

**STUDENT HANDBOOK AND AGENDA  
2019 - 2020  
CORPUS CHRISTI CATHOLIC  
SECONDARY SCHOOL  
5150 UPPER MIDDLE ROAD  
Burlington, Ontario L7L 0E5**

[www.cccss.ca](http://www.cccss.ca)

Telephone: (905) 331-5591  
Attendance: 1-844-445-4505 (24 hours)  
Fax: (905) 331-2625

**PRINCIPAL**

Mrs. Kathleen Moro

**VICE-PRINCIPALS**

Mrs. K. Boelhouver

Mr. P. Brophy

**EMERGENCY NUMBERS:**

Emergency	911
Halton Children's Aid - 24 hours	905-333-4441 866-607-5437
Your family doctor	
Joseph Brant Hospital	905-632-3730
Rape Crisis Centre - 24 hours	905-825-3622
Halton Women's Place - 24 hours	905-878-8555
Kid's Help Line	1-800-668-6868
Teen Crisis Line (Halton Adolescent Support)	905-639-2800

**INFORMATION AND/OR HELP:**

R.O.C.K.	905-634-2347
Halton Family Services	905-681-7776
Halton Adolescent Support	905-639-2800
ADAPT Burlington	905-639-6537
Halton Sexual Abuse Program	905-825-3242
Salvation Army, Burlington	905-637-3894
YMCA Youth Employment	905-681-1140
F.A.S.T. (Family Adolescent Straight Talk)	905-469-6338

## SEMESTER I

Wed.	Aug.	28	Grade 9 Orientation - 10:30 am - 11:30 am
Tues.	Sept.	3	First Day of Instruction
Fri.	Sept.	6	Photo Day
Thur.	Sept.	12	Curriculum Night - 6:00 pm – 8:00 pm
Mon.	Sept.	16	P.A. Day (no classes)
Fri.	Oct.	11	P.A. Day (no classes)
Mon.	Oct.	14	Thanksgiving (no classes)
Thur.	Oct.	17	Academic Awards Night - 7:00 pm - 9:00 pm
Wed.	Oct.	23	Parent/Student/Teacher Interviews - 6:00 pm - 8:30 pm
Thur.	Oct.	24	Gr. 8 Parent Information Night - 7:00 pm - 8:30 pm
Wed.	Nov.	6	Grade 9 Take Your Kids to Work Day
Thur.	Nov.	7	Term 2 Begins
Thur.	Nov.	21	Mid-Term Report Card Distribution
Fri.	Nov.	22	P.A. Day (no classes)
Dec. 2 – Dec. 6			Grad Photos
Wed.	Dec.	11	Arts/Music Concert - 6:00 pm - 10:00 pm
Dec. 23 – Jan. 3			Christmas Break (no classes)
Mon.	Jan.	6	Classes Resume – 2020
Jan. 13 - Jan. 24			EQAO Sem. 1 Math Test
**Jan. 23 – Jan. 29			Examinations - Semester I**
Thur.	Jan.	30	Exam Review Day
Fri.	Jan.	31	P.A. Day (no classes)

### **DATES SUBJECT TO CHANGE**

**If your son/daughter is absent, please use one of the following methods: call 1-844-445-4505; going on line: [go.schoolmessenger.ca](http://go.schoolmessenger.ca) OR downloading: school messenger APP**

**All students will be required to write examinations as scheduled. Please plan vacations according to the \*\*examination schedules\*\* for both semesters.**

## SEMESTER II

Mon.	Feb.	3	Semester II Begins
Wed.	Feb.	12	Semester I Report Card Distribution
Fri.	Feb.	14	P.A. Day (no classes)
Mon.	Feb.	17	Family Day (no classes)
Mar. 16 – Mar. 20			March Break (no classes)
Thur.	Mar.	12	Progress Report Distribution
Mar. 23 – Apr. 3			Grad Photos
Tues.	Mar.	31	EQAO Literacy Test
Thur.	Apr.	2	Parent/Student/Teacher Interviews - 6:00 pm – 8:30 pm
Apr. 10 – Apr. 13			Good Friday – Easter Monday (no classes)
Thur.	Apr.	16	Term 2 Begins
Tues.	Apr.	28	Mid-Term Report Card Distribution
Mon.	Apr.	27	P.A. Day (no classes)
Apr. 29 - May 2			School Play “Tarzan” - 7:00 pm - 11:00 pm
Mon.	May	18	Victoria Day (no classes)
Thur.	May	21	Arts/Music Concert - 6:00 pm - 10:00 pm
Wed.	May	27	BeLonghorns Night - 5:00 pm – 8:00 pm
June 2 - June 15			EQAO Sem. 2 Math Test
**June 18 – June 24			Examinations - Semester II**
Wed.	June	24	Graduation Mass/Brunch/Ceremony
Thur.	June	25	Exam Review Day
Fri.	June	26	P.A. Day (no classes) & Report Card Distribution

Report Card Pick Up at Corpus Christi – Date/Time to be Announced

**PAID CIVVIES DAYS WILL BE ASSIGNED  
PERIODICALLY TO ASSIST WITH  
CHARITABLE DONATIONS**

## DAILY SCHEDULE

	<b>Time</b>	
<b>Warning Bell</b>	8:10	
<b>Period 1</b>	8:15-9:35	
<b>Period 2</b>	9:40-10:55	
	<b>Lunch</b> 10:55-11:45	<b>Class 3A</b> Grade 10 & 12 11:00-12:15
All students in class 11:45-12:15	<b>Class 3B</b> Grade 9 & 11 11:45-1:00	
		<b>Lunch</b> 12:15-1:05
<b>Period 4</b>	1:05-2:20	

## ASSEMBLY SCHEDULE

	<b>Time</b>	
<b>Warning Bell</b>	8:10	
<b>Period 1</b>	8:15-9:20	
<b>Period 2</b>	<b>Assembly</b> 9:30-10:35	<b>Class</b> 10:35-11:25
	<b>Lunch</b> 11:30-12:20	<b>Class 3A</b> Grade 10 & 12 11:30-12:30
All students in class 12:20-12:30	<b>Class 3B</b> Grade 9 & 11 12:20-1:20	
		<b>Lunch</b> 12:30-1:20
<b>Period 4</b>	1:20-2:20	

## **SCHOOL PHILOSOPHY**

The student is the focal point of Catholic Education. Learning is a cooperative endeavour shared amongst teachers, students and parents. Every Corpus Christi Catholic Secondary School student is encouraged to work and learn to his or her maximum potential.

Corpus Christi Catholic Secondary School is a Catholic Learning Community dedicated to academic excellence, the development of each individual's interests and talents and the nurturing of the Catholic Faith. Students are taught to think critically, work independently, communicate effectively and show respect for themselves, for others and for the environment. By accepting the challenge of education now, our students will be prepared to meet the future with faith, confidence and a strong sense of their own self-worth. The staff of Corpus Christi Catholic Secondary School, in partnership with home and church, is dedicated to helping our students respond to this challenge by encouraging them to discover the strengths and talents inherent in each and every one of them.

## **CHAPLAINCY SERVICES**

Chaplaincy is one of the resources available to the students of the Halton Catholic Secondary Schools. The School Chaplaincy Leader needs your input and support as he/she prepares and conducts school liturgies and other service projects which signify that we are a Catholic Community. Get to know your School Chaplaincy Leader by dropping in to the office for a visit or by volunteering your talents for one of our school projects. Social Justice issues such as homelessness, pro-life and environmental causes are a few of the many projects that the School Chaplaincy Leader oversees. The School Chaplaincy Leader is available for personal, confidential counselling and for spiritual guidance.

## **RETREATS AND SCHOOL LITURGIES**

At various times during the year, students participate in scheduled liturgies and retreats. Such involvement is not only compulsory but essential to building commitment and witness to Christian faith in our Catholic Secondary Schools. These activities are a vital part of our curriculum. By choosing to attend Corpus Christi Catholic Secondary School, a student agrees to participate in various religious activities, including school liturgies, retreats or other special events, as a compulsory component for all members of our community.

## **BUILDING POSITIVE ASSETS**

### **THE POWER OF MANY – BUILDING A CULTURE OF CARE**

Positive Assets are the building blocks of healthy child development. The assets range from **external assets** - such as feeling supported in a caring school climate, to **internal assets** - such as developing a sense of purpose and self-esteem.

At Corpus Christi Catholic Secondary School, we are committed to building positive assets in all of our students because we know this will put our students on the path to success. Together with our parents/guardians, we endeavour to create a vibrant Catholic learning community that nurtures and values our young people by providing support and opportunities for leadership.

### **TEAMWORK – TEAMWORK – TEAMWORK - TEAMWORK!!!**

Staff

Students

Home

Church

## **SCHOOL CODE OF CONDUCT & CATHOLIC GRADUATE EXPECTATIONS**

Corpus Christi Catholic Secondary School, as articulated in the Ontario Catholic School Graduate Expectations, promotes a unique vision of the learner as growing to be:

1. **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;
2. **an effective communicator** who speaks, writes and listens honestly and sensitively

- responding critically in light of Gospel values;
3. **a reflective, creative and holistic thinker** who solves problems and makes responsible decisions with an informed moral conscience for the common good;
  4. **a self-directed, responsible, lifelong learner** who develops and demonstrates their God-given potential;
  5. **a collaborative contributor** who finds meaning, dignity and vocation in work which respects the rights of all and contributes to the common good;
  6. **a caring family member** who attends to family, school, parish and the wider community;
  7. **a responsible citizen** who gives witness to Catholic social teaching by promoting peace, justice and the sacredness of human life.

To this end, Corpus Christi Catholic Secondary School promotes responsibility, respect, civility and academic excellence in a safe learning and teaching environment. We believe in treating everyone with dignity, equity and respect.

Students, parents, teachers and staff are all members of the Catholic School Community. We base the development of our community on compassionate, responsible, fair, respectful treatment of each other as members of the Body of Christ. To that end, all members of our Catholic School Community have the right to be safe and to feel safe in the school community. With this right comes the responsibility to be law-abiding citizens and to be accountable for actions that put at risk the safety of others or oneself.

#### **CODE OF CONDUCT FOR HALTON CATHOLIC SCHOOLS – SECONDARY**

The Code of Conduct for Halton Catholic Schools sets clear standards of behaviour. In accordance with the Ontario Code of Conduct, it specifies the consequences for student actions that do not comply with these standards. The standards of behaviour apply to all individuals involved in the Catholic school system – students, principals, teachers and other school staff members, parents or guardians, and volunteers whether they are on school property, on school buses or at school-authorized events or activities.

The Halton Catholic District School Board expects staff, students and community members involved in school programs and school and Board authorized activities to exhibit behaviour which complies with:

1. the Halton Catholic District School Board Code of Conduct;
2. the Standards of Behaviour in the Ontario Code of Conduct;
3. Halton Catholic District School Board Policies II-39 (Progressive Discipline and Safety in Schools), II-40 (Bullying Prevention and Intervention) and Procedure VI-44 (Progressive Discipline and Safety in Schools);
4. the Education Act as amended by the Progressive Discipline and Safety in Schools Act, 2007.

#### **ROLES AND RESPONSIBILITIES**

Students are to be treated with respect and dignity. Students have the right to learn in a safe, orderly and stimulating Catholic environment and to be conscientiously instructed by the teaching staff. In return, they must demonstrate respect for themselves, for others, and for the responsibilities of citizenship through acceptable behaviour.

**Students** demonstrate respect and responsibility when they:

- participate fully in the religious life of the school, including the celebration of liturgy, Religious Education courses, and related activities;
- develop personal skills and talents to serve God, and thereby his/her neighbour;

- contribute positively to the Catholic climate of the school and exhibit the responsibilities of citizenship;
- cooperate with all adults in positions of authority in the school community;
- comply with all school expectations and regulations respecting student behaviour;
- use language that is appropriate to their human dignity;
- adhere to the school dress code;
- respect the school property and property of others at all times;
- come to school prepared, on time and ready to learn;
- refrain from bringing anything to school that may compromise the safety of others;
- exercise self-discipline and accountability for their actions based on age and individual ability.

**Principals**, under the direction of the Board and appropriate senior staff, take a leadership role in the daily operation of a school. They provide this leadership when they:

- demonstrate care for the school community and a commitment to academic excellence in a safe teaching and learning environment;
- hold everyone, under their authority, accountable for their behaviour and actions;
- empower students to be positive leaders in their school and community;
- communicate regularly and meaningfully with all members of their school community.

**Teachers and other school staff members**, under the leadership of their principals, maintain order in the school and are expected to hold everyone to high standards of respectful and responsible behaviour. As Catholic 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 as outlined in the Catholic Graduate Expectations.

**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 the child's school work and progress;
- communicate regularly with the school;
- help their child to be neat, appropriately dressed and prepared for school;
- ensure that their child attend 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 the school rules;
- encourage and assist their child in following the rules of behaviour;
- assist school staff in dealing with disciplinary issues involving their child.

**Police** are essential partners 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.

**NOTE:** Physical, verbal, sexual or psychological abuse, bullying or discrimination on the basis of race, culture, religion, gender, language, disability, sexual orientation or any other attribute is unacceptable and will not be tolerated.

It is expected that students will accept the direction of all staff at all times in matters of behaviour in the school, on school property or off school property and during school activities, such as assemblies, field trips and athletic events.

Students must report to the Office when directed by staff members or risk further consequences and/or suspensions.

### **PROGRESSIVE DISCIPLINE**

Progressive discipline is a non-punitive, whole-school approach that uses a continuum of corrective and supportive interventions, supports and consequences to address inappropriate behaviour and to build upon strategies that promote positive behaviour. Consequences include learning opportunities for reinforcing positive behaviour and assisting pupils to make good choices. The range of interventions, supports, and consequences used by the Board and all schools must be clear and developmentally appropriate. For pupils with special education and/or disability related needs, interventions, supports and consequences must be consistent with the expectations in the student's IEP and/or his/her demonstrated abilities. Appropriate action must consistently be taken by schools to address behaviour that is contrary to provincial and Board Codes of Conduct.

The Board, and school administrators, must consider all mitigating and other factors, as required by the Education Act and as set out in Ontario Regulation 472/07. Progressive discipline may also include early and/or ongoing intervention strategies, such as:

- contact with the pupil's parent(s)/guardian(s);
- verbal reminders;
- review of expectations;
- written work assignment with a learning component;
- peer mentoring;
- referral to counseling;
- conflict mediation and resolution; and/or
- consultation.

Progressive discipline may also include a range of interventions, supports and consequences when inappropriate behaviour has occurred, with a focus on improving behaviour, such as one or more of the following:

- meeting with the pupil's parent(s)/guardian(s), pupil and participant;
- referral to a community agency for anger management or substance abuse counseling;
- detentions;
- withdrawal of privileges;
- withdrawal from class;
- restitution for damages;
- restorative practices; and/or
- transfer with support.

Short-term suspension may also be considered a useful progressive discipline approach. Notwithstanding the above, the principal will take immediate and appropriate action in any situation involving the welfare of others.

### **SUSPENSION and EXPULSION**

The Board supports the use of suspension and expulsion as outlined in Part XIII of the Education Act, the Progressive Discipline and Safety in Schools Act, 2007, Board Policy II-39, Administrative Procedure VI-44, where a student has committed one or more of the 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 also contact the police consistent with the Halton Police/School Board Protocol if the infraction the pupil 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;
4. swearing at a teacher or at another person in a position of authority;
5. committing an act of vandalism that causes extensive damage to school property at the pupil's school or to property located on the premises of the pupil's school;
6. Bullying:  
Aggressive and typically repeated behaviour by a pupil where;
  - (a) the behaviour is intended by the pupil to have the effect of, or the pupil ought to know that the behaviour would be likely to have the effect of;
    - i) causing harm, fear or distress to another individual, including physical, psychological, social or academic harm, harm to the individual's reputation or harm to the individual's property, or
    - ii) creating a negative environment at a school for another individual, and
  - (b) the behaviour occurs in a context where there is a real or perceived power imbalance between the pupil and the individual based on factors such as size, strength, age, intelligence, peer group power, economic status, social status, religion, ethnic origin, sexual orientation, family circumstances, gender, gender identity, gender expression, race, disability or receipt of special education.

Behaviour includes the use of any physical, verbal, electronic, written or other means.

Bullying includes bullying by electronic means (commonly known as cyber-bullying), including:

- (a) creating a web page or a blog in which the creator assumes the identity of another person;
  - (b) impersonating another person as the author of content or messages posted on the internet; and
  - (c) communicating material electronically to more than one individual or posting material on a website that may be accessed by one or more individuals.
7. Any act considered by the principal to be injurious to the moral tone of the school;
  8. Any act considered by the principal to be injurious to the physical or mental well-being of members of the school community;

9. Any act considered by the principal to be contrary to the Board or School Code of Conduct including but not limited to the following:
- Academic Dishonesty - attempting to deceive by cheating, copying or plagiarizing
  - Defiance – refusal to comply with persons in authority
  - Disorderly Conduct – persistent opposition to authority, conduct injurious to the moral tone of the school or to the physical and mental well-being of others in school
  - Explosive Devices – use of or possession of explosive devices
  - Extortion – to take money, homework or property under threat of harm or duress
  - Fire Setting, Bomb Threat, Fire Alarm – setting a fire or an act that places individuals, property or community at risk
  - Harassment – repeated comments or conduct that is known or ought to be known as unwelcome
  - Hate Crimes – words or actions considered offensive in reference to a person’s race, religion, culture, gender, age, appearance or disability
  - Smoking/Vaping on school property – violation of the Smoke Free Ontario Act
  - Theft – taking, possessing property without the permission of the owner
  - Trespass – unauthorized presence on school property
  - Truancy – persistent unexplained absence
  - Vehicle Use – reckless or dangerous use of a vehicle, i.e. car, motorcycle, bicycle, etc.

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

### **EXPULSION**

Given reasonable grounds to believe that a pupil 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 pupil and may recommend an expulsion. 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 or restricted drugs;
6. committing robbery;
7. giving alcohol to a minor;
8. an act considered by the principal to be significantly injurious to the moral tone of the school and/or to the physical or mental well-being of others (e.g., theft, academic dishonesty, hazing activities, harassment, verbal abuse, extortion, possession of an explosive substance, distribution of hate material, etc.);
9. 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;
10. 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;

11. 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 the Board's property, (e.g. inappropriate use of electronic and/or voice mail systems, fire setting, etc.);
12. the student has demonstrated through a pattern of behaviour that she/he has not prospered by the instruction available to him or her and that she/he is persistently resistant to making changes in behaviour which would enable him or her to prosper, e.g. neglect of duty, truancy, consistent opposition to authority, etc.); or
13. any act considered by the principal to be a serious violation of the Board or school Code of Conduct.

In accordance with the Halton Police/School Board Protocol, police shall be contacted by the principal for but not limited to the above infractions. Consequences resulting from criminal charges related to school incidents are independent of those imposed under the Education Act.

Before deciding whether to impose a suspension, expulsion or some other form of discipline, a principal will make every effort to consult with the pupil, where appropriate, and the pupil's parent(s)/guardian(s) (if the pupil is not an adult pupil) to identify whether any mitigating and/or other factors might apply in the circumstances.

The **mitigating factors** to be considered by the principal before deciding whether to impose a suspension are:

1. whether the pupil has the ability to control his or her behaviour;
2. whether the pupil has the ability to understand the foreseeable consequences of his or her behaviour; and
3. whether the pupil's continuing presence in the school does or does not create an unacceptable risk to the safety of any other individual at the school.

If a pupil does not have the ability to control his or her behaviour or does not understand the foreseeable consequences of his/her behaviour, the principal will not suspend the pupil. Alternative discipline and/or other intervention may be considered by the principal in such circumstances. If the pupil poses an unacceptable risk to the safety of others in the school, the principal will consult with his/her Superintendent regarding appropriate accommodations and/or strategies that might be instituted to ensure safety of pupils, staff, and others in the school.

**Other Factors to be Considered** - Where the pupil is able to control his/her behaviour and is able to understand the foreseeable consequences of his/her behaviour, the principal will consider whether the following factors mitigate the length of a suspension or the decision to apply a suspension as a form of discipline for the pupil:

1. the pupil's academic, discipline and personal history;
2. whether progressive discipline has been attempted with the pupil, and if so, the progressive discipline approach(es) that has/have been attempted and any success or failure;
3. whether the infraction for which the pupil might be disciplined was related to any harassment of the pupil because of race, ethnic origin, religion, creed, disability, gender or gender identity, sexual orientation or harassment for any other reason;
4. the impact of the discipline on the pupil's prospects for further education;
5. the pupil's age;
6. where the pupil has an IEP or disability related needs:

7. whether the behaviour causing the incident was a manifestation of the pupil's disability;
8. whether appropriate individualized accommodation has been provided; and
9. whether a suspension is likely to result in aggravating or worsening the pupil's behaviour or conduct or whether a suspension is likely to result in a greater likelihood of further inappropriate conduct;
10. whether or not the pupil's continuing presence at the school creates an unacceptable risk to the safety of anyone in the school.

### **VIOLENT THREAT RISK ASSESSMENT (VTRA)**

It is recognized by the Halton Catholic District School Board, the Halton Regional Police Service and other community stakeholders that incidents of violence in schools are often preventable through early intervention in response to threatening behaviour or non-threatening but worrisome behaviour. Taking steps to identify in-risk students through early and ongoing assessment and intervention strategies may reduce the need for disciplinary action and police intervention. School teams may carry out a Violent Threat Risk Assessment in such situations and will act accordingly to support the student(s).

### **STUDENT ATTENDANCE POLICY**

Regular attendance at school is an important part of student success. Educational research consistently shows that a student's academic success is closely related to good attendance and regular participation in the life of the school.

Approved absences due to school activities (retreats, field trips, athletics) are included in the attendance totals. **VACATIONS:** Although trips and vacations may provide diverse learning experiences, the school does not support travel or vacations during class time. The content covered in each course is important and requires daily attendance. While parents may choose to travel during the school year, the time missed from class is recorded as an absence and counted in the total absence record for the semester. A significant number of absences may place a student's mark and credit in jeopardy due to the loss of instructional time. Also, assessment and evaluation become problematic. Prior to the trip, the parent/guardian must notify the School Administration and Attendance Office with specific dates of departure and return and the student must consult with his/her teachers and make notes on what will be covered in each course. **Prior to the trip,** every attempt should be made to complete and submit assignments that are due while he/she is away. Students are responsible for all missed work.

The school Attendance Line will make daily automated calls home regarding unexplained absences and parents/guardians are asked to call the Attendance Secretary to discuss the matter.

**Parents may access their son's/daughter's attendance on the school website by using the Student Information System (SIS). The SIS will also enable parents to check on student term marks and timetables.**

### **STUDENT ABSENCES**

A phone call (or a note) from a parent/guardian to explain the reason for the absences is required for all absences. Voicemail is available for your convenience. If a phone message is not received (for full day absences only), we require a written communication from a parent/guardian on the day the student returns to school by 8:05 a.m. ***All absences from school must be justified by parents or guardians, at the time of the absence, not after the fact, or the absence will be treated as a truancy.***

Students who are 18 years of age and older must complete the **NOTE SIGNING PERMISSION FORM (S18)** and meet with their Vice-Principal in order to sign their own notes. Students will then be allowed to sign themselves into or out of school.

### **SIGN OUTS**

If a student must leave school before the end of the day, they are required to **sign out** at the Attendance Office. Students under 18 years of age will require the permission of their parent(s)/guardian(s) in order to sign out. Students are to submit notes for early dismissal to the Attendance Office **prior to 8:10 a.m. on the day of the appointment**. Telephone calls/notes may **NOT** be accepted after the absence occurs.

If a student becomes ill while at school he/she must report to the Attendance Office and phone his/her parents to sign out. Students must not leave the school premises without reporting to the Attendance Office first.

Students who miss class without an acceptable reason from their parent/guardian will be recorded as truant.

**If your son/daughter is absent, please use one of the following methods:**

**call 1-844-445-4505;**

**going on line: [go.schoolmessenger.ca](http://go.schoolmessenger.ca) OR**

**downloading: school messenger APP**

**All students will be required to write examinations as scheduled. Please plan vacations according to the **\*\*examination schedules\*\*** for both semesters.**

### **LATES**

If students are not in their period 1 class at the start of Morning Prayer, they are late and should:

- report directly to their period 1 class if they are less than 20 minutes late;
- report to the Attendance Office if they are more than 20 minutes late – the student may NOT be admitted to class unless the late is “parent approved”;
- at the 5<sup>th</sup> late in a particular class, the student will be sent to the Office where the Vice-Principal will assign a detention. With teacher permission, the student may be sent back to class.
- with each subsequent late, there will be a progressive escalation of consequences determined by the Vice-Principal. The Vice-Principal will contact the parents.
- excessive lateness may lead to a suspension.

### **UNIFORM AND DRESS CODE**

The school uniform is intended to develop a sense of pride and self-discipline and unites us as a Catholic Learning Community. In deciding to attend Corpus Christi Catholic Secondary School, students and parents make a commitment to comply with and support the school uniform policy.

**\*ALL UNIFORM ITEMS ARE TO BE PURCHASED FROM  
ISW Uniforms (905-331-9990) (No substitutions allowed)  
(Except socks/shoes/t-shirts/turtlenecks)**

### **GIRLS' UNIFORM**

- School Kilt OR ISW's black dress pants, black Capri pants or black walking shorts. Kilts must not be altered in any way. Shorts must not be rolled/cuffed.
- White oxford button down shirt or tailored white shirt or white or black golf shirt (all embroidered)

- Solid black or solid grey cotton tights with kilt; socks must be worn with all other items (no nylons)
- **PREDOMINANTLY BLACK dress shoes or running shoes. No boots, slippers or sandals. Shoes must have a closed toe and closed heel.**
- School sweater, vest, pullover or cardigan (over school shirt)
- Optional solid plain white t-shirt or white turtleneck (under school shirt only - no writing or logos) worn with shirt or sweater

### **BOYS' UNIFORM**

- ISW's black dress pants or black walking shorts
- White oxford button down shirt or tailored white or white or black golf shirt (all embroidered)
- Socks must be worn at all times
- **PREDOMINANTLY BLACK dress shoes or running shoes. No boots, slippers or sandals. Shoes must have a closed toe and closed heel**
- School sweater, vest, pullover or cardigan (over school shirt)
- Optional solid plain white t-shirt or white turtleneck (under school shirt only - no writing or logos) worn with shirt or sweater

**PLEASE NOTE** students must be in complete uniform, worn properly and modestly from 8:10 a.m. - 2:20 p.m. including lunch periods **in all areas** of the school.

- All clothing items must be the original style and condition. Ripped, torn or un-hemmed items are not permitted. Pants, capris and shorts are not to be altered, tapered, rolled, tucked into socks, etc.
- Jackets/coats and non-uniform shoes are to be removed upon entering the building and arriving at the student's locker. Jackets/coats are not to be worn inside the school. They are to be left in your locker.
- Hats are to be removed upon entering the school and are **NEVER** worn in the school, including after school hours, civvies days and exam days. Hats may be confiscated if worn in the building.
- Bandanas, scarves and similar headwear are not permitted.
- Pyjamas or pyjama-like clothing are not permitted (including on civvies days).
- The waist of the dress pants is to be worn at the student's waist.
- Accessories (scarves, studded jewellery, bandanas, heavy chains, etc.) are not to be worn in the school at any time.

**The Administration reserves the right to decide on appropriate attire.**

- School spirit wear is **NOT** to be worn in place of the proper uniform items.
- Physical Education uniforms must be purchased through the Phys Ed Department and should provide for comfortable, modest and safe movement during activities.

**Only students who are in complete uniform will be admitted to class.**

**"Out of Uniform = Out of Class"**

### **DRESS CODE GUIDELINES FOR NON-UNIFORM DAYS & EVENTS**

- Clothing with inappropriate logos, sayings, pictures or graphics of any kind is not acceptable at school
- Tank tops, halter tops, crop/midriff tops, cut-off shorts and torn jeans are not to be worn at school; no bare midriffs, bare shoulders or spaghetti straps.

- Short skirts, low rise jeans or pyjamas (or pyjama-like clothing) and slippers are NOT allowed; no chains, studded collars or studded wristbands are acceptable.
- No hats are to be worn inside the building at any time.
- Students may not wear coloured scarves or handkerchiefs.
- Shorts should cover to mid-thigh when seated.

**The Administration reserves the right to decide on appropriate attire.**

## **GENERAL INFORMATION**

### **VIDEO SURVEILLANCE**

Please note that the building and parking lot are under video surveillance.

### **INJURIES**

If a student is injured at school, the student or a witness is to inform the Main Office immediately and assistance will be provided.

### **SCHOOL BUS**

Transportation by school bus is a privilege. Appropriate student behaviour is expected at all times with safety the overriding concern. You are responsible to the school for your behaviour on a school bus in the same way that you are in each class. Inquiries regarding busing should be directed to the Board's Transportation Services Department – 1-888-803-8660; FAX: 905-637-4023 or E-mail: *inquiry@haltonbus.ca*.

### **SMOKING/VAPING**

The Halton Catholic District School Board has a **strict no smoking/vaping policy** that applies to all Board property. Students are prohibited from smoking, vaping, or using chewing tobacco within **20 meters** of the property lines of any building operated by the Halton Catholic District School Board. Students violating the Smoke Free Ontario Act, Municipal by-laws and/or Board policies will receive a suspension and may receive a fine from a Public Health Department Inspector.

### **USE OF TECHNOLOGY AND DIGITAL CITIZENSHIP (Policy I-43)**

<https://www.hcdsb.org/Board/Policies/PoliciesProcedures>

### **STUDENT PARKING**

Students driving to school **must** park their vehicles in the lot designated for student parking. **Irresponsible use of any vehicle on school property will not be tolerated. The school reserves the right to deny access to school property and parking privileges to any student or visitor operating a vehicle in an unsafe manner.** All students parking on school property **MUST** obtain a parking permit from the Main Office at a cost of \$10.00 for the year. Students parking without a permit may be ticketed. Parking permit fee is refundable until June 30<sup>th</sup>. After June 30<sup>th</sup>, any unclaimed parking permit fee will be donated to charity.

### **ROLLER BLADES AND SKATEBOARDS**

The use of rollerblades and skateboards is not permitted inside the school or outside on school property.

## **LOST AND FOUND**

The school is not responsible for lost or stolen articles. Students are strongly urged to leave all valuables at home. Personal items should be secured in the student's locker during the school day. All items found are to be brought to the Main Office. Students can claim items there or from the lost and found box located in the Cafeteria. **Never leave valuables in the change rooms or unattended anywhere in the school or on school property.** The school is not responsible for lost or stolen items. The school is not responsible for items left in school at the end of the academic year.

## **LOCKERS**

Lockers are loaned to students for their convenience but remain the property of Corpus Christi Catholic Secondary School and the Halton Catholic District School Board. Students are responsible for keeping their locker clean and presentable. Students must use only the locker assigned to them. Make sure that a good quality secure lock is placed on the locker. Pictures and/or slogans inside the locker must conform to the principles of Corpus Christi Catholic Secondary School. **Please do not keep anything of significant value in your locker as it is not burglar proof.** Also, do not share your combination with anyone else. Lockers can be opened and searched at any time by the Principal or Vice-Principal or an agent of the Board without prior notice. All lockers must be emptied after exams. Lockers without locks or lockers not emptied after exams will have the locks cut and the contents removed. **For safety and security, backpacks should be kept in lockers and are not permitted in classrooms, the library, or the cafeteria.**

## **STAFF-STUDENT RELATIONS**

Teachers, secretaries, custodians, cafeteria staff and school bus drivers uphold the dignity of each student and provide a variety of valuable services for students. **Students are expected to be courteous to and respectful of all staff and to follow their directions at all times. Failure to do so may result in a suspension.**

## **VISITORS**

Casual visitors are **not** allowed into the building or on school grounds during the school day. Students are asked **not** to invite visitors to the school without the **prior** approval of the Administration. Parents are welcome in the school at any time, but are encouraged to contact the school during school hours for an appointment in order to review any matter pertaining to the educational needs of their son/daughter.

## **LUNCH HOURS**

Students will only be allowed to eat and drink in the cafeteria. Students are expected to use the garbage receptacles, recycle bins and compost bins in order to maintain a clean school and support our environmental initiatives.

## **ACADEMIC INFORMATION**

### **EVALUATION**

On-going evaluation identifies difficulties quickly and allows students/parents to take prompt remedial action. Teachers use a variety of evaluation techniques to determine a student's mark. Evaluation is meant to be constructive and continuous, to increase a student's sense of self-worth and to emphasize what is important in a student's learning. In addition to outlining expectations for performance and attendance, each teacher will give students information regarding methods of evaluation at the outset of classes.

## **EVALUATION POLICY**

A student's final grade in each subject is calculated as follows (unless Ministry Guidelines indicate otherwise):

<b>TERM</b>	<b>FINAL EVALUATION(S)</b>
70%	30% (for all level subjects)

A student must obtain a grade evaluation of 50% or more to obtain a credit in the subject. (A Credit Recovery process is available to those who have failed courses. This option will be explained by Student Services to those students who are eligible for such a program.)

## **SUBJECT PROMOTION**

When a student **passes a subject with 50% or higher**, he/she may:

- take the same subject in the next grade at the same level;
- take the same subject in the next grade at a different level;
- drop the subject and substitute another option if it is not compulsory.

When a student **fails to obtain 50%** in a subject, he/she:

- must repeat the subject if it is compulsory;
- may repeat the subject or choose another subject if it is optional;
- may attend summer school to repeat the subject.

## **EXAMINATIONS & CULMINATING ACTIVITIES**

Final examinations and culminating activities are held in December/January and May/June at the end of each semester. All students are expected to write final examinations and culminating activities in all courses. Students will not be exempt from final examinations or culminating activities unless a medical certificate stating that they are unable to write is presented. In such cases, the student's final grade may be based entirely on term work or arrangements may be made to write the examination and/or culminating activity at a later date. Students **MUST** plan for vacations and/or employment **AFTER** the examinations.

## **LATE/MISSING ASSESSMENT POLICY**

**Students should understand that good time management and effective use of learning skills are critical to achievement. Students have the responsibility to provide evidence of their learning within established timelines. Therefore, it is the expectation of the teachers and Administration of Corpus Christi that the following rules will be adhered to:**

- all assessment and evaluation activities are due on the assigned date or within the time frame specified by the teacher.
- certain deadlines are absolute (e.g. the teacher needs to submit final grades for reporting by a given date).
- Students are responsible for handing work in on time. You must communicate with the teacher and agree to an alternative date (see Late/Missing Assessment Contract).
- a record of lateness will be kept and reported as part of the student's learning skills and this will be reported in the Learning skills section of the student's final report card.

## **TESTS**

- Students are expected to be present for all test dates.
- If a student is absent for a test, the student **may** write an alternative test at the teacher's discretion on the day he/she returns to school.

- If a student knows prior to the test date that he/she will be absent (i.e. school related activity, vacation, etc.), the student is required to notify the teacher as soon as possible and arrangements will be made for an alternate test date at the teacher's discretion. Otherwise, the student will be referred to Administration (refer to CC Late/Missed Assessment Flow-chart).
- If the student is truant for a test, he/she will be referred to Administration (refer to CC Late/Missed Assessment Flow-chart).

### **ASSESSMENTS**

- Assessments assigned in class, and where time is given for completion during class time, are due at the end of class. When the assessment is **not** completed the student may be assigned to **detention/study hall** after school to provide the opportunity for completion. At the discretion of the teacher, students will be directed to study hall until the assessment(s) are complete.
- Administration will review student's participation in co-curricular activities if late/missing assessments are having a significant impact on student academic achievement.
- If the student is legitimately absent on the day an assessment is due, he/she must personally submit the assessment on his/her first day back at school or at the discretion of the teacher.
- Should there be extenuating circumstances (e.g. long term illness, bereavement, etc.), the student's parent or guardian must notify the school and/or teacher and CC Late/Missed Assessment Flow-chart will be followed.
- The Late/Missing Assessment Contract **must** be completed for all late or missing assessment pieces.
- **Vacation:** all assessments must be submitted prior to leaving, or other arrangements must be in place with the teacher one week prior to departure. Parent/Guardian must inform all teachers and Administration in writing (please refer to Student Handbook).
- Please be advised that the Late/Missing Assessment Contract is binding at Corpus Christi. Students who contravene the Contract will be referred to Administration to determine an appropriate course of action.
- **Academic Honesty:** No one is allowed to plagiarize, cheat, copy or knowingly and deliberately present the language, ideas or thoughts of another individual as his or her own work. All sources must be cited or referenced. Consequences may include assessing a mark of zero (0) on the assessment, test or exam as well as possible suspension.

### **USE OF SCHOOL BOARD'S COMPUTER NETWORK**

The signatures of students and parents (where the student is under 18) are mandatory before access is granted for the use of telecommunications provided by the Halton Catholic District School Board. Students and parents must agree to the Board's Policy on *Acceptable Use Procedure for Telecommunication and Internet Use*.

### **FIELD TRIPS, EXCURSIONS, SPORTS**

While students are encouraged to participate fully in school-sponsored activities, they are still responsible for work, tests and assignments in their classes.

## **HOMEWORK**

Homework includes the completion of daily assignments, study, review and preparation for major assignments, tests and examinations. Students should expect subject teachers to check regularly that their work has been completed. The amount of homework depends on the subject, levels of difficulty and grade level, but it is reasonable to expect homework (study and written) on a daily basis at the secondary level.

## **REPORT CARDS AND MARKS**

During the course of the school year students, parents or guardians are informed of student progress (please check the important dates at the beginning of the agenda or on the website).

## **STUDENT SERVICES DEPARTMENT**

The Student Services Department works to foster the total development of all students in collaboration with Administrators, staff, parents, and community agencies.

The Student Services Department helps students learn how to assess their own competencies, characteristics and aspirations. With the assistance of a qualified counsellor, students will explore a broad range of work, learning and community-life options. Courses offered through Student Services will allow the students to acquire an understanding of the changing nature of work and of the challenges and opportunities that they may encounter in the modern economy. Counsellors will assist students in developing learning skills and strategies they can use in secondary and post-secondary education.

Students should be aware of the requirements in their Ontario Student Transcripts. **Full disclosure on student transcripts of Grade 11 and 12 results is now a part of the new high school program. Students are advised to make appropriate subject selections from the courses available in Grades 11 and 12.**

## **SPECIAL EDUCATION**

The Special Education Department recognizes that education must address the unique strengths and needs of all students. It is understood, therefore, that all students have the right to access quality education and to develop to their fullest potential. Our Special Education Department Programs are fully integrated into all aspects of the school environment. The Resource Teachers work collaboratively with staff members in a variety of ways.

These may include:

- providing assistance with program modification;
- providing in-class support;
- providing subject teachers with individual student profiles.

To this end, it is the role of the Special Education support services to empower and encourage the school community to meet the individual needs of all students.

## **LIBRARY RESOURCE CENTRE**

The Library supports the learning activities and research requirements of both students and staff. Books, newspapers, magazines and multi-disciplinary databases are available in order to meet the information needs of the school community. The Library is open all day for class bookings and for quiet individual study. Full uniform is required and food and drink are **NOT** permitted. The Librarian is always available for research assistance, so please feel free to ask for help any time.

## **SOCIAL WORKER**

The Social Worker is available to meet with you in the Student Services Department. A student's emotional health and overall well-being are important factors in academic success. The Social Worker provides individual counselling for students, support for parents, and can help access community agencies for students when necessary. Referrals to the school Social Worker are made through Administration and school personnel, although families and students are invited to contact the Social Worker directly for support.

## **SUBSTANCE ABUSE PREVENTION PROGRAMS**

Substance abuse is a concern for all members of our community. We recognize that the consumption of alcohol and drugs can impair a student's well-being, can interfere with his or her ability to learn as well as impact adversely on the legitimate academic and extra-curricular interests of other students and staff.

Accordingly, it is our school's and the Board's policy that the possession and/or use of alcohol or drugs on Board property and during school supervised activities will not be tolerated. Consequences for substance abuse infractions are outlined in the *Student Code of Conduct* as well as in the *Board's Substance Use/Abuse Policy (II-28)*.

We acknowledge that as a result of concerted efforts of parents, teachers, students and the Police Department, there has been an ongoing endeavour to educate our students to the realities of substance abuse.

The *Board's Substance Use/Abuse Policy* includes a program-based prevention component, an intervention and counselling component and a discipline component.

Our substance prevention program has been effective due to the efforts of all stakeholders and in particular the support of the Police Department. Corpus Christi Catholic Secondary School has a liaison police officer who works at our school on a regular basis. The visibility of a uniformed police officer, working in co-operation with our school's Administration and staff produces a very positive situation for our school community.

**Parents and students are reminded that lockers are school property and on reasonable and probable grounds, a student's locker may be searched.**

## **PROGRAM AND DIPLOMA REQUIREMENTS**

### **HIGHLIGHTS**

#### **18 COMPULSORY CREDITS:**

- 4 English, 3 Mathematics, 2 Science, 1 Canadian History, 1 French as a second language, 1 Health and Physical Education, 1 Canadian Geography, 1 Arts, 0.5 Career Studies, 0.5 Civics.

#### **Plus one credit from each of the following groups:**

- **Group 1:** additional credit in English, or French as a Second Language, or a Native Language, or a Classical or an International Language, or Social Sciences and the Humanities, or Canadian and World Studies, or Guidance and Career Education, or Cooperative Education.
- **Group 2:** additional credit in Health and Physical Education, or the Arts, or Business Studies, or French as a Second Language, or Cooperative Education.
- **Group 3:** additional credit in Science (Grade 11 or 12) or Technological Education or French as a Second Language, or Computer Studies, or Cooperative Education.

**In addition to the Compulsory Credits, student must complete:**

- 12 optional credits
- 40 hours of community service (pre-approval required through Student Services)
- The Provincial Literacy requirement (pass the Grade 10 Literacy Test)
- In Groups 1, 2 and 3, a maximum of 2 credits in FSL can count as compulsory, one from Group 1 and one from either Group 2 or Group 3.

The Ontario Educational Resource Bank (OERB) provides a range of learning resources including multimedia interactive activities, lessons and games. Search for resources by grade, subject/course, strand, overall expectations, and/or keywords.

URL: <http://resources.elearningontario.ca>  
USERNAME: haltonrcstudent  
USER ID: oerbs

## **CO-CURRICULAR ATHLETICS**

### **A CODE FOR STUDENT PARTICIPATION IN ATHLETICS**

Corpus Christi offers a wide variety of activities. We believe that athletics can and should play an important role in high school life by providing valuable learning situations both on and off the playing field. In order to gain maximum benefit from the program, student athletes must adhere to this code.

- Being a member of a school team is a privilege - not a right. The number one priority is the regular school program which should not suffer due to athletics. It is your responsibility to catch up on any work missed.
- As student athletes, you are expected to co-operate completely with all requirements of school life, making certain that you adhere to policies regarding attendance, punctuality, dress and behaviour.
- On game days, you are expected to be in attendance at all classes up to the designated time to be excused.
- You must be registered as a full time student.
- You will accept full responsibility for the school equipment and uniforms.
- Playing on a school team means making a commitment to the team and its members. It is important to attend all practices and to be on time for practice. If you must miss a practice, inform the coach personally as early as possible.
- You are expected to co-operate fully with all staff especially in the area of clean up, set up or moving of equipment.
- Finally, remember that you are "goodwill ambassadors" who represent your school, coach and teammates during any activity. Your behaviour, therefore, must be at the highest possible level at all times, exhibiting good sportsmanship, adherence to game rules and courtesy to all officials, players, and spectators.

**ALL STUDENTS ARE ENCOURAGED TO PARTICIPATE IN SOME PHASE OF THE ATHLETIC PROGRAM ENABLING THEM TO DEVELOP A WELL ROUNDED EDUCATION BOTH INTELLECTUALLY AND PHYSICALLY.**

To participate in co-curricular activities, you must complete and submit the following:

- Acknowledgement of Risks/Permission to Participate
- Medical Information Form

A wide variety of co-curricular activities is offered at Corpus Christi. Check the Website for a full listing of activities.

**CORPUS CHRISTI – TEAMS/CLUBS/COMMITTEES**

Arts/Music Night	Lacrosse – Varsity
Athletic Banquet	Longhorns for Life
Badminton – Jr & Sr	Longhorn Student Alliance
Band – Concert	Math Contests
Baseball – Varsity	Me to We
Basketball – Girls Jr & Sr	Mock Trial Team
Basketball – Boys Mid, Jr & Sr	New Mentality
Be You/Love You	Ontario Skills Competition
Best Buddies – Special Education	Rugby – Varsity
Breakfast Club	School Reach Team – Int & Sr
Christmas Assembly – C4	Short Story Contest
Computer Programming Team	Ski Team
Computer Club	Slo-Pitch – Girls
Computer & Math Contests	Soccer – Girls/Boys Jr & Sr
Cross Country – Girls/Boys Jr & Sr	Songhorns
Culture for Life & Youth Group	Student Athletic Council
Eucharistic Ministers & Lectors	Student Council
Field Hockey – Girls Jr & Sr	Team Unbreakable
Football – Jr & Sr	Tennis – Jr & Sr
Golf – Boys & Girls	Track & Field
Greenhorns	Volleyball – Boys Jr & Sr
Hockey – Boys Jr & Sr	Volleyball – Girls Mid, Jr & Sr
Hockey – Girls	Weight Training
Interact Club	Where in the World Wednesday