



ST. ANNE CATHOLIC SECONDARY SCHOOL

353 Ontario St.

Clinton, Ontario

N0M 1L0

Telephone: (519) 482-5454

Fax: (519) 482-5456

Website: <https://stannes.huronperthcatholic.ca/>

2026-2027

Student Digital Handbook

Principal:	Ms. Laura Blackmore
Vice Principal:	Mr. Josh Geddis

On Fire with the Spirit
Awaken Illuminate Rejoice

Principal's Message

Welcome to the 2026–2027 school year! Whether you are returning to familiar hallways or walking through our doors for the very first time, we are thrilled to welcome you to our digital student handbook. As a community rooted in faith, we are dedicated to ensuring that St. Anne's Catholic Secondary School is a safe, inclusive, and welcoming environment where everyone is treated with kindness, dignity, and respect.

This year, our spiritual focus is centered on the theme: **Rejoice**. As a community of faith, we are called to celebrate our God-given talents, find joy in our daily learning, and lift one another up with hope and gratitude. All of you are here on a journey, and we are here to support you.

To make the most of your high school experience, I encourage everyone to actively engage in school life. Be an Eagle in everything you do! St. Anne's is proud to offer a rich and diverse program of activities, spanning competitive athletics, the arts, social justice initiatives, faith leadership, and specialized clubs. There truly is a place for everyone to find their passion and build lasting friendships.

This school year provides a fresh canvas to leave your mark on the Eagle's Nest. Your unique energy, leadership, and voice shape the culture and legacy of our school. Let us soar together, support one another, and live out our Catholic graduate expectations with pride.

Wishing you all a blessed, successful, and joyful school year ahead!

Go Eagles!

Ms. Laura Blackmore, Principal

***"Those who hope in the Lord will renew their strength.
They will soar on the wings of Eagles."
ISAIAH 40:31***

Regular School Day Schedule:

Grade 9/10 Schedule	
Warning Bell	8:50am
Homeroom / Announcements	8:55 – 9:00am
Period 1	9:00 - 10:15am
Period 2	10:20 - 11:35am
Break	11: 35 - 11:45am
Period 3A	11:45 - 12: 20pm
Period 3B: Grade 10 LUNCH	12:20 - 1:00pm
Period 3C: Grade 9 LUNCH	1:00 - 1:40 pm
Period 4	1:45 - 3:00pm

Grade 11/12 Schedule	
Warning Bell	8:50am
Homeroom / Announcements	8:55 – 9:00am
Period 1	9:00 – 10:15am
Period 2	10:20 - 11:35am
Gr. 11 / 12 LUNCH	11: 35 - 12:20pm
Period 3	12:25 - 1:40pm
Period 4	1:45 - 3:00pm

PARENT / CAREGIVER & STUDENT ACKNOWLEDGEMENT FORM

THIS INFORMATION WILL BE SIGNED VIA A GOOGLE FORM

Parent(s) and/or Caregiver(s) signatures are required to indicate that you have read the Code of Conduct and all other School policies, procedures and information that governs activity at St. Anne's Catholic Secondary School. Parents or caregivers who have concerns or suggestions about policies may share them in writing; concerns will be discussed at the Catholic School Advisory Council.

This Google Form must be completed for each child at St. Anne's no later than **Friday, September 18th.**

This digital acknowledgement/consent form includes various details regarding the permissions and privacy of your child(ren). For example, but not limited to:

- Disclosure of information (i.e. publication of student name and/or photo in the yearbook, social media, newspaper etc.)
- Code of Conduct
- Cell phone, Concussion and Technology Policies
- Attendance Procedure
- Uniform and Non-Uniform Days dress code
- Walking Excursions and Retreat Permission

By completing and submitting the Google Form - parents/caregivers/students acknowledge that they have read and agree with the expectations outlined in the Student digital handbook.

Concussion Acknowledgment

The Ontario Government has enacted Rowan's Law (Concussion Safety), 2018, S.O. 2018, c. 1 ("Act"). Ontario Regulation 161/19. This Act requires all school boards to have a concussion policy. In HPCDSB this is found in Policy 3D:17 - Concussion Management.

Policy 1.1.19 - Concussion Management: [1.1.19 Concussion Management - A Protocol for Schools.pdf](#)

In order to fulfill the obligations of this policy, parents/guardians are required to, as set out in Rowan's Law, to review the Ontario Government's issued Concussion Awareness Resources on an annual basis.

CONCUSSION RECOGNITION AND REPORTING

I have read and am familiar with an approved Concussion Awareness Resource identified by the school board:

Age 11-14 Resource: <https://drive.google.com/open?id=1ccL1RxtU2UUEQZ3FnhhY-lQ9Sw9f4X3C>

Age 15 and Up Resource: https://drive.google.com/open?id=1gjYu0fQ_axKggvJixC2XkGrK1oiz9VrI

If your child suffers a concussion whether at school or outside of school, it is imperative to let the school know as soon as possible. Recent research has made it clear that a concussion can have a significant impact on a student's cognitive and physical abilities. In fact, research shows that activities that require concentration can actually cause a student's concussion symptoms to reappear or worsen. It is equally important to help students as they "return to learn" in the classroom as it is to help them "return to physical activity". Without proper identification and management, a concussion can result in permanent brain damage and, in rare occurrences, death. Research also suggests that a child or youth whom suffers a second concussion before they are symptom free from their first concussion is susceptible to a prolonged period of recovery, and possibly Second Impact Syndrome - a rare condition that causes rapid and severe brain swelling and often catastrophic results. School staff and coaches play a crucial role in the identification of a suspected concussion as well as the ongoing monitoring and management of a student with a concussion.

Awareness of the signs and symptoms of a concussion and knowledge of how to properly manage a diagnosed concussion is critical in a student's recovery and is essential in helping to prevent the student from returning to learning or physical activities too soon and risking further complications. Ultimately, this awareness and knowledge could help contribute to the student's long-term health and academic success.

Student Application for Internet & Technology Access, Use and Participation

The Internet is recognized as an essential tool for learning, and it is necessary that students understand the appropriate use of this technology in accordance with the Computer and Information Technology Policy. Blended learning (i.e. the use of a Learning Management System and / or digital online tools) are central to the strategy that aims to:

- improve communication between the teacher and students,
- promote greater collaboration and critical thinking among students,
- differentiate learning and assessment for all students.

To ensure that students have access to these services, student information may be used in the setup and tracking of accounts of Ministry or Board-endorsed online programs.

All Students using Internet access will:

1. Act as witnesses to the truth and values of the Catholic faith, reflecting the school's Code of Conduct and the Ontario Catholic Graduate Expectations.
2. Obtain permission from their teacher before accessing the Internet.
3. Download programs only with teacher permission and scan downloaded programs for viruses.
4. Back out of any site which is transmitting unacceptable information or graphics and notify the teacher.
5. Use appropriate and acceptable language.
6. Properly footnote and include in a bibliography any information which is obtained from the Internet and incorporated into an assignment.

Students will not:

1. Use social media or other online social tools during instructional time unless it is solely related to course material and directed by the teacher.
2. Send or display any offensive pictures or messages. Students *will not* take photos or video of any person without prior consent.
3. Use obscene language, or language reflecting racial, ethnic or religious prejudice.
4. Use the Internet for product advertisement, commercial or for-profit purposes.
5. Violate copyright laws.
6. Share username and/or password for login.
7. Use someone else's login, password(s), email address or social media identity.
8. Violate security systems which have been put into place to protect computers, file servers, networks and users, both within and outside the Board.
9. Provide personal information about themselves or others through the Internet (name, phone number, address, etc.)
10. Arrange to meet anyone as a result of Internet contact.
11. Use Internet access in any ways which waste finite resources such as printer paper, hard drive space, printer ribbons/cartridges and any other materials provided by the Board.
12. Engage in any form of cyber bullying.
13. Use anonymizer sites for visiting blocked sites through the network firewall. This includes all instant messaging and community hosting sites.
14. Install any software that has not been approved by the system administration/technology services. This includes browsers and extensions.
15. Use laser pointers.

Consequences outlined in the School Code of Conduct and Safe Schools Legislation will apply to students who do not honour these terms and conditions.

Disclosure of Information

The Huron-Perth Catholic District School Board takes pride in publishing events happening in the schools. Board & School newsletters, websites, media and other publications often contain students' names, photographs and other personal information. Under the Freedom of Information Act and Protection of Privacy Legislation, permission is required to publish information about your child.

This would include such things as:

- videotaping and photographing classroom events, activities, school concerts, sports, awards and special events and sharing the videos/photographs and full name of the student with the local media;
- School or Board newsletters or web pages displaying student pictures, and/or student work (full name);
- using photographs and full names in school displays and publications such as a yearbook; sharing information with co-curricular governing bodies for statistical purposes.

Cell Phone / Personal Mobile Device Policy (as per PPM 128)

All members of the school community must not use personal mobile devices during instructional time except under the following circumstances;

- for educational purposes, as directed by an educator
- for health and medical purposes
- to support special education needs

Students' personal mobile devices MUST be stored out of view and powered off or set to silent mode during instructional time, except when their use is explicitly permitted by the educator under the circumstances outlined above.

Consequence(s):

- *If the educator sees a personal mobile device that is not stored out of view, they must require the device to be handed in for the instructional period and the device must be placed, by the student, in a storage area in a location in the classroom designated by the educator*
- *If the student does not hand in their personal mobile device when required, they must be sent to the Principal's office. Principals have discretion under PPM No. 145, Progressive discipline and promoting positive student behaviour, to consider a range of responses to address this behaviour, including suspension.*

The student is responsible for their personal mobile device, how they use it and the consequences of not following the school policy on personal mobile device use.

ST. ANNE'S CATHOLIC SECONDARY SCHOOL

CODE OF CONDUCT

BELIEF STATEMENT:

The Huron-Perth Catholic District School Board believes that our Catholic social teachings outline our call to build a just society amidst modern-day challenges and opportunities. At HPCDSB, our Catholic Code of Conduct aligns with our Catholic social teachings focused on the Life and Dignity of the Human Person, Rights and Responsibilities, and Solidarity.

The Huron-Perth Catholic District School Board Catholic Code of Conduct promotes responsibility, respect, civility, and academic excellence in a caring school climate in accordance with our Catholic beliefs. The Huron-Perth Catholic District School Board is committed to Equity and Inclusion. A positive school climate exists when ALL members of the school community feel safe, included, and accepted.

Our Ontario Catholic Graduate Expectations underpin our fundamental values listed below. The Ontario Catholic School Graduation Expectations (OCSGE) provide an image of the Catholic learner and a vision for the graduate of Catholic Schools in Ontario. Our OCSGEs call our students to be collaborative contributors and responsible citizens who give witness to Catholic social teaching by promoting peace, justice, and the sacredness of human life and with the fundamental values within our Catholic Code of Conduct.

We Believe:

- Everyone has a responsibility to promote a safe environment.
- Everyone should be aware of their rights, as active and engaged citizens. Everyone should also protect their own rights and the rights of others. Responsible citizenship involves taking part in the civic life of the school.
- Everyone is responsible for resolving conflicts in a civil and respectful way. Insults, hurtful acts and a lack of respect for others disrupt learning and teaching in a school community.
- Everyone is expected to resolve conflicts without using violence. Physical aggression is not a responsible way to deal with other people. No one should use an object to injure another person or threaten to use an object to injure another person. Violence and threats are unacceptable and put everyone's safety at risk.
- Everyone who is a member of the school and district community is to be treated with respect and dignity, especially those in positions of authority.
- Everyone is aware that harassment; physical, verbal (oral or written), sexual or psychological abuse; bullying; hate-motivated behaviours and discrimination on the basis of racial characteristics, culture, age, religion, gender, language, disability, sexual orientation, or any other attribute is unacceptable.
- Everyone understands that the possession and/or display of weapons or replicas or imitations of weapons on school property will be referred to the police and in addition, may result in a recommendation for expulsion.

PURPOSE STATEMENT:

The purpose of the Huron-Perth Catholic District School Board's Code of Conduct is to communicate to all members of the school community the expected standards of behaviour to

ensure an inclusive and safe learning environment. This Code of Conduct applies on school property, on school buses, at school-related events or activities, to before and after school programs, and in other circumstances that could have an impact on the school climate.

The standards of behaviour in Huron-Perth Catholic District School Board's Catholic Code of Conduct are consistent with Board policies, the Safe School's provisions of the Education Act, The Ontario Human Rights Code, and Ministry of Education regulations and policy/program memoranda.

STANDARDS OF BEHAVIOUR:

Respect and civility are essential in maintaining an inclusive, safe and Christ-centered learning environment. Responsible discipleship will be the vehicle used to promote peaceful communities. Through a variety of programs and learning experiences, all schools will promote an environment where conflict and difference can be addressed in a manner characterized by respect and compassion.

The Standards of Behaviour include two key focus areas that all school community members must follow: Respect, Civility and Responsible Citizenship, and Safety.

Respect, Civility and Responsible Citizenship

All school community members must:

1. Respect and follow all applicable federal, provincial, and municipal laws;
2. Demonstrate honesty and integrity;
3. Respect differences in people, their opinions, and ideas;
4. Treat others with dignity and respect at all times, especially when there is disagreement;
5. Respect and treat others fairly regardless of their race, ancestry, place of origin, colour, ethnic origin, creed, sex, gender identity, gender expression, sexual orientation, age marital status, family status or disability;
6. Respect the rights of others;
7. Show care and respect for school property and the property of others;
8. Take the proper steps to help those in need;
9. Seek assistance from a member of the school staff, if necessary, to resolve conflict pastorally and peacefully;
10. Respect all members of the school community, especially those in a position of authority; and
11. Respect the need of others to work in an environment that is good for learning and teaching, including by ensuring cellphones and other personal mobile devices are only used during instructional time for:
 - a. Educational purposes (as directed by the teacher).
 - b. Health and medical purposes.
 - c. Special education needs support.

Safety

All school community members must not:

1. Engage in any form of bullying, whether in-person or through technology;
2. Commit sexual assault;

3. Traffic weapons or illegal drugs;
4. Commit robbery;
5. Give alcohol or cannabis to a minor;
6. Be in possession of a weapon, including firearms;
7. Use any object to threaten or intimidate another person;
8. Injure anyone with an object;
9. Be in possession of, or be under the influence of, or provide others with alcohol or illegal and/or restricted drugs;
10. Inflict, or encourage others to inflict bodily harm;
11. Engage in hate propaganda and other forms of behaviour motivated by hate or bias;
12. Commit vandalism that causes large-scale damage to property on school premises; or
13. Swear at a teacher or another person in a position of authority.

ROLES AND RESPONSIBILITIES:

All members of the Huron-Perth Catholic District School Board, and its school communities, including principals, teachers, other staff members, students, parents and community members have an obligation to comply with the standards outlined in this Code of Conduct. The roles and responsibilities of these various stakeholders are outlined below.

The Board

The Board will provide direction to its schools to ensure opportunity, excellence and accountability in the education system.

It is the responsibility of the school board to:

- Develop policies that set out how their schools will put in place and enforce the provincial code of conduct and all other rules that they develop as related to the provincial; standards that promote and support respect, civility, responsible citizenship and safety
- Seek input from school councils, Parent Involvement Committees, Special Education Advisory Committee, Indigenous Education Advisory Council, Equity, Inclusion, and Anti-Racism Committee, students, staff, parents, volunteers and the community members;
- Review these policies regularly with students, staff, parents, volunteers and the community members;
- Establish a process that clearly communicates the Provincial Code of Conduct to all parents, students, staff and members of the school community to gain their commitment and support;
- Ensure an effective approach to intervene and respond to all violations that relate to the standards for respect, civility, responsible citizenship and safety; and
- Provide opportunities for all staff to gain the knowledge, skills and attitudes they need to promote student achievement and well-being in a safe, inclusive and accepting learning environment.

Principals

Principals, under the direction of their school board, take a leadership role in the daily operation of a school.

Principals provide this leadership by:
St. Anne's Catholic Secondary School

- Caring for the school community and commitment to student achievement and well-being in a safe, inclusive and accepting learning environment;
- Holding everyone under their authority responsible for their behaviour and actions in a fair, firm, consistent and timely manner;
- Use effective techniques for conflict management, including recognizing, approaching, defusing, de-escalating and resolving potential confrontational situations;
- Ensure support is provided to any victims of school-based unacceptable behaviour;
- Making counselling available to perpetrators of school-based unacceptable behaviours;
- Empowering students to be positive leaders in their school and community; and
- Communicating regularly and meaningfully with all members of their school community.

Teachers and School Staff

Teachers and school staff, under the leadership of their principals, help maintain a positive learning environment and hold everyone to the highest standard of respectful and responsible behaviour.

Teachers and school staff uphold these high standards as role models when they:

- Help students work to their full potential and develop their self-worth;
- Document ongoing and disruptive incidents related to the code of conduct and seek opportunities for communication with school leaders and parents/family;
- Empower students to be positive leaders in their classroom, school and community;
- Communicate regularly with parents;
- Maintain consistent and fair standards of behaviour for all students;
- Show respect for all students, staff, parents, volunteers and members of the school community; and
- Prepare students for the full responsibilities of citizenship

Students

Everyone should treat students with respect and dignity. In return, students must show respect for themselves and for others.

Students

- Come to school prepared, on time and ready to learn;
- Show respect for themselves, for others and for those in authority;
- Refrain from bringing anything to school that may risk the safety of others;
- Follow the rules and take responsibility for their own actions;
- If directed by the school principal or the vice-principal willingly display the contents of clothing, backpacks, etc. that are worn or carried on school property. Desks and lockers are school property and a search is permissible by the school administration; and
- Follow the dress code and/or uniform requirements of Huron-Perth Catholic District School Board.

Parents and Guardians

Parents and guardians have an important role in the education of their children and can help

school staff in maintaining a safe and respectful learning environment for all students.

Parents and guardians play this important role when they:

- Are engaged in their child's schoolwork and progress;
- Communicate regularly with the school;
- Make sure their child is appropriately dressed and prepared for school;
- Ensure that their child attends school regularly and on time;
- Inform the school promptly about their child's absence or late arrival;
- Become familiar with the provincial code of conduct, the board's code of conduct and school rules;
- Encourage and help their child follow the rules of behaviour; and
- Help school staff deal with disciplinary issues involving their child.

Community Partners

School boards may enhance partnerships or create new partnerships with community agencies and members of the community.

Community agencies:

- Offer resources that support prevention or intervention programs; and
- Support and respect the rules of their local schools.

Police

The police play an essential role in making our schools and communities safer. Police investigate incidents by following the protocol developed with the local school board.

Police and local school boards base their protocols on a provincial model developed by:

- Ministry of Children, Community and Social Services
- Ministry of Education

Our protocol is written in accordance with the requirements of the Ministry of Education and the Ministry of the Solicitor General and through the cooperative efforts of Huron-Perth Catholic District School Board, Avon Maitland District School Board, Ontario Provincial Police, Stratford Police Service, and Huron-Perth Children's Aid Society (Revised 2021). Police/School Board Protocol in the HPCDSB Administrative Site.

REFERENCES:

Education Act and Regulations

Ministry of Education Policy/Program Memorandum No. 128

Ontario Human Rights Code

Police/School Board Protocol

P 2.1.5. Student Behaviour, Discipline and Safety Policy

Definition of Progressive Discipline

Progressive discipline is a whole-school approach that utilizes a continuum of interventions, supports, and consequences to address inappropriate student behaviour and to build upon strategies that promote positive behaviours. In everything we do at our school, we are led by our faith and a conscious effort to model the Beatitudes while responding as a Caring Catholic Community. We continue to employ a range of responses that foster learning opportunities which reinforce positive behaviours, while helping our students make good choices in the future.

Range of Responses

The components of our progressive discipline continuum include, but are not limited to:

- verbal or non-verbal messages from a teacher or adult in authority;
- re-location within the classroom or learning environment;
- teacher-generated written activities which offer reflection, apology and action plan;
- teacher collaboration with parent or guardian (orally or in writing incident letter);
- peer mediation;
- referral to in-school personnel (guidance, mental health and wellness coach, student success, attendance counselor and community partners) or out-of-school personnel (counseling services)
- restitution, restorative justice or community service;
- referral to administration;
- detention, loss of privileges;
- suspension (Principal shall consider mitigating circumstances per Board Policy 3D:1);
- expulsion (Principal shall consider mitigating circumstances per Board Policy 3D:1).

On an annual basis, the principal will review the School Code of Conduct with the School Advisory Council members and with all staff members. Annually, the Code of Conduct will be communicated to all students, parents and staff. All staff, in dealing with incidents of student misbehavior, will act in accordance with the definition of progressive discipline and its range of responses. As a staff, we believe that home and school must share the responsibility for teaching our young adults appropriate behaviour.

Suspensions

While a student is on suspension, they may not participate in any school function. A student under suspension must have administrative permission to be on school property. Students may not ride school buses during suspensions, unless authorized by school administration.

ATTENDANCE INFORMATION

It is the duty of students to attend all classes unless absent for one of the reasons specified below.
It should be noted that under Bill 52, students are required to attend school until the age of 18 or the attainment of an OSSD.

Attendance Rules Governed by the Education Act (S. 21)

At St. Anne's Catholic Secondary School, we believe the attendance of students in every class is extremely important to the learning process. Under the Education Act (S. 21), students are only permitted to be away from school if:

- the student is ill or there is another reasonable, unavoidable cause;
- the student is absent for the purpose of receiving music instruction, provided it does not exceed more than one half day in any week;
- the student is suspended, expelled, or excluded from attendance at school under any Act or regulations;
- the student is absent for another reason as authorized by the Act or the regulations (ex. team member, club involvement, school field trip).

If a student is unable to attend class for one of the reasons mentioned above, it is the **duty of the parent / guardian** to inform the school of their absence.

Note: A parent/guardian CANNOT sign out their student to be a spectator at a school event.

Whenever possible, notice of absence should be received before the absence in one of the following ways:

SCHOOL MESSENGER

There are three ways you can use School Messenger to report an absence:

1. Call the toll-free number at 1-833-288-7007 to use the automated system.
2. Use the School Messenger website at <https://go.schoolmessenger.ca>. The first time you use the website, select SIGN UP to create your account. Select ATTENDANCE then REPORT AN ABSENCE.
3. Use your mobile device to install the School Messenger app.

CALL THE SCHOOL: Attendance Secretary: Ms. Bobbi Hebert

1. Dial 519-482-5454.
2. Press 1 for Attendance then press 1 to leave a message.
3. Voicemail is available 24 hours a day, 7 days a week.

NOTE

1. If a phone call is not made, it is the duty of the parent (or guardian) to provide the student with a note explaining the absence on the first day (or class) the student returns.

Failure to report an absence by School Messenger, a phone call to the school, or a note will result in a detention for the student.

For students 18 years old (Adult Student Agreement Form)

When students reach the age of 18 they have access to the **responsibilities and rights** of an adult. Should the student wish, St. Anne's CSS will only communicate with the student in matters of

academic progress, attendance and discipline. The school requires that the student complete an **Adult Agreement Form** (Click [HERE](#)) to indicate the student's desired lines of communication. *If this form is not completed, it shall be understood that the student has no objection to the continued partnership consisting of student, parent and school.* It should be stressed that even when a student reaches the age of 18, he/she is still a student of St. Anne's Catholic Secondary School and is subject to all the rules and regulations of the school. It is the students' responsibility to inform their teachers of the decision made. As a matter of courtesy, the student is encouraged to inform their parents of the decision.

Under the Freedom of Information Act, 18 year olds have the right to sign in and out on their own **for the same reasons listed on page 7** (S. 21). Eighteen-year olds will be directly accountable to administration for their absences. **Medical, dental, etc., appointment cards will be required as proof of absence.**

Being Late to School or Class

A student shall attend class punctually and regularly (Reg. 298, S. 23(d)). The teacher will initially address a student's late arrival to class and will administer appropriate consequences. **Chronic lates** will be reported to administration, and appropriate consequences will be levied.

Student Sign Ins and Outs

Adherence to the sign-in and sign-out processes are necessary to ensure student safety. For students arriving to school late, they must sign-in at the Main Office upon arrival. A phone call, Messenger App, or note from a parent or guardian excusing their lateness must be received prior to their arrival, or a detention will be issued. For students who must leave during the school day, a Messenger app, parental note or phone-call must be received prior to the student leaving. **Signed-out students must have a valid reason (refer to page 12) and are required to leave the school property.**

Students under 18 must have parental permission to leave the school during the day.

Students 18 years of age or older are required to provide **valid proof** to justify their absence (e.g., doctor's note, appointment card).

Extended Holidays

Due to the concentrated nature of the semester system, the school discourages students from being out of school for extended holidays. Students are responsible for completing missed work during an extended holiday. Students should notify the office and request an **Extended Absence Form** (Click [HERE](#)) **prior** to their absence. This form is to be submitted to a Vice-Principal after it has been circulated by the student among his/her teachers and signed by a parent.

Inclement Weather

For the 2026/2027 school year, students will continue learning remotely on school closure days.

Students can use their board-issued Chromebook or a personal device to access the Learning Management System (LMS) to engage in learning with their class for the day. **If the school is closed to students at ANY time, we will post any school closures on the BusPlanner App, along with sending a School Messenger notification, and posting on our school social media accounts.** This information will generally be broadcast between 6:00 a.m. and 8:00 a.m.

UNIFORM GUIDELINES FOR STUDENTS AND PARENTS

Uniforms can only be ordered online at www.mccarthyuniforms.ca or at the McCarthy store in Cambridge, Ontario. See our updated 2026 - 2027 Uniform List and shopping guide [HERE](#).

Students are required to be in full uniform **whenever they are on school property** (before, during, and after school). This is the responsibility of both the student and their parent/guardian(s). **There is no valid reason to be out of uniform.**

The school uniform is to be worn to all school functions including field trips, sporting events, and other excursions. Any exceptions require prior approval by Administration.

- Everything that a student wears (with the exception of undergarments, socks and footwear) is to be purchased from the uniform supply company. As such, hats, large accessories, sunglasses or other similar items are not permitted to be worn during the school day. Items that are purchased used must have originally been purchased from the uniform supply company. Staff reserves the right to confiscate items of clothing that are not uniform.
- Undershirts must be **plain** white.
- Knee socks, leotards or tights worn with the kilt, khaki skirt, shorts or pants must be white, grey, navy, black or burgundy in a solid colour with no noticeable pattern. Branding is not to be noticeable. It is also recommended that shorts are worn under the kilt/skirt.
- Shirts may be tucked in or left untucked. A dress shirt looks most professional when tucked in.
- Uniform clothing must be worn in a modest fashion and kept in good repair. Buttons are to be fastened appropriately, and major alterations are not allowed. Sizes must be appropriate for the student's body size, and waist bands must be at the waist.
- Shorts, skirts and kilts may be no shorter than three inches (the length of a kilt pin) above the knee.
- Pants are to be worn at an appropriate length.
- Collared uniform shirts are to be worn with all uniform cardigans.
- For safety reasons, sandals and open toed shoes are not permitted for students working in science labs, technology classrooms, drama classes or physical education classes.
- There are no required or mandatory uniform pieces. Each student may select the pieces that they wish to wear and the way in which they combine them.

Students who fail to comply with the uniform code **will not be admitted to school**. A student out of dress code will be given an opportunity to fix the problem or change, to go home and change or to borrow uniform pieces to change into. Repeated uniform violations will result in outcomes which may include, among others, detention and/or suspension from school. The school can not be held responsible for lost or stolen items.

Any final decision regarding the suitability of student attire rests with administration.

Dress Code for Civvies Days (non-uniform days)

Primary responsibility for attire rests with the student, but parental guidance is necessary and valued in maintaining appropriate standards. Clothing selected for school should be neat, clean, presentable and modest. Students should appreciate that clothing worn to school on civvies days must be modest and therefore conducive to a Catholic environment.

The following clothing is NOT acceptable:

- any shirt which reveals midriff or underclothing;
- clothing with holes, rips or tears above the knee;

- shorts less than a 4" inseam, skirts or dresses which are not of an appropriate length and fit;
- sleeveless shirts that show undergarments and/or have a strap width of less than 3 finger widths
- shirts with an immodest neckline;
- any clothing bearing profanity, offensive messages, references to alcohol, drugs or illegal activity or otherwise contradictory to a safe, welcoming and Christ-centred school environment;
- hats, hoods, sunglasses, and bandanas;
- chains of excessive length or thickness and studded bracelets;
- any other item deemed inappropriate by school Administration.

All students are expected to respect and follow the dress code policy. Staff members who note that a student is not wearing proper attire will ask the student to change into appropriate attire. The student will not be allowed into class until that has been done. Habitual neglect of this duty will result in discipline.

Any final decision on the suitability of student attire rests with administration.

Bus Transportation

Transportation by bus to or from school is a privilege. Students must follow all directions of the bus driver/company and ride only their assigned bus(es). Appropriate behavior is expected at all times on a bus. Any type of bullying on the bus is unacceptable. Failure to obey bus rules will lead to a withdrawal of this privilege. Drivers may place students in specific seating if they feel it is needed to maintain order or to prevent problems. Students may not ride any other bus except the one to which they are assigned or the late bus. Drivers will not allow a student to board any other bus except their own. Information or questions regarding student bus transportation should be directed to: Huron-Perth Student Transportation Services; <https://www.ourschoolbuses.ca/>

Late Bus

Late buses will be provided for students engaged in school related activities with HPCDSB approval. Access to late bussing @5:00 p.m. is granted to students who have signed up for late buses before 12:00p.m. Students who improperly use late buses will be denied access or face other consequences. *In addition, students are expected to ride buses to co-curricular events; they are not to drive in family vehicles if buses are available. All students are to follow Board policy regarding behaviour on buses.*

Religious Studies/Catholic Faith and Traditions

St. Anne's Catholic Secondary School was established to assist parents, the local church, the Bishop and Priests with the passing on of the Catholic faith and traditions. *The choice to attend St. Anne's CSS includes the obligation to take Religious Studies from grades 9 through 12. Attendance and participation in various aspects of St. Anne's religious dimension: attending school/class masses, reconciliation, liturgies, and participating fully in annual retreats are compulsory.* The school is faithful to the Catholic church calendar and celebrates in a community way those special events of the Liturgical year.

Students unwilling to demonstrate a commitment to the Catholic obligations of our school community throughout their years at St. Anne's CSS may forfeit the opportunity to attend special school functions. These may include, but are not limited to, the prom and the graduation ceremony.

Course Information Sheets

All students will receive a standardized Course Information Sheet for each subject area studied at the beginning of the semester. The Course Information Sheet outlines the key course expectations, as well as outlining the assessment and evaluation methods and strategies for the course.

Video Surveillance

The school is committed to maintaining a safe and orderly Christ-centered learning environment. This is accomplished primarily through teaching, modelling, and encouraging mutually respectful relationships. A video surveillance system is an additional resource used at St. Anne's CSS to further promote the safety of the entire school community. Under the authority of the Education Act, video surveillance is used to reduce/prevent property vandalism, theft and violence, and to ensure the safety of all students.

Course Load & Course Changes

Students in grade 9, 10 and 11 are expected to take a full timetable – 4 subjects per semester. Successful completion of each of these subjects would give a student 24 credits at the end of grade 11. Students in grade 12 may be allowed study periods based on requirements for graduation and workload. In some circumstances, Grade 11 students **may** be granted a study period, following approval from Student Services or Administration. Consideration will be given if the student has worked ahead on credit accumulation via Summer School, Dual Credits, etc.

Once the school semester is underway, any change to a student's timetable is a serious matter requiring careful consideration with involvement of the student, teacher, parent and guidance counselor. All course changes of students under the age of majority require approval and a signature by the parent or guardian through the completion of a Course Change Form. There is ample opportunity during the course selection, scheduling process and within the first week of each semester to conduct course changes.

Students who have selected an E-Learning course are given the flexibility to complete the program at school in a space of their choosing. This flexibility may be revoked if students are not engaging in the course daily and progressing toward earning their credit. Students who have a study period are to be working in the library, cafeteria or leave the school grounds.

ASSESSMENT AND EVALUATION POLICY

The Ministry of Education released [Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools](#) in 2010, and this document guides our policies in Huron Perth Catholic District School Board. Within the document, seven fundamental principles of Assessment and Evaluation are identified.

From Growing Success, page 6:

"To ensure that assessment, evaluation, and reporting are valid and reliable, and that they lead to the improvement of learning for all students, teachers use practices and procedures that:

1. are fair, transparent, and equitable for all students;

2. support all students, including those with special education needs, those who are learning the language of instruction (English or French), and those who are First Nation, Métis, or Inuit;
3. are carefully planned to relate to the curriculum expectations and learning goals and, as much as possible, to the interests, learning styles and preferences, needs, and experiences of all students;
4. are communicated clearly to students and parents at the beginning of the school year or course and at other appropriate points throughout the school year or course;
5. are ongoing, varied in nature, and administered over a period of time to provide multiple opportunities for students to demonstrate the full range of their learning;
6. provide ongoing descriptive feedback that is clear, specific, meaningful, and timely to support improved learning and achievement;
7. develop students' self-assessment skills to enable them to assess their own learning, set specific goals, and plan next steps for their learning."

*For Grades 9 to 12, a final grade (percentage mark) is recorded for every course. The final grade will be determined as follows: **Students are not to book holidays during exam dates.***

Grade 9 and 10 Mark Breakdown

- 65% Classroom Work: Assignments, tests, and tasks completed throughout the semester.
- 15% Attendance and Participation: Evaluated using a strict provincial rubric based on unexcused absences
- 20% Mandatory Final Evaluations: Broken down by subject area

Subject	Grade 9	Grade 10
English Mathematics Science	20% written EQAO exam	20% written exam
The Arts Computer Studies Health and Physical Education Technological Education	10% written exam 10% culminating task	10% written exam 10% culminating task
Canadian and World Studies	20% written exam (Geography)	20% written exam (History, Civics and Citizenship)
Business Studies Social Sciences and Humanities	10% written exam 10% culminating task	10% written exam 10% culminating task
French as a Second Language	10% written exam 10% culminating task	10% written exam 10% culminating task
First Nations, Métis, and Inuit Studies	10% written exam 10% culminating task	10% written exam 10% culminating task
Guidance and Career Education	N.A.	Grade 10 Career Studies (GLC2O) 5% financial literacy graduation requirement

Grade 11 and 12 Mark Breakdown

- 65% Classroom Work: Assignments, tests, and tasks completed throughout the semester.
- 10% Attendance and Participation: Evaluated using a provincial rubric based on unexcused absences.
- 25% Mandatory Final Evaluations: Broken down by subject area:

Subject	Grade 11	Grade 12
English Mathematics Science	25% written exam	25% written exam
The Arts Computer Studies Health and Physical Education Technological Education	10% written exam 15% culminating task	10% written exam 15% culminating task
Canadian and World Studies	15% written exam 10% culminating task	15% written exam 10% culminating task
Business Studies Social Sciences and Humanities	15% written exam 10% culminating task	15% written exam 10% culminating task
French as a Second Language	10% written exam 15% culminating task	10% written exam 15% culminating task

Exam Exemptions

- Course Exemptions: Grades 9/10 locally developed compulsory credit courses (LDCC), Grades 11/12 workplace preparation courses (E courses), and Grades 11/12 open courses (O courses) are exempt from mandatory written exams.
- Subject Exemptions: Co-operative Education, Interdisciplinary Studies, American Sign Language as a Second Language, and Guidance and Career Education (except Grade 10 Careers) are exempt from mandatory written exams.
- Note on Exemptions: Exempt courses still require a final evaluation (worth 20% or 25%) but can use project-based assessments, presentations, portfolios, or in-class evaluations instead of formal exam-period tests.

Comprehensive Rubric for Attendance and Participation

Excused absences (such as illness, inclement weather, or approved cultural and holy days) do not negatively affect a student's mark. Only unexcused absences impact the grade, using the following provincial criteria:

Criteria	LEVEL 4 (80% - 100%)	LEVEL 3 (70% - 79%)	LEVEL 2 (60% - 69%)	LEVEL 1 (50% - 59%)	BELOW Level 1 (Less than 50%)
Attendance	2 or less unexcused absences	2.5 to 4.5 unexcused absences	5 to 7 unexcused absences	7.5 to 9 unexcused absences	More than 9 unexcused absences
Participation	Consistently participates in class discussions and contributes ideas	Generally participates in class discussions and contributes some ideas	Occasionally participates in class discussions and sometimes contributes ideas	Infrequently participates in class discussions and rarely contributes ideas	Does not participate in class discussions or contribute ideas
Questioning	Consistently asks relevant questions	Generally asks relevant questions	Occasionally asks relevant questions	Infrequently asks relevant questions	Does not ask relevant questions
Respect	Consistently respects the contributions of others and demonstrates positive leadership	Generally respects the contributions of others	Occasionally respects the contributions of others	Infrequently respects the contributions of others	Does not respect the contributions of others
Contributing to a Positive Culture	Consistently contributes to fostering a positive classroom culture	Generally contributes to fostering a positive classroom culture	Occasionally contributes to fostering a positive classroom culture	Infrequently contributes to fostering a positive classroom culture	Does not contribute to fostering a positive classroom culture

Late Policy for Assignments

Each assignment will have a due date. After this time, the assignment will be marked as incomplete, unless other arrangements have been made in advance with the teacher. **Some deadlines are absolute, such as those for demonstrations and presentations.** If the student is not ready to demonstrate the task on the date set, then an incomplete will be assigned, unless other arrangements have been made with the teacher.

Teachers and students will work cooperatively and collaboratively together to assist students in developing their critical thinking skills as well as other relevant skills necessary to navigate the world beyond secondary school. This partnership is intended to help students become accountable for their own learning. Teachers will use well-formed judgment in employing a number of strategies to help prevent and/or address late and missed assignments. They include, but not limited to:

- designing a plan together to develop better time-management skills;
- planning for major assignments to be completed in stages at mutually agreed upon dates, so that students are less likely to be faced with an all-or-nothing situation at the last minute;
- maintaining ongoing communication about due dates and late assignments, and scheduling conferences with teacher/parent/student if the problem persists;
- taking into consideration legitimate reasons for missed deadlines;
- participating in teacher-student conferencing;
- reviewing together any special education services or English language support (ESL) necessary to achieve success;
- accepting the help and support of the school team (Student Success, Spec Ed., Homework Club, Administration) to complete the assignment;
- providing alternative assignments or tests/exams where, it is reasonable and appropriate to do so;
- deducting marks for late assignments.

“Students are responsible not only for their behaviour in the classroom and the school, but also for providing evidence of their achievement of the overall expectations within the time frame specified by the teacher, and in a form approved by the teacher. Students must understand that there will be

consequences for not completing assignments for evaluation or for submitting those assignments late.”
(Growing Success)

Academic Honesty and Plagiarism Policy

Plagiarism is considered to be (a) stealing or passing off as one's own the ideas or words of another, including Artificial Intelligence (AI) (for example; ChatGPT) (b) using a created production without crediting the source (c) presenting as new and original an idea or product derived from an existing source. Please see the HPCDSB Policy on Artificial Intelligence [HERE](#).

When it is determined that a student has engaged in cheating or plagiarism, the teacher will follow these steps:

- Notify the Vice-Principal or Principal of the incident of cheating / plagiarism so that it can be recorded in the appropriate section of the student's discipline notes in Edsebli. The Vice-Principal or Principal will advise the reporting teacher of any previous incidents of cheating or plagiarism.
- Notify the student of the offense (along with evidence of plagiarism).
- Notify the parent/guardian of the offense.
- Deal with the issue of assessing curriculum expectations in a fashion consistent with the Board policy on plagiarism and administer an appropriate consequence (e.g. essay on plagiarism, community service, or another deemed appropriate by teacher).
- First offense – issue an incomplete AND the opportunity to rewrite the assignment to replace the initial mark of zero
- Second /subsequent offense - the teacher will use their professional judgment to determine the appropriate consequence which may include recording a mark of zero. Where the teacher determines there are extenuating circumstances, an opportunity to redo the assignment/task may be extended.

All incidents of cheating and plagiarism should be taken seriously. Academic dishonesty is not allowed nor does it support student learning. Consequences must be redemptive in nature and should reflect our identity as members of a Catholic school community.

Please note that there is a difference between plagiarism and improper citation practice. Each teacher will clearly specify the citation practice (including the use of AI when permitted) that they require in their course and/or subject area. Both APA and MLA guidelines for proper citing can be found [HERE](#). If you are not sure about the citation, ask your teacher or a school librarian.

Please find some useful tips when the use of Artificial Intelligence is permitted by the teacher and a citation is needed:

When to cite A.I. in a report:

- **If A.I. Significantly Contributed to the Content**
 - Example: *“This report was generated with the assistance of AI and reviewed for accuracy and alignment with board policies.”*
- **If A.I. Conducted Data Analysis or Interpretation**
 - Example: *“Data trends were identified using A.I.-assisted analytics; interpretations were reviewed by [Your Name].”*
- **If A.I. Aided in Research or Literature Review**
 - Example (APA format):

- *OpenA.I. (2024. ChatGPT (Mar. 11 version) [Large language model].*
<https://openai.com/chatgpt>

🔍 When A.I Citation May Not Be Necessary:

- **If A.I. Was Used Only for Proofreading or Formatting** (e.g., grammar, sentence restructuring).
- **If A.I. Provided General Writing Assistance Without Substantial Input** (e.g., minor rewording for clarity).

Based on Assessment, Evaluation & Reporting: A Guide for Educators, 2011-2012 Grades 1 - 12; Pages 36-38. An HPCDSB document.

Online Learning Graduation Requirement

Beginning with students who entered Grade 9 in the 2020-21 school year, all students must earn at least two online learning credits as part of the requirements for an Ontario Secondary School Diploma (OSSD), unless they have opted out or been exempted. Parents who wish to opt out or exempt their child from the online graduation requirement must complete the opt-out form available from the St. Anne's Student Services Office.

Community Involvement Graduation Requirement

Students are required to complete 40 hours of community involvement activities in order to earn an Ontario Secondary School Diploma (OSSD). Students working towards their OSSD should make sure they meet these graduation requirements in time for their graduating year. **All current students and students who start Grade 9 in September can collect hours over the summer and throughout the school year. Track your hours using this form.** Forms can be brought to Student Services to be recorded. The community involvement requirement is designed to provide students with the opportunity to develop awareness and understanding about civic responsibility. Students can actively participate in supporting and strengthening their communities. It also provides the opportunity for students to learn more about themselves and possible career opportunities.

Lockers

All students will be assigned a locker by their homeroom teacher.

1. Students are responsible for the care of the locker assigned to them during the school year. Students will be liable for any damage caused to their locker.
2. Students must keep their lockers locked in order to protect their property.
3. Students are not to change lockers during the school year unless authorized by administration.
4. Only St. Anne's C.S.S. locks may be used on lockers. These cost \$8 and become the students' own. All other locks will be removed. Locks are available for purchase at the Main Office.
5. Students should keep their lockers clean and free from any decorations that are in bad taste.
Locker combinations shall NOT be shared with other students.
6. There will be opportunity for a supervised locker clean-out each semester.

Lockers are property of the Huron Perth Catholic District school board and they are therefore on loan to students. Administration reserves the right to search a student's locker should the need arise.

Student Parking Facilities & Driving Responsibilities

Any student who drives to school must register their vehicle(s) with the Main Office and obtain a free parking pass for their windshield. All student vehicles (trucks, cars, motorcycles etc.) must be parked in the student parking lot found behind the school on the **sides and back two rows of the rear parking lot** on paved areas only. Any student found abusing the parking privilege will have their permit revoked. Please review the conditions on the parking permit. Students that choose to drive dangerously will have their parking privileges suspended and the police may be notified. While parking is a privilege and a limited number of spots are available, the Huron-Perth Catholic District School Board accepts no responsibility for damage to any vehicle parked on school property. **Students are strictly prohibited from congregating in the parking areas at all times.**

Visitors/Guests

- a) Any student wishing to bring a visitor to the school for all or part of the school day must gain approval from an Administrator at least one day prior to the visit.
- b) All visitors or guests **MUST** sign in at the main office and wear a Visitor's badge.
- c) Visitors will be required to provide necessary I.D. when approached by school staff.

Library

The library is open to students who wish to work in a quiet setting, utilize resources, or seek extra help. Students participating in e-learning courses are encouraged to use this space, as well as those on spare.

Policies & Procedures

- 1. Students coming to the library to write a test or complete work during class hours **MUST sign into the library upon entry.**
- 2. Absolutely no food, drink (other than water) or book bags are allowed in the library.
- 3. Quiet is required for research and study. Socializing should take place elsewhere.
- 4. Students should keep seating arrangements. (Maximum 4 to a table)
- 5. Most library resources may be signed out for 3 weeks and if needed renewed. (The item must be presented to be renewed.)
- 6. Art or craft work such as gluing, cutting and pasting is permitted but must be cleaned up and all materials returned to the librarian. Painting is not allowed.
- 7. Each student may have up to 4 books signed out at one time.
- 8. Remember to return or renew library material on time.
- 9. Library privileges will be suspended, network space may be frozen, and school privileges may be suspended until all overdue materials are returned.
- 10. See the librarian if you wish to photocopy.

Print Credit Policy

At the beginning of the year each student will have a print credit equal to \$10 added to their network account. The student's account will be deducted at a rate of \$0.05 per black and white print copy. Additional print credits can be added to an account. Students can print their work by logging onto a desktop computer in the library to print the document themselves.

Food in School

In order to protect those with food allergies and to assist our custodial staff in maintaining a clean and pleasant environment throughout the entire school, your support and cooperation are needed. All food and drink must be consumed in the cafeteria. Nutrition Management services (NMS) will be operating our cafeteria for the upcoming school year.

Water

Brain research indicates the value of hydration in order for learning to occur. Students are permitted to bring water to class. Water is to be carried in an **reusable** container. There are three water bottle refilling stations attached to the fountains available in the school. For hygiene reasons, water bottles are not to be shared. Staff reserves the right to check the contents of student water bottles.

Scents

In consideration for those who suffer from sensitivities and/or allergies, students are **not** to use perfumes and body sprays in excess on school property.

Smoking and Vaping

St. Anne's C.S.S. is a Smoke / Vape Free Space

The *Smoke-Free Ontario Act* is a law that makes it illegal for anyone to sell or supply tobacco to any person under 19 years of age. Under the *Act*, no person shall smoke or hold lighted tobacco within a school, on school grounds, or within 20 meters of school property. Supplying includes sharing a cigarette or vape in any way, shape or form. Anyone who does not comply with the *Act* may be faced with legal action and a fine ranging from \$365 to \$5000. The *Smoke-Free Ontario Act* declares that all school buildings and grounds are smoke free environments for employees, students, parents, and visitors, including within vehicles on school property.

School staff will report incidents of smoking/vaping or supplying of vape/tobacco to the Tobacco Enforcement Officer at the Huron Public Health Unit. The Huron Perth Catholic District School Board recognizes that tobacco use is a health hazard. The HPCDSB has a policy which prohibits the use or supply of vape/tobacco on any School Board property (Policy 3E:9). Due to safety concerns and the school's proximity to neighbouring elementary schools, smoking is strongly discouraged on any of the sidewalks or roadways on or adjacent to school property. In addition, the use of chewing tobacco is prohibited on school property.

If a student does not comply with this policy, the school administration can take disciplinary action, up to and including suspension.

Announcements

Students must be attentive and respectful during morning exercises (morning prayer, O Canada, and announcements). Time will be devoted to this during period one. Announcements are available to view on the school Youtube channel or website. Students should not approach any staff to read announcements using the public address system at anytime during classes. Students are asked to

quietly listen to all public address announcements. Students who are in the halls during announcements are asked to stop and listen until all announcements are completed.

Materials for Class & Homework

Students are expected to come fully prepared to participate in class. Students need to bring: notebooks, textbooks, writing instruments, charged chromebook and any other materials that have been recommended by the teacher. Students must not bring backpacks or bags to class, with the exception of physical education activity classes, where they will be stored in the changeroom. As a general rule, teachers will assign homework in a subject area on a daily basis. Expectations in regards to homework will vary depending upon the courses taken. There is always an occasion for additional reading, reviewing of notes, the working out of problems or working on long term projects.

Co-Curricular Policy

At St. Anne's we strongly encourage students to become involved in a variety of activities outside of the classroom. Many activities are available and important in the development of a balanced secondary school experience. Though co-curricular activities are vital, academics will always remain the major focus at St. Anne's. For this reason, a staff member who is in constant communication with the participants' classroom teachers must supervise all co-curricular activities. To remain active in any co-curricular activity a student must maintain a grade of 60% or be working to the best of their ability in each subject. They must also be a full-time student at the time of their participation. Students may be removed from a team or club in consultation with parents, teachers, coaches, and administrators if the above guidelines are not met. We encourage students to balance school work, work commitments, and co-curricular interests as an important life-long learning skill. Students should make all choices with academics as the first priority. Basic student co-curricular fees at St. Anne's will be set during the school year/season based on associated costs. Teams and clubs may consider fundraising to offset their costs and additional tournament play. Students are responsible for the cost of any overnight trips.

Accidents

Accidents of any nature (personal or school property) are to be reported promptly to the supervising teacher, coach or school staff member. Students are encouraged to subscribe to the accident insurance policy that is available from a private insurer found on the Huron Perth Catholic District School Board website found [HERE](#).

Assemblies and Masses

All students are expected to attend all assemblies. Students will conduct themselves in an orderly fashion, be free from all electronic communication devices, be respectful and will always exercise good behaviour.

Lost and Found

All textbooks and personal articles found within the school should be returned to the Main Office. Students are strongly encouraged to put identification on all their possessions. Students should not bring to school, articles/electronics of substantial value, nor should they carry on their person or leave in their lockers/changeroom large sums of money, expensive clothing or jewelry.

Emergency Evacuation Procedures

In accordance with Provincial Law and in cooperation with the local fire department, a plan for emergency evacuation has been established. This plan is posted in each room, and students should familiarize themselves with the appropriate evacuation hallway from that room. At the beginning of each semester, teachers will review these procedures with students.

Student Cabinet 2026-2027

Last spring, St. Anne's C.S.S. elected their 2026-2027 Student Cabinet, please see the list below.

Co-Prime Ministers	Cassandra Colquhoun & Lauren Kootstra
Student Trustee	Quinn Palen
Minister of Internal Affairs	Brayden Smale
Ministers Technology	Tate Drennan
Minister of Social Justice	Natalie Kelly
Minister of Faith	Mary Bamba & Simon Kramers
Minister of Public Relations	Halle MacVicar
Minister of Sports & Recreation	Alayna Illemann & Colin Little
Minister of Finance	Megan Ridder
Ministers of Arts & Culture	Tavian Brunjes & Alexa Yeo
Minister of Social Affairs	Anneka Lambers
Minister of Agriculture & Trades	Brett Gibbings
Grade 9 Representative	To be voted upon by the incoming gr. 9 class
Grade 10 Representative	Hesandee Mallawa Arachchi
Grade 11 Representative	Nate Potvin
Grade 12 Representative	Erin Lane

Special Events

We are hopeful to organize many student events such as; semi-formal, Christmas Cabaret, buyouts, etc. this upcoming school year. For semi-formal dances, students must purchase their tickets in advance and submit a signed contract. During the event, students will not have access to their lockers. Students who are absent from school the day of an event without a valid reason for their absence will not be allowed to attend. Students who arrive at the event who appear to be under the influence of alcohol or drugs will not be admitted and parents will be called. Consequences including suspension will be considered. Special events are supervised by school staff. As such, all safe school policies apply.

Detentions

Staff members will assign detentions to students who fail to follow a variety of school rules. These include, but are not limited to: lateness, uniform infractions, class disruption, failure to adhere to Code of Conduct, truancy, being unprepared for class, incomplete assignments, and having food

outside of the cafeteria. Students who do not attend detentions as assigned will receive a reminder. If the detention is missed again, the student risks forfeit of privileges (e.g., co-curricular participation, class trips, dance attendance), as well as facing consequences for opposition to authority.

BULLYING F.A.Q.

What is bullying?

“Bullying is typically a form of repeated, persistent, and aggressive behaviour directed at an individual or individuals that is intended to cause, or should be known to cause, fear and distress and/or harm to another person’s body, feelings, self-esteem, or reputation. Bullying occurs in a context where there is a real or perceived power imbalance.” (Min. of Ed., PPM 144)

What does bullying look like?

There are at least four types of bullying:

- i. Verbal bullying (name-calling, taunting, racial or sexual slurs)
- ii. Physical bullying (unwanted physical contact or destruction of property)
- iii. Social bullying (ignoring, isolating, excluding, shunning, gossiping)
- iv. Cyber bullying (using the internet or electronic devices to threaten or intimidate others)

What are the consequences of bullying?

- i. For the bully it may lead to disciplinary action as spelled out in the Safe Schools Act (may lead to parental involvement, suspension, sensitivity training, or criminal charges and expulsion in more serious cases).
- ii. For the bullied it may lead to loss of self-esteem, absences from school, emotional and physical pain, and in some cases, it has resulted in suicide.
- iii. For the bystander who watches bullying happen, they may feel regret and shame that they did not help the bullied. There are no innocent by-standers.

How can you help?

Take the following pledge, **I WILL:** (From Coloroso 2002, p. 174 www.iwillpledge.nashville.com)

- i. Pledge to be a part of the solution
- ii. Eliminate taunting from my own behavior
- iii. Encourage others to do the same
- iv. Do my part to make my community a safe place by being more sensitive to all
- v. Set the example of a caring individual
- vi. eliminate profanity towards others from my language
- vii. not let my words or actions hurt others
- viii. and if others won’t become a part of the solution, I WILL.

Where can you get help?

If you are being bullied, harassed, or intimidated, you can turn to a number of people in St. Anne’s and beyond for help:

- i. Complete the online Reporting tool by going to your HPCDSB D2L page and clicking on the Reporting icon found on the right-hand side.
- ii. Ask a trusted friend for help
- iii. See one of the counselors in Student Services
- iv. Go see the Principal, Vice Principal, Chaplain, Hall Monitor, Custodian or Office Assistant
- v. Ask a teacher, Educational Assistant, or Hall Monitor to help you



- vi. Call Kids Help Phone at 1-800-668-6868 or visit their website for practical tips that can help:
www.kidshelpphone.ca
- vii. Talk to your parent/guardian

School Services

CAMPUS MINISTRY

St. Anne's students are fortunate to have the services of the school chaplain - Zack Fitzmaurice. The Chaplain characterizes a pastoral role in the school by animating and arranging for the celebration of the Eucharist, the Sacraments and other religious events of the liturgical year. The Campus Ministry team is there to listen, to counsel, and to offer the assurance of God's loving care and concern for the St. Anne's community.

STUDENT SERVICES

The Guidance department is always willing to assist students and parents in the proper selection of courses and realistic planning for post-secondary schools, apprenticeships and/or employment. The Guidance department also offers confidential counseling on family, personal or other concerns. Appointments can be made through the Student Service Office Assistant - Ms. Kara Bechard from Monday – Friday (8:30 a.m. – 4:00 p.m.). Otherwise, students can request an appointment by email with Mr. Ditner, Ms. Skillen or Mr. Verberne from their huronperthcatholic.ca Gmail account. Students will be called down to their appointment by Ms. Bechard. Parents are welcome to contact Student Services, should the need arise.

COUNSELING

St. Anne's students are fortunate to have a School Social Worker available to them throughout the school day. Students require a written referral for counseling which can be made by our Guidance counselors, chaplain or administration.

Other Service information:

Huron County Health Unit	519-482-3416
Huron-Perth Center for Children and Youth	519-482-3931
Huron Perth Crisis Intervention Program	1-888-829-7484
Choices for Change	1-887-218-0077
Children's Aid	519-524-7356
Crime Stoppers	1-800-222-8477
Kids Help Phone	1-800-668-6868

SPECIAL EDUCATION

Special Education Resource Teachers: Ms. Kaeleigh Vanderloop & Mrs. Bonnie Grace
Individual Education Plans (IEPs) are created for all students who have been identified as an exceptional student by the Identification, Placement, Review, Committee (IPRC) as well as students who are not formally identified but require special education programs or services.
Learning Strategies Courses are available for students from grades 9 - 12. Admission to these courses is at the recommendation of the principal in consultation with the Student Success Team.

STUDENT SUCCESS (Room 115)

Student Success Teachers: Ms. Fairweather, Ms. Gilbert

We offer a “Learning Commons” in Room 115 each day including during lunch from 8:40 a.m – 3:00 p.m., staffed by a Student Success teacher. Teachers may request that a student come to the Student Success Room during their class time for additional supports; such as review for writing a test or exam, organizing notes, assistance with a research project or as an alternative location to complete assigned tasks. All are welcome.

Homework Club

Homework club may operate with the approval by the HPCDSB during the 2026/2027 school year. This club typically runs twice a week afterschool and is teacher supported.

Co-operative Education

Co-operative Education assists students bound for university, college, apprenticeship or entering the workplace in making career decisions as well as in developing knowledge, skills, and attitudes essential in today’s society. This program is based on a strong relationship between the school and the various community partners. It consists of a small in-school component, combined with a placement in the community, where the student has the opportunity to integrate classroom theory with practical experience. Interested students should see Mr. Verberne for more details in Room 143.

Ontario Youth Apprenticeship Program (OYAP)

The Ontario Youth Apprenticeship Program (OYAP) is an exciting opportunity for students who want to explore a career in the [skilled trades](#) while still in high school. While on placement earning credits, developing knowledge and skills, a student can be registered as an apprentice. An apprenticeship is an agreement between the student (who wants to learn a skilled trade), the employer (who teaches the skills), the school and the Ministry of Training (Apprenticeship branch). Students can get a head start on becoming a fully qualified journeyperson with skills that are in demand. Apprenticeships are an excellent way of learning valuable work skills and are a viable alternative to traditional post-secondary programs. To meet the needs of employers, new trades are being introduced annually, and established programs are always being upgraded. Please see your Guidance Counselor or Ms. Jodie Wells for more information.

Specialist High Skills Major (SHSM) Program

We encourage all students to consider a SHSM program in grade 11. Please see your Guidance Counselor or Ms. Jodie Wells for more information regarding course requirements for each of the SHSM programs listed below as well as free training and certification opportunities for SHSM students.

- **SHSM Agriculture Technology:** This program provides students an agriculture technology focus within their learning while completing their academic program.
- **SHSM Arts and Culture:** This program provides students an arts and culture focus within their learning. Students in this SHSM pursue a specific arts-related area of interest including music,

drama, visual art or media art in an integrated fashion, while completing their academic program.

- **SHSM Business:** This program provides students a business focus within their learning. Students in this SHSM specialize in various aspects of Business including accounting, economics, leadership, and entrepreneurship, while completing their academic program.
- **SHSM Construction:** This program provides students a construction technology focus within their learning. Students in this SHSM specialize in construction technology while completing their academic program.
- **SHSM Health and Wellness:** This program provides students a health and wellness focus within their learning. Students in this SHSM specialize in various aspects of Health and Wellness including the sciences, physical education, sociology, and food studies, while completing their academic program.
- **SHSM Non-profit, Education and Childcare:** This program enables students to focus on building knowledge and skills related to the non-profit, education and childcare sectors. Students can earn many different SHSM certifications such as leadership skills, equity & inclusion, conflict resolution and event coordination.
- **SHSM Sports and Recreation:** This program provides students with a sports and recreation focus while completing their academic studies. Students can earn a number of SHSM certifications such as coaching (theory and performance), personal training and wrapping and taping for performance and injury.