



saint thomas more
collegiate

2009 – 2010
Handbook for Parents

Mission Statement

Saint Thomas More Collegiate, as a Catholic school with Saint Thomas More and Blessed Edmund Ignatius Rice as our rôle models, endeavors to form a welcoming Christian community, recognizing and respecting the value of each individual, leading all to grow toward their full potential in their faith, knowledge, and love.

Contents

Our Mission Statement **Front Page**

Plan of the School **P-28**

Bell Schedules **P-29**

Historical Background

St Thomas More..... P-2
The Blessed Edmund Ignatius Rice P-2

The Christian Brothers

The Congregation of Christian Brothers..... P-3
Essential Elements of
a Christian Brother Education P-3

The School

History of the School..... P-4
The Principals of St Thomas More Collegiate..... P-4
Introduction to St Thomas More Collegiate..... P-4
The School Badge..... P-5
Structure of Governance..... P-6
System of School Communication P-6
Student and Family Commitment to STMC..... P-6
Tuition Fees..... P-6

Academic Program

The School Year..... P-7
Passport to Education P-8
How to Get Organized P-8
Academic Requirements (Grades 8-9)..... P-9

Grade 8-9 Courses

Career and Health Education (Grades 8-9)..... P-10
Planning 10..... P-10
Religion P-10
English..... P-11
Social Studies P-11
Science..... P-11
Mathematics..... P-12
Languages P-12
Physical Education..... P-12
Applied Skills P-13
Fine Arts P-13

Discipline

Discipline Policy P-15
Disciplinary Steps..... P-15
Procedures for Complaints / Problems /
Difficulties P-15

School Policies

Homework..... P-16
Missed Test..... P-16
Cheating P-16
Exam..... P-17
Dress Code..... P-18
Attendance P-19
Lateness..... P-20
Special Education P-20
PLAR P-20
Field Trips P-20
School Closures..... P-21
Emergency Procedures P-21
Prohibited Items..... P-21
Illegal Drugs P-21
Smoking P-21
Suspension and Expulsion..... P-22

Student Appeals

Appeals Committee P-22

General Information

An Ounce of Prevention..... P-24
Using Transit..... P-24
Foundation Development and
Community Relations Office..... P-24

Athletics and Extracurricula

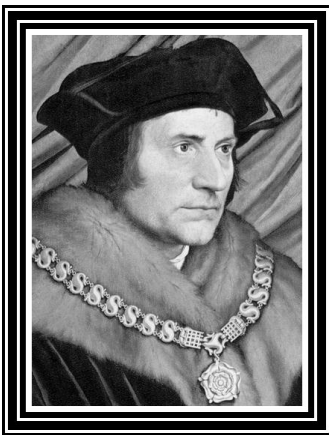
Sports P-25
Clubs P-26

Counselling

Personal Counselling..... P-27
Academic Counselling..... P-27
Children at Risk..... P-27

Saint Thomas More (1478-1535)

Saint Thomas More can be justifiably described as one of the true heroes of English history and a leader of the early Renaissance. His literary works included *Utopia*, *The Four Last Things*, and *Dialogue of Comfort Against Tribulation*, while his professional life included, among others, the public offices of Member of Parliament, High Steward of Oxford and Cambridge Universities, and, from 1529-1532, Chancellor of England. To the personal brilliance and industry which enabled Saint Thomas More to lead such a productive life were joined the qualities of a loving father and husband. These personal qualities were called upon by Thomas More toward the end of his life when he chose to stand resolutely by his religious convictions as he defied the king.

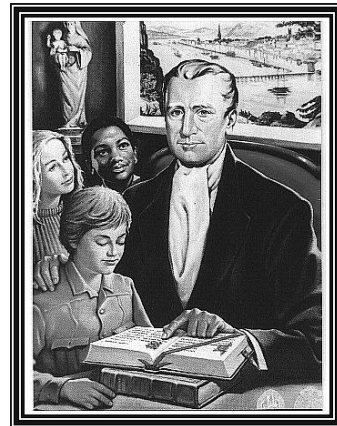


In *Utopia*, Thomas More raised a question that is as fundamentally important today as it was during the reign of Henry VIII: should the State rule supreme, or are there moral laws we should obey, above any laws which the state might make? More was eventually to answer that question through the example of his own life. For, after a brilliant literary and political career under the patronage of Henry VIII, he brought about his own downfall by refusing to subscribe to the Act of Supremacy which questioned the Pope's authority and made Henry head of the Church of England. On the scaffold More's final words provided the key to his personal philosophy when he said that he was "The King's good servant, but God's first." He was canonized and became Saint Thomas More in 1935 on the four hundredth anniversary of his death; his official feast day is July 6.

The students of St. Thomas More Collegiate are indeed fortunate to have as a patron a man of such civic, personal and religious qualities. His life exemplified that happy blending of personal commitment to scholarly and civic pursuits and the personal virtues that nourish such efforts, a blend crucial to a Christian gentleman or lady of today.

The Blessed Edmund Ignatius Rice (1762-1844)

Founder of the Christian Brothers of Ireland, the first congregation of men to be founded in Ireland since the time of St Patrick, Edmund Rice, was born in 1762 at "Westcourt" in County Kilkenny, about a mile from the town of Callan. He was educated first at home, then in a "hedge school," and finally in Kilkenny. Mr. Rice married and became a prosperous merchant and a leader of Catholic activities in the City of Waterford.



After the death of his wife, Edmund had intentions of entering a monastery on the continent, but the Bishop of Waterford encouraged him to stay in Ireland and begin a school for the poor boys. Thus, in 1802, Edmund rented a house, engaged the services of two young men, and opened a school. Some three hundred boys of all ages flocked to him. Not accustomed to the routine and discipline of school, they must have tested the courage of their masters, for the two paid teachers soon wearied and left Edmund alone. His spirit must have been sorely tried. However, he persevered, continuing in prayer, and God rewarded his confidence when two other young men offered themselves as voluntary helpers in his enterprise.

The new school effected such a transformation among the youth of Waterford that Edmund soon had requests to open schools in other cities. Additional helpers came, and he organized them to live together and follow a regular rule of life. New schools were begun.

Pope Pius VII gave papal approval to the Congregation in 1820. Edmund took the name of Brother Ignatius, and, in 1822, Brother Edmund Ignatius Rice was elected the first Superior General of the new congregation. New schools were opened in Ireland, and, in 1825, the Holy Founder sent Brothers to England and then further afield. Worn out by his extraordinary labors but consoled by God's manifest blessings, Brother Edmund Ignatius Rice passed to his eternal reward on August 29, 1844, at Mount Sion, Waterford.

The life and work of Edmund Ignatius Rice are currently being examined for the process of canonization. On 6 October 1996, he was beatified, the second step towards Sainthood, and just as in 1935 Sir Thomas became Saint Thomas More, so in 1996 Brother Edmund Rice became the Blessed Edmund Ignatius Rice. His official feast day is May 5.

The Congregation of Christian Brothers

Today, over two thousand members of the Congregation of Christian Brothers (“Irish Christian Brothers”) are those spiritual sons of the Blessed Edmund Ignatius Rice who are devoted members of the Congregation founded by him for the Christian education of youth. The word Christian implies that they are doing the work of Jesus Christ who began *To do and to teach*—the motto of the Brothers, which in Latin is *Facere et docere*. As Brothers they are spiritually united, working as a team, praying and living together.

The Brothers of the Christian Schools of Ireland were founded for the Christian education of youth in Ireland. The Congregation, however, soon spread to other countries. After sending Brothers to England in 1825, schools were opened in Gibraltar in 1835 and in Australia and India in 1842.

A Christian Brother does not become a priest. He witnesses to Christ and manifests his dedication by the vows of chastity, poverty, and obedience by living in community and by the observance of the Brothers’ rule. Christian Brothers come from all walks of life, all nationalities and widely different backgrounds. As participants in educational ministry of the Church, the Brothers conduct schools such as Saint Thomas More Collegiate where they endeavor to proclaim the Gospel to their students and share in the saving mission of Christ for their own benefit and that of their pupils.

Essential Elements of an Edmund Rice Education Elements

In ministry begun by Jesus and inspired by the vision of Blessed Edmund Rice, a Christian Brother education....

Evangelizes youth within the mission of the Church.

- A Christian Brother education proclaims the Good News of Jesus Christ.
- The Gospel message of Jesus permeates the curriculum, the activities, and all other aspects of a Christian Brother education.

Proclaims and witnesses to its Catholic identity.

- A Christian Brother education gives priority to religious formation through formal religious instruction and through opportunities for faith development and service by means of liturgies, retreats, vocation awareness, daily prayer, and other programs.
- A Christian Brother education joins in the sacramental life of the Church, witnesses faith life through the prominent use of signs and symbols, fosters devotion to Mary, and is in union with the Church through commitment to service and formation of community.
- Catholic identity permeates all endeavors of Christian Brother education: all classes and activities, procedures and policies, services and programs.
- All staff involved in Christian Brother education give daily witness to their integral role in the community’s faith formation.

Stands in solidarity with those marginalized by poverty and injustice.

- The policies, the structures, and the climate of a Christian Brother education witness and promote concern for the disadvantaged.
- A Christian Brother education includes advocacy and education for peace and justice, care for the earth, and global awareness. It prepares students to work toward the creation of a just society.
- A Christian Brother education actively encourages ministries that work with and for the poor and marginalized.
- Education and support for mission areas at home and abroad characterize Christian Brother education.
- A Christian Brother education establishes tuition and scholarship policies that open its education to the poor.

Fosters and invigorates a community of faith.

- Christian Brother education witness and celebrates Gospel values.
- A Christian Brother education provides a disciplined, safe atmosphere in which students are free to grow and take responsibility for their own learning and for the life of the community.
- Caring, compassionate relationships characterize a Christian Brother educational community.

Celebrates the value and dignity of each person and nurtures the development of the whole person.

- A Christian Brother education values the diversity of the human family and seeks to reflect local diversity in its student population and professional staff.
- Strong programs of personal, professional, and pastoral care are integral to a Christian Brother education.
- A Christian Brother education values co-curricular activities, special events, and other programs that are important to students’ complete education.
- A Christian Brother education strives to provide just remuneration for its staff.

Calls for collaboration and shared responsibility in its mission.

- Christian Brother education empowers all members of the community to share responsibility in the shaping of its mission.
- A Christian Brother Education collaborates with parents, the primary educators.
- A Christian Brother education fosters collaboration on local, regional, and international levels to address common concerns and to celebrate a common heritage.
- A Christian Brother education encourages a deeper understanding and living of charism of Blessed Edmund.
- A Christian Brother Education promotes active participation in governance by boards and diocesan officials.

Pursues excellence in all its endeavors.

- Strong academic curriculum, high expectations, and a quest for excellence characterize a Christian Brother education.
- A Christian Brother education develops a curriculum that promotes the harmonious growth of the whole person, fosters the development of higher-order thinking, and prepares its students for life-long learning.

History of the School

In 1957 negotiations began between the Most Rev Martin M Johnston, D D, Coadjutor Archbishop of Vancouver and Rev Brother A A Loftus, Provincial Superior of the Christian Brothers in North America, to secure the Brothers for a new school in BC's Lower Mainland. By 1960 an agreement had been reached between the Archdiocese of Vancouver and the Christian Brothers, a site had been chosen and construction of a ten room school had been completed. The future Saint Thomas More Collegiate was to be built in Burnaby, a short distance from St Louis College, a school in New Westminster which the Brothers had operated for a short time some thirty years earlier.

Saint Thomas More Collegiate welcomed its first student Knights in September 1960. Opening day brought together three Christian Brothers and 110 Knights enrolled in grades 7, 8 and 9. Over the years enrolment and staff grew as did the facilities. Major construction was carried out in 1966, 1978, 1981, 1984, and with the introduction of coeducation in 1998. Today's enrolment stands at about 650 students—both boys and girls—and the school now houses a gymnasium with changing rooms and weight room, a cafeteria, a large library, art, drama, and music rooms, a science wing, computer lab, woodwork shop, and technical education room, as well as improved washrooms, offices and counselling center.

Today Saint Thomas More Collegiate is a prominent member of the Catholic and civic educational communities in the Lower Mainland. This is due not only to STMC's development of facilities and growth in students and staff, but more so because there has also been a corresponding growth in appreciation of the Catholic educational philosophy which enlightens and sustains the spiritual, intellectual, social, and athletic facets of a Knight's education. The pioneers indeed built well, and all who have experienced the spirit of personalism and the challenge of excellence, hallmarks of a More education, are indebted to the many people who supported STMC throughout the years.

The Principals of Saint Thomas More Collegiate

1960-1966	Br W G McIntyre
1966-1969	Br W C Martin
1969-1970	Br D Frenette
1970-1972	Br R L MacKenzie
1972-1978	Br C H Slattery
1978-1984	Br W R Carrothers
1984-1989	Br K E Short
1989-1997	Br H J O'Neill
1997-2000	Br P J O'Loughlin
2000-	Mr D Hall

Introduction to Saint Thomas More Collegiate

The Catholic School aims to create for the school community an atmosphere enlivened by the Gospel Spirit of freedom and charity. It aims to help adolescents in such a way that the development of their personality will be matched by the growth of the new creation which they became by Baptism. It strives to relate all human culture eventually to the news of salvation, so that the light of faith will illumine the knowledge which students gradually gain of the world, of life and of mankind.

Since its founding, Saint Thomas More Collegiate has constantly sought to create that type of Catholic School Community in which students are challenged to develop their total personhood: intellectual, physical, social, and spiritual. It is to the credit of past and present faculties that notable success has been achieved in this area. This success, however, is also due to the cooperative relationship which exists between faculty and parents, and its resulting support and encouragement of the student. Upon graduation moreover, the alumni, members of the fourth component of the school community, continue to be challenged and enriched through the numerous contacts they have with Saint Thomas More Collegiate.

The Second Vatican Council's declaration on Education emphasized that the school enhances the education of the individual by attempting to develop the spiritual nature of the student. In order for such spiritual growth to occur, an authentic Christian spirit, based on the belief that Christ is present and active in our midst, is encouraged. With this actualized, the effects of His spirit—Love, joy, peace, patience, kindness, goodness, trustfulness, gentleness and self-control—form the very atmosphere of Saint Thomas More Collegiate.

If the students are to experience this authentic Christian spirit then it becomes critical that it is clearly present among the faculty. In striving to grow together in mutual respect, support, and charity, the faculty can develop a truly Catholic Community within the school. By striving to create a spirit of acceptance, trust, openness, and friendship amongst themselves and among the students, the faculty leads the way in reflecting what it means to belong to the Body of Christ: the Church. Providing the students with this opportunity to experience Christ's presence in the school, should be paramount in the minds of the faculty.

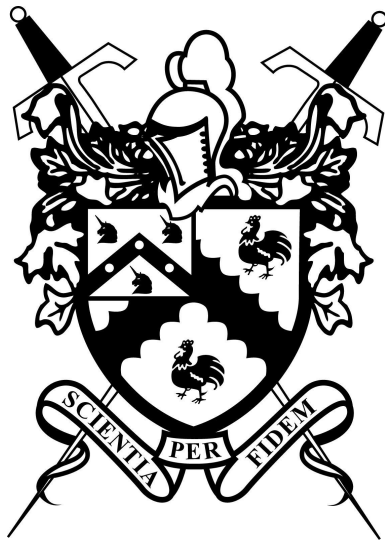
The students, then, by enrolling at Saint Thomas More Collegiate enter into much more than a relationship whereby they are offered the opportunity to learn. This is indeed necessary and present, but they expect and receive much more. They become members of a Catholic school community consisting of students, faculty, parents and alumni. This is a community which remains true to itself and the students, moreover, by providing a milieu which encourages them to recognize, through faith, the riches of God's love, and guides them, through example, to respond to that love. In so doing, Saint Thomas More Collegiate helps to ensure the students abundant blessings for now and the future.

The School Badge

Thomas More (1478-1535), a Knight Baronet, after whom the school was named, was Lord Chancellor of England from 1529 until his resignation in 1532. As a Knight Baronet, a hereditary title lower than Lord but higher than the non-hereditary Knight Bachelor, he was called Sir Thomas. The Lord Chancellor was the leader of the government, roughly equivalent to the present day Prime Minister, and second in power to the King. The most famous picture of Sir Thomas shows him wearing his great chain of office which features the Tudor Rose, fused by Henry VII from the red and white roses of York and Lancaster to symbolize the union of the two houses at the end of the War of the Roses.

The students of the school and the many sports teams are referred to as Knights in honor of the title held by Sir Thomas, while many major items in the life of the school, such as the Yearbook, Basketball Tournaments, the Music Festival, the Track Meet, and the leader of the Student Council are entitled Chancellor in reference to the position he held.

The school badge is based on the coat of arms of the More family. A coat of arms consists of the arms, which appear on the main design, in this case a shield, and the crest, which appears above that shield. When members of families with coats of arms marry, they usually join the arms and crests of both families, resulting in a complex and cluttered design. A family often had their coat of arms redesigned and simplified, a decision the school also made in order to produce a unique but recognizable badge for Saint Thomas More Collegiate in Burnaby, BC, Canada.



The major section of the arms is described in heraldic terms as “Argent, a chevron engrailed between three moorcocks sable, combs, wattles, and legs gules.” Argent means that the background is white, symbolizing in heraldic terms peace or serenity and traditionally purity or virtue. Dividing the arms into three parts is a black spiky-edged chevron or inverted V. The chevron, based on the roof beams of a house, symbolizes protection and was granted to someone who had achieved a notable enterprise or had built a church. The engrailing or spiky edge is associated with land or the Earth and usually implies the bearer has done a

noble deed on Earth for which they will be rewarded in Heaven. The color black is traditionally associated with grief, but heraldically symbolizes constancy, faithfulness, or loyalty.

The chevron divides the crest into three, a number which is religiously very powerful, suggesting among other things the Holy Trinity, the three Wise Men, the three crosses, and Christ’s resurrection on the third day. In each of the three sections is a black moorcock with red crest, throat, and legs. These birds are all black in the school badge, but the color red has been retained as one of the school colors, for it symbolizes military fortitude or courage, as well as magnanimity or generosity. Furthermore red is appropriately associated with martyrdom. The three moorcocks are symbols of courage and tenacity, since these birds are renowned for fighting to the death. The moorcocks are also example of “canting heraldry,” which uses puns: many More or Moore families have chosen these birds as a pun on the family name.

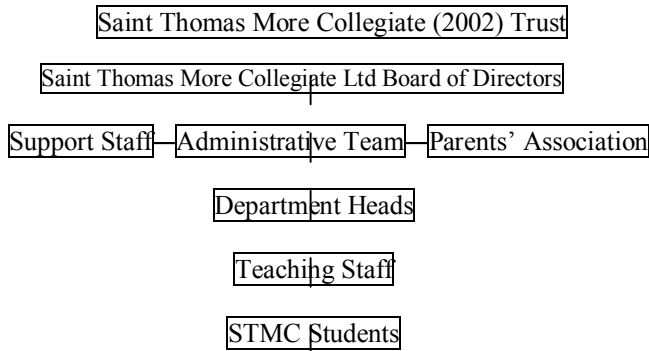
The top “dexter” moorcock, which is the right side heraldically but is on the viewer’s left, is hidden by “quartering argent on a chevron between three unicorn heads sable, as many bezants.” In other words, one quarter (heraldically) of the shield has an inset design. Again there is a black chevron, straight-edged this time, on a white background, with similar heraldic connotations as the main design. Each of the three divisions contains a black unicorn’s head. The unicorn is a symbol of courage, strength or virtue. This latter quality in heraldic terms is related to the Latin word *vis* or man, that is male human, the source of the English words virtue and virile. The unicorn is a mythical animal associated with Scotland, and when England and Scotland united under James I, a unicorn replaced one of the English lions in the coat of arms of Great Britain.

On the black chevron are three “golden roundels” or bezants, the golden coins of Byzantium or Constantinople. The bezant symbolizes trust and was a fitting device for Sir Thomas More who was for a time Under-Treasurer of England. The roundels often symbolize charity, but another heartwarming tradition is they stand for the money that Sir John More, Thomas’ father, paid to give freedom to a black slave.

The crest is “A Moor’s head affrontee sable.” In other words, the crest, which faces forward, is black and probably represents the freed slave’s head. It may also signify that a member of the family had been on the crusades. The choice of the Moor’s head is another example of “canting” or punning heraldry. In some versions of the More family coat of arms, the crest was a helmet, while in yet others the crest was a helmet with the slave’s head replacing the plume. The school chose the helmet as the crest, not only for obvious racial reasons, but also to reinforce the knightly theme and to stress the knightly qualities of courage, courtesy, and chivalry.

Below the coat of arms appears a scroll with the Latin phrase *Scientia per fidem*. This Latin phrase is the school motto and means “Knowledge Through Faith.” Behind the shield appear also the knightly crossed swords and the classical heraldic decoration of Acanthus leaves.

Structure of Governance



School Communication

Administration to Parents

At STMC we favour the use of the Schools' Website and email communications to inform our parents and students. Email is sent to the STMC families as needed. The emails are usually quick notices to alert our community of activities, changes in schedules, or notices from the STMC Parents' Association. We ask that all families provide (and keep updated) an email address to where these notices can be sent. If you have not already provided or updated your email address you can sign up for email notices at www.stmc.bc.ca or email to info@stmc.bc.ca. Also be sure to add info@stmc.bc.ca as a safe sender in your email security settings to allow the messages to be received into your inbox and not marked as junk and deleted.

Administration to Staff

- 1 Meetings
 - a Staff meetings: usually the second Tuesday of each month
 - b Department head meetings: usually the first Thursday of each month
 - c Department Meetings: every two months or at call of department heads
- 2 Faculty Bulletin: published each Monday and Memos
- 3 Informal Meetings

Staff to Students

- 1 Classes
- 2 Announcements in class

Administration to Students

- 1 Announcements on the video monitors
- 2 Announcements on the public address system
- 3 Students Council meetings
- 4 General assemblies
- 5 Grade level meetings
- 6 Individual conferences

Students to Administration

- 1 Students Council meetings
- 2 Grade level meetings
- 3 Individual conferences

School to Alumni

- 1 E-mail & Website as required

Student and Family Commitment to STMC

Students attending STMC must demonstrate a pattern of academic success, positive behavior and regular school attendance. In addition, STMC families must be responsible in meeting their financial obligations to the school (see Tuition Fees below). Failure to maintain commitments in one or more of these areas may prevent the student from continuing their education at STMC.

Parental cooperation is essential. If, in the opinion of the administration, parents' behavior seriously interferes with the teaching/learning process, STMC may require parents to withdraw their child and sever their relationship with the school. After grade 8, a student's continued enrollment at STMC is evaluated annually. To remain enrolled, a student must fulfill the requirements stated above.

STMC reserves the right to refuse re-registration to any student who is under an academic or behavioral contract with the school administration or who displays a disrespectful and non-compliant attitude toward religious studies or any other faith-based school activity.

Tuition Fees

Saint Thomas More Collegiate is an independent Catholic School in the tradition of the Christian Brothers. Partial funding is received from the Government of British Columbia, which means that all other funding required for operating purposes is covered by tuition payments and various fundraising efforts.

The vast majority of parents and guardians are faithful in paying the tuition costs and other fees related to their children's attendance at Saint Thomas More Collegiate. However, there are a few people who default on payments each year. It is inherently unjust to obtain a service and then fail to pay for it. As well, lack of payment defeats the fundraising efforts that are so vital in ensuring that the School is able to continue to provide a quality education.

Tuition Policy

- 1 All tuition payments and fees are to be submitted at the time of registration. Lump sum payments can be made or postdated cheques can be filed with the School. No student will be registered if this procedure is not followed.
- 2 No student will be registered for a new school year if any payments are outstanding from a previous year.
- 3 If tuition payments are overdue by thirty days (30) days, the Business Manager will contact those involved to obtain payment. Payment **must be** made within fourteen (14) days of notification from the Business Manager. Failure to provide payment will result in the suspension from school of the children whose tuition has fallen into arrears.
- 4 Having received more than two (2) NSF cheques, the Business Manager will notify the persons involved, in writing, that we will no longer accept cheques for payment.
- 5 For every NSF cheque, an administration fee of \$15.00 will be charged.
- 6 The School will take legal action to obtain unpaid balances if all other resources fail.

Unless special arrangements for payment of tuition have been made with the Business Manager, in writing, the above policy will be in effect.

The School Year

Saint Thomas More Collegiate uses a rotating schedule that divides students' time into eight equal blocks labeled A through H.

The school year is divided into two semesters. The first of these begins in September and lasts until late January, while the second begins at the end of January or beginning of February and lasts until June. The majority of courses at STMC are full-year courses which last for both semesters. However, there are a number of one-semester elective courses at the grade 8 and 9 levels, for most of these students take two one-semester elective courses in the same block, one in each semester, labeled 8 or 9 accordingly.

During each semester there are two formal reporting periods: in November, January, April, and June. The November and April reports are Progress Reports, which use letter grades: the purpose of these Progress Reports is to inform parents of the students' current progress. The January and June reports follow the semester examinations, which are worth 30-40% of the students' marks and which are included in these reports: the grades in these reports are recorded as percentages. All students write mid-term (January) and final (June) exams. One exception are grade 12 courses with no Provincial exam.

All reports from STMC contain marks that reflect the following scales:

Percentages and Letter Grades

Excellent	A	86-100%
[Very Good	B+	80-85%]
This B+ grade is not used for Final Marks		
Above average.....	B	73-85%
Average.....	C+	67-72%
Satisfactory.....	C	60-66%
Passing	C-	50-59%
Unsatisfactory.....	I or F	Less than 50

- I** on the first three report cards means students are "In Progress" but have less than a passing grade;
- F** on the final report card means the students has failed to achieve a passing grade.

Work Habit Mark

This mark is a composite mark reflecting the students' performance both inside and outside the classroom: homework, study, and preparation for class, as well as classroom behavior, contribution to the class, and classroom performance are all reflected in this mark.

Excellent work habits.....	5
Above average work habits.....	4
Average work habits.....	3
Below standard work habits.....	2
Very poor work habits.....	1

Honor Roll

Honor Roll certificates and awards are calculated from the January and June reports. Four kinds of certificates are awarded:

- Distinction** 86% average or better
- First Class**..... 80% average or better
- Second Class**..... 73% average or better

The calculation of Grade Point Averages for the Honor Roll sometimes appears a little mystifying, but there are two items to bear in mind. The marks that appear on report cards are integers, but the computer system stores all marks to two places of decimals. As a result a mark that appears as 75% may, in reality, be as low as 74.50%. The second item to remember is that most courses are valued as 4 credits, but certain courses are only valued as 2 credits. The 2 credit courses are the half year electives at the grades 8 and 9 levels: Art 8 and 9, Drama 8 and 9, Woodwork 8 and 9, Technology 8 and 9, and Info Tech 8 and 9. Although the CaPP (Career and Personal Planning) 8-9 courses are also 2 credit courses, they are NOT included in the Grade Point Average. Below is a sample of how a Grade Point Average is calculated. The "Mark" column shows the mark on the report card; the "Actual Mark" column shows the mark as it is stored in the computer; the "Value" column shows how that mark is used to calculate the GPA.

Subject	Mark	Actual Mark	= Value
English 9	71	70.60	= 70.60
Religion 9.....	64	63.90	= 63.90
Socials 9	74	73.70	= 73.70
Math 9	73	72.55	= 72.55
Science 9	72	71.88	= 71.88
French 9.....	64	63.75	= 63.75
PE 9.....	75	74.50	= 74.50
Art 9	99	98.50 /2	= 49.25
Average	74	73.67	= 72.02

Passport to Education

The BC government has a program designed to reward the top students in each grade level from 10 through 12 by giving them credit towards the cost of tuition at many post secondary educational facilities. The credit is recorded each year in a *Passport Booklet*. The value of each grade is:

Grade 10.....\$250

Grade 11.....\$250

Grade 12.....\$500

All students *Passports* are kept in the school office until they finish school, at which time they may be collected.

At STMC, the top students at each grade level are determined by

- 1 Taking the average of the final school marks for the whole year.
- 2 In addition to the academics, students are awarded an additional 10 points if they have been involved in **three or more (for grades 10 and 11; four or more for grade 12's)** organized school activities requiring a commitment of at least 25 hours each. If students are involved in a service activity outside the school, requiring an ongoing commitment of at least 25 hours, this activity may qualify as **one** of their three or more activities. Students must submit documentation to the principal in order to have this community service recognized.

In June, a list of students involved will be posted in the school and included in the school newsletter. It is the students' responsibility to ensure they have been given credit for their involvement. Because there is a limited number of awards, once the eligible students have been determined, the list is final.

How to Get Organized

Suggestions for Notebook Organization

Materials needed

- 1 Binder—a good strong one, with rings which close solidly;
- 2 3 sets of plastic tabbed dividers;
- 3 Loose-leaf (teachers might specify clear or graph paper);
- 4 Plastic “pouch”—3 hole;
- 5 Packet of hole-strengtheners to go in pouch;
- 6 2 duo-tang project folders.

Organization

- 1 The first section in the binder is labeled *Homework*.
- 2 Each day's homework is dated and neatly written out.
- 3 Subject teachers should always allow time for homework to be noted—and demand that it is.
- 4 Homework checks can be done easily.
- 5 The back page(s) are reserved for “long-term” assignments.
- 6 Other sections are reserved for separate subjects or areas within subjects (English may be divided into novels, short stories, vocabulary, etc.) Because of individual teacher preferences, there can be no single organizational method.
- 7 The plastic pouch holds hole-strengtheners, and any material to be sent home—such as letters or report cards—should be placed in the pouch.
- 8 At the back of the binder, just after the pouch, the 2 duo-tang folders are kept, ready to be used if any teacher wishes to review a student's notes or work.
- 9 On return, the notes are replaced in the binder and the duo-tang returned to the back.
- 10 Extra section dividers are kept at the back to be used if a teacher wishes to begin another area of study.

This organization works

The most disorganized students, once introduced to this plan, improve tremendously, because their own weaknesses are compensated for, and teacher supervision is much easier.

Some advantages

- 1 Since all “books” go home and return to school each day, the students can't say, “I forgot my book(s).”
- 2 Since all students are required to note all homework—whether they complete it in class or not—supervision by teachers and parents is made much easier, since a quick check can be made to verify completion and /or quality. Since everyone has a homework section, and all other subjects are in the same binder, supervision is a snap.
- 3 Any part or all of a student's notes can be checked by pick-up without having to stop ongoing class-work.
- 4 Any part can be rewritten without disfiguring a notebook or leaving in place low-quality work. All classwork or assignments should be dated in order to maintain the sense of the binder as a portable filing system.
- 4 Any teacher notes (Xeroxed) should be hole-punched and put in place appropriately in the binder.

Academic Requirements (Grade 8-9)

Courses	Credits	Grade 8	Grade 9
Religion (School Requirement)	(12)	Religion 8 (4)	Religion 9 (4)
Career and Health Education	8	Career Health 8 (2)	Career Health 9 (2)
Language Arts	12	English 8 (4)	English 9 (4)
Social Studies	12	Socials 8 (4)	Socials 9 (4)
Science	12	Science 8 (4)	Science 9 (4)
Physical Education	12	PE 8 (4)	PE 9 (4)
Mathematics	12	Math 8 (4)	One from Math 9 (4) Math 9 E (4)
<div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 0 auto;"> Math placement may vary at the discretion of the Math Department Head </div>		<div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 0 auto;"> E = Essentials; R = Enriched </div>	
French	12	French 8 (4)	French 9 (4)
French placement may vary at the discretion of the French Department Head, especially for French Immersion students.			
Fine Arts	4	Two from Art 8 (2) Drama 8 (2)	Art 9 (2) Drama 9 (2)
Applied Skills	4	And Two from Woodwork 8 (2) Technology 8 (2) Info Tech 8 (2) OR Two from Choir 8/IT 8 (4) Band 8/IT 8 (4)	Woodwork 9 (2) Technology 9 (2) Info Tech 9 (2) [Information Technology] Choir 9 (4) Band 9 (4)

Career and Health Education

Career Health and Education 8 and 9 (Mandatory)

This program is an integrated series of lessons geared to the ongoing development of the individual student. Each student creates an individualized Student Learning Plan (SLP) that reflects present attitudes, hopes, and aspirations. Students change and adjust, with the advice of teachers, their SLP throughout the five years of Secondary education.

The personal development component of Career Health 8 and 9 looks at the following topics: healthy living, mental well being, family life issues, child abuse prevention, substance abuse prevention, and safety and injury prevention.

Career development activities take place throughout the secondary school experience. The school provides opportunities for students to explore various career and educational opportunities through career and university days and guest speakers.

Career Health 8 and 9 also goes hand in hand with STMC's Religion and Retreat Program: the school aims to give each student the support they need as they grow into mature adults.

Planning 10

Planning 10 is a course required by the BC Ministry of Education for all Grade 10 students. The course starts to prepare students for life after high school. It covers education and career plans, health, personal finances and the graduation program. Planning 10 is taught as a full year course at STMC.

Religion

Religion 8 (Mandatory)

This course is a comprehensive study of the Old Testament and deals with the story of creation, the fall of man, the promise of the Messiah, and God's revelation to the people through the covenant. Students study key figures of the Old Testament in relationship to the covenant. As well, the sacrament of baptism is covered, along with an examination of the structure of the Mass. Prayer leadership is very much encouraged.

Religion 9 (Mandatory)

Students in Religion 9 study the New Testament, with especial focus on the person of Jesus: his position as the Son of God, how he was "called," his discipleship and mission. The course covers Jesus and the Mystical Body, the Sacrament of the Eucharist, and the Liturgical Year. Prayer leadership is encouraged.

Retreats (Mandatory Part of Religion Program)

Each student participates in a grade level retreat. The grade eight retreat is centered around the theme of personal identity. In grade nine students examine the topic of peer pressure and the many issues surrounding that topic. Grade ten deals with issues of sexuality.

Students Who Fail Religion

Students in grades 8 and 9 who fail religion will be required to do a series of assignments and or projects by a specific date (similar to regular summer school dates). Students not meeting the above requirement would be treated

"individually" via consultation with them and/or their parents.

Students who do not meet the above requirement will be asked to go to another school.

Missions

A worldwide tradition in Christian Brothers' Schools is the collection of money for our foreign missions. The Canadian Province of the Congregation of Christian Brothers runs two foreign missions in the West Indies: a high school in Antigua and an elementary and high school in Dominica. STMC also has outreach programs in Kenya and Peru and locally through soup kitchens in New West and Burnaby.

Service Project

The service project is designed to give students an opportunity to put into practice the values of Christian charity, compassion and understanding we are presenting in Religion classes. Since many of our students already practise these values in their everyday lives, this component is not a serious obstacle. It is mandatory for all students to complete this project in both terms.

Students completing a minimum of thirty hours of service per year or a minimum of fifteen hours of service per semester, as well as answering thoroughly the six journal questions, will receive the allotted fifteen percent. It is important that the journal questions should be completed each time a student finishes a part of the service project whether it be 1 hour, 3 hours, or the full 15 hours.

General Guidelines

- 1 Just about any service work over and above regular school hours, in which a student provides a service for those in need, can be considered.
- 2 If the opportunity presents itself, students in any grade level may do their 30 Service Project hours during the previous summer, or may do all 30 Service Project hours during either semester.
- 3 Proper documentation must be obtained in order for these hours to count towards the Service Project.
- 4 The Service Project hours must be done outside of regular school hours unless otherwise approved by the Head of the Religion Department.

Documentation

- 1 All Service Projects must be completed by the date specified by teachers.
- 2 The required Service Project questions must be completed neatly.
- 3 The Service Project form must be signed by a supervisor or other adult, not by an STMC student, and a phone number for this adult must be included for verification purposes.

Examples of Work Acceptable for Service Project Hours

- Working at a hospital
- Working in a parish
- Church events
- Handicapped sports
- Chancellor Music Festival
- Dinner Auction
- Craft Fair
- Community cleanup days
- Youth group
- CCD assistant
- Organizing an elementary tournament
- Assisting the Alumni Office
- Working on a neighbor's house or yard
- Volunteering at a soup kitchen, seniors' home, food bank, daycare, YMCA, recreation center
- Giving presentations at the grade 8 or grade 9 retreats
- Serving, reading, singing, or taking collection at your parish, other than your Sunday obligation
- A maximum of eight hours per semester of serving, reading, singing, or taking collection at your parish for your Sunday obligation liturgy

Examples of Work NOT Acceptable for Service Project Hours

- Working at a family business
- Working in or around one's own home, e.g. mowing the lawn, raking the leaves, painting the house or babysitting siblings.

English

English 8 (Mandatory)

The English 8 course emphasizes the basic skills of listening, writing, and reading. Through a variety of exercises students learn the difference between active and passive listening. They are given a variety of speaking experiences such as oral reading of prose and poetry as well as class and small group discussions. Through literature read in class, students are introduced to new vocabulary, as well as the more common figures of speech. The writing sequence of drafting, revision for clarity, proofreading and editing is introduced. Grammar and punctuation are taught in the context of student writing.

English 9 (Mandatory)

In English 9 students continue to work on the basic skills of listening, speaking, writing and reading. There is a variety of speaking experiences similar to the process taught in grade 8 but applied to grade 9 material. Students learn how to organize ideas into effective paragraphs, considering such factors as limiting the topic, unity, and coherence. The writing sequence of drafting, revising for clarity, proofreading and editing is reviewed. Through the literature read in class students review the common figures of speech as well as learning other figurative expressions as they appear in the grade 9 literature. Students continue to build a broad reading vocabulary.

Social Studies

Socials 8 (Mandatory)

The emphasis of the course is on the integration of the study of the history with the geography, literature, art, and music of many regions of the world. Students are asked to consider a number of primary sources from a variety of genres, and to apply themselves to understanding the uses and limitations of each. The students are also asked to compare various perspectives, see the present-day relevance of their studies, and explore connections between cultures, periods, and disciplines.

Socials 9 (Mandatory)

The course deals with geography and its influence on Canadian history, focusing primarily on Canadian prehistory to the war of 1812. It includes European history from the Age of Enlightenment to the age of Expansion and Industrialization.

Science

Science 8 (Mandatory)

Science 8 covers four broad topics: Chemistry, Physics, Earth Science, and Biology. In Chemistry, students are introduced to simple reactions and state changes while using the Kinetic Molecular Theory of Matter to explain their observations. The Physics unit deals with forms of energy with special attention paid to heat and light. The focus of Earth Science is rocks, minerals, and rock cycle. Finally, Biology looks at ecology and sustainable communities.

Science 9 (Mandatory)

Science 9 expands from Science 8 to explore many different aspects of the physical world: Biology, including investigating the human body system; Physics, including force and energy; Chemistry, including chemical reactions and explosions; and Space Science, including the solar system and the universe.

Mathematics

Mathematics 8 (Mandatory)

The Math 8 course deals with a range of topics including number operations with fractions, decimals and integers, data analysis, geometry, measurement, and algebra. Problem-solving skills are developed.

Principles of Mathematics 9

In Math 9 students study rationals, probability, properties of similar figures, congruence of triangles, graphing lines and systems of linear relations. Areas and volumes are studied again, along with equations and expressions in algebra. In learning about expressions in algebra, students must deal with powers with variable bases, as well as addition, subtraction, multiplication, and factoring of polynomials.

Mathematics 9 Essentials

This course deals with the following topics: whole numbers, rationals, organizing and interpreting data by using graphs and charts, some questions in probability, properties of triangles and quadrilaterals, the Pythagorean relationship, graphing simple linear equations, perimeter, area and volume of various shapes, simple expressions and equations in algebra.

ONE GRADE 9 COURSE IS MANDATORY

Languages

French 8 (Mandatory)

It is assumed that the student has had little or no exposure to French as a second language. The basic elements of French grammar are introduced as students learn to communicate using simple vocabulary and common expressions. The development of spoken language is balanced with the essentials of written expression. This is both a fun and practical introductory language course.

French 9 (Mandatory)

Students continue to progress in the study of tenses, regular and irregular verbs, and other parts of speech. A more formal approach to grammar and sentence structure is followed. The use of adjectives, articles, prepositions and other grammar rules enhance the level of the student's communicative skills. Oral activities, skits and dialogues allow the student to become more comfortable with the spoken language. Exploration of geographic, cultural and historical perspectives introduce the student to the diversity of the French speaking world.

Physical Education

The goals of the Physical Education Program are to assist students in developing knowledge and understanding of factors involved in attaining competence in and appreciation of physical activity, maintaining positive personal attributes and interpersonal relationships as well as a positive attitude towards participation in physical activity, developing efficient and effective motor skills, and enabling them to apply these skills to a wide variety of physical activities, and in developing and maintaining physical fitness. PE 8 and 9 are completed as two separate semester units, two allow students in these grades opportunity to take all the possible Applies Skills and Fine Arts electives. Students have one PE and one elective block scheduled every four blocks.

Physical Education 8 (Mandatory)

PE 8 introduces the students to health and safety factors, personal equipment care and the need for showers; conditioning exercises and the major muscle groups. Students take part in no fewer than eight team activities and ten individual activities. The course includes an introduction to the science of good health, personal health, body systems and diseases.

Physical Education 9 (Mandatory)

PE 9 is a continuation of PE 8 with a more intensified program concentrating on weight training, circuit training, warm up sequences and running programs. Students take part in no fewer than seven team activities. They also study all the body systems, food groups, effects of sugar and salt, proteins, carbohydrates, and fats; they also continue the personal health system.

Applied Skills

All Applied Skills courses taken in Grades 8 and 9 are half-year elective courses

Info Tech 8 (Elective)

This course helps students develop information literacy and the lifelong learning patterns they need to live and work in an increasingly informative and technological society. Students become more sophisticated in their use of info tech tools, develop stronger information literacy skills, learn about careers which use and apply information, and consider cultural, ethical, and legal implications of the use of information technology.

Technology 8 (Elective)

This course strives to provide an environment suitable to students of all abilities, both male and female, enabling them to design and make things, as well as use technology. To meet the challenge of future work and leisure in a technological society, students need to be adaptable and flexible. Careers of the future will require a wider set of knowledge, skills, and attitudes. Learning through hands-on problem solving is lifelong, transferable and resistant to being made obsolete by technological change. This course, as with most education today, stresses the importance of precision, creativity and design, problem solving strategies, reasoning and decision making, communication skills, teamwork, gender equity, self-reliance, and entrepreneurial abilities.

Woodwork 8 (Elective)

The course is mainly an introduction to hand tools, with a variety of smaller power tools and machines also being included. The main objective is to provide a variety of woodworking experiences and techniques which develop the students' skills in proper woodworking procedures, including the safe setup, operation, general maintenance, and use of all the hand and power tools in the course. Techniques for developing good designs, choosing and manufacturing the most appropriate wood joints, proper production procedures, assembly strategies, and finishing techniques will also be covered.

Info Tech 9 (Elective)

This course introduces students to the mechanics of computers and basic computing skills, such as keyboarding and using word-processing, spread-sheet, and database programs.

Woodwork 9 (Elective)

The emphasis in this course is to introduce students to the proper setup and safe use of power tools and power machines, primarily the table saw, radial arm saw, jointer, and surface planer. The use of the lathe is optional. By their choice of specific projects and assignments-coffee and end tables, medicine cabinets, chests of drawers, piano benches, etc.-students develop specific skills which will enable them to calculate materials and costs and to manufacture quality modern and/or traditional furniture.

Technology 9 (Elective)

This course is designed to deal with real life problems and solutions. Students use drawing, design, and construction skills in each of the assigned projects. As with Technology 8, communication skills, teamwork, and creativity are encouraged. This course will help students who are planning careers in technical fields.

Fine Arts

All Fine Arts courses taken in Grades 8-10 are half-year elective courses except for Music Courses

Visual Arts

Art 8 (Elective)

Students are introduced into the concepts of shading and perspective and create pastels and watercolour painting and create their own pottery piece.

Art 9 (Elective)

Students expand upon the styles and methods studied in grade 8. They learn new techniques in watercolour, capturing mood and expression. Students will use various landscape and impressionist artists to develop their own style of landscape and pastel paintings. Students will also study the effects of movement, principles of design and create a ceramic piece.

Performing Arts

Drama 8 (Elective)

This is an introductory creative drama class for students with no acting experience. The class enables students to learn some basic theater skills while at the same time expanding their creativity. Because emphasis is placed on creativity and concentration, students do various exercises throughout the term which deal with these concerns. Students are aware that the skills they learn in Drama 8 can also be used in other classes.

Drama 9 (Elective)

This class builds upon the skills explored in Drama 8. Students participate in various activities which help them develop their creativity and concentration skills. Students are also introduced to basic theater terminology. The skills that are learned in this class can also be used in other classes.

Music

Students with no musical experience in Grade 8 wishing to elect music must take the concurrent Band 8/Info Tech 8, Choir 8/Info Tech 8, or Band 8/Choir 8 course combination. This means that these courses will be presented alternating all year rather than being presented as a half year elective course.

Knights Beginner Band [8 – 12]

This course is open to student-musicians with little or no band experience. Student-musicians taking this course may select instruments from the following list: flute, clarinet or bass clarinet, alto, tenor, or baritone saxophone, oboe, bassoon, trumpet, trombone, baritone horn, tuba, French horn, bass guitar, double bass, auxiliary or mallet percussion. Purchasing or renting of instrument and instrument accessories are the responsibility of the student-musician. An instrument rental night will be setup by the music director in coordination with a local music retailer to facilitate obtaining an instrument. Development of tone production, articulation, breath control, group balance and intonation; sight-reading skills and ear training; melodic and rhythmic concepts; rehearsal skills, practice habits and performance etiquette are the foci of this course. Student-musicians also learn about selected periods of Western European Art Music history, and preliminary theory rudiments. In-class participation, performance attendance and etiquette, home practice, assigned projects, and in-class quizzes comprise the evaluative mark. The Knights Beginner Band is featured at the bi-annual Celebration of the Arts concerts, selected community events, and participates in festivals.

Chancellor Concert Band [8 – 12]

This full year course is open to student-musicians with at least one year of band experience. Student-musicians taking this course already play a band instrument [flute, clarinet or bass clarinet, alto, tenor, or baritone saxophone, oboe, bassoon, trumpet, trombone, baritone horn, tuba, French horn, bass guitar, double bass, auxiliary or mallet percussion]. Purchasing or renting of instrument and instrument accessories are the responsibility of the student-musician. Development of tone production, articulation, breath control, group balance and intonation; sight-reading skills and ear training; melodic and rhythmic concepts; rehearsal skills, practice habits and performance etiquette are the foci of this course. Student-musicians also learn about selected periods of Western European Art Music history, and preliminary theory rudiments. In-class participation, performance attendance and etiquette, home practice, assigned projects, and in-class quizzes comprise the evaluative mark. The Chancellor Concert Band is featured at the bi-annual Celebration of the Arts concerts, selected community events, and participates in festivals.

Collegiate Chorale [8 – 12]

This full year course is open to those student-musicians with or without previous singing or choral experience. An informal audition takes place in-class to determine voice registration. Development of vocal health and technique, breath control, group balance, and intonation; sight-reading skills and ear training; melodic and rhythmic concepts; rehearsal skills, practice habits, and performance etiquette are the foci of this course. Student-musicians also learn about selected periods of Western European Art Music history, and preliminary theory rudiments. In-class participation, performance attendance and etiquette, home practice, assigned projects, and in-class quizzes comprise the evaluative mark. The Collegiate Chorale is featured at the bi-annual Celebration of the Arts concerts, selected community events, and participates in festivals.

Twelfth Avenue Vocal Jazz [8 - 12]

This full year course is open to those students with previous singing or choral experience and show significant interest in understanding vocal jazz literature. Concurrent enrolment in the Collegiate Chorale is required. A formal audition takes place to determine voice registration, pitch recognition, and tonal and harmonic memory. Development of vocal health and technique, breath control, group balance and intonation; sight-reading skills and ear training; melodic and rhythmic concepts; rehearsal skills, practice habits, and performance etiquette are the foci of this course. In addition, the development of improvisation skills and stylistic interpretation of Swing, Bebop, Rock, Afro-Cuban, Afro-Brazilian, Ballads, and the Blues are the foci of this course. Student-musicians will also learn about sound reinforcement theory. Rehearsal attendance, in-class participation, performance attendance and etiquette, home practice, assigned projects, and in-class quizzes comprise the evaluative mark. Twelfth Avenue Vocal Jazz is featured at the bi-annual Celebration of the Arts concerts, selected community events, and participates in festivals.

Voices Utopia Chamber Choir [8 – 12]

This full year course is open to those students with previous singing or choral experience and show significant interest and dedication toward pursuing a higher level of performance. Rehearsals during lunch periods are often required. Concurrent enrolment in the Collegiate Chorale is required. A formal audition takes place to determine voice registration, pitch recognition, and tonal and harmonic memory. Development of vocal health and technique, breath control, group balance and intonation; sight-reading skills and ear training; melodic and rhythmic concepts; rehearsal skills, practice habits, and performance etiquette are the foci of this course. Rehearsal attendance, in-class participation, performance attendance and etiquette, home practice, assigned projects, and in-class quizzes comprise the evaluative mark. The Voices Utopia Chamber Choir is featured at the bi-annual Celebration of the Arts concerts, selected community events, and participates in festivals.

Discipline Policy

In keeping with our Mission Statement, the aim of our discipline policy is to create an atmosphere conducive to the development of a Christian community and of school pride. We believe that all persons must practise self-discipline and be willing to work at becoming cooperative and contributing members of the school and the community. STMC strives to provide a safe and non-threatening environment, and expects all students to conduct themselves in a respectful, responsible, and considerate manner and in accordance with Christian values.

Code of Conduct

The Code of Conduct applies to all members of the St. Thomas More Collegiate community travelling to and from school, in class, at school functions, on school property, and in situations where they are seen to be representatives of the school. Members of the STMC community are expected to:

- Conduct themselves in a polite, responsible, and respectful manner with other students, parents, teachers and all school staff;
- Show respect for school property and the property of others;
- Be respectful, attentive and participate at Liturgies and at prayer services, regardless of their own beliefs or religious affiliation;
- Dress in an acceptable manner, in accordance with the intent of the school's dress code;
- Take responsibility for the task of learning including being punctual, attentive, cooperative, attending all classes and completing all assigned work;
- Use language appropriate to a Christian community, free of name calling, insults and profanity;
- Be considerate of others, their thoughts, feelings, background, and situation;
- Be free of alcohol, illegal drugs, and weapons;
- Be aware of their own rights and responsibilities and to exercise these in a positive manner.

Harassment

The STMC community will not tolerate any form of harassment by its members.

Harassment can be any action that unjustly creates an unwelcome or negative environment for an individual, is detrimental to that individual, or undermines the dignity and self-respect of the victim. Examples of harassment may include, but are not limited to, bullying, extortion, verbal and physical threats, excessive name-calling or teasing, racial remarks, and offensive slogans, language, or pictures (this includes all forms of cyber bullying as well).

Harassment also includes sexual harassment, which is seen as any unwanted sexual attention of a persistent or abusive nature made by anyone who knows or ought to know that such behavior is unwanted. It also includes sexually oriented remarks and behavior which may reasonably be perceived to create a negative emotional environment for

students, teachers, visitors, and others in the vicinity of the school. Any persons who believe they are victims of harassment of any form are requested to report their concerns to the school administration immediately.

Disciplinary Steps

When discipline does not develop from within, it must be imposed from without, and overall school discipline is primarily the responsibility of the Vice-Principals. Mr Orser deals with all concerns for grades 8-10, and Mr Steele deals with grade 11 and 12 concerns.

At the beginning of the year, teachers will discuss with their students what is expected of them in the classroom and set their classroom guidelines.

Disruptive behavior in the classroom is dealt with according to the following steps:

- 1 Students are reminded of guidelines.
- 2 Teachers assign their own disciplinary actions, e.g. detention, phoning home.
- 3 If the problem persists, teachers phone the parents and notes confirming the phone calls are recorded on the students' anecdotal records, kept by the teachers. Copies may be given to the Vice-Principal.
- 4 If the students continue to be problems, they will be sent to a Vice-Principal. Reports explaining the disciplinary actions taken are given to the teachers. More serious infractions or persistent patterns of misbehavior will be reported to parents.

Disruptive behavior outside the classroom is dealt with according to the following steps:

- 1 The students are sent to a Vice-Principal with notes explaining the problems.
- 2 Appropriate actions are taken by the Vice-Principal.

The administration of the school reserves the right to search lockers, students' bags and jackets to ensure the safety of students and to support school policy. As lockers are school property, searches of student lockers can be conducted at any time without the presence of the student. Students' bags or jackets (on site) would be searched in the presence of the student. Such searches would occur by a teacher or administrator when they suspect (have reason to believe) the said items contain illegal substances, weapons or stolen items.

Procedure for Complaints / Problems / Difficulties

If you have a complaint or wish to resolve a problem or difficulty regarding students, the correct procedure is to approach the teacher involved first. If after that you feel the problem has not been resolved satisfactorily, then contact the School Administration. It is important that any problems are discussed early with the persons concerned. Nothing is gained by complaining to other parents, students, or teachers.

Homework

- All assigned homework that is to be *graded* is due on the date assigned by the teacher.
- Failure to have the work completed (without an acceptable reason as determined by the teacher) at the due date will lead to a loss of 10% per day over a period of not more than five school days.
- If the work is not completed within the time given, the student is to be referred to the appropriate administrator. The student will complete the work with the administrator and can achieve a grade of up to a maximum of 50%.
- Students who refuse to complete their work will be suspended and a meeting with parents will follow. This is now not just a matter of not completing work but an issue of defiance.
- Students will be placed under contract if there is a consistent pattern of being referred to the administration over not completing homework assignments. Failure to live up to the terms of the contract will lead to their expulsion.

This homework policy will ensure that all students complete graded assignments and by so doing will improve student academic accountability and, hence, academic performance.

Missed Tests

If a student misses a test due to sickness or a medical condition, they are expected to do the following:

- Contact the school no later than 9:00 a.m. on the day of the test and leave a message with the front office **and** with the voice mail of the subject teacher.
- Bring a note justifying their absence to their subject teacher(s) and to the front office immediately upon their return to school.

If the student complies with these tasks, they will be granted a re-write of the missed test at the time and on the day that is convenient for the subject teacher. If the student does not comply with the above mentioned tasks, they risk being granted a zero for that test.

If a student misses a testing situation because of an extra-curricular activity, it is the responsibility of the student to tell the teacher well in advance (not on the day of or the block before) of the test day to arrangements can be made. For example, the teacher may arrange to have the student write the test during lunch before they leave for their activity. Failure to notify the teacher leaves the student at risk of being granted a zero for that test.

In all cases of missed tests, the responsibility falls on the student to make contact with the teacher and the front office.

Cheating

Student Cheating on Exams and Assignments

Any form of dishonesty, academic or otherwise, is a clear violation of the Christian principles which students at STMC are expected to embrace. Dishonesty, in addition to harming a particular student's integrity, also harms the wider community. Therefore, any type of academic dishonesty is considered to be a serious offense and will result in serious consequences.

Every student must be aware that the following issues constitute examples of academic dishonesty and that there are penalties attached to each.

- (1) **Plagiarism** is using other people's words and/or ideas without clearly acknowledging the source of the information.
 - Copying word-for-word
 - Paraphrasing: taking ideas from a source and just re-writing them in your own words without giving credit to the original source
 - Copying and pasting text from any web-site or on-line media
 - Collusion: turning in another student's work and claiming it as your own

- (2) **Cheating**

Using or attempting to use unauthorized materials during any quiz, test, exam or other academic exercise constitutes cheating. Cheating also includes looking at another student's paper during a test or exam, obtaining or giving a copy of a test prior to the time of the test, and submitting homework copied from another student. The person who gives such answers or information to another student is equally guilty of cheating.

Consequences

- Any student found cheating on an exam or assignment will be granted a mark of zero.
- If a student demonstrates a consistent pattern of cheating, they will be expelled.

Exams

Mid-Term/Final Exam Policy

Mid Term Exams occur during the last two weeks of January. The start and end dates vary slightly each year so please consult your calendar before arranging any vacations. Final Exams occur during the 2nd to 3rd week of June (again consult your calendar for exact dates before arranging any vacation time). Mid Term and Final Exams are worth 20% at the grade 8 to 10 level and 40% at the grade 11 and 12 level. All students are required to write all mid-term and final examinations during the exam period as specified, unless excused by the subject teacher, department head and the administration. **FAMILY VACATIONS ARE NOT A VALID REASON FOR MISSING ANY EXAM.** Exceptional circumstances will be dealt with on an individual basis. The parent or guardian must contact the subject teacher a minimum of one week before the exam date to seek approval for their child to reschedule their exam time. If the student is unable to write the exam on the day specified due to a medical condition, an “official” doctor’s note will be required. This student must write the mid-term or final exam at a time decided by the subject teacher in consultation with the parent and administration. **Students who choose not to write a mid-term or final examination will receive a zero for their exam, will likely face failure for the course and may have their registration rejected for the next school year.**

The following exam policy is in effect:

- a) All students from grade 8-10 will write mid-term and final exams in the core subjects as defined by the Ministry of Education – those being Math, English, Science and Social Studies. There will be no mid-term or final examinations in French or Religion. Three of the four final exams in grade 10 are provincial exams (Science, Math and English)
- b) All grade 11 students will write mid-term and final examinations in Social Studies, Math, English, Biology, Physics, Chemistry and French. There is one final provincial exam in Social Studies.
- c) Grade 12 students will write mid-terms and final exams in provincial examinable courses only. Grade 11 and 12 students will not write mid-term or final exams in Earth Science 11, Economics 12, Law 12, Religion 11 and 12 and Civilization 12.

Dress Code

The purpose of the Dress Code is to encourage students to appear neat and clean at all times, to foster in them the sense of belonging to a community, and to instill in them the concept that school is a place for work and study. The dress code discourages competition among students while maintaining a sense of pride in appearance. Both parents and student are responsible for following dress code regulations. All items of the Dress Code must be clean and in a respectable condition, and it is the prerogative of the school administration to determine whether any part of a student's appearance does not conform to the spirit of the Dress Code. The administration reserves the right to judge new styles of dress, hairstyles and all areas of dress code, as they emerge on the scene, to determine if they conform to the standards of STMC.

Consequences of Violation

- Students can be given morning, lunch-time or after school detentions which will last for 45 minutes.
- Students can be asked to go home and change
- Students can be placed on in-school suspension.
- Students who consistently violate the dress code will be placed on contract and if further violations occur will be asked to leave the school.

Jewelry and Accessories

Earrings are to be worn in the ears only; **no other visual piercings are allowed.** For safety reasons, students will be required to remove all earrings for PE or sports. Students are advised not to bring expensive jewelry to school. No bandannas, hats, caps, headbands or sweat bands are to be worn.

Hair Styles

Conform to standards of good grooming and neatness. No exaggerated spiked hair styles/ Mohawks or any other hair style meant to draw attention to the individual. Style and hair colour must be natural in appearance. Students may only dye their hair blonde, brown or black.

Winter Dress Code

Winter Dress Code is in effect from Thanksgiving until the first Monday in May and will consist of the following:

Tops To Be Worn

- A STMC golf or blouse (white, red, or black) sold through the Knight Club. These tops must be tucked in.
- A STMC V-neck sweater or STMC sweatshirt sold through the Knight Club may be worn over an STMC golf shirt or blouse.
- A STMC jacket sold through the Knight club may be worn over a STMC golf shirt or blouse (STMC jackets from former eras are not to be worn).

- Only a black, red, or white t-shirt may be worn under a STMC golf shirt or blouse and it must be tucked in. The t-shirt must be one solid colour (cannot have any patterns).
- No hoodies, fleeces or sweatshirts of any form are to be worn underneath any other STMC top.

Pants, Kilts and Skirts / Socks and Leggings

- Black or beige Khaki, Docker or Cord pants
- Students are to wear pants at their waist level.
- Girls have the option of wearing a black skirt or kilt purchased through the Knight Club. Kilts and Skirts are to be no more than three inches above the knee.
- No leggings are to be worn
- Plain black, skin-tone or white socks or stockings must be worn

Students are not to wear any type of pants

- that have a strap, pocket or metal chains on the side;
- that have a zipper at the back;
- that have no pockets

Footwear

- Dress shoes or running shoes. For safety reasons high heels or platforms are not permitted.
- Boots (of any type) may be worn to school in poor weather but once in the school the student must change into their shoes or runners.

Summer Dress Code

Summer Dress Code is in effect from the first Monday in May until Thanksgiving. For the summer Dress Code, the following substitutions may be made.

Pants, Kilts or Skirts

- Black or beige dress shorts may be worn.
- Dress shorts will have two regular pockets in the front, one or two regular pockets at the back, but no pockets or straps on the sides. To be dress shorts they must also have a zipper at the front and a hem or cuff.
- Shorts must be worn no more than three inches above the knee.

PE (All Year)

For PE, the following are required:

- STMC T-shirt;
- Black, red, or grey STMC shorts or sweatpants;
- Athletic socks and running shoes.

Dress Your Best / Mass Days

Students are encouraged to dress their best for Mass and other special days. The idea is for their dress on these days to be that they would wear to a formal dance or wedding.

Red Days

The idea of Red Days is to show school spirit by wearing as much red as possible; these are not days when students are allowed to wear whatever they want.

- Shorts, sweat pants, T-shirts, etc. are to be worn only if they **prominently display red** or are STMC apparel.
- All STMC type clothing is acceptable.
- All clothing must reflect the values of STMC. Clothing with slogans and pictures that may reflect poor taste or may not reflect the values of STMC should be left at home.
- If students do not wish to wear red, they are expected to be in regular dress code.

Future Change in Dress Code

- **Hoodies will be eliminated from regular dress code starting in September 2010 (students may still wear hoodies for Red Days and PE)**
- **If the right supplier is found, then all student dress pants and shorts will be purchased through the Knight Club (starting in September 2010)**

Attendance

Students and parents must realize that regular attendance is a prerequisite to learning. Patterns of attendance and tardiness, which last a lifetime, are established in a person's younger years. It is the policy of STMC to teach a positive attitude in these areas. Frequent absence, or any pattern of tardiness, is not acceptable behavior. It will certainly not serve one well in achieving future positions of responsibility.

A student who is absent from school obviously misses whatever material is covered during the time of their absence. Attempts at "make-up" are always going to fall short of actually being in school at the time the class was held. Reasons for absence can be varied and numerous, but it is important for all to realize that, whatever the reason, absence hurts student academic development. With the above in mind, it is the policy of STMC to discourage absence, especially absences for vacations.

Faculty members are not required to provide make up opportunities for work or tests missed by students for reasons other than doctor- documented illnesses.

Attendance Procedures

- 1 Students should proceed to their first class immediately after the 8:25 am warning bell sounds. Class begins at 8:30 am.
- 2 The school begins the day as a community with Morning Prayer at the start of second period at 9:35 am. Anybody in the hallways during the reading must stop and listen.
- 3 A Prayer or reading will begin each class. The day will end with a community prayer.
- 4 All visitors must report to the main office.

Absence

- 1 If your child is absent from school for any reason, please phone the school as soon after 8 am as possible.
- 2 Students who have missed school must bring a note stating why they were absent, signed by their parent or guardian.
- 3 Students are expected to bring this note to the main office when they return to school.
- 4 Students are expected to report to the main office before they return to any classes after an absence.

Absence from School and Qualifying Days

In order to qualify for government funding, pupils must be in attendance for 135 days from September to 15th May. Absence due to illness is not deducted from the 135 days unless there is no note from the parents verifying the cause of the absence. The government auditor checks these notes while completing his attendance audit in June. A student who, because of holidays or other reasons, is in attendance for less than 135 days, qualifies for partial funding only and the parent is responsible for any funding shortfall. We, therefore, ask parents, out of consideration for the school's financial situation, to be very careful about this matter.

Students Leaving Campus

- 1 Only students in grades 11-12 are allowed to leave the campus during school hours without permission.
- 2 Students who must leave the school or classes for any reason during the day must check out with the main office.
- 3 Students who have parental permission to leave early are still expected to obtain a dismissal slip from the main office.
- 4 No student may leave school without informing the main office.

Lateness

- 1 Students who are late do not report to the main office if they arrive before 8:40 am; they report to their first class.
- 2 Students with a first period class arriving at school after 8:40 am must report to the main office before going to class.
- 3 Parental notes justifying lateness will be accepted only if the lateness was due to a pre-arranged appointment (e.g. dentist or doctor) or an accident.
- 4 We do recognize that any one can be late due to external factors beyond their control. Detentions will be assigned for lateness. However, if a student shows a persistent pattern in coming in late, then that student will be placed on contract and further violations will lead to the student's expulsion.

Special Education Admissions Policy

St. Thomas More Collegiate is committed to the education of the whole child in the spiritual, emotional/social, intellectual, artistic/aesthetic and physical realms. It is, therefore, our long-term goal to implement a program and curriculum enabling it to accept and meet the needs of all Catholic students from our feeder schools and parishes. Consistent with this goal is an effort to make our facilities more accessible for students with special needs. Presently, we are limited by space considerations and will accept special needs students as space allows.

In our commitment to students of special needs we recall the words of Pope John Paul II at BC Place in 1984, "the value and dignity of the human person does not arise from the physical or mental qualities, from efficiency, productivity, or, speed in one's actions. It comes rather from the fundamental fact that each individual is created by God and redeemed by the blood of his Son, Jesus Christ."

Policy for Challenge and Equivalency Credits

- (1) The "challenge" process assesses student's prior learning for the purpose of granting credit for a Grade 10, 11 or 12 course developed from provincial curriculum. The "equivalency" process is the process of assessing credentials from other jurisdictions outside the BC school system.
- (2) All credits gained through the PLAR process must represent the same standards as credits granted to students who have taken the course.
- (3) Assessment instruments for the challenge process may include formal tests (70% of final mark) and a variety of other assessment strategies appropriate to the particular course (30% of the final mark). Assessment strategies must be adapted for students with special needs.

- (4) Students must provide proof of competency to the administration in a subject before they are granted the opportunity to challenge a course. The challenge process is an evaluation process and may not be used as a way for students to improve a mark in a course for which they have already earned credit, or as a way to obtain credit for a course they have previously failed.
- (5) Students eligible for equivalency credits are those students who transfer to STMC from other schools outside BC. Equivalency credits are granted only by school administrators. The administration will determine the total credit equivalency of the student's previous learning. Administrators will use the Handbook of Procedures Chapter 2 as a reference when determining equivalency along with documentation supplied by the student.

Field Trips

STMC Board recognizes that off-site experiences outside the school/parish community are effective learning experiences that enrich the spiritual, intellectual, social, emotional and physical development of students. All such experiences should be selected, planned, organized and conducted to enhance the spiritual, intellectual, social, emotional or physical development of students and to ensure the safety and security of all participants.

Trip Plan

Sufficient direction and guidance must be provided for all trips to ensure each trip is well planned with safety in mind. Teachers planning an off-site trip are required to provide parents/guardians sufficient information about the trip to make an informed decision about its appropriateness and safety for their child. This notice should clearly indicate the educational purpose of the trip, destination, cost, method of transportation, special clothing or equipment needed, the leaving and returning times, an itinerary of the activities and a statement regarding the inherent risks of the activity. Students and parents must complete the field trip permission form and return it to the Field Trip Lead Teacher or the front office as indicated on the form.

Supervision

Field trips should, whenever possible, have a minimum of one adult supervisor for each 15 students. An adult supervisor may be a teacher, parent, or responsible adult volunteer approved by the principal (or his/her designate) that is 19 years of age or older. A supervisor is subject to all policies, guidelines, and procedures of the Board of Directors and the school, and the statutes of B.C. and Canada during the time the supervisor is responsible for students. This includes the time from departure to return of extended field trips; A supervisor must act "in loco parentis" (in place of parent), making wise and judicious decisions that are in the best interest of the students.

School Closures

If school is cancelled due to bad weather or other emergencies, it will be announced by local radio and/or television news at the time of the closing. Please listen to CKNW 980AM and/or BCTV.

While the school may be closed for classes that day, it does not necessarily mean that all other activities are cancelled. You should check with your coach or moderator to see if that particular activity (e.g. tournament, music festival, league game, drama production etc) is cancelled or not.

Emergency Procedures

In Case of Fire

Each room has a sign that indicates the closest exit in case of fire. When the alarm rings, students should move quickly and quietly to the nearest exit. Go quickly out of the building and stand well way from the building. Remain there until given instructions. Any student who does not have a class at the time (study block) must report to the Admin team at the front of the school. All teachers of class groups are to send student attendance confirmation to the admin team at the front of the school.

Threat to Personal Safety – Code Red Alert - Lockdown Procedures

The following is a brief summary of what students and staff will do should they hear over the PA system “Code Red Alert” followed by a specific location in the school.

- (1) Any student or staff member located in an open area like hallways should proceed to the nearest safe location (a classroom)
- (2) Students and staff already in a classroom should remain there and do the following:
 - Move to the safest area inside the classroom away from doors and windows.
 - Lock doors and cover windows on doors
 - Open perimeter blinds if the intruder is “in” the building so that police can monitor activity in the classrooms
 - Consider it a serious situation and remain quiet and out of sight
 - If the intruder is located outside the building, an announcement will be made to alert the staff to close blinds and turn off lights.
 - Turn cell phones to vibrate or off
 - Refuse access to the room during a lock down. Advise office if possible if a student is in the hallway.
- (3) Students and staff located in the gym should move to the change rooms. Students and staff in the cafeteria should move into the kitchen.
- (4) Any students or staff on the field area should move to OLM church
- (5) Staff that are not in charge of a group of students will meet at the front office to get further instructions.

Earthquake

- (1) **Stay Inside** – move away from windows, glass, shelves and objects that may fall.
- (2) **Duck and Cover** – take cover under or beside desks and tables, against interior walls or in doorways (but be aware of doors slamming shut)
- (3) **Crash Position** – get on knees, head down, with arms, a book, or jacket, covering neck and head. Count out loud 1-60; after 60 seconds, or after shaking has stopped, check for injuries or dangers such as broken glass before standing up and moving; make sure you have some shoes or some covering on your feet.
- (4) **Evacuate building** as per fire drill procedure

Prohibited Items

The following list is not exhaustive but these are the types of items not permitted on school property: firearms, knives of any kind, laser pointers, fire crackers, water guns of any kind, alcohol, prohibited substances, illegal drugs, chewing tobacco. Skateboards must not be used on school property and must be kept in the student’s locker. Cell phones, pagers and any other electronic devices should be kept out of sight in the classroom and must be turned off and not in any way disrupt the learning environment. MP3 players, I-Pods and other portable media players are not to be brought to the classroom and should be stored in student lockers. Video cell phones or watches are permitted in the building BUT THE VIDEO COMPONENT MAY NOT BE USED ON SCHOOL PROPERTY. All cell phones, pagers etc are banned from any test-taking activity.

Illegal Drugs

Any student showing evidence of having consumed or in possession of illegal drugs at any time while under the authority of the school is subject to expulsion. Any student selling illegal drugs to other students will be expelled immediately and reported to the police. While “under school authority” means any time when a student is on the school campus for whatever reason or in its immediate vicinity and whenever he/she is attending, participating in, being transported to or from school-sponsored functions.

Smoking

- 1 In keeping with the policies of other public and educational institutes, smoking is not allowed in school, on school grounds or during any school activity.
- 2 Students are not to be seen smoking within sight of the school.
- 3 Students will be suspended and could be expelled if they are persistent violations.

Suspension and Expulsion

There will be no tolerance for serious infractions of school policy. Any misconduct deemed serious will always result in disciplinary action and may result in suspension or expulsion from the school. The Principal has the authority to suspend or expel students. This policy has been formulated in consultation with the principals of the other Catholic Secondary Schools in the Archdiocese of Vancouver.

Suspension

Student may be suspended if

- their misconduct is serious, in and of itself *and/or*
- the accumulation of minor misconducts warrants further disciplinary action.

For students to be reinstated following a suspension

- they must accept responsibility for their misconduct;
- they must accept, and follow through with, consequences established by the school;
- they must demonstrate firm purpose of amendment;
- parents of the students must accept and support the school's disciplinary decisions.

Expulsion

Student may be expelled if

- the misconduct is deemed serious enough, in and of itself, to warrant direct expulsion *and/or*
- previous serious misconduct(s) warrant further disciplinary action *and/or*
- they do not accept responsibility for their misconduct *and/or*
- their parents do not accept and support the school's disciplinary decisions.

Students will always be expelled if

- they do not accept, and follow through with, consequences established by the school *and/or*
- their actions place others in moral or physical danger.

Appeals Policy

At St. Thomas More Collegiate, parents, students, teachers and support staff form an integral part of the Christian school community. The administration, teachers and parents must work closely together in the formation of their children according to the Gospel. To this end, parents are expected to be familiar with, accept and support the philosophy and policies of the School.

From time to time, issues may arise where the concerned parties differ in their perspectives. In these cases both concerned parties are expected to work toward a resolution of the issue in a Christian manner, respecting each others' point of view. All parties involved must maintain confidentiality with respect to all information surrounding the particular issue.

Where differences of opinion and conflict continue to exist surrounding certain decisions made by administration or staff with respect to students, the following procedure will be followed:

Appeals Committee

The Board of Directors of St. Thomas More Collegiate will appoint a three-person Appeals Committee. The Committee is appointed for a one-year period commencing on September 01 and ending on August 31. Members of the Committee may be re-appointed by the Board. No member of the Board of Directors may serve as a member of the Appeals Committee.

Basis for Appeal

A basis for application to appeal exists when a decision adversely impacts the education, health or safety of the student. If a student initiates the appeal, a copy of the appeal will be sent to the student's parent/guardian.

The following decisions shall be deemed to adversely impact the education, health or safety of a student:

- a) grade promotion and graduation
- b) expulsion

Procedure

Initial Steps

An appeal to the Appeals Committee must be initiated within fourteen (14) days of the decision which is alleged to have impacted negatively on the education, health or safety of the student. This is done only after all administrative procedures to resolve the issue with the person(s) directly involved have failed, including both of the following:

- a) First, meeting(s) to solve the problem with the complainants(s) and the employee(s) who made the decision in question
- b) Second, if the matter is not resolved, meetings(s) with the person directly involved and the principal

Appeals Procedure

Every appeal must be initiated by a written Notice of Appeal directed to the Chair of the Appeals Committee. Copies of the appeal must be sent to the individuals whose decision is the subject of the appeal. The Notice of Appeal shall state:

- c) the name, address, grade and homeroom placement of the student;
- d) the name, address of the person(s) making the appeal;
- e) the decision that is being appealed;
- f) the date on which the student and/or parents/guardian bringing the appeal were informed of the decision;
- g) the name(s) of the persons who made the decision that is being appealed;
- h) the grounds for the appeal and the relief that is being sought;
- i) a summary of the steps taken by the student and/or parent/guardian to resolve the matter.

Appeals Committee Selection

- 1 Within seven (7) days of the receipt of the Notice of Appeal, the Chair of the Appeals Committee will invite a written response from the employee whose decision is the subject of the appeal or take any steps deemed desirable or necessary to get a full understanding of the issue. A further seven (7) days shall be allocated to this process of gathering responses or additional information. The Chair of the Appeals Committee will prepare a report for the entire Committee concerning the matter and will provide a copy of this report to all persons involved in the appeal. The Appeals Committee will consider an appeal after it has determined that *bona fide* efforts have been made to resolve the matter in question through the consultation process outlined in Section A.

- 2 Where the Appeals Committee considers it desirable to receive oral submissions, it shall set a time, date and place for this purpose and shall notify all of the persons concerned. At any time during the appeal process, the appellant is entitled to be accompanied by a parent/guardian, or interpreter/translator.
- 3 The Appeals Committee may make any interim decision it considers necessary pending the disposition of the appeal.
- 4 The Appeals Committee shall make a decision as soon as possible but not later than fifteen (15) days of all necessary information being gathered and shall promptly notify, in writing, the appellant, the person involved and the Principal of its decision.
- 5 The decision of the Appeals Committee shall be final and binding.
- 6 The Appeals Committee may refuse to hear an appeal where:
 - j) the appeal has not been initiated within 14 days of the date of the decision which has impacted negatively on the education, health or safety of the student;
 - k) the appellant has refused or neglected to discuss the decision under appeal with person(s) directed by the Chair of the Appeals Committee;
 - l) the Appeals Committee determines that the decision does not impact negatively on the student's education, health or safety.
- 7 The Appeals Committee may consider an appeal notwithstanding any defect in form or other technical irregularity

An Ounce of Prevention . . .

We realize you spend a considerable amount of money on what your children use and wear. Unfortunately, these items become very attractive to those students who have difficulty resisting the temptation to take them. Though we deal with offenders very seriously, we judge that there are a number of things students can do to avoid losing items or to avoid having them taken.

- 1 Read and adhere to the school rules, e.g. “Non-STMC jackets are not to be worn in class”; jackets should be kept in the students’ lockers.
- 2 Label students’ possessions with some form of personal identification.
- 3 Students must not have pagers, cell-phones, walkmans, CD-players, etc. in class; they must be left at home or in the lockers during the school day. Students may use their cell phones at recess, lunch or before or after school to communicate with parents.
- 4 Make sure that students have locks for their lockers; otherwise they should not store valuables in them. Students should not give the combinations of their locks to other students.
- 5 Students should not leave possessions unattended. Grade 8 students are notorious for doing this!
- 6 Report any missing items immediately to a Vice-Principal.

We have a very “open” school, one which requires a tremendous amount of trust and responsibility. We want the students to take ownership of this “open” approach and not allow others to abuse this important facet of our school community.

Using Transit

Some Helpful Suggestions

A large number of our students use the transit system to travel to and from school. BC Transit Security made the following suggestions to assist students in preventing and/or handling difficult situations when riding public transit.

- Don’t set yourself up to be a victim—know your surroundings.
- Inform the bus driver, transit security, or a responsible adult about what is happening.
- Sit up near the front of the bus or near the Skytrain doors.
- At the Skytrain station, stand near an emergency phone, and use it if you feel threatened. Attendants will contact the RCMP. All platforms have video-cameras—incidents need to be reported immediately in order to be effective.
- Travel in small groups. Familiarize yourself with the area you are frequenting—check for pay phones.
- On the Skytrain, push the yellow strip above the window in case of an emergency.

Please go over these suggestions, as well as others, that will ensure your children enjoy a safe journey.

STMC Foundation Development Office

The stated purpose of the STMC Foundation, a society incorporated under the Society Act of British Columbia on June 20, 2003, is to receive gifts, bequests, trusts, funds, and property for the purpose of disbursing or loaning funds or property to Saint Thomas More Collegiate Ltd. The STMC Foundation’s Development and Community Relations office is the fundraising arm of the school. We provide a range of services to STMC and its extended community, including:

- Implementing and coordinating development initiatives such as annual appeals, capital campaigns, and special events.
- Producing and distributing monthly email bulletins such as the *Knightly Mail* (news update for parents) and the *Knightly Recap* (news update for alumni).
- Working closely with the Knights of Old Alumni Association to maintain strong relationships with former Knights.
- Assisting in the coordination of events.

STMC's Revitalization Project

Fantastic news:

STMC is undergoing an exciting revitalization project. Our vision is to make STMC a shining leader amongst its peers.

The Fine Arts Wing construction will begin in June of 2009! This construction will include 4 new classrooms, 2 specialty classrooms for Band and Choir, a student courtyard, and renovations to the school kitchen and administration areas. Afterwards we will continue with the second part of the plan which is the construction of a state-of-the-art double Gymnasium and all that goes with it! You can view the latest building designs at www.stmc.bc.ca.

How fast will the construction begin? This depends on all of us! The quicker the donations are received, the faster we can begin the second phase of construction.

These are ambitious plans from which your children will directly benefit, and we need the full cooperation of the entire community.

As a new parent at STMC you will be approached by the STMC Foundation’s Development and Community Relations office and invited to make a pledge commitment to the revitalization efforts of your child’s school.

Athletics and Extra-Curricular Activities

Students who participate in school activities or athletics are, in a special way, ambassadors of the school. It is expected that they portray at all times a behavior rooted in Christian principles and that they exhibit the vision, mission and values of STMC.

The administration reserves the right to deny students participation in extra-curricular activities or athletics if their behavior is contrary to the rules and expectations of the school.

Students who are failing subjects or are not working to their academic capacity will not be allowed to practice or play any sport unless they demonstrate a commitment to improve their grades. Based on reports from teachers, the administration or athletic director will evaluate the students' performance on an ongoing basis and will make determination as to the eligibility status of the student. Students who do not seek help from teachers and who do not demonstrate a desire to improve will not be able to participate.

All of the following listed sports will be offered providing a moderator or coach is available.

Sports

Football

All teams begin practice 1-2 weeks before school starts in September. Once school begins, all teams practice every day after school. The grade 8 team practices from 3:15 to 5:00, while the Juniors (grades 9 and 10) practice from 3:15 to 5:15, and the Varsity (grades 11 and 12) from 3:15 to 5:30. Game day for the grade 8 team is Monday or Tuesday; for the Juniors is Wednesday or Thursday, and for the Varsity is Friday or Saturday. The grade 8 and Junior teams do not play or practice on weekends, whereas the Varsity team plays on some Saturdays but does not practice on weekends. League play usually ends by first the week of November, when play-offs begin. The BC Championship game is usually played in late November.

Basketball

Tryouts begin November 1st for all players not in football, cross country or volleyball. These other players are given a chance to tryout for the team once their other season is finished. At the grade 8 and 9 levels, the coaches usually keep 14-16 players. The Junior and Varsity levels only keep 12 players. All levels play in the Independent League. The girls play Crofton House, York House, Notre Dame, St. Patrick's, Little Flower Academy, West Point Grey. The Boys play Notre Dame, Vancouver College, St. Patrick's, West Point Grey, and St. George's. All levels participate in tournaments that run Friday and Saturday. Teams will usually participate in four tournaments each year (one at our school and three away). The Varsity Chancellor 16 team Tournament is the largest and best known tournament. It is held the first week in January. The season runs from November to March. Once games begin

some practice days are lost with some teams only practising twice a week. Practices can occur at 7:00a.m. or from 3:00-9:00p.m.

Volleyball

From September to November, for girls only. Our girls play in the Independent League against St. Patrick's, Notre Dame, Little Flower Academy, Crofton House, York House, West Point Grey. Play-offs begin the first week of November. **The Grade 8 Team** practices are every day from 3:00-4:00p.m. **The Grade 9 Team** practices are every day from 4:00-5:30p.m. **The Senior Team** practices are every day from 5:30-7:30p.m.

Girls' Soccer

The Junior and Senior girls compete against other independent schools and Burnaby/ New Westminster schools. The season runs from March to the beginning of May.

Swimming

Begins in September and runs through to November. The BC's are held during the second week of November. Open to both girls and boys. We compete in the Burnaby/New West/North Shore League. Practices are in the mornings beginning at 7:00 am at the Canada Games pool.

Cross Country

Both girls and boys compete in the Independent League with our main opponents: Vancouver College and St. George's for the boys, and Little Flower Academy and Crofton House for the girls. The season runs from September to November. The BCs are held during the first week of November. Practices are after school from 3:00-4:15 every day.

Wrestling

Open to all, both girls and boys, from grades 8 through 12, wrestling begins in late November or early December, and finishes with the Provincial Championships in February. Wrestlers from grade 9-12 practise Monday through Thursday from 3:15 to 5:00, while grade 8 wrestlers practice at these times on Tuesday and Thursday. Wrestling is a competitive sport that requires athletes to give total commitment, both physical and mental. Because wrestlers must be extremely fit, conditioning plays a major role in all practices; because wrestling is a very technical sport, attendance at practices is a must. A wrestler may be cut from the team for having the wrong attitude, but not for lack of ability.

Track and Field

Begins in March and runs through to May. Open to both girls and boys. Practices are daily from 3:00-4:30p.m. Special meets are the STMC Invitational and the Gresham, Oregon meet. All running, throwing and jumping events are taught from pole vault to the steeplechase.

Tennis

This sport is open to both boys and girls at all levels. Tryouts begin in April followed by open matches. The season usually finishes towards the end of May. Practices are generally twice a week and begin after school.

Golf

Since tryouts begin the week after spring break, students are encouraged to play two rounds and practise during spring break. There are two teams selected and a practice roster of beginners that practise once a week. The junior team plays one or two matches and one practice round each week. The senior team usually has two matches and one practice round each week. The season lasts until the middle or end of May, depending on play-off schedules. The teams compete against other independent schools in the league, advancing to the Burnaby, New Westminster, Independent Zone play-offs, with the winner competing in the BC Championships.

Dragon Boat

The dragon boat program at STMC has been growing by leaps and bounds since its inception in early 2004. Dragon boat racing is an exciting sport in which teams of 20 paddlers, a steersperson and a drummer, sprint 500 metres against up to 8 other boats at a time. The Alcan International Dragon Boat Festival, held annually in False Creek, attracts more than 180 teams from all over the world.

STM boasts a full roster of 25 students in each of 2 boats. The White Knights are experienced paddlers and grade 12 students while the Red Knights are our rookies in grades 8-11. Enthusiasm for dragon boat racing runs high at STMC and all are welcome to join. Paddles up and see you on the water!

Clubs

Drama

The Drama Club is open to both Junior and Senior students. The club puts on one or two Dramatic Plays or Musical productions during the school year.

Newspaper Club

The Newspaper Club usually publishes between eight and ten issues. In order to be considered a member of the Club, students must be published at least six times during the year. Club members are expected to help with the production and distribution of the newspaper as well as with the writing and editing.

Peer-Tutoring

Begins mid-October and meets one or two afternoons from 3-4 pm in the library. Students are paired with senior students who receive credit towards their service hours or Passport to Education. Peer tutoring is available to all who are in need of help, and it benefits the tutors as much as those receiving help. Sign up is in the library.

Pep Club

The Pep Club is committed to promoting a wide variety of events in the school. Through planning pep rallies, painting posters, attending games, supporting other events, and maintaining an overall positive attitude, the Pep Club's mandate is to promote school spirit. Students are expected to put in a minimum of thirty hours of after school work. These hours can occur sporadically throughout the year. Members are also expected to attend a number of games throughout the

year. Each member signs a contract at the start of the year and must meet the expectations of the contract.

Chancellor Poster Club

Each year members of the Club design and construct sixteen 70 square foot posters to represent and welcome each of the teams participating in our annual senior boys' basketball tournament. For twenty-five years this tradition has helped to identify an event that is generally considered to be consistently the best basketball tournament in BC. Beginning in October, the Poster Club meets about two or three times a week to ensure completion of the posters by the end of December. Students in all grades are more than welcome to join the Club even if they do not consider themselves to be artists.

Edmund Rice Club

Edmund Rice, the founder of the Christian Brothers, was a highly successful businessman who used his fortune to help educate needy young people and improve the lot of many of the disadvantaged people of his time.

The Edmund Rice Club strives to follow its ideals through prayer and action, raising money for mission efforts at home and in the Third World and taking part in local outreach programs.

Yearbook

Membership in the yearbook club is open to all grades. Students should sign up in September. Meetings are held twice a week-on Tuesdays and Thursdays-for an hour after school from September until the yearbook is complete. There are also summer workshops at the end of August and a one-day workshop in October.

Student Council

The Student Council at STMC plays an important role in the activities of the school. After being elected by the student body, the council becomes responsible for a variety of tasks. Foremost of these is the organization, set-up and takedown of dances. We host three to four dances a year. The student council also organizes a highly successful talent/ fashion show that has become a highlight of the school calendar. Perhaps the most important of all Student Council's work is spirit week. During these five days a variety of activities are selected with the goal of providing fun and improving school spirit. The week ends with the Greek Olympics, an event the entire student body is involved in.

Weightlifting Club

A weightlifting club has been created to help encourage and support those students who wish to learn about weights and how they are related to fitness. The Club's focus is to allow those students who may not be part of an athletic program the opportunity to participate in an activity that will have a positive impact on their self esteem and life style.

Personal Counselling

Mr Steve DeLazzari and Ms Brooke Lewis

People seek the services of helpers when their capacities for responding to the demands of life are strained, when desired growth seems unattainable, and when important decisions elude resolution. Sometimes the person in need of help is urged or required to seek counselling by a third party who believes the individual is failing to manage some important aspect of life effectively.

The purpose of this department, broadly conceived, is to empower the student/family/person to cope with life situations, engage in growth-producing activity, and make effective decisions. As a result of counselling, the individual(s) increase their control over present adversity and present and future opportunity. Please phone either counsellor when the need arises: 604-521-1801, Ext. 118.

Academic Counselling

Mr H Bouwman, Mr B Kully, Mr J Spanjers

We provide advice for all grades on courses necessary for high school graduation, focusing especially on the grade 10s with this information. For grades 11 and 12 I offer advice on which courses to select for various post-secondary choices, in addition to checking programs for high school graduation requirements. We give information on college and university entrance requirements, help students with the application process if necessary and give information on application deadlines, both for admission and for scholarship applications.

We have a computer career selection program which gives students some direction in trying to select a career profession. This is open to all students in the school.

Every year we bring in representatives from the major post-secondary institutions around the lower mainland so that senior students have an opportunity to get information about the college or university of their choice. Aptitude tests are also available upon request.

Children at Risk

Here is an article that parents may find interesting:

How to Determine if Your Child Is at Risk

by Deana DeMartin-Laforce of the Sylvan Learning Centre.

Here are some warning signs that a student is 'at risk' for dropping out or failing.

What to Look for

- a new pattern of dropping grades following a good or respectable average.
- comments from teachers such as “not working up to potential,” “does not pay attention in class,” or “seems distracted and unmotivated”;
- failure to complete homework;
- lack of interest in sports or classroom activities;
- behavioral problems such as fighting with other students or attempts to provoke expulsion;
- negative comments about teachers;
- blaming others;
- becoming passive or noisy
- change in sleeping or eating habits

What to Do

If your child displays some of these characteristics, contact a school counsellor or teacher. Whether your child is sending these signals or not, there are some basics for parental involvement and communication with students.

Pointers for Parents

- Read and discuss report cards in a non-judgmental way;
- praise successes and improvements;
- communicate with teachers;
- ask your child's opinion about how he or she can improve performance;
- encourage your child to develop realistic but challenging goals for grades and study habits;
- provide guidance and develop ground rules;
- offer to provide special help through a supplemental education program.

Bell Schedules

Schedule 1		Schedule 2		Schedule 3	
8:20	Warning Bell	8:20		8:20	Warning Bell
8:23	Start 1st Block	8:23		8:23	Start 1st Block
9:26	Prayer	9:21		9:16	Prayer
9:28	End 1st Block	9:23		9:18	End 1st Block
9:31	2nd Block	9:26		9:21	Start 2nd Block
10:34	Start Recess	10:24		10:14	Start Recess
10:45	Warning Bell	10:35		10:25	Warning Bell
10:48	Start 3rd Block	10:38		10:28	Start 3rd Block
11:51	Start Lunch	11:36		11:21	Start Lunch
12:28	Warning Bell	12:13		11:49	Warning Bell
12:31	Start 4th Block	12:16		11:51	Start 4th Block
1:34	End 4th Block	1:14		12:45	Prayer Move to Gym
1:37	Start 5th Block	1:17			
2:40	Prayer	2:15			