



St. Francis of Assisi
Catholic Secondary

SCHOOL HANDBOOK 2023 – 2024

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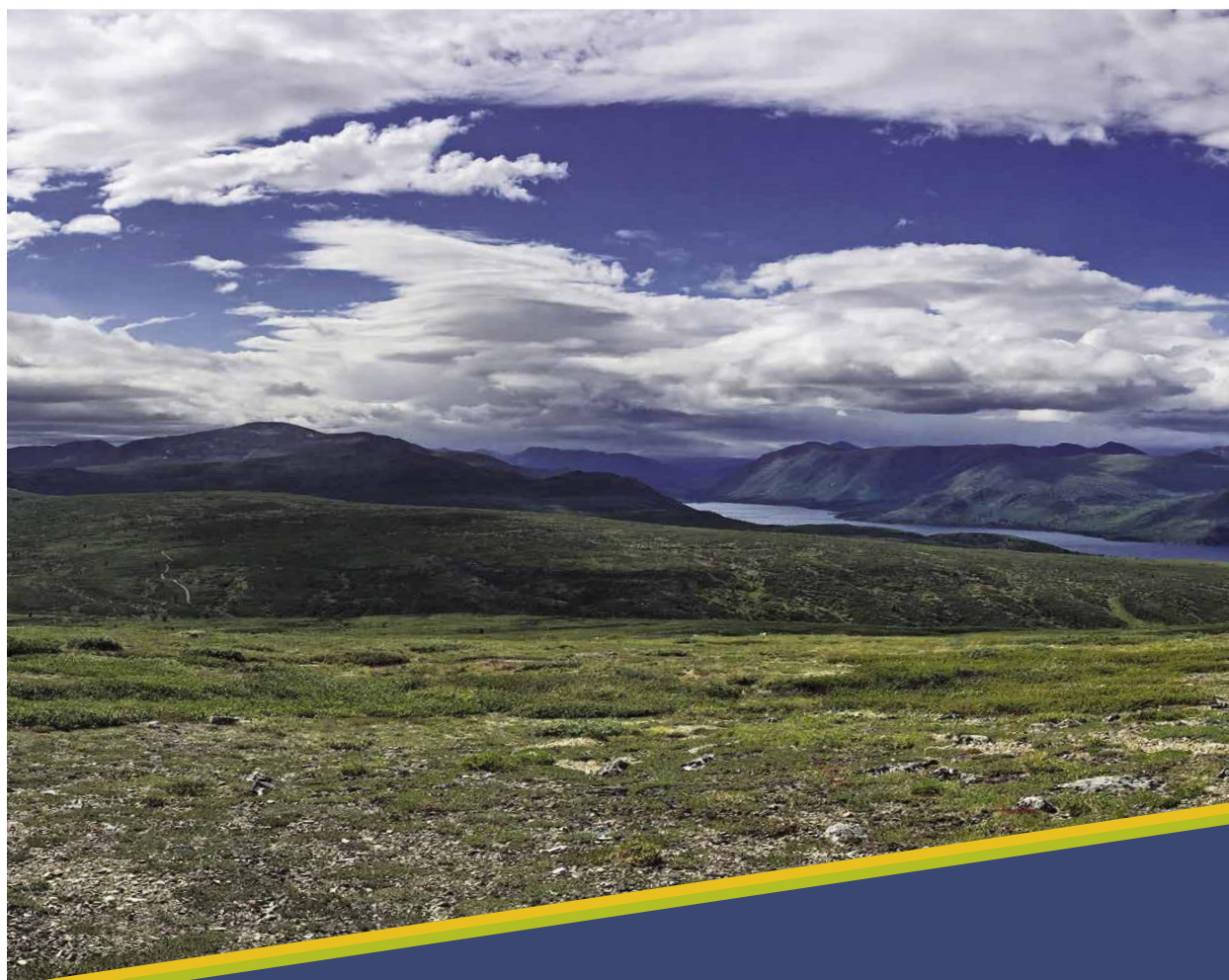
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Yukon First Nations Land Acknowledgment



**We are proud to learn,
work, play and live on the
traditional territory of the
Kwanlin Dün First Nation and
the Ta'an Kwäch'än Council.**



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Principal's Message



Thank you for taking the time to read our school handbook! We trust that this resource will prove useful in helping you understand how our school works.

More importantly, however, we hope it will give you a much better sense of *who we are* as a school community.

I'm privileged to work alongside and provide support to an enthusiastic and committed group of educators who see each individual who attends our school as a *person* first and *student* next.

Our commitment to Catholic education recognizes that we are all created in the image and likeness of God. As such, all human beings are inherently sacred and must be treated with dignity and respect. All efforts to support the inclusive, safe, and caring learning community within our school will be in accordance with the teaching of the Catholic Church and shall be grounded in the understanding of the person as a whole.

All students, staff, and families will be provided with an inclusive, welcoming, caring, respectful, safe, and Catholic environment that promotes the well-being of all and fosters community support for achieving this goal. We strive to help all individuals learn to fully inform their consciences to make the best decisions in an often complex and confusing world.

Finally, we hope that everyone in our school community can look beyond themselves, especially in the way that Jesus commanded us to, "Love one another, as I have loved you" when dealing with other individuals – especially those who are marginalized or who seek justice within our school, our community, our country, and our world.

We are here to serve our students. We encourage anyone who has questions, concerns, suggestions, or advice to contact the school and help us best meet the needs of all.

Sincerely,
In Christ,

Alethea Wallace, B.A., B.Ed., M.Ed.

Mission Statement

To educate children in a Catholic learning environment.

Through the sharing of knowledge and Christian values and by celebrating our Catholic faith, students are assisted in developing a personal faith and an understanding and appreciation of self and others.

Each child has the opportunity to strive for academic excellence and to reach his or her potential as a life-long learner.

The uniqueness of each child is celebrated.

Statement of Values and Beliefs

We believe that parents and guardians, students, teachers, administrators, School Council and the Catholic community are key contributors to Catholic education. All work together for the emotional, intellectual, moral, physical, social, and spiritual development of the whole child. Values taught by example empower and support children for a lifetime of learning and participation in their own community and the global community.

These values include:

- a strong personal relationship with God,
- love, respect, and forgiveness of oneself and others,
- a sense of self-worth,
- critical and creative thinking skills,
- interpersonal skills, and
- witnessing to our faith in the world.

Goals for students at St. Francis Catholic Secondary

For students of St. Francis Catholic Secondary, our goals are:

- To help you to love God and love your neighbour;
- To help you to learn to inform your conscience;
- To build community with each other;
- To prepare you for post-secondary opportunities;
- To discover your strengths - spiritual, moral, intellectual, physical, social, and emotional;
- To identify and plan for your areas for growth;
- To help you become independent and responsible, and;
- To help you become a productive and empathetic citizen.

Admission Policy of Yukon's Roman Catholic Schools

*All rights and privileges arising out of the Yukon Act, any agreement or understanding between the commissioner of the Yukon Territory and the Catholic Episcopal Corporation shall be respected and continued under this Act and any regulations passed thereunder.
(Education Act, R.S.Y. 2002)*

While the Roman Catholic school community has an obligation to educate its members, it also extends an invitation to non-Catholics who are in support of the Catholic tradition. Due regard must always be given to the denominational character and integrity of the Roman Catholic schools. Because the Roman Catholic school consists of a thoroughly Catholic pedagogical program, it is reasonable that only students who are prepared to respect this philosophical and pedagogical setting should be admitted. From time to time, to maintain the Catholic identity of the school, the Roman Catholic school community may refuse admission to certain students.

The Roman Catholic schools of Whitehorse welcome students who wish to, whose parents or guardians wish them to, and independent students who wish to:

- participate in the academic, social, physical, aesthetic, and religious education program offered in the Roman Catholic schools;
- be educated in the context of the Catholic community which is a sign of the reign of God as revealed in Jesus Christ, and;
- receive all the benefits and assume all the responsibilities of membership associated with membership in the Roman Catholic school community.

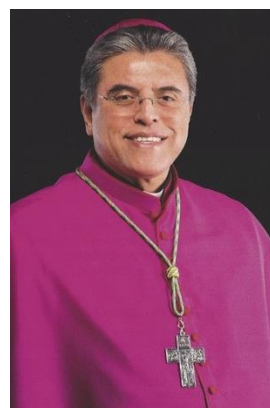
The following guidelines apply to all students in the Roman Catholic schools.

1. The student and parents/guardians agree that the student shall participate positively and respectfully, in prayers, para-liturgical and liturgical activities, religious instruction and courses in which Catholic ethical and moral standards are taught.
2. The family is willing to pay a fee for the religious education program.



His Holiness Pope Francis (left)

The Most Reverend Hector Vila, Bishop of Whitehorse (right)



Religious Education Philosophy and Expectations

“...and what does the Lord require of you but to do justice, and to love kindness, and to walk humbly with your God?” (Micah 6:8, NRSV)

We recognize that each individual is on a journey of faith. Our school aspires that all our students, through their time here, will continue to grow closer to God. The school respects the family’s primary role in developing faith, morals, and ethics and serves to support families in this work.

St. Francis Catholic Secondary strives to be a living example of the “Five Marks of a Catholic School” as defined by the Holy See’s Congregation for Catholic Education:

- **Mark One: Grounded in a Christian Anthropology**
An excellent Catholic school is driven by a mission which views all men and women with an inherent dignity as sons and daughters of God.
- **Mark Two: Imbued with a Catholic Worldview**
An excellent Catholic school has a visible and tangible Catholic vision evident in its physical space, liturgical celebrations, and prayer life.
- **Mark Three: Animated by a Faith Infused Curriculum**
An excellent Catholic school has an academic curriculum that integrates a vision of faith within the learner outcomes and teaching strategies.
- **Mark Four: Sustained by Gospel Witness**
An excellent Catholic school hires and nurtures teachers that are living witnesses to the Gospel, and intentional disciples of Jesus Christ and his Church.
- **Mark Five: Shaped by a Spirituality of Communion**
An excellent Catholic school recognizes that each and every stakeholder is responsible for the common good.

Upon admission to the Catholic Schools of Whitehorse, students and their families agree to respectfully participate in all aspects of the religious education program. Student participation can range from active participation (which could include the sharing of personal thoughts and feelings) to simply being present and paying respectful attention to others. We attempt to foster an atmosphere in all our activities that encourages students to grow in faith.

The focus of schools in the Roman Catholic tradition is to help students understand the importance of informing their consciences. This means that, prior to making decisions, students examine their values and beliefs (and those of their family) and are free to engage in a critical examination of all perspectives. St. Francis’s Religious Education program offers students multiple activities and opportunities to practice these skills.

These opportunities include, but are not limited to:

- morning prayer at the beginning of each first block class;
- prayer in other classes throughout the day;
- religion courses in grades 8 through 12, including service learning;
- annual retreats at each grade level;
- school-wide liturgies and liturgical activities throughout the school year, and
- integration of and discourse related to Catholic Church teachings into all subject areas.

Discussions of topics or issues with moral or ethical dimensions are approached using the teachings of the Roman Catholic Church as the primary frame of reference, and we expect all students to know and understand these teachings. We recognize the plurality of the school community and welcome discussion and examination of alternative perspectives or positions. The Roman Catholic Church prohibits proselytization or coercion of students of other faiths. At no time should students ever feel pressured into adopting a belief that is not in keeping with their family's faith.

If you have any questions or concerns about this philosophy and/or expectations, please contact the Office of Religious Education or the school's administration.

Truth and Reconciliation with Canada's Indigenous Peoples

St. Francis Catholic Secondary is committed to implementing and furthering the recommendations made in the *Truth and Reconciliation Commission of Canada: Calls to Action*.¹ These go hand in hand with furthering the aspirations of Yukon's Indigenous Peoples as reflected in documents starting with 1973's *Together Today For Our Children Tomorrow* and extending to the numerous and ongoing education agreements with Yukon Government Department of Education.²

As a Roman Catholic school, we understand that we have an additional obligation to help our Indigenous and non-Indigenous students and families understand and reconcile the role of the Church and Church-run schools in the systemic oppression and colonization of Canada's Indigenous peoples.

In 2016, the Canadian Conference of Catholic Bishops released a document, *Walking Forward Together*, to "appeal to all our Catholic brothers and sisters -- laity, members of institutes of consecrated life and of societies of apostolic life, deacons, priests, and Bishops -- to make their own the following commitments, as recommended by the Commission for Justice and Peace of the Canadian Conference of Catholic Bishops, in the hope and desire to continue to walk together with Indigenous Peoples in building a more just society where their gifts and those of all people are nurtured and honoured."³

These commitments include:

- "continu[ing] to work with Catholic educational institutions and programs of formation in learning to tell the history of Canada in a way that is truthful, ensuring proper treatment of the history and experience of Indigenous Peoples, including the experience of oppression and marginalization which resulted from the Indian Act, the Residential School system, and frequent ignoring or undermining of signed treaties."
- "promot[ing] and continu[ing] to support Indigenous reflection within the Catholic community, and include this as part of the national ecumenical and interreligious dialogues in which the CCCB is involved."
- "deepening and broadening ... relationships, dialogue and collaboration with Indigenous Peoples; developing programs of education on Indigenous experience and culture; and ... efforts to continue to move forward with renewed hope following the Truth and Reconciliation Commission's Final Report and its Calls to Action, especially those that address faith communities."

We sincerely commit our school community to taking a leading role within our community to accomplish these objectives.

¹ http://trc.ca/assets/pdf/Calls_to_Action_English2.pdf

² <https://cyfn.ca/agreements/together-today-for-our-children-tomorrow/>; <http://lss.yukonschools.ca/partners-in-education.html>

³ <https://www.cccb.ca/site/images/stories/pdf/catholic%20response%20call%20to%20action%2048.pdf>

Service Learning

As members of a Christian community we are called to work together to build a world of peace, justice, and compassion. To accomplish this, we must reach beyond ourselves. Jesus tells us in Matthew's Gospel: "Truly I tell you, just as you did it to one of the least who are members of my family, you did it to me." (Matthew 25:40, NSRV). We are called to be witnesses of Jesus in this world. It is in this spirit and context that the religion program at St. Francis Catholic Secondary includes a service learning component.

Students are required to complete a number of volunteer/service hours as well as a reflection assignment in order to receive their religion course credit. Students who have completed the course, but who have not completed the service learning component will receive a grade of "I" (Incomplete) which will be replaced by the overall grade and credits issued when the hours are completed and documentation is submitted to the religion teacher.

These hours must be completed during the course, outside of class time, and students must not receive compensation in any form for their time. Teachers will remind and encourage students to seek contacts and opportunities for community service but ultimately it is the responsibility of each student to find a way to meaningfully reach out to their community.

Service learning hours also satisfy the requirement for community service or work experience hours that is part of the Graduation Transitions required course for graduation.

The requirements are as follows:

- **Grade 8:** 5 hours
- **Grade 9:** 10 hours
- **Grade 10:** 15 hours
- **Grade 11:** 15 hours
- **Grade 12:** Students need a total of 30 hours between grades 10, 11 and 12. Therefore, if they have met the requirements in grade 10 and 11, they will not need to log hours in grade 12.

For full details, including Log Sheets, Reflection Sheets, and current Service Learning Opportunities, visit www.sfacss.ca/ and follow the link for Religious Education.
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Fees

Fees can be paid by:

- Cash
- Cheque (please make sure the cheque is payable to the proper entity – see below)
- Email money transfer to sfacss@yukon.ca with the password: St. Francis
- Using our online payment system for credit cards (linked from school website; requires parents/guardians to pay an additional processing fee)

Student Fees

The School Fee is used to cover the cost of student premier agendas, special assemblies, guest performance fees, special school activities, projects and project materials.

Student Fees	
Individual	*Family
\$30.00	\$50.00

* The family rate for student fees applies when there are more than two children from the same family attending St. Francis Catholic Secondary School.

Religious Education Fees

Every family registering in our school community contributes to the cost of Religious Education materials, resources, activities, and professional development.

Religious Education Fees	
Individual	**Family
\$25.00	\$45.00

** The family rate for religious education fees applies when there are two or more children from the same family attending any of the Catholic schools of Whitehorse.

All students attending Yukon's Catholic schools must pay these fees.

Communication and Information

At St. Francis Catholic Secondary, we want to ensure that information is communicated to parents/guardians efficiently and comprehensively; and that parents/guardians are able to contact staff and administration conveniently. We have a number of ways to do this:



Website – Our school website is <http://www.sfacss.ca/> and is kept up to date with current staff information, dates, electronic versions of newsletters and other school information, school council meeting information and more!



Newsletters – We do not publish a newsletter. Rather, we send out an email to all students and family contacts on the first day of each week. Please ensure your email address is correct on file and that you check your spam/junk folder if you are not receiving emails.



Phone – Our school's telephone number is (867) 667-5901. Our office administrative assistants are generally available from 8 am to 4 pm and will transfer your calls to individual staff if they are available or take messages (as most staff do not have voicemail). For teachers, their telephone extension is a three-digit number that starts with 2 followed by a two-digit room number (e.g. the teacher in Room 3 would be reached by dialing 203, the teacher in room 21 would be reached by dialing 221) which can connect you to their classroom if the auto-attendant answers your call.



Autodialer – The school has an autodialer system that is used to broadcast general announcements and call individual homes to report on attendance. The system uses the telephone numbers that are listed in our student information system – please contact the school if you wish to adjust the telephone number that the autodialer calls. **The autodialer can also be configured to send attendance notices by text (SMS) messages – contact the office for details.**



School Email – Our school's general email address is sfsacss@yukon.ca and is monitored by the office administrative assistants who will answer the email or forward it if required. The school also has an email distribution list that uses email addresses that are listed in our student information system – please contact the school if you wish to adjust the email address that is used.



Staff Email – Each staff member has a unique email address – Firstname.Lastname@yesnet.yk.ca. Staff are expected to check their emails daily and respond to emails within a day or two.

Questions and Concerns

From time to time, students or parents/guardians may have concerns and questions. To resolve any such concerns or questions, we encourage early and frequent communication starting at the level where the concern or question originates. For example, if a parent has a concern about a situation occurring with a particular teacher, that teacher should be contacted directly to discuss the situation before the school's administration is contacted.

The school administration wishes to support all students who have questions or concerns about staff practices or classroom expectations. Students have the right to safely express their concerns or questions to a staff member and have them heard, acknowledged and responded to. However, the administration cannot support students in this regard when they choose to share their concerns publicly in class, using rude or aggressive language, in any other manner that is disrespectful to the teacher or class, or is disruptive to the class. The school administration or school counsellors are happy to assist students and parents/guardians to have productive meetings with teachers/staff to share concerns.

If a concern or question involves an individual teacher or paraprofessional (e.g. Educational Assistant), they should be given the first opportunity to address it before it is escalated to a counsellor or administrator.

St. Francis Catholic Secondary School Council also has a *Dispute Resolution Policy* (see next section).

SFACSS School Council⁴

Every Yukon school has a School Council or School Board. The Yukon *Education Act* (R.S.Y. 2002), Part 7 provides legislation for the organization and operation of these bodies.

SFACSS School Council is made up of locally elected members of the community who have important roles in providing advice and making decisions about some of the operation of the school. The members work with the principal and the people in our community to bring ideas, suggestions, concerns and issues to the table and work to resolve them in a way that is most beneficial to student learning.

Some of the duties of the SFACSS School Council include working with the principal to:

- establish the annual School Plan, including goals and ways of meeting those goals;
- develop and review school policies to ensure they are working well and supporting student learning;
- review student achievement and raise any concerns if there is inadequate progress of students;
- advise the Minister about the school calendar on an annual basis, and
- keep students, parents and others in the community informed and to listen to their concerns and suggestions and bring them forward to School Council meetings.

School Councils also serve a very important role in the recruitment of the school principal. The SFACSS School Council always focuses on the best interests of students, ensuring that their needs and concerns are raised and considered. The members also respect a high level of confidentiality in order to protect the rights of students, their families and staff as well. Parents/guardians are encouraged to attend School Council meetings as they provide an opportunity to learn more about what is happening at the school and to raise questions and ideas they may have.

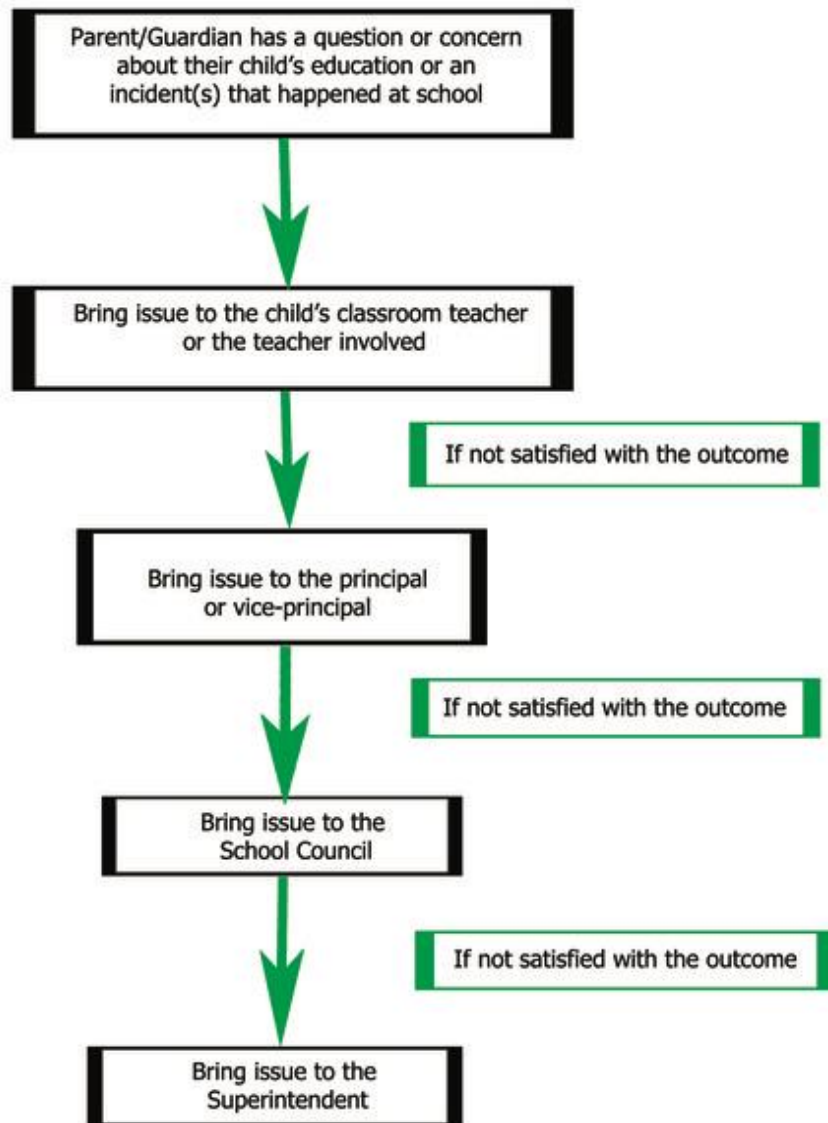
All school council members are also members of the Catholic Education Association of Yukon (CEAY) which serves to advocate for Catholic Education on behalf of all three Catholic Schools. For more information about the CEAY, visit www.ceayukon.ca.

The SFACSS School Council meets on the first Tuesday of the month at 6:30 pm in the school learning commons. The members for the 2022-2024 term are:

- | | |
|------------------------------|-----------------|
| • Desiree Martsinkiw - Chair | • Shanon Cooper |
| • Tyler White | • Monica Best |
| • Kathleen Coventry | |

⁴ Information downloaded from the website of the Association of Yukon School Councils, Boards and Committees, January, 2017 www.ayscbc.org/school-councils-overview.html.

St. Francis of Assisi Dispute Resolution Process



Our Superintendent can be reached by telephone at (867) 667-5068.

Student Safety

Lockers - Will be assigned by the first period teacher. Students do not and must not share a locker. School locks must be used. At the end of the year the lock will be returned to be used by students the following year. Students are responsible for the contents, care and cleanliness of their locker. A student locker search may be undertaken if there are reasonable grounds to believe that a school rule has been or is being violated and that evidence of the violation will be found in the student's locker. See the Dept. of Education's full locker policy at: <https://yukon.ca/sites/yukon.ca/files/edu-school-locker-use-and-locker-searches.pdf>

Visitors - Only St. Francis of Assisi students are allowed in the school during the school day, including at lunch. If a school sanctioned event (eg. sports tournament) is occurring, students involved in the event are allowed in the school with a supervising adult and administration's permission. All visitors are required to sign in at the office.

Evacuations – Students should familiarize themselves with the nearest emergency exits for each of their classrooms in case an evacuation is necessary. Our muster points are either the soccer fields at the rear of the school or the basketball court at the front. Students should remain with their class whenever possible.

Fire – If the fire alarm rings, students are to evacuate the school immediately through the nearest exit, remaining with their class (if possible). Students not with a class (in hallways or washrooms) should exit using the nearest exit and meet up with their teacher outside. We are required to have six fire drills each year.

Lock-down – A school lock-down is when all the exterior doors are locked and everyone moves to (or stays in) a room and silently sits in a place that is out of sight from windows and doors (which are also locked). Students in hallways or washrooms should find the nearest classroom. We are required to have one lock-down drill each year.

Hold and Secure – A hold and secure is when a potential threat to student safety (e.g. wildlife on school grounds, police activity in area) demands that all students should remain confined to their classrooms, but still engaged in learning activities. Students are not permitted to be in hallways or washrooms and remain in a locked classroom until released.

Earthquake – If an earthquake is to occur, everyone should immediately take cover underneath a table or other sturdy piece of furniture. Once the shaking stops, the school will be evacuated. We are required to have one earthquake drill each year.

Threat Assessment – Any threat-making or threatening behaviours are dealt with by a trained team that includes staff members, RCMP officers, and other social service agencies. A Violence and Threat Risk Assessment (VTRA) protocol is then activated by the team to assess the

immediate risk, collect information, and develop safety plans for both the threat maker and the target(s).

Medical Issues – Parents/Guardians must notify the school of any medical or health issues that should be communicated to teachers in order to ensure the safety of the student. This information will be held in the strictest confidence.

Video Surveillance – This building is equipped with a video surveillance system to provide protection for the well-being and security of individuals, and as a deterrent to vandalism, criminal acts or other illegal activities.

Educational Program of Studies

Our school generally follows the curriculum of studies as produced by the British Columbia Ministry of Education and requires all students to meet the British Columbia Graduation Requirements. The Yukon Department of Education also adapts, modifies, or produces additional curricular requirements as necessary. In addition, schools are able to develop Department Authorized courses to allow students to earn credits toward graduation through programming that caters to the particular needs of our school community.

Our school is a Roman Catholic separate school as defined under Yukon's Education Act and, as such, is able to supplement the prescribed curricula with Roman Catholic teachings and traditions. Given these teachings and given the requirements of the Yukon Education Act, Sexual Orientation and Gender Identity Policy, Safe and Caring Schools Policy and the Sexual Orientation and Gender Identity Protection Act, we are committed to ensuring that all students and staff of St. Francis of Assisi Catholic School and their families will be provided with a fully inclusive school community and a welcoming, caring, respectful, safe and Catholic environment.

To be considered a graduate of St. Francis students are expected to have Religion 10 (Christ & Culture), World Religions 12, and an additional Religion 12 option (Philosophy, Morals & Ethics, Yukon First Nations, Social Justice) on their transcript. All of these courses contribute credits toward graduation. These Religion option courses must be taken in-person at St. Francis of Assisi School. Aurora Virtual School online courses or other online courses will not meet the requirement. Although our school counsellors work diligently to assist students in the construction of their timetables, it is ultimately the responsibility of students to ensure they have the requisite courses to meet the graduation requirements.

It is essential that all students and their families understand that meeting BC/Yukon graduation requirements does not necessarily ensure that a student will be able to enter a post-secondary institution. Each post-secondary institution can have required courses, minimum grade point averages, and other requirements for entry. While counsellors are happy to assist students in developing a timetable that will meet these requirements, again, it is ultimately the responsibility of students to ensure they will meet those entrance requirements.

Grade 8 & 9 students

- linear school year
- 5 year-long courses
- 2 half-year options
- 1 final report card per year
- Final exams at the end of year in June
- No Credits earned

Grade 10 - 12 students

- semestered school year
- 8 courses in the year
- 4 courses 1st semester
- 4 courses 2nd semester
- 2 report cards in a year
- Final exams in January and in June

- Credits earned
- More choice

Specific information about earning credits towards graduation and about individual courses can be found in the St. Francis Catholic Secondary Course Handbook.

Alternative Delivery

BC/Yukon Graduation Requirements (2018 Graduation Program)

Students graduating after June 30, 2018 follow the requirements of the British Columbia Ministry of Education Graduation Program (2018). To graduate, they require a minimum of 80 total credits.

Of these 80 credits:

- At least 16 credits must be at the Grade 12 level, including a required Language Arts 12
- At least 28 credits must be elective course credits
- 52 credits are required from the following:
 - Two Career Education courses (8 credits total)
 - Physical and Health Education 10 (4 credits)
 - Science 10 (4 credits), and a Science 11 or 12 (4 credits)
 - Social Studies 10 (4 credits), and a Social Studies 11 or 12 (4 credits)
 - A Math 10 (4 credits), and a Math 11 or 12 (4 credits)
 - A Language Arts 10, 11 & 12 (12 credits total)
 - An Arts Education 10, 11, or 12 and/or an Applied Design, Skills, and Technologies 10, 11, or 12 (4 credits total)

In addition, students on the new Graduation Program must also complete three graduation assessments aligned with the redesigned curriculum – two in literacy and one in numeracy:

- Grade 10 Graduation Numeracy Assessment
- Grade 10 Graduation Literacy Assessment
- Grade 12 Graduation Literacy Assessment

*Please note that to be considered a graduate of St. Francis Catholic Secondary, students must also have World Religions 12 and an additional Religion 12 course on their transcripts. Under exceptional circumstances (e.g. post-secondary entrance requirements, etc.) where it is not possible to put a Religion course into a student's timetable, the principal may authorize an exception to this requirement upon receiving a written request from the parent/guardian.

Students who are 18 years or older may qualify for an “Adult Graduation” with a very different set of criteria. See a counsellor for details and to determine eligibility.

Specific information about earning credits towards graduation and about individual courses can be found in the St. Francis Catholic Secondary Course Handbook.

Core Competencies

The revised BC/Yukon Curriculum is designed to assist students in developing six “core competencies” from kindergarten through to graduation. Students will be assisted in developing an understanding of what each competency is and to self-assess their strengths and areas for improvement for each.

Each classroom teacher is expected to plan and deliver instruction with these competencies in mind. However, at St. Francis students will be given specific instruction along with time for reflection, self-assessment and personal planning in their Homeroom classes.



Reporting on Student Progress and Assessment

Formal Report Cards

Formal written report cards will now only be sent home at the end of each course, approximately one week after the course concludes. Report cards contain performance indicators for Grade 8 and 9 courses and percentages for Grade 10-12 courses, along with a work habits indicator and comments for each course. Each comment should include a strength, area for improvement and a suggestion for next steps in learning.

Informal Reporting to Parents

Prior to the final report cards, to ensure there are no surprises to students and/or parents/guardians about poor or declining performance, teachers will issue at least three informal reports throughout a semestered course (more reports will be sent for linear courses). These may include:

- **Informal Reports** are emailed (or mailed) home to provide parents/guardians with an early indication of the learning progress of the course. For students who are “Proficient” or “Extending”, these reports may be brief and non-specific. For students who are “Developing” or “Emerging”, a more detailed report and, possibly, a phone call will be sent home.
- **Student Led Conferences** for all students take place on a specified evening, once per semester. Students are expected to attend these with a parent/guardian (or trusted adult who is concerned about their learning) to lead a conversation about the progress of their learning in each course. Research shows that when students are involved in the assessment process – learning to articulate what they have learned and what they still need to work on – achievement improves (Black and Wiliam 1998; Stiggins 2001). If students and parents are unable to attend, we expect that the student-led conversation take place at home.
- **Linear Midpoint Report (Grade 8 and 9 linear classes only)** will be a written report in the format of a final report card.

Contacting Teachers

At times, teachers may contact parents with specific concerns or to give an update on course progress. Parents may also request an informal report from a teacher at any time – please call or email the teacher or the main office and one can be arranged.

Schedule for Reporting 2023-24

<i>Type of report</i>	<i>Year-long courses</i>	<i>Semester 1 courses</i>	<i>Semester 2 courses</i>
Formal Written Interim Report	October 28	October 28	
Student Led Conference	November 10	November 10	
Informal – Interim report	November 3 (includes academic progress)	November 3	
Potential Failure Warning		December 5	
Formal Written Report	January 16*	January 16	
Formal Report #3 (#1 for semester courses)	April 6		April 6
Student Led Conference	April 20		April 20
Potential Failure or Summer School Recommendation	May 15		May 15
Formal Written Report	June 14		June 14

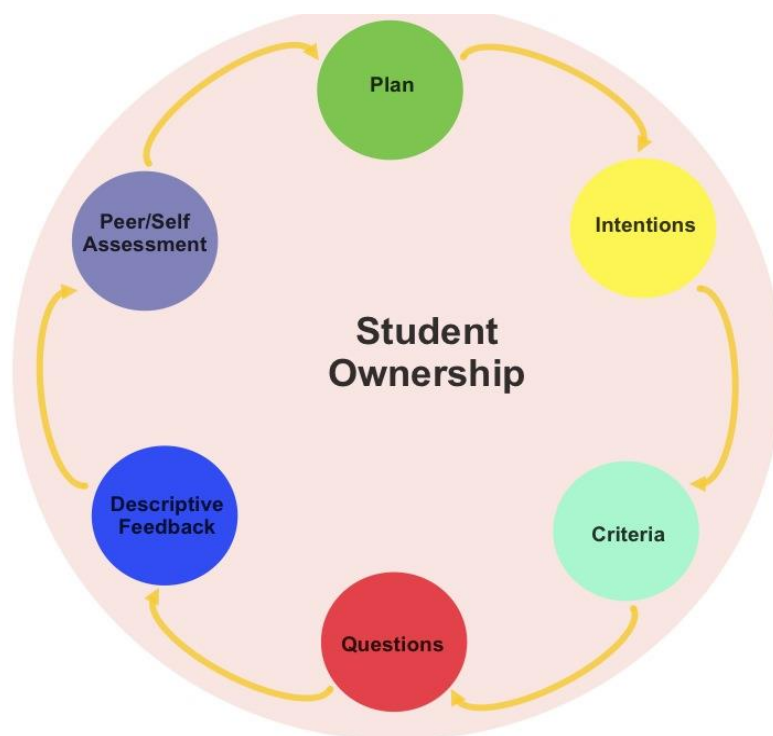
* For Grade 8 and 9 students, this will be their mid-term report

Assessment for Learning

St. Francis Catholic Secondary embraces the philosophy of *Assessment for Learning* which suggests that students must understand how they are being assessed and are active participants in the process of assessment. In this regard, a student's grade should never be a surprise to him or her – students should always have an indication of how they are progressing through the course. Moreover, educational research is clear that a student will take ownership of their learning through these processes.

Some features of Assessment for Learning that students/parents/guardians can expect to have incorporated into classes are:

- students understanding the intent / purpose of the learning tasks;
- students participating in the creation of criteria for quality work and marking schemes for assignments and projects;
- questioning techniques that promote thinking and reflection on the learning process;
- specific and descriptive feedback to improve learning (which means limited marks until the learning cycle is complete);
- frequent self- and peer-assessment in the classroom, and;
- the potential to re-assess on learning outcomes that are not met to the students'/parents'/guardians' satisfaction (see Continuum of Student Expectations for details).



Grading

How we communicate student performance in Yukon schools is changing. Students in grades 1-9 will no longer have any final letter grades; instead, our system is moving to the use of “Performance Standards.” Students in grades 10-12 will still receive percent scores on all final report cards.

Rationale for adopting Performance Standards for Grades 8 and 9: “When schools cling to letter and number ratings, students get stuck in a system that undermines learning.” (Kohn, 2011). Kohn’s extensive research has shown the following:

- Grades tend to diminish students’ interest in whatever they’re learning;
- Grades create a preference for the easiest possible task;
- Grades tend to reduce the quality of students’ thinking.

For these reasons, our focus will move towards formative assessment and descriptive feedback that supports communicating using performance scales. The performance scales are as follows:

Emerging (EM)	<p>The student demonstrates an initial understanding of the concepts and competencies relevant to the expected learning.</p> <ul style="list-style-type: none"> • work does not meet grade-level expectations • may be evidence of progress toward relevant learning outcomes • requires ongoing support
Developing (D)	<p>The student demonstrates a partial understanding of the concepts and competencies relevant to the expected learning.</p> <ul style="list-style-type: none"> • work may be inconsistent, but meets grade-level expectations at a minimal level • evidence of progress toward relevant learning outcomes
Proficient (P)	<p>The student demonstrates a complete understanding of the concepts and competencies relevant to the expected learning.</p> <ul style="list-style-type: none"> • needs support in some areas • work meets grade-level expectations • evidence that relevant learning outcomes have been met • proficiently demonstrates academic performance
Extending (EX)	<p>The student demonstrates a sophisticated understanding of the concepts and competencies relevant to the expected learning.</p> <ul style="list-style-type: none"> • work exceeds grade-level expectations • demonstrates superior performance and in-depth understanding

Student Engagement

Research tells us that there are 4 key questions which indicate a student's **academic engagement** in school. Please feel free to ask your student these questions periodically as a check-in to see how engaged he or she is with school. If the student cannot answer these questions consistently, you may want to have a conversation to find out more information.

1. Can you name two people in this building who believe in you?
2. What are you learning?
3. How is it going?
4. What's next?

The last three questions will also be used to prepare students for student-led conferencing. As stated above, students who can articulate what they are learning and how it is going are more likely to have higher academic achievement.

Conversion Chart – Performance Standards (or 4 point scale) to Percentages

This guide will assist with converting standards-based grades on learning standards to a final percentage grade for a course. It uses a four-point standards-based grading system, a student's more recent evidence¹, and the logic rule² below. The process is meant to be led by teacher professional judgment.

Proficiency Scale	Logic Rule	Percentage Grade Range	Percentage Grade Reported ³	Yukon Letter Grade
Extending (4) The student demonstrates a sophisticated understanding of the concepts and competencies relevant to the expected learning.	All 4s	86-100	100	A
	Almost all 4s and the occasional 3		96	
	Mostly 4s, some 3s		92	
Proficient (3) The student demonstrates a complete understanding of the concepts and competencies relevant to the expected learning.	Mostly 3s, some 4s	73-85	85	B
	Almost all 3s and the occasional 4		81	
	Mostly 3s, one/two 2s and no 1s		77	
Developing (2) The student demonstrates a partial understanding of the concepts and competencies relevant to the expected learning.	A mix of 2s and 3s, mostly 2s	50-72	72	C+
	Mostly 2s, no 1s		66	C
	Mostly 2s, some 1s		59	C-
Emerging (1) The student demonstrates an initial understanding of the concepts and competencies relevant to the expected learning.	Mostly 1s, and the occasional 2	40-49	45	F

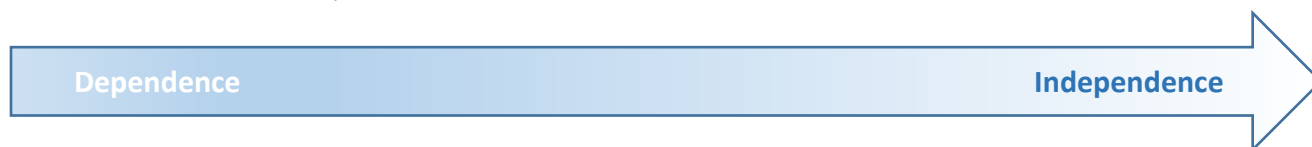
Where there is insufficient evidence available to determine a proficiency level, teachers may use their professional judgement to determine if the use of "I" is appropriate and in the best interests of the student. Comments must clearly communicate whether the "I" is because the student has shown no evidence of understanding in their submitted work or has not submitted evidence. When "I" must be converted to a grade in Grades 10-12, the recommendation is: Percentage Grade Reported 25%, Yukon Letter Grade F.

1 More recent evidence: Only a student's more recent evidence of achievement of learning standards should be considered in grading.

2 Logic Rule: A series of statements that describe how grades for learning standards will be converted into a final grade for a course. (adapted with permission and guidance from Ken O'Connor, *How to Grade for Learning*, Fourth Edition, 2018)

3 Percentage Grade Reported: Teachers may use their professional judgement to report percentages other than those listed in this column

Continuum of Student Expectations



Over the five years a typical student will study at St. Francis Catholic Secondary, we hope to foster an increasing sense of responsibility for his or her learning. A Grade 8 student can expect more structural support for their learning and a high level of oversight. A Grade 12 student should be able to decide when support for learning is required and should be able to independently monitor their own learning.

The Continuum of Student Expectations is a document developed to guide teachers and inform parents/students how various aspects of learning will change from Grade 8 through Grade 12. These aspects include:

- Competencies and Content
- Course/Class Structures
- Homework Expectations
- Deadlines
- Assessment and Evaluation
- Reassessments
- Final Exams
- Attendance
- Personal Responsibility
- Developing an Informed Conscience

This document is under constant revision and is meant to provide guidance rather than to function as school policy. The most current version can be found on the school website at www.sfacss.ca

Academic and Other Awards

St. Francis Catholic Secondary wishes to recognize and celebrate the accomplishments of students, inside the classroom and out! The following awards are issued annually:

Excellence Awards – Awarded to one student in each course (e.g. English 10, Precalc 12) who demonstrates high marks, a positive attitude towards the class and the other students, enthusiasm for the subject area, consistent classroom engagement and participation, and a willingness to assist other classmates in their study of the subject.

Commendable Effort – Awarded to one student in each course (e.g. English 10, Precalc 12) who makes significant gains in achievement throughout the course and who demonstrates excellent social responsibility, work habits and attendance.

Academic Honours – Awarded in the fall based on the previous academic year's achievements measured by performance indicators (Principal's List and Honour Roll) and by work habits indicators on report cards (Special Merit).

- Principal's List is awarded to students who have an overall Grade Point Average (GPA) of 3.6 or higher, no incomplete or failed courses, and no 'Needs Improvement' work habits indicators.
- Honour Roll is awarded to students who have an overall GPA of 3.0 (a 'B' average), no more than one incomplete or failed course, and no 'Needs Improvement' work habits indicators.
- Special Merit is awarded to students who have no more than one single 'S' or 'N' work habits indicator throughout the entire year (4 report cards).

CEAY Christian Witness and Service Award – Awarded to students (2 per grade) who, through their attitudes and lifestyles demonstrate a commitment of social justice and service to others within the Catholic context of the classroom, the school and the greater community.

Principal's Award – Awarded to one male and one female student in each grade who continually perform academically to the best of their abilities, make positive contributions to school life and provide volunteer support for the greater community. These students are willing ambassadors of St. Francis Catholic Secondary School.

Safe and Caring School Champion – Awarded to one male and one female who have actively worked to make our school a safe and caring environment for all.

Bursary/Scholarships – Each year, several bursaries and scholarships are awarded to students based on criteria that are unique to each bursary or scholarship. Some require students to apply, while others are based on nominations or recommendations from staff. Students are encouraged to visit the counsellors to find out more information.

St. Francis of Assisi Bell & Class Schedule 2023/24

Warning 8:35	Monday	Tuesday	Wednesday	Thursday	Friday
8:40 – 9:51 (71 min)	1	1	2	1	2
9:51 – 10:01 (10)					
10:01 – 11:04 (63 min)	3	2	3	4	3
11:04 – 11:09 (5)					
11:09 – 12:12 (63 min)	7	4	5	6	4
12:12 – 1:02 (50) Warning 12:57	Lunch	Lunch	Lunch	Lunch	Lunch
1:02 – 2:05 (63 min)	5	6	7	8	5
2:05 – 2:10 (5)					
2:10 – 3:13 (63 min)	6	8	PLC / X	7	8

On Wednesdays, there are two possibilities (schedules are posted throughout the school for students to refer to):

- **Professional Learning Communities (PLC)** where the school dismisses early (2:05) so teachers can meet and collaborate with each other to improve student learning. Grade 8 and 9 students are automatically assigned “study hall” during this time and are only dismissed early if they are up-to-date in all their core classes.
- **X Blocks** involve a variety of possible activities:
 - *Homeroom* where students meet with their homeroom teacher and class (small groups of about 15 students in mixed grade grouping) and engage in discussions and reflection on the Core Competencies;
 - *School Liturgies or Assemblies* for the entire student body;
 - *Tutorials*, following a reporting period, are an opportunity for students to choose from a variety of tutorial sessions to best meet their learning needs; or
 - *X Blocks*, where additional Periods 1 through 8 are scheduled to compensate for class time lost during those blocks due to school activities.

Scheduling and Programming Course Changes

The school timetable is created based on students' original requests from the course selection process in the spring. Course changes may only be possible in the following situations and only in consultation and with the approval of a counselor or administration.

Course changes may be requested within the first five school days of a semester, due to timetable conflicts and student / course suitability. Students are encouraged to request any course changes in the first week of school. These changes may only be possible, provided classes are not being overloaded and there is minimal disruption to the rest of the student's timetable.

Course changes may be possible under the following conditions.

- Classes are not full.
- There is minimal disruption to the rest of the student's timetable.
- The teacher of the new added course agrees that it will be reasonable for the student to catch up on missed work.
- The student will make up any work that is required to catch up on work missed.
- The student will take the responsibility for any missed work.

Course changes will not be possible after five school days past the start of a semester. After this time, courses cannot be 'dropped' to take a "skills" block or study period. An exception to this is when it is a grade 12 student who, when dropping the class, will use that time as their "Grad spare" block.

Exceptions to this policy will be addressed by Student Services and/or the Administration.

Grad Spares

Students in grades 8 through 11 are not allowed to have 'spare blocks' or open blocks in their timetables.

Grade 12 students are granted the privilege of a maximum of one spare block for the entire year (i.e. they must be registered in at least seven courses). If students are registered in six academic courses over the year (3 per semester) and they will have sufficient credits, they may be granted an additional study block.

Skills Blocks

Skills Blocks are designed to provide individualized support to students who may need extra time or assistance to keep up with their course work. Generally, a student who needs a skills

block is on a Student Support Plan (SSP) or an Individualized Education Plan (IEP) which helps guide the rationale and support required in order to be successful in classes. These blocks have a limited capacity due to the needs students require, and it is important to note that Skills Blocks do not earn students' credits towards graduation. If a student or parent/guardian would like to request a skills block, this needs to go through a School Based Team meeting in order to determine the rationale and discuss the support that can be provided.

Cross Enrolment

All students have a “home school” where their records are kept, but they may enroll for periods of time in other schools for programming reasons. Cross enrolment may require the permission of the school administration. Examples include:

Wood Street School – Offers semester-long programs of study that students must apply to near the end of each academic year for the following year's options. Programs include ACES, FACES, CHAOS, Experiential Science, and MAD. St. Francis Catholic Secondary does not determine who is able to participate in these programs. For more information, please visit the Wood Street School Website. Only students in Grades 10-12 may apply to Wood Street Programs.

Other Secondary Schools – Porter Creek and FH Collins are often willing to allow St. Francis students to attend their schools for a single course or full semester. Courses can be chosen individually or be a “package” (e.g. Porter Creek's FADS program). Only students in Grades 10-12 may apply to other Secondary School Programs.

Aurora Virtual School – Aurora Virtual School (AVS) offers courses to Yukon students via an online platform. These courses are often self-directed and require that a student is self-motivated and has good work habits in order to successfully complete the requirements. Under special circumstances, St. Francis students can enroll in AVS courses. If interested, a student must first speak to a counsellor or administrator, who then takes the request to our School Based Team to discuss the suitability of pursuing course work in this manner. This ensures that a sound decision is being made in order to support student success.

Individualized Learning Centre – offers course packages that can be completed independently on a flexible schedule and offers in-person assistance outside of regular school hours.

Distance Learning (Correspondence) – In very limited circumstances, a correspondence package may be obtained when there is no other alternative. Depending on the circumstances, parents/guardians may be expected to pay for the course.

Specific information about earning credits towards graduation and about individual courses can be found in the St. Francis Catholic Secondary Course Information Booklet.

School Expectations and Behaviours:

Building Our School Community

“In everything do to others as you would have them do to you; for this is law and the prophets” (Matthew 7:12, NSRV)

Our school community provides our students with an education within an environment formed by Gospel values and the teaching of the Church. These Gospel values and teachings create the framework for our school expectations, enabling us to interact with each other in a positive and supportive climate.

We strive for excellence. Our school expectations are designed to produce a safe and respectful learning environment. Every student has the right to be part of a healthy and happy school community; however, rights come with responsibilities.

Duties of a student, as specified in the Yukon Education Act (S.Y. 2012):

- Respect the right of others
- Attend school regularly as required by this act
- Arrive punctually for each session of school
- Observe the rules of the school
- Pursue in a diligent manner the course of study and carry out learning activities as may be required by a teacher
- Return any school books or apparatus on loan when required to do so by a teacher or principal, and
- Refrain from damaging or mutilating any school property.

Students will demonstrate respect for themselves, for others, and the school building and property at all times. This means:

- treating other students and teachers as the student wants to be treated
- being friendly and courteous to school personnel, including visitors
- using appropriate language in classrooms and hallways, and
- treating other people’s property and the school building with care.

Our specific school rules are contained in the School Policies and Procedures section of this handbook.

Behaviour Expectations and Discipline Policy

It is our belief that behaviour is a choice and that inappropriate behaviours are often an indication of an underlying issue. We strive to maintain a standard of ‘discipline with dignity’ while we come to understand (and help the student understand) the reasons that motivated the choice of behaviour.

Therefore, we will treat each case individually and make every attempt to discipline fairly with the desired goal of restitution and prevention. Restitution is not limited to material goods such as a broken window, but includes the more important aspect of restoring broken relationships through collaborative dialogue. Discipline is only effective if the individual is able to understand the break in relationship, the necessity of repairing it, the need to pay for damages as well as the necessity of changing that behavior.

Restoring dignity, increasing empathy, and finding solutions that are realistic and mutually satisfactory to all involved parties are the priorities of disciplinary conversations.

Administrators or counsellors who are dealing with behavioural issues will keep confidential notes about the infraction and its disposition.

Consequences for inappropriate behaviours are proportional to the offence, are progressive for multiple or repeated offences, and may include (but are not limited to):

- conversations between students and other students, teachers or parents to resolve the issue;
- restitution through formal apologies, repayment or replacement of lost/damaged/stolen items, or additional service learning;
- study hall/detention;
- mandatory appointments with school or community counsellors;
- involvement of RCMP or other community agencies;
- dismissal from school for up to three days;
- suspension from school for three to ten days;
- suspension for ten days or more (with permission of school council), and/or
- a combination of the above.

When a student has demonstrated behavior (s) that does not adhere to the school's policies and procedures, the staff and/or administration will follow a pattern of progressive discipline and focus on consequences that are restorative rather than punitive whenever possible and appropriate. Progressive discipline establishes a process of clear, timely, consistent, and documented communications with a student and his or her parent or guardian to reinforce an understanding of expectations, to provide an opportunity to correct an inappropriate behaviour, to encourage appropriate behaviour, and to assure due process. Special considerations may apply to students with special needs if they are unable to comply with the Code of Conduct because of a disability of an intellectual, physical, sensory, emotional or behavioural nature.

The Saint Francis of Assisi administration realizes that no policy will cover all situations. Therefore, Saint Francis administration, along with the superintendent and representatives from the Department of Education, when necessary, will make a determination of consequence

and/or disciplinary action when a student's actions and the nature of a specific incident are/is NOT specifically addressed in our Code of Conduct.

School Policies and Procedures

1. *Student Safety, Respect, and Learning*

St. Francis Catholic Secondary strives to provide an environment that is safe, respectful, and conducive to learning. Our school policies and procedures serve to promote this. Any situations that are not covered by the rules contained in this handbook or other policies will be addressed with these principles in mind.

2. *Non-Discrimination*

“You shall love your neighbour as yourself.” (Matthew 22:39, NSRV). Always following Jesus’ second great commandment should result in an atmosphere free from discrimination and prejudice for all. St. Francis Catholic Secondary will not tolerate undue or unjust discrimination of students, staff, or families due to any and all grounds contained in the *Yukon Human Rights Act*:

The multi-colour lion icon was developed and designed in 2014 by Vanier students to recognize and celebrate the diversity that exists within Vanier Catholic Secondary.

- Ancestry, including colour and race
- National origin
- Ethnic or linguistic background/origin
- Religion or creed
- Age
- Sex, including pregnancy
- Gender identity or gender expression
- Sexual orientation
- Physical or mental disability
- Criminal charges or criminal record
- Political belief, association, or activity
- Marital or family status
- Source of income
- Actual or presumed association with any of the grounds listed above



3. *Verbal/Non-Verbal Disrespect*

Students are expected to use appropriate and respectful language with everyone in the school. Swearing, slurs, or any other language that is intended to demean or degrade others will not be tolerated. Disrespectful non-verbal communications such as rude gestures are also not permitted.

In a school community, conflict is unavoidable. Care should be taken to engage in conflict resolution through dialogue in a manner that is respectful, maintains the dignity of all involved, focuses on facts or behaviours (rather than opinions, perceptions, or assumptions), and that avoids judgement or denigration. Students should always ask themselves, “How would I feel if someone said or did this to me?” before choosing to communicate.

Verbal or written threats will be dealt with using the Department of Education’s Violence and Threat Risk Assessment (VTRA) protocols.

4. Physical Contact

Physical contact between students is generally not permitted, even when intended as “fun” or “play”, which can be easily misinterpreted. Personal displays of affection of a romantic nature between students are not permitted.

5. Fighting

Fighting is defined as any purposeful physical or verbal violence towards another person. Students who choose to engage in this conduct during the school day (whether on or off school property) will face significant consequences, along with those who choose to watch or encourage this violence. We expect that any student with knowledge of a potential fight will inform a staff member immediately.

6. Weapons

Weapons and replicas of weapons of any type and kind are prohibited on school property. This includes pen-knives or pocket-knives.

7. Dress Code

Students will attend school in modest dress similar to what is expected for casual employment.

Clothing items with references to liquor, drugs, sexuality, or other inappropriate messaging are not allowed.

Hats or other head coverings (other than those worn for religious reasons) are not to be worn in the school.

Appropriate footwear should be worn at all times due to the possibility of a school evacuation.

Presentable dress is at the discretion of the staff and administration. If students choose to wear clothing deemed to be inappropriate, they will be reminded of the dress code and presented various options to help them follow the expectations.

8. Classroom Rules and Expectations

Teachers are expected to establish general rules and expectations for their classrooms that encourage active participation and mutual respect and are encouraged to seek the input of students in the creation of these expectations.

It is the responsibility of teachers to clearly communicate these expectations to students. It is the responsibility of the students to know and understand the expectations in each of their classes.

At a minimum, all students are expected to take an active role in classes, be prepared, and complete assignments on time and to the best of their abilities.

Any questions or concerns about classroom expectations should first be addressed to the classroom teacher. If questions or concerns remain unresolved, the administration may assist or intervene.

9. Food and Drink

Adolescents need food throughout the day to provide adequate energy for active participation and learning. Generally, students may consume healthy food and drinks in classrooms as long as it does not distract others or create a mess. Pop or energy drinks may not be consumed in class.

Students should never go through the day feeling hungry – it is detrimental to their learning. If students need food but don't have any, they are encouraged to ask at Leo's café or the school office. Meal tickets for the cafeteria may be provided by the *Yukon Breakfast for Learning* program.

No food or drink (including water) may be consumed in the Chemistry Lab, Biology Lab, Wood Shop, or Metal Shop. Only water may be consumed in classrooms where computers/iPads are being used and the Learning Commons.

We have no restrictions on foods that may not be taken to school. Students with allergies must take care to ensure they are not exposed to allergens. The Foods Lab will have restrictions depending on the students in the classes. *EpiPens* are located in the Cafeteria and the main office. Students with life-threatening allergies should carry an *EpiPen* with them at all times.

10. School Supplies, textbooks, and School Property

Students are expected to come to each class prepared with the appropriate materials. Families are expected to provide all the necessary school supplies. School supply lists can be found in the "School Documents" section of www.sfacss.ca

Some teachers choose to use workbooks rather than textbooks. Students are required to pay a deposit for the workbooks which will be refunded if the workbook is returned in a condition that will allow it to be used by a future student (ie. no writing in the book).

The school will supply the students with other materials such as textbooks and specialized equipment (e.g. graphing calculators or laboratory equipment). Students are expected to respect and take care of any school property and furnishings. They will be expected to repair or pay for any damages they cause.

11. Personal Electronic Devices

While we fully understand the value of modern technology and personal electronic devices, the school reserves the right to limit their use as we aim to create an atmosphere of learning that is free from as many distractions as possible. Acceptable use of these devices is at the discretion of the classroom teacher and will depend on the applicability of the device in that class.

Students are prohibited from taking pictures or videos of other students or teachers without the expressed consent of those in the pictures or videos.

Parents should contact the main office if it is necessary to contact their child during instructional time. Please do not make phone calls or send messages to students while classes are in session.

12. School Computers & Internet

Our school is fortunate to have a wealth of high quality and well-maintained technology for student use consisting primarily of MacBook Air laptop computers and iPads. Students are also provided with filtered wireless internet access for their personal devices.

All students are provided with an *Outlook* and *Rapid Identity* Portal account to allow them to communicate easily with other students and staff (in any Yukon school), allow access to web-based versions of software applications such as Word, Powerpoint, Excel, allow students to keep organized, store files, and easily use files between school and home. The Teacher-Librarian can assist in logging in and configuring this software.

Detailed information and guidelines on acceptable use of school computer technology and internet can be obtained from www.yesnet.yk.ca.

13. Academic Honesty

Cheating (using dishonest methods to obtain correct answers to assignments or tests) or plagiarism (copying the work of others and claiming it to be one's own) is not permitted. Students who are caught cheating or plagiarizing will be referred to the school's administration and parents/guardians will be notified.

As group work and collaborative projects are becoming more commonplace in classrooms, notions of cheating or plagiarism are more difficult to define. Students should take care to clarify with teachers what practices are acceptable.

Students will, over time, experience numerous opportunities to learn and develop their skills in correctly citing and giving credit when using the work of others. Please consult the Teacher-Librarian for more specific information in this regard.

14. Telephone

There is a student phone in the main office for use only during break times or emergencies.

15. Smoking/Vaping

Smoking on school grounds is prohibited by law. Therefore, students are not allowed to smoke on school property. Yukon Education's *Tobacco and Vapour Free Schools Policy* defines smoking as follows: *"'Smoke' and 'smoking' means to smoke, hold, or otherwise have control over an ignited tobacco or in-use vapour product (including an electronic nicotine delivery system)."* Every effort is made to discourage smoking and our counsellors can help students connect to smoking cessation resources. Electronic cigarettes or any vaping devices that are non-nicotine containing are also not permitted on school property.

Vapes are not permitted on school property.

1. The first time a student is seen with a vape, it will be confiscated (whether actually vaping or not), a call made home, and the vape confiscated until a parent comes in to claim the vape.
2. The second time a call home will be made, the student will be given a one-day dismissal and the vape confiscated until the end of the year at which point the parent may come in to claim the vape.
3. Subsequent infractions will see escalating suspensions that may result in removal from school.

16. Alcohol and Drugs

Alcohol, cannabis, cannabis-containing products, drugs, and drug paraphernalia are prohibited on school property. Students who possess these items or who are suspected of being under their influence will be referred immediately to the school administration and may experience consequences up to and including indefinite suspension from school.

17. Gymnasium and Fitness Facility

The gymnasiums, fitness facility, and change room facilities are used for regularly scheduled classes and school-sponsored team sports. Students are not permitted to use these facilities unless a staff member is present to supervise.

Valuables should be locked in personal hallway lockers and not left in the change rooms. Students are responsible for the care and safety of all their personal belongings. The school cannot accept responsibility for lost or stolen articles.

All students are required to participate fully in Physical Education unless a doctor's certificate stating the length of time the student must refrain from physical education is presented to the P.E. teacher or the office. Suitable gym strip is required as well as appropriate, non-marking footwear.

18. Outdoor Facilities

We encourage students to make use of outdoor facilities to stay active during the lunch hour and after school. Balls and other equipment can be signed out in the main office.

Helmets are required for certain activities such as skateboarding and cycling.

19. Clubs and Activities

From year to year, a number of school-sanctioned clubs, teams and activities may be offered to students depending on the capacity of staff to supervise these activities.

20. Hallway Lockers

The use of school lockers is governed by the Department of Education's School Locker Use and Locker Searches policy. Lockers remain the property of the school and are subject to searches by the school administration if there is reasonable cause to do so. The school does not conduct random locker searches.

Lockers and combination locks will be assigned to students according to the school's administration. Students must not reveal their combinations to any other students. Students may not use their own locks to secure the lockers – single digit combination locks are available for students who have trouble with three-digit locks.

Students may decorate their lockers with removable decorations that are to be removed by the student when the locker is vacated. Inappropriate or offensive materials may not be used to decorate lockers.

Students are requested to clean out their lockers on a regular basis and a thorough cleaning is recommended before long breaks.

21. Cafeteria

The cafeteria is open during morning break and lunch hour food is sold by an independent contractor. The menu is posted in several places throughout the school and is also available online at <http://www.sfacss.ca/>. \$20 punch cards are available for purchase in the front office. Cash is not accepted at the cafeteria.

We use real dishes and cutlery in the cafeteria. Students are not allowed to take cutlery and dishes out of the cafeteria. Students may request their meals in takeout containers but may have to pay a surcharge.

Students are not required to purchase food to be able to eat in the cafeteria; students are welcome to bring lunches from home and eat them in the cafeteria. Microwaves are provided to heat food items and hot water is available for soups and drinks.

All students must clean up after themselves before dismissal from the cafeteria.

22. Lunchtime & Breaks

Students may leave the school grounds during lunchtime and breaks. They must plan to return to the building in time to arrive for class on time and prepared with the necessary materials.

We encourage all students to stay on campus over the lunch break to take part in the many organized and supervised activities or spaces including: Intramurals in the gymnasium, Learning Commons, Skills Room, teacher-directed activities/events, clubs, and/or outdoor activities.

23. Driving and Parking

Students who drive to school and enjoy the privilege of parking on-site are expected to drive carefully and comply with these guidelines.

- The maximum speed allowed in the student parking lot is 10 km/h.
- Students who demonstrate unsafe driving or parking will have their parking privileges suspended or revoked.
- All student vehicles parked on the school grounds must be legally parked in the designated student parking lot.
- Students bringing vehicles to school may be required complete a student vehicle registration form and provide proof of vehicle registration and insurance.

Students are generally NOT permitted to drive themselves or passengers to school-sanctioned events during the school day. There may be limited exceptions where students may drive only themselves with written parent/guardian permission. Under no circumstances may student drivers take other students as passengers.

24. Busing

Students who live more than 3.2 km (2 miles) from the school are entitled to be bused to school. There are two options that both require pre-registration: 1) Yellow school buses or 2) Public transit passes.

Yellow school buses are operated by a private contractor and registration forms, route information, policies and rules can be found on the Department of Education website – www.education.gov.yk.ca.

Public transit buses are operated by the City of Whitehorse. Eligible students can pick up a monthly pass prior to the end of each calendar month from the main office. The school is not able to replace lost passes.

25. Government of Yukon Services

The school works with several Government of Yukon departments, from time to time, to host their services. These may include hosting a vaccination clinic, community health nurse visits, or referring students to the Christ the King Elementary dental therapy program.

26. Video Surveillance

The school is equipped with a video surveillance system to provide protection for the well-being and security of individuals, and as a deterrent to vandalism, criminal acts or other illegal activities.

All information obtained by video surveillance is confidential and will only be transmitted to Education or police authorities when criminal or other illegal acts are suspected.

All recorded information will be destroyed within 30 days of being recorded unless they are used as part of an investigation.

Any personal information collected through the use of the Video Surveillance Cameras at this site is collected and managed under the authority of s. 29(c) of the *Access to Information and Protection of Privacy Act (ATIPP)* and s.6(1)(h) of the *Education Act*.

Attendance

Regular attendance is essential for optimal performance and our teachers plan classes to be engaging and interactive for all students. The Education Act requires students to attend all classes and mandates that appropriate consequences and attendance counselling be applied to those who are not attending regularly. We also expect students to be on time as most teaching of new concepts or topics usually occurs at the beginning of each class.

Attendance for all grades is taken in every class of each school day. Parents/guardians may, at any time, request a detailed report of their child's attendance.

Parents/guardians must contact the school to excuse absences or lates within 24 hours. Advance notice, when possible, is appreciated. We have voice mail so messages can be left at any time (667-5901) or parents can email the details to sfaccs@gov.yk.ca.

Students choosing not to attend classes (ie. "skipping" or being "truant") or being consistently late is a serious problem but is often an indication of an underlying issue. The first step in addressing attendance concerns is identifying the reasons for the absences before creating plans to encourage regular attendance or imposing consequences if necessary.

Consequences for irregular attendance may include (but are not limited to):

- conversations between students and teachers, counsellors, or parents to resolve the issue;
- making up time missed over lunch hours or after school;
- study hall/detention;
- mandatory appointments with school or community counsellors;
- the school declaring that the student has abandoned a portion (e.g. course) or all of their studies and removing them from the rolls of the school, and/or;
- a combination of the above.

We will always attempt to develop a plan where students are welcomed back to class and reasonable attempts are made to assist them in catching up on missed work or assignments. In some cases, often due to the sheer number of missed days or being near the end of the semester/year, this is not possible.

Tardiness marked as Absent

Students who arrive more than 10 minutes late will be marked as absent for the class. This is due to most teaching taking place in the beginning of class and to discourage excessive tardiness.

Excused Absences

The Education Act (S.Y. 2002, S. 22 & 23) specifies the following as “excused” absences that the school must accommodate.

- Sickness or other unavoidable causes
- Participating in religious observances, celebrations, or activities
- Participating in Yukon aboriginal cultural or harvesting activities
- Being suspended from school
- Being enrolled in private or distance education programs
- Absences that are authorized by the superintendent.

The school will also accommodate absences caused by school-sanctioned events (e.g. sports trips or field trips).

We are not in a position to grant or deny permission to any student to leave school for other reasons. If a parent/guardian chooses to inform the school that their child will be absent for other reasons (e.g. holidays, non-medical appointments, lessons, etc.), they should be aware that the school is not required to accommodate these absences and the child’s academic standing may suffer as a result.

Holidays / excused absences

Holidays and other days not in session are included in the calendar to assist families in planning holidays. If families find it necessary to plan holidays during instructional time they should note that, while students can plan and work ahead sufficiently, the student will miss the benefit of classroom instruction. It is not reasonable to expect teachers to prepare homework packages for holiday absences; however, reasonable efforts may be made to help the student catch up on missed work. The school cannot credit students for work not done or missed. There can be no guarantees regarding the student’s academic standing.

If you are considering taking your student on an extended vacation from classes:

- please contact the office via email at sfacss@yukon.ca, or phone 667-5901 **as soon as trip dates are known.**
- the student must speak to each of their teachers **as soon as trip dates are known.**
- it is the teacher's discretion as to whether they are able to provide material to support content that will be missed in class. Our teachers do an very good job of trying to accommodate student plans but if the course is designed to be delivered primarily in person, the student will not pass the course if they are away.
- all St. Francis teachers have a Teams page for their class. This online presence is meant to supplement class activities, not replace them. Assignments details appear but the accompanying lesson does not. This teaching can only be provided if the student is at school.
- exam weeks are posted far in advance on the school website (<http://www.sfacss.ca/>). Parents should make every attempt not to plan a trip during this time. **Note:** our main exam week is January 9 to 13,

2023 but several teachers have major assessments prior to Christmas during the week of December 12 – 16, 2022.

- at St. Francis of Assisi, we value equally academics and family relationships. We realize that families live far apart from their relatives. Please work with us so that we can help your student successfully balance these two parts of their life.

Student Absence or Late Procedures

Planned absences – Parents/guardians should call (667-5901, please leave voicemail if call is not answered) or email (sfacss@gov.yk.ca) to inform the school of the absence in advance wherever possible.

Unexpected absences - Parents/guardians should call (667-5901, please leave voicemail if call is not answered) or email (sfacss@gov.yk.ca) to inform the school of the absence as soon as possible.

Signing in/out

Students who are arriving late to school are expected to sign in at the office so that their attendance records can be changed to reflect their attendance.

Students who are leaving the school early are expected to sign out at the office and must provide authorization from a parent/guardian (e.g. a note, phone call, or email) or else they will not be permitted to leave.

Missed work

We encourage all students to identify at least one other student in each class whom they can contact to find out what was missed during a short absence and to, possibly, have that student collect extra copies of worksheets or other materials. All teachers now use Microsoft Teams to communicate learning for their courses. Check with your student, the classroom teacher or St. Francis Administration for details regarding how to access specific courses.

To reach a teacher by phone, please call the school's main office at 667-5901.

To email a member of our staff, enter the first name and last name, separated by a dot, then use the following suffix: ---@yesnet.yk.ca (Example: harry.potter@yesnet.yk.ca)

Grade 8 and 9 students can check in the Skills Room for homework assigned and copies of assignments and handouts.

If a student is absent for a minimum of three days, parents/guardians may contact the school to arrange for homework packages so the student does not fall behind. The school requires at least one day of notification to prepare a package.

Ultimately, students are responsible for catching up on the work they have missed during an absence. Upon returning to school, they should immediately check with each teacher regarding the work to be completed.

Notification to parents/guardians

Teachers are expected to contact parents if absence or tardiness (being late to class) are a problem.

The school has an automated phone dialer that may be used to call households each day when students are marked as absent (and unexcused) for one or more periods. Please contact the office to arrange to have the dialer call a specific number or it will be programmed with the home telephone number.

Illness or Injury

Students who become ill or are injured at school must report to the school office and the parent/guardian will be contacted.

Graduation

Students who meet the graduation requirements will be issued a diploma by Yukon's Department of Education in cooperation with the BC Ministry of Education. The school will issue each Grade 12 student with a souvenir diploma and cover, but students, parents, and guardians are advised that this is not an official document.

Yukon high school students are awarded a graduation diploma by the Yukon Ministry of Education, not by individual schools. Schools do not have the authority to grant diplomas. These diplomas are granted in cooperation and on the recommendation of the Ministry of Education for British Columbia. In order to earn a full high school diploma or "Dogwood" as it is commonly referred to, students must meet all required courses and earn the appropriate amount of credits, and only then will they be awarded a diploma. This is a certificate that comes in the mail, usually in August or sometimes as late as September. In addition, students only receive their final, official transcripts from Yukon Education in August, and it is indicated on these transcripts whether or not a student has met all graduation requirements.

Celebratory Events

Each spring, the school hosts a weekend of celebratory events to recognize and honour the achievements of our Grade 12 class and where all are recognized regardless of whether they have met the graduation requirements or not. The theme for these events is "We are the Light of the World" based on the Gospel of Matthew.

Included in the mass, ceremony and prom are all students who are members of that year's class. Typically, we have at least one student from our special needs program, a few students who will not be able to complete all their course requirements for a variety of reasons (illness, death of a family member, family strife, etc.), and of course students who have met their required number of credits and will be going on to other things in their lives. At the ceremony, the certificate that students receive is a **recognition of being a member of the "Class of [School Year]"**. *This is not a pronouncement of graduation.* If we were to have a graduation ceremony that only acknowledges students who have completed all graduation requirements, it would have to be done in September, and would not include students from special programs who will never be able to graduate with a government issued diploma.

There are usually a few students in each "Class of" who will not be able to complete the required graduation credits by this point in time, just as there are students who have earned exemplary marks and academic achievements, and are being recognized by university admissions and scholarships. At our "Class of 2024" ceremony, we will be focusing on the community the senior class has built through the years and how that has helped them grow as young adults. It is a rite of passage to which all members of the class are invited.

All events are organized to include as many family and friends as possible and usually includes a graduation Mass, Cap & Gown ceremony, a reception and prom, and a drug- and alcohol-free aftergrad party. While most events are open to all, some require tickets to be purchased and others are restricted only to Grade 12 students.

A committee of students and parents, guided by a staff graduation advisor consult, make decisions, plan, and organize the events. To reduce the time and effort required to fundraise for the events, a graduation fee is usually levied to offset costs.

Student Speaker Policy

Two student speakers are chosen by the principal in consultation with students and teachers to speak at the Cap & Gown ceremony. Students and teachers indicate their preference by way of a secret ballot - the results of which the principal uses to arrive at a final decision.

The criteria for selection as a student speaker includes (in no particular order):

- an indication from other students and teachers to suggest that a candidate would be the best representative of the graduating class (i.e. the ballot);
- the ability to speak as a representative of the class as a whole;
- a demonstrated commitment to the school community;
- the ability to be a public ambassador to the community of the grad class and school, and;
- academic achievement.

Process for selecting student speakers:

1. Calls for nominations are put out to the grade 12 class. Students may nominate themselves or others.
2. The grad advisor consults those students who were nominated by others to ask if they accept the nomination.
3. Ballots are produced that include all those who self-nominated and the students who accepted the nomination.
4. The voting day is announced to students with at least one week's notice. Voting takes place over a full day.
5. Ballots are produced.
6. On voting day, each student and teacher in the school is asked to select one male and one female student who they feel best meets the criteria set out above.
7. The results are tabulated by the grad advisor and presented to the principal.
8. If either of the first choices are deemed by the principal to not fully meet the criteria listed above, the second choice is considered.
9. The results are announced to the students.

If, between the time of selection and the graduation day, a student who is selected as the student speaker behaves in such a way as to indicate they no longer meet the criteria listed above, the principal has the responsibility to revoke the selection.

St. Francis Athletics

Philosophy

Students are encouraged to participate in extra-curricular athletics. We believe that these activities are a part of students' total educational needs. Students need to keep a proper balance between academics and athletics. Students will be able to participate in extra-curricular teams, clubs and events if they are achieving success in academics through attendance, behavior, and effort. Students will not be deprived of the privilege of participating in athletics because they lack the ability to achieve well in their academics. Students will be judged on their efforts, not on their results.

Progression

The grade eight program develops the "spirit of sport". The secondary goal is to receive a good grounding in basic fundamentals. Although winning is desirable, it is not the most important part of our program. Skill level will never affect a student's participation, but attitude, behaviour and academic standing will.

The grade nine and ten athletic programs improve on the grade eight goals, introduce more complicated skills and identify and develop the more gifted athletes. Students at this level are beginning to display their athletic talents. B teams will be provided when interest and coaches are available.

The senior athletes realize that involvement in the program is a serious undertaking. Emphasis is placed on developing athletes who will contribute to the senior team. Performance is an important consideration for the coach. Players realize that their playing time will depend on talent and effort. In addition, program goals include developing the skill of athletes who demonstrate the desire and ability to continue their athletic pursuits at the post-secondary level.

Participation

Students may be denied the opportunity to participate on a team, to attend a game, or to travel on a trip only by the school's administration. The administration will follow the Extracurricular Participation Policy (next section in this handbook) to arrive at a final decision. The best thing students can do to ensure maximum opportunities is to ensure they are putting forth their best efforts at all times, both in and out of the classroom.

Athletic Fees

Students who participate in sports at St. Francis Catholic Secondary School may be required to pay a fee, depending on the sport. These fees may be used to cover the cost of officials, medals, uniforms and, for some sports, the athletic banquet.

Please note that athletic fees do not include travel costs.

Athletic Seasons

September to November	Mountain Biking
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	Volleyball
December to mid-March	Basketball
April	Badminton
May to June	Cross Country Running Track and Field

Extracurricular Participation Policy (including Athletics)

Statement of Belief

At St. Francis Catholic Secondary School, student participation in extracurricular activities is strongly encouraged. Student involvement in activities beyond the classroom not only enhances social and emotional development, but also fosters a sense of school pride.

Guiding Principles

Students who participate in extracurricular events are ambassadors of St. Francis Catholic School when visiting other venues; furthermore, they help to develop a sense of respect and pride for our school community. As positive role models for their fellow peers, these students are an integral part of St. Francis Catholic School. Contained within the recognized value of extracurricular activity is the expectation that students strive for academic success.

Factors that may affect a student's ability to participate in an extracurricular activity

1. Academic Standing

A student should be achieving a minimum grade of 50% in all subject areas. This must be determined one week prior to the planned outing (or, in the case of an out-of-territory trip, two weeks). The sponsor teacher or coach will then meet with the administration to determine attendance on the trip.

- Special circumstances may warrant a change to this section of the field trip policy. These special circumstances will be determined on a case-by-case basis by the administration in consultation with the classroom teacher and learning assistants.

2. Attendance record

A student is expected to demonstrate a commitment to their academic success through regular class attendance. Numerous absences, especially if they are unexcused, will result in a student being unable to participate in a trip or event. Please refer to the St. Francis Catholic Secondary Attendance Policy for the description of an unexcused absence.

3. Behavioral Expectations

As previously stated, students involved in extracurricular activities are considered ambassadors to our school and role models for other students. As a result, inappropriate behavior is not acceptable. Should any teacher be concerned about the improper behavior of a student he/she should document the behavior and report it to administration. If a student planning to attend a field trip has a previous record of poor behavior, a meeting with the student, parents, teachers involved, and administration will be set to determine trip eligibility.

Counselling – see <https://sfacsscounselling.weebly.com/>

School counsellors work to support a safe learning environment and to safeguard the human rights and dignity of all members of our school community. Students may be referred to the counsellors by teachers, parents/guardians or the administrations. Students may also self-refer to the counsellors.

School counselling services at St. Francis Catholic Secondary are designed to support students, their families and educators. These services are broad based and include personal counselling, conflict resolution, personal development education, career exploration and goal setting, post-secondary assistance, scholarship coordination, distance education coordination, work experience coordination, and scheduling and timetable development. In addition, the counsellors consult with and refer to other community service providers such as Mental Health, Children and Family Services, Yukon Mental Health Association, and Drug and Alcohol Services.

School Counsellors are teachers who provide support to students in order to help them achieve their personal and academic potential. Counsellors also serve as members of the administrative team and school based teams in order to assist in the development and success of each student at St. Francis.

School Counsellors are not private practitioners; they are teachers with specialized training who provide counselling services. Complex issues and services that are beyond the school counsellors' scope of duties are referred to health services or outside agencies.

Students may self-refer or may be referred by staff. Counsellors are available to students and their families by appointment or drop in basis, depending on the situation and the urgency of the matter.

Confidentiality

Students have the right to expect that anything discussed with a counsellor will remain confidential and that care will be taken to respect the right to confidentiality. Counsellors will, when appropriate, suggest that parents/guardians be apprised of particular issues but ultimately will respect the student's wishes for confidentiality.

Students are advised that there are some specific exceptions where confidentiality may not apply. The following are examples of situations where information may be shared with someone else without the student's consent.

- The student is or has been neglected, abused, or harmed
- The student is thinking about harming themselves or others
- A court requires information to be disclosed
- A counsellor needs to confidentially collaborate with other professionals to best help a student.

Student Support Services

Our Student Support Services department serves to offer additional assistance to those who require it. The department operates on a model where more targeted and intensive support are not provided until more basic supports have been attempted.

Basic Supports

Classroom teachers – Classroom teachers should be the first point of contact for extra help and assistance. Students should approach teachers for extra help at breaks, during lunch or after school. Teachers have other assigned duties and extracurricular activities that might prevent them from being able to offer assistance immediately.

Team Access – Rapid Identity Portal

Each teacher has a Teams “class” page where assignments, study sheets, and other important information is posted. Students can access their teams on any computer through the Rapid Identity portal (login with studentnumber@yesnet, yk.ca, a password they have chosen). If a student forgets their password, email sfacss@yukon.ca to have it reset.

Junior Skills Room – The Skills Room (Room 3) is a drop-in help centre that is available every day before school, during breaks, during lunch and after school. It is constantly supervised by a staff member who may provide assistance or will (if they are unable to provide the assistance needed) find a staff member who can.

The Junior Skills Room is also the place where:

- our Grade 8 and 9 Learning Assistance Teacher’s office is located;
- the tutoring program is based;
- extra computers, textbooks, and school supplies are located; and
- students may be assigned for “Skills Blocks” during the school day.

Senior Skills Room – The Senior Skills Room is located in portable room 41. It is supervised by a staff member who may provide assistance or will (if they are unable to provide the assistance needed) find a staff member who can.

The Senior Skills Room is also the place where:

- our Grade 10-12 Learning Assistance Teacher’s office is located;
- extra computers, textbooks, and school supplies are located; and
- students may be assigned for “Skills Blocks” during the school day.

Tutoring Program -- The school receives funding to run a tutoring program where senior students or school staff are paid to tutor students during non-instructional time. Students who need tutoring or who are interested in being paid (or earning service learning hours) for tutoring can sign up in the Skills Room.

Targeted Supports

Skills Blocks – Skills blocks are assigned to students once it is determined that their programming should be reduced to allow for additional time during the school day to complete assignments. Students and parents/guardians may request a skills block, but it will be the decision of the Student Support Services department and the school administration whether they will be scheduled.

School Based Team – The School Based Team is comprised of the Learning Assistance Teachers, school counsellors, school administration, and teacher/staff representatives. They meet weekly to discuss concerns about student learning, allocation of educational assistants, and to develop and monitor

learning plans for students. Parents/guardians can request a meeting with the School Based Team to discuss major concerns about student learning.

Learning Plans – Students may have either Student Support Plans (SSP) or Individualized Educational Plans (IEP) developed to assist the students, teachers, and parents/guardians to have a coordinated plan to assist the student. These are required for any students who need significant adaptations (they learn all the curriculum, but in different ways) or modifications (a different curriculum that might not lead to graduation).

Department of Education Specialists – The School Based Team may recommend, with parent/guardian permission, to the principal that a Department of Education specialist be invited to consult, observe, or provide service to a student. These specialists include: Physiotherapists, Occupational Therapists, Speech-Language Pathologists, Educational Psychologists, Psychometricians, Teachers for the Deaf or Visually Impaired, or Behavioural consultants.

Vision Screening – Each year, a trained staff member performs a basic vision screening for all incoming students and sends home recommendations for any students who are below a certain threshold. Parents may request a screening but should be aware that this is not a substitute for a proper optometric exam.

Credit Recovery

Unfortunately, there are times when students are unable to demonstrate mastery of the learning outcomes of a particular course within the regular timeframe of the course. If this is due to circumstances beyond the students' control, there are several options that may be enacted by the administration to "recover" those credits.

Moodle or ProActive Courses – These are a series of self-paced learning courses (Moodle is computer based, ProActive is paper-based). Students may be permitted to enroll in one of these course options (or portions of the course) after being recommended by the Head of Student Services, and only after they have not passed that course in a class-based setting. Even then, these courses are suited to students who are capable of working independently and are motivated to keep to a schedule.

Extra Time – At the discretion of the teacher, students may be granted extra time to demonstrate mastery of the course outcomes they missed during the semester. The administration will only support this option if the teacher is in agreement and feels that the circumstances were, in fact, beyond the student's control. Teachers may use a student's work habits in class, attitude and engagement as factors when making this decision.

Learning Commons

Collection

Our Learning Commons strives to support all patrons by providing a technology-rich environment that fosters inquiry, collaboration, and creativity. We have a comprehensive library collection which supports the academic and recreational information needs of St. Francis students and teachers. The teacher-librarian assists students in understanding how resources are arranged and the best ways to use them. Teachers collaborate with the teacher-librarian to ensure that the curriculum is supported by access to, and use of, a varied collection of resources. Students also have access to a variety of resources such as: high speed internet, desktop workstations, iPads, graphing calculators, earphones, EBSCO digital databases, ebooks, etc. Our Library is always open to offer guidance and support in areas such as: advanced research, references and citations, resource selection, reading recommendations technology troubleshooting etc. Students are always welcome to use the St. Francis Learning Commons as a place to read, reflect and study.

Hours

The Learning Commons is open from 8:15 am to 4:00 pm.

Computers

All computers and iPads are linked to the Internet with filtering software administered by the Yukon Department of Education.

The St. Francis Catholic Secondary School Learning Commons is searchable through the Rapid Identity portal. This site provides access to all school libraries in the Yukon and may be accessed from any computer connected to the Internet. The student login is student@@yesnet.yk.ca, and a password that they have chosen themselves. Contact sfacss@yukon.ca if a student requires help logging.

Access to other library collections

The teacher-librarian at St. Francis can arrange inter-library loans for St. Francis students to borrow items from other Yukon libraries and the National Library of Canada.

Parents and guardians are very welcome to visit the school library and to borrow books of interest.

National Anthem of Canada

The national anthem of Canada, O Canada, is played over the public address system on the first school day of each week. All are expected to stand while the anthem is being played.

The anthem is sung in English, French, and Southern Tutchone (the language of the Kwanlin Dün First Nation and the Ta'an Kwäch'än Council, on whose shared traditional territory the school is located).



O Canada - Medley 

O Canada!

Our home and native land!

True patriot love in all of us command,

Car ton bras sait porter l'épée,

Il sait porter la croix!

Ton histoire est une épopée

Des plus brillants exploits.

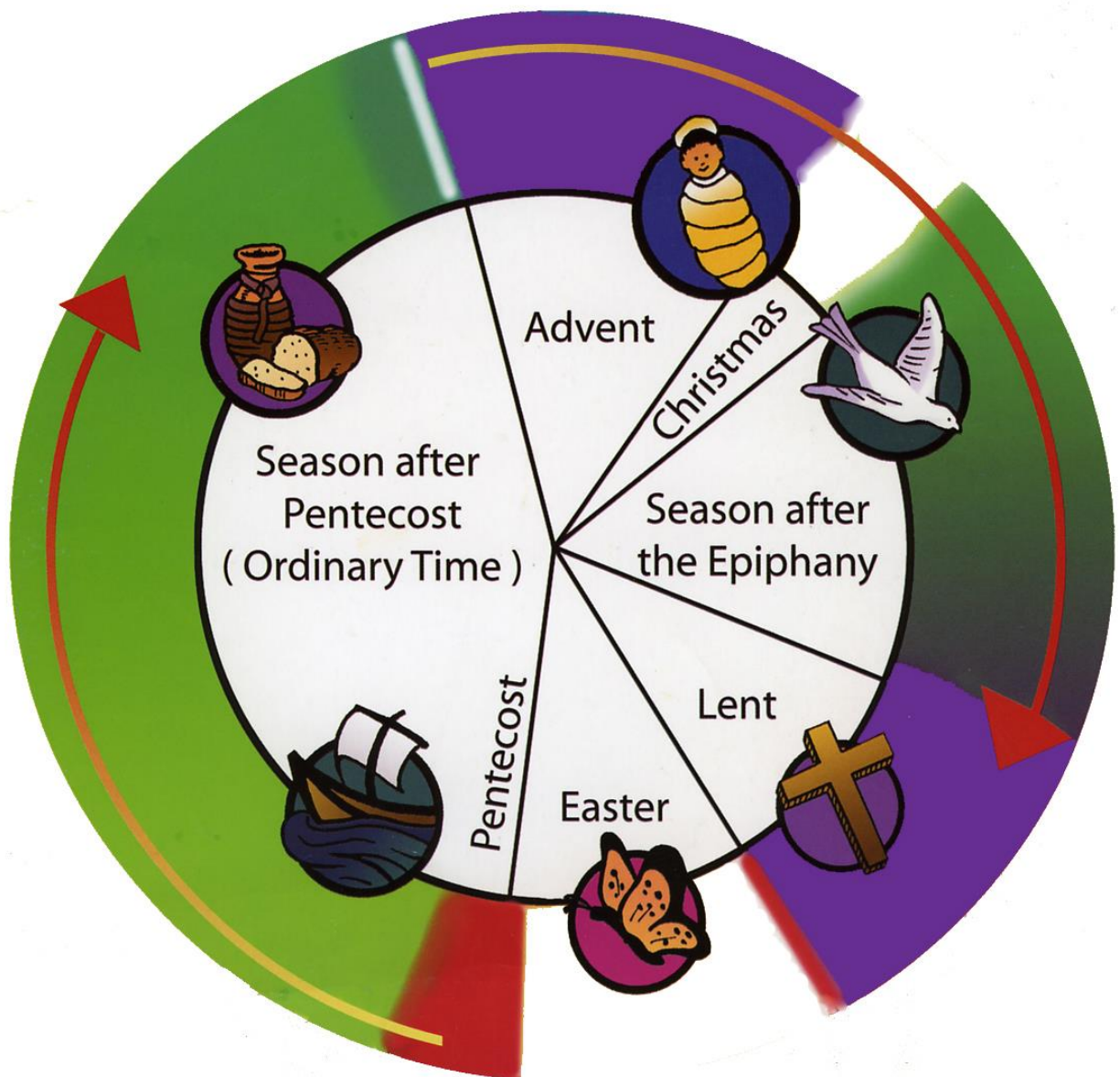
Dèkanàkâw, nk'ânútà jè

O Canada, nk'âts'ânútà shì,

O Canada, nk'âts'ânútà shì.

Christian Liturgical Year

Liturgical Seasons



Other Important Roman Catholic Holy Days

- November 1 – All Saints' Day
- December 8 – Feast of the Immaculate Conception
- May 30 – Ascension of Jesus
- August 15 – Assumption of the Blessed Virgin Mary

Roman Catholic Basics

The Great Commandment

The Ten Commandments are fulfilled in Jesus' Great Commandment: "You shall love...God with all your heart, with all your soul, with all your mind, and with all your strength....You shall love your neighbor as yourself." (Mark 12:30-31)

The New Commandment

Before his death on the cross, Jesus gave his disciples a new commandment: "Love one another. As I have loved you, so you also should love one another" (John 13:34)

10 Commandments

1. I am the Lord your God: you shall not have strange gods before me. You shall not make for yourself a graven image.
2. You shall not take the name of the Lord your God in vain.
3. Remember to keep holy the Lord's Day.
4. Honor your father and mother.
5. You shall not kill.
6. You shall not commit adultery.
7. You shall not steal.
8. You shall not bear false witness against your neighbor.
9. You shall not covet your neighbor's wife.
10. You shall not covet your neighbor's goods.

Gifts of the Holy Spirit

- *Wisdom* helps us recognize the importance of others and the importance of keeping God central in our lives.
- *Understanding* is the ability to comprehend the meaning of God's message.
- *Knowledge* is the ability to think about and explore God's revelation, and also to recognize there are mysteries of faith beyond us.
- *Counsel* is the ability to see the best way to follow God's plan when we have choices that relate to Him.
- *Fortitude* is the courage to do what one knows is right.
- *Piety* helps us pray to God in true devotion.
- *Fear of the Lord* is the feeling of amazement before God, who is all-present, and whose friendship we do not want to lose.

Seven Sacraments⁵

The seven sacraments—Baptism, Confirmation, Holy Communion, Confession, Marriage, Holy Orders, and the Anointing of the Sick—are the life of the Catholic Church. Each sacrament is an outward sign of an inward grace. When we participate in them worthily, each provides us with graces—with the life of God in our soul. In worship, we give to God that which we owe Him; in the sacraments, He gives us the graces necessary to live a truly human life.

The first three sacraments—Baptism, Confirmation, and Holy Communion—are called the sacraments of initiation, because the rest of our life as a Christian depends on them.

The Sacrament of Baptism: The Sacrament of Baptism, the first of the three sacraments of initiation, is also the first of the seven sacraments in the Roman Catholic Church. It removes the guilt and effects of Original Sin and incorporates the baptized into the Church, the Mystical Body of Christ on earth.

The Sacrament of Confirmation: The Sacrament of Confirmation is the second of the three sacraments of initiation because, historically, it was administered immediately after the Sacrament of Baptism. Confirmation perfects our baptism and brings us the graces of the Holy Spirit that were granted to the Apostles on Pentecost Sunday.

The Sacrament of Holy Communion: While Catholics in the West today normally make their First Communion before they receive the Sacrament of Confirmation, the Sacrament of Holy Communion, the reception of Christ's Body and Blood, was historically the third of the three sacraments of initiation. This sacrament is the source of great graces that sanctify us and help us grow in the likeness of Jesus Christ.

The Sacrament of Confession: The Sacrament of Confession is one of the least understood, and least utilized, sacraments in the Catholic Church. In reconciling us to God, it is a great source of grace, and Catholics are encouraged to take advantage of it often, even if they are not aware of having committed a mortal sin.

The Sacrament of Marriage: Marriage, a lifelong union between a man and a woman for procreation and mutual support, is a natural institution, but it is also one of the seven sacraments of the Catholic Church. It reflects the union of Jesus Christ and His Church.

The Sacrament of Holy Orders: The Sacrament of Holy Orders is the continuation of Christ's priesthood, which He bestowed upon His Apostles. There are three levels to this sacrament: the episcopate, the priesthood, and the diaconate.

The Sacrament of the Anointing of the Sick: Traditionally referred to as Extreme Unction or Last Rights, the Sacrament of the Anointing of the Sick is administered both to the dying and to those who are gravely ill or are about to undergo a serious operation, for the recovery of their health and for spiritual strength.

⁵ Taken From <http://carleton.ca/rcc/about/catholic-sacraments/>

Corporal Works of Mercy

The Corporal Works of Mercy are these kind acts by which we help our neighbors with their material and physical needs.

- feed the hungry
- shelter the homeless
- clothe the naked
- visit the sick and imprisoned
- bury the dead
- give alms to the poor

Spiritual Works of Mercy

The Spiritual Works of Mercy are acts of compassion, as listed below, by which we help our neighbors with their emotional and spiritual needs.

- instruct
- advise
- console
- comfort
- forgive
- bear wrongs patiently

Seven principles of Catholic social teaching:

1. Dignity of the Human Person
2. Call to Family, Community and Participation
3. Rights and Responsibilities
4. Preferential Option for and with People who are Poor
5. Dignity of Work and the Rights of Workers
6. Solidarity
7. Care for God's Creation

Common Prayers

Roman Catholic Prayers

The Sign of the Cross

In the name of the Father, the Son, and the Holy Spirit. Amen

The Lord's Prayer

Our Father, Who art in heaven,
hallowed be thy name;
Thy kingdom come;
Thy will be done on earth as it is in heaven.
Give us this day our daily bread;
and forgive us our trespasses
as we forgive those who trespass against us;
and lead us not into temptation,
but deliver us from evil. Amen.

Notre Père

Qui es aux cieux,
Que ton nom soit sanctifié,
Que ton règne vienne,
Que ta volonté soit faite sur la terre comme au ciel,
Donne-nous aujourd'hui notre pain de ce jour.
Pardonne-nous nos offenses comme nous pardonnons aussi
à ceux qui nous ont offensés.
Et ne nous soumetts pas à la tentation mais délivre-nous du mal.
Amen.

Hail Mary

Hail Mary, full of grace
The Lord is with you!
Blessed are you among women,
and blessed is the fruit of your womb, Jesus.
Holy Mary, Mother of God,
pray for us sinners,
now and at the hour of our death. Amen.

Glory Be

Glory be to the Father and to the Son and to the Holy Spirit.
As it was in the beginning is now, and ever shall be, world without end. Amen.

The Apostles' Creed

I believe in God,
the Father almighty,

Creator of heaven and earth,
and in Jesus Christ, his only Son, our Lord,
who was conceived by the Holy Spirit,
born of the Virgin Mary,
suffered under Pontius Pilate,
was crucified, died and was buried;
he descended into hell;
on the third day he rose again from the dead;
he ascended into heaven,
and is seated at the right hand of God
the Father almighty;
from there he will come to judge
the living and the dead.
I believe in the Holy Spirit,
the holy catholic Church,
the communion of saints,
the forgiveness of sins,
the resurrection of the body,
and life everlasting. Amen.

Praying the Rosary

Make the Sign of the Cross and say the Apostles' Creed.

Say the Our Father.

Say three Hail Marys.

Say the Glory be to the Father.

Announce the First Mystery; then say the Our Father.

Say ten Hail Marys while meditating on the Mystery.

Say the Glory be to the Father.

Announce the Second Mystery; then say the Our Father. Repeat 6 and 7 and continue with Third, Fourth and Fifth Mysteries in the same manner.

The Parts of the Mass

Introductory Rites

- Greeting
- Penitential Rite
- Kyrie
- Gloria
- Collect

Liturgy of the Word

- First Reading
- Psalm
- Second Reading
- Gospel Reading
- Homily
- Profession of Faith
- Intercessory Prayers

Liturgy of the Eucharist

- Preparation of the Gifts
- Eucharistic Prayer
- Communion Rite
 - Lord's Prayer
 - Sign of Peace
 - Breaking of the Bread
 - Communion
- Prayer after Communion

Concluding Rite

Other Prayers

Peace Prayer

Lord, make me an instrument of your peace.

Where there is hatred, let me sow love;

where there is injury, pardon;

where there is doubt, faith;

where there is despair, hope;

where there is darkness, light;

where there is sadness, joy.

O Divine Master, grant that I may not seek so much

to be consoled, as to console;

to be understood, as to understand;

to be loved, as to love.

For it is in giving that we receive;

and it is in dying that we are born to eternal life.

The Beatitudes

Blessed are the poor in spirit,

for theirs is the kingdom of heaven.

Blessed are those who mourn,

for they shall be comforted.

Blessed are the meek,

for they shall inherit the earth.

Blessed are those who hunger and thirst for righteousness,

for they shall be satisfied.

Blessed are the merciful,

for they shall obtain mercy.

Blessed are the pure of heart.

for they shall see God.

Blessed are the peacemakers,

for they shall be called sons and daughters of God.

Blessed are those who are persecuted for righteousness' sake,

for theirs is the kingdom of heaven.

Serenity Prayer

O God, grant me the serenity

to accept the things I cannot change,

the courage to change the things I can,

and the wisdom to know the difference.

A Paraphrase of Ecclesiastes 3:1-8

There is a time for everything in creation
a time for light and a time for darkness,
a time for sound and a time for silence,
a time for action and a time for reflections,
a time for work and a time for play,
a time for waking and a time for sleep,
a time for holding on and a time to let go,
a time for death and a time for new beginnings.

There is a time for negotiation and a time for confrontation
a time for advance and a time for retreat,
a time for laughter and a time for tears,
a time for intimacy and a time for solitude,
a time for others and a time for oneself.
But all these times are God's time
And now is the time to be aware. Amen.

Lead Us to a New Awareness

May the good Lord lead us from this place
and take us to where he is living;
May he lead us to a new awareness of the poor
and show us his home among them;
May he lead us to a new desire for justice
and give us a glimpse of the kingdom he is building;
May he fill our hearts with generosity
and anoint us to be bearers of good news;
May his blessing be upon us as it is the poor,
and may he show us what he wants us to do. Amen.

Traditional Invocation

O Great Spirit
Whose voice I hear in the winds,
and whose breath gives life to all the world, hear me!
I am small and weak; I need your strength and wisdom.
Let me walk in beauty and make my eyes ever behold the red and purple sunset.
Make my hands respect the things you have made and my ears sharp to hear your voice.