

*Lakeshore Catholic*  
*Student Agenda*

2012-2013



*Celebrating*

*25 years*

*of Excellence*



# LAKESHORE CATHOLIC HIGH SCHOOL

## Student Handbook



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Name

Regular Day	SEMESTER ONE			SEMESTER TWO		
	Class	Room	Teacher	Class	Room	Teacher
<b>Period 1</b> 8:00-9:20						
<b>Period 2</b> 9:23-10:38						
<b>Period 3</b> 10:41-11:56						
<b>Period 4</b> 11:59-1:14						
<b>Period 5</b> 1:17 - 2:32						

Period 1 Assembly Schedule		Period 2 Assembly Schedule	
Announcements, Period 1 & Assembly	8:00 – 10:04	Announcements & Period 1	8:00 – 9:09
Period 2	10:07 – 11:11	Period 2 & Assembly	9:12 – 11:11
Period 3	11:14 – 12:18	Period 3	11:14 – 12:18
Period 4	12:21 – 1:25	Period 4	12:21 – 1:25
Period 5	1:28 – 2:32	Period 5	1:28 – 2:32
Period 5 Assembly Schedule		D.E.A.R. Schedule	
Announcements & Period 1	8:00 – 9:10	Announcements & Period 1	8:00 – 9:16
Period 2	9:13 – 10:16	Period 2	9:19 – 10:29
Period 3	10:19 – 11:22	Period 3	10:32 – 11:42
Period 4	11:25 – 12:28	Period 4	11:45 – 12:55
Period 5 & Assembly	12:31 – 2:32	Period 5 & D.E.A.R.	12:58 – 2:32

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**Cover Design by  
Casandra Merson  
"Walking in the Light  
of Christ"**



### **STUDENT COMMITMENT**

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

- Comes to school prepared, on time, in full uniform and ready to learn;
- Shows respect for him/herself, for others, and for those in authority;
- Refrains from bringing anything to school that may compromise the safety of others;
- Follows the established rules and *Code of Conduct* and takes responsibility for his or her own actions.

### **PARENT/GUARDIAN COMMITMENT**

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 environment for all students. Parents fulfill this responsibility when they:

- Take 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;
- Become familiar with the *Code of Conduct* and school rules;
- Encourage and assist their child in following the rules of behaviour;
- Assist school staff in dealing with disciplinary issues.

### **STUDENT HANDBOOK EXPECTATIONS**

Students are required to bring their Handbooks with them to all classes. It will be used for attendance procedures and to record homework assignments and due dates. A calendar of events and important dates will also be found in the Handbook. Students are not to deface or remove pages or mutilate the Handbook in any way. Students losing, damaging or defacing the Handbook will be required to purchase a replacement for \$5.00. Handbooks are only to be used by the owner. Students are not to loan or borrow another student's Handbook.

We have read the above and accept the commitments / expectations set out in the Lakeshore Catholic High School Student Handbook.

\_\_\_\_\_  
(Student)

\_\_\_\_\_  
(Date)

\_\_\_\_\_  
(Parent/Guardian)

\_\_\_\_\_  
(Date)

**\*RETURN TO PERIOD 1 TEACHER BY SEPTEMBER 13, 2012\***

# Lakeshore Catholic High School

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Website: [lakeshorecatholichighschool.ca](http://lakeshorecatholichighschool.ca)

**Principal: Mr. Danny DiLorenzo**  
**Vice-Principals: Mr. Brandon Atamanyk, Mr. Andrew Boon**

## PRINCIPAL'S MESSAGE

Dear Gators,

Welcome back to yet another exciting year at Lakeshore Catholic High School. Lakeshore Catholic has become the school of choice for many in the Lakeshore Region. It is with our faith in God that we continue to strive for excellence in academics, arts, athletics, apprenticeships and social justice issues. The tradition of educating students to think clearly, feel deeply, and act wisely continues to build our future at Lakeshore Catholic.

I extend a special welcome to all new students to Lakeshore Catholic who have chosen this school as part of their journey to success. It is my hope that you bask in the richness of tradition and that you get involved in order to be a part of the Lakeshore Catholic family. I also welcome back our students who have chosen to continue their studies and co-curricular activities at Lakeshore Catholic High School. I am confident that you will build on your successes and achieve all of your academic and personal goals. We will work together to ensure a world class education for all of our students.

It is with great pride that our students are guaranteed the quality, Catholic education that they so richly deserve due to the dedication and perseverance of the talented and energetic teachers and support staff. We continue to be committed to developing spiritually, academically, and exploring the many gifts given to each individual. There are many aspects to learning and the goal at Lakeshore Catholic is to develop the student as a whole person giving them many opportunities to become active members of society.

This Student Handbook contains important information including the code of conduct, school policies and procedures, a monthly calendar of school events, and a personal daily agenda/planner. This information will be valuable to both students and parents. It is essential that all parties

understand the guiding principles, policies, and expectations of Lakeshore Catholic High School as outlined in this student handbook. It is important to provide you with a safe, secure, learning environment that will allow you the opportunity to flourish in your spiritual, academic, co-curricular and social pursuits.

On behalf of the Administrative Team and the entire staff, it is my most sincere wish that you have a successful year. May God bless you and guide you in all your endeavours.

Mr. D. Di Lorenzo



The Niagara Catholic District School Board, through the charisms of faith, social justice, support and leadership, nurtures an enriching Catholic learning community for all to reach their full potential and become living witnesses of Christ.

### **Lakeshore Catholic High School MISSION STATEMENT**

*“The spirit of the Lord has been given to me . . .”* Isaiah

Lakeshore Catholic High School, as part of the Niagara Catholic District School Board has as its mission to offer secondary school education with the values and teachings of Jesus Christ and the Traditions of the Catholic Faith.

We recognize the dignity of each person as a child of God and each person’s right to be respected as such.

We encourage learning by focusing on the development of each person’s talents and abilities in preparation for life’s expectations.

We strive to build a community where everyone reaches out in mutual support of and for each other.

We strive to show pride and respect to the property of the school and those of others.

# CATHOLIC CHARACTER

## ONTARIO CATHOLIC GRADUATE EXPECTATIONS

The graduate is expected to be:

### **A Discerning Believer Formed in the Catholic Faith Community who**

- illustrates a basic understanding of the saving story of our Christian faith;
- participates in the sacramental life of the church and demonstrates an understanding of the centrality of the Eucharist to our Catholic story;
- actively reflects on God's Word as communicated through the Hebrew and Christian scriptures;
- develops attitudes and values founded on Catholic social teaching and acts to promote social responsibility, human solidarity and the common good;
- speaks the language of life... "recognizing that life is an unearned gift and that a person entrusted with life does not own it but that one is called to protect and cherish it." (Witnesses to Faith)
- seeks intimacy with God and celebrates communion with God, others and creation through prayer and worship;
- understands that one's purpose or call in life comes from God and strives to
- respects the faith traditions, world religions and the life-journeys of all people of good will;
- integrates faith with life;
- recognizes that "sin, human weakness, conflict and forgiveness are part of the human journey" and that the cross, the ultimate sign of forgiveness is at the heart of redemption. (Witnesses to Faith)

### **An Effective Communicator who**

- listens actively and critically to understand and learn in light of gospel values;
- reads, understands and uses written materials effectively;
- presents information and ideas clearly and honestly and with sensitivity to others;
- writes and speaks fluently one or both of Canada's official languages;
- uses and integrates the Catholic faith tradition, in the critical analysis of the arts, media, technology and information systems to enhance the quality of life.

### **Reflective and Creative Thinker who**

- recognizes there is more grace in our world than sin and that hope is essential in facing all challenges;
- creates, adapts, evaluates new ideas in light of the common good;
- thinks reflectively and creatively to evaluate situations and solve problems;
- makes decisions in light of gospel values with an informed moral conscience;
- adopts a holistic approach to life by integrating learning from various subject areas and experience;

- examines, evaluates and applies knowledge of interdependent systems (physical, political, ethical, socio-economic and ecological) for the development of a just and compassionate society.

### **A Self-Directed, Responsible, Life Long Learner who**

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

### **A Collaborative Contributor who**

- works effectively as an interdependent team member;
- thinks critically about the meaning and purpose of work;
- develops one's God-given potential and makes a meaningful contribution to society;
- finds meaning, dignity, fulfilment and vocation in work which contributes to the common good;
- respects the rights, responsibilities and contributions of self and others;
- exercises Christian leadership in the achievement of individual and group goals;
- achieves excellence, originality, and integrity in one's own work and supports these qualities in the work of others;
- applies skills for employability, self-employment and entrepreneurship relative to Christian vocation.

### **A Caring Family Member who**

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

### **A Responsible Citizen who**

- acts morally and legally as a person formed in Catholic traditions;
- accepts accountability for one's own actions;
- seeks and grants forgiveness;
- promotes the sacredness of life;

- witnesses Catholic social teaching by promoting equality, democracy, and solidarity for a just, peaceful and compassionate society;
- respects and affirms the diversity and interdependence of the world's peoples and cultures;
- respects and understands the history, cultural heritage and pluralism of today's contemporary society;
- exercises the rights and responsibilities of Canadian citizenship;
- respects the environment and uses resources wisely;
- contributes to the common good.

## **GRADUATION REQUIREMENTS**

The mandate of the Niagara Catholic District School Board is to provide a Catholic education which fosters and directs the spiritual, intellectual, aesthetic, physical and social enrichment of all students thus enabling them to live and contribute as responsible Catholic citizens of our society. All secondary students are expected to achieve the various religious curriculum expectations of our system. All secondary students within Niagara Catholic must study Religion each year of their secondary education and successfully complete the course. Students are expected to participate in compulsory retreats, complete Christian Community Service hours and participate in all Board and school religious celebrations, events and activities as established by the board and the school. Students who do not meet these expectations may not be invited to participate in the secondary school graduation celebrations.

## **CHAPLAINCY**

Mrs. Kathy Mistry is the Chaplain at Lakeshore Catholic High School. The Chaplain is available to support and guide all members of the school community on their faith journey. In order to do this the Chaplain provides the following services:

- Leader of Chaplaincy Team
- Opportunities for Prayer, Sacraments and Celebrations of the Eucharist
- Pastoral Counselling
- Conflict Mediation
- Resource for Student Projects, Prayer Services and Class Discussion
- Class Retreats

By calling forth the talents and gifts of students and staff, the Chaplain encourages a strong sense of Christian community in our school. Fostering both a sense of caring and of social justice, the Chaplain shares in what makes our school a special experience for all who are a part of Lakeshore Catholic. Students are welcome to drop by the Chaplain's office at any time.

## **RELIGIOUS STUDIES AND RETREATS**

All students must participate in scheduled liturgies, prayer services, retreats and successfully complete courses in Religious Studies each year. Ten hours of Christian Community Service and a reflection paper are part of each Religious Study course. The Christian Community Service hours will

satisfy the Ministry's graduation expectation for community service requirement. Students must successfully complete their Christian Community Service and reflection paper in each year of study in order to participate in the school's graduation ceremony and prom.

Students of each grade level are required to participate on a retreat with his/her class. For specific conflicts, the Chaplain may allow the student to attend a retreat with another class. Only the Principal can excuse a student from attending a retreat.

Students who do not attend retreats due to an emergency or unavoidable event will be assigned an additional community service project. Students must successfully complete the project or will not be able to participate in the graduation ceremony.

### **LAKESHORE CATHOLIC SCHOOL COUNCIL**

The Lakeshore Catholic School Council is an active, advisory partnership, whose focus includes promoting and supporting the vision of Lakeshore Catholic High School. Representation of our principal, staff, students, community and parent members ensures a varied and complimentary voice which strives to reflect the ideals of the school community.

We extend to all new and returning parents an invitation to participate in our monthly meetings.

### **Equity and Inclusive Education Policy**

The *Guiding Principles of the Equity and Inclusive Education Strategy* state:

Equity and Inclusive education:

- is a foundation of excellence;
- meets individual needs;
- identifies and eliminates barriers;
- promotes a sense of belonging;
- involves the broad community;
- builds on and enhances previous and existing initiatives;
- is demonstrated throughout the system.

*Equity and Inclusive Education in Ontario Schools: Guidelines for Policy Development and Implementation, Ontario's Equity and Inclusive Education Strategy and Policy/Program Memorandum No. 119 (2009) "Developing and Implementing Equity and Inclusive Education Policies in Ontario Schools"* identify eight areas of focus for implementing equity and inclusive education. The eight areas of focus are:

1. Board policies, programs, procedures, and practices
2. Shared and committed leadership

3. School-community relationships
4. Inclusive curriculum and assessment practices
5. Religious accommodation
6. School climate and the prevention of discrimination and harassment
7. Professional learning
8. Accountability and transparency

In accordance with the above policy documents, applicable legislation that outlines the denominational rights of the Catholic school system and with adherence to the *Guiding Principles of the Equity and Inclusive Education Strategy*, and consistent with the *Code*, each area of focus will serve to guide the actions of the Board and its schools, in honouring its commitments to equity and inclusive education policy development, implementation, monitoring and reporting.

For more information, please visit our Board website, [www.niagaracatholic.ca](http://www.niagaracatholic.ca)

### **Religious Accommodation Policy**

The Niagara Catholic District School Board (the Board) is committed to the values of freedom of religion and freedom from discriminatory or harassing behaviours based on religion and will take all reasonable steps to provide religious accommodations within the legal rights afforded to the Catholic school system. Such accommodations will be provided to staff, students and their families.

The Board is committed to providing an environment that is inclusive and that is free of barriers based on creed (religion). Accommodation will be provided in accordance with the principles of dignity, individualization, and inclusion. The Board will work cooperatively, and in a spirit of respect, with all partners in the accommodation process.

The Board will take all reasonable steps to provide accommodation to individual members of a religious group to facilitate their religious beliefs and practices. All accommodation requests will be taken seriously. No person will be penalized for making an accommodation request.

For many students and staff of the Board, there are a number of areas where the practice of their religion will result in a request for accommodation on the part of the school and/or the Board. These areas include, but are not limited to the following:

- i. School opening and closing exercises;
- ii. Leave of Absence for Religious Holy Days;
- iii. Prayer;
- iv. Dietary requirements;
- v. Fasting;
- vi. Religious dress;
- vii. Modesty requirements in physical education; and
- viii. Participation in daily activities and curriculum.

For more information on the process of requesting an accommodation, please contact the Principal or visit our Board website, [www.niagaracatholic.ca](http://www.niagaracatholic.ca)

## **PROVINCIAL CODE OF CONDUCT**

### **CODE OF CONDUCT**

A school should be a place that promotes responsibility, respect, civility, and academic excellence in a safe learning and teaching environment. A positive school climate exists when all members of the school community feel safe, comfortable, and accepted. All students, parents, teachers, and staff members have the right to be safe, and to feel safe, in their school community. With this right comes the responsibility to contribute to a positive school climate.

The promotion of strategies and initiatives such as Student Success and character development, along with the employment of prevention and intervention strategies to address inappropriate behaviour, fosters a positive school climate that supports academic achievement for all students.

The provincial Code of Conduct sets clear provincial standards of behaviour. These standards of behaviour apply not only to students, but also to all individuals involved in the publicly funded school system – parents, volunteers, teachers, and other staff members – whether they are on school property, on school buses, at school-related events or activities, or in other circumstances that could have an impact on the school climate. Responsible citizenship involves appropriate participation in the civic life of the school community. Active and engaged citizens are aware of their rights, but more importantly, they accept responsibility for protecting their rights and the rights of others.

### **Guiding Principles & Purposes of the Code**

All members of the school community are:

- To be treated with respect and dignity, especially persons in positions of authority
- To promote responsible citizenship by encouraging appropriate participation in the civic life of the school community
- To maintain an environment where conflict and difference can be addressed in a manner characterized by respect and civility

- To encourage the use of non-violent means to resolve conflict
- To promote the safety of people in the schools
- To discourage the use of alcohol and illegal drugs.

### **Roles & Responsibilities**

School boards provide direction to their schools to ensure opportunity, academic excellence, and accountability in the education system. It is the responsibility of school boards to:

- develop policies that set out how their schools will implement and enforce the Provincial Code of Conduct and all other rules that they develop that are related to the provincial standards that promote and support respect, civility, responsible citizenship, and safety;
- seek input from school councils, their Parent Involvement Committee, their Special Education Advisory Committee, parents, students, staff members, and the school community;
- review these policies regularly with students, staff, parents, volunteers and the community;
- establish a process that clearly communicates the Provincial Code of Conduct and school board codes of conduct to all parents, students, staff members, and members of the school community in order to obtain their commitment and support;
- ensure an effective intervention strategy and response to all infractions related to the standards for respect, civility, responsible citizenship and safety;
- provide opportunities for all staff to acquire the knowledge, skills and attitudes necessary to develop and maintain academic excellence in a safe learning and teaching environment.
- wherever possible, boards should collaborate to provide coordinated prevention and intervention programs and services, and should endeavour to share effective practices.

**Principals**, under the direction of their school board, 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
- holding everyone, under their authority, accountable for their behaviour and actions;
- empowering students to be positive leaders in their school and community;
- communicating regularly and meaningfully with all members of their school community.

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

- help students work to their full potential and develop their self-worth;
- empower students to be positive leaders in their classroom, school, and community;
- communicate regularly and meaningfully with parents;
- maintain consistent standards of behaviour for all students;

- demonstrate respect for all students, staff, parents, volunteers, and the members of the school community;
- prepare students for the full responsibilities of citizenship.

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

- comes to school prepared, on time and ready to learn;
- shows respect for themselves, for others and for those in authority;
- refrains from bringing anything to school that may compromise the safety of others;
- follows the established rules and takes responsibility for his or her own - action.

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

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

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

The police play an essential role in making our schools and communities safer.

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

## **STANDARDS OF BEHAVIOUR**

### **Respect, Civility & Responsible Citizenship**

All members of the school community must:

- respect and comply with all applicable federal, provincial and municipal laws;
- demonstrate honesty and integrity;
- respect differences in people, their ideas and opinions;
- treat one another with dignity and respect at all times, and especially when there is disagreement;
- respect and treat others fairly, regardless of, for example, race, ancestry, place of origin, colour, ethnic origin, citizenship, religion, gender, sexual orientation, age, or disability;
- respect the rights of others;

- show proper care and regard for school property and the property of others;
- take appropriate measures to help those in need;
- respect all members of the school community, especially persons in positions of authority;
- respect the need of others to work in an environment that is conducive to learning and teaching;
- seek assistance from a member of the school staff, if necessary, to resolve conflict peacefully;
- not swear at a teacher or at another person in a position of authority.

### **Safety**

All members of the school community must not:

- be in possession of any weapon, including firearms;
- cause injury to any person with an object;
- use any object to threaten or intimidate another person; not be in possession of, or under the influence of, or provide others with, alcohol or illegal drugs;
- inflict or encourage others to inflict bodily harm on another person; engage in bullying behaviours;
- commit sexual assault;
- traffic weapons or illegal drugs;
- give alcohol to a minor;
- commit robbery;
- engage in hate propaganda and other forms of behaviour motivated by hate or bias;
- commit an act of vandalism that causes extensive damage to school property or to property located on the premises of the school.

### **Suspension Infractions**

When a principal's investigation of an incident, which should include consultation with the adult student or the student's parent/guardian and student, determines that a student has committed one or more infractions outlined below on school property, during a school-related activity or event, and/or in circumstances where the infraction has an impact on the school climate, a principal will consider whether that student should be suspended, taking into account any mitigating and other factors that might be applicable in the circumstances.

The principal will also contact the police consistent with the Police and School Response Protocol if the infraction the student is suspected of committing requires such contact. When in doubt, the principal will consult with his or her Superintendent.

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

1. Uttering a threat to inflict serious bodily harm on another person;
2. Possessing alcohol, illegal and/or restricted drugs;
3. Being under the influence of alcohol, illegal and/or restricted 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 or to property located on the premises of the student's school;
6. Persistent truancy;
7. Habitual neglect of duty;
8. Use of profane vulgar, or improper language;
9. Bullying;
10. Conduct injurious to the moral tone of the school;
11. Persistent opposition to authority,
12. Conduct injurious to the physical or mental well-being of any member of the school community,

Any act considered by the principal to be contrary to the Board or school Code of Conduct.

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

**Expulsion Infractions:**

Expulsion is the removal of a student by the Board from the regular services of the Board for reasons as set out in the Education Act and by the Expulsion Policy of the Niagara Catholic District School Board. Principals may recommend to the Committee of the Board expulsions of students from their schools.

When a principal has reasonable grounds to believe that a student has committed one or more infractions outlined below on school property, during a school-related activity or event, and/or in circumstances where the infraction has an impact on the school climate, the principal will suspend the student. The principal will also contact the police consistent with the Police and School Response Protocol if the infraction the student is suspected of committing requires such contact. When in doubt, the principal will consult with his or her Superintendent.

The enumerated activities are:

1. Possessing a weapon, including possessing a firearm;
2. Using a weapon to cause or to threaten bodily harm to another person;
3. Committing physical assault on another person that causes bodily harm requiring treatment by a medical practitioner;
4. Committing sexual assault;
5. Trafficking in weapons, illegal and/or restricted drugs;
6. Committing robbery;
7. Giving alcohol to a minor;
8. A pattern of behaviour that is so inappropriate that the student's continued presence is injurious to the effective learning and/or working environment of others;
9. Activities engaged in by the student on or off school property that cause the student's continuing presence in the school to create an

unacceptable risk to the physical or mental well-being of other person(s) in the school or Board;

10. Activities engaged in by the student on or off school property that have caused extensive damage to the property of the Board or to goods that are/were on Board property;
11. The student has demonstrated through a pattern of behaviour that s/he has not prospered by the instruction available to him or her and that s/he is persistently resistant to making changes in behaviour which would enable him or her to prosper; or
12. Any act considered by the principal to be a serious violation of the Board or school Code of Conduct.

### **Bullying Prevention and Intervention :**

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

Bullying has been identified as a widespread problem with serious implications for students, schools, and the entire community.

Bullying is predominantly a learned behaviour, which must be addressed by teaching students to build positive relationships, and develop effective communication strategies. Educators will endeavour to create opportunities to model and encourage behaviours and interactions that help create a classroom and positive school climate.

Bullying will not be accepted on school property, at school-related activities, on school buses, or in any other circumstances where engaging in bullying will have a negative impact on the school climate.

### **Positive School Climate**

A positive school climate exists when all members of the school community feel safe, comfortable, and accepted. To help achieve a positive school environment in their schools, the Niagara Catholic District School Board and its schools will actively promote and support positive behaviours that reflect their catholic gospel values. They should also endeavour to ensure that parents and members of the broader community are involved in the school community.

The Niagara Catholic District School Board and its schools will actively promote a positive school climate in their Schools. The following are some characteristics of a positive school climate:

- Students and staff feel safe and are safe.
- Healthy and inclusionary relationships are promoted.
- Students are encouraged to be positive leaders in their school community

- All partners are actively engaged
- Bully prevention messages are reinforced through programs addressing discrimination based on such factors as age, race, sexual orientation, gender, faith, disability, ethnicity, and socio-economic disadvantage.

Improvement of learning outcomes for all students is emphasized.

Bullying may include but is not limited to:

Verbal	Physical
Name-Calling/Put Downs	Hitting
Insults	Kicking
Racist Comments	Spitting
Harassment	Pushing
Sexist Comments	Inappropriate Gestures
Teasing/Taunting	Tripping
Threatening /Extortion	Stealing
Social/Emotional	Technological
Relational Bullying	Cyber Bullying
Manipulating Friendships	Internet Misuse
Gossip	Text Messages
Exclusion	Digital Photos
Intimidation	Chat Lines
Written Notes	Websites
Making False Statements	Telephone (3 Way Calling)

In recognition of the importance of addressing bullying, which can have a significant impact on student safety, learning, and the school climate, bullying has been added to the list of infractions for which suspension must be considered.

#### Prevention and Intervention Strategies

1. Niagara Catholic Schools and Staff are expected to:
  - provide a safe, caring, and supportive environment that upholds our Gospel values and encourages positive relationships between students, staff and parent.
  - emphasize intervention strategies that are preventative in nature.
  - model appropriate language and actions for students.

- increase awareness and understanding of the dynamics of bullying and develop a school-wide plan.
  - maintain an environment where bullying will be addressed age appropriately in a manner characterized by respect, responsibility and civility.
  - use resources that will assist in developing age-appropriate conflict resolution skills, social skills, positive relationships, and discourage bullying as unacceptable behaviours.
  - encourage students to report incidents of bullying; and support, monitor and act upon all reported incidents, to ensure the safety of all students.
  - recognize that some bullying behaviours may be more serious and may require more comprehensive intervention.
  - keep open lines of communication between the home, school parish, and community members.
2. Students are expected to:
- promote a safe, caring and positive environment for all by developing an awareness of bullying issues.
  - refuse to bully others or to be a bystander to acts of bullying.
  - report all acts of bullying that they may experience or observe to appropriate school personnel for assistance.
  - assist and co-operate in the implementation of school-wide bully prevention initiatives.
3. Parents/Visitors/Community Members are expected to:
- promote a safe, caring and positive environment for all by developing an awareness of bullying issues.
  - inform the school if bullying is suspected.
  - encourage their children to discuss any incidents of bullying and reinforce the need to speak out.
  - support the school when resolving identified incidents of bullying.
  - support the school through Catholic School Councils, in promoting local school bully prevention initiatives.
  - support the school in training and communication strategies for members of the school community
4. Current Legislation and the Provincial Code of Conduct require all schools in consultation with their Catholic School Councils, staff, students and parents to develop local Codes of Conduct. These locally developed Codes of Conduct shall be in compliance with the Ministry's and the Board's Code of Conduct.
5. The Niagara Catholic District School Board requires that each school include and address the following bullying prevention statement in their local school Code of Conduct. In keeping with the teachings of Christ, Lakeshore Catholic High School will strive to create a safe, caring and supportive school environment, free of bullying, for all members of the school community.

## **SAFE SCHOOLS TEAMS**

Each school must have in place a safe school team responsible for school safety that is composed of at least one student (where appropriate), parent, teacher, support staff member, a community partner, and the principal. The team must have a staff chair.

Through the development of school level plans, which address prevention and intervention strategies, schools will implement a bullying prevention and intervention plan.

Schools must also establish a monitoring and review process to determine the effectiveness of their bullying prevention and intervention plans (i.e. school improvement plans).

## **THREAT AND RISK ASSESSMENT**

The general purpose of a student threat assessment team in school jurisdictions is to assist in creating and maintaining an environment where students, staff, parents and others feel safe. The primary purpose of a multidisciplinary threat assessment team is to identify indicators that suggest a student may be moving on a pathway of justification to use violence and to intervene in such a way to decrease the risk, prevent injury to self or others, and assist the student in receiving the help he or she needs to address the issues contributing to the high-risk student behaviour.

All threatening and high-risk behaviours must be taken seriously and students engaging in the behaviours must be assessed accordingly. Any student engaging in behaviours that falls into the categories described below must be brought to the attention of the Principal / Vice Principal of the school. In the majority of the cases, the threat maker needs to be protected from the target; this is due to the prior victimization that the threat maker has previously experienced.

For more detailed information on Threat and Risk Assessment, please refer to the Board website at [www.niagaracatholic.ca](http://www.niagaracatholic.ca) and proceed to the Procedures and Protocols, Police and School Board Protocol section under the Board tab.

**For a complete reference to all board policies please access the Niagara Catholic District School Board website [www.niagaracatholic.ca](http://www.niagaracatholic.ca)**

# LAKESHORE CATHOLIC HIGH SCHOOL POLICIES

*Blessed are the peacemakers;*

*for, they shall be called the children of God.*

*Matthew 5:9*

## ACCIDENTS

A student who is injured should be brought to the Main Office, if possible. In all cases, the Main Office must be notified and proper action taken. Under no circumstances should a student who has injured his/her back/neck be moved.

## ACTIVITY FEES

Registration fees are collected from students to cover the cost of yearbooks (\$35), student handbooks (\$5), lock replacement (\$5), student card (\$5) some student activities (clubs, teams) and special events (\$5).

## AGE OF MAJORITY

Before students can attain age of majority status, they, along with their parents, must complete an **Age of Majority Application** and submit it to their Vice Principal. Once approved, students 18 years of age or older are permitted to sign notes explaining their absences, lates and dismissals. All absences from school, like non-age of majority students, must be in accordance to acceptable reasons for missing school. The school reserves the right to inform parents when notes are unacceptable or when infractions against the Code of Conduct occur. Students who are of age of majority are directly responsible to the Administration for their performance of all duties and responsibilities of a student, similar to the employer – employee relationship in the world of work.

## ALCOHOL AND DRUGS

Immediate suspension will be the minimum penalty faced by a student for possession/use of alcohol or illegal drugs. **The student will also be banned up to a maximum of all co-curricular activities for the remainder of the year.** In these instances, police will be involved as required and conditions to return to school will be specified in accordance with board policies.

All members of the school community must not be in possession of, or under the influence of, or provide others with alcohol or illegal drugs. Police will be involved, as indicated by the police/school protocol, and the student will be

immediately suspended and proceed to an expulsion hearing for trafficking in drugs or alcohol.

## **ANAPHYLAXIS POLICY**

All students and parents/guardians must be aware that we have students in our school who are known to have a potentially life-threatening allergy called Anaphylaxis.

Anaphylaxis is a **severe life threatening form of allergic reaction**. It may begin with severe itching of the eyes or face; a sense of constriction in the throat, then other symptoms such as vomiting, diarrhea and difficulty with breathing may develop. This may lead to coma and **death**. Foods such as peanuts, other nuts, fish, shellfish, eggs, milk, and wheat as well as insect stings from bees and wasps, latex products and medication, are the most common allergies that produce anaphylaxis. Anaphylaxis requires **immediate** first aid response and **immediate** medical intervention.

All students and parents/guardians are reminded of our Board's **Anaphylaxis Policy**. At Lakeshore Catholic High School we have Emergency Guidelines, which clearly state what medical procedures must occur for those students who have various life-threatening medical conditions. **As such, no food shall be brought into any classrooms and is restricted to the cafeteria. Students are encouraged to wash their hands after eating.**

## **ANTIRACISM, SEXUAL, AND ETHNOCULTURAL EQUITY**

The Niagara Catholic District School Board and Lakeshore Catholic High School believe that all persons have been created in the image and likeness of God and are to be treated with dignity, respect and fairness in an environment which recognizes and celebrates the racial, religious and cultural plurality of Canadian society. The Board's policy fosters the teaching of Catholic values and promotes ethno cultural equity and equality as well as the elimination of racism.

The policy of the government of Ontario is that there be equal education opportunity in this province. Thus sex-role stereotyping of courses and programs does not exist at Lakeshore Catholic High School and the philosophy of gender equity permeates all aspects of the school's curriculum.

## **ASSEMBLIES/MASSES**

It is an expectation that all students are in attendance for Masses and prayer services, and co-curricular assemblies during the school day. A student who skips a prayer service or Mass will be suspended for three days. Students who skip assemblies will be suspended.

## **ATTENDANCE**

**Expectation:** Students are expected to attend all classes indicated on their timetable, including liturgical celebrations, retreats, assemblies and all special functions held during the school day. Students are expected to be punctual to all classes and events.

**Reason:** *Regular attendance is essential if students are to maximize their success.*

When a student is absent from school, a parent/guardian must notify the school. In accordance with Ministry policy, any student who is absent from school without legitimate reason for fifteen (15) or more consecutive days may be withdrawn from the school roll.

Except in cases of emergency, students should only be absent from class when they are too ill to attend: *“a child is excused from attendance at school if the child is unable to attend school by reason of sickness or other unavoidable cause.” (Education Act, Section 21)*

When a parent requests that the child be excused from school, the Principal will make the final decision to excuse the student: *“A pupil may be excused by the Principal from attendance at school temporarily at any time at the written request of a parent of the pupil or the pupil where the pupil is an adult.” (Reg. 298.23)*

### **ATTENDANCE PROCEDURES:**

#### **If a parent keeps the student home because of illness or medical appointment:**

The parent must contact the school to authorize the absence by calling 905-835-2451 on the day of or before the absence, or by leaving a message on the Attendance Office voice mail (24/7) stating the caller's name, the student's name and the reason for absence. If this is impossible, the student must present a note at the Attendance Office before 8:00 a.m. on the day of return to school.

A student over 18 years of age who calls in ill for himself or herself may be asked to produce a doctor's note or a parent authorization.

#### **If a student has to leave school during his or her scheduled classes:**

The student must SIGN OUT at the Attendance Office. The student must have parental permission in the form of a note or a phone call received at the Attendance Office **before** the student leaves the premises. Reasons for signing out must be deemed legitimate by the Principal or Vice Principal; if the student is 18 years of age or older, he or she must produce a written appointment slip or parental permission. Students are asked to schedule appointments after 2:32 p.m. when possible. Driver's Ed instruction must take place outside class time.

**If a student misses a test or assignment because of truancy:**

The student will receive a mark of zero for the evaluation skipped. The student is responsible to inform him or herself of the work missed and to make up work missed when he/she is not present. Lateness, sleeping in or missing the bus are examples of truancy.

**If a student becomes ill during school hours:**

The student must report to the Attendance Office for assistance.

**When a student returns to school after missing scheduled class time:**

Students must always sign in at the Attendance Office and receive an admit slip. Reasons for signing in must be deemed legitimate by the Principal or Vice Principal.

**LATES**

Late arrivals to class cause delays and interruptions for those who arrive on time, which reduces the total amount of class instruction. As a sign of respect for the learning process, every student is expected to arrive on time for class.

Students are considered to be late if they arrive to period one *after* the opening exercises have begun or arrive at any other scheduled class *after* the second bell for that class period.

**When a student is late to class:**

- On the **first and second late** to class, the teacher will assign a consequence to the student (e.g. detention, assignment.)
- On the **third late** to class, the teacher will assign a consequence to the student and will contact a parent.
- On the **fourth and subsequent lates** to class the teacher will refer the student to the Vice Principal. A detention will be assigned. If the problem becomes persistent the student may be suspended.

**What are the consequences of skipping classes, lateness, or not adhering to Attendance policies?**

Students will be assigned detentions or community service equivalent to the time lost to truancy. On subsequent trancies, parents will be notified that the student may be suspended for “persistent truancy” or “persistent opposition to authority.”

**FAILURE TO CLEAR ATTENDACE UPON THE STUDENT’S RETURN TO SCHOOL WILL RESULT IN AN AUTOMATIC DETENTION BEING ASSIGNED.**

**TRUANCY**

All students are required to attend every class, as well as school events, functions and activities deemed to be part of the curriculum by the school. (liturgies, retreats, assemblies, etc.). If a student is at school they are expected to attend all classes. Parents may **NOT** excuse their child from attending a class in order to complete homework, study for a test and/or to

complete community service hours. Failure to comply with this policy is considered TRUANCY.

Other forms of truancy are:

- Failure to report to the office immediately if sent out of class.
- Failure to report to the office immediately to sign in after arriving late at school.
- Failure to report to class within five minutes after signing in at the office.
- Failure to sign out when leaving

Unjustified absences will be considered truanccies.

Students who participate in organized absences such as “beach days” are truant from school. Lakeshore Catholic High School does not condone beach days. Participation in this may result in a consequence.

### **EXCESSIVE ABSENCES**

A student who misses a significant number of classes will be asked to provide a medical certificate. Students are expected to catch up on - to the best of his/her ability - the material that would normally be covered in class during any period of the absence. Students who are persistently absent from school will be referred to the board’s Attendance Counsellor.

### **EXTENDED ABSENCES/ VACATIONS**

Absence by reason of choice for a vacation is NOT encouraged or supported. It is very difficult to recover the academic losses caused by prolonged absence. Students and parents must recognize that such absences may not be accommodated with assigned work and all tests, quizzes and other evaluations missed will result in a mark of zero. Final exams may not be altered to accommodate vacations. Parents should contact the Principal, in writing, one month prior to the vacation. If approval is granted the student will be required to pick up a *Request for Extended Absence Form*, from the Main Office that is to be signed by each of the student’s teachers and returned to the principal.

### **BACKPACKS/GYM BAGS**

Students **are not to bring** backpacks or any bags into classrooms. This is a Health and Safety concern. Students are to store their “bags” in their lockers upon arrival at school, and leave them in their lockers until the end of the school day. Students will be permitted to carry a small pencil- case sized carrier for personal Hygiene or Medical needs.

### **BOTTLED WATER POLICY-**

Effective September 1, 2013, the sale or distribution of single use bottled water, and or commercially bottled single use plastic water containers shall be eliminated at all Board sites, Catholic Education Centre, elementary and secondary schools, Adult and Continuing Education sites and other work sites in the Board.

## **BUSES**

Bus transportation is subject to the same regulations and policies enforced within the school. Bus transportation is an extension of the school and classroom, and misbehaviour will be reported to the Vice Principal. Students who misbehave on a school bus will be dealt with in a strict manner, with bus privileges being revoked, suspension from school, and/or financial retribution for damages. Riding a school bus is a privilege and the safe operation of the bus and safety of all students is our prime concern.

### **LATE BUS**

To accommodate students staying late after school for supervised activities only, late buses will leave the school each day at 5:15pm. (unless otherwise announced). Late buses drop students off along main routes and students must find their own way home from local stops.

## **CARE OF PROPERTY**

Students must exhibit care and respect for other people and their property. Wilful damage, theft or destruction of school property are major infractions of school regulations. All costs incurred from such actions will be borne by the student and his/her parents.

Any theft of student, staff or school property will be dealt with immediately and firmly. Students in possession of stolen goods will be suspended and will be subject to criminal prosecution.

Students are advised not to bring valuables, expensive electronic items or large sums of money to school.

**The school is not responsible for any property lost, missing or stolen.**

We strongly recommend that all personal property, including clothing apparel, be identified with the name of the owner.

## **CELL PHONES AND ELECTRONIC COMMUNICATION DEVICES**

### **ELECTRONIC COMMUNICATIONS SYSTEMS POLICY (STUDENTS) – 301.5**

The board recognizes the educational value of students utilizing electronic communications systems to enhance their learning through the responsible access to global information and communication. The Board further recognizes the critical role that parents play in educating their children on the appropriate use of electronic communication systems and in monitoring their use of these systems. This partnership of parents and schools is essential in achieving success in ensuring appropriate use of this ever-changing technology.

This policy governs acceptable student use of the internet and electronic resources provided by the Niagara Catholic District School Board in all of its elementary and secondary schools.

Students are permitted to bring in personal electronic devices to be used in wireless enabled common areas throughout the school as approved by the administration and in classrooms where approved by the classroom teacher. This policy governs the acceptable use of personal electronic systems by students while at school. The uses of these devices are prohibited where they are deemed to interfere with student learning. Academic and administrative staff at the school and/or at the Board level shall determine what, if any, use is interfering with learning.

### **Electronic Communications Systems (Students)**

The Niagara Catholic District School Board in keeping with the Canadian Charter of Rights and Freedoms, the Ontario Human Rights Code and the Ontario Code of Conduct provides safe schools that respect the rights and freedoms of every individual. While security and firewall filters are in place, students are prohibited from knowingly accessing or participating in religiously, racially, or culturally offensive sites, e-mail, commercial, gambling, racist, abusive, profane, pornographic, violent, discriminatory or harassing on-line systems or sites.

All messages sent on Niagara Catholic District School Board communication systems are Board records and the Board reserves the right to access and disclose the content of such messages.

For the purpose of this policy 'common areas' will be defined and outlined by the Principal or person in charge of that building. Personal Electronic Devices are defined as a piece of electronic equipment such as a laptop computer, tablet, or a mobile phone.

### **General Electronic Communications Systems**

1. Students assume full responsibility for using all Board communication systems in an ethical and appropriate educational manner in compliance with the mission, vision and values of the Niagara Catholic District School Board.
2. Students are to obtain permission from a teacher to use Board computer systems.
3. Students are directed to the internet through the Board network system.
4. Students are permitted to bring in personal electronic devices to be used in Board authorized wireless enabled common areas throughout the school as approved by the Principal and in classrooms where approved by the teacher.
5. Students vandalizing, modifying or causing damage to electronic communication systems, including software, will be responsible for the full cost to repair or replace hardware or software.

6. Students are prohibited from removing any computer hardware from its location; attempting to gain unauthorized access to Board electronic communication systems or data; accessing any e-mail or download any material that knowingly contains a virus.
7. Students are to adhere to and respect all copyright laws.
8. Students who have permission to post information to the Internet are to have the classroom teacher review the work to ensure that it is consistent with the Municipal Freedom of Information and Protection of Privacy Act.
9. Students are to report to their teacher or Principal any abuse of electronic communications systems.
10. The use of Board computers, wireless access and Internet access is a privilege and any breach may result in the closure of user accounts, cancellation of computer and Internet privileges and disciplinary action in accordance with Board Policy and the Code of Conduct.
11. All electronic communications systems, its data and messages generated on or handled by Niagara Catholic equipment are the sole property of the Board and can be traced, viewed and stored.
12. Niagara Catholic staff will notify and fully cooperate with authorities in any investigation relating to activities conducted through the Board's electronic communications systems.

### **Personal Electronic Devices**

1. Cell and smart phones, as well as other personal electronic devices, are eligible for appropriate student use in wireless enabled common areas of the schools as approved by the administration of the school for instructional and co-instructional purposes.
2. Cell or smart phones, tablets, laptops, audio or video recording devices are prohibited for use by students in all Niagara Catholic elementary and secondary schools classrooms unless specifically approved by staff for instructional or co-instructional purposes.
3. The Board and its staff assume no responsibility for the use, safety, security, loss, recovery, repair or replacement of a personal electronic device when carried on to Board premises. The secure storage of these devices is the sole responsibility of the owner / user.

### **Computer Use**

It is an expectation that students will use Niagara Catholic District School Board electronic communications systems for educational purposes to enhance learning through responsible access to global information and communication. Students are prohibited from:

- hacking into any program, site or personal account;
- manipulating files that are not on a personal account;
- using obscene, harassing, racial or other inappropriate language;
- erasing, damaging, copying files of another user;
- tampering with computer settings, network configurations or desktop settings;

- knowingly downloading viruses;
- copying licensed material or software;
- installing any software not approved by the Niagara Catholic District School Board;
- using any other person's account on the system;
- attaching unauthorized devices to a computer or network;
- using external storage devices (i.e. USB) without permission;
- any other activity deemed inappropriate.

## **Internet Use**

It is an expectation that students will use Niagara Catholic District School Board electronic communications systems for educational purposes to enhance learning through responsible internet access to global information and communication. Students are prohibited from:

- accessing, participating, transmitting or saving illegal, commercial, gambling, racist, abusive, profane, pornographic, violent, discriminatory material;
- accessing and participating in on-line harassing systems or sites;
- accessing, participating, transmitting or saving material that does not comply with the Mission, Vision, Values and policies of the Niagara Catholic District School Board;
- cyber-stalking, cyber-bullying or spamming;
- accessing chat rooms or discussion forums that are not approved by school staff;
- transmitting information in violation of Canadian, Ontario or municipal laws;
- duplicating, plagiarizing, storing or transmitting copyrighted material that violates copyright law;
- downloading large files that will take up system file space without permission of school staff;
- any other activity deemed inappropriate by staff.

## **Student Discipline**

Students are to report to their teacher or Principal any abuse of electronic communications systems. Principals will determine the appropriate consequence for students who violate this Electronic Communications (Students) Policy as provided by the Ontario Code of Conduct, the Niagara Catholic District School Board Code of Conduct Policy (Safe Schools) and the school Code of Conduct.

Principals will consult with their Family of Schools Superintendent regarding consequences for severe violations of this Policy.

## **DETENTIONS**

**Classroom detentions** will be assigned at the discretion of the subject teacher. After repeat offences and subsequent disciplinary actions, the student will be referred to a Vice Principal. The Vice-Principal will:

- Communicate with a parent/guardian;
- May assign an office detention;
- Will formally suspend the student after due warning if the behaviour continues. If a student repeatedly misses an assigned classroom detention, he/she will automatically be referred to the Vice-Principal for office detentions.

**Office detentions** are assigned by the Vice-Principal as a result of breaches of school and school board policies. These will be served after school. Assigned detentions take PRIORITY over any other activity. Failure to serve an assigned detention will result in further detentions being assigned. Repeated failure to serve detentions will result in a suspension for persistent opposition to authority.

## **DIABETES MANAGEMENT POLICY – 302.8**

The Niagara Catholic District School Board is committed to the safety and well being of all students and supports schools in establishing an environment that provides an appropriate management of and response to the needs of students identified with diabetes. The ultimate responsibility for diabetes management rests with the parent(s)/guardian(s), the student and the medical practitioner. The Diabetes Management Policy and Administrative Guidelines, Policy No. 302.8 outline the procedures in developing a student diabetes management plan, including roles and responsibilities of school staff, parent(s)/guardian(s) and students and supporting documentation. The complete policy may be viewed at: [www.niagaracatholic.ca](http://www.niagaracatholic.ca)

## **EDUCATIONAL FIELD TRIPS, EXCHANGES AND EXCURSIONS POLICY – 400.2**

In keeping with the Mission, Vision and Values of the Niagara Catholic District School Board, the Board recognizes the value of out of school experiences, encourages their use as a part of the total educational program for all students, and supports the participation of students and staff in worthwhile activities and programs off school premises. The Board recognizes that most educational field trips bear a cost for participation. If there is a direct cost to the student, participation is strictly voluntary and arrangements will be made for the education of those students not participating.

All Education Field Trips shall be supervised by a teacher or any employee of the Board, unless otherwise approved by the Principal.

Educational Field Trips are:

- Any school supervised activity beyond the school property.

- Trips that directly enhance specific curriculum expectations designed to enhance student knowledge.
- Based on Social Justice objectives are classified as educational field trips since social justice expectations are provided in all subject based curricula within Niagara Catholic.
- Linked to specific subject curriculum expectations designed for students to achieve a credit or credits as part of their trip outside the Province of Ontario are classified as educational field trips and designated as extended overnight field trips.

Whereas, the classroom setting and the school yard is not the only location where students learn, the Niagara Catholic District School Board subscribes to the following for all educational field trips:

- Begin the moment the students leave the school property.
  - Should be available to every student at every grade level; exceptions respecting individual students may be made at the discretion of the school Principal.
- Should enhance the provision of spiritual, esthetic, cultural, intellectual, athletic or social experiences.

Any Field Trip/Excursion may be cancelled at any time by a Principal and/or Family of Schools' Superintendent, if required. The supervising teacher/teacher designate has the right to change the itinerary of the trip if, at his/her discretion, an emergency or dangerous situation arises, or as the situation warrants.

If, as a result of discipline/safety concerns, a student is required to be sent home by the supervising teacher during an educational field trip, the school and or Board is not responsible for any cost incurred in transporting a student home. These students may be required to discontinue their journey and such persons shall not be entitled to a refund.

It is the responsibility of the student(s), parent(s) or guardian(s) to provide, or arrange for supervision of a student who is sent home by the supervising teacher. All costs to provide for such supervision is incurred by the parent/guardian.

## **ELEVATOR**

An elevator is available for students who are physically unable to use the stairs, either for a short-term situation (e.g. leg injury) or on a regular basis. Please contact the Reception Secretary for further information.

## **EVALUATION POLICIES**

### **EVALUATION**

Evaluation is an important part of the learning process for both the student and the teacher. Student evaluation methods will meet the needs of different individuals or groups of students, different courses and variety of learning styles. In order to help teachers evaluate student achievement, curriculum guidelines will describe appropriate evaluation techniques.

Students will be informed at the beginning of each course how they will be evaluated.

## **FORMAL EXAMINATIONS**

Formal exams shall be 1.5 hours to 2 hours in length. In some courses, a final examination is not required and will be replaced by additional project(s), performance tasks, or a practical examination. Formal examinations will not be rescheduled to accommodate vacation or student work schedules. **Cell phone use during examination periods will result in an automatic zero and will be confiscated and kept in the main office until a parent comes to retrieve the phone.** Medical excuses and other legitimate reasons for missing an examination must have the approval of the Principal.

## **COMMUNICATION WITH HOME**

The importance of communication between the school and the home can never be overstated. Lakeshore Catholic will provide forums for both formal and informal contacts throughout the school year concerning events and student progress. These include:

### **STUDENT REPORTS:**

**Early Warning reports** will be issued to students after the first 3 weeks of each semester to:

- all Grade 9 students
- grade 10, 11 and 12 students who are at risk of failing a course.

**Markbook Reports** will be issued to all students throughout each semester (see calendar for dates)

**Updated Markbook Reports** will be sent home prior to midterm Parent-Teacher- Students conferences held after 6 weeks of classes in each semester (see calendar for dates)

**Midterm Report Cards** will be sent home with students each semester (see calendar for dates).

**Final Reports** are sent home with students for semester 1 and are mailed home at the end of semester 2.

## **FIGHTING**

Students are expected to be courteous and considerate in the dealings with others. Verbal or written threats, physical, emotional or sexual violence towards others will not be tolerated.

Fighting is a serious issue. Both participants in a fight will be suspended from school for up to a maximum of 20 days. The *Safe Schools Act* and the *Provincial Code of Conduct* may require the involvement of police under certain conditions.

## **FIRE**

### **If you discover a fire:**

- Leave the fire area immediately, closing doors behind you
- Sound fire alarm
- Leave building by using the nearest exit. Do not use an elevator.
- Call Fire Department by dialling “911” from a safe area.

### **If you hear the fire alarm:**

- Close doors and leave the building using the closest exit
- If you encounter smoke in an exit, use an alternate exit.
- Follow the directions of staff members
- Report to your teacher in the designated area and remain in that area until instructed to return to the building.

## **FIRE ALARM**

It is critical that everyone treats all fire alarms seriously and moves as quickly and orderly as possible to vacate the building immediately when an alarm sounds. Fire drills will be held regularly during the school year. Wilful false alarms are a criminal offence, and are punishable by a fine, a jail term or both. The Port Colborne Fire Department will prosecute offenders to the full extent of the law.

## **FORGERY**

Forged notes, altering school attendance, and personation (identifying oneself as someone else by note or by telephone) are strictly prohibited and will result in immediate suspension.

## **GUESTS**

All visitors (students or guests from other schools) must be approved by the school's Administration prior to the visit. Students or guests from other schools are not allowed anywhere on school property during the school day unless they have the permission of Administration. All visitors must report directly to the Main Office to be signed in. The behaviour of a visiting student remains the responsibility of the Lakeshore student host. The student host is subject to any consequences for their guest's misbehaviour.

All students or guests found on the school property during the day, lunch or after school, who have not registered at the Main Office can be charged under the Trespass to Property Act.

## **HALLWAY CONDUCT**

Students are not to openly display romantic affection in the school. Students engaging in physical signs of affection will be reminded that this type of public behaviour is inappropriate and unacceptable in a Catholic high school. Students who continue to display romantic affection openly will be referred to the Principal or Vice Principal for disciplinary action, including contact with the parents.

Students must practice common courtesy while moving in the hallways and stairways.

Loitering by lockers, washrooms and doorways must be avoided at all times. Proper language and a normal conversational level of voice are to be used at all times. Everyone is responsible for maintaining the cleanliness of the hallways. Proper decorum and behaviour are to be observed at all times.

## INSURANCE

Student Accident and Life Insurance is made available on the first day of school. Students participating in co-curricular activities are especially encouraged to avail themselves of this service.

## LIBRARY INFORMATION CENTRE

Lakeshore Catholic High School's Information Centre provides for the needs and interest of both teachers and students. Resource-based learning, including inquiry learning, individualization, independent study, and teacher directed learning, requires a broad spectrum of resources to match the students' abilities and learning styles and to support instructional programs.

These resources are available through the Information Center in print and non-print form, as well as information retrieval using some of the latest in communication and technological developments. A subscription to an online database has been provided with remote access for at-home use. Students may access the site at:

CPIQ (Canadian Periodicals)

OPPOSING VIEWPOINTS RESOURCE CENTER

STUDENT RESOURCE CENTER BRONZE

**<http://infotrac.galegroup.com>**

Username: Port14216

Home Username: Port14216

Password: Port14216

Home Password: Port14216

***This is a great source for information. Check it out!***

Most reference books, periodicals, videos and pamphlets may be borrowed on an overnight basis. Circulating books have a three-week loan period.

The Information Centre is restricted to those who will use as a **quiet, individual** study area. There is a reference area with tables where small groups of up to four (4) people may work on co-operative ventures and a seminar room for group projects.

Conduct in the Information Centre is centered around three simple principles:

- COURTESY
- RESPECT
- COMMON SENSE

## LOCKERS

Lockers and school-approved Dudley locks are assigned to each student, and remain the property of the school and school board. Students are **NOT permitted to change locker assignments without the approval of the administration**. Students are requested to protect their property by keeping the locker locked when not in use. Students are cautioned not to give the combination of their lock to another student. Students are not to post lewd or offensive materials inside their lockers and are not to deface or write on or in their lockers. Administration may open a locker for inspection with or without the permission of the student at any time. A student using an unassigned locker or lock other than a Dudley lock will have the lock cut off, the contents removed and will be called to the office. Any requests for another lock will require a \$10.00 fee from the student. **Lockers must be cleared out by the last day of classes and locks turned into the Main Office.**

## LOST AND FOUND

Students who find personal articles or textbooks on school property are asked to bring them to the Main Office. Students who may have lost such items should check the Main Office to determine if they are in the “Lost and Found.”

## LUNCH PERIODS

Students are expected to eat ONLY in the cafeteria area and to exhibit pride in our school and our environment through the proper use of receptacles for litter. Food and drink in the hallways and classrooms are strictly prohibited. Students are not to take food outside. Students are expected to be in full uniform at all times when the school day is in progress. Coats and jackets are NOT to be worn in the cafeteria and correct foot wear is to be worn at all times. Students are prohibited from being in hallways during their lunch times but will be allowed to return to their lockers 5 minutes before the end of the period. Students are asked to use the Great Hall doors when returning to school from lunch.

## MEDICATION

Students who must bring medications to school must follow the Board’s Oral Medication Policy. The *Oral Medication Policy* refers to all types of medication. (i.e. inhalers, pills, liquids, etc.) Failure to adhere to this policy may result in the student being sent home until the proper procedure is followed.

## **MESSAGES**

Messages from parents will be conveyed to students at the end of the school day or at lunch, not during class. Emergencies, however, will always be dealt with promptly. We ask that parents do not contact students on cell phones during school hours.

## **OPENING EXERCISES**

Each day will begin with opening exercises which include the playing of O Canada, morning prayer and announcements. Students in the halls during opening exercises are to remain quiet and stationary.

## **PART-TIME JOBS**

Lakeshore Catholic recognizes the importance and benefits of part-time employment; however, students who work too many hours usually suffer in the evaluation process. We strongly encourage students to limit their part-time hours during the school semester. The demands of a job must not interfere with the demands of the school and students should not expect to leave school to attend work. Such absences are considered truancies.

## **PAY PHONES**

Two pay phones are located in the school for the convenience of the students; one in the foyer next to the Auditorium and the other in the Great Hall. Students are asked to keep their calls brief and NO phone calls are to be made during class time or while the announcements are being made. Students are NOT permitted to use the phones in the Main Office area unless they are dealing with school business or are ill and need to be excused.

## **POSTING OF FLYERS**

Activities held off school premises do not have the approval or sanction of the school or the Niagara Catholic District School Board. It is illegal to advertise such activities on school property. Under special circumstances, a student may request permission from an administrator to post an advertisement.

## **PROFANITY**

Students must use appropriate language at all times. The Education Act specifies that “*a student may be suspended for a fixed period of time because of the use of profane or improper language*” (Section 23.1) This includes language in hallways, cafeteria, etc.

## **REPORTING TO THE OFFICE**

A student who is sent out of class or called to the office must report immediately and remain in the office until interviewed by a Vice Principal. Failure to do so will result in disciplinary consequences.

## **RESPECT FOR AUTHORITY**

Students must treat with respect the Principal and all persons delegated authority by the Principal. 'Persons in authority' includes, but is not limited to: bus driver, cafeteria worker, chaplain, counsellor, custodian, educational assistant, information technologist, librarian, secretary, teacher, Vice Principal.

## **SAFE LEARNING ENVIRONMENT**

- Students, volunteers or employees who perceive that they have been subjected to harassment (including ethno cultural or sexual harassment) are reminded that they may report their allegations to any member of staff.
- When an individual or staff member makes a report, it must be communicated to the school administration (Principal or Vice Principal). It will be the duty of the school administration to report these allegations to the Family of Schools Superintendent within 5 school days of the initial reporting.
- Where these circumstances involve sexual harassment, relate to a child and a person in a position of authority, staff members are reminded of their duties to report forthwith to the Family and Children's Services of Niagara, as per the reporting provisions set out in the child and family Services Act.

## **SMOKING (TOBACCO ENFORCEMENT)**

Provincial law (Tobacco Control Act) prohibits smoking anywhere on school property and/or while participating in any school-sanctioned event. Lakeshore Catholic promotes a healthy lifestyle and actively discourages smoking due to its negative effects on the health of the smoker, and those in the vicinity who are exposed to second hand smoke. Any student found smoking on school property will be automatically suspended from school and the Tobacco Enforcement Officer from the Niagara Region Public Health will be contacted which may result in a minimum fine of \$305 for persons over the age of 16. Persons under the age of 16 must attend court with a parent or guardian. The selling, supplying or sharing of cigarettes with anyone under 19 can result in a minimum fine of \$365. This law applies to everyone (staff, students, parents, visitors) any time ("24 -7") and anywhere on school property (including the parking lot, cars in the parking lot, sports fields, driveway, etc.). Any student who is found in the Centennial Pool parking lot or standing in front of our neighbours' properties, either individually or in a group, will be automatically suspended from school for three days. Any student caught smoking in between classes can be suspended. Any student under the age of 16 smoking, or any other student 16 or over smoking

between or during classes will be suspended. Questions? Call the Tobacco Hotline 1-888-505-6074, ext 7393.

## **SPARE PERIODS**

Students on spare periods are expected to be in either the cafeteria, the Information Centre, or may leave school grounds. Students are not to wander about the halls, stairwells or foyer. Only senior students who have earned 24 credits are allowed to have a spare period on their timetables. Only students on spare are permitted to purchase items from the cafeteria staff during the spare period. Students are expected to use their spare to advance their academic program. This time should be used profitably towards completing or enriching school curriculum.

## **STUDENT PARKING**

The school supplies busing for student transportation and cannot provide sufficient parking for students who decide to drive to school. **Students must register their vehicles at the Main Office** and must park in the designated parking lot across from the school - NOT at the back of the school or in the pool parking lot. Unauthorized parking may result in the car being towed away at the student's expense. Drivers are asked to keep their cars locked. We cannot assume responsibility for losses or damages. Students are not to sit in their cars during the school day or play music from their car radios. No smoking is permitted in cars at anytime. Drivers should abide strictly by all traffic regulations. The speed limit in the parking lot is 10 km per hour. Parking privileges can be revoked at any time.

## **SURVEILLANCE CAMERAS**

For the protection of students and staff, Lakeshore Catholic High School has surveillance cameras that monitor the main school building and sections of the school grounds on a 24 hour basis.

## **SUSPENSIONS**

Some specific types of student behaviour must result in suspension from school. Suspensions may range from 1 to 20 days depending on the nature of the action.

When a suspension is issued, the parent must remove the student from the school premises. The student must remain off the school premises. If the student enters school property during a suspension, the police may be called to charge the student with trespassing.

During a suspension, a student is not eligible to attend or participate in any school activity, on or off school property or to ride school buses at any time of the day.

**Upon return from suspension, the student must meet with the Vice Principal to be admitted to class.**

## **TEXTBOOKS & LOANED MATERIALS**

Students are financially responsible for lost or damaged textbooks assigned to them. Students who owe replacement fees are required to discharge this obligation at the end of each semester. Failure to do so will result in the withholding of final grades, semester report card, transcripts, and the next semester timetable. This policy holds for team uniforms and equipment as well.

## **UNIFORM POLICY - 302.6.6.2**

### **DRESS CODE – SECONDARY**

1. It is the expectation that all secondary students, parents and guardians within the Niagara Catholic District School Board comply with the expectations of the Secondary Uniform Policy and Administrative Guidelines.
2. Compliance with the Niagara Catholic Secondary Uniform Policy and Administrative Guidelines is a condition of registration and attendance in a secondary school within the Niagara Catholic District School Board.
3. The Principal, in consultation with the Catholic School Council, will annually review the secondary uniform items as part of the Student Code of Conduct.
4. The secondary uniform requirements and expectations will be communicated annually to all families through school agendas, newsletters, school website or correspondence from the school Principal.
5. It is the expectation that students wear the secondary uniform properly and in compliance with expectations from home to school; throughout the school day; from school to home; and at all activities and events as representatives of the school and/or Board.
6. Commencing September 2012, all newly purchased student co-curricular uniforms, spirit wear or athletic uniforms will have, in addition to the school name and logo, the Board logo embroidered and/or screened on the uniform. Advertisement on any school-based uniform is prohibited.
7. No advertisement of any kind is permitted on any secondary uniform.
8. Alternate Dress Days will be determined by the school Principal for specific events or activities and communicated in advance to students, parents and guardians. All secondary uniform expectations regarding student safety, hats, jewellery, body piercing, tattoos, hair style and colour apply on alternate dress days. On alternate dress days, shirts must modestly cover from shoulders to hips. Pant, skirt or dress length

must be appropriate and modest. Only knee length shorts or capris are permitted. All clothing must be in good repair and not ripped, torn or have holes. Clothing must not display any sign, symbol or phrase which is directed at an individual, group or culture or which contains an offensive or inappropriate message, advertisement or slogan.

9. All students are expected to wear the secondary uniform when on field trips unless approved by the Principal.
10. Appropriate dress may be required for specialized activities or work experiences. Appropriate dress for these activities will be determined by the Principal in consultation with the classroom teacher. Notification to students, parents or guardians regarding appropriate dress for specialized activities will be communicated in advance.

### **Secondary Student Uniform Items**

1. Designated Board uniform suppliers will make available for purchase by parents and guardians the following minimum secondary uniform items required of every secondary school student.

- 1.1 At a minimum, every student is required to wear one (1) of the following items:

- Grey Pants
- Skorts / Kilts (females only)
- Walking Shorts (September, October, April, May and June only)

The kilt or skort must be properly hemmed and cannot be worn higher than 8 cm from the middle of the kneecap. Uniform tights or knee socks must be worn with the school kilt.

Pants must be in good repair, buttoned at the waist and properly hemmed to the heel of the shoe just above the ground. Uniform pants that have been improperly altered may not be worn.

Shorts must be worn according to sizing provided by the Board uniform supplier. Shorts may not be shortened or altered. Shorts may be worn in the months of September, October, April, May and June only.

Socks must be neutral in colour and not a distraction. Socks must be worn with the uniform pants or shorts at all times.

- 1.2 At a minimum, every student is required to wear one (1) of the following items:

- White Oxford shirt (short or long sleeve)
- Polo shirt (short or long sleeve)
- Visible t-shirts worn under uniform tops must be plain white.

Uniform shirt, either polo or white oxford with embroidered school logo must be buttoned to the second button from the collar and the collar must be buttoned on both sides. Shirts designed to be tucked in are to be tucked in so that the belt loops are visible. Shirts with the school logo at the bottom may be worn untucked.

Board uniform sweaters and hoodies embroidered with the school logo are permitted to be worn.

Only low cut, full back, closed toe, solid black dress shoes or oxfords are acceptable. Laces must be black and plain. Prior to purchasing, any clarification on the appropriate shoe type or style should be directed to the secondary school Principal or Vice-Principal.

*If you are uncertain whether the style of your son's or daughter's shoes meets our policy, we recommend bringing the shoes in for approval by an administrator before wearing the shoes to school.*

### Acceptable Footwear



### UNacceptable Footwear



2. As part of the secondary uniform, secondary students are required to wear specific Physical Education clothing items for all Physical Education courses as determined by the Principal.
3. Designated Board uniform suppliers will make available for purchase optional sweaters, hoodies and turtlenecks as part of the secondary school uniform. These items are not mandatory and can supplement the minimum uniform items required of every secondary school student. Non-mandatory optional items are determined by the Principal in consultation with the Catholic School Council. The design of the sweater or hoodie will be in place for a minimum of three (3) years before a new design is made available for purchase. The original sweater or hoodie design will be grandfathered and permitted to be worn as part of the secondary uniform.

4. Designated Board uniform suppliers will limit the number of Principal approved uniform items to ten (10) per secondary school. Any transition from one type of approved uniform item to another will be grandfathered and permitted to be worn as part of the secondary uniform during a school's transition period.
5. To assist with uniform item purchases throughout the year, the following will be implemented with Board uniform suppliers and in every Niagara Catholic secondary school:
  - 5.1 Uniform suppliers will provide a percent return to assist initial purchases.
  - 5.2 Uniform Suppliers will provide discounts to families with more than two (2) children or a family spending more than \$100.00 per purchase for Niagara Catholic uniform/dress code items.
  - 5.3 All secondary schools will, with the voluntary assistance of Catholic School Council members set up annual or semi-annual "Uniform Trade Days".
  - 5.4 All secondary schools will, with the voluntary assistance of Catholic School Council members facilitate donations of outgrown uniform items.

**Accessories to the Secondary Uniform**

Any accessories not in keeping with the Mission, Vision and Values of the Niagara Catholic District School Board and the expectations of the secondary uniform as determined by the Principal or designate is not permitted and/or will be required to be removed.

The following accessories, but not limited to, are not permitted with the secondary uniform:

**BELT:** no distracting buckles are permitted

**BANDANAS:** prohibited and will be confiscated.

**BODY PIERCING:** visible body piercing, such as the lip, eyebrow or any other facial area, excluding a stud in the nose, is prohibited. Piercing may not be covered by a bandage. Ear expanders and excessive piercing are prohibited.

**HAIR STYLES AND COLOUR:** must be styled in a way that is not distracting or conspicuous. Only natural hair colour will be deemed acceptable. Shaved symbols or designs are not acceptable.

**HATS / HOODS/COATS:** May not be worn in the school at any time. Students leaving the building for lunch should carry their coats to the door. Students returning

from lunch are expected to remove their outer wear once they enter the building. Bandanas and kerchiefs are prohibited. Only uniform sweaters are permitted. All other non-uniform attire is to be stored in lockers.

**JEWELERY:** must be neat, respectable, inoffensive and non-distracting. Jewellery, including spiked or studded bracelets and necklaces, earrings, chains and expanders are considered safety hazards and are not permitted.

**TATTOOS:** visible tattooing and branding which is inappropriate, excessive or is directed at an individual, group, culture or which contains an offensive or inappropriate message, advertisement or slogan are prohibited.

### **Standardized Secondary Student Uniform Compliance**

Niagara Catholic's secondary uniform requires that all students arrive at school daily and/or for special school related community events dressed in the required secondary uniform. Compliance by all secondary students registered with Niagara Catholic is expected as determined by the Principal or Vice Principal.

As determined by the Principal or Vice Principal, students who do not comply with the secondary uniform expectations will be consequence according to school guidelines and will either:

- a) prohibit the school registration as a secondary student;
- b) loss of privilege to wear an approved uniform item; or
- b) result in progressive disciplinary consequences.

The following progressive disciplinary consequences will be followed, at a minimum, by all Niagara Catholic secondary schools. Any consequences beyond those listed below or out of the progressive discipline sequence will be at the discretion of the Principal following consultation with the appropriate Family of Schools' Superintendent.

At a minimum and in addition to the following, if the secondary student is not in compliance with the secondary uniform, parents and guardians will be contacted to bring the required uniform item(s) to school.

#### *Progressive Discipline*

Written or verbal communication by the teacher, Vice Principal, Principal or designate to parents or guardians regarding the breach of the Board's Secondary Uniform Policy. The communication will outline the following consequences for further non-compliance:

- (i) loss of school privileges, and/or;
- (ii) student receives detention/age appropriate discipline assignment, and/or;
- (iii) parents or guardians are contacted to pick up the student from school, and/or
- (iv) student will be suspended in the event the student attends without proper secondary uniform attire.

Repeat infractions will result in a meeting between the student, parents or guardians and the school Principal or Vice Principal to review expectations of all secondary students in the Board.

The school uniform is a tradition that has been part of the fabric of Catholic high schools in Ontario for over a century. Its purpose is to eliminate competition and to develop a unique school spirit. The uniform contributes significantly to school unity and pride in Lakeshore Catholic High School. The official Lakeshore Catholic uniform consists of the clothing items listed below. These items must be purchased at **Maddalena Uniforms**, 335 King Street, Welland (905-734 - 4600). The Gator Shop is staffed on Wednesdays during the school year in the cafeteria from 10:00-2:00. The purchase of uniform items may also be arranged through the Main Office.

Students must be in full and proper school uniform from time of arrival until the end of the school day at 2:32. **“All day, every day”** includes spares and lunch periods. All uniform items are expected to be clean, to fit properly and to be in good repair.

Students who have a medical problem affecting the wearing of their uniform must bring a signed note from a parent to a Vice Principal before 7:55 a.m. A medical note will be required for any situation requiring more than one day clearly indicating why the uniform can not be worn. Students on field trips are expected to wear their uniform (or “better”) if indicated by the supervising teacher/administration. The Principal’s decision is final regarding the interpretation of uniform regulations.

### **CASUAL DRESS POLICY**

Clothing worn by students should be suitable for school and reflect the dignity and sense of Catholic morality of the total school community. Apparel must be appropriate to the learning environment.

Spirit Wear Days (club or team shirts or jerseys) are usually scheduled for the second Wednesday of each month. Casual Dress Days are usually scheduled for the last Wednesday of each month (see calendar). The Administration reserves the right to cancel Casual Dress Days at any time.

Additionally:

1. No hats or bandanas are to be worn
2. All clothing must be clean and in good repair
3. Students are not to wear clothing that is oversized or immodestly undersized (e.g. low cut tops, halters, spaghetti straps and tank tops,

skirts/shorts no shorter than mid-thigh, etc.) **All tops must have sleeves.**

4. Clothing items that contain offensive language, messages or graphics are inappropriate (e.g. drug/alcohol endorsements, offensive band logos, sexual connotations, etc.)

Aside from clothing, all other uniform expectations are in effect. Students dressed inappropriately on a Casual Dress Day will not be allowed to attend classes until the concern is corrected.

Only those students who have purchased the Student Council CHOMP card may come to school in casual attire on CHOMP Card Casual Dress days. All other students will be in full uniform or will not be allowed to attend classes.

## **SCHOOL CALENDAR:**

The dates for many events have been noted in the School Calendar. Students and parents are advised to become familiar with these particular dates. Parents who allow students to extend holidays beyond the time permitted by the Ministry of Education and Training are reminded that students are responsible for all course work covered and for tests given during their absence. Teachers will not be expected to spend extra time assisting those students in making up work missed because of prolonged vacations.

Grade 9 Orientation and Curriculum night is on Tuesday, September 18 at 7:00 p.m. Parents or guardians of Grade 9 students will have a chance to meet the teachers and learn about the courses being taught and general expectations.

## **PARENT-TEACHER CONFERENCES:**

See school calendar for dates.

## **STUDENT ACTIVITIES**

### **STUDENT COUNCIL 2012-2013**

Sarah Johnsen

Michael Blair

Brianna McKinnon

Christina Cottone

Alexis Frey

Mariah Kozlowski

Alex Wimperis



Kylee Surtel

Rachael Blair

Kevin Herrera

Samantha Macsai

Andrea McDonald

The members of the Student Council are elected to represent the entire student body of Lakeshore Catholic High School for a one-year term. Student Council organizes social activities for the students, liaises with administration and helps to finance a number of projects.

### **STUDENT COUNCIL EVENTS**

Admission to Student Council sponsored events is open to all Lakeshore Catholic High School students in **good standing**. A limited number of guests from other secondary schools will be permitted to attend. The names of such guests will be recorded at the time tickets are purchased, along with the guest's school at least 24 hours in advance of the event. Lakeshore Catholic students are responsible for the behaviour of their guests and must accompany them to the event.

**Any student who exercises inappropriate behaviour or is under the influence of drugs or alcohol, before, during or after the event, and while on school property, will be removed. Parents/guardians and/or police will be notified and the student(s) will be subject to disciplinary action as outlined in the *Code of Conduct*.** This will include exclusion from future school activities for the remainder of the school year.

### **EVENT POLICY**

For most school dances, doors will open at 6:30pm. Students will use the entrance by the Auditorium.

- Student Card must be presented at the door.
- All outside coats, jackets and bags will be checked.
- Students will not have access to their lockers
- Students coming late must have their tickets approved in advance and signed by Administration or Student Council moderator.
- Provincial law policy forbids smoking on school property.
- Anyone who chooses to leave an event early will not be readmitted.

### **CO-CURRICULAR ACTIVITIES**

Lakeshore Catholic High School recognizes the benefit of co-curricular involvement and encourages all students to participate in at least one activity. The activity, however, must never be an excuse for unauthorized absences from class or from fulfilling academic requirements.

**STUDENTS WHO PARTICIPATE IN CO-CURRICULAR ACTIVITIES, MUST ATTEND ALL SCHEDULED CLASSES ON THE DAY OF THE ACTIVITY UP TO THE DESIGNATED TIME OF DEPARTURE. STUDENTS NOT IN FULL ATTENDANCE AT CLASSES WILL BE BARRED FROM PARTICIPATION.**

### **CO-CURRICULAR ELIGIBILITY:**

#### **Academic Standing**

All students participating in athletics or any other co-curricular activity must meet the criteria for academic standing, attendance and behaviour. Students

must take a minimum of 2 credit courses to be eligible for interschool athletics during a semester.

All students participating in any activity must meet all ZONE, SOSSA and OFSAA regulations.

Students who have failed one or more credits in the last formal reporting period will be placed on immediate eligibility probation. Academic standing in the current semester will be reviewed at the early warning and mid-term reports. Academic reviews can also be initiated by a classroom teacher, coach or administrator at anytime.

**Attendance** is one of the keys to academic success. In order to practice or participate in a co-curricular activity, a student must attend and be punctual in all classes. **(If you are too ill to attend classes, you are too ill to participate.)** Habitual absenteeism will be subject to review by the Co-Instructional Review Panel.

### **Behaviour**

Representing Lakeshore Catholic is an honour and a privilege. Students are expected to behave in a manner that follows the guidelines of Lakeshore Catholic Code of Conduct. The Co-Instructional Review Panel supports a zero tolerance policy with regard to the use of drugs, alcohol, etc. Probation refers to a two-week process, during which time the student is required to meet the conditions outlined by the Co-Instructional Review Panel. If these conditions are not met, eligibility will be revoked.

## **STRIVE FOR EXCELLENCE AND PARTICIPATE WITH HEART, DETERMINATION AND DESIRE.**

### **ATHLETE/PARTICIPANT'S BEHAVIOUR**

**Definition:** One who is an athlete/participant is considered under the circumstances that one is committed to athletic and or club activity. Each is expected to compete and participate to the best of his or her capability.

### **ALL CODE OF CONDUCT RULES COMPLIMENT THE RULES BELOW:**

**Goal:** All participants, be it co-curricular program or athletic program, are expected to follow these guidelines:

- **FAIR PLAY** is every participant's top priority on and off the field/area. Please see our Fair Play policy posted in the gymnasium. This policy will be followed by all home and away LCHS events.
- Play and participate for the love and enjoyment of the activity.
- Respect the efforts and accomplishments of both your teammates and opponents.
- To respect team officials, coaches, spectators and event organizers.
- Respect the facility in which you visit, play, perform and participate in.
- Respect the rules and objective of the game and or activity.

- During a sporting tournament or other school-sanctioned event, drugs and alcohol will not be tolerated. All code of conduct rules will apply.
- Player or participant cannot miss class day of an event. Must report to all classes prior to dismissal for that day.
- Player or participant cannot miss practice on a regular basis if they want to play.

\*In the event of a participant quitting the co-curricular program, they will be referred to the Co-Instructional Review Panel to discuss the reason as to why the participant quit.

Reasons are as follows:

1. **Participant quits to play another sport.** (not acceptable – the principal has the final say)
2. Participant quits for personal reasons.
3. Participant quits because of lack of playing time. (Panel may review)
4. Academic failures (more than two)... may not be referred. (Panel may review)

If a participant is removed from a team or duly consequence by a coach, that player will be removed from the team or club and referred to the Co-Instructional Review Panel.

**A 24 hour cooling off period will be enforced until the panel has heard from all sides.**

**PARENTS SHALL NOT CONTACT THE TEACHER/COACH BEFORE THIS PERIOD. PARTICIPANT MAY BE BANNED INDEFINITELY DEPENDING ON THE SEVERITY OF THE SITUATION.**

#### **EXPECTATIONS OF PARENTS:**

- Parents are to follow the **Fair Play** policy that is posted in all the gyms. Any parent that does not obey these rules will be asked to leave.
- Parents of athletes are asked to support their son or daughter while they are participating.
- Parents should continue to support their children with their sport or activity.
- Parents should let the coaches coach their children; leave the coaching duties up to the teacher/coach/moderator.
- Parents should not encourage inappropriate behaviour or exclusion towards others who do not receive as much playing time.
- Parents are asked to take the 24hrs cooling off period before approaching a coach/moderator regarding any issue.

**Please remember:** the coach is a teacher first and a **volunteer** coach second.

## CO-CURRICULAR CLUBS AND TEAMS

The following clubs/special events will offer activities of interest and enrichment for all students during the school year.

### CLUBS

Arts Club  
 Concert Band  
 Choir  
 Environmental Club  
 OSAID  
 Public Speaking  
 School Reach  
 Ski Club

Student Council  
 Tech Club  
 Web Page  
 Youth Ministry  
 Weight Training  
 Safe Schools Team

### SPECIAL EVENTS

A4Awards

Battle of the Bands  
 Career Week  
 Christmas Food Drive  
 Dominica Retreat  
 Gator Walk  
 Relay for Life  
 Student Art Exhibit  
 Terry Fox Walk

### SPORTS

For 2012-2013 school year, ZONE 3/SOSSA, usually has two (2) levels of competition based upon age categorization as follows:

Junior – 16 or under on Sept. 1

Senior – 17 to 19 on Sept. 1

Season	Boys	Girls	CO-ED
<b>FALL</b>	Football: Jr. and Sr. Volleyball: Jr. and Sr.	Basketball: Jr. and Sr.	Cheerleading Tennis Cross County Golf
<b>WINTER</b>	Hockey: Jr. and Sr. Basketball: Jr. and Sr.	Hockey Volleyball	Swimming Curling
<b>SPRING</b>	Soccer Baseball Lacrosse(TBA)	Soccer Rugby Softball	Rowing Track & Field Badminton OFSAA Tennis

### OFSAA TRANSFER

**See Mr. Germano if you are in grades 10-12 and are a new transfer student.**

Students who transfer from another secondary school need to apply for eligibility to compete in sports that one has participated in during the previous twelve months to determine that:

- there has been a change in legal residence to within the boundaries of the accepting school area by the student's parent or legal guardians;
- the student did not participate in that sport at the interschool level in the previous twelve months;
- the student has transferred from a traditional school to a semestered one and is within one semester of graduation;

- a programming need required a transfer;
- an exceptional reason exists.

## **BUY-INS FOR CO-CURRICULAR EVENTS**

If students are unable to purchase a ticket to attend a scheduled event during the school day, they must remain in class. Students may never buy out of class to leave the school property or to go home. Failure to comply with this policy will result in losing “buying in” privileges for the remainder of the school year.

## **STUDENT SERVICES**

### **GUIDANCE**

The guidance program at Lakeshore Catholic High School is a vital and integral part of the total school curriculum. It is a composite of the school's instructional, counselling, consulting, co-ordinating and liaison activities that are designed and implemented to assist student orientation, program choices and preparation for the next level of education or entry into the world of work. Thus, the provision and maintenance of an effective guidance program is essential to personal, educational, and career planning activities for all students.

**The Guidance Department** aims to provide opportunities to acquire the skills, knowledge and attitudes necessary to:

- **Know and appreciate themselves** by assisting students in understanding their value as persons and make full use of their interests and aptitudes;
- **Relate effectively to others**, which leads to good interpersonal relationships and effectiveness in life roles;
- **Develop appropriate educational plans** that are flexible and suited to their interests and abilities;
- **Explore career alternatives** through a process of career development where the students learn more about themselves, explore a variety of career alternatives, and practice decision making skills needed in making thoughtful choices for their future.

Students are counselled individually to review course selections, progress, educational and career plans. Group presentations may also take place throughout the school year regarding careers, post-secondary school planning, course selections and educational needs assessment

Individual counselling regarding personal and social concerns is provided when a need arises.

### **COUNSELLING**

**The Guidance Department** provides opportunities for personal interviews with guidance counsellors concerning personal, social, educational, and career planning. Interviews with students are confidential.

If a student wants to make a counselling appointment, an appointment will be arranged by the Student Services Secretary during the student's lunch or

spare period. Students should record the appointment time in their handbooks for reference purposes.

## **SCHEDULE CHANGES**

Lakeshore Catholic students are expected to attend school on a full-time basis. Students with fewer than 24 credits are not permitted to drop a course or to have a study period.

Students will not be allowed to change their level of difficulty in a course unless there is a recommendation from their subject teacher, parental approval and room in the class(es) requested.

## **TRANSFERS, WITHDRAWALS FROM SCHOOL**

Students who are transferring from Lakeshore Catholic or who are withdrawing / retiring from school must contact Student Services as soon as possible. Students are required to complete a Retirement / Transfer form, return textbooks and fulfill all responsibilities to complete the transfer/retirement process.

## **SUMMER SCHOOL**

Students may register for remedial summer school courses with the permission of the Principal. Students are eligible to ask for this permission if they have attended 80% of the scheduled classes, attained a mark of at least 40%, and have written the final exam. Upgrades must be attempted at the same level as the original course taken.

**SCHOOL NURSE** – Mrs. Lynda Tonnos is available to see students on Wednesdays. Appointments may be made in Guidance.

## **SPECIAL EDUCATION**

Special education programs at Lakeshore Catholic High School are designed to ensure universal access by exceptional pupils and accommodations of individual differences to the greatest extents possible. The needs of each individual exceptional pupil, whether behavioural, communicational, intellectual (including gifted), or physical, as delineated by an Identification, Placement and Review Committee (IPRC) of the Board will be met.

Such programs can involve accommodations and strategies to the kind, breadth, depth and pace of the curriculum, assistance by additional professional staff and use of specialized equipment and facilities.

Communication involving parents, resource persons, community agencies or others may occur in order to best determine each student's needs and alterations in programming. The program will be regularly assessed and evaluated with the results communicated to parents.

## **CHILD AND YOUTH CARE WORKERS**

Ms. Kathy Moccio can be found in the Chaplain's office area and she is available to see students on an informal or requested appointment basis.

## **COMMUNITY AGENCIES/SERVICES**

There are a variety of times when you, or someone close to you, may need help. During these times, in addition to parents/guardians and staff at Lakeshore Catholic, help is available from a variety of sources.

In dealing with the issues, it is important that you are honest with the person you seek help from and inform them of all the facts.

If someone you know is struggling, you have a moral responsibility to try to help them. If you are unable to provide help, inform someone who may be able to.

## **POTENTIAL SOURCES OF SUPPORT:**

Parents  
Relatives  
Guidance Counsellors  
Child Youth Workers  
Chaplain  
Friends

Neighbours  
School Liaison  
Coaches  
Teachers  
School Nurse  
Vice-Principal/Principal

## **COMMUNITY AGENCIES**

### **211 Information Niagara**

Women's Place, Welland  
905 788 0113  
The RAFT 905 984 4365  
AIDS Niagara 905 984 8684

### **Contact Niagara 905 684 3407**

Nova House (NF) 905 356 5800  
Hope House 905 788 0744  
Port Cares 905 834 3629

### **DISTRESS CENTRE**

905-382-0689 (Fort Erie/Stevensville)  
905-734-1212 (Welland/Port  
Colborne)  
24/7 crisis line providing confidential,  
non-judgmental listening. Crisis  
intervention and referrals as required.

### **NIAGARA SOUTH PARENT SUPPORT ASSOCIATION**

905-871-8420 (Fort Erie)

905-374-1106 (Niagara Falls)  
905-734-8201 (Welland/St.  
Catharine's)

### **YOUTH AND COMMUNITY EMPLOYMENT SERVICES (YACES)**

905-353-1873 (Niagara Falls)  
905-682-8372 (St. Catharine's)  
905-732-7655 (Welland)

### **PUBLIC HEALTH DEPARTMENT CLINICS**

1-800-263-7248 ext. 266  
905-688-3762

### **BEREAVEMENT RESOURCE COUNCIL**

905-680-6400 (St. Catharines)

### **FORT ERIE NATIVE FRIENDSHIP CENTRE**

905-871-8931 (Fort Erie)

**NIAGARA CENTER FOR YOUTH CARE (NCYC)**

905-688-6850 (St. Catharines)

**NIAGARA REGIONAL PUBLIC HEALTH**

905-688-3762 (Fort Erie)

**NIAGARA REGIONAL SEXUAL ASSAULT CENTRE**

905-682-7258

**CANADIAN MENTAL HEALTH ASSOCIATION (CMHA)**

905-358-7175 (St. Catharines)

**DESIGN FOR A NEW TOMORROW**

905-684-1223

**DRUG AND ALCOHOL INFORMATION LINE**

1-800-463-6273

1-800-463-6273

**ALANON/ALATEEN**

905-641-0590 (St. Catharines)

NARCOTICS ANONYMOUS (NA)

905-685-0075

**NARCOTICS ANONYMOUS (NA)**

905-685-0075

**ALCOHOL AND DRUG TREATMENT CENTRE**

905-685-5425

**NIAGARA ALCOHOL AND DRUG ASSESSMENT SERVICES**

905-684-1183 (St. Catharines)

**CHILDREN'S SERVICES INFORMATION LINE**

1-800-811-2673 905-682-1900

**HOUSING HELP CENTRE**

905-871-2532 (Fort Erie)

905-788-9705 (Welland/Port Colborne)

**AWARDS**

Assemblies will be held to honour the recipients outstanding in academic, athletic, clubs/arts, social and spiritual achievements and performance. The awards system includes certificates, medallions and plaques as recognition of student progress and achievements.

**KIDS HELPLINE**

1-800-668-6868 (24 Hours)

This help line provides counselling and information for children and adolescents in need of assistance.

**AIDS HELP HOT LINE**

1-800-263-4911 (8:30am-4:30pm)

**RAPID RESPONSE CRISIS SERVICE (NCYC)**

1-800-263-4944 (24 Hours)

**FAMILY AND CHILDREN'S SERVICES**

1-888-937-7731 (24 hours)

**PORT COLBORNE/WAINFLEET HEALTHY LIFESTYLE COALITION INC.**

905-835-5663

**CANADIAN CANCER SOCIETY**

905-684-6455

**NIAGARA COUNCIL ON SMOKING AND HEALTH**

905-688-3762

**HEALTH PROMOTION DIVISION**

905-688-3762

**DRUG AWARENESS WEEK COMMITTEE**

Box 23089 Midtown Postal Outlet, St. Catharines, L2R 7P6

**SEXUAL ASSAULT TREATMENT CENTRE OF NIAGARA**

Office hours: 9:00am-3:30pm

905-684-7271

(St. Catharines General Hospital Emergency)

**LUNG ASSOCIATION, NIAGARA REGION**

905-227-8800 1-800-972-2636

## **STUDENT AWARDS**

Lakeshore Catholic acknowledges the importance of student involvement in both the curricular and co-curricular life of the school. As a result, Lakeshore Catholic has developed a **Student Award** structure that recognizes excellence under the following four categories:

- **Academic, Athletic, Arts, and Apprenticeship Awards** are presented annually at our awards assembly to students who have excelled in the various programs at Lakeshore Catholic. These awards include Outstanding Male and Female students in these areas of achievement.
- **Awards, Bursaries and Scholarships** are presented to deserving graduates at the graduation ceremony in June.

### **QUAD A AWARDS ASSEMBLY CRITERIA**

**Achievement** – academic success, not necessarily the highest mark

**Participation** – good classroom involvement, leader in class discussions

**Attendance** – regular attendance pattern

**Leadership** – concerned with enhancing and developing classroom aims and objectives

**Citizenship** – demonstrates strong Catholic values in the classroom when dealing with peers and teacher

**Attitude** –positive, enthusiastic, supportive, respectful, and motivated

#### **Discipleship Award**

Awarded to a student that embodies the precepts of our Catholic faith and demonstrates faith in action. This student has integrated our Gospel values in all facets of their high school lives and sets an example of spiritual and social engagement for all students.

#### **Outstanding Student**

Awarded to a student that sets the academic, social and spiritual standards for a student at Lakeshore Catholic High School. This student combines the academic requirements, the school-wide and community involvement that personify the Catholic School Graduate.

#### **Personal Development Award**

Awarded to a student that represents the dedication, spirit and tenacity necessary to combine achievement in High School with the challenges they face outside of school. This student has overcome personal obstacles and serves as an example to our student body of the incredible strength needed to persevere and succeed.

## **HONOUR ROLL**

A student will qualify for the Lakeshore Honour Roll based on the following criteria: a two semester average of 80% or higher; determined by the aggregate marks attained divided by the eight courses attended during the two semesters for grades 9 -11 and by the top six courses for grade 12.

## **GRADUATION**

To participate in the graduation ceremonies and prom, a student must have completed all requirements for the Ontario Secondary School Diploma which include the successful completion of four credits in Religious Studies, along with 40 hours of Christian Community Service, participation in all retreats, including the NCDSB Grad Celebration (May), Grad Mass/Luncheon (June) and the student must be in good standing in his/her final year of secondary school.

## **VALEDICTORIAN SELECTION FOR THE GRADUATING CLASS**

The valedictorian is a student selected from the graduating class to represent the school and the graduating class. There are four stages in the selection process:

1. Academic Achievement
2. Graduate Profile of Spirit/Faith, co-curricular and community involvement
3. Review by Principal
4. Voting by the graduating class

## **ACADEMIC ACHIEVEMENT**

The grades of all potential graduates are averaged following the submission of mid-term marks in the final semester preceding graduation. The final marks used represent: all required compulsory courses, all required Religion classes, and the next best marks totalling 30 courses, including the Semester Two mid-term marks.

These marks are tabulated and the potential graduate students with an overall academic average of 85% or better are listed in alphabetical order outside of the Student Services office during the first week of May.

## **GRADUATE PROFILE**

From the list of potential graduates who meet the academic achievement criteria, a one-page graduate profile must be completed by the potential valedictorians. These profiles are to be submitted to the Student Services Office by the last week of May. The Graduation Committee then reviews the graduate profiles submitted. From the profiles submitted, a list of eligible valedictorian candidates is then posted outside of Student Services by the first week of June.

## **VOTING BY GRADUATING CLASS**

From the final list of eligible valedictorian candidates, all potential graduates of the graduating class are then called to a secret ballot to select the valedictorian. The valedictorian for the graduating class is announced to the entire student body by the end of the first week of June.

As announced at the graduating ceremony, the valedictorian is selected by the graduating class after full consideration to the criteria of honour roll academic achievement, student involvement in a cross-section of school events and activities and involvement in the community. Most importantly, however, the valedictorian selected is a person who embodies the qualities that the Catholic Community sets to represent the graduating class and the profile of the Catholic graduate.

## **CHRISTIAN COMMUNITY SERVICE POLICY**

As stated in *Ontario School: Kindergarten to Grade 12: Policy and Program Requirements 2011* every student who begins secondary school must complete a minimum of 40 hours of community involvement activities as part of the requirements for an Ontario Secondary School Diploma (OSSD). These activities may be completed at any time during the secondary school program and is an essential component of the Religious Education program for students in Grades 9 to 12.

Students of Grade 8 are able to start accumulating Christian Community Service hours in the summer prior to their entering Grade 9. This service must comply with this policy and its administrative guidelines, insuring that the summer activity is eligible and that necessary approval and proper documentation is completed.

Students in Grades 9 to 12 will select one or more Christian Community Service activities in consultation with their parents/guardians. These activities will be completed during each year of secondary school as an essential component of the Religious Education program in order to fulfill the diploma requirement of 40 hours for graduation. The total of 40 hours of Christian Community Service would be the minimum expectation for students. The Secondary school principal may approve special requests.

Christian Community Service is a service one gives to the community. It is service spent on community projects, which could be of a cultural, humanitarian, athletic or fund-raising nature. The community could be a club, a parish, an organization, or a public institution. Students will be expected to select an activity that meets the criteria as described in the Niagara Catholic District School Board Information Brochure and the Guiding Principles for Christian Community Service. Community involvement activity hours, mandated by the Ministry of Education as part of the requirements for an Ontario Secondary School Diploma (OSSD), may not necessarily follow the Guiding Principles of Christian Community Service. Although valid and important experiences, *these activities will not be recognized for Christian Community Service within the Religious Education class, although the hours still may count toward the forty (40) volunteer hours needed for graduation.*

The Christian Community Service Activities Form must be submitted to the school by the required date as communicated by the school Religious Education Department staff, in conjunction with the Student Services Department, and as outlined in the school's student agenda or on the school website. Religious Education Department staff will verify that the identified service activity meets the criteria of Christian Community Service, approve

the Completion of Christian Community Services Activities Form, and forward the forms to Student Services to input the completed hours into the student's Maplewood profile.

If a student enrolled in a Niagara Catholic secondary school is interested in completing his/her Christian Community Service over the summer, or in a semester in which he/she does not take a Religious Education course, the student must complete a Notification of Planned Christian Community Service Activities form and submit it to the Program Chair of Religious Education prior to the beginning of the summer holidays or the semester the student is enrolled in the Religious Education course for pre-approval.

### **Appropriate Christian Community Service Placements**

In keeping with the mission, vision and values of the Niagara Catholic District School Board, the following service placements constitute Christian Community Service:

- Catholic/Christian social service agencies or social justice groups
- Charitable activities – assistance at church bazaars, pancake suppers, spaghetti suppers
- Coaching minor sports
- Community Care residences
- Fundraising for not-for-profit organizations
- Homeless shelters
- Hospitals and Hospices
- Journey Retreat Leaders (before and after school hours);
- Parish ministries
- Local food banks
- Nursing homes
- Pilgrimage, Starvathon, or any school activities designated toward raising money for developing countries
- Refugee centres
- Service clubs
- Unpaid academic tutoring
- Volunteering at the Humane Society

Any activities that do not fall within the scope of the examples listed above must be approved by the Secondary School Principal.

### **Niagara Catholic District School Board Ineligible Activities**

- Any activity that takes place during school (note: lunch and spares are excluded from this provision)
- Activities completed for reward (i.e. bonus marks)
- Work normally done for a wage or any form of payment
- Work required for a course in which the student is enrolled
- Baby-sitting, shoveling snow, raking leaves for family or friends
- Any activity that provides direct financial benefit or other gain (political, social, etc) to the student or to the student's family/relatives;

- Any activity that provides direct financial benefit or other gain (political, social, etc) to the student or to the student's family;
- Any association with an organization or an activity that conflicts with the ethical standards and teachings of the Catholic Church;
- Scorekeeping/managing school teams during the school instructional day;
- Alternative placement hours in lieu of suspension and/or detention as initiated/coordinated by school administration.

### **Documentation**

Students will be responsible for completing all documentation according to Board requirements, in consultation with their parents. The form, Notification of Planned Christian Community Service Activities must be completed each year by the student and submitted to the student's current Religious Education teacher. The Program Chair of Religion will verify that the identified service activity meets the criteria for Christian Community Service. Students who do not complete their Christian Community Service Hours will not be allowed to participate in the Grad Celebration.

### **Mandatory Christian Community Service Assignment**

Every Religion course has a mandatory assignment or project based on a student's personal reflection about new learning gained from his or her Christian Community Service. Failure to complete this reflection will result in a failing grade for this assignment or project.

### **Notification**

Principals, in cooperation with the Religion and Student Services Departments, are responsible for sharing information and documentation with students, parents and the broader community, approving special requests, and ensuring that completed Christian Community Service hours are entered on a student's official transcript and report card.

For further information, please contact Terri Pauco, Religion and Family Life Consultant at [terri.pauco@ncdsb.com](mailto:terri.pauco@ncdsb.com).

<h2><b>ACADEMIC INTEGRITY</b></h2>
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### **STUDENT OWNERSHIP**

The Ministry of Education provides direction on Cheating and Plagiarism stating that:

“Students must understand that the tests/exams they complete and the assignments they submit for evaluation must be their own work and that cheating and plagiarism will not be condoned.”

*(Ministry of Education, 2010, p. 42)*

## **DEFINITION OF AN ASSIGNMENT:**

An assignment for evaluation is considered to be any academic piece that is submitted in any form for assessment and evaluation. "Student products may be in the form of tests or exams and/or assignments for evaluation." (*Ministry of Education, 2010, p.39*)

According to the *Growing Success* Policy Document:

"To ensure equity for all students, assignments for evaluation and tests or exams are to be completed, whenever possible, under the supervision of a teacher. Assignments for evaluation must not include ongoing homework that students do in order to consolidate their knowledge and skills or to prepare for the next class." (*Ministry of Education, 2010, p. 39*)

## **DEFINITION OF CHEATING**

Cheating is the use, the attempted use, or the giving of unauthorized assistance, material, or study aids in any academic work. Examples of cheating include, but are not limited to, using a cheat sheet, altering a graded assessment, knowingly allowing another student to use one's test responses, and other forms as determined by the classroom teacher.

## **DEFINITION OF PLAGIARISM**

The Ministry of Education defines Plagiarism as:

"The use or close imitation of the language and thoughts of another without attribution, in order to represent them as one's own original work." (*Ministry of Education, 2010, p. 151*)

## **EXAMPLES OF CHEATING AND PLAGIARISM**

1. A student does not cite work that has been summarized, paraphrased, or directly quoted in whole or in part.
2. A student that copies and pastes information from an electronic source (e.g. the internet) without quotations and without citing the source(s).
3. A student submits acquired/purchased essays, and/or other works as their own.
4. A student copying from another student(s).
5. A student making information available to other student(s) knowing that this is to be submitted as the borrower's own work.
6. A student in possession of unauthorized material during an evaluation such as assignments, tests, examinations, performance task, etc.
7. A student resubmitting one's own work that was previously evaluated.

**Consequences for Cheating and Plagiarism**

When issuing consequences for Cheating/Plagiarism, the Ministry of Education makes the following statement that teachers and or school administrators are asked to consider:

This policy reflects a continuum of behavioural and academic responses and consequences, based on at least the following four factors:-

1. *the individual circumstances of the student,*
2. *the grade level of the student,*
3. *the maturity of the student; and*
4. *the number and frequency of incidents.*

(Ministry of Education, 2010, p. 43)

**Reporting of Plagiarism/Cheating**

<p>All incidents of plagiarism/cheating must be reported to the school administration and parent(s)/guardian(s) by the classroom teacher and will be noted officially by the teacher/principal in the Student Management System (i.e. Maplewood). These consequences do not apply to examinations. Students, who continue to plagiarize, will receive additional consequences as determined by the school’s administration such as, but not limited to, loss of participation in co-curricular activities, detentions, suspensions and putting graduation at risk.</p> <p><b><u>Unintentional Cheating or Plagiarizing</u></b></p> <ul style="list-style-type: none"> <li>• If in the professional judgement of the teacher, in conjunction with the Principal and/or Vice-Principal if it is found that the student unintentionally cheated or plagiarized, the student will receive the mark of “0” for the cheated/plagiarized work submitted.</li> <li>• The student is expected to rewrite</li> </ul>	<p><b><u>Intentional Cheating and Plagiarizing</u></b></p> <ul style="list-style-type: none"> <li>• If in the professional judgement of the teacher, in conjunction with the Principal and/or Vice-Principal, if it is found that the student intentionally cheated or plagiarized, the student will receive a mark of “0” for that assignment.</li> <li>• The Principal and/or Vice-Principal, in consultation with the classroom teacher, will determine if a rewrite of the cheated / plagiarized assignment will take place.</li> <li>• If a rewrite is allowed to occur, the student will conference with the classroom teacher, review the assignment, and receive a new topic that reflects expectations of the original assignment. When the rewritten assignment is evaluated, the new mark (with a suggested penalty deductions of up to 5% for Grades 7 and 8 students, 10% for Grades 9 and 10 students and 15% for Grades 11 and 12 students) will replace the “0” assigned to the cheated/plagiarized assignment. If the student decides not to rewrite the assignment, the assigned mark of “0” on the plagiarized/cheated</li> </ul>
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<p>the cheated/plagiarized assignment so as to determine the student's achievement of the overall expectations. For the rewrite, the student will conference with the classroom teacher, review the assignment, and receive a new topic that reflects expectations of the original assignment. Once the rewritten assignment is evaluated, the new mark will replace the "0" assigned to the plagiarized/cheated assignment. If the student decides not to rewrite the assignment, the assigned mark of "0" on the plagiarized/cheated assignment will stand.</p>	<p>assignment will stand.</p>
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**EXAMINATIONS**

- If a student is found to have intentionally cheated and/or plagiarized on a Mid-Term Examination, Final Examination, or any other assignment that is part of the Final Culminating Task, the student will receive a mark of "0" on these evaluation assessments and there will be no opportunity for a rewrite.
- School Administration will determine if there are any mitigating factors prior to issuing consequences that may include (but are not limited to):
  1. the individual circumstances of the student,
  2. the grade level of the student, and
  3. the maturity of the student.

**LATE AND MISSED ASSIGNMENTS**

**The Ministry of Education addresses Late and Missed assignments when it states:**

"It must be made clear to students early in the school year that they are responsible not only for their behaviour in the classroom and the school but also for providing evidence of their achievement of the overall expectations within the time frame specified by the teacher, and in a form approved by the teacher. Students must understand that there will be consequences for not completing assignments for evaluation or for submitting those assignments late. Where in the teacher's professional judgement it is appropriate to do so, a number of strategies may be used to help prevent and/or address late and missed assignments." (*Ministry of Education, 2010, p. 43*)

## **THE MEANING AND USE OF “I” – Grades 1 to10**

“For Grades 1 to 10, the code “I” may be used in a mark book and/or on a student’s report card, including the final report card, to indicate that insufficient evidence is available to determine a letter grade or percentage mark. For the report card, teachers will use their professional judgement to determine when the use of “I” is appropriate and in the best interests of the student.

For example, teachers may find it appropriate to use “I” when evidence of a student’s achievement is insufficient because the student has enrolled in the school very recently or because there were issues or extenuating circumstances beyond the student’s control, such as protracted illness, that affected his or her attendance and/or ability to provide sufficient evidence of achievement of the overall expectations.

In Grades 9 and 10, a student who receives an “I” on the final report card to indicate insufficient evidence will not receive a credit for the course. However, there may be instances where students in Grades 9 and 10 who receive an “I” on their final report card may be considered for credit recovery. These are cases where, in the professional judgement of the teacher, evidence of achievement is available for at least a few overall expectations, on the basis of which it is possible to identify the remaining expectations that must be addressed and to design a credit recovery program.” (*Ministry of Education, 2010, p. 43*)

## **MARK DEDUCTION**

Teachers and school administration are asked to consider the following statement from the Ministry of Education in regards to mark deduction:

“Ensure that mark deduction will not result in a percentage mark that, in the professional judgement of the teacher, misrepresents the student’s actual achievement.” (*Ministry of Education, 2010, p. 44*)

Therefore, once it has been clearly demonstrated that, the appropriate preventative strategies have been implemented, a teacher may, in consultation with the student, parent and/or school administration, deduct marks for the late/missed assignments.

**Please note that the deduction of marks for late/missed assignments can only occur for assignments submitted for assessment and evaluation that will be used for reporting of student achievement in the determination of a student’s final grade.**

## **Grades 9 to 10**

- “In Grades 9 to 10, late and missed assignments for evaluation will be noted on the report card as part of the evaluation of the student’s development of the learning skills and work habits.”

*(Ministry of Education, 2010, p. 44)*

- Mark deduction will be limited to 2% per day to a maximum of 10% total deduction in the professional judgement of the teacher.
- The expectation is that students will use their non-class time to complete late and missed assignments (i.e. lunch, detentions, etc.).
- If an assignment for evaluation has been evaluated and returned to the class, the student who has not submitted this assignment will receive a new topic reflecting the original assignment in consultation with the teacher.
- Until an assignment has been submitted, the code “1” or “0”, whichever is appropriate in the professional judgement of the teacher, may be used in a mark book to indicate that an assignment is late or missed.

If the student fails to submit the missed or late assignment one week prior to the end of the semester the teacher may, in consultation with the student, parent and school administration, deduct the full value of the assignment based on the teacher’s professional judgement provided that a number of strategies have been used by the classroom teacher to prevent and/or address late and missed assignments.

## **Grades 11 to 12**

- Mark deduction will be limited to 3% per day to a maximum of 15% in the professional judgement of the teacher.
- If an assessment of learning piece has been evaluated and returned to the class, a student who has not submitted this assignment will receive a new topic reflecting the original assignment in consultation with the teacher.
- Until an assignment has been submitted, the code “1” or “0”, whichever is appropriate in the professional judgement of the teacher, may be used in a mark book to indicate that an assignment is late or missed.
- If the student fails to submit the missed or late assignment one week prior to the end of the semester the teacher may, in consultation with the student, parent and school administration, deduct the full value of the assignment based on the teacher’s professional judgement provided that a number of strategies have been used by the classroom teacher to prevent and/or address late and missed assignments.

## LOWER LIMIT FOR GRADES 9 TO 12

The Ministry of Education makes the following statements:

- “For Grades 9 to 12, teachers will use percentage marks to indicate achievement below 50 per cent.”
- Individual boards will work collaboratively with their school communities to determine the *lower limit* of the range of percentage marks below 50 per cent that teachers may record on the report cards of students in Grades 9 to 12. It is important that a consistent approach is adopted among all the schools of a board.” (*Ministry of Education, 2010, p. 41*)
- A student that has not successfully achieved the Overall Expectations of a course will be deemed unsuccessful in the course and may be assigned a grade ranging from 30% to 45% in the professional judgement of the teacher.
- At no time shall a grade below 30% or from 46% to 49% appear on the Ontario Provincial Report card (Mid-Term and Final Report Card).

## HOMework

The Niagara Catholic District School Board promotes family-friendly homework that aligns with the definition of homework from the *Growing Success* document. (*Ministry of Education, 2010, p. 148*)

### **DEFINITION OF HOMEWORK:**

“Work that students do at home to practice skills, consolidate knowledge and skills, and/or prepare for the next class.”

According to *Growing Success (Ministry of Education, 2010)*:

- “Completion of homework is a learning and work habit behaviour” (p. 34).
- “To ensure equity for all students, assignments for evaluation and tests or exams are to be completed, whenever possible, under the supervision of a teacher” (p. 39).
- “Assignments for evaluation must not include ongoing homework that students do in order to consolidate their knowledge and skills or to prepare for the next class” (p. 39).
- Examples of assignments for evaluation include such items as Science Fair projects, Heritage Fair, speeches, etc.
- “Homework tasks designed to help students practice and consolidate new learning can also provide assessment information that both teachers and students can use to adjust instruction and focus learning” (p. 34).

**Homework and Assignments During Statutory / Board Holidays or Professional Activity Days**

- Students will not be assigned homework for completion during Statutory / Board holidays or Professional Activity Days as per the Board's school year calendar,
- Students will not be given an assignment for completion prior to Statutory / Board holidays or Professional Activity Days where it is expected that the assignment is to be submitted for evaluation within three (3) school days following Statutory / Board holidays or Professional Activity Days as per the Board's school year calendar.

**ESSAY STYLE GUIDE**– see Writing Style Guide (next section)



## **What to do if...???**

### **I have someone harassing/ridiculing me publicly?**

Indicate to the person that you want the harassment to stop. If you see somebody being harassed intervene if you feel comfortable or inform either a teacher or Vice Principal what you have witnessed as soon as possible. If it takes place within a classroom, bring it to the attention of the teacher. If it occurs outside the classroom, approach a member of the administration team. Call the TIP line at the school to report incidences anonymously 905.835.2451, ext. 847 (TIP)

### **I suspect theft? I observe vandalism or property damage?**

Report these to an administrator immediately. Call the TIP line at the school to report these incidences anonymously 905.835.2451, ext. 847 (TIP)

### **My parents want to arrange a meeting with one of my teachers?**

Contact the school during school hours and leave a message with a secretary. After school hours, messages can be left for all staff members on their voice mailboxes. If the situation is an emergency, bring this to the attention of the secretary when making the appointment.

### **I have a personal problem that I need to talk about?**

Other than an emergency situation, make an appointment with a secretary to see an administrator, guidance counsellor, CYW or Chaplain.

### **I'm having problems with a course being too difficult/easy?**

First talk to your subject teacher. If need be, make an appointment to see a Guidance counsellor. You must have a minimum of 24 credits before you can have a study period or a spare.

### **I lose something of value?**

Check the Lost and Found in the Main Office. Remember to put your name on all books and valuables. Be vigilant.

Do not bring your valuables to school; however, if you must, lock your valuables in your locker. Never leave valuables unattended in the change rooms. The school is **NOT** responsible for lost/stolen items.

### **I lose my lock?**

You will be required to purchase a new Dudley lock in the Main Office for \$10.00. **Never give out your lock combination or change lockers without the permission of the Vice Principal.**

## LOCKDOWN PROCEDURES

1. Internal Lockdown – threat in the school – you will hear: **“THE SCHOOL IS IN INTERNAL LOCKDOWN.”**

*A. If the majority of students are in the school attending classes ...*

- All students are to return to their class and remain there until directed otherwise by Admin.
- Classroom doors are to be locked, lights off, curtains and blinds closed, with students away from site lines as best as possible.

*B. If the majority of students are out of the school... (e.g. activity at the field) ...*

An announcement will be made via megaphone: **“THE SCHOOL IS AN INTERNAL LOCKDOWN.”**

- All staff members will assist to move students to locations that are as far away from the school as possible or to the evacuation site, the Kennedy Arena (Eastside).
- Those staff members and students who are still in the building will follow the above Internal Lockdown procedures.

2. External Lockdown – threat is in the community – you will hear: **“The School is in External Lockdown.”**

*A. If the majority of students are in the school ...*

- All students are to return to their class and remain there until directed otherwise by Admin
- The external doors of the school will be locked.
- Curtains - windows closed / lights remain on.

*B. If the majority of students are outside the building...*

- An announcement will be made via megaphone **“The School is in External Lockdown.”**
- All staff and students will be instructed to enter the school.
- Students are to return to the class they were in previous to being dismissed to the outside activity. Students on spare will proceed to cafeteria.
- Curtains - windows closed / lights remain on

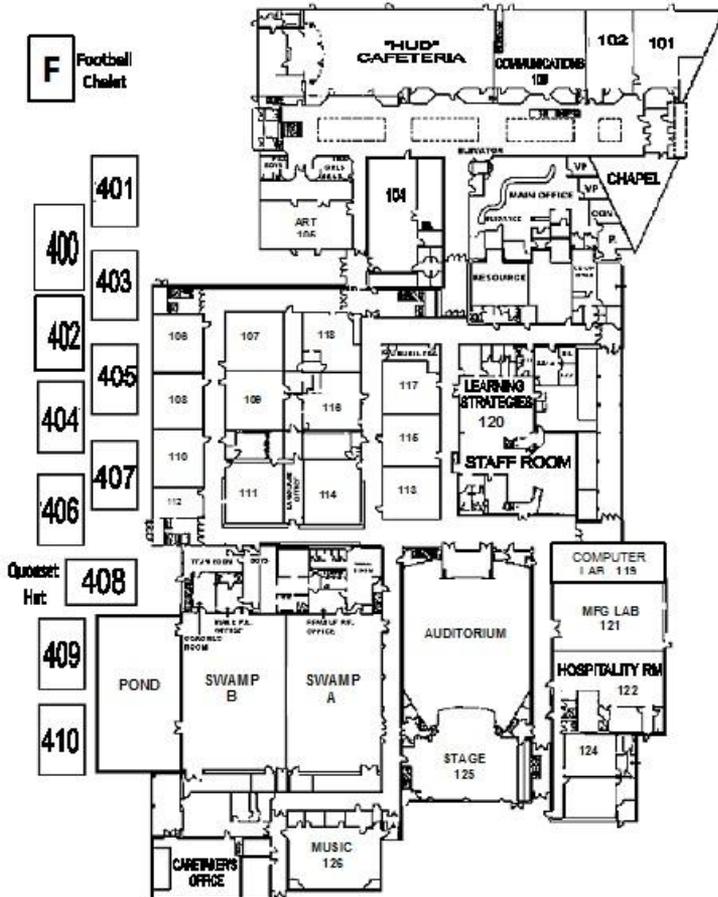
All lockdowns will end with this announcement: **“THE SCHOOL HAS RETURNED TO NORMAL OPERATIONS.”**

**UNDER NO CIRCUMSTANCE ARE STUDENTS TO LEAVE CLASSROOMS UNTIL THE ABOVE ANNOUNCEMENT IS HEARD.**



# Lakeshore Catholic High School

## FIRST LEVEL SCHOOL MAP

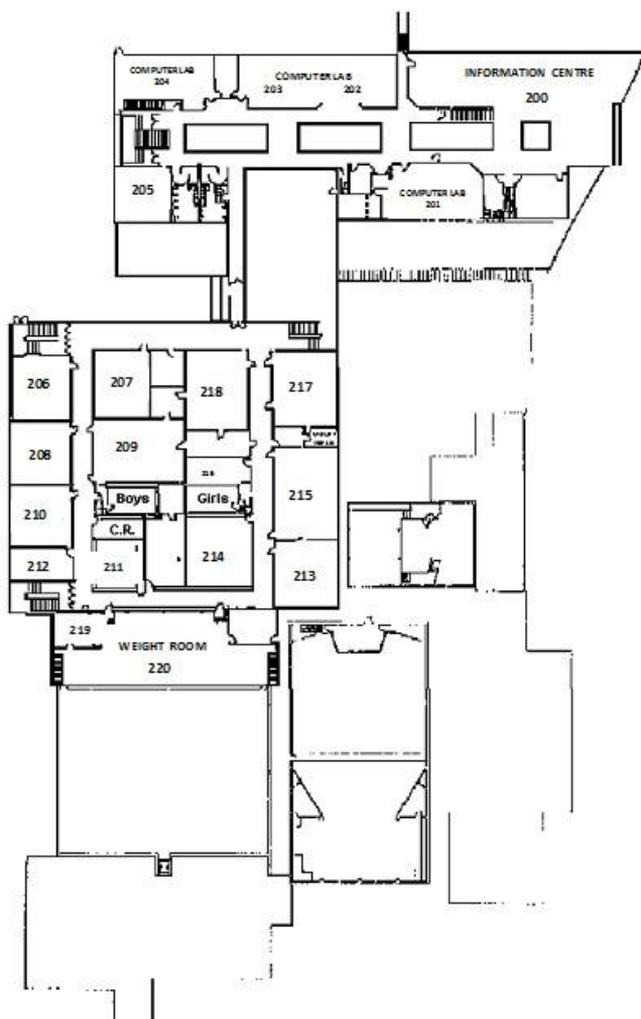




# Lakeshore Catholic High School



## SECOND LEVEL SCHOOL MAP



# Niagara Catholic District School Board Writing Style Guide for High School Students

*Revised  
June 2011*

**Developed by**

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## **Acknowledgements**

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**Kyle Cassidy**, a graduate of Saint Michael Catholic High School, wrote the sample research essay “Symbolism: Bringing to Life the Theme of a Novel” that is enclosed in this document. It has been printed with permission. (June 2004)

## Preamble

The most frightening sight for any writer is the blank page. We may sit down with an idea, a plan, even some notes, but that blank page is an obstacle we have to overcome before the real work can begin. Getting to that first keystroke or putting pen to paper takes both effort and courage.

Becoming comfortable with the rules for the basic mechanics of scholarly prose is one way to begin that process. We all know by now that our writing should be grammatically correct, have no spelling errors, meet the requirements of the assignment, and so on. But the information provided here is about more than just another set of rules, protecting us from charges of sloppiness or, worse, plagiarism. This document is about learning how to become part of something bigger than ourselves, about joining a conversation, about making our words *matter*.

That is why instead of memorizing a set of conventions (after all, documents like this one can always be at hand) we should try to understand *why* we should pay attention to them. Think of these as a kind of code or shorthand: when scholars write for each other, they follow conventions like these so that certain information can be implicitly understood instead of overtly explained. They know, for example, that the parentheses at the end of some sentences point to a source; that the words in quotation marks or block indented twice from the left-hand margin were written or spoken by someone else; that underlined and italicized phrases are often book titles; and so on. None of that information needed explaining: the fact that the text was formatted according to Modern Language Association (**MLA**) conventions was all that was necessary. Before they even begin to read the text carefully, to see what the author has to say or to pay attention to the argument, the very fact that the text carefully follows the accepted conventions shows that the author is part of the conversation and should be taken seriously. That, more than anything else, is why attention to these kinds of conventions is necessary. In the end, if we want to be heard, we have to ensure that what we are saying can be understood.

Of course, we often find rules constraining, and we may think that having to follow them might stifle our creativity and make what we have say seem boring. To be sure, having the freedom to write anything we want, to say something interesting, provocative, and important, without any kind of rules or encumbrances, takes a certain degree of imagination and creativity. But saying something interesting, provocative, and important while still obeying a fairly strict set of policies--from the basic rules of grammar to the demands of assignments to the conventions detailed in the following page--calls for a very different but equally challenging sort of imagination and creativity. From this perspective, then, such rules are perhaps less oppressive than they are liberating: rather than being thrown blindly into the wilderness, conventions like these provide a sense of direction but still leave the journey and the destination entirely up to us.

Every one of us has something to say, ideas and insights that deserve a fair hearing from classmates, from instructors, from anyone who chances to come across what we have written. And while it is true that we may not always be heard in the ways we would like, we have an obligation to make the effort, to do everything we can to ensure that we are heard when we have the chance. The guidelines that follow offer a way to ensure that we get that chance every time we pick up a pen or sit down at the keyboard.

And it is up to us to make the most of the opportunity, to make our voices heard, to join the conversation, to fill the blank pages.

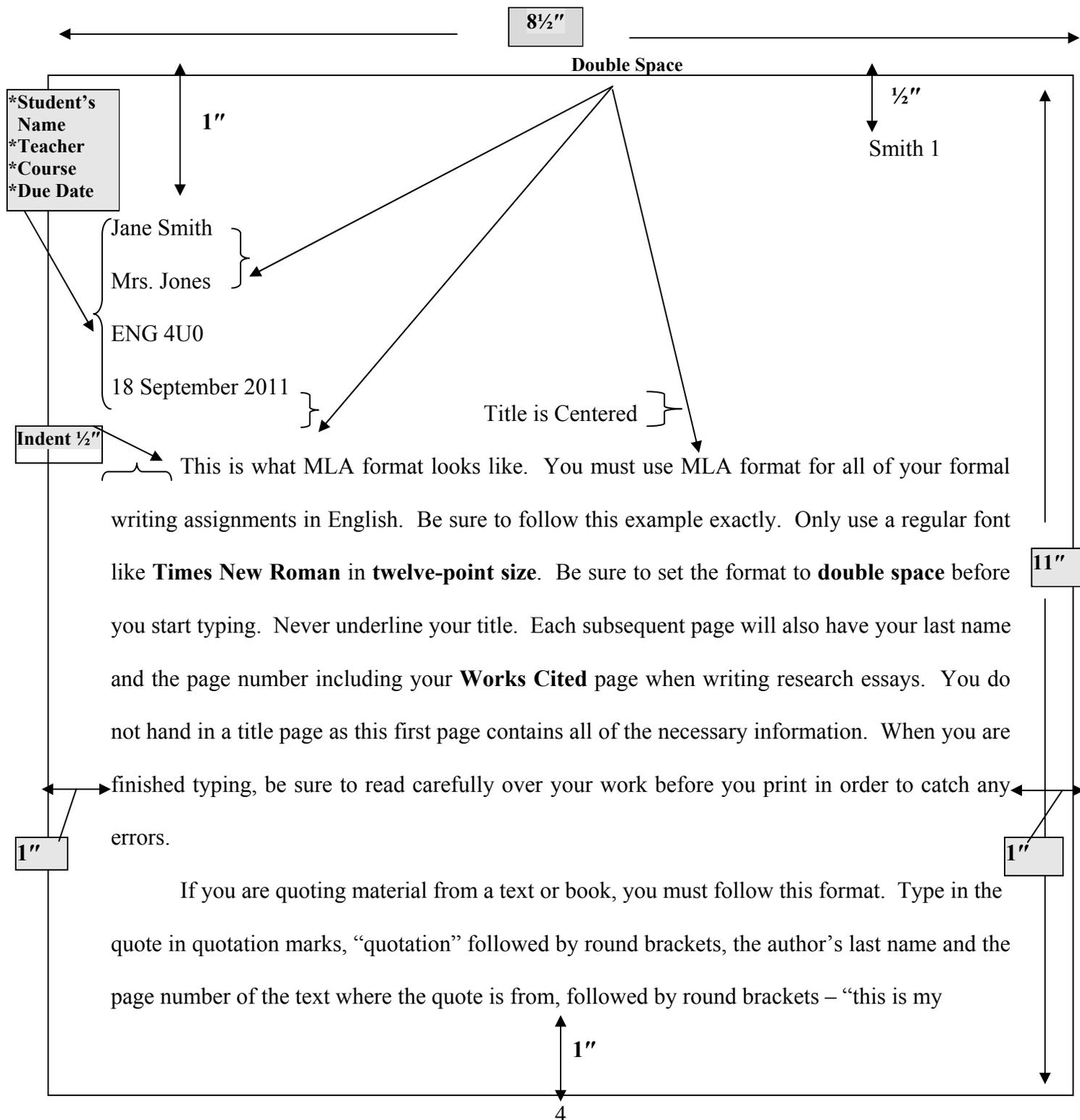
**Dr. James Allard**

Department of English Language and Literature  
Brock University

# Style Guide Practices – Technical Aspects

The following gives some basic features on MLA style practices. For details, check [The MLA Handbook for Writers of Research Papers Sixth Edition](#). © 2003

## Parenthetical Documentation and the List of Works Cited



quotation” (Author 23). For quotes that take up more than four lines of type on your page, you format them like this:

Indent long quotes two tabs or 1" from the margin and omit quotation marks

This is a quote that is longer than four lines; therefore, I have indented it two times by pressing tab twice. I do not need to put it in quotation marks. Remember that a quote is not the same thing as dialogue. A quote is anything that you are using in your writing that is not written by you. Dialogue is what a character in a story or novel says and it can also be quoted in your writing. There are some special rules to follow about quotation marks that are explained in the quoting section of this document. (Author 72-76)

When you are finished with the quotation, you go back to regular paragraph format. When you write formal essays, a **Works Cited** page is required. This is the **last page** of your formal essay where you will list all of the sources for your quotations and any information used that was not your own. You must use the MLA format for every formal writing assignment.

**\*\*\*N.B.** Although this Style Guide stipulates the strict **MLA** conventions to be followed in formal writing, students **must be aware of** and **adhere to any specific requirements outlined by the instructor.**

In addition to being listed in the **Works Cited** at the end of an essay, sources are also documented throughout the text of an essay in parenthetical citations. Sources fall into two general categories: **primary sources** and **secondary sources**. **Primary sources** are original works (novels, plays, films, paintings, poetry, recordings, etc.) and **secondary sources** are the commentary on those original works. The author’s name may appear either in the sentence itself, or in parentheses ( ), not in the text of your sentence. See sample parenthetical documentation that follow.

Examples of Parenthetical Documentation in MLA Format:

1. **Author's name in text** —

**\*Place page in parentheses ( )**

Wordsworth stated that Romantic poetry was marked by a “spontaneous overflow of powerful feelings” (263).

2. **Author's name in reference** —

**\*Place author's name and page in parentheses ( )**

Romantic poetry is characterized by the “spontaneous overflow of powerful feelings” (Wordsworth 263).

**Quoting:**

**Why?**

When writing a formal essay, it is important to incorporate quotations into your essay to strengthen your thesis. Your argument must be supported with proof in the form of quotations. Select quotations that will help illustrate the argument you are making.

**When?**

Each paragraph of a formal essay requires generally **one or more pieces of textual evidence in the form of quotes** to defend the topic of that paragraph.

**How?**

**1. Long (Extended) Quotes**

When a prose quote exceeds four (4) typed lines on your page it should be indented ten (10) spaces from the left margin and continue over to the right margin. A long prose quote is double-spaced.

**Sample**

At the conclusion of To Kill a Mockingbird, Scout experiences an epiphany of sorts while standing on the Radley front porch:

Neighbors bring food with death and flowers with sickness and little things in between. Boo was our neighbor. He gave us two soap dolls, a broken watch and chain, a pair of good-luck pennies, and our lives. But

neighbors give in return. We never put back into the tree what we took out of it: we had given him nothing, and it made me sad. (Lee 278)

Scout's realization shows her transition from innocence to experience.

## 2. Short Quotes

When a prose quote is four (4) typed lines or less on your page it should be incorporated into the grammatical structure of your sentence.

### Sample

Holden Caulfield is not the most reliable narrator. He says himself that he is “THE MOST terrific liar you ever saw in your life” (Salinger 16). Because of this, the reader must question the veracity of Holden's assertions.

## 3. Quoting Dialogue

A short quote that is dialogue is to be contained by double quotation marks; for quoted (spoken) material within the quote use single quotation marks. For a long quote of more than four (4) lines, use double quotation marks, indented ten (10) spaces from the left margin when the quoted material is dialogue.

### Sample

In Salinger's The Catcher in the Rye, Holden expresses his concern about where the ducks in the lagoon go during the winter to his cab driver, “ ‘The ducks. Do you know, by any chance? I mean does somebody come around in a truck or something and take them away, or do they fly away by themselves – go south or something?’ ” (Salinger 81-82). This is an example of Holden's Christ-like concern for the outcast and the innocent.

### Sample

The mystery of Boo Radley is intensified when Jem confesses to Scout that he did not tell her everything about the night they went into the Radley's backyard:

“When I went back for my breeches – they were all in a tangle when I was getting' out of 'em, I couldn't get 'em loose. When I went back —” Jem took a deep breath. “When I went back, they were folded across the fence

. . . like they were expectin' me . . . And something else – ” Jem’s voice was flat. “Show you when we get home. They’d been sewed up. Not like a lady sewed ‘em, like somethin’ I’d try to do. All crooked.” (Lee 58)

Jem’s admission explains his moodiness and foreshadows the gifts left in the hollow tree.

#### 4. Quoting Verse (Poetry)

When quoting three (3) lines of verse or less, incorporate them into your own sentences. The end of each line of verse in the original is to be indicated with a slash (/). Verse quotations that exceed three lines are to be indented ten spaces from the left margin, just like long prose quotations. It is important to transcribe verse exactly as it appears in the original source.

##### **Sample**

It is important to note the difference between Macbeth’s “Will all great Neptune’s ocean wash this blood / Clean from my hand?” (2.2.77-78) and Lady Macbeth’s own reaction to the blood on her hands, “My hands are of your colour, but I shame / To wear a heart so white” (2.2.81-82). At this point in the play, it is she who is the author of the murder plot.

##### **Sample**

John Keats evokes a melancholy mood through the drug induced sleep imagery present in “Ode to a Nightingale”:

My heart aches, and a drowsy numbness pains

My sense, as though of hemlock I had drunk,

Or emptied some dull opiate to the drains

One minute past, and Lethe-wards had sunk: (1-4)

The speaker’s dark quest for forgetfulness contrasts the bright summer song of the nightingale.

## 5. Quoting Drama (Plays)

When quoting dialogue between two or more characters in a play, you set the quotation off from your text as you would for a long quotation: indented ten (10) spaces from the left margin. Begin each line with the character's name in all capital letters followed by a period or a colon (whichever is used in the source).

### Sample

Amanda is not the only character who dwells in the past in Williams's The Glass

Menagerie; Laura also treasures her high school memory of Jim:

**LAURA:** Yes. His name was Jim. (*Kneeling on floor, gets year-book from under menagerie.*) Here he is in "The Pirates of Penzance."

**AMANDA** (*Absently*): The what?

**LAURA:** The operetta the senior class put on. He had a wonderful voice. We sat across the aisle from each other Mondays, Wednesdays and Fridays in the auditorium. Here he is with a silver cup for debating! See his grin? (Williams 63)

The coincidence that Jim is later Laura's gentleman caller adds to the dream-like quality of this memory play.

## 6. Quoting from an Electronic Source (Internet)

When quoting from the Internet, follow the same rules that apply to other sources. For the citation of web sources, use the simple form of the URL enclosed in angled brackets. **You should avoid using the Internet as a resource for academic essays.**

### Sample

During his torture of Winston at the conclusion of Nineteen Eighty-Four, O'Brien explains why the party works:

The image he gives of the future is that of a boot stamping on a human face—forever. Winston protests, because he thinks that there is something in the human nature that will not allow this, he calls it "The Spirit of Man." O'Brien points out that Winston is the last humanist, he is the last

guardian of the human spirit. Then O'Brien gets Winston to look at himself in the mirror. Winston is horrified by what he sees. The unknown time of torture has changed him into a shapeless and battered wreck. This is what the last humanist looks like. <[www.genreser.com](http://www.genreser.com)>

When faced with this bleak vision, Winston is finally broken: mentally, spiritually, and physically.

## 7. Adding or Deleting Words from a Quote

Sometimes it is necessary to add words to a quote in order to have it fit into your sentence; likewise, it is sometimes necessary to delete words from a quote for grammatical reasons or because the deleted material is lengthy or not necessary to your point. To add words to a quote, put the added words in square brackets [ ]; to delete words, you must use an ellipsis mark (. . .) to show where the words have been deleted.

### Sample

The harsh conditions at Lowood are emphasized with the change in the weather on Jane's second day at the school, "a keen north-east wind . . . had made us shiver in our beds, and [had] turned the contents of the ewers to ice" (Brontë 63).

### Sample

The history and tradition of the lottery in Shirley Jackson's short story is apparent as Mr. Summers mixes the papers inside the black box, "The original paraphernalia for the lottery had been lost long ago, and the black box now resting on the stool had been put into use even before Old Man Warner . . . was born" (Jackson 25).

## Style Guide – Works Cited: Sample Book Entries

- The heading **Work(s) Cited** is centered at the top of the last page of the formal writing assignment
- A list of all sources used must be documented
- Entries should be double-spaced and listed alphabetically by author (if no author is given, use the title)
- All lines except the first line of each entry should be indented five spaces.

1. **The Basic Entry: A Book or Pamphlet by a Single Author**

Salinger, J.D. The Catcher in the Rye. Boston: Little Brown and Company,  
1951.

2. **An Anthology or Compilation**

Toye, William, ed. The Oxford Companion to Canadian Literature.  
Toronto: Oxford UP, 1983.

3. **Two or More Books by the Same Author**

Steinbeck, John. Of Mice and Men. New York: Bantam, 1988.  
---. The Pearl. New York: Bantam, 1975.

4. **A Book by Two or More Authors**

Scholes, Robert, and Rosemary Sullivan. Elements of Fiction: Shorter Canadian  
Fiction. Toronto: Oxford UP, 1986.

5. **An Introduction, a Preface, a Foreword, or an Afterword**

Wiseman, Adele. Introduction. The Stone Angel. By Margaret Laurence.  
Toronto: McClelland and Stewart, 1989. xi-xvii.

6. **A Book by a Corporate Author**

Ministry of Education, Ontario. The Ontario Curriculum Exemplars (Grade 11).  
Toronto: Ministry of Education, Ontario, 2003.

7. **A Literary Work in an Anthology**

Shakespeare, William. Hamlet. The Heath Introduction to Literature. Ed. Alice  
S. Landy and Dave Martin. Canadian ed. Canada: D.C. Heath, 1982.  
437-556.

King, Stephen. "Apt Pupil." Different Seasons. New York: Signet, 1982. 111-290.

7.a. **A Literary Work in an Anthology – Reprinted Article Previously Published**

Ellis, James. “A Separate Peace: The Fall from Innocence.” English Journal (1964): 313-318. Rpt. in Contemporary Literary Criticism. Ed. Jean C. Stine. Vol. 26. Detroit: Gale, 1983. 248-249.

7.b. Ohmann, Carol and Richard. “Reviewers, Critics and The Catcher in the Rye.”

Critical Inquiry (1976): 15-37. Rpt. in Contemporary Literary Criticism. Ed. Dedria Bryfonski. Vol. 12. Detroit: Gale, 1980. 516-517.

8. **A Book in a Series**

Blodgett, E.D. Alice Munro. Twayne’s World Authors Ser. 800. Boston: Twayne, 1988.

9. **An Article in a Reference Book**

9.a. **Signed Article**

Thomas, Clara. “Laurence, Margaret.” The Canadian Encyclopedia. 1988 ed.

9.b. **Unsigned Article**

“Berton, Pierre.” The Canadian Encyclopedia. 1988 ed.

## **Style Guide – Works Cited: Sample Periodical Entries**

1. **An Article in a Newspaper**

1.a. **Signed Newspaper Article**

Abley, Mark. “Irving Layton: The lion in winter.” Toronto Star 15 Mar. 1997: J12.

1.b. **Unsigned Newspaper Article**

“New honour for Carol Shields.” Toronto Star 23 April 1992: D7.

2. **An Article in a Magazine**

- 2.a. Barris, Ted. "Looking for eyewitnesses." Quill & Quire June 2004: 47.
- 2.b. Turbide, Diane. "Prairie Pulitzer: The prize caps a string of honours for The Stone Diaries by Winnipeg's Carol Shields." Maclean's 1 May 1995: 76-77.
3. **A Review**
- Kerzter, John. "That house in Manawaka." Rev. of A Bird in the House, by Margaret Laurence. University of Toronto Quarterly. 64 (1994): 213-216.
4. **An Article in a Scholarly Journal**
- Thompson, Eric. "The World of Farley Mowat: A Selection from his Works." Canadian Literature 90 (Autumn 1981): 163-164.

## **Style Guide: Citing Miscellaneous Non-Print Sources**

1. **A Television or Radio Program**
- 1.a. "Yes . . . but Is It Art?" Narr. Morley Safer. Sixty Minutes. CBS. WCBS, New York. 19 Sept. 1993.
- 1.b. Welles, Orson, dir. The War of the Worlds. By H.G. Wells. Adapt. Howard Koch. Mercury Theatre on the Air. CBS Radio. WCBS, New York. 30 Oct. 1938.
2. **A Sound Recording**
- 2.a. Williams, Tennessee. The Glass Menagerie. Perf. Montgomery Clift, Julie Harris, Jessica Tandy, and David Wayne. Dir. Howard Sackler. Audio Cassette. Caedmon, TRS-M301, 1964.
- 2.b. Il Divo. Encore. Sony, 2005.

3. **A Film or Video Recording**

3.a. The Polar Express. Dir. Robert Zemeckis. Perf. Tom Hanks. DVD.

Warner Brothers, 2004.

3.b. It's a Wonderful Life. Dir. Frank Capra. Perf. James Stewart, Donna Reed,

Lionel Barrymore, and Thomas Mitchell. 1946. DVD. Republic, 2001.

## **Style Guide: Citing Electronic Publications**

Possible components of an **Internet** entry.

1. Name of author, editor, or compiler of source.
2. Title of article enclosed in quotation marks.
3. Title of book or site underlined.
4. Name of editor, compiler of text.
5. Electronic publication data (date of electronic update and name of institution).
6. Date of access.
7. URL – Uniform Resource Locator <enclosed in angled brackets>.

Note: *Not all components may be available for every entry.*

1. **A Document from an Internet Site**

“Margaret Laurence: Canada’s Divine Writer.” CBC Archives. 2006.

26 May 2007 <[http://archives.cbc.ca/IDD-1-74-161/people/margaret\\_laurence/](http://archives.cbc.ca/IDD-1-74-161/people/margaret_laurence/)>.

2. **An Entire Internet Site**

Leonard Cohen: The Leonard Cohen Files. Ed. Jarkko Arjatsalo. 3 Sept. 1995.

26 May 2007 <<http://www.leonardcohenfiles.com/indez.html> >.

3. **An Article from an Online Database**

Takeuchi, Yasuhiro. "The Burning Carousel and the Carnavalesque: Subversion and Transcendence at the Close of The Catcher in the Rye." Studies in the Novel 34.3 (Fall 2002): 320(17). Student Resource Centre Canadian Edition. Gale. ST MICHAEL HIGH SCHOOL. 3 June 2008  
<<http://find.galegroup.com/ips/start.do?prodID=IPS>>.

8 1/2"

Double space

Kyle Cassidy  
Mrs. Jones  
ENG 3U0-d  
6 June 2004

Cassidy 1

Title is centered and not underlined

Symbolism: Bringing to Life the Theme of a Novel

In The Catcher in the Rye and A Separate Peace, J.D. Salinger and John Knowles exhibit an effective use of symbolism in order to convey the central meaning of their respective novels.

Symbolism is a literary device that is defined as the practice of representing objects or ideas by symbols or giving things a symbolic meaning (Shaw 266). The Catcher in the Rye details the life of Holden Caulfield, who is in conflict with the thought of growing up and losing the innocence that has been protecting him from becoming an adult within a society he believes is corrupt.

A Separate Peace talks about Gene Forrester's inner battle to shield himself from the effects of becoming a young man, while he lives in a time when he must accept growing up in order to survive. Both Salinger and Knowles successfully present their main character's struggle to accept the rite of passage and face the reality of human nature through symbols including Holden's hunting hat and Central Park in The Catcher in the Rye, and Gene leaping from the tree and World War II in A Separate Peace.

Throughout The Catcher in the Rye, Holden wears a red hunting hat when he feels threatened, which symbolizes his attempt to isolate himself from society in order to protect his own innocence. Holden reveals the safety that his hat has given him, while he

11 "

Paraphrase a source with the author's name in reference

Continued  
pagination

Cassidy 2

is sitting on a bench near the carousel. He says, “My hunting hat really gave me quite a lot of protection, in a way, but I got soaked anyway” (Salinger 212-213). Holden’s hat does not protect him from the rain, but rather offers him the protection of his immaturity. Literary critic, Clinton Trowbridge, comments on Holden’s hat as he discerns that “. . . wearing the cap also symbolizes his desire to break through the phony conventions of his world; . . .” (Trowbridge 340). The hat prevents Holden from facing the reality of growing up, and becoming a part of the adult society he is avoiding.

In-text  
citation  
with the  
author’s  
name in  
reference

In A Separate Peace, Gene’s first leap from the tree into the Devon River symbolizes a loss of innocence and his entrance into a fearful phase of growing up. At first, Gene is intimidated by the challenge ahead of him, but eventually he leaps from the tree without any idea of the repercussions it will have on him. Gene reveals, “With the sensation that I was throwing my life away, I jumped into space” (Knowles 9). Gene does indeed leave a part of his life behind on the branch when he jumps. He leaves his years of innocence behind and is now confronted with the reality of being grown up. Literary critic, James Ellis, reflects on Gene’s transition as he states:

As the Biblical tree of knowledge it is the means by which Gene will renounce the Eden-like summer peace of Devon and, in doing so, both fall from innocence and at the same time prepare himself for the second world war. What Finny represents . . . is the pure spirit of man (mirrored in the boy Finny) answering its need to share the experience of life and innocent love. (Ellis 248)

Long Quotation  
Citation:

Indent two tabs.  
Omit quotation  
marks around  
the quote. Citation  
comes after the  
period.

This leads to Gene's struggle to come to terms with human nature and accept the rite of passage into adulthood

The ducks in Central Park, which Holden is worried about, symbolize his vulnerability to change, including growing up. When Holden is bored of listening to Mr. Spencer lecture him about life, as he is visiting the ailing teacher, he begins thinking to himself about Central Park. He discloses, "I was thinking about the lagoon in Central Park . . . wondering if it would be frozen over . . . and if it was, where did the ducks go" (Salinger 13). Holden concentrates on the ducks, because they are an important part of his childhood that he wishes will never evolve. He is afraid that if the ducks are forced to leave the park during winter, this will mean that it has come time for his own seasons to also change; instead of fall to winter, it will be the passage from childhood to young adulthood. Holden's struggle with accepting this change in human nature is his downfall and shows his deep reluctance to grow up, for fear of losing his childhood memories and innocence.

Lastly, World War II, an ongoing event of great importance for Gene and his classmates at Devon, symbolizes the war underway within Gene's head. This is how human nature has transformed his best friend into his worst enemy. He remembers Finny's views on war and is looking toward entering the fight. Gene considers his own view of war:

I could never agree with either of them. It would have been comfortable, but I could not believe it. Because it seemed clear that wars were not made by

generations and their special stupidities, but that wars were made instead something ignorant in the human heart . . . I myself had often been happy at Devon, but such times it seemed to me that afternoon were over now.

Happiness had disappeared along with rubber, silk, and many other staples, to be replaced by the wartime synthetic, high morale, for the Duration.

(Knowles 193-94)

Gene is acknowledging the fact that war is a part of human nature. After fighting a battle within his own mind, he understands the effects a war has on people. In war everyone loses, and boys are forced to grow into men, which is exactly what Gene experiences in his final year at Devon.

Within The Catcher in the Rye and A Separate Peace, the themes are conveyed through the use of symbols such as Holden's red hunting hat, Central Park, Gene's leap from the tree, and World War II. J.D. Salinger and John Knowles successfully reflect their character's struggle with the rite of passage and loss of their childhood innocence which protect them from the harsh reality of human nature. The result of each main character's struggle is the understanding that all nature must evolve and grow. Holden finally realizes this when he sees the carousel:

All the kids kept trying to grab for the gold ring, and so was old Phoebe, and I was sort of afraid she'd fall off the goddam horse, but I didn't say anything or do anything. The thing with kids is, if they want to grab for the

**Continued  
pagination**

Cassidy 5

gold ring you have to let them do it, and not say anything. If they fall off, they fall off, but it's bad if you say anything to them. (Salinger 211)

Gene also reveals the understanding that he gains in his final year at Devon, with the recollection, "I never killed anybody and I never developed an intense level of hatred for the enemy. Because my war ended before I ever put on a uniform; I was on active duty all my time at school; I killed my enemy there" (Knowles 196). In the end, the effective use of symbolism by Salinger and Knowles allows their respective themes to evolve and grow, along with their characters, Holden and Gene.

Continued  
pagination

Cassidy 6

Works Cited

Works Cited  
appears on the last page  
of the document.

The heading Works  
Cited is centered and not  
underlined.

- Ellis, James. "A Separate Peace: The Fall from Innocence." English Journal.  
(1964): 313-318. Rpt. in Contemporary Literary Criticism. Ed. Jean C.  
Stine. Vol. 26. Detroit: Gale, 1983. 248-249.
- Knowles, John. A Separate Peace. New York: Bantam Books, 1975.
- Salinger, J.D. The Catcher in the Rye. Boston: Little, Brown and Company, 1951.
- Shaw, Harry. Concise Dictionary of Literary Terms. New York: McGraw-Hill Book  
Company, 1976.
- Trowbridge, Clinton W. "Salinger's Symbolic Use of Character and Detail in  
The Catcher in the Rye." The Cimarron Review. (1968): 5-11. Rpt. in  
Contemporary Literary Criticism. Ed. Roger Matuz. Vol. 56. Detroit: Gale  
Research, 1989. 339-341.

Alphabetize entries  
according to the author's  
surname.

The first line of each entry  
begins at the left margin;  
subsequent lines are indented  
five spaces.

Double space within as well  
as between entries.

# Plagiarism

## *Academic Integrity*

Plagiarism is literary or intellectual theft. Every student is expected to produce his/her own schoolwork. A student has plagiarized if he/she:

- 1) does not cite quotations and/or borrowed ideas.
- 2) does not include borrowed language in quotation marks.
- 3) does not put summaries and paraphrases in his/her own words.
- 4) copies and pastes information from the WEB without quotations and without citing the source(s).
- 5) purchases or acquires essays or other works and submits them as his/her own.

**Plagiarism is both a moral and ethical offence  
and will NOT be tolerated. Be honest!**

Be aware that teachers are licensed to use the web-based computer software **Turnitin**® that detects plagiarism in student work. By analyzing a student's work and then comparing it against various other documents from sources like the Internet, databases, and other submitted documents, **Turnitin**® is able to mathematically assess the originality of a student's work as well as expose the plagiarized sections of the assignment.

**Consequences** that may result from plagiarism:

- An automatic mark of zero on the assignment

**Additional consequences** that may result as determined by school Administration:

- Suspension
- Loss of privileges
- A loss of credit
- Parental contact/interview

# Monthly Calendar





September 2012						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

October 2012						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
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7	8	9	10	11	12	13
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21	22	23	24	25	26	27
28	29	30	31			

November 2012						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
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18	19	20	21	22	23	24
25	26	27	28	29	30	

December 2012						
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23	24	25	26	27	28	29
30	31					

January 2013						
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27	28	29	30	31		

February 2013						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
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24	25	26	27	28		

March 2013						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
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17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

April 2013						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
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28	29	30				

May 2013						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
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26	27	28	29	30	31	

June 2013						
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July 2013						
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21	22	23	24	25	26	27
28	29	30	31			

August 2013						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
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11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

### Legend

	Statutory & Civic Holidays		Elementary PA Day
	Board Holidays		Secondary PA Day
	Secondary Exams		Elementary & Secondary PA Day

# Homework Planner



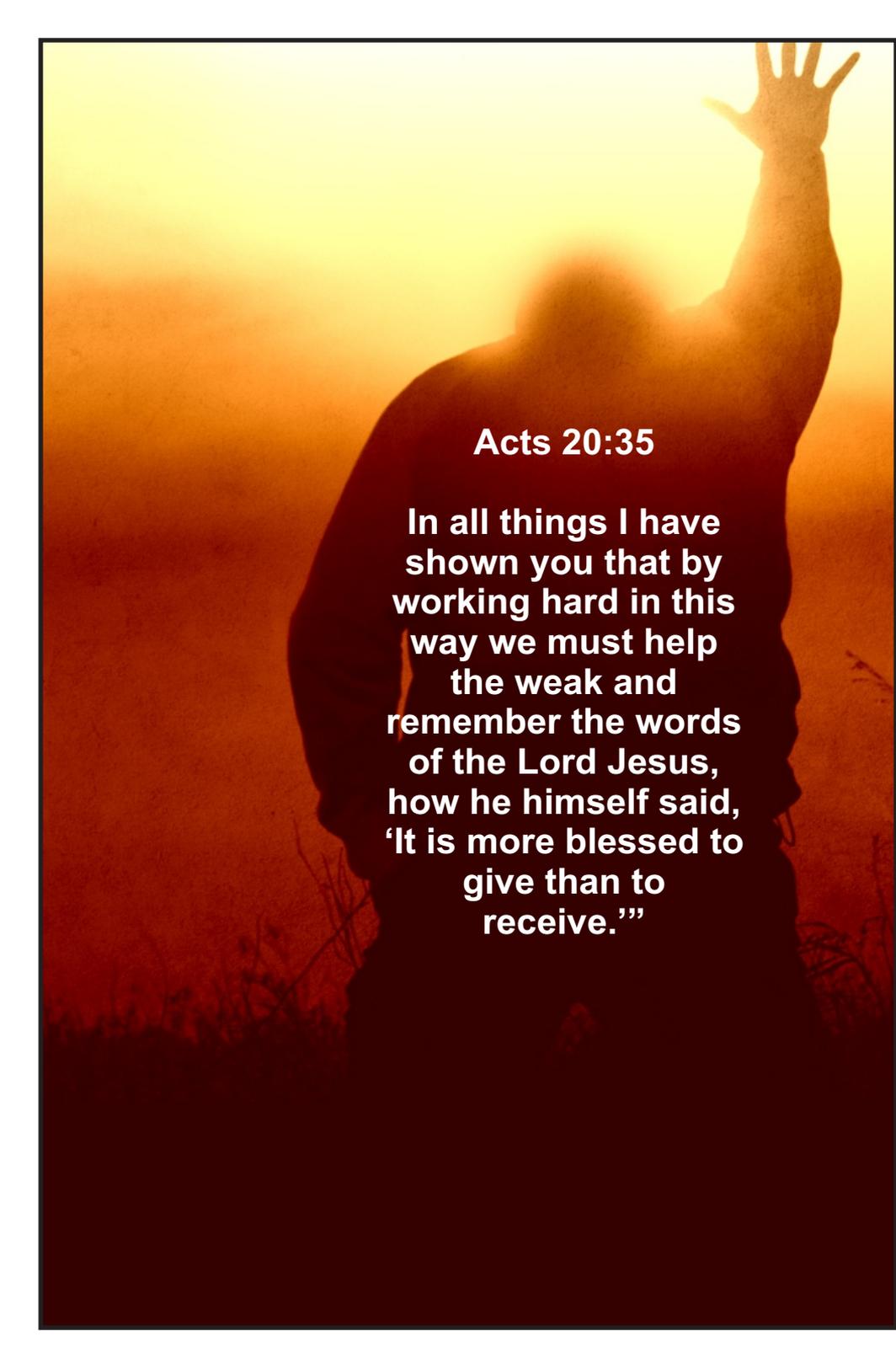
*25<sup>th</sup> Anniversary*



*Celebrating 25 Years of Catholic Education*  
2012 - 2013

# Administration Notes

FOR OFFICE USE ONLY  
PLEASE DO NOT REMOVE PAGES

A silhouette of a person with their arms raised in a gesture of praise or prayer, set against a bright, glowing sunset or sunrise sky. The person is positioned on the right side of the frame, with their right arm extended upwards. The background is a gradient of warm colors, from deep orange at the bottom to bright yellow at the top.

**Acts 20:35**

**In all things I have shown you that by working hard in this way we must help the weak and remember the words of the Lord Jesus, how he himself said, 'It is more blessed to give than to receive.'"**

## LOCKDOWN PROCEDURES

### 1. Internal Lockdown – threat in the school – you will hear: “**THE SCHOOL IS IN INTERNAL LOCKDOWN.**”

- *A. If the majority of students are in the school attending classes ...*
- All students are to return to their class and remain there until directed otherwise by Admin.
- Classroom doors are to be locked, lights off, curtains and blinds closed, with students away from site lines as best as possible.

*B. If the majority of students are out of the school... (e.g. activity at the field) ...*

An announcement will be made via megaphone: “**THE SCHOOL IS AN INTERNAL LOCKDOWN.**”

- All staff members will assist to move students to locations that are as far away from the school as possible or to the evacuation site, the Kennedy Arena (Eastside).
- Those staff members and students who are still in the building will follow the above Internal Lockdown procedures.

### 2. External Lockdown – threat is in the community – you will hear: “**The School is in External Lockdown.**”

*A. If the majority of students are in the school ...*

- All students are to return to their class and remain there until directed otherwise by Admin
- The external doors of the school will be locked.
- Curtains - windows closed / lights remain on.

*B. If the majority of students are outside the building...*

- An announcement will be made via megaphone “**The School is in External Lockdown.**”
- All staff and students will be instructed to enter the school.
- Students are to return to the class they were in previous to being dismissed to the outside activity. Students on spare will proceed to cafeteria.
- Curtains - windows closed / lights remain on

All lockdowns will end with this announcement: “**THE SCHOOL HAS RETURNED TO NORMAL OPERATIONS.**”  
**UNDER NO CIRCUMSTANCE ARE STUDENTS TO LEAVE CLASSROOMS UNTIL THE ABOVE ANNOUNCEMENT IS HEARD.**

“ THINK CLEARLY  
FEEL DEEPLY  
ACT WISELY ”

~ PROPHET MICAH



NIAGARA CATHOLIC  
DISTRICT SCHOOL BOARD