



École Secondaire **Cathedral** High School

Student Information Booklet

2019-2020

Mr. M. Daly
Principal

Mrs. C. Defend-Ionico Mrs. C. Groppo Mr. K. John
Vice-Principals

Mrs. S. O'Keefe
Chaplaincy Leader

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The Cathedral School Prayer

***Most merciful God,
Grant me I beseech Thee,
Ardently to desire,
Prudently to study,
Rightly to understand,
And perfectly to fulfil,
That which is pleasing to Thee,
To the praise and glory of Thy Holy Name.
Amen.***

La Prière de l'École Cathedral

***Dieu, le plus Clément.
Aide-moi je te supplie,
Ardemment à désirer,
Prudemment à étudier,
Légitimement à comprendre,
Parfaitement à accomplir,
Ce qui t'est agréable,
Pour la louange et la gloire de ton Nom Saint.
Amen.***

A MESSAGE FROM THE PRINCIPAL

As Principal, it is a great honour to welcome all students, parents, guardians, and visitors to our Catholic School Community. My family has enjoyed a three-generation relationship with this historic and outstanding Catholic School. At various times over more than 50 years, members of my family have been part of this school as students, Educational Assistants, Teachers, Vice-Principals, and I am currently blessed to be Principal of Cathedral High School as was my father, James Daly, from 1981-85.

At Cathedral High School, we enjoy an over 100-year tradition of providing a high quality Catholic Education to our students according to our school motto: ***Probitas et Scientia*** - Goodness and Knowledge. As the first Catholic High School in Hamilton, our school has a rich tradition of excellence and a host of distinguished graduates who have made lasting contributions to our society both here in Canada and throughout the world.

As a Catholic school in the Hamilton-Wentworth Catholic District School Board, our mission is to, "...enable all learners to realize the fullness of humanity of which our Lord Jesus Christ is the model." Here at Cathedral, staff and students worship as a school community, live out the call of Jesus to serve humanity, and to support the less fortunate in our community and the world. This is demonstrated in our daily prayer, our liturgical celebrations, countless charitable activities, and in the care and respect we show each other on a daily basis.

Cathedral High School offers a challenging and wide-ranging academic program for our students, with Catholic values infused throughout all subject areas. Our talented and dedicated staff is eager to help all of our students reach their academic potential. Students who commit to excellence, and who work to the best of their abilities are certain to reach their academic goals with the help of our teachers, educational assistants, and all of the staff here at Cathedral.

In the coming year, I pray that God will bless us all in the Cathedral High School Community – those returning and our new members. We look forward to working with our students to achieve all of their goals, and to fully reach their spiritual, academic, personal and social potential.

Sincerely,

Mark Daly - Principal

HISTORY OF CATHEDRAL

Our school was begun by the Hamilton Diocese as a private Catholic School. There was a school for boys (Cathedral Boys' High School) and one for girls (Cathedral Girls' High School). The Boys' school was located on the site of the present Wilma's Place and the Girls' school was initially held at St. Patrick's Church until a new building could be built on Main Street, just two blocks from the Boys' school. The name chosen was Cathedral because it reflected the Church tradition from the Middle Ages. The name Cathedral was appropriate because the schools were located in the vicinity of the Diocesan Cathedral Church (at that time, in the twenties), St. Patrick's Church.

OUR MOTTO: PROBITAS ET SCIENTIA

The motto Probitas et Scientia is in the Latin language. Latin was the language of the Mass until Vatican II changed it into the vernacular (the language spoken by the people). Probitas et Scientia translates into "In Goodness and Knowledge". It makes reference to the value that the Catholic Church has always placed on education and learning (Scientia) and to the purpose of the school which was to promote "goodness, love, compassion" (Probitas), in a few words, the Gospel values taught by Jesus. Hence, the purpose of the school is to educate the individual to be a person full of wisdom and knowledge as well as a person full of goodness and of good character.

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OBJECTIVES OF OUR CATHOLIC SCHOOL BOARD

As outlined in our Board's Mission and Vision Statements, we believe that the purpose of Catholic education is to assist students to develop that fullness of humanity of which our Lord Jesus Christ is the model. We accept the call of our people, in union with our Bishop, to assume the powers and duties assigned to us by the Province of Ontario in governing the Catholic school system.

OUR SCHOOLS EXIST

- To **Stimulate** our students in striving for excellence in the pursuit of knowledge, skills, virtue, values, and character development within the context of our Christian beliefs and view of reality.
- To **Co-operate** with parents, the Catholic community, the other communities with which we share, our Bishop and the Government of Ontario in providing an effective setting in which our students can be helped to achieve an excellent Catholic education.
- To **Prepare** our students to apply their education to fulfil their role as responsible members of our society.

TO ACHIEVE THESE PURPOSES, WE WILL

- **Select** well-qualified staff who are aware of their special identity as Catholics, who are committed to the purposes of Catholic education to living out its message in their lives.
- **Promote** in each school, a truly Christian community which acknowledges:
 - the centrality of Christ in our lives
 - true freedom
 - the dignity of the person
 - justice and sensitivity in relationships among all members of the human community
- **Encourage** the fullest co-operation between:
 - the home, the local parish and the school
 - students and teachers
- **Maintain** our commitment to the professional and spiritual aspects of staff development

Our school shall develop and implement programs and activities which will cultivate the expectations of the Ontario Catholic School Graduate, as well as

- the dynamic processes of learning
- resourcefulness, adaptability and creativity both in learning and living
- basic skills in communication and numeration
- participation and sharing in various forms of artistic expression
- an understanding of the role of the individual within the family and the role of the family within our society
- a practical knowledge and the skill required in solving everyday life problems
- the skills and attitudes which will lead to satisfaction and productivity in the world of work
- a respect for the environment and a commitment to the wise use of our resources

THE PHILOSOPHY OF CATHEDRAL HIGH SCHOOL

Cathedral High School is a Catholic community which aims to provide opportunities for the growth of its students in the Catholic faith and all aspects of human development: spiritual, moral, physical, intellectual, social, and aesthetic. It is extremely important that the Cathedral school community creates a positive public image. A large measure of this image is created by our behaviour and dress to and from school. If we are aware of the effect of our actions on others and are considerate of others, Cathedral will continue to be a school that parents will be proud to have chosen for the education of their children. The basic rule which covers all our expectations for everyone at Cathedral is that of courtesy, honesty and sincerity. In meeting the Catholic Graduate Expectations, all Cathedral students are to be respectful of the rights, responsibilities and contributions of self and others.

DEPARTMENT HEADS

Arts	Ms. M. Sweeney, ext. 4580
Business & Computers	Mrs. M. DiGregorio, ext. 4576
Canadian & World Studies	Mr. A. Tassone, ext. 4574
Co-instructional & Physical Education	Ms. J. Lamparski, ext. 3872
	Mr. R. Ruiu, ext. 4640
English & Modern Languages	TBD, ext. 4581
Mathematics	Mr. J. Chafe, ext. 3941
Religious Education	Ms. A. Ssemanda, ext. 4582
Resource Centre (Library)	Mrs. L. O'Brien, ext. 3033
Science	Ms. K. Salciccioli, ext. 4579
Special Education	Mrs. Chernets-Taha ext. 3035
Student Services	Mrs. M. Mariella, ext. 3011
Technical Education	Mr. D. McMillan, ext. 4578

STUDENT COUNCIL 2019-2020

President	Josh Bellavia
Vice-President	Olivia Fiorucci
Executive Officer	Alexa Daly
Spiritual Representative	Chiara Fricano
Social Convenor	Jacob Flynn
Publicity Representative	Jenny Vong
A/V Tech Representatives	Mary Kate Sandajan
Athletic Representatives	Jude Sinclair , Maggie Truong
Senior Representative	Luc Zuppa - Holleville
Junior Representative	Elena Hilson
Community Representative	Mario Rallo
Staff Advisors	Mr. M. Trabucco, Mrs. A. Leroux, Mme. K. Solly
Grade 9 Representative	TBD in September

COMMON BELL SCHEDULES

<i>Regular Timetable Period 3 Lunch Schedule</i>		<i>Regular Timetable Period 4 Lunch Schedule</i>	
Period	Time	Period	Time
Warning Bells	8:15 8:25	Warning Bells	8:15 8:25
Opening Exercises	8:30 – 8:35	Opening Exercises	8:30 – 8:35
1	8:35 – 9:50	1	8:30 – 9:50
2	9:55 – 11:10	2	9:55 – 11:10
3 (Lunch)	11:10 – 11:55	3	11:15 – 12:30
4	11:55 – 1:10	4 (Lunch)	12:30 – 1:15
5	1:15 – 2:30	5	1:15 – 2:30

SPECIALTY DAY BELL SCHEDULES

MASS/ASSEMBLY SCHEDULE

Period 1 <small>(Mass/Assembly approx 9:30-10:50)</small>	8:30 – 9:25
Period 2	10:55 – 11:45
Period 3	11:50 – 12:40
Period 4	12:45 – 1:35
Period 5	1:40 – 2:30

DAY END ASSEMBLY SCHEDULE

Period 1	8:30 – 9:20
Period 2	9:25 – 10:05
Period 3	10:10 – 10:50
Period 4	10:55 – 11:35
Period 5 <small>(Mass/Assembly approx 12:25 – 2:30)</small>	11:40 – 12:20

EARLY DISMISSAL SCHEDULE

Period 1	8:30 – 9:15
Period 2	9:20 – 10:00
Period 3	10:05 – 10:45
Period 4	10:50 – 11:30
Period 5	11:35 – 12:15

RIGHTS AND RESPONSIBILITIES

Students	
Rights	<ul style="list-style-type: none"> • <i>meaningful education</i> • <i>appropriate and challenging curriculum</i> • <i>freedom from physical and verbal harassment</i> • <i>help in making decisions regarding program and career goals</i> • <i>a pleasant school atmosphere</i> • <i>take advantage of all programs offered at the school</i> • <i>be disciplined in a humane way</i> • <i>assistance from teachers</i>
Responsibilities	<ul style="list-style-type: none"> • <i>be punctual and attend regularly</i> • <i>meet the requirements of their courses to the best of their ability</i> • <i>respect the rights of other students and all school personnel</i> • <i>respect school property</i> • <i>return all textbooks at the end of each semester</i> • <i>not disrupt the educational process of others</i> • <i>know and obey the school rules</i> • <i>be responsible for making up work when classes are missed</i>
Parents	
Rights	<ul style="list-style-type: none"> • <i>know that students are provided a worth-while curriculum</i> • <i>expect that classes will be conducted in an orderly manner</i> • <i>receive regular communication from the school</i> • <i>confer with teachers or administrators regarding their concerns for their child</i>
Responsibilities	<ul style="list-style-type: none"> • <i>assume responsibility for promptness and regular attendance of their child</i> • <i>co-operate with the school in developing positive attitudes to learning and school behavior</i> • <i>return all textbooks or the replacement cost</i> • <i>talk with their child about progress in school and take an active interest in his/her concerns</i> • <i>provide an appropriate time and place for homework to be done</i> • <i>maintain accurate and current contact information</i>
Teachers	
Rights	<ul style="list-style-type: none"> • <i>expect reasonable behaviour in the classroom</i> • <i>support in the performance of their duties</i> • <i>exclude from a class period a student who is disruptive</i> • <i>co-operation from all students in the carrying out of their duties in or out of the classroom</i>
Responsibilities	<ul style="list-style-type: none"> • <i>manage their classrooms</i> • <i>report student progress and conduct to administration and parents</i> • <i>know and enforce rules consistently and fairly</i> • <i>assist students in learning both in and out of class</i> • <i>ensure the rights of students</i> • <i>contact parents when necessary</i> • <i>ensure that students return all school resources at semesters end</i>

EXPECTATIONS FOR STUDENTS OF CATHEDRAL

As a caring and responsible Catholic community, Cathedral students need to reflect self-discipline and responsible actions. As respect for staff and peers, no swear words, derogatory words or inappropriate language will be tolerated that does not show respect for self and others. To promote a safe environment, the H.W.C.D.S.B. Safe School Policy and Consequences Document will be followed as school policies.

- 1. Respect for Staff** - All members of the teaching and support staff are charged with the responsibility of providing the best opportunity for quality education for our students. To perform this task, they require and deserve the cooperation and respect of students who must treat them with courtesy. Students must give their names to any staff member requesting them. Any student **running away** or **refusing to give his/her name** or giving a false one will be subject to disciplinary consequences.
- 2. Respect for Peers** - Students are expected to treat one another with respect and consideration. Physical violence, verbal or emotional abuse, racial or ethnic slurs, threats, exploitation and bullying of any kind, will not be tolerated.
- 3. Classes** - Students must attend all classes on their timetables; they must come prepared for class and participate actively in the learning process. Students who do not have a Period 1 or 2 class must go to the library, the cafeteria or off school property. **Students are not permitted in the forum area during periods 1, 2 and 5.**
- 4. Smoking** - With the passage of Smoke Free Ontario Act, smoking has been prohibited on school property at any time. To support the intent of the law, cigarettes and tobacco products are not to be displayed nor are they to be visible on school property. Smoking in vehicles parked on school property is also prohibited under this provincial law. Students found smoking on school property will be subject to detention, suspension and/or a major fine from the Ontario Ministry of Health. Students who wish to smoke are to do so only on the sidewalk on Wentworth Street, from the flagpole to the concrete support pillars.

SMOKE FREE ONTARIO ACT

What does the law say?

- To sell or give cigarettes (even one) to anyone under 19, can cost you a minimum of \$490 (total payable). On or off school property.
- The maximum fine for supplying someone under the age of 19 with tobacco products is \$300,000.
- Smoking or holding lighted tobacco is not allowed anywhere on school property including any vehicles.
- Smoking or holding lighted tobacco on school property can cost you a minimum of \$305. (total payable)
- The maximum fine for smoking or holding lighted tobacco on school property is \$10,000.

What are the consequences?

- You can be charged by a tobacco Enforcement Officer and given a ticket or issued a summons to appear in court.
- If you are under the age of 16, a summons to appear in court can be issued to you and your parent(s)/guardian will be notified.

For more information call City of Hamilton, Tobacco Hotline 905-540-5566 or www.hamilton.ca and click on Public Health & Social Service

5. **Cafeteria** - Students are expected to treat cafeteria supervisors and personnel with respect at all times. Containers have been provided for recycling and for litter. Students are expected to pick up after themselves and to remind those who forget to do so to dispose of their own litter. Picking up after others is also encouraged as a way to keep our environment a clean and a pleasant one. Neither food nor drink is to be taken out of the cafeteria. All food and drink is to be consumed in the cafeteria. Coats, hats, backpacks are not allowed in the cafeteria. Anyone out of uniform will not be served. Anyone who “butts-in” will not be served.
6. **Gambling** - Card playing will only be allowed in the Cafeteria or Forum. Any form of gambling, e.g., exchange of money, use of poker chips, maintenance of a ledger, online gambling, etc., in the school is not allowed and will be dealt with accordingly.
7. **In School Functions** - Students are expected to attend all school wide functions such as assemblies which are held during the regular school day. Also all students must attend all religious functions including retreats, masses, para-liturgies and all events that promote our Catholic Faith during the school day. **Students are expected to sit with their classes during masses and assemblies.**
8. **Visitors/Trespassers** - The school grounds and buildings are off limits to all except registered students at CHS, their parents or guardians, Board employees or persons having business with the administration or staff. Any other persons must apply directly to the office for permission to be on the school site. Failure to do so may result in a charge of trespassing being laid by the Hamilton Police Service. Students must not invite friends to visit at school during the school day. Students and staff who notice people who do not belong on the property should immediately notify the vice principals.
9. **Communication, Recording and Listening Devices** - Portable audio disc players, MP3 players and any other type of audio player are not to be used in class or at school activities such as Mass, assemblies, etc. Cell phones may not be used during class time, in the library, chapel or the examination hall or at school activities such as masses, assemblies and liturgies. No audio-video player, such as a DVD player, may be used on school property at any time. No unauthorized pictures are to be taken in school. Any student who is found to be in violation of any of the foregoing rules will have the prohibited device in his/her possession confiscated from him/her by a teacher or school administrator as per our Safe School Policy. ***Neither the School nor the School Board will assume any responsibility for any item of personal property that is brought to school or to a school activity and that is lost, stolen or damaged. Each student is responsible for any item of a personal nature in his/her possession as well as for any school property in his/her possession.***

10. **Telephone Messages** - Personal messages cannot be relayed to students through the main office except in the case of extreme emergency. Reminders of appointments, home responsibilities, employment information and other such items are best done at home.
11. **School Property and Textbooks** - Students who deface school property will be required to pay the cost of the repair or replacements. Destruction or theft of school or student property will result in suspension and possible police action. Students are responsible for textbooks given to them for course study. Textbooks for all grades are provided at no cost by the Catholic School Board. Students are responsible for appropriate care of these texts. Should the texts be damaged or lost the student will make restitution to the school for the cost of the text. This also applies to all sports equipment and uniforms given to the student by the school. Student workbooks become the property of the student, and therefore a fee for these consumable workbooks must be charged. At the end of each semester, students are expected to:
- Remove all marks from the pages of the textbooks being used.
 - Return their own books at the appropriate time prior to their exams.
 - Be prepared to pay for willful damage to textbooks, as well as replacement costs for lost books.
 - All accounts need to be cleared prior to writing exams. This also includes physical education equipment and team uniforms.
12. **Eating Areas** - There is to be no food or drink in the classrooms, the library, the hallways, the stairwells, the gym, the forum, or the washrooms. Food is to be eaten in the cafeteria area only.
13. **Announcements and Posters** - No materials are to be posted, defaced or removed from bulletin boards, walls or display areas without permission of the Administration or sponsoring teacher. Only school based activities may be advertised in the building, unless permission is granted by the Principal or Vice-Principal. Posters relating to school events and displayed outside the school property must be approved by school Administration.
14. **Dances** - School dances must be approved by Administration and run by the Student Council. Each student must show the student identification card on entering the dance. If ticket sales permit, a few guests will be allowed. The student assumes full responsibility for the behaviour of the guest. For all dances and proms, administration has the right not to grant admittance to those individuals who are not presently attending a high school. Any student who is serving a suspension is not eligible to attend any school function. Students will submit to a search of their personal belongings before entry to the dance. Students are expected to be attired modestly and respectfully at all times. Dancing that is deemed inappropriate by administration will not be allowed. Anyone who leaves the dance will not be readmitted. ***Anyone truant from classes on the day of the dance shall not attend the dance.*** Any person under the influence of alcohol or drugs will be

removed from the dance. The parents will be notified and the student will be suspended and/or expelled.

15. **Fire Alarms** - When the fire alarm is sounded proceed with the following steps:
- All work is to stop and there is to be absolute silence.
 - Students are to follow the teacher's instructions and the fire exit direction signs posted in each classroom.
 - All classroom doors and windows should be closed by persons who are evacuating the rooms.
 - Students are to remain outside the building until a signal is given to re-enter the school.

IT IS A CRIMINAL OFFENCE TO SOUND A FALSE ALARM OR TO TAMPER WITH THE FIRE EXTINGUISHERS.

16. **Lock Down Procedures** - If the alarm sounds students will execute the lockdown procedure as rehearsed.

17. **Academic Dishonesty** - Academic dishonesty is an assault upon the basic integrity and meaning of Catholic Education. Cheating, plagiarism and collusion in dishonest activities are serious acts which erode the integrity of our school and cheapen the learning experience not only for the perpetrators, but also for the entire community.

18. **Cheating** - Cheating is the unauthorized use of information or study guides in any academic exercise. The methods of cheating are varied and well-known. Cheating includes:
- Copying from others during an examination.
 - Sharing answers for a take-home examination.
 - Using illegal notes during an examination.
 - The presence of electronic devices such as cell phones, palm pilots, MP3 players, etc.
 - Tampering with an examination after it has been corrected, then returning it for more credit than deserved.
 - Submitting substantial portions of the same academic work for credit in more than one course, without consulting the second instructor (and the first instructor if the courses are concurrent).
 - Allowing others to do the research and writing of an assigned paper (for example, using the services of a commercial term paper company).

19. **Documentation & Plagiarism** - There are two steps in the proper documentation of your sources, the citation throughout your text of the words and ideas you have acquired from your source materials and the **listing of those source materials** at the end of your text in proper bibliographic form. There are two forms of citation, **parenthetical references** and **footnotes** or **endnotes**, which have exactly the same contents but different locations within your assignment. Each of the three documentation styles has its own way of listing source materials. In the **MLA** style,

the title on the list page is **Works Cited**; in the **APA style**, the title on the list page is **References**; and in the **Traditional style**, it is the original generic term, **Bibliography**.

There are many positive reasons for documenting sources. First, readers can locate and refer to some of the sources for additional information if an aspect of the topic has caught their interest. Second, sources can give weight of authority to ideas and protect the writer from error and, at least partially, from blame if an error is repeated which comes from an otherwise reputable, reliable source. Third, proper documentation protects one from the suspicion of plagiarism: the dishonest use of words and ideas of others, and giving the reader the impression that everything in the assignment was an original work. Similarly, material that is paraphrased - a rewarding experience because it increases understanding of a topic - must be acknowledged, as the idea comes from a source used by the writer.

Plagiarism is often more easily suspected than detected because readers who know the student - parents, teachers, classmates - become aware of the student's characteristic effort and ability, and become able to recognize the distinctive personal style all develop, however well or poorly one writes. This is not in reference to handwriting, but rather, about the use of the vast possibilities of our language. There are two types of penalties for plagiarism. When plagiarism is proven, the student will receive a reduced grade, up to and including zero, for the assignment; as well, other penalties may be imposed, up to and including possible suspension. Even when one is not caught, the student will have penalized him/herself by not learning as much, nor as well as he/she could have, had one worked conscientiously. Plagiarism is never worth the risk for students who take pride in themselves and their work.

- 20. Adjudication Procedures** - Discipline for academically dishonest behaviour is exercised on two levels:
- a. The instructor of the course has the authority to handle an incident of student misconduct directly, by any of the following means:
 - i. Reprimand
 - ii. Assignment of additional work
 - iii. Re-examination
 - iv. Lowering the grade, or a (0%) ZERO MARK.
 - b. If the instructor elects to impose any or all of these remedies he/she must notify the department head, parents and student of his/her decision.
 - c. If the instructor concludes that the offense was an especially serious one, he/she will recommend that action be taken at the Administration level.
- 21. Police Involvement** - The police play an essential role in making our schools and communities safer. Police investigate incidents in accordance with the protocol developed with the local school board. These protocols are based on a Provincial model developed by the Ministry of the Solicitor General and the Ministry of Education.

22. **Hallways** – Our hallways are the travel routes through the school. By working collaboratively, congestion can be minimized. At no time is sports play, yelling, horse play and loitering around lockers permitted. Skateboarding and rollerblading are prohibited on school property at all times. Except for the ten minutes before or after class, classroom halls are out of bounds without staff authorization.
23. **Congregating at a Conflict** - Students congregating at a fight, video recording and/or uploading to the internet and/or encouraging others to fight also may be held liable for the consequences of fighting

ACCEPTABLE USE OF COMPUTERS AND INTERNET ACCESS

Cathedral follows the Hamilton-Wentworth Catholic District School Board's policy for computer use, network and internet access. Any abuse will be dealt with by the Administration in a severe manner. The Board's policy is available on the Board's website at www.hwcdsb.ca.



ACCEPTABLE CATHEDRAL HIGH SCHOOL DRESS CODE

The colours blue and white have long been synonymous with the Cathedral tradition in the Hamilton area. They have been a source of pride to students and alumni and all associated with our school. People are proud to be identified with Cathedral and will, by following our dress code, become even more visible in the community. Our colours are unique and they should be perceived with the image of goodness and knowledge that our motto proclaims.

MALE DRESS CODE

- A Cathedral golf shirt, turtleneck, collared shirt or rugby shirt with the Cathedral logo.
- Navy blue pants with the identifying CHS logo. School pants need to be buttoned, zipped and worn at the waist. Pants are not to be altered in any way.
- A Cathedral sweater/sweat shirt is optional; no other sweater is allowed. If a Cathedral sweater is worn, Cathedral dress apparel must be worn underneath (eg. golf shirt).
- Dress/casual dark shoes. Laced and conservative running shoes may be worn with school pants.
- Socks must be worn at all times. Black or white socks of visible length must be worn with all footwear.
- Any shirt worn under a uniform shirt must not be visible outside the waist. Only plain white or gray short sleeved shirts (tucked in and not visible) may be worn under the school shirt.
- Any shirt that does not have to be tucked in may not be longer than 5" below the waist.
- School shorts may be worn unaltered, hemmed and at the waist during all but the winter months and they must display the school logo.

FEMALE DRESS CODE

- A Cathedral golf shirt, turtleneck, collared shirt or rugby shirt with the CHS logo.
- Navy blue pants with the identifying CHS logo. School pants need to be buttoned, zipped and worn at the waist. Pants are not to be altered in any way.
- School kilt worn a maximum of four inches above the knee. Plain navy or black tights **must** be worn with a kilt. Leggings are not allowed.
- A Cathedral sweater/sweat shirt is optional; no other sweater is allowed. If a Cathedral sweater is worn, Cathedral dress apparel must be worn underneath (eg. golf shirt).
- Dress/casual dark closed shoes must be worn. Dark or white, laced and conservative running shoes may be worn with school pants or shorts. Running shoes cannot be worn with the kilt.
- School shorts may be worn unaltered, hemmed and at the waist during all but the winter months and they must display the school logo.
- With school pants or shorts, socks must be worn at all times. Black or white socks of visible length must be worn with all footwear.

- Any shirt worn under a uniform shirt must not be visible outside the waist. Only plain white or gray short sleeved shirts (tucked in and not visible) may be worn under the school blouse or shirt.

ALL STUDENTS

- Students participating in physical education classes must wear a full CHS physical education uniform while they are in class. This includes the gray or navy sweat pants or shorts with the physical education logo and a gray t-shirt with the physical education logo, non-marking runners and socks.
- Only unaltered school pants or kilts are dress code.
- Winter boots may be worn with pants during the winter months, provided that the pants are draped over the boots.
- Where necessary, belts should be worn with pants. Belts should be black or brown and with a proper belt buckle. Oversized belt buckles and other embellishments are not allowed.
- Hats, scarves, bandanas and any other head gear deemed inappropriate are not permitted once inside the school building.
- Sandals are not permitted, even during the summer months.
- Student Council/Gael Guide members are permitted to wear a uniform item that identifies them as a current Student Council/Gael Guide member.
- Team and club shirts, sweaters, jackets, t-shirts and any other clothing items, including Spirit Wear are not to be worn during the school day (including game days) as they are not considered uniform items.
- The school uniform must be worn at all times including during study periods, lunch and for all school trips unless otherwise stated. Jeans of any colour are not allowed to be worn during the regular school day.

Our uniform supplier is Bombardieri Uniforms
448 Barton Street East, Hamilton
905.525.6684

CONSEQUENCES FOR UNIFORM VIOLATIONS

- **Students not in full uniform may be sent home to change or may be detained from their classes.**

CIVIES DAYS: From time to time, “Civies Days” will be designated. On such days students may wear less formal attire. Casual attire excludes halter tops, tops with low necklines or thin straps, bare shoulder fashions, ripped clothing of any kind, fashions with revealing midriffs, and shirts promoting unhealthy or negative lifestyles. Shorts/skirts must be of a similar length as the school shorts. Shorts/Skirts that are more than 4 inches above the knee are not acceptable. Where clothing is judged to be inappropriate for our Catholic school by a school administrator, the student will be required to change or be sent home.

SPIRIT WEAR DAYS: From time to time, the Principal may designate a Spirit Wear Day. On such days students may wear spirit wear or their uniform only.

PROCEDURES/GUIDELINES FOR ATTENDANCE & PUNCTUALITY

PROCEDURES TO FOLLOW WHEN ABSENT

1. Students who are absent must have their parents/guardians contact the **ATTENDANCE OFFICE** before 8:20 a.m. **for each day of absence**. Parents/Guardians may call (905)-522-3581 extension 3018
2. A message may be left 24 hours a day, 7 days a week.
3. Any student who knows in advance that he/she will have to leave school prior to dismissal must bring a note from the parent or guardian to the Attendance Office by 8:20 a.m. and obtain a permit-to-leave slip to present to the teacher prior to leaving the school.
4. Students who become ill during the course of the day must sign out with parent permission in the ATTENDANCE OFFICE **prior to going home**.
5. Students who have been absent and whose parents have **not phoned** in must provide a parental note, signed and dated and include a valid reason for the absenteeism. Students must obtain their admit slip prior to returning to classes. NOTE: Forged parent/guardian notes or falsified phone calls may result in suspension for "conduct injurious to the moral tone of the school".
6. Students absent due to prolonged illness will be provided with missed class work; work will be prepared for pick up at the guidance office after 48 hours of notice.
7. **Students will not be admitted to class unless a note signed by a parent/guardian is produced or a phone call from a parent/guardian is received by the attendance secretary. Students who engage in impersonation of their parent/guardian or who forge notes or otherwise steal someone's identity may be subject to consequences including suspension.**
8. **Planned Extended Absence:** Students must obtain a form from the attendance office and have the completed form signed by teachers and parent(s) and return it to the attendance office.
9. **Leaving the Campus During School Hours:** Students are free to leave the school during their free time. However, they must act properly while on or off the property.

ATTENDANCE CONSEQUENCES

Punctuality: Students not in class when a bell signifies the start of class are considered to be late. The teacher will deal with tardiness as he/she deems appropriate.

Chronic Lateness (over 5 lates) will be referred to a Vice-Principal and students will be subjected to progressive disciplinary action. If the teacher has already sent the attendance to the office, the student arriving late must report directly to the attendance office to get a slip. Students who are habitually tardy will be detained from class.

Truancy: Students who are unjustifiably absent from class will be responsible for all missed work and will receive a mark of zero on missed tests, assignments and presentations. The determination of justification will be made by the vice-principal for the purpose of consistency. If a student is truant from 3 classes, the student shall be subject to progressive disciplinary consequences including but not limited to suspension. Truancy will be dealt with in any or all of the following ways as deemed appropriate by the Vice-Principal:

- interview with a Vice-Principal;
- parental contact (phone and/or email);
- detention (written and/or temporal);
- learning package or other penalty work;
- personal interview with parent/guardian;
- out of school suspension;
- involvement of school board attendance counselor;
- withdrawal from school;
- any other penalty work deemed appropriate.

Chronic Absenteeism: In an effort to avert chronic absenteeism, the following steps will be taken:

- Students will be informed of the consequences of their behaviour and may be assigned additional work.
- Parents and guardians will be informed of a student's absence through the automated voice messaging system, "Synrevoice", a call from one of the attendance secretaries and/or a call from the classroom teacher.
- Parents and guardians will be informed of continued absenteeism by communication from the Vice-Principals. This communication may take the form of a telephone conversation, a letter from the office, including a copy of the attendance profile, or a conference at the school.
- Students who are absent for any length of time put their success at risk. Chronic absenteeism makes it very difficult for students to demonstrate that they have met or exceeded the curriculum expectations for their courses. If students do not attend to demonstrate what they have learned, they may be deemed to have failed to meet the curriculum expectations. In such cases, the teacher will consult with a Vice-Principal to determine whether the credit will be:
 - a. withheld, due to the failure to meet the curriculum expectations;
 - b. deferred, pending an opportunity to demonstrate the ability to meet curriculum expectations, or
 - c. granted (in exceptional circumstances).

COURSE DROP POLICY

When a student has chosen to take certain courses, a **commitment** has been made to follow through with these courses. This commitment is reinforced by Regulation 298, section 23 (1)(a) of the Education Act which mandates that a student "be diligent in attempting to master such studies as are part of the program in which the pupil is enrolled". In addition, when sufficient students opt for a course, the school makes a commitment to provide a teacher, a room and the necessary materials to offer it. Therefore, both student and school are expected to live up to the agreement made when a student chooses the course. In order to make this system workable and fair for all, the student is normally expected to retain the options chosen. However, students will be allowed to change courses into 10 calendar days from the beginning of Semester One, and up to 5 calendar days from the beginning of Semester Two if all of *the following conditions are met*:

- Students are expected to complete eight courses per year unless they have started the year with 23 or more credits.
- A request for timetable reduction for students with 23 or more credits must meet the following criteria:
 - It will not change the student's diploma eligibility status.
 - The student must **fully participate** in the course until the mid-term report.
 - Eligible students must request an interview for a timetable reduction through the Guidance Department for a one week period (5 school days) following the mid-term report.
 - **No course load will be reduced without discussion with the parent and student.**

FINAL EXAM POLICY

All students are required to write Final Examinations **as scheduled and in full uniform**. A student will **NOT** be permitted to write an examination on a non-scheduled day for the purpose of travel, employment, or family vacation. A student may be granted permission to write an examination on a non-scheduled day if the student presents a **medical certificate** to the Principal.

HONOUR ROLL CRITERIA

Only courses completed at Cathedral are considered for the Honour Roll and for School Awards. Night School courses, Summer School courses and On-Line courses are **not** eligible. The students on the Honour Roll have attained an average of at least 80% in a minimum number of courses **at Cathedral** (Grade 9, 10, 11 - eight courses, Grade 12 - six courses) during the previous school year.

GRADUATION CEREMONY ELIGIBILITY

To participate in the graduation ceremony, it must appear likely on or about the 70th day of the second semester that the student will qualify for an Ontario Secondary School Diploma at the end of the semester. As well, the school requires the successful completion of the grade 12 Religion course or the course taken in the graduation year if it is not the grade 12 course. If a student is not achieving success in the Religion course due to neglect of responsibility or absenteeism as judged by the Principal, the student shall not take part in the graduation exercises.

RELIGIOUS ACCOMMODATION

The student population of secondary schools in the Hamilton-Wentworth Catholic District School Board reflects the face of our country in becoming increasingly multicultural, multilingual and multi-faith. The Equity and Inclusive Education Policy of the HWCDSB states that “it is the policy of the Board to provide within all its operations an educational environment which supports and enables diversity within its Catholic community.” In this regard any request for religious accommodation in areas such as feast days or holy days, fasting, religious attire, etc. should be presented in writing to the Principal as soon as possible. In keeping with the Board’s Equity and Inclusive Education Policy, it is the hope of the school administration to be able to honour any requests which do not place undue hardship on the school. All requests will be responded to in a timely manner.

SCHOOL LETTER AWARD

The Cathedral School Letter Award is a most prestigious award which recognizes a student’s contributions to the school’s academic, athletic, and co-instructional programmes. All students entering Cathedral are eligible to receive a school Letter Award by accumulating a determined number of points by the end of their fourth year at Cathedral. The school letter is an honour awarded to students who have contributed positively to the spirit of the school in three areas: Athletics, Academics and Co-Curricular. To this end, the following criteria have been established with regard to the awarding of the school letter:

Students who wish to apply for the school letter award must fill out an application form, available in early May, listing the various activities they have participated in and the years in which they participated. The application form must be returned to the Guidance office in the second week of May. Students are encouraged to contact the Guidance Department with any questions about the school letter award.

PERSONAL AND SCHOOL PROPERTY

Lockers - Lockers are the property of the school. They are provided for Cathedral students only and can be used as long as they are maintained properly. Students must keep them safely locked. Lock combinations are not to be divulged to anyone under any circumstances. All lockers must be equipped with locks purchased through the attendance office for \$10.00. **The school can take no responsibility for break-ins or loss of any items left in lockers.** For their own safety students are to use only the locker assigned to them. Any student found to be using a locker other than the one to which he/she is assigned may have their lock removed or destroyed. Any change in locker assignment must be done with the approval of a Vice-Principal. Trading lockers or defacing them will not be tolerated. Bags and knapsacks are not allowed in classrooms other than the gym.

DUE WARNING: *Students and parents/guardians are hereby notified that the school Principal and Vice-Principals have the authority to search personal property and lockers. This right to search is established to assist Principals in providing for the safety and welfare of all students and staff under the Education Act.*

Theft and Vandalism – Vandalism and/or theft of school property will be dealt with through restitution, parental involvement, suspension and/or police intervention. Personal property brought to school or school events is the responsibility of the owner. These items should never be left unattended. **The school assumes no responsibility for locating lost, stolen or damaged items.**

CATHEDRAL HIGH SCHOOL ACADEMIC ELIGIBILITY POLICY FOR CO-INSTRUCTIONAL ACTIVITIES

Academic Eligibility Policy

1. Definitions of extra-curricular involvement: any activity which takes place during/after regular school hours (e.g. Student Council, Yearbook, Athletics).
2. There are four reporting periods per year: one at each mid-term and one at the end of each semester.
3. A student must pass 3 of their subjects for grades 9, 10 and 11, and 2 of their subjects in grade 12, in order to be eligible for co-instructional activities. They must also:
 - a. attend all classes with necessary materials;
 - b. attend all classes punctually and regularly;
 - c. hand in all work on time and seek extra help if he/she is having difficulty;
 - d. be respectful and co-operative in class.

Any student who does not comply with the above will have his/her eligibility reviewed by the Principal.
4. Only marks from all day courses will be considered.
5. An ineligible student may not play, practice or participate on a school team or a club.
6. Any student not meeting the academic eligibility requirements remains ineligible until the next reporting period.
7. A student who is absent for the day or any part of the day on which a co-instructional event/meeting/practice is to take place, may not participate. Full participation in all classroom activities for that day is expected.
8. Parents/Guardians and the student may appeal the ineligibility status to the Principal in exceptional cases only. ***The Principal's decision is final.***

Participation in the Sports Programme - All athletes, prior to participating in a practice or game for any school team, must have submitted to the school the signed parental consent form. Any athlete who receives an injury requiring treatment by a physician must obtain the approval of a physician before he/she is allowed to resume participation in any sport. All Cathedral students are bound by the Cathedral High School Athletic Eligibility Policy. All transfer students must be appealed to the Board.

SPECTATOR'S CODE OF CONDUCT

1. Fan support should be positive and reflect Christian ideals.
2. Obscenities, derogatory comments or offensive behaviour will not be tolerated.
3. Taunting of players, officials, or opponents is not acceptable.
4. Loud-hailers or similar noise magnifiers are not permitted.
5. Fans must stay off the playing surface before, during, and after games, except for authorized cheer-leaders.
6. Provocative signs should not be brought to or posted at games.
7. Damage to any game facility will result in permanent banning from future contests.
8. Any fights or provocation will result in permanent banning from future contests.
9. Fans should not arrive at game sites earlier than 30 minutes prior to a game, or 15 minutes prior if the game is held in a school during school hours.
10. Fans must heed the instructions of school supervisors at all times.
11. No animals are permitted in the school.

Refer to the HWCDSB's Respectful Play policy posted in the gymnasium.

ACCIDENT INSURANCE COVERAGE

The Hamilton-Wentworth Catholic District School Board does **not** provide accident insurance coverage for student injuries that occur on school premises or during school activities. Some injuries incur medical, dental or other expenses that are not covered by provincial healthcare or employer group plans. As a parent or guardian, you become responsible for these expenses.

We do make available the insuremykids® Protection Plan for students exclusively through Reliable Life Insurance Company. Participation in such a programme is voluntary and the costs are to be paid by the parent or guardian.

This program offers a variety of plans and benefits at affordable prices. Benefits included are:

- Dental expenses (resulting from an accident)
- Total and permanent disability
- Paralysis/loss of use
- Special disability benefits
- Death benefits
- Eye glasses repair/replacement due to accident

Purchasing Student Accident Insurance is strongly recommended especially if your child participates in athletic or other co-curricular activities on or off school property. All rates are one-time annual premiums. Numerous plans are available to fit any family's budget. Family rates for 3 or more children are offered. Purchase online in the first month of the school year and save further with the 3-Year and 5-Year plans.

The insurance agreement is between you and Reliable Life Insurance Company. To subscribe, apply 24/7 directly online at: www.insuremykids.com

If you have any questions please visit the “Frequently Asked Questions” page at the above website or contact Reliable Life Insurance Company direct toll free at: **1-800-463-KIDS (5437)**.

BULLYING

Bullying is a form of aggressive behaviour which involves the deliberate use of power to repeatedly hurt or intimidate another person. Bullying may be:

- Physical - hitting, kicking, punching, inappropriate sexual touching;
- Verbal - name calling, teasing, threatening;
- Social - excluding an individual from a group on purpose, spreading malicious gossip or rumours;
- Computer/technology based - using the internet, e-mail or other communication device to ridicule, spread rumours and threaten.

If you are being bullied, tell an adult you can trust. Tell your parents or the Principal or Vice-Principal at school. Go to your Teacher or Guidance Counselor. If you are afraid to tell an adult at school or home that you are being bullied, try calling the ***Kids Help Phone (24 Hour Help Line), 1-800-668-6868***. Bullying behaviour is unacceptable and nobody has to suffer in silence. If you observe someone being bullied, tell an adult and help to stop the bullying!

ONTARIO SCHOOLS CODE OF CONDUCT

A school is a place that promotes responsibility, respect, civility, and academic excellence in a safe learning and teaching environment. All students, parents, teachers and staff have the right to be safe, and feel safe, in their school community. With this right comes the responsibility to be law-biding citizens and to be accountable for actions that put at risk the safety of others and oneself.

The Ontario Code of Conduct sets clear provincial standards of behaviour. It specifies consequences for student actions that do not comply with these standards. The Provincial standards of behaviour apply not only to students, but also to all individuals involved in the publicly funded school system – parents or guardians, volunteers, teachers, and other staff members – whether they are on school property, on school buses or at school-authorized events or activities. Students may also be held accountable, by the school, for behaviour that takes place outside of school should such behaviour be deemed to impact on the school climate.

Guiding Principles

- All participants involved in the publicly funded school system - students, parents or guardians, volunteers, teachers and other staff members – are included in the Code of Conduct whether they are on school property, on school buses or at school – authorized events or activities.

- All members of the school community are to be treated with respect and dignity, especially persons in positions of authority.
- Responsible citizenship involves appropriate participation in the civic life of the school community. Active and engaged citizens are aware of their rights, but more importantly, they accept responsibility for protecting their rights and the rights of others.
- Members of the school community are expected to use non – violent means to resolve conflict. Physically aggressive behaviour is not a responsible way to interact with others.
- The possession, use or threatened use of any object to injure another person endangers the safety of oneself and others.

HWCDSB CODE OF STUDENT CONDUCT AND DISCIPLINE

It is incumbent upon the Hamilton-Wentworth Catholic District School Board to provide and maintain an environment that is safe and secure for all members of the school community. While the vast majority of students are well behaved and responsible, some students occasionally have difficulty adhering to school guidelines and rules. Schools should not and cannot tolerate behaviour that threatens the rights and well-being of individual groups. In an effort to promote the safety and security of its school community, the Hamilton-Wentworth Catholic District School Board ascribes to a non-tolerance code of student conduct. This means that there is a non-acceptance of all behaviours that are in opposition to established rules of acceptable conduct. This approach to misconduct especially addresses behaviours that are so refractory in nature that they are considered to compromise the safety, integrity and well-being of the inclusive school community. Such behaviours include but are not limited to the following:

- Uttering a threat to inflict serious bodily harm on another person;
- Possessing alcohol or illegal drugs and/or use thereof;
- Being under the influence of alcohol/drugs or other hazardous substances;
- Swearing at a teacher or at another person in a position of authority;
- Committing an act of vandalism that causes extensive damage to school property at the student's school or to property located on the premises of the student's school;
- Bullying;
- Possessing a weapon, including possessing a firearm or replica firearm;
- Using a weapon to cause or to threaten bodily harm to another person;
- Committing physical assault on another person that causes bodily harm requiring treatment by a medical practitioner;
- Committing sexual assault;
- Trafficking in weapons or restricted drugs;
- Committing robbery;
- Giving alcohol to a minor;
- An act considered by the Principal to be (significantly) injurious to the moral tone of the school and/or to the physical or mental well-being of others;

- A pattern of behaviour that is so inappropriate that the student's continued presence is adjudged to be injurious to the effective learning and/or working environment of others;
 - Activities engaged in by the student on or off school property that cause the student's continuing presence in the school to create an unacceptable risk to the physical or mental well-being of other person(s) in the school or Board;
 - Any act considered by the Principal to be contrary to the Board or School Code of Conduct which includes, but is not limited to:
 - hate-motivated violence*
 - gang – related activities*
 - criminal harassment*
 - extortion*
 - supply, sale, distribution or trafficking of alcohol or legal drugs*
 - persistent truancy
 - profane or improper language
 - habitual neglect of duty
 - persistent opposition to authority
 - wilful destruction of school property
- *Activities that also necessitate police involvement***

Where any of the aforementioned behaviours are present, serious consideration will be given to administering a suspension and/or recommending an expulsion.

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

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

Parents too play an important role in the education of their children and have a responsibility to support the efforts of school staff in maintaining a safe and respectful learning environment for all students. Parents fulfill this responsibility when they:

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

REQUIREMENTS FOR STUDENTS

“A student shall,

- be diligent in attempting to master such studies as are part of the program in which the student is enrolled;
- exercise self-discipline;
- accept such discipline as would be exercised by a kind, firm and judicious parent;
- attend classes punctually and regularly;
- be courteous to fellow students and obedient and courteous to teachers;
- be clean in person and habits; take such tests and examinations as are required by or under the Act or as may be directed by the Minister;
- show respect for school property.”

Every student is responsible for his/her conduct to the Principal of the school that the student attends,

- on the school premises;
- on out-of-school activities that are part of the school program;
- while travelling on a school bus that is owned by a board or on a bus or school bus that is under contract to a board.”

Regulation 298, Education Act

Discipline must recognize the inherent dignity and rights of each individual. When disciplining, actions must be taken that are in accordance with each individual’s best interest while also considering the welfare of the school community. Discipline must take into account relevant situational circumstances, including mitigating and other factors, as outlined in the Board’s Student Discipline Procedures. It should, where possible, have relevance to the unacceptable behaviour and serve as a learning opportunity for the student.

In an effort to fulfil these objectives, the Hamilton-Wentworth Catholic District School Board ascribes to the practice of progressive discipline which utilizes a continuum of interventions, supports and consequences to address inappropriate student behaviours and build upon strategies that promote positive behaviours.

YOUR FRIENDS • YOUR SCHOOL • YOUR CALL!



TO ANONYMOUSLY REPORT THEFTS, HARASSMENTS,
BULLYING, ASSAULTS, DRUGS AND WEAPON
VIOLATIONS THAT OCCUR ON SCHOOL PROPERTY OR
IN THE COMMUNITY
CALL

1-800-222-8477 (TIPS)

www.crimestoppershamilton.com

\$\$ YOU CAN BE ELIGIBLE FOR A CASH REWARD \$\$

SETTLEMENT & IMMIGRATION WORKERS IN SCHOOLS

The first few years in Canada are particularly difficult for newcomer students and their families. The YMCA's Settlement and Immigration Services connect newly arrived families to services and resources in the school and the community in order to promote settlement, and foster student achievement. The service aims to link newcomer students and their parents/guardians with school resources, social/cultural services in the community, services offered by program partners, libraries and other settlement agencies. The Information & Referral Counsellors are located in the schools and facilitate the introduction and integration of newcomer students and their families to the school, the educational system, and will explain essential school information.

SOCIAL WORK AND HEALTH SERVICES

Should a student experience difficulties of a social/emotional nature, an on-site Social Worker is available at designated times throughout the week. Such difficulties may involve anxiety/trauma resulting from the loss of a loved one, family discord, social relationships, self-esteem or other personal situations. The Social Worker will work closely with the student, his/her family and the school, with the ultimate goal always being one of facilitating positive change. In order to access this service, students are encouraged to make an appointment with the Social Worker to discuss his/her concern. In all situations, however, with the possible exception of those of critical concern, parent/guardian consent is required for those students under the age of 18 years who are in need of on-going assistance.

A student who is not feeling well should report to the attendance office and should explain his/her problem to the Secretary. The Secretary will then notify the parents/guardians and the Vice-Principal if necessary, or will simply allow the student to remain in the attendance office until a parent/guardian can be contacted.

CATHEDRAL OUTREACH COMMITTEE

Since 1997, a group of committed staff and students have assisted needy students and families in our community. Their goal is to provide support for the marginalized and the underprivileged. Many of our students and their families endure a variety of hardships. The Outreach Committee helps provide items such as food, clothing, transportation, school supplies, school uniforms and eye glasses. We are always looking for donations of new or used clothing, canned food, school uniforms and school supplies. For more information please call: 905-522-3581.

NATIVE YOUTH ADVANCEMENT WITH EDUCATION HAMILTON

The NYA:WEH Program is directed to assist and support Status, Non-Status, Métis and Inuit Students (As rationalized by the Federal Government of Canada's Indian Act) in Secondary Education Institutions in the Hamilton Area. The need for cultural support within the school system has been identified as a critical need for Aboriginal children

and youth to succeed within the mainstream education system. The NYA:WEH program provides a culturally oriented learning environment that will assist Aboriginal youth in learning or continuing with the ways of our ancestors.

SPECIALTY PROGRAMS AT CATHEDRAL

FRENCH IMMERSION

Why French Immersion?

The Ontario Ministry of Education & Training states that an Immersion program is the best way of achieving the Top Level of competency in French. “The Top Level, achievable through at least 5 000 hours of French instruction during the student’s school career, is considered to mean that the student:

- can take further education with French as the language of instruction at the college or university level;
- can accept employment using French as the working language, or live in a French community after a short orientation period;
- understands and appreciates the emotional attitudes and values held in common by members of a French-speaking community.”

An Immersion program means that French is not only the medium in which subjects are taught, but that it is also the means of communication between pupils and teacher in the classroom and, as much as possible, beyond the classroom.

Goals for the French Immersion Program

- To realize the educational goals set forth by the Hamilton-Wentworth Catholic District School Board and the Ontario Ministry of Education and Training, and at the same time,
- To develop an ability in French at a level that permits the students:
 - a. to communicate easily with French-speaking people,
 - b. to understand and appreciate Canada’s francophone heritage,
 - c. to continue their educational development in French or English,
 - d. to accept employment that requires French and English or a combination of the two languages.

The study of French can give a student the following benefits as reported by the OMLTA:

“Numerous research studies in the past 30 years have concluded that fluent bilingualism contributes to the cognitive growth of the children.” (Andrew Latham, 1998)

“Canadian employers want a person who can understand and speak the languages in which business is conducted and write effectively in the languages in which business is conducted...”(The Conference Board of Canada, 1992)

Program Organization at Cathedral

Currently, students may elect to receive instruction in French at the secondary level only at Cathedral High School. Admission to the program is dependent upon the student's proficiency in French. Graduates from the elementary French Immersion Program and graduates from French Language schools should inquire about the program in Grade 8. The certificate of French Immersion is awarded by the Hamilton Wentworth Catholic District School Board as an adjunct to the student transcript. It provides evidence of a student's degree of involvement in the French Immersion Program at the secondary level. This certificate is important for students applying to study at a French or bilingual post-secondary institute as well as for students intending to enter the workforce in a French or bilingual capacity.

Cathedral High School Alternative Education Program

Wilma's Place, Cathedral's Alternative Education Program is designed to meet the needs of Hamilton's at risk students. When established in 1988 under the leadership of Wilma Scherloski, the primary focus of the program was to meet the needs of at-risk female students who were struggling with emotional, psychological, social and economic barriers which threatened the completion of their education. In January of 1993, the program identified the need for similar programming for male students who were at risk of dropping out of school for similar reasons. The success of Wilma's Place has come not only because of the full support of the Board, but also because of the many community and social service agencies which assist us in helping our students continue with their education and dismantle the barriers they face in their lives. We are proud of all the successes our students achieve, but especially proud of the students who graduate each year and enroll into post-secondary education. Today, and for the past ten years, Wilma's Place has called the old Cathedral Boys' High School home. A nurturing, safe and welcoming learning environment for youth, Wilma's Place looks forward to its continued commitment to the at-risk students in our community.

Cathedral Student Enterprises

Cathedral Student Enterprises (CSE) provides a unique opportunity for students to engage in meaningful business activities in a subject area which interests them. The students actively participate in all facets of the enterprise: research, planning, start-up, production, communication, management, information technology and health and safety. Students gain first-hand experience in identifying and exhibiting the characteristics and skills associated with successful entrepreneurs. As part of the learning process, new skills are developed which enhance the confidence and employability of the students, helping to better prepare them for success in their working lives. CSE continues to grow because of the cooperation of students, school personnel and business and community leaders. The profits generated through CSE ventures are used as bursaries to assist students, our future leaders, with their post-secondary education. You can support CSE by ordering our goods and services at 905-522-3581 Ext. 3049.

CSE Website: <http://chs.hwcdsb.ca/programsandservices/cathedralstudententerprises/>

LITERACY

Pre-reading Strategies - Before a good reader begins reading, he/she:

1. Establishes Purpose - for information, for personal interest, for leisure, for pleasure, to learn something new, to study, etc.
2. Skims & Scans - reads quickly to get an idea of the content: titles, subtitles, bolded words, italicized words, pictures, captions graphics, charts, margin notes, footnotes, words in brackets, etc.
3. Asks Questions - during skimming and scanning, think about what questions come to mind.
4. Make Predictions - guess what information the reading selection will contain.
5. Access Prior Knowledge - think of what is already known about this subject.

During-reading Strategies - As he/she reads, a good reader:

1. Visualizes -a mental picture: a moving image (eg. a race) or a still visual (eg. a root system).
2. Dialogues with the text - internal conversation where, as one reads, he/she reacts, connects, responds, asks questions.
3. Reads in "Chunks" or "Blocks" - after each paragraph or after a few paragraphs: pause and think; check to see if important details can be remembered, if connections between prior and current reading can be made; if predictions can be made.
4. Confirms/Adjusts/Makes New Predictions - during reading, confirm or adjust previous predictions, make new predictions - the process of confirming/ adjusting/ making new predictions should be ongoing.
5. Make Connections - during reading, make connections between the reading and one's own experiences, other texts one has read, real world situations - think about personal experience or personal knowledge: I already know about... This text reminds me of ... This compares to... This text is different from... because... This section made me think of...
6. Highlights/Underlines/Circles - important information, significant words etc.
7. Makes notes in margin.
8. Uses symbols - to identify confusion (?); something important (*); something interesting (!)

Post-reading Strategies - After a good reader finishes reading, he/she:

1. Summarizes, restates/rewrites most important points into own words
2. Makes Conclusions
3. Evaluates
4. Synthesizes
5. Transforms Knowledge: from text into a poster, pamphlet, oral presentation, etc.
6. Discusses
7. Makes Connections
8. Dramatizes

Fix up Reading Strategies - As soon as a good reader realizes he/she does not understand what he/she is reading, he/she STOPS, and APPLIES one of these strategies:

1. Re-reads
2. Adjusts Pace: slow down
3. Subvocalizes
4. Pauses and Thinks
5. Access Prior Knowledge: think about what one already knows
6. Uses Text Features: glossary, index, graphics, footnotes, etc.
7. Asks for help