

St. Paul's High School



**Student Handbook
2026–2027**

Table of Contents

I. GENERAL INFORMATION	4
VISION, MISSION, AND VALUES	4
SCHOOL CHARACTERISTICS.....	4
HISTORY OF ST. PAUL’S HIGH SCHOOL	5
PARENT ORGANIZATIONS	6
COMMUNICATIONS	6
II. ACADEMIC PROGRAM	6
PROGRAM REQUIREMENTS	6
PROMOTION/FAILURE AND ACADEMIC LOAD POLICIES	7
MINIMUM GRADUATION REQUIREMENTS.....	8
COURSE CHANGES.....	8
GRADING SYSTEM	8
HONOUR ROLL	8
GRADE REPORTING/PARENT-TEACHER CONFERENCES/PARENT COMMUNICATION	8
EXAMINATIONS POLICY	9
UNSCHEDULED PERIODS.....	9
III. RELIGIOUS LIFE PROGRAM.....	9
DAILY PRAYER	9
THE EXAMEN	10
RELIGION PROGRAM.....	10
IGNATIAN SERVICE.....	10
MAROON AND WHITE SOCIETY.....	10
MISSION WEEKS / CHRISTMAS HAMPERS	10
RETREATS AND AWARENESS DAYS.....	10
LITURGIES.....	10
SACRAMENT OF RECONCILIATION	11
IV. STUDENT SERVICES.....	11
COUNSELLING	11
FR HOLLAND LEARNING CENTRE	11
FITNESS CENTRE ACCESS	11
STUDENT ACCESS TO W-FI NETWORK.....	11
V. DISCIPLINE PROCEDURES.....	12
BASIC RULES	12
RESPECT FOR OTHERS	13
HONESTY, PLAGIARISM AND CHEATING	13
RESPECT FOR PROPERTY	13
THE DISCIPLINE SYSTEM	14
EXPULSION PROCEDURE	16
FORCED WITHDRAWAL	17
STUDENT RECOURSE.....	17
ALCOHOL, CANNABIS, DRUG POLICY.....	17
TOBACCO/VAPING POLICY	18
CELL PHONE POLICY	18
APPROPRIATE USE OF MOBILE DEVICES AND SOCIAL MEDIA	18
DISCIPLINE TOOLS AND STANDARD CONSEQUENCES.....	18
MINOR INFRACTIONS.....	19
JUG	19
JUG PROCEDURES	20

TIME OUT/ACTION PLAN	20
CHARGE SLIP	21
ATTENDANCE POLICY	21
REPORTING STUDENT ABSENCES	22
PLANNED ABSENCE REQUESTS	22
LATES POLICIES	23
DRESS CODE	24
DRESS CODE I: REGULAR DRESS CODE	24
DRESS CODE II: WARM WEATHER DRESS CODE	24
DRESS CODE III: RELAXED DRESS CODE	25
DRESS CODE IV: GYM DRESS CODE	25
DRESS CODE V: FORMAL DRESS CODE	25
STUDENT CONDUCT GUIDELINES	25
ON-CAMPUS CONDUCT	26
CO-CURRICULAR EVENTS	26
EXPECTATIONS OF SPECTATORS/FANS	26
OFF-CAMPUS CONDUCT	26
VI. DAILY PROCEDURES	26
MOTOR VEHICLES, BICYCLES AND PARKING GUIDELINES	26
FACILITIES	27
ACADEMIC CONSIDERATIONS	31
VII. CO-CURRICULAR PROGRAM & STUDENT ACTIVITIES	33
CLUBS	33
ATHLETICS	34
INTRAMURAL ATHLETICS	34
INTER-SCHOOL ATHLETICS	34
JOBS	34
LUNCH ACTIVITIES	35
APPENDIX I: DAILY BELL SCHEDULES	36
SCHEDULE II: EARLY DISMISSAL	36
.....	36
SCHEDULE III: ALL SCHOOL ASSEMBLY	36
SCHEDULE V: ALL SCHOOL LITURGY	37
SCHEDULE IV: LATE START FOR STUDENTS	37
APPENDIX II: PRAYERS	38
APPENDIX III: HOMEWORK POLICY & GUIDELINES	40

I. GENERAL INFORMATION

Vision, Mission, and Values

VISION

St. Paul's High School, an exceptional post-secondary preparatory school, fosters excellence for the greater glory of God. We champion diversity, inclusivity, and financial accessibility. Guided by faith, our graduates will be critical thinkers, compassionate, and committed to lifelong learning and service. As alumni, they will thrive in their chosen paths, leading the world towards a hope-filled future.

MISSION

St. Paul's High School is missioned by the Canadian Jesuits to educate students as whole persons to become men for others and so assist the Church in building the Kingdom of God.

VALUES

We believe educating the whole person means developing a community of faith and the pursuit of excellence where all members are committed to ongoing development in the following characteristics:

Open to Growth

We care for our spiritual, emotional, mental, social, and physical wellbeing. We reflect on experiences and embrace challenges as opportunities for continuous growth.

Intellectually Competent

We foster intellectual growth, aligning with Ignatian values to develop critical thinking, digital fluency, and global awareness. This foundation prepares us for excellence in post-secondary learning and shapes us into responsible citizens ready to make meaningful contributions.

Religious

We deepen our faith through Catholic, Ignatian teachings. We embrace prayer, sacraments, and service to transform ourselves and our community. Our commitment to reflection and discernment guides our actions. Through interfaith dialogue, we respect and learn from various religious traditions, enriching our own spirituality.

Loving

We nurture relationships grounded in empathy and mutual understanding, caring for each person wholly (*cura personalis*), respecting their dignity as creations in God's image. This comprehensive care embraces both individual and collective wellbeing and extends to our stewardship for all creation.

Committed to Justice

We commit to social justice and service, informed by Catholic teachings and the principles of equity, solidarity, reconciliation, and the dignity of every human being. We strive for a just and compassionate society.

School Characteristics

Because we are pilgrims in the world and because sin and structural injustice affect us, we recognize that we do not always achieve our goals and perfectly mirror our values. Still, the school strives to embody the following characteristics:

- Our faith enlivens our community.
- We proceed through communal discernment of the Magis based upon prayer.

- We are inspired by the ideals of the Constitutions of the Society of Jesus.
- We serve the local Church.
- We serve the educational needs of the larger community in which we are located.
- We exercise a preferential love for the poor and the marginalized.
- We recognize that parents are the primary educators of their children and, therefore, we foster parental involvement in our ministry and assist parents in their educational obligations.
- Our staff is professionally competent and models the education which we profess.
- We are open to learn and receive from other people of good will and to engage the cultures of the people with whom we work.

History of St. Paul's High School

St. Paul's High School is a Catholic School which embodies a distinctly Jesuit character and tradition. The first Jesuit school opened in Europe in 1548. By the 17th century the Jesuits were known as the "Schoolmasters of Europe" and by the 18th century they operated more than 700 schools around the world. Today there are more than 2,000 Jesuit educational institutions around the world with 47 high schools in North America. In Canada there are five Jesuit schools: St. Paul's High School and Gonzaga Middle School in Winnipeg, Mother Teresa Middle School in Regina, Loyola High School in Montréal, and St. Bonaventure's College, a Kindergarten to Grade Twelve school located in St John's, Newfoundland and Labrador.

St. Paul's High School has a tradition that goes back nearly 100 years. It was founded in 1926 by Archbishop Sinnott. The college was the first Catholic boys' high school in Winnipeg and was located on Selkirk Avenue. It was run by the Oblate Fathers. Because of swift enrolment increases, it was moved to the old Manitoba College property at Ellice and Vaughan in 1931, with a gymnasium and extra classrooms added in 1932 and 1939.

In 1933 the Jesuit fathers were asked to assume responsibility for the school whose enrolment stood at 200 boys. The school, which consisted of a high school, a college and boarding facilities, continued to grow until 1958 when the college section was transferred to a new building on the Fort Garry Campus of the University of Manitoba.

Because of the deterioration of the downtown site, a new facility was opened in 1964 at the present Grant Avenue location. Since that time the Jesuit residence has been taken over to provide extra classrooms and several building campaigns to improve the facility have occurred. Science laboratories, The Holland Learning Centre, The Angus Reid Wing—housing the Albrechtsen Multi-Media Lab and Amphitheatre, Art and Music rooms, three classrooms, the Crusader Locker Room, the Cafeteria (named after the late Gene Moldowan)—have been constructed. The new Multiplex wing—which includes a double gymnasium/multi-use space, Fitness Centre, Alumni & Friends Hall, two classrooms, Athletic Therapy Centre, canteen and lounge area—was opened in June 2013.

Throughout all this time—in good times and in hard times—the essential character and indomitable spirit of the school has remained. Since the 1926 opening over 15,000 boys have attended the school. An alumni association enables former students to keep in touch with developments at their alma mater. School enrolment now stands at over 670 students. The purpose of St. Paul's remains the same today. It comes from hard work, religious discipline, personal application and excellent teaching.

Parent Organizations

The Parent Guild

The Parent Guild is an organization of our parents whose prime function is the creation and maintenance of an atmosphere of welcome and participation in the school. They are key community builders. They do this very necessary function by organizing a great variety of social functions for the high school community.

The Parent Advisory Board

This group of three parents performs a very important function for the school. It is their task to act as a Liaison group between the Board of Directors and the parents of our students

Communications

Weekly Update for Parents and Students

An online update is issued from the Principal's Office at the end of each week

(<https://www.stpauls.mb.ca/news/>) It contains links to our school and athletic event calendars along with a variety of news items and upcoming notices that parents and students will find very useful and informative.

The Crusader Magazine

This alumni magazine is issued by the Advancement Office once each school year. While it is primarily an Alumni news vehicle, it is also sent to the parents of our present students to keep them informed of what is happening at the school.

II. ACADEMIC PROGRAM

Program Requirements

St. Paul's courses meet or exceed the requirements of the Province of Manitoba's curriculum, allowing students the opportunity to follow an enriched academic program. Manitoba Education & Training requires that a student obtain a minimum of 30 credits over his four years of high school to graduate. To receive a St. Paul's diploma a student must obtain **33.5 credits**. Where options are allowed, selection of courses should be made based on student needs, interests, and abilities as well as the admission requirements of the Post-Secondary Educational Institution and the work situation to which the student aspires.

GRADE NINE

REQUIRED COURSES

Religion, Language Arts, Speech and Debate, Applying Information & Communication Technology, Mathematics, Physical Education/Health, Science, Social Studies

OPTIONAL COURSES (2 full credits must be taken)

Advanced Music (Band), Introductory Music (Band), Classical Studies, Drama, French or Advanced French, Outdoor Education, Visual Arts

EXTRA OPTIONS (each has an extra 1/2 credit value): Junior Jazz, Choir, Wind Ensemble

Total Credits: 9

GRADE TEN

REQUIRED COURSES

Religion, Language Arts, Speech and Debate, Mathematics (Into PC/App or Essential), Science, Geography, Physical Education/Health

OPTIONAL COURSES

American History, Computer Science, French or Advanced French, Music (Concert Band), Digital Film/Digital Pictures, Mass Media, Visual Arts

EXTRA OPTIONS (each has an extra 1/2 credit value): Junior Jazz, Choir, Wind Ensemble

Total Credits: 8.5

GRADE ELEVEN

REQUIRED COURSES

Religion, English Literary Focus OR AP English, Canadian History, Mathematics (PC, Applied or Essential), Physical Education/Health

OPTIONAL COURSES: (4 full credits must be taken. At least one credit must be a science except with permission of Principal or VPA)

Biology, Broadcast Media/Desktop Publishing, Career Development, Chemistry, AP Physics or Physics, AP French or French, Film Studies, Music (Concert Band), Computer Science, Advanced Mathematics, Law, History of Western Civilization, First Nations, Métis, & Inuit Studies, Visual Arts

EXTRA OPTIONS (each has an extra 1/2 credit value): Junior Jazz, Choir, Wind Ensemble

Total Credits: 8.5

GRADE TWELVE

REQUIRED COURSES

ELA Language Forms (Literary, Comprehensive or Transactional) or AP English, ELA: Literary Focus, Religion, Mathematics (PC, Applied or Essential), Physical Education/Health

OPTIONAL COURSES: (3 full credits must be taken)

Biology, Career Development, Chemistry, AP Physics or Physics, Global Issues, Economics, AP French or French, Geography, Computer Science, Music (Concert Band), Psychology, AP Calculus AB, Advanced Mathematics, History of Western Civilization, Law, First Nations, Métis & Inuit Studies, Visual Arts, Interdisciplinary Topics in Science.

EXTRA OPTIONS (each has an extra 1/2 credit value): Junior Jazz, Choir, Wind Ensemble

Total Credits: 7.5

Promotion/Failure and Academic Load Policies

Generally, only three failures are allowed over the course of a student's entire time at St. Paul's. A student who has more than two failures after the completion of examinations in January or June may not be allowed to return to St. Paul's in the following year. A student with any failures after recovery learning may be allowed to clear one or two failures at summer school with the Principal's permission.

Any student who has not obtained a credit in Religion may not be allowed to return to St. Paul's in the following year. A Grade Twelve student who does not obtain a credit in Religion will not receive a diploma from St. Paul's. A student who does not satisfactorily complete his Ignatian Service Program will not be allowed to return to St. Paul's the following year.

A student must carry the full academic load required by the school. Additional courses may be taken in extraordinary circumstances.

Students in each grade level must complete the grade before going on to the next one. A failed subject must be made up either through recovery learning or at Summer School. A student may not be readmitted to St. Paul's after his third failure over his entire time at the school.

Any student who fails a Pre-Calculus or Applied Mathematics course, then passes a summer school course to clear that credit, and then, repeats this cycle the next year MUST, during the following year at St. Paul's, take Essential Mathematics.

Minimum Graduation Requirements

A St. Paul's diploma will be awarded to students who have successfully completed 33.5 credits during their four years of high school. Students entering St. Paul's after grade 9, will be expected to successfully complete all courses in which they were enrolled in each grade-level completed, irrespective of the number of credits they may previously have.

Course Changes

Course changes are permitted within the first fifteen class days in each semester. After this, course changes are not normally allowed. Students must first discuss course changes with their counsellors. After this, students must have parental approval to change courses. All course changes must be approved by the Vice-Principal Academics.

Students who choose to take an extra elective in Grade Eleven or Twelve must discuss this with their counsellor and have it approved by the Vice Principal Academics.

Grading System

St. Paul's uses a numeric system of grading, except the Ignatian Service Program in Grades 10 and 11 and in Physical Education in Grades 11 and 12 which are evaluated on a pass/fail basis.

Honour Roll

Students who obtain an average of 79.5% or higher will have their names recorded on the School Silver Honour Roll, while students with an average of 89.5% or higher will have their names recorded on the School's Gold Honour Roll. The Honour Roll is located beside the Wall of Excellence across from the Aulneau Room. This Honour Roll is updated each Semester. A student's average is calculated by including all required subjects and required options weighted according to their credit value. Students who take a full credit extra course have the option to include this course in their average if it will increase their standing on the Honour Roll. Semester 1 Honour Roll is a weighted average of all required credits taken in that semester. The Year-end Honour Roll is a weighted average of all required credits taken during the school year. Each course mark is multiplied by its credit value, then totaled and divided by the total number of credits. Extra credit courses are not included.

Grade Reporting/Parent-Teacher Conferences/Parent Communication

In November and April, parents will have the opportunity for formal meetings with teachers. An appointment procedure will be explained at the time of Progress Reports.

Parents are invited to contact a teacher or the school at any time if they require more information or have questions. Progress reports are published online in November and April; Semester/Final reports are issued in February and June.

Due to Privacy Legislation, students who turn 18 during the school year have certain privacy rights which the school is required by law to respect. One month before a student's 18th birthday, the school will notify the student and parent by letter of the specifics of how this legislation will impact school/parent communications.

Examinations Policy

Term Work

The actual exam written by a student will, according to the policy of the subject department, constitute 30% of the mark reported. Therefore, term work is very important. Students are encouraged to keep up with assignments and to be prepared for unit tests.

Examinations

Examinations are written in January and again in June. If a student takes a course that spans the entire year, the student's final mark in this course is calculated by taking 50% of his first semester grade and 50% of his second semester grade. Semester grades: the weighting of assignments is dependent on the policy of the academic department concerned. This information is provided in the course outline for each course offered at the school.

Alternate Exam Dates

Students are expected to write exams at the end of each semester as scheduled. Alternate exam dates are scheduled to allow students to makeup missed exams due to illness or other emergencies. A student may be medically excused from writing exams in consultation with the principal.

Unscheduled Periods

During the regular school day, students may have unscheduled periods, the number depending upon the grade. These periods occur to afford students the opportunity to learn how to use out-of-class time constructively, a vital skill at university. Hence, the school provides guidance, opportunities, and facilities which enable the student's growth as an independent learner. Recognizing that, generally, students' capacity for independence varies with their ages, the school's guidance in the use of unstructured time varies according to the grade level. Grade 9 and 10 students are to remain on the school campus during their unscheduled periods. Grade 11 and 12 students have off campus privileges; however, these privileges may be revoked for cause by the VPS.

III. RELIGIOUS LIFE PROGRAM

One of the criteria upon which students are assessed when they apply to St. Paul's High School is how actively committed they are to their faith. The school hopes that it can complement and support the religious upbringing students are receiving in their homes and houses of worship. As a Catholic school, liturgies and faith practices reflect the Catholic tradition. We believe that all students, regardless of their faith background, can benefit in that faith from these practices and so the various religious activities of the school program are an important and integral part of the students' education. But as well, the school encourages non-Catholic students to the faithful practice of their own religious duties.

Daily Prayer

Each day will include prayer as part of our regular practice at St. Paul's. On some days these prayers will be offered by students over the PA system and on other days the daily prayer is a matter for the individual classes or mentor groups.

The Examen

The Examen is a technique of prayerful reflection on the events of the day so that we might detect God's presence and discern His direction for us. Our school community will be guided through the Examen once each week to promote reflection and growth in relationship with God.

Religion Program

All students are required to attend Religion classes each term. Unless a student successfully completes the Religion Program in his grade, he cannot move to the next grade at St. Paul's or graduate with a St. Paul's diploma.

Ignatian Service

Ignatian Service is required for all Grade 10 and 11 students. It is designed to educate St. Paul's students to look beyond their own material happiness to the needs of others. The program involves working with people in need, small group, and written reflections. Grade 10 and 11 students are required to complete service each school year as per the Campus Minister. Extra credit may be available to students who meet the Manitoba requirements for the service credit program. In Grade 12, Ignatian Service is one of the electives offered within their Religion credit requirements.

Maroon and White Society

The Maroon and White Society coordinating committee is a group of Grade 12 students nominated by teachers. They are a group of students who want to do "more" in their lives in the area of service and facilitate the involvement of other students in the school who want to similarly serve the school by participating in Maroon and White Society service activities. Some of the many functions that the Society, through the coordinating committee and its general membership, may be asked to perform is that of serving as "official hosts" of the school, coordinating the Mission Fund program, and helping with liturgies and pastoral activities at St. Paul's. Upon graduation, St. Paul's recognizes as full members of the Maroon and White Society, those students who have exemplified through their actions, the ideals of service to the School, and larger community, towards which the Society is dedicated.

Mission Weeks / Christmas Hampers

St. Paul's High School participates annually in food drives, Christmas hampers, and other community service initiatives. In addition, Mission Weeks are planned throughout the school year to educate our community about needs in our local and global communities and to facilitate various initiatives which may include fundraising, collecting donations of food, clothing, and toiletries, and opportunities for service in the community.

Retreats and Awareness Days

Opportunity will be offered to students at each grade level to make retreats. Since attendance at the annual Grade 9 Freshman Retreat is a core St. Paul's educational experience, it is compulsory. All students are also required to attend any Awareness Days sponsored by the school. The Grade 10 Students have their retreat in February. The Kairos Retreat Program is offered each year to Grade 12 students and to Grade 11 students in the Spring. Grade 12 students will be given the opportunity to do the Spiritual Exercises of St Ignatius.

Liturgies

School Liturgies are celebrated to mark the religious significance of events within the liturgical cycle. These **liturgies are compulsory for all students**. In addition, daily Mass is celebrated in the Martyrs' Chapel in the morning; all students and staff are invited. Occasionally, sports teams and school clubs will also come together to celebrate liturgies of thanksgiving.

Student Pastoral Team

The Student Pastoral Team (SPT) at St. Paul's High School is a vibrant group open to all students, dedicated to fostering faith, community, and service. The SPT organizes prayer services, retreats, team-building activities, field trips, and many other initiatives that align with the school's mission to build the Kingdom of God. Welcoming members from all grade levels and faith backgrounds, the SPT collaborates with various co-curricular groups to create meaningful experiences. Joining the SPT is a rewarding opportunity to grow as a religious Man for Others while connecting with peers.

Sacrament of Reconciliation

At least once each year, the school offers the Sacrament of Reconciliation to students.

IV. STUDENT SERVICES

Counselling

Each student is assigned a counsellor when enrolled at St. Paul's High School and will stay with this same counsellor over their years of high school. Counsellors provide several services for students at St. Paul's. Counsellors can assist students in dealing with personal counselling issues that may relate to relationships at home and at school; provide support and resources for students confronting issues that prevent them from coping with the daily routines; to making choices for post-secondary study and future careers. The Counselling Department also provides peer and outside tutoring supports, assists with Career Day, and brings in guest speakers to deal with university opportunities or topics that students confront. Students are encouraged to contact their counsellor if they have any personal, mental health, academic or career concerns.

Fr Holland Learning Centre

The Father Holland Learning Centre includes the Library, Holland Computer Lab and Aulneau Room. It also encompasses online databases and resources. Please see the school website for more information regarding the resources available. The Centre's mission is to provide students with resources and assistance to enhance their learning personally and academically as well as to encourage students to develop the information literacy skills required in today's media-rich world. Fundamental to this mission is the expectation that library staff are available to assist students with research questions. Students are encouraged to request materials and ask for assistance. Please take responsibility for your learning.

The Library and the Holland Lab are intended for reading and individual work. Please respect the rights of others to work, read, and study in quiet; plan to use the Aulneau Room for group work. Other areas of the school are available for socializing. The Learning Centre, including the Holland Lab, is available to students from 8:00 a.m. through 4:30 p.m. each day. Please review the Student Acceptable Use policy for guidelines regarding use of technology and the school's computer network.

Dress code is in effect during school hours.

All library materials, including books, magazines, and equipment, must be signed out and returned by the due date. A replacement cost may be assessed on lost or damaged materials.

A photocopier/printer is available in the library for school-related printing.

Fitness Centre Access

Students have access to the Fitness Centre in the Multiplex daily, provided there is a staff supervisor.

Student Access to W-Fi Network

Students will have access to the school's wi-fi network during the school day subject to the school's Acceptable Use Policy.

V. DISCIPLINE PROCEDURES

At St. Paul's, to discipline with authority is to give life to learning. Developing a positive school climate involves a simple structure, reasonable rules, and the labeling and acceptance of feelings. The St. Paul's Code of Conduct, which applies to students, staff and parents, also summarizes many of the disciplinary policies that can be found herein. Our goal is to make St. Paul's a safe, humane, happy environment, in which the values of the Christian community are fostered. The students themselves play an important role in their own education. In such an atmosphere, the class is neither teacher-dominated, nor student-controlled. Rather, it is a joint effort to learn, relate and experience. Our goal at St. Paul's is to empower all members of the community to make responsible choices which lead to the common good.

Ideally, each student should be fully self-disciplined and not externally disciplined. Self-discipline is developed gradually in the context of a supportive, reinforcing, positive learning environment. However, inevitably young men make mistakes and errors in judgement. Students who experience consistent, logical, and realistic consequences learn that they themselves have positive control over their lives.

The discipline structure at St. Paul's is an attempt to provide an atmosphere where students will work cooperatively with staff and with each other. The school makes every attempt to adhere to subsection 9(2) of The Human Rights Code with respect to discrimination except in relation to our own denominational prerogative. In particular, the challenge and the expectation is that a St. Paul's student is one who respects and cares for those who are different, including differences in age, interest, race, religion, country of origin, school, gender or background. To that extent we do not accept expressions of blasphemy, indecency, racism, sexism, homophobia, or any other form of intolerance, whether in language, clothing, music, or in any form, and we ask guests at the school to respect this. The rules which follow are meant to facilitate the development of such an atmosphere.

A rule is an expectation of how students should behave. Failure by the student to adhere to the rule will result in consequences that, hopefully, will help the student choose more responsibly in the future. In violating a rule, a student is choosing a particular consequence which is commensurate with the degree of the offense. All consequences are subject to the discretion of the VPS.

It should be understood by all members of the community that the contents of this handbook cannot possibly address all scenarios and that the interpretation of individual cases and their relationship to the SPHS Discipline System will be subject first to the VPS' judgement, then the Principal's, and finally the President's.

Basic Rules

In keeping with the above desire to protect the rights of individuals in the community, the best advice to students is always to treat individuals and property with reverence and respect. This translates into the three basic rules listed below.

Any student who violates any of these basic rules should expect to face the consequences of that behaviour. Students who witness behaviours that violate these basic rules should report the violations to a staff member. Serious violations of these basic rules will remain on a student's record and enter into disciplinary considerations throughout a student's time at St. Paul's.

Respect for Others

It is hoped that every St. Paul's student is a young man who respects and cares for himself and others. This respect should be evident in and out of school. Any student who teases, hazes or disrespects another person is standing in direct opposition to this goal. This type of behaviour is sometimes seen in physical or verbal confrontation, but more often it is seen in a subtle and silent form of snobbery or unfriendliness. In either case, the result is the same; people are bound to feel alienated, angry and hurt. The challenge, and the expectation, is that a St. Paul's student is one who respects and cares for those who are different, including differences in age, interest, race, religion, country of origin, school, gender, or background.

Any action of disrespect towards a student or staff member will be treated most seriously. Bullying, or abusing physically, sexually, or psychologically—orally, in writing, via the Internet or otherwise will not be tolerated. Students are prohibited from taking photos/videos/recordings of fellow students and teachers without explicit permission. Such recordings, even with permission given, must comply with school expectations for appropriate use of technology.

Students who talk back to staff members, ignore directives, exhibit defiance, or threaten staff members, including substitute teachers, will be disciplined in a manner consonant with the degree of the offense—ranging from a minor infraction to a JUG, a time-out, a charge, to suspension or expulsion. Harassment, teasing or other forms of disrespect directed toward peers will be dealt with in a similar way. Repeated violations will make a student liable for expulsion.

Note: Substitute teachers are guests in our school and should be treated with a particularly high level of respect and manners.

Honesty, Plagiarism and Cheating

The school is very concerned that every student understands the tremendous importance of honesty and integrity in all aspects of living. Dishonesty and cheating in any form, including plagiarism (the representation of another's work as one's own) or allowing one's work to be used, will be considered serious offenses. Students must clarify with their teachers the distinction between group work and individual work: this applies to lab work as well. For the purposes of science, labs even though students may be working in groups, the lab reports must be individually prepared and is considered equivalent to a take-home test. No academic advantage is worth one's personal integrity. Students should be aware that the school uses plagiarism prevention websites to check papers for originality. The school has guidelines when it comes to appropriate and non-appropriate uses of AI or any form of assisted learning.

The consequences of dishonesty and cheating will be graded according to the seriousness of the offense as described above in "Respect for Others." Academic penalties for plagiarism will be incurred in addition to disciplinary measures. Repeated violations will be treated more harshly.

Note: Subject to the discretion of the VPS and the seriousness of the offense, over the entire time of a student's enrollment at St. Paul's, cheating and plagiarism (the sharing of individual work that will be graded) is dealt with according to the following process:

- i) For the first offense, the student may receive a significant academic/disciplinary consequence,
- ii) For subsequent offenses, the student will receive more serious academic/disciplinary consequences up to and including a Charge Slip or recommendation for expulsion.

The Honesty, Plagiarism and Cheating Policy covers a student's entire time while enrolled at St. Paul's.

Respect for Property

Each student is responsible for his own books and personal property. No books or other property should be left outside the lockers at any time. The school will not be responsible for the loss of books, musical

instruments, personal computers, clothing, or other articles belonging to the student.

Theft of any kind will be dealt with most severely. A student taking another's property or school property is liable to expulsion. Items that are found should be turned in immediately to the Lost and Found; keeping something that you find is considered theft. Practical jokes such as hiding books will merit at least a JUG. The Lost and Found is in the office of the Vice Principal Students.

All textbooks must have the student's name written clearly inside the front cover. It is a recommended guideline that all clothing, notebooks, calculators, personal computers, and equipment should be marked clearly with the student's name.

Damage to property, done willfully or even through recklessness or carelessness, will require compensation sufficient to cover the replacement cost, including labour. The student will be held liable for willful vandalism, with disciplinary action up to and including expulsion.

It should be clear that disrespect of property includes the defacing of desktops, bulletin boards, the locker room area, and lockers. Possessing, displaying, or drawing images or a symbol contrary to Christian moral ideals is forbidden.

The Discipline System

The Discipline System: It is inevitable that students will sometimes behave in a manner inconsistent with the values of the St. Paul's Christian community and against our goal of making St. Paul's a safe, humane, and joy-filled educational environment. The St. Paul's Discipline System is meant to provide immediate and consistent logical consequences for irresponsible behaviour. The underlying purposes of the Discipline System are four-fold:

- i) so that the values and goals of the community are upheld;
- ii) so that, over time, students personally appropriate those same values and goals;
- iii) so that in experiencing logical, consistent and realistic consequences for their choices that determine their behaviour, students will gradually learn self-discipline, accountability, or a sense of empowerment and positive control over their lives; and
- iv) so that each student is aware of what it takes to be expelled from St. Paul's so that he can make a choice to stay at St. Paul's.

The St. Paul's High School Discipline System uses daily JUG, Time Out, Charge Slips, ISS (In School Suspension), OSS (Out of School Suspension), and Saturday JUG. While teachers and administrators may issue the first two, only administrators may issue the last four. It is intended to be a system of graded consequences that help the student make better behavioural choices. In general, the student would move through the System in a stepwise fashion so that, along the way, he will responsibly choose the path that will allow for his own growth while recognizing the needs of the community. However, depending on the seriousness of the offense, a student may move immediately to any point within the Discipline System, including expulsion. Notwithstanding the above, the VPS has the discretion to alter the application of the Discipline System to a particular individual according to the situation.

Step 1: Parental notification: After accumulating 5 JUGs, or after the second Time Out, the student's parents will be notified in writing.

Step 2: After 4 additional JUGs, one additional Time Out, or being issued a Charge Slip. The student's parents will be notified in writing as well as a follow up phone call.

Step 3: Full-day ISS/Saturday JUG: Three additional JUGs or any additional Time Outs will result in the

student's serving a 1-day ISS, a 1-day OSS or an all-day Saturday JUG pursuant to the instructions of the VPS. Parents will be notified in writing as well as a follow-up phone call.

During the time spent in ISS, the student's academic program can be reviewed and adapted if necessary and support services initiated. The student returns to the regular classroom with a productive plan of action, realistic goals, and a support system behind him. Students are disciplined through their isolation from the regular class atmosphere, periods of silence and strict observance of other rules. The essence of discipline is finding effective alternatives which leave the student's dignity intact, teach him how he has violated another's rights and motivate him to do better. ISS can be such an alternative. During the time spent, the student is given credit for being in school and is given the opportunity to keep up or catch up with class assignments. During a Saturday JUG, students may take part in community service tasks in or around the school community.

On the day of an ISS/OSS the student may not participate in any school function or extracurricular activity.

Step 4: Second Charge Slip/3-Day Suspension/Probation: After three more JUGs, any additional Time Outs, or for a second major offense, a second Charge Slip will be issued by the VPS.

A second Charge Slip may result in a 3-day suspension at the discretion of the VPS. During an OSS, a student may not attend school nor be present at any school function or extracurricular activity. Following the second Charge Slip and the student's parents will be asked to meet with the VPS to discuss their son's disciplinary record. This step in the Discipline Cycle is intended to serve as a formal warning to the student and his parents that, unless there is significant improvement in the student's attitude and behaviour, he may be recommended for expulsion.

Step 5: Expulsion Recommendation: Expulsion is the removal of a student from the school prior to June 30th of the academic year. It is the school's action which declares that the student has shown that he is unwilling or unable to respond satisfactorily to the disciplinary requirements of St. Paul's and that he has chosen to leave St. Paul's. Expulsion is sometimes the best way for a student to learn responsibility for the consequences of his actions and the best way to protect the educational process for the other students in the school. The VPS may initiate the expulsion procedure when a student has progressed through the Discipline System up to Step 4 and then has:

- been given 3 additional JUGs;
- been sent for an additional Time Out activated, or
- being Charged for the third time.

The VPS may also initiate the expulsion procedure when a student incurs a 3-day suspension, and/or reaches Step 4, on two occasions during his entire time at St. Paul's.

In addition, some breaches of discipline are grave enough to merit expulsion for a single occurrence.

The VPS may recommend expulsion if there is reason to believe the student has engaged in "serious misconduct" including, but not limited to, the following examples:

- An extreme instance of disrespect.
- A second instance of cheating during a test or exam during his tenure at the school.
- Theft, severe vandalism, or destruction of property of the school, its staff, or its students.
- Possession or use of any weapon, or the use of any object with the intent to injure another person. Laser pointers are not permitted for student use.

- Fighting with, harassment, or bullying of another student. Bullying can take many forms including cyber-bullying where someone may use information and communication technologies such as email, cell phone, text messages, defamatory personal web sites or use of social networking media with the intent to harm, harass or defame others.
- Violation of the School's policy on alcohol, cannabis, and other controlled substances.
- Serious misconduct during any school-related activity (e.g., retreat, assembly, Ignatian Service placement, athletic contest, school trip)
- Creating an unsafe condition at school or at school-related activities (e.g., uttering threats, racist or homophobic comments, relationships to gangs, toxic fumes, fireworks or other explosives, slippery substance or items on steps or floors, etc.)
- Tampering with any equipment, warning devices, or procedures intended to protect the safety of others.
- Possession or distribution of pornography or hate literature, whether in print or electronic form, at school, or at any school-related activities.
- In general, any time a student of St. Paul's engages in conduct detrimental to the reputation or mission of the school or to the good of the other students who attend St. Paul's, he risks expulsion. This includes students who are judged to be a destructive influence on their peers or who are manifestly unwilling to cooperate with the school's formation.

Expulsion Procedure

- i) The VPS will initiate the procedure, at which time he will notify the student and his parents of the reasons for recommending expulsion.
- ii) During a period when expulsion is being considered, a student is assigned to an OSS until the final decision has been made regarding expulsion or reinstatement. **During this time, the student may not participate in school extracurricular/activities in any form.**
- iii) Parents may appeal a recommendation to expel the student by presenting to the Principal a written request containing their reasons for reconsideration of the VPS' recommendation. The Principal may ask the student to provide information in writing to inform the appeal. Appeal requests must be received 24–48 hours from the time the VPS communicates the expulsion recommendation.

The student's counsellor is available to provide guidance and support to the student and his parents in preparing the appeal request and for the appeal meeting. The appeal request may include information about the investigation process and any other information relevant to the situation.

- iv) The Principal and President will review the entire matter and may meet with the student and his parents to discuss the appeal.
 - i) If the appeal is granted, the student will meet with the VPS to formulate a disciplinary consequence and plan for his return to school.
 - ii) If the appeal is denied, the student will no longer be enrolled at St. Paul's.

Notes:

- Only the President may expel a student, and this decision will be final.
- A student is permitted only one appeal for expulsion during his time at St. Paul's.

Forced Withdrawal

The school reserves the right to require that a student be withdrawn from the school. In such a case, the student ceases to be a St. Paul's student on July 1 of a given year and will have no place offered to him in the coming school year. The school's decision to not offer a place the following school year is based on a student's disciplinary and behavioural record, his Ignatian Service performance, and academic record.

Student Recourse

When a student is issued a disciplinary consequence from a faculty or staff member, they have the right to appeal the decision. The student should first politely appeal the disciplinary matter with the faculty or staff member who issued the consequence. It is recommended that the student wait to address the teacher to allow appropriate time for reflection and foster a productive conversation in private. Students should see the VPS to request postponement of a disciplinary consequence when appealing to the faculty/staff member.

Students should be aware that they may appeal disciplinary matters other than expulsion to the VPS. That is, any student who feels that he has been unfairly treated by any member of the faculty or staff has the right to present his case to the VPS and to talk to his counsellor. Students may also appeal a decision of the VPS to the Principal.

Policy on the Use of Alcohol, Cannabis, and other Controlled Substances

Within our Christian educational context of responsible care for the gift from God of the spiritual, emotional, mental, and physical potential of our bodies as instruments of service to others, St. Paul's has established a policy to help provide a drug free educational environment for students. To this end, St. Paul's accepts its responsibilities to:

- Educate students about the risks and consequences of the use of illicit drugs (alcohol and tobacco dealt with below).
- Encourage students to live in accordance with the laws of our city, province and nation concerning the use of these substances. This includes the establishment and enforcement of related school rules for all students.
- Help students develop the life skills that will better prepare them to handle the prevailing social and cultural pressures.
- Guide students towards help as needed for chemical dependency. Information received from students and/or parents who voluntarily seek help from school authorities concerning the student's use of controlled substances before being found to be using or possessing such substances by school or law enforcement officials will be maintained in confidence and will not serve as a basis for disciplinary action. However, this does not provide immunity from disciplinary action should students continue to use, possess, or distribute controlled substances.

Alcohol, Cannabis, Drug Policy

Possession of any controlled substance by a student with the intent of sale, distribution may result in the initiation of his expulsion by the VPS. Possession of and/or use of drugs or alcohol, or attendance at school or any school function while under the influence will, in general, be dealt with in the following manner:

- i) First Offense: Charge Slip and a suspension and mandatory rehabilitation counselling.
- ii) Second Offense: Initiation of expulsion by the VPS.

If the offense is considered serious enough, the school reserves the right to initiate the expulsion process for a single occurrence.

Tobacco/Vaping Policy

Possession or use of tobacco in any form, including vaping devices/liquids, will result in a disciplinary response at the discretion of the VPS. If the problem becomes persistent more serious consequences will result. Vaping devices containing THC or other controlled substances will be dealt with according to the drug and alcohol policy.

Cell Phone Policy

As per Manitoba Education and Early Childhood Learning, Grades 9 to 12 students are banned from cell phone use during class time and may be permitted to use cell phones during break times/lunch as well as for educational purposes, when directed by teachers.

Teachers will provide clear direction on the appropriate use of cell phones to support learning during class time. Teachers may require students to turn in phones during class and may confiscate a student's device if they deem it a distraction.

The teacher will return a confiscated cell phone to the student at the end of the class period, and they may issue a disciplinary consequence such as a minor infraction or a JUG for repeated offences.

The VPS will monitor students' discipline records and may issue further consequences in the event cell phone use becomes problematic, including limiting or prohibiting a student's cell phone use during the school day.

Devices and Assessments

Cell phones/mobile devices/wearable devices must be turned off and not accessible by students during any classroom assessments or examinations. Teachers reserve the right to collect students' devices during assessments and examinations. Any non-sanctioned use of a cell phone/mobile device/smart-watch may be treated as a violation of the Academic Honesty Policy.

Devices and Privacy

The use of cell phones/wearable devices in the Locker Room/Change Room/Bathrooms is not permitted and may result in a JUG. Mobile devices should not be used to take photos or videos without permission from a classroom teacher. In addition, students should not take photos/videos/recordings of other students without their consent. Such recordings, even with permission given, must comply with school expectations for appropriate use of technology.

Appropriate Use of Mobile Devices and Social Media

Students are subject to the School Code of Conduct and School Network Acceptable Use Policy as per the registration form completed each school year. Students are expected to use their mobile devices responsibly both in and out of school. Student misconduct on social media may be subject to disciplinary action when offences involve members of our school community, members of the broader community, negatively impact on another's wellbeing, or have potential to negatively impact the school's reputation.

Students should understand that such offences, even if they occur off school grounds, or outside regular school hours, may be subject to disciplinary action given the public nature of social media and potential damage to individuals and communities.

Discipline Tools and Standard Consequences

St. Paul's uses a Discipline System in which the standard consequence for rule violations is a detention called

JUG. JUG is an after-school detention that lasts from 3:25 pm–4:15 pm; it is held every school day. For serious or flagrant rule violations, more serious consequences than a JUG may be necessary, as discussed in the Discipline System. Conversely, there are some rule infractions that are not serious enough to merit a JUG in the first instance. Rather, for these lesser infractions, a second opportunity to behave responsibly is given to the student before a JUG may be warranted.

All minor rule violations are handled on the spot in class, halls, lunchroom, etc. by the teacher. Depending upon the situation, the teacher may choose simply to verbally correct the student, to administer discipline using an informal consequence, or to formally cite the student with a minor infraction or a JUG. The student will receive a JUG for every fourth minor infraction recorded. When a minor infraction JUG is recorded, the Vice-Principal Students will inform the student on the same day or the next school day if he is to serve a JUG. Minor infractions are given to a student who violates dress code rules, eating/drinking rules, is disrespectful to others, or is not prepared for class. It is hoped that students realize that small, repeated violations should be followed by a conscious effort to change behaviour. Minor Infraction JUGs are initially recorded separately up to 4 minor infraction JUGs. At this point, the student and the parents will be notified that minor infraction JUGs will be recorded on the main Discipline Steps 1–5. It is hoped the student will make better choices and be more conscientious as a result.

In general, in choosing to break a rule with full knowledge of the possible consequences, it is understood that students are, in fact, choosing the consequences as listed below:

Discipline Tools

Minor Infractions

The first infraction is recorded, students are notified by a staff member at the time of the infraction, and they are given the opportunity not to repeat the behaviour; on the fourth infraction a JUG will result.

- Minor dress code violations or wearing non-dress-code approved items
- Eating/Drinking in hallways
- Running in the hallway
- Chewing gum
- Off task in class
- Loitering in the locker rooms
- Minor disrespect to others
- Improper use of mobile device
- Improper disposal of refuse after eating
- Unprepared for class

JUG

Types of infractions meriting a JUG include, but are not limited to the following:

- Un-excused absence from class or assembly
- Late for first scheduled class of the day or after lunch
- The third time a student is late between periods per month and each additional late in the month.
- Skipped JUG/ Skipped ASH
- Disruptive behaviour

- Serious/Repeated Dress Code Violations
- Loitering in hallways during classes
- Being in an out of bounds area
- Use of an entrance other than a student entrance (eg. Front entrance)
- Off campus without permission
- Roughhouse/Horseplay in the school
- Throwing food
- Classroom misbehaviour
- Defacing bulletin board notices
- Disrespect for others
- Disrespect for another's property (e.g., hiding books, defacing desktops)
- Eating in the Locker Room, Cass Gym, Computer Labs, Richardson Gym, or other non-eating areas.
- Inappropriate language
- Repeated mobile device violation
- Computer Lab violation
- Inappropriate behaviour in the Science Labs

JUG Procedures

General considerations:

- JUG is to be served within one school day of notice.
- Students may request JUG postponements at the discretion of the VPS.
- Personal appointments, jobs or extracurricular activities are not excusable reasons for skipping JUG.
- A student who skips a JUG will have to serve an additional JUG.
- A student who skips an ASH will serve two (2) days; one (1) for the original ASH and one (1) for the JUG earned by skipping the ASH.

JUG Assignments:

- Report to the designated JUG room by 3:25 pm **in dress code**.
- The student must complete the JUG assignment that has been given by the teacher. Failure to do so may merit a second JUG.
- If a student receives a JUG and has been assigned to After-School Study Hall (ASH) on the same day, the JUG assignment will take precedence and the student will have to complete his ASH assignment at home.
- A student may be given special tasks to be performed in the school or around the campus, at the discretion of the VPS, in lieu of a JUG assignment.
- If a student postpones a JUG, he will complete the JUG assignment on the day he receives the JUG and hand it in directly to the teacher the following morning.

Time Out/Action Plan

For repeated minor violations in the classroom, and to provide more guidance for students whose disruptive

behaviour forces their temporary removal from the classroom, students may be sent to the VPS for a Time Out. The main purpose of Time Out is to teach students to accept the consequences of their actions, give them time to evaluate their behaviour, and become actively involved in finding positive alternatives to their irresponsible actions. Another significant purpose of Time Out is to ensure that the classroom remains an environment in which other students may learn.

The following steps must be followed to properly execute a Time Out/Action Plan:

- i) The student must immediately check in with the VPS or, if the VPS is not available, with the Front Office.
- ii) The student must obtain an Action Plan form and begin writing a plan of action detailing how he will improve his behaviour.
- iii) At the conclusion of the period, the student is to resume his normal schedule.
- iv) He must review this Action Plan with his counsellor and have them sign the completed form.
- v) The student's counsellor will then forward it to the teacher who sent him out of class.
- vi) The teacher must approve the student's Action Plan before the student will be readmitted to that teacher's class the next day.

Note: There are disciplinary consequences if a student engaged in Time Out/Action Plan misses class time because they fail to complete the process in a timely manner. Each missed class is equivalent to a skipped class.

It is the student's responsibility to complete what is required of him to get into that class. The Action Plan will be forwarded by the teacher to the VPS, who then distributes copies to the student, the classroom teacher and the student's counsellor. A copy of the Action Plan will be placed in the student's file. If the student violates the Action Plan, the teacher will inform the VPS who will decide on further disciplinary action, including a Charge Slip.

Charge Slip

For any major offense, a student may immediately be given a Charge Slip by the VPS. A Charge Slip requires the student to serve 5 JUGs. A Charge Slip, which details the offense, is a formal written statement that is kept on the student's file. The student's parents will be notified by the VPS.

Attendance Policy

Daily school attendance is critical to student success and formation. In addition to attending regular classes, participating in school liturgies, assemblies, retreats, and school activity days are compulsory for all students. The school expects all students to attend these events as they are integral to our school's mission and building community at St. Paul's. Parents, please avoid scheduling appointments or excusing absences from these events. Where possible, days with late starts for students and no school days should be used for appointments or activities that would otherwise result in school absences. The school strongly discourages planning family trips or other activities that result in multiple-day absences while school is in session.

Parents as the primary caregivers and educators of their children, have a right to remove their child from school, however, St. Paul's High School, through the VPS, reserves the right to determine whether an absence is recorded as "excused" or "unexcused." St. Paul's holds that a student who accumulates more than 14 absences from any full credit course (7 absences for a half course) is putting himself at risk of losing his credit. The Principal and the VPS will examine the nature of the absences. In general, medical absences supported by a physician's note are not included in this total. What the student learns when under instruction, through the teacher's instruction and through his interaction with other students, is what the school certifies when it issues him a credit towards his matriculation. Of course, the student's formation by the school occurs outside of the classroom, particularly on retreats, on field trips, performing in band concerts and (when these

cannot be accommodated outside class time) sports activities. The school must accommodate the education which these sorts of activities provide under the guidance of its instructors; therefore, any minimal amount of class time missed for these sorts of activities is not counted as an absence from class. All other absences are counted as an absence from class.

For recording purposes, the school makes the distinction between supported absences, unsupported absences, and disciplinary absences. Supported absences occur with the approval of parents and the school, while unsupported absences occur upon the student's own initiative. Disciplinary absences occur because of suspension.

Supported Absences: Absences because of illness, medical appointments and other parentally approved purposes require a note from parents. The school reserves the right to request a doctor's note to confirm an absence.

Reporting Student Absences

Student absences must be reported using SchoolMessenger or by calling 1-833-566-1229. These methods allow parents to enter departure and return times for partial-day absences or to report full day absences.

Absences can be reported in advance but must be reported by 8:30 a.m. on the date of the absence.

The above absence reporting options are available 24 hours/day, 7 days a week. SchoolMessenger will not allow absences of 3 or more consecutive days to be reported. In this situation, please call the school at 204-831-2300 to report absences and for further guidance.

Any student who does not report for classes by the beginning of the end of lunch may not be allowed to participate in extra-curricular activities the day of the late arrival.

In cases of extended or serious illness or injury, a statement may also be requested from the family physician advising the school of the situation and any accommodations the student may need from the school for recovery to good health.

It is the student's responsibility to contact his teachers about missed schoolwork.

Medical Appointments: The expectation is that all dental and medical appointments are scheduled outside of school hours unless necessary.

Family Trips, Tournaments, and other Planned Absences: These include family trips when the school is in session, non-school sports tournaments, cultural events, and drivers' license testing. Note: The permission of the Principal or VPS is required for any family related absence longer than 3 days to be supported.

Students are expected to attend all scheduled exams unless excused by the Principal.

The School strongly discourages planned absences while school is in session. However, if parents decide to remove their son from class for such events, then the "Planned Absence Form" must be completed and submitted to the VPS. The student must contact his teachers before his absence to schedule any tests he will miss. He is also responsible for discussing with his teachers regarding any assignments due during his absence.

Planned Absence Requests

All requests for planned absences of **THREE OR MORE SCHOOL DAYS** are made to the VPS using a “Planned Absence Form.” Planned Absence forms are available at the front desk, or the office of the VPS.

Students are expected to write exams at the end of each semester as scheduled. Therefore, planned absences during exams should be avoided except in cases of emergencies.

Planned absences may be considered excused by the school when the procedures stated below are followed:

- The student is responsible for completing the form, gathering the proper information and signatures, and **returning the form to the VPS three days prior to first date of the planned absence.** Furthermore, a student is responsible for completing any work assigned by his teacher in the time frame agreed upon by the teacher and student.
- Teachers are responsible for filling out their portion of the form including giving some indication as to how the absence will affect the student’s grade, whether make-up work is allowed and, if so, what the expectations are for completing the stated work.
- Parents must review teachers’ comments and qualifications, and recognizing that they bear the chief responsibility for the education of their son, make a reasonable decision based on the consequence associated with the absence. Parents must then sign the form. They are equally responsible with their sons for its completion and delivery to the VPS.
- The VPS will give final approval, make any additional comments, and place the form in the student’s file.

The earlier the school is notified; the sooner parents will be in possession of the information needed to base their decision regarding the absence. A completed “Planned Absence Form” is considered written notification of the absence. Failure to properly complete the form may result in unexcused absences for that period that the student is not in class. In that case, make-up work may not be allowed, and discipline consequences may be issued.

Unsupported Absences (Skipping Class): A student who is absent from class on his own initiative incurs disciplinary penalties, as well as lost instruction. The student may incur a loss of credit for assignments due and tests missed. Parents will be notified, and he will make up in JUG for lost class time. For example, one skipped class will merit two JUGs. It is not appropriate for students to miss classes to work on projects or other academic assignments.

Disciplinary Absences: Absences because of ISS or OSS are counted as Supported Absences. In the case of ISS homework may be provided, but the student misses out on the learning experiences that occur in class.

Absence for Part of the Day: Students who miss part of the day for any reason are required to check out and in (immediately upon returning) at the Front Desk. Students who miss more than 15 minutes of any period will be recorded absent and late for that period. If a test is missed, the student must make arrangements with the appropriate teacher that day.

Lates Policies

Students who are late for any class must report to the front office for a late slip to gain admittance to class.

Late for First Scheduled Class: Arriving late to the first scheduled class of the day will result in a JUG. Oversleeping, missing the bus, car trouble, carpool problems, traffic problems, or staying home for any questionable reason are all unsatisfactory excuses for being late. A note or phone-call from parents does not necessarily excuse a late. It is nevertheless understandable that there will be reasons, sometimes beyond the

student's control, for being late that will be considered acceptable at the discretion of the VPS.

Arriving late between periods will be recorded by the Front Office. The third late between periods per month and each subsequent late will result in a JUG.

Arriving late after lunch (for first scheduled class) will result in JUG and may result in the loss of off-campus privileges.

Dress Code

St. Paul's High School, as an independent educational institution, reserves the right to determine and insist upon norms for the dress and appearance of its students. Neatness, cleanliness, and good grooming regarding the legitimate sensibilities of others in the community constitute the norms for the school rules in this regard. The primary norm is that a student's appearance must be appropriate to the serious academic purpose of the school. Therefore, dress or grooming which is too casual or which draws too much attention is not acceptable. The Vice-Principal Students is charged with the implementation of this dress code.

The following dress codes are to be observed:

Dress Code I: Regular Dress Code

- A **sports/suit jacket** must be worn. Individual teachers may allow the removal of the jacket in class. This permission is never to be presumed by the student and the jacket must be put back on before leaving the classroom.
- A **collared dress shirt** must be worn, top button only may be unfastened, and tails tucked into the slacks. Sweater vests and dress sweaters are allowed when worn with a sports jacket.
- **Dress slacks** with a **dress belt** must be worn. The belt buckle must be modest in appearance. No denim, or pants without belt loops may be worn. No pants with pockets on the side of the legs are allowed. Dress slacks will be worn at the waist level.
- **A tie is optional.** Standard neckties or bowties are acceptable.
- **Socks** and **dress shoes** must be worn. Dress shoes must be black or brown in colour. Dress shoes do not include runners or boots of any type.
- No caps or hats are to be worn in the school building except during a school-approved spirit event.
- Hair must be kept clean and well groomed. Hair will be considered too long if it cannot be kept away from the face. Hair must be kept looking presentable in the day's normal activities. Extremes in hair style must be avoided. Students should consult the VPS before making significant changes to their hairstyle.
- Facial hair must be clean and well groomed.
- Modest studs may be worn in earlobes; however, other piercings should not be visible.
- Any mode of dress or excessive ornamentation that is deemed inappropriate in the judgment of a faculty member or the VPS is prohibited.
- Any gang-related clothing or symbols, even if they conform to the dress code, are not permitted.
- **The dress code is in effect from 8:10 a.m. until the student reaches the locker room after 3:15 p.m. Dress code must be worn in the school during spares and lunch periods.**
- A student may be sent home until extremes in hair, piercing or dress can be rectified.
- Students seeking a dress code accommodation for any reason should speak with the VPS.

Dress Code II: Warm Weather Dress Code

In effect when announced due to warm weather.

Dress Code I holds with the following optional changes:

Option 1: Regular Dress Code without Jacket. A jacket need not be worn. (Dress shirt, tie, dress pants, dress shoes, a belt, socks).

Option 2: Shorts/St. Paul's Golf Shirt: Dress slacks may be replaced with acceptable dress shorts. These dress shorts must be a beige, navy, or black walking short, cut just above the knee and having belt loops, a zipper and pockets. The shorts should have a maximum of four pockets located in the traditional location on the short (two in the front; two in the back). A belt must be worn. The dress shirt may be replaced with a SPHS golf shirt. The shirts must be purchased from the Crusader Shoppe or issued from a school club, or team. When shorts are worn, socks must be visible. Athletic shoes in good condition must be worn.

Option 3: Dress Pants/St. Paul's Golf Shirt. A jacket need not be worn, and the dress shirt and tie can be replaced by a St. Paul's golf shirt as described in Option 2.

Notes:

- All options are self-contained and students are not permitted to mix and match elements from separate options.
- A St. Paul's branded, non-hooded sweater may be worn in lieu of a St. Paul's polo.

Dress Code III: Relaxed Dress Code

- Casual, neat attire is permitted in lieu of regular dress code.
- Pajamas/sleep-wear is not permitted.
- Clothing depicting objectionable or otherwise inappropriate images or slogans may not be worn.
- Extremes in clothing are unacceptable.

Dress Code IV: Gym Dress Code

For students participating in gym activities.

- Grade 9 & 10: St. Paul's High School branded t-shirt and shorts. Non-marking gym runners and athletic socks.
- Grade 11 & 12: t-shirt and shorts/sweats that meet the relaxed dress code requirements must be worn. Non-marking gym runners and athletic socks.
- For safety reasons, jewelry should be removed.

Dress Code V: Formal Dress Code

During formal occasions, including all Liturgies and other special events designated by the school, students will be required to dress more formally.

All elements of Dress Code I will be required with the following addition:

- **A tie must be worn.** Standard neckties or bowties are acceptable.

Student Conduct Guidelines

A student is always a member of the St. Paul's High School community while enrolled. As such, he must be conscious of his actions in school, at games, dances, rallies, dramatic performances, and other gatherings of students. Crude language and other expressions of ungentlemanly conduct are unacceptable. Courtesy and respect should be always manifest.

On-Campus Conduct

- Students should take pride in the appearance of the St. Paul's campus. Every student is expected to do his share in the upkeep of the campus.
- Students must respect the neighbourhood and school neighbours. Students should drive carefully through the neighbourhood and generally treat the area and our neighbours with respect.
- Valuables and large sums of money are not appropriate at school.
- Skateboard use and in-line skates are not permitted on the School Property.
- Mobile devices may not contain objectionable material contrary to school values.

Co-Curricular Events

Students are encouraged to come out and support school teams and activities. During games, the spectators and players are expected to show good sportsmanship. School fans are ambassadors for the school and are expected to behave accordingly. This means, among other things, that they are not to taunt the opposing team and their fans. Objectionable conduct may be disciplined by the league and the school. As members of an audience at drama productions and the like, students are expected to demonstrate their appreciation of the performance in an appropriate manner.

St. Paul's High School Fan Code of Conduct

- Cheer positively without insulting others or causing disruptions.
- Honour and accept decisions made by the game officials.
- Encourage teams through cheers and signs that uplift and inspire.
- Treat fans, coaches, and players with kindness and consideration.
- Maintain energetic support while staying composed and respectful.
- Applaud outstanding performances, regardless of the team.
- AMDG

Off-Campus Conduct

- A student who is a member of the St. Paul's community is responsible for his actions, both in and out of school. Any serious violation of school policy and/or any legal or moral laws may result in serious disciplinary action. Students should remember that, having enrolled at St. Paul's, they have committed themselves to a value system and therefore are expected to live these values both inside and outside of the school.
- **Students are not to visit other schools outside of times when such are open to the public for specific events.**
- Behaviour at bus stops and on the Winnipeg Transit System should be always exemplary. Students who fail to meet this expectation are open to disciplinary action, including expulsion.
- Students should understand that the use of the Internet and all forms of communication devices should conform to the Code of Conduct and School Network Acceptable Use Policy and general values and expectations of the St. Paul's community.

VI. DAILY PROCEDURES

Motor Vehicles, Bicycles and Parking Guidelines

- Students driving to school and parking on campus are to park only in designated areas between the lines in marked stalls. Cars may not be parked on grassed areas. All motor vehicles must be registered with the VPS, regardless of where they are parked. A parking tag is required. Parking tags which may be acquired through the VPS must be displayed whenever the vehicle is parked on school property. Unregistered vehicles are subject to being fined or towed.
- Reckless driving is unacceptable. The speed limit on campus is 15 km/h. Violators are liable to lose their right to park at the school and/or may be suspended from classes.
- Bicycles must be locked in the racks that are provided for students adjacent to the student parking lot. Under no circumstances are bicycles allowed into the school. Violators' bicycles may be impounded by the VPS. Vehicles parked on school property are subject to search with the owner's permission. If permission is not granted, parents may be contacted, and parking privileges removed.

Facilities

Student Entrances

To maintain a clean and orderly environment, students are required to use designated entrances:

- Approved Entrances:
 - Main Student Entrance by the flagpole near the student parking lot
 - Multi-Plex Entrance

During the school day, all other entrances will remain locked.

Important: Entering or exiting the school through any entrance other than those approved may result in a JUG.

Upon arrival, students not in dress code must proceed directly to their lockers to change. Vehicles are not to use the South campus road, either off Holland Blvd or Bower Blvd, as an access for the purpose of dropping off or picking up students.

Locker Room

- Students should always check to ensure that locks are properly closed and that nothing has been left behind. Failure to secure your locker will result in a Minor Infraction. Repeated offences will result in a JUG.
- Students should not use the locker room to change into or out of dress code. Please use the washroom to change. Changing before and after Phys Ed class should occur in the appropriate change room for either the MP or Cass gym.
- Items left unattended will be placed in the Lost and Found.
- Only school-purchased locks may be used. All other locks will be removed. Students may not trade lockers but must retain the locker allocated to them by the VPS.
- The lockers are the property of St. Paul's, are assigned on a yearly basis, and will be inspected by school authorities.
- The maintenance and appearance of the lockers is the students' responsibility. A student will have to account for any damage done to his locker.

- A student may be asked to clean or wash his locker, both inside and outside.
- The locker room is not a gathering area. Students are not to congregate there before classes, during study periods, at lunch or after school.
- Food and drink are not to be consumed in the locker room.
- Cell phone use is not permitted in the locker room/change room/bathrooms and may result in a JUG.

Corridors

- Students moving from one class to another must make their way in an orderly manner.
- Running in corridors is not allowed.
- Students should keep to the right side of the corridor.
- Loitering in hallways during class time may merit a JUG.
- Students moving in the corridors during class time must maintain silence. Disruptive hallway behaviour will merit a JUG.
- Non dress code items, earbuds/earphones shall not be visible in the corridors.
- Cell phone use is not permitted in the hallways/corridors and may result in a JUG.
- Cell phones may only be used in areas with signage indicating they are permitted.

Eddie Cass Gymnasium/Multiplex Gymnasium

- For all Gym activities Dress Code IV is in effect.
- Students are not allowed in the Gyms or Fitness Center without supervision.

Cafeteria (Gene's Place)

Students are expected to clean up after themselves. This means they are responsible for their own garbage. Students should put their chairs back in after eating and leave the area clean. No articles or food should be thrown at any time. Recyclables and compostable items should be placed into appropriate containers. Students who violate these rules will be asked to clean up the area for a designated period. Serious violations will be referred to the VPS for further disciplinary action.

Food and Drink Policy

Food and drink may be consumed only in the Cafeteria, the East and West Links, and the Commons (Loggia) in the Multiplex. All students are privileged to eat in the Inner/Outer Quadrangles or on the south campus, weather permitting, provided that these areas are kept clean and tidy. Food and drink may be consumed in classrooms during the break after prayer when announcements occur. Food and drink should generally not be consumed during class time, however, this may occur on a limited basis with the teacher's permission. Similarly, food and drink may be consumed during school-sanctioned club/group meetings with the teacher's permission. Food and drink are not permitted in the Computer Labs, or Science Labs at any time. Students should always clean up after themselves, including wiping spills, disposing of garbage, recyclables, and compostables in the appropriate bins.

Student Gatherings

Assemblies: Student assemblies are an integral part of the school program. Attendance, unless otherwise noted, is compulsory. Students are expected to enter and leave the assembly location in a quiet and orderly

manner. They should remain silent while the faculty or guests enter and take their places. Students should conduct themselves during the assembly in a courteous and respectful manner. At the end of an assembly students should rise and remain silent until the speakers have exited. Students should then be seated until dismissal.

Liturgies

Liturgies are a celebration of our spiritual life and community experience. Students should exhibit an attitude of reverence for the presence of God in our midst and respect for the religious beliefs of others. **Liturgies are compulsory for all students.**

Spirit Activities

Spirit Activities are an opportunity for students to demonstrate school spirit and show support for a variety of student activities. Students are encouraged to participate fully, while demonstrating good judgment in how they choose to show support for others. At all times, students should behave respectfully, particularly towards the speakers.

Fr Holland Learning Centre

The Father Holland Learning Centre encompasses the Holland Lab and the library. The expectations are the same in both areas as both areas are intended for independent study and research. Students who disregard the rules may be asked to leave the Fr Holland Learning Centre. Students who are repeatedly disruptive may have their privileges to the Centre (including the Holland Lab) revoked for a specified time.

- Students are expected to behave in accordance with the Student Conduct Guidelines.
- To respect the needs of other students, quiet should be maintained.
- Disruptive behavior and horseplay are not allowed.
- Water (with no additives) is allowed in the library, but not in the Holland Lab or by the computers in the library.
- Food is not allowed.
- Students' use of the Internet and email must conform to school rules and the Acceptable Use Policy; particularly, materials related to pornography, hate literature, violence, and dangerous possessions are forbidden.
- Computers are provided for schoolwork. Games are not allowed at any time.
- Clean up after yourself.

Library

- As the library is intended as an independent study space, and quiet group work, therefore a respectful tone and volume level should be adhered to.
- All library materials may be borrowed but must be signed out at the circulation desk.
- Fines are charged for overdue materials; 5 cents per day for overdue books, 50 cents per day for overdue reference materials and equipment.
- Students may receive a JUG if they fail to return Library materials in a timely manner.
- Students may be responsible for paying replacement costs for lost or damaged Library materials.

Holland Lab

- Students must work within the boundaries defined by the Student Network Acceptable Use Policy. Please refer to this document for further details. This lab is intended for individual use of computers; one person per computer.
- The lab is an extension of the library and should be treated as such. This is a quiet area for research and study.
- Absolutely no food or drink in this or any computer lab at any time.
- Computer hacking is vandalism and may result in the student being excluded from the Father Holland Learning Centre and other disciplinary measures taken, up to and including expulsion in serious cases.
- Defacing/removal of stickers from school computers is also vandalism and will be dealt with accordingly.

Aulneau Room

- The Aulneau Room is a work area and should be treated as such. Please be respectful of the others using the room.
- Food is allowed during the break after prayer, while announcements occur, and at lunch.
- Clean up after yourself.

Student & Gym Links

Students may gather in these areas during class time. Food and drink may be consumed, provided the space is kept clean.

Monaghan Wing

This area is a multi-use facility with the following restrictions:

Computer Labs: B32 (Computer Science) and B34

Students may only use the labs under the direct supervision of a staff member. The same general use rules for the Holland Centre Computer Lab apply. Access to the lower floor of the Monaghan Wing is restricted. Students are not allowed in these areas, before the warning bell in the morning, at lunch, or after school hours unless supervised by a staff member.

Alumni and Friends Hall

Students are not permitted to be in the Alumni and Friends Hall at any time except by permission from the President or when serving at a school event. Students must be supervised by a staff member while using this space.

Staff Area: Students are not allowed past the waiting area opposite Room 132 at any time, for any reason.

Counselling Offices: (See Student Services section)

Angus Reid Wing

The Angus Reid Wing is a multi-use area that, in general, falls under the use rules of the entire school.

Albrechtsen Multimedia Lab

Students may only use the Albrechtsen Multimedia Lab under the direct supervision of a staff member or an assigned student monitor. The same general use rules for the Holland Centre Computer Lab apply.

Cafeteria

The Cafeteria is open before, during and after school for student use. Students may use the Cafeteria during their unscheduled periods but are required to clean up after themselves.

Crusader Team Rooms

These areas may be used by students only with the permission of their coach/PE teacher. Students are not permitted to eat in the Crusader Team Rooms.

Crusader Shoppe

The Crusader Shoppe is open at noon hour and is staffed, maintained, and run by the Parent Guild. Students may purchase sportswear from a line of school t-shirts, shorts, sweatpants, and tote bags. There are also pens, paper, bus tickets, mouth guards, hats and a variety of other items sold here. In addition, school related dress code items, including ties are available for purchase.

Out of Bounds Areas

The following areas are out of bounds and students should not gather in these areas unless under the direct supervision of school staff:

- Alumni & Friends Hall
- Chairs beside the Front Office unless given permission by a staff member.
- Crawl spaces and Drama Tunnel
- Hallways during class
- Monaghan Wing: before 8:20 a.m., during lunch hour and after school.
- Parking Lots, except when arriving or leaving
- Roof
- Staff areas
- Staff Parking Lots
- Unsupervised Classrooms

Martyrs' Chapel

A Eucharistic liturgy is held daily at 8:00 a.m. in the morning before classes. Students are encouraged to attend. At other times during the school day, students are permitted to use the chapel for prayer and reflection. Students who are not attending mass, are expected to remain quiet in the hallway outside the chapel: 7:50 –8:30 a.m.

Academic Considerations**Classroom Conduct:**

Each student in the classroom situation should give the teacher and his fellow students the respect to which each is entitled. This includes listening to others and participating in class activities. Classroom discipline is maintained by each teacher. Students must carry out directives that the teacher may assign for classroom misconduct. Students are also expected to be always on task. Failure regarding any of these will be treated as a breach of school discipline and appropriate consequences will result. Self-control and self-discipline are keys to creating an environment where all students can focus and learn to the best of their ability. No student should interfere with the ability of a teacher to maintain such a learning environment. Students are not allowed to use any audio or video recording device in the classroom without the permission of the instructor.

Homework

Homework is an important tool in learning. To be effective, homework should be done daily. If students do

not complete their homework, their teacher may assign them to After-School Study Hall (ASH) which is held every day in the same room as JUG. An ASH may only be appealed to the teacher who gave it—this is an academic outcome not a disciplinary measure. Even though a teacher may not assign written homework, there is always studying to be done. A regular review of material taught in class should be undertaken. Written homework should be done carefully, completely and on time. **If a student misses work, he has the responsibility to inform the teacher and make up the work or any missed evaluations.** Absence from class does not excuse a student from homework or testing; arrangements for make-up work or tests are the responsibility of the student and should be made on the day the student returns to class. Students in Grade 9 will be expected to do, on average, 1 to 1.5 hours of homework and review daily. This time should increase to 2 to 2.5 hours in later grades.

After School Study Hall (ASH)

During ASH, the student should complete the work assigned by the teacher issuing the ASH and submit it to the supervising teacher, who in turn, will give the completed assignment to the appropriate teacher. In the event the student does not complete his assignment during ASH, he must do so that evening and see his teacher the following day with the completed assignment. Students are responsible for bringing sufficient work with them to ASH in case they finish their ASH assignment before the end of ASH.

Being Prepared for Class

Students are expected to come to class prepared which includes having with them all necessary texts and supplies such as pens, pencils, notebooks, paper, textbooks, calculators, and lab equipment as required by their teacher. Minor infractions will be given for being unprepared. If a student repeated failure to adequately prepare for class interferes with a teacher's ability to begin class in a timely manner, such disorganization may result in a JUG.

Test Policy

During the school year teachers regularly set written tests and quizzes which will count toward the student's term mark. Teachers will work with the students to ensure that a student will have no more than two tests scheduled on a given day.

A student should expect 5 calendar days advance notice (inclusive of the test date) of upcoming tests. For example, a test announced on Monday may be administered as early as Friday of the same week. A quiz means a test 15 minutes or less in length and one which is of relatively low mark value. A quiz may be administered without prior notice. See the Attendance Policy regarding tests missed due to absence.

Communication

Messages

Delivering messages to students during class time disrupts the learning process. Therefore, messages left for students will be delivered at the first appropriate opportunity. In an emergency, parents may ask to speak to the VPS.

Bulletin Boards

There are several bulletin boards in the school. The bulletin board near the East Link contains information about sports teams and programs and announcements from the VPS or VPA. The west bulletin board is for general notices. The middle bulletin board is reserved for the Student Council and Chaplaincy. Another bulletin board in the main corridor is used for messages pertaining to the school's religious life. The bulletin board across from the Counsellors' Offices contains post-secondary and correspondence school information and addresses. Students should accustom themselves to watching the bulletin boards for notices that concern school activities, and are not to tamper with notices on the boards. Student notices may be posted only with the permission of the VPS.

Digital Displays

Digital displays are located near the student entrance, the East Link, in the Holland Learning Centre, the Multiplex Fitness Centre, and in the Cafeteria. The weekly calendar is displayed on these digital displays along with athletic/school event notices, schedule changes and other pertinent information. Student groups wanting to post content on the digital displays should submit requests to the VPA.

National Anthem, Prayer & Announcements

O Canada will be played over the PA at the start of each school day. Prayer and Oral announcements will be made daily during at the start of period 2. Students should refrain from eating/drinking until after the prayer. Students and staff in common areas and hallways should stop and give their full attention to the prayer and announcements. Following the prayer those in transit in the hallway may continue to their class. The same reverence and respect is expected during O Canada. Oral announcements contain important information about school activities or acknowledge the achievements of student groups. To prepare for the coming day and to show appreciation for the efforts of others, students are expected to give their full attention to these announcements.

Visitors: All visitors to the school must report to the office. Students should not have friends from outside the school meet them at St. Paul's. Any students from other schools visiting St. Paul's must have permission from the VPS.

Lost and Found: If materials have been lost or misplaced, students should check in the Lost and Found located in the office of the VPS. Found items should be turned into the VPS or Front Desk promptly.

Address and Telephone Changes: The Front Office should be notified of any change of address and/or telephone number. This information should be provided immediately, not only for the purposes of routine communication, but for use in the event of an emergency.

Appointments with Teachers: St. Paul's faculty is available for extra help. This may be arranged by making an appointment with the teacher concerned. Students are to ask for a teacher at the Front Office. Students should then proceed to the Monaghan Wing and remain in the waiting area opposite Room 132. Students are encouraged to make appointments with teachers during the teacher's stated "office hours."

Appointments with Administrators: Students may see the Principal or Vice-Principals at any time during the day if their office doors are open. If their office doors are closed, they are not available, and students should then contact the Front Office. Students wishing to see the President should make an appointment with the President's Executive Assistant.

VII. CO-CURRICULAR PROGRAM & STUDENT ACTIVITIES

Co-curricular activities provide intellectual, cultural, social and fitness outlets for students. To encourage participation in these St. Paul's offers several clubs and sports activities. In selecting which activities to engage in, students are reminded that their primary responsibility is academic success. Activities which might interfere with this should be curtailed. Also, students should be selective—one or two activities per term usually is more than enough. Having said this, students are encouraged to join some activities as these will make for meaningful school experiences and friendships.

Generally, all students should leave the school by 5:00 p.m. Exceptions are made for activities supervised by staff.

Clubs

- Book Club
- Card / Game Club
- Coding Club
- Chess Club
- Creative Writing Club
- Crusader Newspaper

- Debating
- Dramatic Society
- Environmental Action
- Human Rights Initiative
- Mass Choir
- Maroon & White Society
- Math (Pi) Society
- Photography Club
- Reach for the Top
- Robotics Club
- Stage Crew
- Strings Ensemble
- Student Council
- Student Pastoral Team
- St. Paul's Research Society
- Tech Cru (A/V)
- Yearbook
- Youth in Philanthropy

Debating

There are two debating teams in the school, a junior debating team and a senior debating team. Both teams enter competitions with other schools.

Drama

Drama has always been an integral part of education at St. Paul's High School. From its earliest days, the school has fostered dramatics to teaching our students form and presentation. The Dramatic Society puts on two productions each school year.

Reach for the Top

This activity affords students the opportunity to display and refine their academic and general knowledge skills and to participate in quiz matches against other schools' teams.

Student Newspaper

The school newspaper is called The Crusader and is published several times each term. It offers students an opportunity to develop journalistic, artistic, and general lay-out skills. The student newspaper is also a very good forum for public debate on issues of interest to the student body.

Yearbook

The Yearbook is that publication which recalls the people and events of significance in each school year. Photographs, stories, lay-out, and artwork are all prepared by student contributors. The yearbook is published once a year.

Athletics

Intramural Athletics

Various intramural activities will be coordinated and offered by the Physical Education Department throughout the school year.

Inter-school Athletics

- Badminton
- Basketball
- Cross-Country Running
- Curling
- Football
- Golf
- Hockey
- Rugby
- Soccer (Indoor/Outdoor)
- Track & Field
- Ultimate
- Volleyball
- Wrestling

Jobs

Many high school students take on jobs outside of school to assume more responsibility for their personal expenses or to defray the cost of their education. We discourage students, however, from taking on heavy

commitments to jobs. Such commitments usually rob the student of the quality time necessary for homework and of the chance to participate in co-curricular/extra-curricular programs the school offers. Work may not be used as a reason to miss curricular activities.

Lunch Activities

Students will find that they have many choices during the lunch break. If they wish students can use time to leisurely eat and talk to friends. Many students decide to both eat lunch and take part in the many activities available to them.

Appendix I: Daily Bell Schedules

Schedule I: Regular Day			
Period	Start	End	Duration (minutes)
1	8:30 AM	9:35 AM	65
Prayer/Announcements	9:40 AM	9:50 AM	10
2	9:50 AM	10:55 AM	65
3	11:00 AM	12:05 PM	65
Lunch	12:05 PM	12:55 PM	50
4	1:00 PM	2:05 PM	65
5	2:10 PM	3:15 PM	65

Schedule II: Early Dismissal			
Period	Start	End	Duration (minutes)
1	8:30 AM	9:25 AM	55
Prayer/Announcements	9:30 AM	9:40 AM	10
2	9:40 AM	10:35 AM	55
3	10:40 AM	11:35 AM	55
Lunch	11:35 AM	12:25 PM	50
4	12:30 PM	1:25 PM	55
5	1:30 PM	2:25 PM	55

Schedule III: All School Assembly			
Period	Start	End	Duration (minutes)
All School Assembly	8:30 AM	9:25 AM	55
1	9:30 AM	10:25 AM	55
Prayer/Announcements	10:30 AM	10:35 AM	5
2	10:35 AM	11:30 AM	55
Lunch	11:30 AM	12:15 PM	45
3	12:20 PM	1:15 PM	55
4	1:20 PM	2:15 PM	55
5	2:20 PM	3:15 PM	55

Schedule IV: Late Start for Students - Staff Learning

Period	Start	End	Duration (minutes)
Staff Learning	8:30 AM	9:25 AM	55
1	9:30 AM	10:25 AM	55
Prayer/Announcements	10:30 AM	10:35 AM	5
2	10:35 AM	11:30 AM	55
Lunch	11:30 AM	12:15 PM	45
3	12:20 PM	1:15 PM	55
4	1:20 PM	2:15 PM	55
5	2:20 PM	3:15 PM	55

Schedule V: All School Liturgy

Period	Start	End	Duration (minutes)
All School Liturgy	8:30 AM	9:45 AM	75
1	9:50 AM	10:40 AM	50
Prayer/Announcements	10:45 AM	10:55 AM	10
2	10:55 AM	11:45 AM	50
Lunch	11:45 AM	12:30 PM	45
3	12:35 PM	1:25 PM	50
4	1:30 PM	2:20 PM	50
5	2:25 PM	3:15 PM	50

Appendix II: Prayers

The school encourages all students to develop a personal prayer life, since prayer opens the person to the presence of God in his/her life. To this end, this student handbook has several formulary prayers appropriate for Christians. In addition to these prayers, the following is inspired by St. Ignatius.

St. Ignatius' Prayer for Generosity

O Lord, teach me to be generous,
teach me to serve You as You deserve:
To give and not to count the cost,
to fight, and not to heed the wounds,
to toil, and not to seek for rest,
to labour, and not to seek reward,
save only that of knowing I do your most holy will. Amen.

Examination of Consciousness (Daily Examen)

The Examination of Consciousness is a simple form of prayer directed toward developing a spiritual sensitivity to the special ways God approaches, invites and calls. It should be done at the end of each day, though it can be done more frequently, as the person feels drawn to it. The more frequently he does it, however, the more natural it becomes for him. Thus it becomes a way of consciousness, a way of growing into an ever-closer relationship with God. It can take anywhere between five and fifteen minutes. It really doesn't matter how long one spends; the important thing is that he opens himself to recognizing and responding to God's movements within him.

St Ignatius suggests five steps to the Examination of Consciousness. It is important, however, that the person feels free to structure the Examination in a way that is most helpful to him. There is no right way to do it; nor is there a need to go through all of the five points each time. The basic rule is: Go wherever God draws you. And this touches upon an important point: the Examination of Consciousness is primarily a time of prayer; it is a time of 'being with God.'

The five points Ignatius proposes are:

1. Recall that you are in the presence of God: You are before God who loves you and welcomes you, who enlightens and guides you. Embrace the God who dwells in you, the God ever at work in you.
2. Give thanks to God for his many gifts: Give thanks to God for what he has allowed you to do this day and for what you have received this day, the pleasant and the difficult, for the word of encouragement and the generous gesture, for your family and friends, for all those who challenge you to grow.
3. Examine how you have lived this day: What has happened to you in your life and relationships? How has God been at work in you? What has he asked of you? And how have you responded: with generosity or self-centeredness, honesty or deceit?
4. Ask for forgiveness: Ask pardon for your failures to understand or respond to others in their difficulties and pain. Ask pardon for not loving God in every part of your life.
5. Offer a prayer of hope-filled re-commitment: I am aware of my weakness, yet am confident in God's strength. I renew my commitment to follow the path that God offers me to be a source of light for all creation. 'If anyone is in Christ, there is a new creation; the old has passed away. See, everything has become new.' (2 Corinthians 2:17)

A Final Word

Every effort is made to treat members of the St. Paul's community with respect and fairness. This digest of rules cannot cover every possible situation. The general rule is to treat persons and property with the respect due them: this is the minimum acceptable behaviour. The ideal and goal of the St. Paul's community is to work actively in caring for one another and helping one another develop as full human persons, and towards this goal all members of the community should strive.

Father Pedro Arrupe, the late Superior General of the Jesuits, summed up contemporary Jesuit education as follows:

“Today our prime educational objective must be to form men for others; men who will live not for themselves, but for God and His Christ...men who cannot even conceive of love of God which does not include love for the least of their neighbours; men completely convinced that love of God which does not issue in justice for men is a farce...This kind of education goes directly counter to the prevailing trend practically everywhere in the world.” *Ad Majorem Dei Gloriam*

Appendix III: Homework Policy & Guidelines

Goals of this document are to

- provide a definition and rationale for homework
- ensure homework is beneficial to student-learning
- clarify roles and responsibilities of teachers, students, and parents with respect to homework
- provide guidelines and best practices to help teachers, students, and parents use homework effectively
- improve the instructional quality of homework

Definition

Homework is work assigned outside of class hours to extend learning opportunities for students to practice, review, and apply knowledge and to enhance students' ability to reach the expected level of proficiency for a skill or process.

Rationale

All students are expected to work towards achieving their maximum potential through a commitment to learning as they strive to become intellectually competent. To be successful at secondary school, students must undertake work at home in addition to time spent at school.

Homework can have several purposes. Central to its purpose is that homework helps students to deepen their knowledge of informational content or practice a skill, strategy, or process. It takes practice to be competent in learning new skills or becoming knowledgeable with new content.

Homework provides students with an opportunity to develop effective habits and a work ethic that will enable them to be successful in their post-secondary studies and have better life and career opportunities. Homework provides students with opportunities to consolidate their classroom learning and develop patterns of behaviour for lifelong learning beyond the classroom. In addition, homework provides opportunities to involve family members in students' learning and formation.

The setting of homework takes into account the need for students to have a balanced lifestyle. This includes sufficient time for family, recreation, cultural activities and employment where appropriate. All students are encouraged to schedule regular time for homework each evening. Blocking time for homework and study can help students meet their school commitments and manage other priorities and commitments to allow them to live happy and balanced lives.

Criteria for Purposeful Homework

- relevant to learning goals and curricular outcomes
- relevant to the student's needs; connection between what they are learning in class and their homework
- appropriate to grade-level expectations
- appropriate to the capability of the student
- develops the student's independence as a learner
- varied and challenging
- can be completed by the student without assistance
- is evaluated in some fashion
- allows for student commitment to extracurricular, recreational, employment, family and cultural activities

Categorizing the Purpose of Homework

The following categories are helpful when designing purposeful homework.

Pre-learning

Homework may be used to introduce a topic or background for a more in-depth lesson. Pre-learning may be as simple as finding out what students already know about a topic or what they are interested in learning about. Pre-learning may also be used to stimulate interest in upcoming concepts. Examples include having students read or outline a chapter before a class discussion; asking students to write down questions about a topic they are about to study; and having students search for current events related to a new topic of study.

Checking for Understanding

Checking for understanding is a valuable way for teachers to gain insight into student learning. Examples include asking students to do a few sample problems in math and to explain the steps to let the teacher know if the student understands the problem; journal questions about a science experiment may ask the student to explain what happened and why; and asking students to identify literary devices in a short story shows the teacher whether the student understands literary devices.

Practice

The purpose of practice is for students to deepen their understanding of new knowledge, skills, strategies, and processes. Effective practice occurs when the student understands the skill, strategy or process to be practiced. Practicing mistakes is detrimental to learning. As such, it is important for the teacher to check that students understand the skill, process, or content being taught prior to asking students to practice independently.

Examples of homework that promote effective practice:

- developing proficiency in recognizing and using new vocabulary or terms
- solving problems and applying skills while completing quantitative problems in math and science
- applying writing and reading comprehension and analysis skills
- various athletic skills on the court, the field, the ice surface, etc.

The teacher should

- provide a clear model of the skill, strategy, or process students are to learn
- allow time for students to apply the skill, strategy, or process themselves
- provide guidance to students in the early learning stages
- provide structured practice sessions to maximize student success
- check for understanding
- provide students with homework practice they can complete independently

Processing

Processing homework is used when we want students to reflect on concepts discussed in class, think of new questions to ask, apply skills or knowledge learned, synthesize information, or show that they see the big picture. Processing homework is often a long-term project, such as summarizing major concepts in a unit, writing an essay, or applying several math concepts to solve a complex problem.

Guidelines for Daily Homework

The following times are estimates for daily homework students should expect based on grade level. There are times during the school year in which assignment deadlines and test/project dates overlap for several courses, while at other times, the workload will be significantly less. Peak times are typically 2–3 weeks leading up to reporting periods for the November and April Progress Reports. In the 1–2 weeks prior to exams, students can expect less assigned homework to allow for more time for personal study in preparation for exams.

- Grade 9: 1–1.5 hours
- Grades 10: 1.5–2 hours
- Grade 11 & 12: 2–2.5 hours

Students should not spend more than three hours on schoolwork on a given night.

Academic Breaks

Holidays are intended as a necessary break for students from schoolwork. No homework may be assigned for completion over either the Christmas Break or Spring Break. No testing is permitted on the first day back from either of these breaks. Students are encouraged to complete make-up work during this time or engage in independent study.

Role of Teachers

- Teachers can help students establish a routine of regular, independent study by:
- setting homework on a regular basis
- clearly communicating the purpose, benefits, and expectations of homework
- providing homework that students can complete independently
- communicating guidelines about the amount of time students should spend on a specific homework assignment
- providing class time, when possible, to allow students to begin working on assigned work
- being available during office hours or other established times outside of class times to assist students when they are having difficulty with homework
- checking homework regularly and providing timely and useful feedback; the learning gains in assigning homework are much higher when the teacher provides specific comments on the homework and evaluates students' work in some fashion
- using homework that is varied, challenging, and directly related to class work and appropriate to students' learning needs
- explicitly teaching strategies to develop organizational and time management skills and providing opportunities to practice these strategies through homework
- posting dates of tests and major projects on the Test Calendar
- publishing assignment dates in PowerSchool when assignments are announced in class
- assigning major projects in "stages" with separate due dates for the various stages
- considering other academic and personal development activities (school-based or other) that students could be engaged in when setting homework
- discussing with parents and guardians any developing problems concerning their child's homework and suggesting strategies to assist with their homework

Role of Students

Students can take responsibility by:

- being aware of the school's homework policy
- discussing homework expectations with their parents or guardians
- accepting responsibility for the completion of homework tasks according to established deadlines
- being proactive and contacting teachers prior to planned absences to obtain missed classwork and homework assignments
- contacting teachers in the event of an unplanned absence to obtain missed classwork and homework assignments.
- making effective use of time given during class to begin working on assigned work
- making effective use of unscheduled periods to complete work and engage in personal or group study
- establishing regular time for reading
- becoming independent learners by setting personal goals, developing study plans, and monitoring progress
- following up on comments made by teachers
- ensuring they understand assigned homework and seek assistance from the teacher when difficulties arise.
- having an organized place for homework to be done
- avoiding distractions (such as television, social media, the internet...)
- establishing a consistent schedule for completing homework
- organizing their time to manage home obligations, participation in physical activity and athletics, recreational and cultural activities, and part-time employment if applicable
- accessing Microsoft Teams to obtain learning resources published by teachers
- liaising with the teacher regarding missed work and deadlines
- liaising with friends regarding missed work and deadlines
- limiting the number of hours of part-time employment to fulfill academic/school commitments
- getting enough sleep each night

School Consequences

After-school Study Hall (ASH) takes place from 3:25–4:15pm each day after school. A teacher may issue ASH to a student who has not completed his homework. The student is to complete his homework assignment during ASH. Students should bring additional work with them to ASH in the event they finish the work for which the ASH was given. Examples include bringing a novel to read, homework from other courses, notes/textbooks for personal study, etc.

Role of Parents

Parents and guardians can help by:

- monitoring students as they complete tasks by discussing key questions (for example if your son is practicing a skill, ask him which steps are easy and which are difficult and how he will improve; if doing a project ask him what is required to do well)
- encouraging students to read and to take an interest in and discuss current local, national, and international events
- helping students balance the amount of time spent completing homework and engaging in other recreational activities
- monitoring students' use of technology/mobile devices

- contacting the teacher to discuss any concerns about the nature of homework and their son's approach to the homework
- assisting with final editing of work
- encouraging students to be critical thinkers and analyzers of the "mass" of information available to them
- demonstrating an interest in schoolwork and having discussions about school
- ensuring students get enough sleep each night
- contacting the school early if there are issues so that they can be dealt with in a timely and proactive manner

Homework Tips for Parents and Guardians

The following tips are intended to help parents and guardians interact with their sons about homework.

1. Establish a physical structure regarding your son's homework. It is helpful for students to have a regular and consistent workspace that provides the necessary materials (such as pencils, paper, a dictionary, or a calculator) and a quiet environment free from distractions.
2. Establish a set time to do homework each day. Encourage your son to use his agenda book and help him organize due dates and manage his time to meet commitments and assignment deadlines.
3. Monitor your son's progress. Check to see if he is staying focused and attending to the homework or becoming frustrated with it.
4. Emphasize the importance of effort over immediate understanding. Stress that comprehension and proficiency are influenced by hard work rather than some innate skill or intelligence.
5. If your son is having difficulty with homework, try to help him work through it. Break the homework into smaller sections or parts, do a few problems or exercises with your son, or respond to his question about the homework or the content if you can.
6. When your son has finished the homework, help him reflect on it. Ask questions such as: What do you think you have learned? What are you still confused about? What questions do you still have? Encourage your son to bring these questions or confusion about the content to their teacher.
7. Doing an assignment for your son erodes his self-esteem. The parent is sending the messages: "You are incapable; I must do this for you." or "Whenever you encounter difficulty, I will rescue you rather than let you take responsibility, experience struggle and success and build character."
8. Thank your son for his time and effort spent completing the homework!