



**St. Benedict
Catholic Secondary
School**

STUDENT HANDBOOK 2009 - 2010

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“Deo Duce Quare Optima”
With God as Guide, We Seek the Best

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PRINCIPAL'S MESSAGE

On behalf of the St. Benedict Catholic Secondary School community, I would like to welcome all of the students back to the 2009-2010 school year. I would also like to extend a very special welcome to our new grade 9 students and all other new students who are beginning their St. Benedict journey this year.

St. Benedict Catholic Secondary School continues to build a strong tradition of excellence in academic and extra-curricular programs. I urge you to take advantage of these opportunities that will help you to maximize your potential as a student and as an individual.

Our goal is to help each student succeed. We strive to prepare our students beyond the world of high school. Whether you intend to pursue a post-secondary diploma or degree, or enter the workplace, rest assured that your experiences at St. Benedict will prepare you for the challenges that lie ahead.

This student handbook has been developed to assist you in organizing, managing, and planning your academic and personal life. It also contains information about St. Benedict Catholic Secondary School rules, regulations, and procedures. This agenda is a valuable tool and I trust you will use it often.

Bears, welcome to the den!

Sincerely,

Mr. K. Dreger
Principal

ST. BENEDICT CATHOLIC SECONDARY SCHOOL

Vision Statement

At St. Benedict Catholic Secondary School, our vision is to build a solid foundation of excellence: spiritual, emotional, intellectual, physical, and social, which will cultivate the growth of our students.

We believe that to instill the capacity and motivation for life long learning, we must encourage each person, through a gradual process based upon individual growth and development, to accept responsibility for his or her own learning. This may be accomplished if we help the individual acquire the values, knowledge, and skills necessary to succeed in a more complex, interconnected world. The curriculum at St. Benedict Catholic Secondary School will provide the individual with the perspective necessary to understand his/her relationship to God, community, country, and world, and how he or she can shape his/her own future.

Mission Statement

St. Benedict Catholic Secondary School will provide a positive learning environment that will encourage academic excellence, creativity, and intellectual curiosity in harmony with each individual's abilities and interests. We are committed to providing a Christian environment in which our students develop a sense of self-worth and self-discipline essential for personal growth. This commitment, involving all members of the St. Benedict community, recognizes that all students must be allowed to develop individual abilities to their fullest potential.

At St. Benedict Catholic Secondary School we offer:

- a safe learning environment
- academic excellence
- programs and services of the highest quality
- a community modeled on Christ's teachings
- a Catholic tradition based on gospel values
- a caring, innovative, and involved staff
- to be treated as an individual
- to feel a sense of belonging and respect
- to be given responsibility
- to be treated equitably

In addition to these values, students at St. Benedict Catholic Secondary School will embody the following Ontario Catholic School Graduate Expectations:

- a discerning believer formed in the catholic faith
- an effective communicator
- a reflective and creative thinker
- a self-directed, responsible, life long learner
- a collaborative contributor
- a caring family member
- a responsible citizen

AIMS

The underlying aim of St. Benedict Catholic Secondary School is to foster the growth of our students spiritually, emotionally, intellectually, physically, and socially. To achieve this aim, the principle objectives of the school are as follows:

Spiritual Growth

We will work to promote the spiritual dimension of our students. One goal of St. Benedict Catholic Secondary School is that the school be identified as a God-centered community. This means we not only work at passing on the truths and traditions of our Christian heritage, but work at creating a true Christian community. This is done not only through teaching but also through modeling the moral and ethical principles of Christianity. St. Benedict Catholic Secondary School is a Catholic community where parents, teachers, students, clergy, and support staff work together in a spirit of mutual respect, trust, freedom, and charity to assist our students in reaching the reward Christ has promised.

Emotional Growth

The staff will assist students in developing self respect, self discipline, respect for authority, and responsibility by maintaining a code of conduct which emphasizes the importance of each individual in the school community, and positive recognition of each individual's contribution.

Our goal is to maintain open communication between parents, students, teachers, and administration in order that each can support the other in achieving an atmosphere of cooperation and trust that is conducive to fostering the emotional growth of the adolescent.

Intellectual Growth

Academically, it is the aim of the school to encourage creativity and intellectual curiosity in harmony with each individual's capabilities and interests. Students will be challenged according to their needs and abilities. Academic excellence will be provided to all.

Physical Growth

Our aim is to promote a healthy life style through Physical Education and Family Studies which are an integral part of the school program.

Students will be encouraged to participate in interschool or intra-mural sports programs in order that all students have an opportunity to compete or participate according to their individual interests and abilities.

Social Growth

Social interaction is a vital element of an individual's life through which feelings of belonging, opportunities to participate and to contribute may be gained. It is our goal to produce a climate conducive to our students developing socially through the liberal use of school and community facilities, school clubs, and social functions.

SCHOOL POLICIES AND PROCEDURES**Religious Studies**

Religious Education is not meant to be found in the religion class alone. Our Catholic values permeate the school and touch the students in all their classes. Each subject is taught with these values in mind. Liturgical celebrations, retreats, and community service are all integral to life at St. Benedict Catholic Secondary School.

For this reason, religion courses are obligatory for students in grades 9 to 12. However, extenuating circumstances due to timetable scheduling could allow for exceptions.

The Religious Education program at St. Benedict Catholic Secondary School will present instructional material which:

1. focuses on the development of attitudes oriented toward the relationship between faith and human life;
2. provides an opportunity to experience authentic spiritual situations within a Christian community;
3. is sensitive to cultural, social, economical, and political problems of today's committed Christian.

SCHOOL UNIFORM

All students attending St. Benedict Catholic Secondary School must be in full uniform while on school property and while representing St. Benedict in the community at large. We expect our school uniform to be worn proudly and neatly. As well, we ask parents or guardians to support our school in affirming this policy.

A student will not be admitted to class if he or she is not in proper uniform. If a student is not admitted to class, he or she will be responsible for all work missed.

R. J. McCarthy Ltd is the official uniform supplier for St. Benedict. The store is located at 300 LaSalle Blvd. in Sudbury (beside Ambrosia Jewelers) and it offers students an excellent variety of fashionable uniform items.

The St. Benedict Catholic Secondary School uniform consists of the following:

Females

Bottom:

- tartan kilt - must be worn with white or hunter green knee socks or green tights. The length must be a maximum 3 cm above the knee. The administration reserves the right to determine the appropriateness of the kilt length.
- navy flat front dress or casual pant - if the pant is not purchased at McCarthy's, it must be of the same material, style, and colour. It must be worn at the waist.

Top:

- white French-cut blouse (embroidered) - this blouse is tapered at the hip & does not have to be tucked in
- white oxford shirt - this shirt must be tucked in at all times
- white golf shirt (embroidered) - does not have to be tucked in
- rugby shirt (crested) – does not have to be tucked in
- crew necked long sleeve sweater (crested) - a white undershirt may be worn underneath this sweater
- crew neck sweatshirt (crested) - a white undershirt may be worn underneath this sweatshirt
- green knitted vest (crested) - a white collared shirt (oxford or golf) must be worn underneath this vest
- zip sweatshirt (crested) - a plain white shirt must be worn underneath

Either a rugby shirt, sweater, sweatshirt, or vest must be worn at all times.

Males

Bottom:

- navy dress pant - if the pant is not purchased at McCarthy's, it must be of the same material, style and colour. It must be worn at the waist with a solid black belt.

Top:

- white oxford shirt - this shirt must be tucked in at all times
- white golf shirt (embroidered) - this shirt does not have to be tucked in
- rugby shirt (crested) – does not have to be tucked in
- crew necked long sleeve sweater (crested) - a white undershirt may be worn underneath this sweater
- crew neck sweatshirt (crested) - a white undershirt may be worn underneath this sweatshirt
- green knitted vest (crested) - a white collared shirt (oxford or golf) must be worn underneath this vest
- zip sweatshirt (crested) - a plain white shirt must be worn underneath

Either a rugby shirt, sweater, sweatshirt, or vest must be worn at all times during the winter months.

Footwear

Dress shoes must be solid black in colour and closed at the heel and toes. They must have flat non-marking soles, low heels (not to exceed 4 cm in height), and black laces. Shoes that **are** or **resemble** slippers, running shoes, sandals, or boots are not permitted. If alternative footwear is prescribed for medical reasons, the request must be supported by a physician's note. Alternative footwear must be black. Socks must be navy blue, hunter green or white.

Optional Summer Uniform (From April 1st until October 30th)

An optional summer uniform policy is in effect from April 1st until October 30th. Rugby shirts, sweaters, sweatshirts, and vests do not have to be worn during this period. Navy dress shorts can be worn. Female students may wear capri pants. The navy shorts and capri pants can be worn with navy, hunter green, or white socks and dress shoes.

The summer uniform is an option, not a right. If students do not wear their uniform properly, they may have their summer uniform privilege revoked.

Other Uniform Requirements

- shirts and pants must not be more than one size larger than your actual size
- large, unsightly belt buckles are not permitted
- dress or casual socks must be a navy, hunter green, or white.
- t-shirts worn under blouses and shirts must be solid white. Lettering and other printed material is not permitted.
- a school tie is available for purchase at McCarthy's and it must be worn only with the white oxford shirt.
- any article of clothing that is ripped, torn, or unhemmed is not acceptable
- clothing must always cover the midriff
- footwear must be worn at all times

Personal Grooming

Students are not permitted to have:

1. hair colour not considered natural
2. body piercings including but not limited to nose, eyebrow, lip, and tongue rings and studs
3. excessive make-up or extreme hair style
4. excessive or large bulky jewellery and wallet chains
5. studded belts, collars, or bracelets

Other items of clothing, jewelry, tattoos, and so on, that draw undue attention or create a distraction may be brought to the attention of the Principal or Vice-Principal. The school reserves the right to determine the appropriateness of personal grooming.

Inappropriate Display of Affection

Students are to refrain from inappropriate display of affection while on school premises or in the course of a school related activity.

ACTIVITY FEE

A student activity fee of \$60.00 will be collected from each student during the first week of September. This fee is used to subsidize student activities during the course of the school year, including a yearbook, student card, lock, agenda book, student activities sponsored by the Students' Council and Athletic Council, and various other events held during the year. The student activity fee is payable to St. Benedict Catholic Secondary School by cash or cheque.

Daily Schedules

The typical school day will follow a regular schedule. When assemblies are required during the school day, the school will follow either a Morning Assembly or Afternoon Assembly schedule. The Extended Homeroom Schedule will be followed on designated days.

Regular Schedule (Grades 9 & 10)		
HOMEROOM	8:27	8:42
Period 1	8:42	9:57
Period 2	9:57	11:12
Lunch	11:12	11:52
Period 4/5	11:52	1:07
Period 6	1:07	2:22

Regular Schedule (Grade 11 & 12)		
HOMEROOM	8:27	8:42
Period 1	8:42	9:57
Period 2	9:57	11:12
Period 3/4	11:12	12:27
Lunch	12:27	1:07
Period 6	1:07	2:22

Morning Assembly		
HOMEROOM	8:27	8:40
Period 1	8:40	9:40
Assembly	9:40	10:40
Period 2	10:40	11:40
Lunch for 9 & 10	11:40	12:20
Period 3/4 11 & 12	11:40	12:40
Period 4/5 9 & 10	12:20	1:20
Lunch for 11 & 12	12:40	1:20
Period 6	1:20	2:22

Afternoon Assembly		
HOMEROOM	8:27	8:40
Period 1	8:40	9:40
Period 2	9:40	10:40
Lunch for 9 & 10	10:40	11:20
Period 3/4 11 & 12	10:40	11:40
Period 4/5 9 & 10	11:20	12:20
Lunch for 11 & 12	11:40	12:20
Period 6	12:20	1:20
Assembly	1:20	2:22

EXTENDED HOMEROOM SCHEDULE		
HOMEROOM	8:27	9:20
Period 1	9:20	10:26
Period 2	10:26	11:32
Lunch for 9 & 10	11:32	12:12
Period 3/4 11 & 12	11:32	12:37
Period 4/5 9 & 10	12:12	1:17
Lunch for 11 & 12	12:37	1:17
Period 6	1:17	2:22

GUIDANCE PROGRAM – ACADEMIC SERVICES

Our complex social order has focused the attention of educators on the need for effective guidance programs in schools. Factors such as rapid technological, economical, and social changes underline the need for a balanced guidance program that will respond to the ever changing personal, social, educational, and career needs of all students.

The Guidance Program at St. Benedict CSS focuses on student orientation, education, and career planning, linkages with post-secondary institutions such as universities and community colleges, as well as apprenticeship and workplace initiatives. The monitoring of student progress, and the development of special programs such as peer tutoring and remediation programs for at-risk students are also key programs. Large and small group sessions in guidance related topics are integrated into the total school program. Individual counselling is available to students and parents who may have concerns about social, emotional, and educational development. Referrals to school resource personnel and community and social services are facilitated by the guidance counsellor.

The Academic Services Department counsellors help students plan ahead by providing:

- individual counseling about courses, careers and personal matters, as well as interest and aptitude tests to assist students to discover their interests
- printed information, including Guidance news about colleges, universities, and workplace opportunities and computer services to assist students learn about careers
- information about scholarships and financial aid for further education and help in finding jobs
- referrals to School Board and community agencies for help with individual problems

Although Guidance counsellors attempt to contact students every year with regard to future plans, students should request an interview at a time best for themselves rather than waiting to be contacted.

The Co-operative Education Program

As part of their studies in secondary school, students may select Co-operative Education courses to assist them with their career planning. These courses allow students to explore chosen career fields and experience learning and working in the workplace. On-the-job learning opportunities must be accompanied by an in-school pre-placement and integration curriculum which prepares students for their new experiences and integrates the theory and application of the course to which the Co-operative Education experience relates. Students must apply and go through an interview process for Co-operative Education. The purpose of this initial interview with the applicant is to ensure that the student meets certain expectations in regards to attendance and punctuality, completion of compulsory courses, and to ensure that the applicant is ready to undertake learning in the workplace. Students and their parents or guardians will be required to sign the **Co-operative Education Statement of Understanding** to indicate their commitment to the program. Failure to adhere to the responsibilities and procedures outlined in this Statement may result in the loss of credits and dismissal from the program. The Co-operative Education Program offers students the opportunity to explore career opportunities through a regular co-op as well as through many new, exciting programs.

Level 1 In-School is available for:

- Welder
- General Carpenter
- Heavy Duty Equipment Technician

Students receive their Level 1 Apprenticeship. No secondary school credits are earned. Secondary school credits are earned if a Co-operative Education class is taken with the Level 1.

Dual Credit Courses allow students to earn a number of credits by participating in apprenticeship training and postsecondary courses that count towards both their secondary school diploma and their post-secondary diploma or apprenticeship certification. Some dual credit options have a co-op component to them. The Dual Credit Programs are as follows:

- Apprenticeship Plus (College's Chef Training Program, Basic Cook Apprentice Level 1)
- Baking and Pastry Arts - Baker Apprentice (College's Baking and Pastry Arts Program, Basic Baker Apprentice Level 1)
- Exploring Business

- Automotive Technician Service and Management - Career Exploration
- Introduction to Mining (online)
- Energy Systems Technology – Social Understanding (online)
- Precision Measuring (online)
- Introduction to Health Sciences Careers
- College Connection

OYAP (Ontario Youth Apprenticeship Program) is structured within the Co-operative Education program (some exceptions). A student is signed on when an employer agrees to sponsor the student. Students then have the opportunity to gain work experience in an apprenticeable trade, have their time count towards their apprenticeship hours, and have certain skill sets and competencies signed off. Students have an opportunity to pursue an apprenticeship while earning high school credits.

SPECIALIST HIGH SKILLS MAJOR IN THE ENVIRONMENT

What is a Specialist High Skills Major (SHSM)?

The SHSM is a ministry-approved specialized program that allows students to focus their learning on a specific economic sector while meeting the requirements for the Ontario Secondary School Diploma (OSSD) and assist in their transition from secondary school to apprenticeship training, college, university, or the workplace.

An SHSM enables students to gain sector-specific skills and knowledge in the context of engaging, career-related learning environments, and helps them focus on post secondary goals.

Ontario Ministry of Education, 2008. Reach Every Student

ADVANTAGES OF EARNING A SPECIALIST HIGH SKILLS MAJOR (SHSM) IN THE ENVIRONMENT

Employment in the environment sector has boomed in recent years and existing labour shortages in this sector are only expected to increase as regulations to meet Canada's goals regarding climate change come into effect, say industry experts.

The SHSM - The Environment enables students to build a foundation of sector-focussed knowledge and skills before

graduating and entering apprenticeship training, college, university, or an entry-level position in the workplace.

Pursuing the **Specialist High Skills Major - The Environment** enables students to:

1. customize their secondary school education to suit their interests and talents while meeting the requirements for the OSSD;
2. select a bundle of 9 required credits focussed on sector-specific knowledge and skills that are:

-valued by the environment sector and post secondary educational institutions;

-designed to help prepare students for a post secondary opportunity of their choice in this economic sector;

-designed with the flexibility to allow students to shift between pathways (e.g., switch from pathway leading to college to an apprenticeship pathway) or to discontinue the SHSM program should their career plans change in Grades 11 or 12;

-provide evidence of achievement of the required components of the SHSM (e.g., sector-recognized certifications) for prospective employers and post secondary educational institutions;

-explore, identify, and refine career goals and make informed decisions about their post secondary options;

-take part in “reach ahead” experiences that will help them gain confidence in their ability to be successful, refine skills and work habits, and make an informed choice about future careers and next steps;

-identify and develop essential skills and work habits that are required in the sector, using tools connected with the Ontario Skills Passport;

-access resources, equipment, and expertise that may not be available in their secondary school.

Ontario Ministry of Education. Sector Specific Guide The Environment, 2007

The Ontario Secondary School Diploma

Students will be required to complete 30 credits of 110 hours each to obtain a high school diploma. Eighteen of these credits will be compulsory. The remaining 12 credits will be optional, allowing students to pursue individual interests and meet university, college, apprenticeship or work requirements.

Compulsory credits include:

- 4 credits in English
- 1 credit in French as a Second Language
- 3 credits in Mathematics
- 2 credits in Science
- 1 credit in Canadian History
- 1 credit in Canadian Geography
- 1 credit in the Arts
- 1 credit in Health and Physical Education
- 0.5 credit in Civics and 0.5 credit in Career Studies
- 1 additional credit in English, or French as a Second Language, or a Native language, or a classical or an international language, or Social Sciences and the Humanities, or Canadian and World Studies, or Guidance and Career Education, or Cooperative Education
- 1 additional credit in Health and Physical Education, or the Arts, or Business Studies, or Cooperative Education
- 1 additional credit in Science, or Technological Education, or Cooperative Education

The compulsory courses selected reflect discussions held with representatives of parents, teachers, students and business. They will ensure that students have a solid grounding in core subjects such as Language, Mathematics and Science, as well as knowledge in other subject areas that would provide them with a well rounded high school education.

The extra requirements of Catholic schools were taken into consideration when the number of compulsory credits was established. Students in Catholic schools will be able to complete curriculum requirements along with the special religion credits required.

In grade 9 and 10, core courses will be available at an academic pathway with a focus on theory, or applied pathway, or locally developed pathways with an emphasis on applications. Students in Grade 9 will not be locked into a pathway. They will be able to transfer or crossover to the other pathway in Grade 10 if they choose.

In grades 11 and 12, courses will be available according to the student's chosen destination, whether university, college, or apprenticeship and work. Joint courses may also be offered.

Other directions for the high school program based on high standards and accountability include:

- A requirement for students to complete 40 hours of community involvement prior to graduation;
- introduction of a high school literacy test prior to the end of Grade 10 - this provides time for reeducation and further testing or alternative courses, for students who do not meet the required standard;
- the establishment of a provincial partnership council to help expand cooperative education, work experience, school-to-work and community involvement programs and increase private sector participation in them;

The Ontario Secondary School Certificate

The Ontario Secondary School Certificate will be granted on request to students who leave school before earning the Ontario Secondary School Diploma, provided that they have earned a minimum of 14 credits distributed as follows:

Compulsory Credits (total of 7)

2 credits in English
1 credit in Canadian Geography or Canadian History
1 credit in Mathematics
1 credit in Science
1 credit in Health and Physical Education
1 credit in the Arts or Technological Education

Optional credits (total of 7)

7 credits selected by the student from available courses. The provisions for making substitutions for compulsory credits (described in Section 3.2: Substitutions for Compulsory Courses) also apply to the Ontario Secondary School Certificate.

The Certificate of Accomplishment

Students who leave school before fulfilling the requirements for the Ontario Secondary School Diploma or the Ontario Secondary School Certificate may be granted a Certificate of Accomplishment.

Substitutions for Compulsory Courses

To meet individual student needs, principals may substitute up to three (3) compulsory credit courses with courses from the remainder of those that meet the compulsory credit requirements. A substitution will only be made if the student's educational interests are best served by such a substitution. Each substitution will be noted on the student's Ontario Student Transcript.

The Annual Education Plan

Each student in Grades 7 to 12 will prepare an annual education plan. Students in Grades 7 to 11 will prepare their plan with the assistance of their parents and guidance counsellor. Students will use the plan to set long and short-term goals, and they will review and revise it each year.

Course Changes

Course changes must be requested within three days of the start of each semester.

Student Course Load

Students must have a full timetable each semester. Students in grade 12 who have achieved 24 credits by September may be considered for one study period.

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 students are achieving the curriculum expectations. Evaluation is the process of judging the quality of a student's work on the basis of established achievement criteria, and assigning a value to represent that quality.

Late Assignments

Students will hand in all assignments by the established due date. This can be accomplished by using good time management skills. Using the St. Benedict agenda book to record all assigned work is a simple and effective technique that should be practised by all students.

If a student cannot meet the deadline because of exceptional circumstances, the student must consult with the teacher before the due date. Late assignments will be accepted after the due date if the teacher has agreed that the circumstance is legitimate.

Regular submission of assignments is required for teachers to make a professional judgement on the final grade.

Missed Tests

A student who is absent for a test should write the test on the first day he or she returns, unless other arrangements have been made between the teacher and the student.

Suspensions

Students who have been suspended from school **are not** given a mark of zero for missed tests or assignments, but are given an opportunity to make up missed work upon their return. Students must make these arrangements with their teachers. Times and dates must be at the teacher's convenience.

Academic Integrity

At St. Benedict Catholic Secondary School, academic integrity is paramount in all programs. Academic integrity means that all assignments, tests, exams, reports, and other academic efforts are solely the product of the student. Students must assume responsibility for maintaining an honest position in all work submitted to teachers.

There are a number of ways in which academic integrity is violated:

Plagiarism

Plagiarism is defined as "the presentation of another's words or ideas as your own." Plagiarism is wrong for several reasons. First, it is stealing. Second, it is lying. Third, it is an insult to your fellow students and to your teachers.

To avoid plagiarism, every direct quotation must be identified by quotation marks, and it must be properly cited. Likewise, any material retrieved from another source such as a print or electronic medium that is paraphrased or summarized in one's own words must also be properly acknowledged.

Cheating

Cheating is the use of inappropriate materials, information, or study aids in an academic exercise such as a test or

examination. The use of books, notes, and calculators, as well as conversation with others (including text messaging), is restricted or forbidden in certain academic exercises. Their use constitutes cheating. In addition, students cannot submit identical work or portions of it for assessment in two different courses. This is known as “dual submission.”

Fabrication

Fabrication is the falsification or invention of information or citations in an academic exercise. For instance, invented information, or fudged data, may not be used in laboratory experiments or other academic exercises.

Facilitating Academic Dishonesty

Students who knowingly or negligently allow their work to be used by other students or who assist others in academic dishonesty are in direct violation of this policy.

Consequences of Academic Dishonesty

Any violation of academic integrity is a serious offence and is, therefore, subject to consequences. The first offense will result in a student/teacher conference. As well, the teacher will contact the student’s parents or guardians and the incident may be brought to the attention of the Vice-Principal. A subsequent offense will result in a referral to the Vice-Principal.

Catholic Education and Pastoral Care

Catholic education views human life as an integration of body, mind, and spirit. Rooted in this vision, Catholic education fosters the search for knowledge as a lifelong spiritual and academic quest. The expectations of Catholic graduates, therefore, are described not only in terms of knowledge and skills, but in terms of values, attitudes, and actions. As a Christian Community, St. Benedict CSS is dedicated to its students in every aspect of their lives. The

chaplain provides pastoral care to the St. Benedict community. The chaplain's office is located in the library.

Celebration of Sacraments

Celebrations of the Eucharist are available to all students and staff. School liturgies are celebrated at significant points during the academic year.

Chapel

The chapel is located at the main entrance of the school. Mass is celebrated in the chapel for small groups and individual classes. The chapel is also used by students and staff as a quiet area to reflect and pray.

STUDENT RESPONSIBILITIES

St. Benedict Catholic Secondary School is a school which concerns itself with the spiritual and moral development of its students, as well as with their academic and physical growth. We encourage our students to integrate traditional Catholic values into their lives and to establish a commitment to the ideals of Christ's teachings. In order to foster growth, a guideline of student responsibilities has been developed. This guideline reflects a philosophy of mutual respect, and clearly outlines a student's rights and responsibilities. It is a positive document designed to build sound character.

Uniforms

Uniforms must be worn to and from school. Uniforms must be worn at all times when at school and they must also be worn as stipulated in the school uniform section. Coats must be removed once students enter

the school building. Dress shoes must be worn at all times.

Attendance

Regular attendance is one of the most important factors in a student's academic success, social development, and spiritual growth. The administration and staff at St. Benedict Catholic Secondary School are committed to the safety and security of our students at all times. Therefore, we have a stringent attendance policy and procedure in place. We urge parents and guardians to cooperate and support us in this endeavour.

Attendance is taken each morning during homeroom and it is also taken in each period during the school day. Students are expected to be punctual and attend all classes listed on their timetable. Students are also required to attend assemblies and special functions held during the year.

Procedures for Absent Students

Parents or guardians are asked to contact the school at 523-9235 as soon as possible to let us know that their son or daughter will be absent. If a student is absent and a phone call from the parent or guardian is not made to the school, the parent or guardian will be contacted. If the school has not heard from the parent or guardian on the day the student is absent, the student **must** produce a note from the parent or guardian upon returning to school. Students must give notes to their homeroom teacher first thing in the morning. **All notes are kept on file.**

Procedures for Students Who Are Late

Lateness interferes with classroom instruction and it exhibits a lack of consideration for the teacher and other students. Students must be on time for

homeroom, classes, and special events. **Chronic lateness will not be tolerated.**

Students who are late for class are to go directly to class and the teacher will mark them late on the class attendance sheet. Teachers will also let the office know if there is a pattern of lateness. Students will not be admitted to class if lateness continues. Disciplinary measures will be imposed.

If the students arrives at school after homeroom (after 8:37 a.m.), they must sign in at the office.

Please note that grade 12 students may, at the discretion of the Vice-Principal, be permitted to sign in during their study period if it is scheduled period one. Students must see the Vice-Principal to make this arrangement.

Leaving During the School Day

Appointments

If a student must leave school during the day (e.g., doctor's appointment), the student must come to the office before homeroom and present a note from his or her parent or guardian explaining the reason for the early leave. The student will be issued a yellow "excused slip" that he or she will present to his/her teacher when he or she has to leave. If the student does not present a note from his/her parent or guardian, the student must attempt to contact them at work or at home. When the student returns to school, he or she must sign in at the office before going to class. **UNDER NO CIRCUMSTANCES MAY A STUDENT LEAVE THE SCHOOL WITHOUT AUTHORIZATION.** The above procedures must be followed.

Illness

A student who becomes ill during the school day must report to the office. If the student is too ill to remain at school, the parent or guardian will be contacted and arrangements will be made for the student to leave.

Sign In/Sign Out Privileges

Students who are in grade 12 and who are at least 18 years of age qualify to apply for Sign In/Sign Out Privileges. These privileges apply only for legitimate reasons such as illness or medical appointments. Students who miss class for any other reason will be considered truant and will be dealt with according to school policy.

Leaving School Property

Grade 9 and 10 students, regardless of their age, are not allowed to leave school property. Senior students in grades 11 and 12 may leave school property at lunch time or during their study period. Students who wish to leave the school during their study periods must have a sign in/sign out permission form signed by their parents or guardians.

Eating and Drinking

Students are not permitted to bring food or drinks to class. Food and drinks can only be consumed in the cafeteria. Students who eat food or drink in areas other than the cafeteria will have their items confiscated and may be required to do clean-up duty. **The cafeteria is off-limits during and between classes.**

The Use of Motor Vehicles

Since student safety is a priority, students who drive motor vehicles to school are of great concern. First, the use of the school's parking lot by students is a **privilege, not a right**. Second, all students who drive

to school must abide by the following parking regulations

- The speed limit is 15 km/h
- School buses have the right of way
- There will be no loitering in cars
- Cars may not be parked in designated staff parking areas or in the lower parking lot by the daycare centre
- “Double-parking” is not permitted, that is using up two parking spaces

Irresponsible use of a motor vehicle will result in the immediate removal of parking privileges.

Classroom Safety

Safety is a critical part of all programs. Students must observe all rules and regulations without exception, particularly in science labs and technology shops. All students have a responsibility to foster a safe classroom environment. Students acting in a manner that jeopardizes the safety of other students may be removed from that program and lose their credit.

Casual Dress Days

From time to time, the administration will designate certain days as Casual Dress Days. Proper student behaviour and appropriateness of dress, consistent with the philosophy of our school, is expected on these days.

Co-Curricular Expectations

At St. Benedict, we offer a vibrant co-curricular program. Our athletes and club members tend to lead our school in spirit, character, and attitude. Should a student experience academic difficulty or poor classroom attendance, the student may be withdrawn

from the co-curricular program until there is significant improvement.

Personal Communication Devices

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

Hats and Caps

Baseball caps, bandanas, and other headwear are not to be worn inside the school. These items may be confiscated if students do not respect this policy.

Telephone Calls

Public telephones are available within the school for student use during lunch periods and before and after school. Personal calls for students will not be permitted. Students should not request to use office phones unless it is an emergency.

Photocopying

Photocopying is available in the library at 10 cents per page. See the library technician for more information.

Valuables

Students are asked not bring items of value to school. Do not leave money or other valuables in your locker or the change room. The school is not responsible for lost or stolen items, including personal listening devices (MP3 players) and cell phones.

Locks and Lockers

Each student is assigned a locker and lock that they will use throughout their stay at St. Benedict. Students are responsible for the care and cleanliness of their lockers. Graffiti and inappropriate pictures are

not permitted in the lockers. Students are not allowed to change their locker or lock without permission from the Vice-Principal. An unauthorized lock will be removed. **Students will be responsible to pay for any damages to the locker. Please note that lockers can be searched at anytime, with or without the student's consent, if the principal or vice-principal has reasonable grounds.**

Announcements

Only school approved announcements will be permitted. Students could face strict disciplinary action if announcements are made within the school without the permission of administration.

Smoking Policy

Smoking and the use of other tobacco products are not permitted on school property, and their use is not permitted between classes.

Students, staff, and visitors are not allowed to smoke or use other tobacco products on school property. The visible possession of cigarette and tobacco products is prohibited as well.

Students are prohibited from any form of tobacco advertising such as wearing or having tobacco branded merchandise. Students found in possession of tobacco or tobacco related products may be given the option of entering into a tobacco cessation program in lieu of suspension. The program will be administered by the school during a student's lunch period. The length of the program will be determined by the Principal or Vice Principal based on the nature of the infraction

Study Periods

Grade 12 students who qualify for a study period must remain in the cafeteria or another designated area during this time. This will help minimize classroom disruptions. Students are urged to use their study period time wisely and they must be in full uniform. Students on a study period must attend assemblies or special functions.

Backpacks, Purses, and Bags

Due to safety reasons, backpacks, purses, and other forms of baggage are not allowed in the classroom or in the halls.

Betting/Gaming

Any form of gambling is strictly prohibited. Playing cards in the classroom is also not permitted and cards will be immediately confiscated.

Environment

The St. Benedict community is very concerned about our local and global environment. We can help make a difference by following these suggestions:

- Support the school's recycling program and the Environmental Club
- Please do not litter
- Turn off computer monitors and light when not in use
- Respect our gardens and shrubs

Students who litter will be required to pick-up garbage.

Excursions and Field Trips

Excursions and field trips are valuable learning experiences and are an important part of the school program at St. Benedict. In all situations, school rules

and policies apply. Uniforms must be worn, unless the nature of the activity requires different clothing.

Examinations

Most courses require students to complete a final evaluation in the form of an examination. Our formal examination period takes place at the end of each semester and they are scheduled over a period of 5 days. Normally, thirty percent of the course grade will be based on the exam mark. All students are required to write final exams. The only valid excuse for missing an exam is serious illness supported by a physician's note. Taking a vacation, early summer job placements, and so on, are not considered valid excuses for missing an exam.

Shadowing

Individuals who attend other schools and who are interested in pursuing an education at St. Benedict Catholic Secondary School are welcome to accompany or "shadow" a student for the day. Students who wish to visit St. Benedict must seek permission from the Principal or Vice-Principal and must have permission from parents or guardians.

Student Council

The Student Council of St. Benedict Catholic Secondary School consists of an elected five member Cabinet, two staff moderators, and 3 social conveners from each grade level. Social conveners express the opinions and safeguard the interests of their respective classmates at Student Council meetings, which are held at least once per week.

Members of Student Council include:

Co-President	Secretary
Co-President	Treasurer
Public Relations Office	

Peer Mediation - Definition and Goals

Mediation is an approach to resolve conflict in which the disputants, or the people who disagree, have the chance to sit face to face and talk uninterrupted so each side of the dispute is heard. After the problem is defined, solutions are created and then evaluated. When an agreement is reached, it is written and signed.

The goals of peer mediation are as follows:

- * For disputants to understand and respect different views
- * To open and improve communication
- * To develop cooperation in solving a common problem
- * To reach agreements that address the interests of both sides

Peer mediation is a win/win approach to conflict: Both people are winners and no one loses.

BUS BEHAVIOUR EXPECTATIONS

Transportation to and from school is a privilege provided by the Sudbury Catholic District School Board. Students should be familiar with the following rules:

- All riders shall remain seated when the bus is in motion. Keep head, hands and arms inside the bus. Riders must sit in an upright position at all times.
- Scuffling, fighting, and the use of obscene or inappropriate language is not acceptable.
- Bus riders will not litter the bus with food or other debris. For health and safety reasons, eating is not permitted on the bus.
- The bus driver is asked to report any misconduct to the principal.
- The bus driver is in complete charge while on the bus. Parents will be notified if the misconduct continues. Bus riders may be denied the privilege of riding.
- The rider will pay for damage to the bus, other than regular usage.

- Riders must be at the correct loading area 5 minutes prior to the scheduled pick-up time, morning and afternoon. Students should be waiting for the bus, not the bus waiting for students.
- Smoking is not permitted on the school bus.
- It is not permitted to bring animals on the bus.
- Skates will be permitted if protected by a blade guard and music instruments only if they can be placed on your lap and don't interfere with the safety of other riders.

Students must take the bus that is assigned to them. **Taking another student's bus is absolutely not permitted.**

CODE OF CONDUCT

The mission of the Sudbury Catholic District School Board is to provide all students with a Catholic education that includes the knowledge, skills, and values required to live a meaningful and faith-filled life. This mission is affirmed in Board policies, including the Safe Schools policy. The Board is committed to making every one of its Catholic schools a caring place that is safe for learning. The purpose of the Board's Code of Conduct is to further promote the mission of the Board and to maintain a Code of Conduct for all its schools.

ROLES AND RESPONSIBILITIES

The Board's Code of Conduct recognizes that all members of the school community, which include principals, teachers, 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 outlined below:

a) **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 that 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 Regional 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 the Board Code 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.

b) **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; and,
- communicating regularly and meaningfully with all members of the school community.

c) **School Personnel**

Under the leadership of their principals, school personnel maintains 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 members of the school community; and
- 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.

d) **Students**

Students 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 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.

e) **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;
- be 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.

f) **Community Partners**

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 establish and formalize linkages and relationships between the Board, the school, and community agencies. Community partners need to respect and support the rules of their local schools.

g) **Police**

The police will be called to investigate incidents that are deemed to violate the Board's Code of Conduct in accordance with the Police and School Board Protocol.

Electronic Communications and Media Devices

All personal communication devices will be powered off and stored out of view during an instructional class and in other areas of 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 twenty school days.

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:

- Persistent truancy;
- Persistent opposition to authority;
- Habitual neglect of duty;
- Wilful destruction of school property; vandalism causing damage to school or Board property, or property located on school or Board premises;
- Use of profane or improper language;
- Use of tobacco;
- Theft;
- Aid/incite harmful behaviour;
- Physical assault;
- Being under the influence of illegal drugs;
- Sexual harassment;
- Racial harassment;
- Fighting, including horseplay;
- Possession or misuse of any harmful substances;
- Hate-motivated violence;
- Extortion;
- Distribution of hate material;
- Inappropriate use of electronic communications/media; and/or
- 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:

- possessing a weapon, including possessing a firearm;
- using a weapon to cause or to threaten bodily harm to another person;
- committing physical assault on another person that causes bodily harm requiring treatment by a medical practitioner;
- committing a sexual assault;
- trafficking in weapons or in illegal drugs;
- committing robbery;
- giving alcohol to a minor;
- 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 must 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:

- possession of an explosive substance;
- serious or repeated misconduct; and/or
- other - defined as any conduct that is seriously injurious to the moral tone of the school or to the physical or mental well-being of others.