

# ST. PAUL HIGH SCHOOL



## STUDENT HANDBOOK 2017 - 2018

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### **This agenda belongs to:**

Name: \_\_\_\_\_ Homeroom: \_\_\_\_\_

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# PRINCIPAL'S MESSAGE

Dear Students and Parents/Guardians,

Welcome to the 2017-18 school year!

Guiding our community this year is our school motto, "Fill Your Minds With All That Is True" and our Board's spiritual theme, "Sent to be the Good News" (4 Luke, 14-20). The motto and spiritual theme speak to the importance of getting involved in our community, but also address that in doing so, we are demonstrating our faith. We are called to fill our minds with truth and to be ambassadors for Jesus as we spread only what is good and what builds relationships. By doing so, we are doing what Jesus called us to do, and through Jesus we break down the walls that divide people.

Together as the community of St. Paul's, we can create a safe, inclusive and caring learning environment based on the Gospel values of love, community, dignity of persons, stewardship of creation, justice, excellence, faith and hope. These values reflect the principles of acceptance and inclusion for all students and diversity is honoured and all individuals are respected.

Your contributions to this school will make it a great learning community. We encourage you to invest yourself in a meaningful way in your school community by getting involved in the life of the school through the many clubs, teams and spirit activities. The staff looks forward to working with you, so that our community can grow academically and in its faith.

Sincerely,  
Mrs. Bríd McDonald  
Principal

## **BOARD SPIRITUAL THEME: “Sent to be the Good News”**

This year’s Ottawa Catholic School Board spiritual theme is based on a quote from the Gospel of Luke: 4:14-20



“The Spirit of the Lord is on me, because he has anointed me to proclaim good news to the poor. He has sent me to proclaim freedom for the prisoners and recovery of sight for the blind, to set the oppressed free, to proclaim the year of the Lord’s favor.”

This scripture passage calls for us to bring the Good News to all learners and their families and to rediscover and deepen our commitment to the gift of faith in our lives.

### **CHAPLAINCY AT ST. PAUL**

St. Paul High School is privileged to have its own chapel. The chapel, located off the front foyer, is the focus of the spiritual character of the school. The chapel is used for private prayer and class liturgical celebrations.

The Chaplaincy Leader assists the school and the parent community in helping students practice their faith by loving God and neighbour. The Chaplaincy Leader helps to create an atmosphere of care, concern and compassion. Through the Chaplaincy Leader, community worship, prayer and social action projects are animated. The Chaplaincy Leader also fosters liaisons with local parish communities and the diocese.

Personal and Catholic Christian development will be provided through pastoral counseling, class visits, social action projects, peer ministry, and preparation for various liturgical activities and celebrations.

## CATHOLIC GRADUATE EXPECTATIONS

Through classroom and extra-curricular activities, students will be challenged to meet the following Catholic Graduate Expectations:

A **discerning believer** formed in the Catholic Faith community who celebrates the signs and sacred mystery of God's presence through word, sacrament, prayer, forgiveness, reflection and moral living.

An **effective communicator** who speaks, writes and listens honestly and sensitively, responding critically in light of gospel values.

A **reflective, creative and holistic thinker** who solves problems and makes responsible decisions with an informed moral conscience for the common good.

A **self-directed, responsible, lifelong learner** who develops and demonstrates their God-given potential.

A **collaborative contributor** who finds meaning, dignity and vocation in work, which respects the rights of all and contributes to the common good.

A **caring family member** who attends to family, school, parish and the wider community.

A **responsible citizen** who gives witness to Catholic social teaching by promoting peace, justice and the sacredness of human life.

# DAILY SCHEDULE

<b>Intermediate</b>
<b>Warning Bell</b> 7:55am
<b>Homeroom</b> 8:00 - 8:05 a.m.
<b>Period 1</b> 8:05 – 8:55 a.m.
<b>Period 2</b> 8:58 – 9:48 a.m.
<b>Period 3</b> 9:51 - 10:41 a.m.
<b>Period 4</b> 10:45 a.m. - 11:35 a.m.
<b>Intermediate Lunch</b> 11:35 a.m. - 12:15 p.m.
<b>Period 5</b> 12:20 - 1:10 p.m.
<b>Period 6</b> 1:15 - 2:05 p.m.
<b>Bus Departure</b> 2:15 p.m.

<b>High School</b>
<b>Warning Bell</b> 7:55am
<b>Homeroom</b> 8:00 - 8:10 a.m.
<b>Period 1</b> 8:10 – 9:25 a.m.
<b>Period 2</b> 9:30 – 10:45 a.m.
<b>High School Lunch</b> 10:45 a.m. – 11:25 p.m.
<b>Period 3</b> 11:30 a.m. – 12:45 p.m.
<b>Period 4</b> 12:50 – 2:05 p.m.
<b>Bus Departure</b> 2:15 p.m.

**Please Note: The times for Periods 5 and 6 in the intermediate schedule were incorrect in the printed version. Students have been directed to correct the times, as listed above.**

# IMPORTANT DATES

## September 2017

05: First day of school  
06-07: Welcome Assemblies (Gr. 7-11)  
12: School photo day (Gr. 7-12)  
14: Grade 12 Welcome Assembly  
15: Grade 7 Welcome Retreat  
18: Last day for semester 1 course changes (Gr. 9-12)  
21: Community BBQ and Meet The Teacher Night (7-12) @ 4:00 – 5: 30 p.m.; Academic Awards @ 5:00 p.m. (Gr. 10-12) and Grade 12 Parent Meeting @ 6:00 p.m.  
27-29: High school leadership camp

## October 2017

01: CIBC Run for the Cure  
05: High School Semester 1 Letters of Intervention (Progress Report)  
05: Opening liturgy (Gr. 9-12)  
06: Professional Development (PD) Day - Christian Community Day  
09: Thanksgiving  
12: High school parent-teacher interviews (Gr. 9-12)  
13-20: Canned Food Drive  
17: School photo re-takes (Gr. 7-12)  
30 - Nov. 2: Grad photos (Gr. 12)  
30 - Nov. 3: Career Week

## November 2017

01: Take Our Kids to Work Day (Gr. 9)  
01-02: Grad photos (Gr. 12)  
02: Grad Buddy photos  
02: Grade 7/8 Progress Reports  
02: Sunlife Financial COMC Math Contest  
08: First day of semester 1 high school half-credit courses (Civics/Careers)  
09: Grade 7/8 Parent-Teacher Interviews  
10: Remembrance Day assemblies  
14: Gr. 7/8 Read-A-Thon  
15: High school Read-A-Thon  
15: We Day  
15-16: Gr. 7/8 Vaccination Clinic  
16: High School Semester 1 Mid-Term Report Cards issued  
19-24: Bullying Awareness and Prevention Week  
22: The Centre for Education in Mathematics and Computing (CEMC) Senior and Intermediate Math Contests  
24: Professional Development (PD) Day – no classes





## December 2017

06: Grad photo re-takes (Gr. 12)  
11-18: Christmas Hamper Community Drive  
22: Last day of classes before Christmas break  
25-Jan. 7: Christmas Break

## January 2018

08: First day of classes after Christmas Holidays  
17-18: EQAO Grade 9 Assessment of Mathematics (for Semester 1 math classes only)  
24: Last day of regular classes (Gr. 9-12)  
25-30: Semester 1 High School Exams (Gr. 9-12)  
25: Period 1 Exam    26: Period 2 Exam    29: Period 3 Exam    30: Period 4 Exam  
31: Professional Development (P.D.) Day – no classes

## February 2018

01: Semester 1 Inclement Weather Exam Day (if required)  
01: First day of Semester 2 (Gr. 9-12)  
08: Grade 6 Program Information Night @ 7:00 p.m.  
14: Ash Wednesday Services (Gr. 7-12)  
14: High School Semester 1 Report Cards issued (Gr. 9-12)  
14: Last day for semester 2 course changes (Gr. 9-12)  
15: Gr. 7/8 Term 1 Report Cards issued  
15: Grades 9-12 Program Information Night @ 7:00 p.m.  
19: Family Day - no classes  
22: Gr. 7/8 Term 1 Parent-Teacher Interviews; starting @ 2:30 p.m.  
27: The Centre for Education in Mathematics and Computing (CEMC) Gr. 9-11 Math Contests

## March 2018

08: High School Semester 1 Letters of Intervention (Progress Report)  
09: Last day of classes before March Break  
12-16: March Break  
19: First day of classes after March Break  
22: High school parent-teacher interviews (Gr. 9-12)  
30: Good Friday – no classes

## April 2018

02: Easter Monday – no classes  
10: EQAO Ontario Secondary School Literacy Test (OSSLT)  
11: The Centre for Education in Mathematics and Computing (CEMC) Gr. 12 Math Contest  
12: The Centre for Education in Mathematics and Computing (CEMC) Gr. 7/8 Math Contests  
13: First day of semester 2 high school half-credit courses (Civics/Careers)  
20: High School Semester 1 Mid-Term Report Cards issued  
23-27: Workplace Safety Week

## May 2018

06-11: Catholic Education Week

09: BBQ and Catholic Education Week Open House @ 4:30 p.m.

15-16: 7/8 Vaccination Clinic

16: The Centre for Education in Mathematics and Computing (CEMC) Gr. 9-11 Math Contests

18: Professional Development (PD) Day – no classes

21: Victoria Day – no classes

25: Grad Retreat

27: Canada Capital Cappies Award Gala

31: Grades 9-11 End of Year Liturgy

## June 2018

07: Graduation Mass and Reception at St. John the Apostle Parish

07: High School Athletic Awards

08: Professional Development (PD) Day – no classes

13-14: EQAO Grade 9 Assessment of Mathematics (for Semester 2 math classes only)

14: Grades 7-8 End of Year Liturgy at St. John the Apostle Parish

19: Last day of regular classes (Gr. 9-12)

20-25: Semester 2 High School Exams (Gr. 9-12)

20: Period 1 Exam    21: Period 2 Exam    22: Period 3 Exam    25: Period 4 Exam

22: Grade 8 Semi-Formal @ 6:30 p.m.

26: Gr. 7/8 Term 2 Report Cards issued

25: Gr. 7/8 Athletics Year End Celebration

26: Gr. 7/8 Academic Year End Celebration

27: Tentative date for Gr. 7/8 Year End Activity Day

27: Last day of classes for Gr. 7/8 students

28: Grade 12 Convocation Ceremony @ 11:00 a.m.

28-29: Professional Development (PD) Days – no classes

July 4-9: Semester 2 High School Report Cards available for pick-up in the main office (Gr. 9-12)

# SECTION A: ST. PAUL SCHOOL CODE OF CONDUCT

St. Paul High School proclaims that all people are created in the image and likeness of God, and as such, have the right to be treated with dignity, respect and fairness. To this end, we work to create a learning environment in which all members of the school community feel safe, included, and accepted, regardless of race, ancestry, ethnic origin, citizenship, sex, sexual orientation, age or disability.

The St. Paul High School Code of Conduct sets clear standards of behaviour that apply to our students, as well as all individuals involved in our school community (parents/guardians, volunteers, staff, and third-party groups). These standards apply to students 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 (ex. within the community).

## **Students:**

Students will be treated with respect and dignity. In return, through acceptable behaviour, they must demonstrate respect for themselves, others, and the environment. Students must also act as responsible citizens. Respect and responsibility are demonstrated when a student:

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

## **Parents/Guardians:**

Parents/Guardians play an important role in the education of their children and can support the efforts of school staff in maintaining a safe, inclusive, and accepting learning environment for all students when they:

- show an active interest in their child's school work and progress;

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

## **PROGRESSIVE DISCIPLINE & PROMOTION OF POSITIVE STUDENT BEHAVIOUR POLICY**

The goal of this policy is the promotion of positive student behaviour that contributes to and sustains a safe, inclusive, and accepting learning environment in which every student can reach his or her full academic and spiritual potential.

Progressive discipline is part of a whole-school approach which involves all members of the school community in maintaining respectful relationships throughout the school community. Progressive discipline involves the use of a continuum of prevention programs, interventions, supports and consequences that include learning opportunities for students in order to promote positive behaviour and healthy relationships. St. Paul High School provides a wide-range of supports to encourage positive student behaviour and healthy relationships including:

- program modifications or accommodations
- encouragement and positive reinforcement
- individual, peer and group counseling
- conflict resolution
- mentorship programs
- anti-bullying and violence prevention programs

- sensitivity programs
- student success strategies
- Board and community support programs

St. Paul High School is committed to addressing inappropriate student behaviour, including bullying and harassment, with a range of measures that are both corrective and supportive and that are progressively more serious. The continuum of interventions in our progressive discipline model begins at the classroom level, between the teacher and the student, and then includes additional resources and partners, including the parent/guardian. Interventions may include:

- teacher-student meeting
- written reflective assignment
- detention
- office referral
- meeting with parent/guardian
- referral to counselling
- restitution for damages/restorative practices
- peer mediation
- withdrawal from class
- suspension
- expulsion

### **Behaviour Leading to Suspension and/or Expulsion**

When the principal determines that a student has committed one or more infractions on school property, during school-related activities or events, and/or in circumstances off school property where the infraction has an impact on the school climate, the principal will consider whether that student should be suspended or be recommended to the Board Expulsion Committee.

Depending upon the seriousness and nature of the infraction, any level of consequence may be initiated.

## Infractions That May Lead to Suspension:

- Uttering threats to inflict serious bodily harm
- Possessing alcohol or restricted drugs
- Being under the influence of alcohol
- Swearing at persons in position of authority
- Committing an act of vandalism
- Bullying
- Acts considered by the principal as injurious to the moral tone of school
- Acts considered by the principal to be injurious to the physical or mental well-being of others
- Acts considered by the principal to be contrary to the Board or school code of conduct

## Suspension, Investigation and Possible Expulsion:

The principal shall suspend a student if he or she believes that the student has engaged in any of the following activities while at school, at a school-related activity or in other circumstances where engaging in the activity will have an impact on the school climate:

- Possessing a weapon, including possessing a firearm
- Using a weapon to cause or to threaten bodily harm to another person
- Committing physical assault on another person that causes bodily harm requiring treatment by a medical practitioner
- Committing sexual assault
- Trafficking in weapons or in illegal drugs
- Committing robbery
- Giving alcohol to a minor
- Bullying, if,
  - the student has previously been suspended for engaging in bullying, and
  - the student's continuing presence in the school creates an unacceptable risk to the safety of another person
- any activity that should be considered for suspension and is motivated by bias, prejudice or hate based on race, national or ethnic origin, language, colour, religion, sex, age, mental or physical disability, sexual orientation, gender identity, gender expression, or any other similar factor

Note: If a student is suspended, he/she is suspended from his or her school and from engaging in all school-related activities.

# **BULLYING PREVENTION AND INTERVENTION PLAN**

St. Paul High School recognizes that a whole-school approach to engaging the school community will help the school's efforts to address inappropriate behavior, such as bullying, harassment, and discrimination and to maintain a positive school climate for student achievement and well-being.

## **Defining Bullying**

We acknowledge the Education Act's definition of bullying which defines bullying as aggressive and typically repeated behaviour by a pupil where the behaviour is intended by the pupil to have the effect of, or the pupil ought to know that the behaviour would be likely to have the effect of:

- causing harm, fear or distress to another individual, including physical, psychological, social or academic harm, harm to the individual's reputation or harm to the individual's property, OR
- creating a negative environment at a school for another individual,

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

Bullying behaviour may include the use of any physical, verbal, electronic, written or other means.

## **Cyber-Bullying**

Bullying behaviour may include cyber-bullying or bullying by electronic means, including:

- creating a web page or a blog in which the creator assumes the identity of another person;



- impersonating another person as the author of content or messages posted on the internet; and
- communicating material electronically to more than one individual or posting material on a website that may be accessed by one or more individuals.

### **Social Media and Online Conduct**

Students are reminded that their online conduct should be similar in nature to their face-to-face conduct and at all times should respect the School Code of Conduct. Students may be disciplined, including suspension or expulsion, if their online behaviour results in a disruption of the school environment or negatively impacts our Catholic school climate. Online threats may be determined to be a criminal offense and as such, they will be reported to the school resource officer.

Students are not permitted to digitally photograph or record audio or video of any student or school activity without first obtaining permission from those involved. A teacher or administrator may give permission for the digital recording of school activities and events (ex. sports game, assembly) where the participants are aware that they may be recorded. The online digital posting of classroom work or activities, and/or inappropriate student interactions (ex. student fight) is likely to have a negative impact on the school climate and/or violate the privacy of others who have not granted permission to be recorded, and as such, may be consequenced according our school progressive discipline policy.

### **School Response to Bullying**

St. Paul High School has based its bullying interventions, strategies, practices and programs on evidence from the school climate surveys and other relevant information and continues to seek input from all stakeholders in the school community on the effectiveness of these initiatives.

Our school has identified and implemented the following practices and initiatives for bullying prevention:

- bullying prevention and intervention programs or activities that address the needs identified by the Safe and Accepting Schools Team;
- relationship building and community building programs that are present in the school, classroom and in the larger community;
- activities that promote a positive school;
- awareness raising strategies for students, e.g. social emotional learning, empathy, developing self-regulation skills;
- awareness raising strategies to engage parents in early and ongoing dialogue;
- links in the Religious Education & Family Life curriculum and other courses; and,
- caring adult and peer assistance programs.

Our school will also:

- provide opportunities for regular check-ins with students at risk or affected by bullying;
- provide opportunities for teachers to develop effective classroom management strategies using progressive discipline;
- establish and maintain respectful and caring classrooms; and,
- align supervision plans to address where and when bullying happens.

Our school recognizes the importance of using timely interventions and supports. To this end, we will:

- use teachable moments within a progressive discipline approach to address inappropriate behaviour, and consider mitigating and other factors;
- have in place processes and strategies to identify and respond to bullying when it happens;
- identify strategies for supporting all students involved in bullying;
- communicate to the school community the progressive discipline approach and the procedures in place to support students.

# SECTION B: SCHOOL POLICIES AND PROCEDURES

## 1. Supporting Student Success

### a) Attendance

Regular attendance at school is essential for academic success. Therefore, where possible, appointments should be scheduled outside of school hours. Frequent absences can hinder a student's ability to reach his/her academic potential and may jeopardize his/her ability to earn credits in high school. It is the student's responsibility to get caught up on any work that is missed due to an absence.

#### **Student Absences: Please call 613-820-9705**

Parents are requested to call the office between 7:30 and 8:00 a.m. on the day a student is absent. If a call is not made, all absences must be verified by a note which should include the following information:

- the date on which the note was written;
- the reason for the absence;
- the date(s) of the absence;
- the signature of the parent/guardian.

The note must be submitted to the main office upon the student's return.

The school uses an automated phone call system to alert parents of unapproved absences.

### **Late Arrivals**

Students must be in class by 8:00 a.m. Students arriving after 8:15 a.m. must report to the office to sign-in. All lates are unapproved unless the student has a note or a phone call has been received by the school. Lates will be addressed through progressive discipline by classroom teachers and chronic issues will be referred to the appropriate vice-principal.

### **Early Departures**

Students leaving early during the day must have a note signed by a parent/guardian providing the reason for the early departure. When the student is to leave the school he/she is to report to the main office with

the note to “sign-out”. If a sudden illness or emergency arises, parents will be contacted by the office.

## **b) Accessing Academic Support**

If a student is experiencing academic difficulty, assistance is available:

- from the subject teacher;
- by accessing extra-help sessions;
- by peer tutoring arranged through the Guidance department;
- through the Resource Unit, as arranged by Special Education staff.

## **c) Academic Integrity**

The Ottawa Catholic School Board challenges students and staff to practice Christian values and strive for academic excellence. Academic integrity is considered critical learning for all subject areas. Only work that honors academic integrity will be considered for assessment. Therefore, a student’s success will be compromised by academically dishonest work. In addition to the academic implications, academically dishonest behaviour will lead to behavioural consequences, including the possibility of suspension. A school administrator will determine the range of these implications and consequences.

## **d) Homework**

Students are encouraged to develop home study skills by completing daily assignments, reviewing previous lessons, studying for tests, and preparing projects. **The student agenda is an excellent vehicle for organizing homework and assignments on a daily basis.**

## **e) Final Assessments**

**Grade 7/8:** There are no formal examinations for Grade 7 and 8 students.

**Grade 9-12:** Students will have examinations and Rich Summative Tasks (RSTs). These assessments will not be rescheduled for holiday convenience and all appointments should be scheduled so as not to conflict with exams and RSTs. If a medical problem arises, a vice-principal must be contacted prior to the exam or RST.

## **First Semester Exams:** January 25 – January 30, 2017

25: Period 1 Exam   26: Period 2 Exam   29: Period 3 Exam   30: Period 4 Exam

## **Second Semester Exams:** June 20 – June 25, 2018

20: Period 1 Exam   21: Period 2 Exam   22: Period 3 Exam   25: Period 4 Exam

### **f) Stewardship of School Resources**

The staff and students of St. Paul High School are very proud of our facility. We encourage everyone to take personal responsibility for keeping the school a clean and pleasant environment. We invite all students to participate fully in our energy conservation and recycling programs.

Where necessary, students will be supplied with textbooks. Since textbooks must last several years, everyone is expected to take proper care of them. If a textbook is lost or badly damaged, the student will be required to pay to replace the text. All textbooks should be returned to subject teacher at the end of the course.

## **2. Student Services**

The programs and services currently offered at St. Paul are Guidance, Co-operative Education, Special Education, and Achievement Centre, including eLearning.

The overall expectation of our Student Services Program is to provide our students with an understanding of the concepts in three key areas:

- Student Development
- Interpersonal Development
- Career Development

The expectations of the Ontario Catholic School Graduate are incorporated into the Guidance and Career Education Program. Through programs offered in these areas, our students learn to become self-directed, responsible, and life-long learners.

### **a) Special Education**

Special Education teachers provide services for exceptional students in a variety of ways, including in-class support for students experiencing academic difficulties and those qualifying for gifted programming.

Students are sometimes identified through the Identification, Placement and Review Committee process for support services.

## **b) Career Exploration Activities**

Students in Grades 7 and 8 participate in career exploration activities in a variety of curriculum areas, such as Science, English and Religion.

Through myBlueprint, an online education and career planning tool, students complete learning style and personality surveys. Smaller groups of students also have the opportunity to participate in special events, such as the Grade 8 Algonquin Pathways Day and Future Building, that introduces youth post secondary options and to the building and construction industry.

Throughout high school, students participate in career exploration activities, including outings and guest speakers, in their various classes.

Specifically, students in Grade 10 take part in a wide variety of career exploration activities through the Career Studies program. This is a half-credit, mandatory course, through which students begin research on careers.

The career exploration process continues in grades 11 and 12 through Cooperative Education. Students who select “co-op” as an option receive training in how to write a resume and how to take part in an interview. In the co-op program, they will be placed with an employer for one full semester. Our co-op staff monitor students throughout the semester. They also offer integration sessions throughout the year to assist students in their career explorations.

## **c) High School Course Changes, Withdrawals from a Course and Course Load**

Students may:

- with written parental permission, recommendation of the school, and **as scheduling allows**, change courses within the first ten teaching days of a semester. (Deadlines: Sept. 18, 2017 and Feb. 14, 2018)
- with written parental permission, recommendation of the school, and **as scheduling allows**, change course level after the above ten-day period if a level change is indicated by the teacher or requested by parents.

- with written parental permission, Grade 12 students may withdraw from a course within five days following the report card.

Students in Grades 9, 10 and 11 will take a full program of eight subjects. To be eligible for a Study Hall, Grade 12 students must have acquired a minimum of 24 credits by September 2017.

#### **d) Peer Assistance Programs**

We offer a variety of mentorship programs to support students from Grades 7 to 12. These programs are made up of volunteers from the student body. These students are typically paired with students in Grade 7 and 8 to help them develop a strong sense of belonging to our school community.

The **Peer Pal Program** links our Intermediate students with our Seniors for the entire school year. The purpose of this program is to help our younger students to adapt to the environment of a large school.

Tutoring services can be arranged through the **Peer Tutoring Program**. Students who have expressed an interest in becoming a tutor and who have a particular area of strength are paired with younger students who need support to achieve better grades. Specific arrangements regarding time and location are arranged between the individuals involved. Tutoring can be arranged by contacting Student Services.

**Peer Helping** at St. Paul High School is an organized program which provides opportunities for students to actively engage in helping other students. Peer Helping is based on the premise that some students identify and learn better with other students. Peer helpers are responsible and mature young people possessing the leadership abilities, helping skills, and caring attitudes needed to assist others. We also offer a Grade 8 Ambassadors program through which Grade 7 students will receive assistance.

### **3. Technology and Use of the Internet**

#### **a) Camera Use**

As outlined in the Code of Conduct, written permission must be given by a staff member or student before still or video camera use is permitted.

## **b) OCSB Network Expectations**

The network is provided for users to conduct research and communicate with others, within limitations. Access to network services is a privilege given to students who agree to act in a considerate and responsible manner and this access entails responsibility. All students must sign the Ottawa Catholic School Board Acceptable Use of Technology Agreement. Network users are not permitted to transmit, request, submit, or publish any defamatory, inaccurate, abusive, obscene, profane, pornographic, threatening, offensive, racist, or illegal material. Users must respect all copyright laws that protect software owners, artists and writers. No student user will download or load any file without the permission of his/her teacher. Students, upon accidentally arriving at an inappropriate site, must follow the “Stop, Back, Tell” procedure: click the stop button, then click the back button, and tell the teacher. Inappropriate use may result in a suspension or cancellation of computer privileges. School administrators will deem what is inappropriate use.

## **c) BYOD – Bring Your Own Device**

Students in all grades are encouraged to bring their own device. To facilitate content creation, the device should have a functional keyboard. For example, a Chromebook, laptop or a tablet with accompanying keyboard.

## **d) Guidelines for the Use of Personal Electronic Devices**

Students are permitted to use a cell phone or other personal electronic devices for written communication, such as texting, outside of class time. Texting or messaging of any kind is prohibited during scheduled class time. **Students should only have a personal electronic device (PED) in class when requested by the classroom teacher.**

**We kindly request that parents/guardians who wish to contact their children during school hours call the main office, as students are not permitted to make or receive phone calls on their mobile phone in the school building. We would also kindly request that parents/guardians refrain from sending text messages to their children during class time as**



**it disrupts the learning environment and students are not permitted to be texting in class.**

**St. Paul High School assumes no responsibility for the loss/damage of any electronic device.**

#### **e) E-Learning**

E-Learning options may be available for students who for various reasons require courses beyond what is available through the school. Students must meet with a guidance counselor to determine whether an e-learning course is the appropriate delivery method for their timetable.

Students who enroll in e-learning courses provided by a private school do so at their own risk and expense. This school will only grant credits for courses taken at a school recognized by the Ontario Ministry of Education and delivered by a certified teacher in good standing with the Ontario College of Teachers. The student must obtain from the provider this standard of proof along with the evaluation report before a credit will be granted by the school.

### **4. TRANSPORTATION**

Transportation will be provided for **Grade 7 - 8** students who reside more than 1.6 km from the school and for **Grade 9 - 12** students who reside more than 3.2 km from the school.

#### **a) Transportation Before and After School**

Transportation is not provided before or after school for extra-curricular activities. Students must make their own transportation arrangements if participating in a school activity outside regular school hours.

#### **b) Bicycles**

Bicycles are to be parked in front of the school where the bicycle racks are located. All bicycles should be locked. **St. Paul High School assumes no responsibility for the loss/damage of any bicycle.**

### **c) Skateboards, Rollerblades and “Heelies”**

Skateboards, rollerblades and “heelies” are not to be used in the school or on school property at any time.

## **5. Extra-Curricular Activities**

Extra-curricular activities are an extremely important component of school life. Participation in one or more of these activities will enrich a student’s school experience and enable him/her to make new friendships. Students who wish to participate in such activities must meet the academic and behavioural demands of daily school life to the best of their ability. It is expected that students will be in attendance **ALL DAY** on the day of an activity in order to participate that day. Failure to do so may lead to the student being ineligible for an activity.

Students who wish to participate on a school team must sign a student-athlete contract and adhere to the guidelines there-in. In addition, student-athletes must demonstrate their understanding of the school code of conduct and pay the prescribed \$30 athletic fee for high school sports, with an additional \$15 fee for any subsequent teams or a \$20 one-time fee for intermediate sports.

For more information on athletics, including athletics eligibility guidelines, please visit: [pah.ocsb.ca](http://pah.ocsb.ca)

## **6. General Information**

### **a) Student Fees**

The St. Paul student fee for the 2017-2018 school year is \$30. If a family has more than one student attending St. Paul, the family fee is \$50. The student fee is used to subsidize the cost of the student agenda, field trips and school and community building initiatives. Since the success of a number of student activities is dependent upon the collection of student fees, prompt payment of the student fee is greatly appreciated. The student fee can be paid in cash, by cheque, made payable to St. Paul High School, or by using School Cash Online, which can be accessed at

## **b) Lockers**

Each student will have a locker under the following conditions:

- the locker will be assigned by the homeroom teacher in a pre-designated area;
- lockers may not be traded or shared;
- only a combination lock may be used and it must be purchased by the student;
- the student's lock combination must be registered with the office;
- lockers must be kept clean and orderly and free of unacceptable slogans, advertisements, pictures, and writing;
- lockers are Board property and **may be searched** by school or Board administration at any time.

Students should not be at their lockers during class time. Grade 7/8 students may access lockers between periods 2 and 3 and prior to the start of their physical education and dance classes.

## **c) Gym Change Rooms**

Students should not bring valuables to gym class or into the change rooms. Lockers are available in the change rooms for use during physical education classes. Students are encouraged to purchase an additional lock for this purpose.

## **d) Bags, Purses and Jackets**

Bags, purses and jackets are to be kept in lockers after arrival to school. Sling bags are permitted for carrying gym clothes.

## **e) Security of Valuables and Money**

Valuables and money should never be left in a locker or stored in the change rooms. **The school will not be responsible for any items lost or stolen on school premises.**

## **f) Lunch and the Cafeteria**

Grade 7/8 students are not permitted to leave school property during the school day. Should this become necessary, students must be picked up by a parent or guardian and be signed out at the main office.

Students may access their lockers for 5 minutes at the beginning and end of lunch. Student access during lunch is restricted to the cafeteria and outdoor supervised areas. When outside during lunch, students are to be in the back of the building within the boundaries of the school property.

Grade 9-12 students may leave school property during the lunch period, although they are encouraged to remain at school.

The cafeteria is open during lunch hours for all students. Our cafeteria promotes healthy eating and encourages students to opt for a healthy, balanced lifestyle.

## **g) Learning Commons**

The Learning Commons is opened daily from 7:30 a.m. until 3:00 p.m. It is equipped with a fully automated catalogue and circulation system, multi-media computer stations with Internet access, iPads, Chromebooks, eReaders, SmartBoard and printer, photocopy facilities, viewing and listening stations, and AV equipment.

## **h) Dress Code**

Students should wear respectful clothing at all times when on school property or during a school related activity. Students are expected to dress in a manner that is appropriate for a business-like environment and in keeping with the Christian atmosphere of our school.

In order to maintain a professional environment at the school, the following guidelines are in place:

- short-shorts, inappropriately torn pants or shorts, cut-offs, pajamas, slippers, muscle shirts, tank-tops and T-shirts with vulgar, suggestive or inappropriate language or drug/alcohol messages are not permitted.
- wearing clothing with culturally insensitive messages or images is

not in keeping with our Catholic value of promoting a safe, caring and inclusive school community

- no midriff-revealing, backless, or off the shoulder shirts are to be worn
- no inappropriately sheer clothing
- no undergarments should be visible
- hats, bandanas and other types of headgear, not including religious coverings, are not to be worn anywhere in the school building. Hats should be left in lockers upon arrival at school and are not to be brought to class.

Students who are dressed inappropriately may be sent home to change. Behaviour that persistently challenges the school dress code policy will be addressed through a progressive discipline approach.

Any changes to the dress code will be posted at: [pah.ocsb.ca](http://pah.ocsb.ca)

### **i) Accidents**

All accidents involving students or staff are to be immediately reported to the main office. This applies to all school-related activities, whether on or off school premises.

### **j) Visitors**

All school visitors must report to the main office and must obtain approval from the Principal/Vice-Principal to be in the school.

Unauthorized visitors are not permitted at any time on school property.

## SECTION C: COMMUNITY CONTACT LIST FOR STUDENTS/PARENTS

### Crisis and Hotline Numbers

- Police, Fire, Ambulance..... 911
- Ottawa-Carleton Police Service..... 613-236-1222 (non-emergencies)
- Ottawa Distress Centre ..... 613-238-3311
- Trained volunteers listen and help find solutions to problems with stress, depression, suicidal thoughts; 24 hours
- Kids Help Phone ..... 1-800-668-6868
- Professional counselors give advice and information re: personal, family and social problems; 24 hours
- Operation Come Home ..... 1-800-668-4663 or 613-230-4663
- Help for teens to return home or to a safe place; an employment, education, and support centre for homeless and at-risk youth age 16 and up
- Youth Services Bureau – Mobile Crisis Unit ..... 613-260-2360
- 24/7 Crisis Line & Chat services are for children and youth ages 18 and under who are experiencing a crisis, and for parents, guardians, caregivers, friends or service providers who are concerned about a young person in crisis.
- Ottawa Rape Crisis Line..... .. 613-562-2333
- 24 hour support to sexual assault victims, incest survivors
- Sexual Assault Support Centre ..... .. 613-725-2160

### General Emergencies

- Ottawa-Carleton Regional Police Emergency Bureau..... .. 613-820-5000
- Ontario Provincial Police
- Kanata ..... 613-592-6061
  - Ottawa ..... 613-828-9171
  - West Carleton ... 613-832-1919
- R.C.M.P ..... 613-993-8887

### Drugs and Alcohol Resources

- Alateen ..... 613-723-3431
- Support group for teens from families with drinking problems
- Dave Smith Centre ..... 613-594-8333
- Individual/group counselling; treatment program; drop-in
- Addictions Assessment Services of Ottawa-Carleton.....613789-8941
- Assessment of drug and alcohol use; referrals to treatment programs

### Health Resources

- Hospitals:
- Children’s Hospital CHEO ..... 737-7600
  - Royal Ottawa Hospital ..... 722-6521
  - Queensway-Carleton ..... 721-2000
- Telehealth Ontario ..... 1-866-797-0000
- Family Doctor Search ..... 1-800-268-7096, ext. 603
- Ottawa Public Health ..... 613-722-2242
- Youth Services Bureau – West End Office.....613-729-1000

- Personal counseling; group programs; after hours call
- Youth Mental Health Walk-in Clinic
- Thursday 12:00 p.m. to 8:00 p.m.; last appointment is at 6:00 p.m.

### **Housing Resources**

Emergency Housing – Safe Homes (ask for intake).....613-591-3686

Operation Come Home ..... 1-800-668-4663

- Help for teens to return home or to a safe place

Youth Services Bureau ..... 613-241-7913

- a multi-service agency that provides services in French and English in employment, health and housing, mental health, youth engagement and youth justice

### **Other Resources**

Children’s Aid Society..... .. 613-747-7800

- Child abuse reporting and protection

Catholic Family Services Ottawa ..... .. 613-233-8478

- Offers a range of services and programs to help clients of both official languages, who reside in the Ottawa area

Legal Aid ..... .. 613-238-7931

- Provides legal assistance for low-income members of the community

Youth Employment Centre..... .. 613-828-2123

- Employment counseling; job preparation and life skills program

**OCSBconnect**



OCSBconnect is a service that allows Grade 7-12 students to submit anonymous tips on incidents of bullying, student safety, and crime to school staff by phone, text, or mobile app.

The app has excellent services such as a Kids Help Phone connection, Anonymous Text Reporting and an email link to our school. Anonymous tips submitted to OCSBconnect are shared with the appropriate school staff, where normal school and Board protocols will be followed.

For help or to share anonymous tips on bullying and crime, text or call:

**613-604-9766**

(standard text messaging rates apply)

Click the icon to download the free OCSBconnect App from iTunes or the Android store.