal.

1.4 Special needs with respect to wearing the school uniform will be addressed on an individual basis by the principal/vice-principal.

SECTION II –COMPONENTS OF THE SCHOOL UNIFORM

2.1 The uniform bottom will consist of solid black pants, skirts, or walking shorts.

i. Pants with any stripes, team logos or lettering are not permitted.

2.2 Garments made of denim and leather are not acceptable.

2.3 All garments must be worn at the waist, be modestly hemmed and be no shorter than one hand width (approximately 8 cm) above the middle of the knee.

2.4 The uniform top will consist of an authorized, crested, unaltered garment which is available for purchase at Uniform Pros.

i. A white only, un-crested t-shirt may be worn under any crested garment (White only means no writing, no logos, and no diagrams).

ii. However, a crested shirt must be worn under any zippered uniform piece.

2.5 Hoodies, muscle shirts and tank tops are not permitted (shoulders MUST be covered)

2.6 Exposed midriffs are not permitted

2.7 Clothes must be worn in a modest fashion

2.8 All garments must be clean, in good repair, of appropriate style

and fit, and maintain the spirit of the uniform (i.e. no ripped pants). The crest must be visible on all authorized crested tops

2.9 Any attire or accessories which may identify the wearer of the uniform as a gang member, bandanas (i.e. “gang colours") or pose a safety hazard (e.g. spiked jewelry, chains etc.) are not permitted.

2.10 Scarves, team wear (including Graduation hoodies), leggings with sheer pieces above the knee, tear away pants, and ripped jeans are not permitted.

2.11 No blankets are to be used in the school.

2.12 Any attire deemed unacceptable by the teacher as directed by the administration will not be permitted.

SECTION III - NON-COMPLIANCE

3.1 Students not wearing the school uniform may not be admitted to class.

3.1 Consequences for non-compliance with the School Uniform Policy may include the following:

i. On the first offense, students will be counseled by a vice-principal and contact with the parent/guardian may be made. Students will be provided with the opportunity to make arrangements to change into the school uniform in order to be admitted into class

ii. Subsequent offenses will result in more severe sanctions including:
- detention(s)
- removal of privileges
- suspension

iii. Students are responsible for any assignments missed as a result of the consequences for the first or subsequent offenses.

5.2 Physical Education:

All students must wear a school physical education t-shirt for all physical education classes. T-shirts are to be purchased through the Physical Education Department. Students are allowed to wear their own choice of appropriate athletic shorts or grey sweat-pants.

Students who are unable to participate in physical education classes for a prolonged

period of time must provide their teacher with a doctor's certificate.

Students using the change rooms are strongly urged to lock their belongings in the lockers provided; however, money and valuable articles should be left at home. The school is **not** responsible for any valuables taken from the change room. Phys. Ed. lockers are for day use only. Students are **not** permitted to leave possessions in lockers overnight.

5.3 Non-Uniform Days:

On non-uniform days, students will continue to follow the basic school dress code. The following will be expected:

- footwear must be worn at all times
- students should be dressed for all weather conditions; however, outdoor apparel (jackets) is not to be worn in class
- caps, hats, bandannas, hoods or any other head covering, and sunglasses are not be worn inside the school
- stage and Halloween make-up are not permitted
- muscle shirts and tank tops are not permitted (shoulders must be covered)
- exposed midriffs are not permitted
- shorts/skirts must be no shorter than one hand width (approximately 8 cm.) above the middle of the knee
- clothing with illustrations, symbols, profane or suggestive language that negatively impacts on the moral tone of the school is not permitted
- any attire or accessories ("gang colours") which identify the wearer as a gang member are not permitted
- any attire deemed unacceptable by the teacher as directed by the Administration will not be permitted

The official supplier of crested uniform pieces for the secondary school of the Thunder Bay Catholic District School Board is Uniform Pros
Address: 1018 Victoria Ave E., Phone: 807-623-2232

Section 6 Student Services

6.1 Chaplaincy:

St. Patrick High School has a full-time chaplain on staff. The office is located just inside the school chapel on the first floor. Appointments can be made through Student Services, or directly through the chaplain.

The chaplain's role focuses on the spiritual development of all members of the school community. This will be accomplished through daily prayer, liturgies, retreats, community service, excursions and workshops. The chaplain also promotes and encourages involvement and activities in churches at the local, diocesan, and universal levels.

6.1.1 Aboriginal Culture Room:

The Aboriginal Culture Room is a resource room that ensures students feel supported and connected academically, culturally, and socially to their school environment. Students are offered assistance in the transition to high school and provided space designed for a comfortable and nurturing learning environment. It hosts Elders, cultural teachings, presentations and is open to use for a variety of classes and courses. The room also features a library of works from various aboriginal authors.

6.1.2 Aboriginal Counsellor:

This counsellor supports our Aboriginal students and families by working with school's administration and guidance counsellors to support student programming and success. The Aboriginal counselor also liaises with community and regional organizations and provides various extracurricular opportunities to engage Aboriginal Youth. The office is located on the first floor in the Aboriginal Culture Room.

6.2 Student Services:

Student Services is an integral part of the school's academic program. Through educational and career planning as well as personal counseling, a student is able to gain a better understanding of today's job market and the necessary skills to succeed

in the workplace. Counselors may be involved in class presentations of Career Cruising, providing information about colleges, universities and apprenticeship programs. Personal crisis counseling is also available to students.

6.2.1 Timetabling Policies:

a. Students in Grade 9, 10 and 11 will not be permitted to drop courses.
b. Students will not be allowed to change courses to accommodate friendships, work periods or teacher preferences
c. School administration reserves the right to change student timetables, in consultation with the counselors.
d. Students of any age or grade with fewer than 24 credits are not permitted to drop courses without following the procedure outlined below:
    i. a preliminary visit to the appropriate counselor
    ii. a consultation with the Vice-Principal in charge of student attendance
    iii. a written submission by the student outlining his/her long-term educational plan (to be forwarded to the appropriate counselor)
    iv. where a student is not yet 18 years of age, an interview involving the parent or guardian, the appropriate counselor and a Vice-Principal.
e. where the student has attained the age of 18, a decision will be made following consultation with the appropriate counselor and vice-principalStudents will not be permitted to enroll in a course for a third time following at least one successful attempt.
f. Counselors and administration reserve the right to issue a timetable to students lacking compulsory credits. In this case, the student waives the privilege of any choice of subjects.
g. Students may be allowed, under special circumstances, to change courses up to three weeks into a semester. Courses may not be dropped three weeks before final exams. Level changes may be made up to the mid-term reporting period. Students will be required to do make-up work to assist the transition to the new course. Students must continue to go to classes until all paperwork is completed

6.2.2 Transfer Policy:

A student may be permitted to transfer from one level to another up to the mid-term reporting period. A student will only be permitted to transfer after:

- consultation has taken place with a guidance counselor, the sending and

receiving teacher, chairperson, and parent
- it has been determined there is room in the receiving class

Note: Students will be encouraged to remain in a level appropriate to his/her level of ability. A final decision regarding the transfer will be determined by administration.

6.2.3 Responsibilities:

Students to be aware that they will be evaluated on the expectations for the entire course.

Sending Teacher – to provide the receiving teacher with current assessment data and an outline of the material covered provided the student has been in the class for a minimum of three weeks.

Receiving Teacher – to provide an outline of the work missed including activities that the student can complete independently – to support the student as needed – in consultation with the sending teacher and chairperson to determine the in-coming mark.

Guidance Counselor – to co-ordinate the transfer

6.3 Special Education:

The Thunder Bay Catholic District School Board recognizes the right of all exceptional students to appropriate special education programs and services, and acknowledges the responsibility of the Board to provide such programs and services. The Board will avail itself of the advice, expertise and concerns of a broad spectrum of the community that is associated with the special needs of exceptional students. The Board shall maintain a Special Education Committee in accordance with the Educational Act and Ontario Regulations in conjunction with Board policies and prescribed guidelines.

An exceptional student is a student whose special needs in the area of behaviour, communication, intellectual, physical or multiple are such that he/she requires placement in a special education program.

Section 7 Code of Conduct

CODE OF STUDENT BEHAVIOUR

This Code of Behaviour is published in conjunction with the Policies and Procedures of the Thunder Bay Catholic District School Board.

The Board recognizes and accepts the authority of the Magisterium of the Roman Catholic Church in respect of matters of faith and morals, as it is entitled to do under Section 93(1) of the Constitution Act,1867. The teaching of the Church will be taken into account in the interpretation and application of this Code of Behaviour. Nothing in this Code of Behaviour is intended to compromise the teachings of the Church or the constitutional rights of the school board and the class of persons it represents

St. Patrick High School has developed this Code of Behaviour, which is applicable to every situation in which a student can be engaged:

- during the regular school day
- while being transported to and from school
- during school sanctioned activities
- while being transported to and from such activities
- during excursions

STUDENT RIGHTS AND RESPONSIBILITIES

The goal of St. Patrick High School is to provide for the student's growth as a person and as a Christian. As basic to this goal, we respect the sacredness, dignity and uniqueness conferred upon the person by God.
Growth in knowledge, skills, values and attitudes will be promoted in an atmosphere of learning and encouragement of academic excellence. In cooperation with the home and with the Church, the school will further the student's growth in goodness and in discipline by fostering the development of his/her moral sense, and ability to love.

Discipline is understood as personal self-development. It is positive, accepting and understanding by being firm, demanding and consistent.

Catholic Schools provide the opportunity for students to develop their spiritual, intellectual, emotional, physical and social abilities in a Christ-centred environment. These abilities can best be developed in an atmosphere in which students feel safe, secure, and comfortable. Students share responsibility for the quality of education through full participation, and respect for self and others. To this end, students at St. Patrick High School have certain rights, which must be safeguarded through the cooperative efforts of the student body, staff, parents and the community. Respect for these rights requires that students accept certain responsibilities associated with each right. The following pages provide a summary of student rights and responsibilities under the headings:

- The Right to An Education in A Catholic Environment
- The Right to Be Treated with Respect
- The Right to Information About School And
- Community Events
- Failure to Comply
- Disciplinary Action
- Suspension of Students
- The Right to Appeal

1. THE RIGHT TO AN EDUCATION IN A CATHOLIC ENVIRONMENT

Students are expected to:

a. share in the responsibility to establish and maintain a high-quality educational life at school
b. comply **promptly** with directions given by **any** member of the school staff
c. be cooperative and attentive in class, at religious celebrations, at student assemblies and during daily Opening Exercises
d. give one's best effort to complete assigned work
e. come to class prepared (i.e. with books, supplies and equipment)
f. attend school regularly
g. be on time for class
h. observe school procedures when returning from absence or leaving for an appointment
i. respect property of other students, staff and administration
j. take pride in the school; report damage to school property; keep lockers neat and clean
k. utilize spare periods productively by working in the library, cafeteria or other designated area(s).

2. STUDENT RESPONSIBILITIES

Students are expected to:

a. respect themselves, other students, and all staff members
b. respect the right to privacy (lockers, passwords, and information) of others
c. share in the responsibility for maintaining the well- being of the student body and the school
d. exhibit good manners by being courteous, considerate, respectful and truthful
e. refrain from the use of profane or improper language
f. dress in a manner that is appropriate in a Catholic School; that is, with modesty and without depicting inappropriate language, pictures, or content
g. return, in proper condition, all textbooks and library materials
h. refrain from smoking/vaping and the use of any tobacco products in school buildings or property
i. be free from the influence and/or possession of alcohol or illegal drugs at school and at school activities
j. refrain from inappropriate displays of affection in and around school property
k. refrain from conduct injurious to the physical or mental well-being of others such as fighting or verbal/physical harassment
l. display good behaviour while traveling to and from school
m. represent the school favorably in extracurricular activities, such as sports, excursions and dances at other schools

3. THE RIGHT TO INFORMATION ABOUT SCHOOL AND COMMUNITY EVENTS

Students are expected to:

a. share in the responsibility for effective school communication
b. listen attentively to school announcements
c. deliver school reports and publications promptly to parents/guardians
d. promptly return replies from parents/guardians as requested by the school

A student who has attained the age of eighteen years is, by law, an adult; consequently, all publications and school reports will be shared only with the student

4. FAILURE TO COMPLY.

The failure of students to maintain the Code of Behaviour will result in action by the

school staff. This action may take several forms, determined by the nature and seriousness of each particular situation. Initially students will be advised as to the importance of respecting rights. If this approach is unsuccessful, other courses of action may include:

a. meeting between the student and staff member
b. teacher contact with the parents/guardians
c. a referral to the Vice-Principal and/or Principal
d. a discipline notice sent to parents/guardians and the school
e. a conference involving parents/guardians and the school
f. a referral, following parental/guardian consultation to outside agencies; or to legal authorities
g. referral following parental/guardian when appropriate, to legal authorities

5. DISCIPLINARY ACTION

In congruency with Progressive Discipline and School Safety 2007, the following may occur:

a. withdrawal from class (temporary or permanent)
b. removal of privileges (e.g. teams, plays, clubs, school dances, excursions, computer access)
c. signing of behavioural/performance/attendance contract
d. sending the student to a Time-Out Room
e. detention(s), which may include work assignments in school or at home
f. restitution
g. provision of services in and around the school (e.g. grounds maintenance, cafeteria duty)
h. suspension (the Superintendent is notified of all suspensions)
i. expulsion; and/or
j. police involvement and, if necessary, criminal charges

6. SUSPENSION OF STUDENTS

With respect to the suspension of a student, a principal must comply with the requirements of this policy and of the Progressive Discipline and School Safety 2007 and are congruent with Board Policy 710.

Should the student's behaviour warrant, the parents or guardians would be invited to the school for the purpose of explaining the school's concerns. Documentation of the meeting should be retained on file.

The Principal / Vice-Principal may discuss with the parents/ guardians what services are available that might assist in alleviating the problem.

A dated record is to be maintained in the student's O.S.R. including descriptions of the student's behaviour. The Principal or Vice-Principal will establish such a record as soon as it is suspected that suspension may be necessary.

The Principal / Vice-Principal will maintain it until, in his/her opinion, the student's behaviour has shown sufficient improvement to erase the threat of suspension or until the maintenance of the record is not conducive to the improvement of instruction of the pupil.

NOTE: Records maintained in respect to a suspension are subject to the Progressive Discipline and School Safety 2007

Sections 300 – 314 of the Education Act.

Nothing above precludes the immediate suspension of a student

A. Infractions that may result in suspension

The infractions for which a suspension may be considered by the principal or vice principal include, but is not limited to:

1. uttering a threat to inflict serious bodily harm on another person
2. possessing alcohol, marijuana or illegal drugs
3. being under the influence of alcohol/drugs
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 student's school
6. Bullying
7. Any act considered by the principal to be injurious to the moral tone of the school
8. Any act considered by the principal or vice principal to be injurious to the physical or mental well-being of members of the school community

9. Any act considered by the principal or vice principal to be contrary to the Board or school Code of Conduct. See School Safety and Progressive Discipline Handbook 2008

A pupil may be suspended to a maximum of 20 days for any of the above offences.

B. Infractions that may result in suspension or expulsion

The Infractions for which a principal may consider recommending to the Board that a pupil be suspended or expelled from the pupil's school or from all schools of the Board include:

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
9. A pattern of behaviour that is so inappropriate that the pupil's continued presence is injurious to the effective learning and/or working environment of others
10. Activities engaged in by the pupil in on or off school property that have caused extensive damage to the property of the Board or to goods that are/were on Board property
11. The pupil has demonstrated through a pattern of behaviour that he/she has not prospered by the instruction available to him/her and that he/she is persistently resistant to making changes in behaviour which would enable him or her to prosper
12. Any act considered by the principal to be a serious violation of the Board or school Code of Conduct

7. THE RIGHT TO APPEAL

Students are entitled to a full disclosure of any charges against them and the nature of any evidence to support such charges. They are also entitled to present an account

of the issue to the School Administration. Parents/Guardians and mature students may appeal suspensions in accordance with the Education Act (Section 309) and Ontario Regulation 38/73 (Pupils Records).

THE APPROPRIATE SUPERINTENDENT IS NOTIFIED OF ALL SUSPENSIONS

SCHOOL DANCE REGULATIONS

School dances are from 7:00 to 10:00 p.m. unless otherwise announced

1. Doors will be locked at 8:00 p.m. If students have to arrive later due to work commitments, prior arrangements must be made with the Principal/Vice-Principal
2. Once a student enters, the student is not allowed to leave and return to the dance
3. All students planning to attend a school dance must show evidence of paying them
    a. student fees (receipt or Student Card). Students who have not paid their student fees are not eligible to attend the dance
4. Special sign-ins will be allowed at the discretion of administration for awards-type functions (i.e. sports banquet and graduation)
5. Smoking is not permitted
6. Consumption of beverages (and food) is restricted to designated areas and not to be consumed in the gym
7. Students who did not attend school on the day of the dance (including those on suspension) will not be admitted to the dance
8. **ZERO TOLERANCE**

    a. Anyone who is found under the influence of drugs or alcohol will be isolated from the dance, parents/guardians will be called.

    b. Consequences may include:
    c. suspension from school
    d. exclusion from future dances (including semi-formals); and/or
    e. removal of the privilege to participate in the school's extra-curricular activities for a prescribed period of time

9. Until otherwise required, all school dances and functions will be chaperoned by school staff
10. The above rules also apply to socials and other functions held off the school site and under the jurisdiction of the school's administration

C. DRUG AND/OR ALCOHOL RELATED SITUATIONS

ZERO TOLERANCE

1. Student(s) under the influence of drugs or alcohol:
    - parent/guardian will be notified (if under 18 years of age)
    - a suspension to a maximum of twenty days will occur
    - if the incident occurs at a school dance, the student(s) will be instructed to leave the dance and will lose the privilege of attending the next school dance

2. Repeat occurrences of drug or alcohol-related incidents:
    - parent/guardian will be notified (if under 18 years of age)
    - a suspension to a maximum of twenty days will occur
    - participation in an appropriate treatment program will be recommended and confirmation of participation may be required prior to the student's return to school
    - if a repeat incident occurs at a school dance, the student(s) will be instructed to leave the dance and will lose the privilege of attending ALL school dances for the balance of the school year

3. Student(s) having drugs or alcohol in a locker or in their possession:
    - parent/guardian will be notified (if under 18 years of age)
    - a suspension to a maximum of twenty days will occur

if the incident occurs at a school dance, the student(s) will be instructed to
leave the dance and will lose the privilege of attending ALL school dances for the balance of the school year

4. Student(s) supplying/trafficking drugs or alcohol:
    - parent/guardian will be notified (if under 18 years of age)
    - a suspension to a maximum of twenty days will occur
    - if the incident occurs at a school dance, the student(s) will be instructed to leave the dance and will lose the privilege of attending ALL school dances for the balance of the school year
    - expulsion may be recommended
    - other disciplinary action at the discretion of the school administrator
    - referral to the appropriate law enforcement agency, if necessary

WHEN NECESSARY, POLICE WILL BE CONTACTED FOR ANY OF THE ABOVE INFRACTIONS

D. COMPUTER RELATED REGULATIONS

Rationale:

The Thunder Bay Catholic District School Board provides students with access to networked computer resources for the purposes of accessing information, doing school-related assignments, and meeting the requirements for completion of computer-related courses

The Board also provides access to the Internet in recognition of the educational value related to the Board's philosophy, aims and objectives. The Internet is an electronic information and communication 'highway' connecting millions of computers together all over the world. Students, teachers and support staff have access to electronic mail, information and news, public domain and shareware software, discussion groups, and access to universities, colleges and libraries.

Precautions:

With access to computers and information across the world comes the availability of material that may not be considered of educational value in terms of the Board's philosophy, aims and objectives. The Thunder Bay Catholic District School Board has taken precautions to restrict access to controversial material within its control. However, on a global network, it is impossible to control all material and users may inadvertently discover inappropriate or controversial information.

Therefore, the Board has established guidelines for the use of the
Internet and school networks.

Guidelines for Acceptable Use:

- the use of school computer resources is a privilege, not a right
- the right to privacy must be respected and no student shall use another person's password to log onto the system or access any person's files
- use of the Internet to acquire or generate information shall be consistent with the educational philosophy of the Board
- Internet users are required to sign an agreement that outlines their responsibilities

Examples of Unacceptable Use:

- attempting to circumvent local or remote security systems
- developing, using or transmitting material that harasses others
- sending or receiving fraudulent messages, obscene images and/or vulgar language
- transmitting any advertising, solicitation, transaction or promotion for gain
- breaching software and copyright licensing agreements
- placing a virus on a computer
- using another person's password
- trespassing into another person's files, folders or computer

NOTE: If your password is used by another person, you are responsible for any violations of the rules and consequences will apply to you as well. **You must keep your password private-change it often.**

Consequences:

Unacceptable use of the school computer network and/or the Internet will result in one or more of the following:

- parent/guardian will be notified (if under 18 years of age)
- a suspension to a maximum of 10 days
- temporary or permanent removal from the computer network which may result in a loss of credit for a computer-related course
- temporary or permanent removal of Internet access privileges which may affect the grade achieved in a computer-related course

E. VIOLENCE-FREE SCHOOLS POLICY

St. Patrick High School has a goal of maintaining the school as a violence-free environment. Physical, verbal (oral or written), sexual, or psychological abuse, or discrimination on the basis of race, culture, religion, gender, language, disability, sexual orientation, or any other attribute is unacceptable.

Bullying fails to respect the dignity and value of all individuals involved. St. Patrick High School believes that all forms of bullying are unacceptable behaviors.

Damage to property in the school environment (including school grounds and buses) is unacceptable.

This policy ensures fairness of treatment for all concerned and lists explicit consequences for offenders. For those students aged twelve to seventeen years of age, the Young Offenders Act will apply. Students who are eighteen years or older are considered adults, and the procedures of the Criminal Code will be followed if these students are charged with a criminal offence.

F. SEXUAL HARASSMENT OF/AMONG STUDENTS

Through the framework provided by Policy 720 – Sexual Harassment Of/Among Students, St. Patrick High School, is responsible for helping to create an environment that is free of sexual harassment, as work and learning can be best be accomplished in an environment of understanding and mutual respect for the dignity and rights of each individual.

BULLYING

"Bullying" means 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, and
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 the receipt of special education; ("intimidation")

Verbal (overt)	Physical (overt)	Social/Emotional (covert)
Name-calling/Put downs	Hitting	Manipulating Friendships
Insults	Kicking	Relational Bullying
Racist Comments	Spitting	Gossip
Harassment	Pushing	Exclusion
Sexist Comments	Inappropriate Gestures	Intimidation
Threatening/ Extortion	Tripping	Internet Misuse/Text Messages/Social Media
Teasing/Taunting	Stealing	Written Notes

In keeping with the Safe Schools policy, St. Patrick High School shall endeavor to ensure that the school environment is one of respect, dignity and trust, consistent with the Gospel Values. All members of the school community, including staff, students, parent/guardians and visitors will be respectful to one another and are responsible in helping to create a safe and caring school environment free from bullying.

Staff is expected to:

- Provide a supportive environment
- Maintain an environment where bullying will be addressed
- Encourage students to report incidents of bullying

Students are expected to:

- Promote a positive and caring environment
- Refuse to bully others or to be a bystander to acts of bullying
- Report all act of bullying to appropriate school personnel

Parent/Visitors are expected to:

- Promote a positive and caring environment
- Inform the school if bullying is suspected
- Support the school when dealing with incidents of bullying

In keeping with the Safe School policy, St. Patrick will implement mandatory penalties for any bullying behaviour. A bullying prevention action plan has been developed and will be reviewed by all students throughout the school year.

Students and Parents/Guardian are advised that all violent acts will be recorded in the Student's O.S.R. file. In addition, the Ontario Ministry of Education and Training will be notified, by law, of such incidents.

SAFE SCHOOLS APP – Available free of charge in the android and apple stores.

The purpose of this App is to provide students and parents with information regarding bullying, and other problems that can impact the school climate. In the App you will find tips on how to deal with bullying, as well as information on where you can get help should you or someone you know be in crisis. There is also a direct link to Thunder Bay District Crime Stoppers, which is a safe, secure, and anonymous way to report serious issues happening in your school which you may have witnessed or have information on.

You Are Not Alone

For help to access these services see your Guidance Counselor, School Social worker, Vice-Principal or Chaplain, or access them on your own.

WHERE TO TURN WHEN YOU NEED

Lunch	Office
Crisis Response (Mental Health Crisis Line)	346-8282
Kid's Help Phone Line	1-800-668-6868
Clothing (St. Vincent de Paul)	622-6139
Help from Unsafe Home Conditions (Children's Aid)	343-6100
Dilico	623-8511
Faye Peterson House	345-0450
Shelter House	623-8182
Catholic Family Development Centre	345-7323
Children's Centre Thunder Bay	343-5000
Support for Addictions in Family	622-1906
Protection (Thunder Bay Police)	684-1200
Sister Margaret Smith Centre (Gambling, Drugs, Alcohol)	684-5100
Hospital Emergency Dept.	911
Sexually/Physically Assaulted	345-4502
Thunder Bay Food Bank (Catholic Action Centre)	626-9231
24 hr live referral info	211
Walk-in Counselling Clinic	684-1880 / 343-5000
Thunder Bay District Health Unit	625-5900

HELP IS A PHONE CALL AWAY!

PLEASE download SAFE SCHOOLS APP
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Portrait of a Learner



Critical Thinking - Wisdom

I am a believer. I can listen and learn and use my gifts to solve problems.



Communication - Honesty

I have a voice and I will use it to speak clearly and truthfully with kindness.



Creativity - Bravery

I have ideas, and I will stand up for what I believe in, take risks as a learner and have hope for the future.



Character - Humility

We are all created in God's image with special gifts that I am learning to strengthen for my own good and the good of others.



Collaboration - Respect

We are all connected; I will treat others respectfully and believe that 'Together is Better'.



Citizenship - Love

I believe that love is the key to life, and I will work together to improve our communities - locally and globally.



Citizenship - Truth

I believe that the journey is as important as the destination and that I can all make a difference.

Adapted from the Ontario Catholic Graduate Expectations
Adapted from: The Seven Sacred Teachings of White Buffalo Calf Woman, written by David Bouchard and Dr. Joseph Martin
Deep Learning Global Competencies

WHAT IS DEEP LEARNING?

When students and educators are engaged in the Deep Learning process, the Elements of the Learning Design support students in creating and using new knowledge to solve global challenges in order to be thoughtful contributors to society, develop global competencies and flourish in a complex world. The global competencies are at the heart of what is critical for our students as Catholic graduates.

If educators' partner with students in deep learning designs characterized by exploration, connectedness and broader, real-world purposes, then students will be able to:

- Become responsible, holistic citizens who are life-long learners and contributors for the common good in today's world.
- Develop the competencies that will help them flourish in the 21st century.
- Feel a sense of belonging socially and emotionally which supports well-being.
- Build capacities around new knowledge and lead their own learning effectively.

