

CARLETON PLACE



HIGH SCHOOL

215 Lake Avenue West
Carleton Place, ON K7C 1M3

Main Office 613-257-2720
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"Enter to Learn . . . Go Forth to Serve"

Principal
Mr. C. Nelson

Vice-Principal
Mr. B. Wheeler

Vice-Principal
Mrs. G. Landriault

Student Handbook 2023-2024

Semester 1

September 5, 2023 to January 31, 2024
Secondary Final Exams – January 25 to 31, 2023

Semester 2

February 1, 2024 to June 27, 2024
Secondary Final Exams - June 20 to 26, 2024

School Office Hours

7:00 am to 3:00 pm

School Website

<http://carletonplace.ucdsb.on.ca>

Board Website

www.ucdsb.on.ca

OUR MISSION STATEMENT

Carleton Place High School is a centre for learning which recognizes the value of the individual and everyone's potential to learn. In a changing society, we strive, with parents and community, to provide students with the knowledge, skills and values necessary for personal success and responsible citizenship.

OUR VISION

ENTER TO LEARN; GO FORTH TO SERVE

WE BELIEVE...

- ✓ *That every individual is unique and has something to contribute.*
- ✓ *In the freedom of academic debate and the pursuit of knowledge.*
- ✓ *That individuals should acquire knowledge, skills, and values necessary for personal success and responsible citizenship.*
- ✓ *That we should encourage each student to become a happy, confident, capable, and well-adjusted individual.*
- ✓ *That high expectations and a positive learning environment led to growth, acceptance of challenge and personal excellence.*
- ✓ *That lifelong learning is important for all.*
- ✓ *That the collaborative environment of the school will nurture and support all staff members as learners and practitioners.*
- ✓ *That school spirit is enhanced by providing opportunities for everyone to be involved.*
- ✓ *That our school must be safe, clean, and inviting.*
- ✓ *That learning is a shared responsibility of the students, the school, the parents, and the community.*
- ✓ *That open communication enhances positive relationships between teachers, students, and parents.*

CPHS SCHOOL COUNCIL

Carleton Place High School has a School Council composed of parents, the principal, students, teaching staff, education support staff and community representatives.

The mandate of our School Council is to advise both the school and the Board of Education on any matters relating to the organization and operation of the school and the school system. The members of our School Council meet once a month on the third Tuesday, at 7:00 pm in the board room in the office. (Check the school website for dates set for the current school year).

CPHS SCHOOL COUNCIL MEETINGS

Tuesdays @ 7:00 pm

Board Room Office

September 19, 2023

October 16, 2023

November 20, 2023

February 20, 2024

April 16, 2024

May 21, 2024

CHARACTER EDUCATION

Students will be expected and encouraged to seek help when experiencing difficulty. This may be with the subject teacher (possibly outside of class hours), another staff member, classmate, peer, parent, tutor or a caring adult in the community of CPHS. Positive and proactive support is the best intervention.

We believe in the pursuit of learning while building a strong sense of caring and respect for all. Everyone at CPHS shares the responsibility of contributing to safe and supportive environment.

All students are responsible for their behaviour. The Student Handbook is an outline to let students know what is expected as a member of a community and to provide positive guidance for them. Students are held accountable for their behavior both inside the school, during school hours, and outside of the school, beyond school hours (i.e. bullying on social media). Failure to adhere to these expectations/practices can result interventions and possible consequences. Each incident is as different as the individual(s) involved and each case will be dealt with in a manner that is deemed appropriate at the time. Consequences can range from verbal warnings to recommendation for expulsion. Matters requiring police intervention will be conducted with parental involvement as required by the Board of Education and Canadian Law.

Positive Practices

The UCDSB and CPHS support the use of positive, preventative practices of behaviour management to promote and support appropriate pupil behavior, which in turn creates and sustains safe and accepting learning and teaching environments that enable students to reach their full potential.

Preventive Practices Include:

- Anti-bullying and violence prevention practices
- Senior buddy activities
- Student success strategies
- Embedded character education practices
- Student leadership activities / Student Council
- Regular review of at-risk students
- School-home communication
- Embedded healthy lifestyle practices

Positive behaviour management practices include:

- Program accommodations or modifications
- Class placement
- Positive encouragement and reinforcement
- Individual and group counselling
- Conflict resolution
- Safety Plans; Behavioural Plans
- School, Board and community support programs



CODE OF CONDUCT

The Upper Canada District School Board Code of Conduct is based on the foundation of the Character Always initiative, and has been developed to promote and support respect, civility, responsible citizenship and to provide the framework for policies related to student discipline, bullying prevention, student and staff safety, respectful working and learning environments, and workplace harassment.

STANDARDS OF BEHAVIOUR

A. Respect, Civility, and Responsible Citizenship

All members of the school community **must**:

- Respect and comply with all applicable federal, provincial, and municipal laws
- Demonstrate honesty and integrity
- Respect differences in people, their ideas and their opinions
- Treat one another with dignity and respect at all times, and especially when there is disagreement
- Respect and treat others fairly, regardless of, for example, race, ancestry, place of origin, colour, ethnic origin, citizenship, religion, gender, sexual orientation, age, or disability
- Respect the rights of others
- Show proper care and regard for school property and the property of others
- Take appropriate measures to help those in need
- Seek assistance from a member of the school staff, if necessary, to resolve conflict peacefully
- Respect all members of the school community, especially persons in positions of authority
- Respect the need of others to work in an environment that is conducive to learning and teaching
- Not swear at a teacher or at another person in a position of authority

B. Safety

All members of the school community **must not**:

- Engage in bullying behaviours
- Commit sexual assault
- Traffic weapons or illegal drugs
- Give alcohol to a minor
- Commit robbery
- Be in possession of any weapon, including firearms
- Use any object to threaten or intimidate another person
- Cause injury to any person with an object
- Be in possession of, or be under the influence of, or provide others with alcohol or illegal drugs
- Inflict or encourage others to inflict bodily harm on another person
- Engage in hate propaganda and other forms of behaviour motivated by hate or bias
- Commit an act of vandalism that causes extensive damage to school property or to property located on the premises of a school

ROLES AND RESPONSIBILITIES

C. The Upper Canada District School Board will:

- Develop policies to set out how schools will implement and enforce the provincial Code of Conduct and all other rules developed which are related to the provincial standards that promote and support respect, civility, responsible citizenship and safety
- Review those policies regularly with students, staff, parents, volunteers, and the community
- Seek input from school councils, Parent Involvement Committee, Special Education Advisory Committee, parents, students, staff members, and the school community
- Establish a process that clearly communicates the provincial and school board Codes of Conduct to all parents, students, staff members, and members of the school community in order to obtain their commitment and support
- Develop effective intervention strategies and respond to all infractions related to the standards for respect, civility, responsible citizenship and safety
- Provide opportunities for all staff to acquire the knowledge, skills, and attitudes necessary to develop and maintain academic excellence in a safe learning and teaching environment

D. Principals

Principals provide leadership in the daily operation of a school by:

- Demonstrating care for the school community and a commitment to academic excellence in a safe teaching and learning environment
- Holding everyone under their authority accountable for his or her behaviour and actions
- Empowering students to be positive leaders in the school and community
- Communicating regularly and meaningfully with all members of their school community

E. Teachers and Other School Staff Members

Under the leadership of Principals, teachers and other school staff members maintain order in the school and are expected to hold everyone to the highest standard of respectful and responsible behaviour. As role models, teachers and school staff uphold these high standards when they:

- Help students work to their full potential and develop their sense of self-worth
- Empower students to be positive leaders in their classrooms, school, and community
- Communicate regularly and meaningfully with parents
- Maintain consistent standards of behaviour for all students
- Demonstrate respect for all students, staff, parents, volunteers, and the members of the school community
- Prepare students for the full responsibilities of citizenship

F. Students

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

- Comes to school prepared, on time, and ready to learn
- Shows respect for himself or herself, for others, and for those in authority
- Refrains from bringing anything to school that may compromise the safety of others
- Follows the established rules and takes responsibility for his or her own actions

G. Parents

Parents play an important role in the education of their children and can support the efforts of school staff in maintaining a safe and respectful learning environment for all students. Parents fulfil their role when they:

- Show an active interest in their child's schoolwork and progress
- Communicate regularly with the school
- Help their child be neat, appropriately dressed, and prepared for school
- Ensure that their child attends school regularly and on time
- Promptly report to the school their child's absence or late arrival
- Show that they are familiar with the provincial Code of Conduct, the board's Code of Conduct, and school rules
- Encourage and assist their child in following the rules of behaviour
- Assist school staff in dealing with disciplinary issues involving their child

Community Partners and the Police

The Upper Canada DSB is committed to enhancing and developing partnerships with community agencies and members of the community by establishing protocols which will establish clear linkages and formalize the relationship between the board and its partners. These partnerships will respect all applicable collective agreements.

The police play an essential role in making our schools and communities safe. The police investigate incidents in accordance with the protocol developed with the Upper Canada DSB. This protocol is based on a provincial model developed by the Ministry of the Solicitor General and the Ministry of Education.

The Upper Canada District School Board Code of Conduct and its Policy 124, Code of Conduct, will be reviewed annually by the Safe Schools Cabinet.

Bullying

Bullying or cyber-bullying will not be tolerated. The intention of the school is to provide a positive and safe learning environment that will improve students' academic, social, physical and emotional growth.

The Definition of Bullying:

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

- “Bullying” means aggressive and typically repeated behaviour by a pupil where:
 - a) The behaviour (physical, verbal, electronic, written or other means) is intended by the pupil to have the effect of, or the pupil ought to know that the behaviour would be likely to have the effect of:
 - Causing harm, fear or distress to another individual, including physical, psychological, social or academic harm, harm to the individual's reputation or harm to the individual's property, or
 - Creating a negative environment at a school for another individual
 - b) The behaviour occurs in a context where there is a real or perceived power imbalance between the pupil and the individual based on factors such as size, strength, age, intelligence, peer group power, economic status, social status, religion, ethnic origin, sexual orientation, family circumstances, gender, gender identity, gender expression, race, disability, or the receipt of special education
- Cyber-Bullying - bullying by electronic means – includes but is not limited to:
 - a) Creating a web page or a blog in which the creator assumes the identity of another person
 - b) Impersonating another person as the author of content or messages posted on the internet
 - c) Communicating material electronically to more than one individual or posting material on a website that may be accessed by one or more individuals

Aggressive behaviour may be intentional or unintentional, direct or indirect. It can take many forms, including physical, verbal, and social. If aggressive behaviour is physical, it may include hitting, pushing, slapping, and tripping. If it is verbal, it may include name calling, mocking, insults, threats, and sexist, racist, homophobic, or transphobic comments. If it is social, or relational, aggression, it is more subtle and may involve such behaviours as gossiping, spreading rumours, excluding others from a group, humiliating others with public gestures or graffiti, and shunning or ignoring. Social aggression may also occur through the use of technology (e.g., spreading rumours, images, or hurtful comments through the use of e-mail, cell phones, text messaging, internet websites, social networking, or other technology).

NOTE: Under the police board protocol, the police will be notified if students are found to be sharing intimate images with each other.

Reporting Bullying

- Students must report any type of bullying behaviour to a trusting adult (verbally or in writing) whether it occurs inside or outside of the school. The trusting adult must then ensure that the Principal is contacted and informed of the bullying
- All staff must report any incident of bullying to the Principal

Bullying Consequences

There are many possible interventions and consequences for bullying. A number of these can be found under the Progressive Discipline section and the Suspension and Expulsion section of this handbook.

Bullying Prevention and Awareness Strategies

Schools should have their own methods to help prevent bullying and to make students more aware. Some of these could include: Guest speakers for students, staff, and community members, individual or group counselling, Character Education Assemblies, Safety Plans for Students, Anti-Bullying Programs, Good Citizen modeling, Celebration and Recognition Assemblies, and Classroom discussions. Contact the school to find out more information about this topic.

Progressive Discipline

It is the policy of the Upper Canada District School Board, with respect to progressive discipline, to support a safe learning and teaching environment in which every pupil can reach his or her full potential. Appropriate action must consistently be taken by schools to address behaviours that are contrary to provincial and Board Codes of Conduct.

Progressive discipline is an approach that makes use of a continuum of interventions, supports, and consequences, building upon strategies that promote positive behaviours. The range of interventions, supports, and consequences used by the Board and all schools must be clear and developmentally appropriate, and must include learning opportunities for pupils in order reinforce positive behaviours and help pupils make good choices.

For pupils with special education and/or disability related needs, interventions, supports and consequences must be consistent with the expectations in the student's IEP and/or his/her demonstrated abilities. The Board, and school administrators, must consider all mitigating and other factors, as required by the *Education Act* and as set out in Ontario Regulation 472/07. The continuum of interventions in our progressive discipline model begins at the classroom level between the teacher and the student and then includes the student's parent/guardian.

Interventions may include but are not limited to:

Teacher-student meeting	Community service
Contact with parents	Conflict mediation
Verbal reminders	Peer mentoring
Written reflective assignments	Referral to counselling
Problem-solving activity	Meeting with parent
Time-out	Meeting with parent/student/admin.
Quiet area to work	Referral to community agency
Removal from class	Withdrawal of classroom privileges
Update call to parent	Restitution for damages
Office referral/detentions	Restorative practices
Home consequences	Other interventions deemed appropriate

Some possible next steps that involve the Administration/Student/Teacher/Parent:

Update call to parent	Meeting with parent
Suspension/Expulsion	Withdrawal from class
Meeting with student and teacher	Conflict Mediation
Alternative to suspension	Referral to community agency
Referral to support staff	Community Service
Withdrawal of school privileges	Restitution for damages
Restorative practices	Reflection activities

When addressing inappropriate behaviour, school staff should consider the particular pupil and circumstances, including any mitigating and other factors as set out in the Student Discipline Procedures, the nature and severity of the behaviour, and the impact on the school climate.

Suspensions and Expulsions

When a principal determines that a pupil has committed one or more infractions on school property, during school-related activities or events, and/or in circumstances off of school property, where the infraction has an impact on the school climate, a principal will consider whether that pupil should be suspended or be recommended to the Board Expulsion Committee.

Activities for which suspension must be considered under section 306(1) of the *Education Act*:

- ☐ Uttering a threat to inflict serious bodily harm on another person
- ☐ Possessing alcohol, illegal and/or restricted drugs
- ☐ Being under the influence of alcohol
- ☐ Swearing at a teacher or at another person in a position of authority
- ☐ Committing an act of vandalism that causes extensive damage to school property at the pupil's school or to property located on the premises of the pupil's school
- ☐ Bullying
- ☐ Any act considered by the principal to be injurious to the moral tone of the school
- ☐ Any act considered by the principal to be injurious to the physical or mental well-being of members of the school community
- ☐ Any act considered by the principal to be contrary to the Board or school Code of Conduct
- ☐ Opposition to authority
- ☐ Habitual neglect of duty
- ☐ Fighting/Violence
- ☐ Use of profanity/swearing

Activities for which expulsion must be considered under section 310(1) of the *Education Act*:

- ☐ Possessing a weapon, including possessing a firearm or knife
- ☐ Using a weapon to cause or to threaten bodily harm to another person
- ☐ Committing physical assault on another person that causes bodily harm requiring treatment by a medical practitioner
- ☐ Committing sexual assault
- ☐ Trafficking in weapons, illegal or restricted drugs
- ☐ Committing robbery
- ☐ Giving alcohol to a minor
- ☐ Bullying if: i) The pupil has previously been suspended for engaging in bullying, and ii) the pupil's continuing presence in the school creates an unacceptable risk to the safety of another person
- ☐ Any activity for which a suspension may be imposed that is motivated by bias, prejudice or hate based on race, national or ethnic origin, language, colour, religion, sex, age, mental or physical disability, sexual orientation, gender identity, gender expression, or any other similar factor
- ☐ An act considered by the principal to be significantly injurious to the moral tone of the school and/or to the physical or mental well-being of others
- ☐ A pattern of behaviour that is so inappropriate that the pupil's continued presence is injurious to the effective learning and/or working environment of others

Activities engaged in by the pupil on or off school property that cause the pupil's continuing presence in the school to create an unacceptable risk to the physical or mental well-being of other person(s) in:

- ☐ The school or Board
- ☐ Activities engaged in by the pupil on or off school property that have caused extensive damage to the property of the board or to goods that are/were on Board property
- ☐ The pupil has demonstrated through a pattern of behaviour that s/he has not prospered by the instruction available to him or her and that s/he is persistently resistant to making changes in behaviour which would enable him or her to prosper
- ☐ Any act considered by the principal to be a serious violation of the requirements for pupil behaviour and/or a serious breach of the Board or school Code of Conduct
- ☐ Where a pupil has no history of discipline or behaviour intervention, or no relevant history, a single act, incident or infraction considered by the principal to be a serious violation of the expectations of pupil behaviour and/or a serious breach of the Board or school Code of Conduct

Note: If a pupil is suspended, he/she is suspended from his or her school and from engaging in all school-related activities. The student cannot be on any school property within the UCDSB without the permission from the school principal.

Violent Threat Risk Assessment Protocol

The Upper Canada District School Board is committed to providing safe learning environments for all students, staff, school visitors and community members. When students behave inappropriately, principals use progressive discipline to help them take responsibility for their actions, change their behaviour, and learn from their mistakes.

When student behaviour poses a potential threat to safety or causes serious harm, the Community Violence Threat Risk Assessment Protocol (VTRA) helps principals take further steps to protect the well-being of our students. The protocol helps schools respond quickly to threatening incidents such as: possession of a weapon or replica weapon, bomb threat or plan, verbal, written or electronic (Internet, text) threats to kill or injure oneself or others, or other threats of violence, fire setting.

The Community VTRA outlines how a school responds immediately to threatening behaviour. Principals may first bring together a School Threat Assessment Team, which includes the principal/vice-principal, the designated regional lead, and police. If the situation is serious, the principal may also consult with the Superintendent responsible for the school and call in the Community Threat Assessment Team. This community team also includes representatives of community agencies who work with us to keep our schools safe, such as local police and children's mental health organizations. Parents and guardians will be notified if their child will be discussed through the Community Threat Assessment Protocol. If a parent/guardian cannot be reached, or if they choose not to provide consent, but a concern for safety still exists due to threatening behaviour, the threat assessment may still proceed. Personal information shared throughout this process will respect and balance each individual's right to privacy with the need to ensure the safety of all.

As always, student safety is our first priority. If you have any questions regarding the Upper Canada District School Board Community Violence Threat Risk Assessment Protocol, please contact Superintendent Marsha McNair at 613-342-0371 (ext. 1183) or toll free at 1-800-267-7131 ext. 1183.

EMERGENCY CODES

“Lockdown” – There is an imminent threat to staff and students inside the school or in relation to the school

- All Staff and students should go to the nearest classroom/room
- Classroom doors and windows are to be locked
- Staff and students are to remain away from doors and windows and out of the line of sight from the windows and doors
- If staff and students that are outside the school: they should run for cover behind the nearest solid structure or seek safety and security in a spot off of school grounds – they should NOT re-enter the building unless absolutely necessary for protection
- REMAIN QUIET!!! Make the classroom look, feel and sound empty
- No contact with office **unless information about suspect/incident/bomb/fire.**
- No cell phone usage within the classroom
- **Ignore the fire alarm unless there is clear evidence of a fire and an immediate threat to student safety**
- **Washroom:** If a student is in a washroom and can't go to another room immediately and safely during a lockdown, they should enter a stall, lock the stall door and climb up on the toilet so their feet cannot be seen while remaining quiet
- **ALL staff and students should remain in their safe location until they are removed by the police**

“Hold and Secure” – The potential threat is outside the school

- All exterior doors to the school must be locked
- All students and staff must return and enter the school if they are outside
- **Once all students and staff have returned inside the school, no one is allowed in or out of the school until the code cancelled**
- Staff and students can continue what they were doing inside the school

“Shelter in Place” – This is a non-violent threat in the community or a weather situation that could place students and staff at risk.

- All staff and students must return and enter the school if they are outside
- All students and staff must remain in the school until the code is removed or permission is granted by the principal to leave the school
- Staff and students can continue what they were doing inside the school

Fire Drills

When an alarm is sounded, the building is evacuated. Each classroom has a fire exit instruction sign posted near the door which directs students to the appropriate exit.

When the alarm sounds, students must file out in a calm and orderly manner while moving with their class. Once outside they must move away from the building with their class. Attendance will be taken outside once the class is a safe distance from the school. You must cooperate fully with school officials and fire fighters. A similar procedure is to be followed in all emergency evacuations.



Taking Medication at School – Administration of Medication Procedure 112.1

Student Health

The Upper Canada District School Board will not administer prescribed medication for students without the authorization of a licensed physician and the medication must be received within a properly labelled pharmacy bottle.

The administration of prescription and / or non-prescription medication to a student is the responsibility of the student's parent(s)/guardian(s). Treatment regimens should, where possible, be adjusted to avoid administration of medication (prescription/non-prescription) during school hours.

The Board recognizes that there may be exceptional cases where a student must have medication administered during regular school hours. Students are not permitted to self-administer without the appropriate supervision and authorization on file. In order for students to take medication or have medication administered at school the following steps must be followed:

1. The Authorization for the Administration of Medication form must be completed and signed by a licensed physician and/or the parent(s)/guardian(s). This form will need to be completed for every new school year and/or for each medication which requires administration by the school. Should there be a dosage change for any medication a new form must be submitted.
2. All prescribed medication must be received within a pharmacy bottle and the label on the bottle must provide instruction on how to administer such medication. The pharmacist medication information sheet must also be provided with the Authorization for Administration of Medication form. Non- prescribed medication must be in its original packaging.
3. Medications stored at school, for self/school administration, must be appropriately labeled (in original container) with the student's name, medication name, amount required, frequency, proper storage of medication, expiration date, and include any special instructions regarding side effects or emergency procedures. Medication must be stored in a secure and designated location to avoid loss or tampering.

[The Authorization for the Administration of Medication Form](#) can be picked up from the main office.

NOTE: Students are not permitted to transport or keep medication with them for safety reasons. **The exception here is an epi-pen or asthma inhaler if students have a signed permission form** to carry their epi-pen or asthma inhaler in school. For more information in regard to medication please contact the main office.

Supporting Students with Medical Needs

Parents/Guardians of Children with Medical Needs

As the primary caregiver for your child, parents/guardians are expected to be active participants in supporting the management of your child's medical needs (eg. Anaphylaxis, Asthma, Diabetes, Epilepsy, or other medical requirements) while they are in school. At a minimum, parents/guardians should:

- **inform the school of your child's medical needs and co-create the Plan of Care for their child with the principal or the principal's designate**
- educate your child about their medical condition(s) with support from their child's health care professional, as needed
- guide and encourage your child to reach their full potential for self-management and self-advocacy
- communicate changes to the Plan of Care, such as changes to the status of your child's medical condition(s) or changes to your child's ability to manage the medical condition(s), to the principal or the principal's designate
- confirm annually to the principal or the principal's designate that your child's medical status is unchanged
- initiate and participate in annual meetings to review your child's Plan of Care
- supply your child and/or the school with sufficient quantities of medication and supplies in their original, clearly labelled containers, as directed by a health care professional and as outlined in the Plan of Care, and track the expiration dates if they are supplied
- seek medical advice from a medical doctor, nurse practitioner, or pharmacist, where appropriate

Students with Medical Needs

Depending on their cognitive, emotional, social, and physical stage of development, and their capacity for self-management, students are expected to actively support the development and implementation of their Plan of Care. Students should:

- take responsibility for advocating for their personal safety and well-being that is consistent with their cognitive, emotional, social, and physical stage of development and their capacity for self-management
- participate in the development or review of their Plan of Care
- carry out daily or routine self-management of their medical condition to their full potential, as described in their Plan of Care (e.g., carry their medication and medical supplies; follow school board policies on disposal of medication and medical supplies)
- set goals on an ongoing basis for self-management of their medical condition, in conjunction with their parent(s) and health care professional(s)
- communicate with their parent(s)/guardian(s) and school staff if they are facing challenges related to their medical condition(s) at school
- wear medical alert identification that they and/or their parent(s)/guardian(s) deem appropriate
- if possible, inform school staff and/or their peers if a medical incident or a medical emergency occurs

School Staff

School staff will follow their school board's policies related to supporting students with medical needs in schools.

Concussions

The Upper Canada District School Board (Board) recognizes concussions as a serious injury which requires appropriate follow-up measures to reduce risk of potential additional injury. Concussion awareness, prevention, identification and management are a priority for the Board.

The Board recognizes that children and adolescents are among those at greatest risk for concussions and that while there is potential for a concussion any time there is body trauma, the risk is greatest during activities where collisions can occur, such as during physical education classes, playground time, or school-based sports activities.

It is critical that a student with a suspected concussion be examined by a medical doctor or nurse practitioner as soon as possible on the same day.

If a student has a suspected concussion whether it is school related or not it is imperative that the school be made aware so that a Return to Learn/Return to Physical Activity Plan can be developed in collaboration with the school, home and medical practitioner. Please view the UCDSB concussion procedure and appendices at the following links [UCDSB Concussion Procedure 4001.1](#) & [Concussion Procedure 4001.1 Appendices](#) to view important information and all of the steps that must be followed and the forms that must be used if a student has a suspected concussion or concussion.

SCHOOL POLICY AND PROCEDURES

Assessment, Evaluation and Reporting

CPHS staff is committed to supporting all students in reaching their educational potential. We believe students must have opportunities to achieve success according to his or her interests, abilities and goals. While we have defined high expectations and standards for graduating, we provide a range of course offerings that allow students to learn in ways that suit them best and enable them to earn their diplomas.

Our fundamental goal of assessment and evaluation is to improve student learning. Students and parents/guardians need to know that evaluations are based on evidence of student learning. The Ontario Curriculum and the achievement chart is the basis from which teachers develop their courses and evaluations. Although the Learning Skills and Work Habits are evaluated separately, they are important to all students during their educational journey and are the foundation upon which success is built.

Evaluation in courses (classes for Intermediate Students) will be based on a variety of summative evaluations which may include tests, projects, assignments, presentations and the final evaluation task. Information on evaluation will be included on the course outline provided to all students at the beginning of each course. The overall expectations of each course will be evaluated.

Final evaluation task dates for Senior students are known in advance. Medical certificates are required for illnesses which prevent a student from participating. Any other special circumstances requiring a student to miss a final evaluation task must be approved by the administration in advance. Summative evaluations and assignments are designed to measure student progress. They may not be skipped nor avoided. Upon a return to class, after a legitimate absence, students should be prepared to write the test or present the assignment.

Chronic absences will be referred to the appropriate administrator for action. Deliberate absences from a test or exam and cheating on a test, assignment or exam will result in consequences.

Late assignment policy, deduction of marks, zeros: Students must take responsibility to complete and submit class work, homework, and assignments according to agreed-upon timelines with their teachers. Taking responsibility makes students accountable to themselves and others and helps prepare them to meet the requirements of employers or of post-secondary education institutes.

Every effort will be made by the subject teacher and the student support staff to ensure students complete assigned work in a timely manner. However, once all measures have been applied and in consultation with the principal, the teacher may deduct marks or assign a zero if the student fails to meet the agreed upon deadline dates.

Reporting Periods – Secondary

Semester 1	Preliminary Report	Week of October 11, 2023
	Mid-semester Report	Week of November 23, 2023
	Final Report	Week of February 16, 2024
Semester 2	Preliminary Report	Week of March 1, 2024
	Mid-semester Report	Week of April 25, 2024
	Final Report	Week of June 27, 2024

Reporting Periods – Intermediate

2023-2024	Progress Report	November 17, 2023
	Provincial Report	February 15, 2024
	Provincial Report	June 24, 2024

SERVICES FOR STUDENTS

Student Services - Secondary

Guidance Counsellors provide assistance in the following areas:

- Course selection and planning; including opportunities in our **SPECIALIST HIGH SKILLS MAJOR COURSES (Construction, Health & Wellness, Sports, Arts & Culture), COOP and Dual Credits**
- Help for students experiencing academic difficulty
- Information concerning post-secondary programs
- Help in researching and planning realistic career choices
- Assistance with personal problems
- Referrals to outside agencies
- Registering students in e-Learning Courses
- Transitions programming

A variety of books and pamphlets on career education can be found in the Guidance Office. Inquiries regarding Guidance Services should be directed to the Guidance Office at 613-257-2720, ext. 406.

Student Services - Intermediate

Administration, classroom teachers and Special Education Resource teachers can help with the following:

- Help for students experiencing academic difficulty
- Information concerning secondary programs
- Assistance with personal problems
- Referrals to outside agencies
- Development of accommodated or modified educational plans
- Transitions programming

Right of Access to Pupil Records

Under the Freedom of Information and Protection of Privacy Act, the Principal has the responsibility to inform pupils, parents and guardians of their right of access to pupil records, which is as follows:

- Every pupil is entitled to examine his or her record
- A parent or guardian of a pupil who has not reached the age of eighteen is entitled to examine the pupil's record
- Principals and teachers of the school have the right of access for the improvement of instruction of a pupil
- Requests for access to records should be made to the Principal
- A pupil's record is not available to any other person unless permission is granted by the pupil or parent when the student is under 18
- A parent or guardian of a pupil eighteen years of age and over may not request any information on that pupil without the written consent of the pupil

Timetable Changes - Secondary

The policy governing course changes and transfers during the school year is as follows:

- Students may not enroll after 10 days for credit in a new course
- Course changes after the deadline dates can only be teacher or administration initiated
- Last Day to change an exam course:
 - **Semester 1** - **September 15, 2023**
 - **Semester 2** - **February 16, 2024**
- Courses may not be dropped after:
 - **Semester 1** - **December 1, 2023**
 - **Semester 2** - **May 3, 2024**
- Students who have not officially dropped a subject by these dates, either through Guidance or Administration, will receive a final mark
- If a student withdraws from a senior level course after five instructional days following the issue of the first provincial report card, the percentage grade at the time of withdrawal will be reported on the student's official transcript
- Course changes made by students under the age of 18 years, require parental approval
- Students requesting a course change should see a guidance counsellor

Course Loads - Secondary

- Students in Grades 9, 10 and 11 must carry a full timetable of eight credits per year
- Students in Grades 12 must carry a minimum of six credits per year, unless they have 29 or more credits
- Students are required to have earned 24 credits before a study period is permitted in their timetable. A study period is intended for study, review and research. The Library and cafeteria are available for these purposes. Students must not be in the halls or at their lockers during this time

Leaving School Permanently - Secondary

Students who are considering leaving school permanently before the end of a semester are to consult their guidance counselor in conjunction with the administration.

Community Involvement Activities - Secondary

As part of the new diploma requirements, students must complete a minimum of 40 hours of community involvement which must be completed outside the normal classroom hours. These hours may not include activities that are counted towards a credit, through paid work or by assuming duties normally performed by a paid employee. Documentation attesting to the completion of each activity must be submitted on a designated form to the Guidance Office. It is recommended that a student complete at least 10 hours of the voluntary activity each year.

Special Education Services

Our Special Education staff works with teachers, students and parents to develop IEP (Individual Education Plans) and review these plans to ensure the support students require is in place. Senior special education is based in the library, Intermediate through the LRCs on the 2nd or 3rd floor.

Student Success Team - Secondary

The student success team works with teachers to support students who may find themselves at risk of being academically successful. Some intervention strategies that support students include: caring adult, customized timetables, credit rescue, credit recovery, tracking and monitoring, extra time to complete work, remedial Literacy and Numeracy. Student Services can be found in room 208 with our Guidance Department.

EXECUTIVE STUDENTS' COUNCIL 2023-2024	
Co-Presidents	Evan Swallow Hailey Smith
Secretary	Bella Teeple
Treasurer	Nadira Barnes
Publicity Directors	Avery Kinnaird Mai Nguyen
Public Relations	Jayda Sanderson Autumn Douglas Sydney Anderson
Athletic Society	Stella Gardiner Macgregor Roy
Technical Directors	Emmelia Newton Amira Taraboulsi
Grade Director	Rylee Gagnon Sara Pignatel Julia Patchell Maeve Casey
School Liaison	Amira Taraboulsi Sara Pignatel
Bear Wear	Avery Devon Tuong Nguyen Maxwell Gardiner
Members at Large	Arden Lawrence Eva Rose Reid Haden Hastie Elsa Boothby Aliya Devlin Avery Carroll Ewan Matheson Jasper Koen Fennell Kailyn Guibord McKena Russell Miley Delorme
Staff Advisors	Katie Day Stacey Swarbrick

Participation in Co-curricular Activities

Athlete Code Of Conduct

Members of the Carleton Place High School Bears athletic teams are ambassadors for Carleton Place High School (CPHS) and the community. The efforts, accomplishments, and deportment of our student-athletes are a source of pride for the entire CPHS community. Membership on our teams is a privilege and an opportunity to grow as a leader. Participation on an athletic team creates the unique opportunity to be a positive role model, peer supporter, and mentor; yet it also brings responsibilities. Student-athletes, coaches, and team staff members are expected to conduct themselves responsibly and in a manner consistent with the values of Carleton Place High School.

All student-athletes on CPHS Bears athletic teams have a responsibility to adhere to the following:

Academics: Realizing that academics are the priority in high school, student-athletes are expected to maintain acceptable minimum standards of academic achievement.

- It is understood by all that academic responsibility includes attendance, punctuality, cooperation, positive, respectful, and appropriate behavior, respect for teacher and fellow students and a genuine effort on all homework assignments, tests, projects, examinations and general course work.
- Student-athletes who miss class(es) due to team events are responsible for communicating with their teachers and ensuring they complete missed work and assignments. Quizzes and tests cannot be missed due to athletic events without permission from the teacher of the class being missed.
- Student-athletes are to be attending class per usual on the day of sporting events and will be dismissed accordingly.
- Student-athletes need to be passing all courses to be a full participant in team activities. Not passing all courses will result in being placed on academic probation and the student-athlete will not be able to participate in games until academic progress is being made, as noted by the classroom teacher.

Respect: Student-athletes are expected to treat others with the utmost respect and dignity. This includes, but is not limited to:

- Refraining from engaging in disrespectful and unsportsmanlike conduct of any sort with officials, coaches, student-athletes and or spectators including taunting, refusing to shake hands or using profane language or gestures, or other actions that demean individuals or the sport.
- Refraining from derogatory terms in relation to race, religion, sexual orientation, and or gender expression.
- Refraining from any activity that could be considered as bullying, harassment, and or intimidation.
- Being mindful and respectful when using social media. Inappropriate posts on social media towards teammates, coaches, or opposing teams will not be tolerated.
- Being respectful when attending other schools. Theft, vandalism, rude behaviour and inappropriate language will not be tolerated.
- Being respectful of peers, staff and members of the community while at school, on the bus, and within the community is expected.
- Communicating in a timely manner to coaches about absences from practices and or games. Play time is at the discretion of the coach.

A student's participation in co-curricular activities will be denied or limited if s/he does not meet the above guidelines.

GENERAL INFORMATION

Attendance

For a student to achieve success, regular attendance is necessary. Students are expected to attend school daily except for the following reasons:

- Illness
- Medical/dental appointment
- Court appearance
- Religious obligations
- Parent/guardian reasons approved by the administration

All other absences are unauthorized, and the student is considered truant. It is the responsibility of parents/guardians, or students who are 18 and are excluding parental involvement, to inform the school of the reason for student absences.

If you are registered with 'My Family Room', a computerized phone message and/or email and/or text will be delivered whenever a Secondary/Intermediate student misses a class without permission. Intermediate student households will be called if they are not present in the morning and if no note or message has been provided.

Please call the school ASAP to sign up if you have not already done so. For more information, please visit myfamilyroom.ca.

What to do when absent:

- Parent/Guardian is to call the school, or enter the absence in "My Family Room," as soon as possible, preferably before 8:00 am. on the day of the absence.
- If no call has been received, the student is to come to the main office with a note from a parent/guardian before the start of class on the day of return. The student will obtain a pink slip indicating the legitimacy of the absence which will be shown to each teacher. **If no reason is provided, the student may be considered truant.**
- Student is responsible for finding out what has been missed in each class.

What to do when arriving late:

- Students arriving late to school are to report to the main office for a late (pink) slip. Students arriving late to class are to report directly to class and follow the teacher's instructions regarding late arrival. Classroom teachers will discipline students in accordance with the classroom rules for lateness.
- If a student is persistently late, a referral will be made to administration.

Students who are excused during the day must present a note to the main office before his/her class. This note is to be signed by a parent or guardian (or the student if that individual is 18 years of age or older) and must list the reason for excusal, the date and the time of the excusal. They will receive an excusal (green) slip to present to their teacher.

If it becomes necessary to leave school during the day, all students must advise the office. Students will not be excused unless they present a note or contact has been made with a parent/guardian.

Bikes on School Property

Students who live within biking distance of the school are welcome to bring their bike to school. As a safety precaution, students are reminded that wearing a certified bike helmet is a great piece of safety equipment to minimize the risk of head injury. Students are required to wear a bike helmet if they are riding their bike on school property or taking part in a school related cycling activity. The school and UCDSB are not responsible for stolen or damaged personal property.

Cars and Parking

Students using the school parking lot must park and lock their cars within the designated parking lines. Cars parked in the reserved parking areas will be towed. Expenses incurred as a result will be the responsibility of the owner.

Vehicles which are parked in the parking lot drive lane may be towed. Expenses incurred as the result of towing will be the responsibility of the owner. Vehicles are not to be parked on school property overnight unless permission has been granted by the Principal. The school/board will not take any responsibility for damages incurred to any vehicle on school property. If you park on school property, this is done at your own risk.

Damage to School Property

Students should report all damage of school property to the main office as soon as possible. Students who are responsible for damages to school property or for the loss of school property may be expected to pay for the repair or the replacement of the property and may receive further applicable consequences.

Dress Code

Students are expected to be neat and clean in appearance. Clothing should be free of profanity, inappropriate images, suggestive or unacceptable comments and logos, and should not be revealing (tops meet bottoms, low cut tops or strapless tops, shorts and skirts should not expose buttocks, underwear should not be visible). Dress must also comply with specific program and health and safety policies, e.g. labs, gymnasium, shops, kitchens, etc.

Language

Students are expected to use acceptable language, verbal and non-verbal, at all times, including when using electronic devices.

Learning Commons

The Learning Commons is available to teachers and their classes daily from 8:00 a.m. until 2:10 p.m. including lunchtime. If a quiet spot is needed to complete homework, study for a test or just relax with a magazine, this is the place! The Learning Commons has an ever-growing collection of books, encyclopedias, videos, and CD-ROMs, as well as a large assortment of newspapers and magazines to borrow. The Learning Commons has computers for word-processing and internet searches. It has 700+ magazine articles available online, other software and constantly updated vertical files to assist with research.

Locks and Lockers

Lockers are assigned to each student and are to be secured with a **CPHS school lock**. Locks **must be purchased** from the school for \$10.00. It is the student's responsibility to maintain the original condition of his/her locker and to ensure the security of his/her personal property. A student will be held financially responsible for any damage to his/her locker.

No exchange of either locks or lockers is permitted without approval from the main office. Any problems regarding locks or lockers should be referred to the main office.

Lockers remain the property of the Upper Canada District School Board and may be inspected or searched by the school administration at any time.

Students must clean out his/her locker by the last evaluation day in June. Any locks or possessions left on/in lockers will be removed.

Students must not write in or on any locker. The lockers are the property of CPHS. Students who are responsible for damages to school lockers will be expected to pay for repair or replacement. A student can be held financially responsible for any required maintenance to their locker caused by their behaviour.

Personal Valuables

Valuables should not be brought to the school. If it is absolutely necessary to bring a valuable item to school, it should be deposited in the main office for safe keeping.

Students in gym classes should not leave valuables in change rooms. The school does not assume any responsibility for personal property or school property on loan to the student. Lockers are available for temporary use in the change rooms.

Lost and Found

All articles found in or near the school should be taken to the Main Office. Unclaimed articles will be discarded on a regular basis throughout the school year (listen for announcements). Large sums of money should not be brought to school. **Do not leave money or valuables in the change rooms.** The school will not be responsible for the loss or damage of personal property.

Lunch/Cafeteria

Lunch is supervised time during the school day. Students in grade 9-12 are free to leave the school premises; students in grade 7-8 are **not permitted** to leave school grounds. It is important that students are encouraged by their parents/guardians to make wise decisions regarding the use of this time. Students are expected to consume food and drink in the Cafeteria during the lunch time and breaks. Food is not to be brought into classes. Students are expected to maintain a clean and pleasant environment for others.

Medication

Please refer to the UCDSB Code of Conduct for full details.

Photographs and Recording Audio/Video

On school property, no one is allowed to record audio/video or take pictures of staff or students at any time or anywhere unless they have the permission of the Principal/Vice-Principal and all of the people in the photograph, video or sound recording. Taking a picture or recording someone without their permission could be an invasion of privacy and might lead to suspension, expulsion, criminal charges, or a civil lawsuit.

NOTE: If a student violates any policy stated above the device could be confiscated and the possible consequences listed above will be followed.

School Dance Rules – Intermediate

Intermediate school dances will, usually, take place during the school day. All of the same rules apply with regards to valuables, behavior, drugs and alcohol. Unless otherwise specified, Intermediate Students are not permitted to bring guests to dances.

Skateboards/In-Lines Skates and Shoes with Wheels

Students are not permitted to use skateboards, in-line skates or shoes with wheels on school property. Students with wheels built into the bottom of their shoes are to remove the wheels before entering school property.

Smoking, Tobacco, e-Cigarettes and Vaporizers

Intermediate Students

In our pursuit to encourage and promote healthy lifestyles, students will not be allowed to be in possession of tobacco products, e-cigarettes and vaporizers at school at any time. If a student is found with tobacco, e-cigarettes or vaporizers in their possession on school property it will be confiscated by the school staff, parents/guardians will be contacted, and consequences may be imposed. If students are caught using, selling or distributing tobacco products (eg smoking, chewing tobacco or other), e-cigarettes or vaporizers on school property it will be confiscated and the Tobacco Enforcement officer may be contacted and consequences will be enforced.



Secondary Students

In our pursuit to encourage and promote healthy lifestyles we discourage smoking or the use of vaporizers/e-cigarettes by any student; however, if a grade 10, 11 or 12 student wishes to smoke tobacco products, they are permitted to do so **ONLY before school, at lunch or after school** off school property. If students are caught using, selling or distributing tobacco products (eg smoking, chewing tobacco or other), e-cigarettes or vaporizers on school property it will be confiscated and the Tobacco Enforcement officer may be contacted and consequences will be enforced.

NOTE: The Smoke Free Ontario Act provides an exemption for the use of tobacco products for "...the traditional use of tobacco that forms part of Aboriginal culture and spirituality." An Indigenous person has the right to use tobacco for traditional Indigenous cultural or spiritual purposes. In such cases, the principal or appropriate superintendent must be informed in advance to confirm whether or not any special measures may be needed to be introduced to support the ceremony or practice within the school setting or, on board property.

Textbook Policy

The full replacement cost will be charged for a lost book that was issued to a student. Students must return the book assigned to them.

Transportation

The Student Transportation of Eastern Ontario provides detailed guidelines for parents and guardians regarding the transportation of students. An information booklet is given to every student at the beginning of the school year and is also posted on the STEO website at www.steo.ca. Parents/guardians should be aware that school bus drivers can only pick up and drop off riders at one authorized regular daily stop. Drivers cannot make changes to stops without authorization from the Transportation Department. Transportation for all non-school related functions is the responsibility of parents/guardians. Transportation cannot be provided for sleepovers, a homework project, to complete community service hours or for an after-school job. These requests cannot be permitted for safety reasons.

Students riding on school buses are subject to School regulations and Board Policy. Smoking, the use of improper language, rowdy behaviour and skateboards are strictly forbidden. Students are to remain seated. The bus driver has complete authority of all students being transported to and from school. The driver has the authority to recommend to the school administration that a student loses bus privileges for misconduct. The bus loading area is not supervised on a regular basis. If you have concerns or questions regarding the transportation of your daughter/son, please contact the **STEO at 1-855-925-0022**.

Bus Cancellation

If you are registered with 'My Family Room', you will receive a message concerning bus cancellations.

The Transportation Department has these other methods for students, parents and staff to verify whether buses have been cancelled due to inclement weather.

1. Transportation Bus Cancellation status website: (**Notices will be posted by 6:15 a.m.**) <http://www.steo.ca/>. The website has additional information for students and parents.
2. Listen to your local radio stations
3. Call **1-866-629-0629** to access a pre-recorded message on the "Bulletin Board"

The school will normally remain open and teachers will be available to provide instruction.

Transporting Articles on the School Bus

In the interest of safety, only certain equipment is allowed on scheduled buses:

1. Skates, sports balls and roller blades must be carried in a sports bag
2. Sports bags must be kept on the floor at the student's feet
3. Music equipment must be transported in a case and should be kept on the student's lap whenever possible
4. Special arrangements must be made in advance between principal (or designate) and bus operator to transport skis, poles, skateboards, hockey equipment, animals, and program related items such as large musical instruments
5. Dangerous objects are not permitted on the school bus
6. In case of dispute, the final decision as to what may or may not be transported rests with the bus operator

Use of Personal Electronic Devices in the Classroom and School

In recognition of their differing interests, abilities, personalities and learning preferences, the Upper Canada District School Board encourages its students to select and use the supplies, equipment, devices and other resources they need to learn effectively at school and at home.

The Upper Canada District School Board supports its students by providing an environment that allows students to bring supplies, equipment, devices and other resources of their own into the school and classroom in a way consistent with Upper Canada District School Board policies and values.

Smart phones, cell phones, and other electronic devices are to be used in class at the discretion of the teacher and school principal. The unauthorized use of a cell phone or an electronic device in class may result in the teacher asking the student to put the device in their locker, keep the device at home or ask for it to be given to the teacher for safe keeping. This item may be sent to the office and returned to the student at the end of the day. If this happens on numerous occasions the student may be asked to keep the electronic device at home.

Vacation

Parents, guardians, and adult students are encouraged to plan vacation time during the 13 weeks allotted for student vacations. We do not recommend that students go on extended vacations during instructional time as it may adversely affect the students' academic success in their courses. Students returning from vacation will be required to make up work missed.

Weapons, Firecrackers, Matches, Lighters and Laser Pointers

The possession and/or display of weapons and firecrackers on school property are strictly forbidden. Such possession may result in immediate suspension. The public display or use of lighters or matches on school property is prohibited. In the interest of student and staff safety, water pistols, toy guns and laser pointers are not permitted on school property.

SCHOOL YEAR CALENDAR 2023-2024

SEPTEMBER 2023				
M	T	W	T	F
				1 PA
4 H	5 1	6 2	7 3	8 4
11 5.1	12 1	13 2	14 3	15 4
18 5.2	19 1	20 2	21 3	22 4
25 5.3	26 1	27 2	28 3	29 4

OCTOBER 2023				
M	T	W	T	F
2	3	4	5	6
5.4	1	2	3	4
9 H	10 5.1	11 1	12 2	13 3
16 4	17 5.2	18 1	19 2	20 3
23 4	24 5.3	25 1	26 2	27 PA
30 3	31 4			

NOVEMBER 2023				
M	T	W	T	F
		1	2	3
		5.4	1	2
6 3	7 4	8 5.1	9 1	10 2
13 3	14 4	15 5.2	16 1	17 2
20 3	21 4	22 5.3	23 1	24 PA
27 2	28 3	29 4	30 5.4	

DECEMBER 2023				
M	T	W	T	F
				1 1
4 2	5 3	6 4	7 5.1	8 1
11 2	12 3	13 4	14 5.2	15 1
18 2	19 3	20 4	21 5.3	22 1
25 H	26 H	27 H	28 H	29 H

JANUARY 2024				
M	T	W	T	F
1 H	2 H	3 H	4 H	5 H
8 2	9 3	10 4	11 5.4	12 1
15 2	16 3	17 4	18 5.1	19 1
22 2	23 3	24 4	25 E	26 E
29 E	30 E	31 E		

FEBRUARY 2024				
M	T	W	T	F
			1 PA	2 5.3
5 1	6 2	7 3	8 4	9 5.4
12 1	13 2	14 3	15 4	16 5.1
19 H	20 1	21 2	22 3	23 4
26 5.2	27 1	28 2	29 3	

MARCH 2024				
M	T	W	T	F
				1 4
4 5.3	5 1	6 2	7 3	8 4
11 H	12 H	13 H	14 H	15 H
18 5.4	19 1	20 2	21 3	22 4
25 5.1	26 1	27 2	28 3	29 H

APRIL 2024				
M	T	W	T	F
1 H	2 4	3 5.2	4 1	5 2
8 3	9 4	10 5.3	11 1	12 2
15 3	16 4	17 5.4	18 1	19 2
22 3	23 4	24 5.1	25 1	26 PA
29 2	30 3			

MAY 2024				
M	T	W	T	F
		1	2	3
		4	5.2	1
6 2	7 3	8 4	9 5.3	10 1
13 2	14 3	15 4	16 5.4	17 1
20 H	21 2	22 3	23 4	24 5.1
27 1	28 2	29 3	30 4	31 PA

JUNE 2024				
M	T	W	T	F
3	4	5	6	7
5.2	1	2	3	4
10 5.3	11 1	12 2	13 3	14 4
17 5.4	18 1	19 2	20 E	21 E
24 E	25 E	26 E	27 PA	28

JULY 2024				
M	T	W	T	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		

AUGUST 2024				
M	T	W	T	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

Instructional Days:

First Day of School: September 1, 2023
First Day of School for Students: September 5, 2023
Last Day of School: June 27, 2024
Last Day of School for Students: June 26, 2024

Secondary:

Sem. 1: September 1, 2023 – January 31, 2024
Sem. 2: February 1, 2024 – June 27, 2024

Examination Days: Sem. 1: January 25, 2024 – January 31, 2024
Sem. 2: June 20, 2024 – June 26, 2024
Designated on calendar as 'E'

Winter Holiday Break:

December 25, 2023 – January 5, 2024

March Break:

March 11, 2024 – March 15, 2024

Statutory Holidays:

September 4, 2023 - Labour Day
October 9, 2023 - Thanksgiving
February 19, 2024 - Family Day
March 29, 2024 - Good Friday
April 1, 2024 - Easter Monday
May 20, 2024 - Victoria Day

Designated on calendar as 'H'

Professional Activity (PA) Days:

September 1, 2023
October 27, 2023
November 24, 2023
February 1, 2024
April 26, 2024
May 31, 2024
June 27, 2024

SECONDARY DAILY 5 DAY ROTATION SCHEDULE

(September 5, 2023 – June 19, 2024)

	Day 1	Day 2	Day 3	Day 4	Day 5
8:00 – 9:00	1	2	3	4	See rotation schedule below
9:05 – 10:05	1	2	3	4	See rotation schedule below
10:15 – 11:15	2	1	4	3	See rotation schedule below
11:15 – 12:05	L	U	N	C	H
12:05 – 1:05	3	4	1	2	See rotation schedule below
1:10 – 2:10	4	3	2	1	See rotation schedule below

5 DAY ROTATION SCHEDULE

Day 5.1 – Sept 11, Oct 10, Nov 8, Dec 7, Jan 18, Feb 16, Mar 25, Apr 24, May 24

Day 5.2 – Sept 18, Oct 17, Nov 15, Dec 14, Feb 26, Apr 3, May 2, Jun 3

Day 5.3 – Sept 25, Oct 24, Nov 22, Dec 21, Feb 2, Mar 4, Apr 10, May 9, Jun 10

Day 5.4 – Oct 2, Nov 1 & 30, Jan 11, Feb 9, Mar 18, Apr 17, May 16, Jun 17

SEPTEMBER 2023				
M	T	W	T	F
				1 PA
4 H	5 1	6 2	7 3	8 4
11 5	12 1	13 2	14 3	15 4
18 5	19 1	20 2	21 3	22 4
25 5	26 1	27 2	28 3	29 4

OCTOBER 2023				
M	T	W	T	F
2	3	4	5	6
9 H	10 5	11 1	12 2	13 3
16 4	17 5	18 1	19 2	20 3
23 4	24 5	25 1	26 2	27 PA
30 3	31 4			

NOVEMBER 2023				
M	T	W	T	F
		1 5	2 1	3 2
6 3	7 4	8 5	9 1	10 2
13 3	14 4	15 5	16 1	17 2
20 3	21 4	22 5	23 1	24 PA
27 2	28 3	29 4	30 5	

DECEMBER 2023				
M	T	W	T	F
				1 1
4 2	5 3	6 4	7 5	8 1
11 2	12 3	13 4	14 5	15 1
18 2	19 3	20 4	21 5	22 1
25 H	26 H	27 H	28 H	29 H

JANUARY 2024				
M	T	W	T	F
1 H	2 H	3 H	4 H	5 H
8 2	9 3	10 4	11 5	12 1
15 2	16 3	17 4	18 5	19 1
22 2	23 3	24 4	25 5	26 1
29 2	30 3	31 4		

FEBRUARY 2024				
M	T	W	T	F
			1 PA	2 5
5 1	6 2	7 3	8 4	9 5
12 1	13 2	14 3	15 4	16 5
19 H	20 1	21 2	22 3	23 4
26 5	27 1	28 2	29 3	

MARCH 2024				
M	T	W	T	F
				1 4
4 5	5 1	6 2	7 3	8 4
11 H	12 H	13 H	14 H	15 H
18 5	19 1	20 2	21 3	22 4
25 5	26 1	27 2	28 3	29 H

APRIL 2024				
M	T	W	T	F
1 H	2 4	3 5	4 1	5 2
8 3	9 4	10 5	11 1	12 2
15 3	16 4	17 5	18 1	19 2
22 3	23 4	24 5	25 1	26 PA
29 2	30 3			

MAY 2024				
M	T	W	T	F
		1 4	2 5	3 1
6 2	7 3	8 4	9 5	10 1
13 2	14 3	15 4	16 5	17 1
20 H	21 2	22 3	23 4	24 5
27 1	28 2	29 3	30 4	31 PA

JUNE 2024				
M	T	W	T	F
3 5	4 1	5 2	6 3	7 4
10 5	11 1	12 2	13 3	14 4
17 5	18 1	19 2	20 3	21 4
24 5	25 1	26 2	27 PA	28

JULY 2024				
M	T	W	T	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		

AUGUST 2024				
M	T	W	T	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

Instructional Days:

First Day of School: September 1, 2023
First Day of School for Students: September 5, 2023
Last Day of School: June 27, 2024
Last Day of School for Students: June 26, 2024

Secondary:

Sem. 1: September 1, 2023 – January 31, 2024
Sem. 2: February 1, 2024 – June 27, 2024

Examination Days: Sem. 1: January 25, 2024 – January 31, 2024
Sem. 2: June 20, 2024 – June 26, 2024

Designated on calendar as 'E'

Winter Holiday Break:

December 25, 2023 – January 5, 2024

March Break:

March 11, 2024 – March 15, 2024

Statutory Holidays:

September 4, 2023 - Labour Day
October 9, 2023 - Thanksgiving
February 19, 2024 - Family Day
March 29, 2024 - Good Friday
April 1, 2024 - Easter Monday
May 20, 2024 - Victoria Day

Designated on calendar as 'H'

Professional Activity (PA) Days:

September 1, 2023
October 27, 2023
November 24, 2023
February 1, 2024
April 26, 2024
May 31, 2024
June 27, 2024

INTERMEDIATE DAILY SCHEDULE

BLOCK	TIME	
1 (60 mins)	8:00 am – 9:00 am	
2 (40 mins)	9:00 am – 9:40 am	
3 (50 mins)	9:40 am – 10:30 am	
Lunch/Recess (40 mins)	10:30 – 10:50 Grade 7 Lunch Grade 8 Recess	10:50 – 11:10 Grade 7 Recess Grade 8 Lunch
4 (60 mins)	11:10 am – 12:10 pm	
5 (40 mins)	12:10 pm – 12:50 pm	
Recess (30 mins)	12:50 – 1:20 pm	
6 (50 mins)	1:20 pm – 2:10 pm	

2022-2024 CPHS KEY DATES	
SEPTEMBER 2023	
September 1	PA Day
September 4	Labour Day
September 5	Semester 1 Classes Begin
September 15	Terry Fox Run
September 27 & 28	School Photo Days
OCTOBER 2023	
October 5	Meet the Teacher (6-7 pm)
October 9	Thanksgiving Holiday
October 23	Photo Retake Day
October 27	PA Day
NOVEMBER 2023	
November 1 – 30	Literacy Testing (Gr. 10)
November 6	Gr. 9 Students - Take Our Kids to Work Day
November 10	Remembrance Day Assemblies
November 17	Intermediate Progress Reports Distributed
November 23	Sec. Mid-Semester Report Cards Distributed
November 24	PA Day
DECEMBER 2023	
December 13 & 14	Gr. 12 Grad Photo Days
December 15	Gr. 8 Grad Photo Day
December 25 – 29	Christmas Break
JANUARY 2024	
January 1 - 5	Christmas Break
January 8	Classes Resume
January 10	Gr. 8 & 12 Grad Photo Retakes
January 10 – February 2	EQAO Gr. 9 Math Testing
January 25 – 31	Secondary Examination Days
FEBRUARY 2024	
February 1	PD Day
February 2	Semester 2 Classes Begin
February 15	Intermediate Report Cards Distributed
February 16	Sem. 1 Final Report Cards Distributed
February 19	Family Day
February 28	Pink Shirt Day
February/March TBD	Meet the Teacher
MARCH 2024	
March 8	Sec. Progress Report Cards Distributed
March 11 - 15	March Break
March 20 – April 24	Literacy Testing (Gr. 10)
March 29	Good Friday
APRIL 2024	
April 1	Easter Monday
April 25	Sec. Mid-Semester Report Cards Distributed
April 26	PA Day
MAY 2024	
May 20	Victoria Day Holiday
May 29 – June 26	EQAO Gr. 9 Math Testing
May 31	PA Day
JUNE 2024	
June 20 - 26	Semester 2 Final Exams
June 24	Intermediate Report Cards Distributed
June 27	PA Day
June 27	Commencement

CARLETON PLACE HIGH SCHOOL
“Home of Scholars and Champions”

CPHS School Colours
Garnet & Gold

Our School Mascot
“BRUTUS” the Bear

Main Office Staff

Mrs. C. Gagnon - Office Administrator
Mrs. E. Patterson – Office Assistant
Madame K. Ward – Office Assistant
Ms. A. Shaw – Office Assistant (Guidance)
Mr. D. Croskery – Financial Assistant

Student Trustee

Afaq Virk – afaq.virk@my.ucdsb.on.ca
Merab Ali – merab.ali@my.ucdsb.on.ca

Avenues of Communication

Parents who have concerns or questions are encouraged to contact the school in the following order:

- 1. Subject Teacher*
- 2. Guidance (Senior)*
- 3. Special Education Resource Teacher Concerning Programming for Exceptional Students*
- 4. Vice-Principal*
- 5. Principal*