

ST. PATRICK'S HIGH SCHOOL



STUDENT HANDBOOK 2024-2025

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OCSB Spiritual Theme (2024-27)



We are called to
Open Doors,
Build Bridges,
Nourish New Beginnings
"Here I am! I stand at the door and knock..." Rev 3:20

Over the next three years, we will focus on a different aspect of the Spiritual Theme: **Opening Doors, Building Bridges and Nourishing New Beginnings.**

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**Our school respectfully acknowledges that we are located
on the ancestral, traditional and unceded Indigenous territory of the Algonquin Peoples,
on whose territory we pray, learn, play and work.**

WELCOME TO ST. PATRICK'S HIGH SCHOOL

As a Catholic secondary school, St. Patrick's has always respected the universal values of all faiths and proclaimed Catholic Principles of faith and service to others in all our teachings. The continuing search for excellence and truth has given St. Patrick's an outstanding reputation as a learning environment where people both share and care. It is our challenge to maintain this high level of achievement and rich values.

This information package has been prepared as an aid to students, staff and parents. It contains pertinent information regarding school policies and procedures, and it is a useful organizational tool. Please read it carefully.

CATHOLIC GRADUATE EXPECTATIONS

Across Ontario, Catholic school boards have been using the Ontario Catholic School Graduate Expectations in a variety of creative ways. Catholic education views human life as an integration of body, mind, and spirit. Rooted in this vision, Catholic education fosters the search for knowledge as a lifelong spiritual and academic quest. The expectations of Catholic graduates, therefore, are described not only in terms of knowledge and skills, but in terms of values, attitudes and actions. Students on a journey toward graduation from a Catholic school are challenged to meet the Catholic Graduate Expectations, listed below.

- **A discerning believer** formed in the Catholic Faith community who celebrates the signs and sacred mystery of God's presence through word, sacrament, prayer, forgiveness, reflection and moral living.
- **An effective communicator**, who speaks, writes and listens honestly and sensitively, responding critically in light of gospel values.
- **A reflective, creative and holistic thinker** who solves problems and makes responsible decisions with an informed moral conscience for the common good.
- **A self-directed, responsible, lifelong learner** who develops and demonstrates their God-given potential.
- **A collaborative contributor** who finds meaning, dignity and vocation in work, which respects the rights of all and contributes to the common good.
- **A caring family member** who attends to family, school, parish and the wider community.
- **A responsible citizen** who gives witness to Catholic social teaching by promoting peace, justice and the sacredness of human life



HEALTH AND SAFETY UPDATE



We are pleased to welcome students back to a new school year. We have been working hard to prepare the school so that it continues to be safe for students, teachers, and all support staff for this year's return. Masks are not required for students, staff and visitors in schools, school board offices, or on student transportation. We continue to actively promote respectful, welcoming and inclusive environments for individuals who choose to wear, or not to wear a mask within our school community. It is recommended that staff and students should continue to self-screen every day before attending school using the [COVID-19 school and child care screening tool](#).



HISTORY OF ST. PATRICK'S HIGH SCHOOL



St. Patrick's High School was born of a dream of the Oblates of Mary Immaculate to deliver an education that many would otherwise not have been able to afford, but with a unique Catholic spirit. Its three-fold mission was to teach doctrine, to build community and to serve. It is a mission, which continues to inspire students even today.

St. Patrick's spent its first year, 1929-30, in St. Joseph's red brick parish hall on Laurier Avenue East. There were 135 students in the high school and 7 teachers.

The next year the College and the High School moved to the Echo Drive Campus, formerly known as Patterson Farm. In 1932, St. Patrick's College began to offer university courses in addition to the high school classes. For 38 years, the St. Patrick's campus overlooked the beautiful Rideau Canal and served both local and out of town students. These were years of both struggle and triumph. The Great Depression and World War II brought tragedy to many of St. Patrick's families. However, these years also showed the spirit of hope that marks St. Patrick's – a play by one of the Oblate priests that was produced off Broadway; the beginning of The Patrician school newspaper; the first city-wide student canned food drive; and outstanding athletic prowess.

The Campanile campus opened in 1968 on Heron Road, which St. Patrick's High School shared with Notre Dame High School. Based on the quadrangle concept of European Universities such as Oxford and Cambridge, it was like a small town with work, play and pray areas, and plenty of green space in between.

Unfortunately, the early 1970s brought severe financial crises, which forced the school to close in 1973. The Ottawa Roman Catholic Separate School Board took over half of the campus and ran it as St. Patrick's Junior High School (grades 7 to 10).

Eleven years would go by until the Ontario government would pass full funding legislation and St. Patrick's would begin to add senior grades once again. In 1986, in conjunction with St. Patrick's Day, the traditional links with the Oblates were renewed with the high school in a ceremony that celebrated the 60th anniversary of St. Peter's Province. St. Patrick's was given a new trophy named after the Oblates, the right to use the 1929 coat of arms and motto *Religio alit Artes*, "Religion nourishes the Arts", as well as several historic trophies. The Oblate priests have continued to be a welcome presence at St. Patrick's to this day.

By 1993, the population had grown so much, with students from grades 7 to 13, that a new facility was needed. The high school students moved down the road to Alta Vista Drive, while the Heron Road site was renamed St. Patrick's Intermediate School where the grade 7 and 8 students remained.

We are especially proud of the Coat of Arms Armorial and Flag, which was officially registered with the Canadian Heraldic Authority on July 5, 2001, making St. Patrick's one of only a handful of schools in the country to have such an honour.

Today's students continue the Oblate mission of service through their fundraising efforts on behalf of such organizations as the Canadian Cancer Society and CHEO.

Surviving the Great Depression, World War 2, and numerous funding crises, St. Patrick's High School stands today, as a testament to that early dream of the Oblates.



SCHOOL OPERATIONS



Academic excellence and success for students is a fundamental priority for the Ottawa Catholic School Board. To achieve this, schools, staff, families, and students must work together.

In order to foster an effective environment for people to learn, work, grow, and achieve, St. Patrick's High School (H.S.) relies on a Code of Conduct.

ONTARIO SCHOOLS-CODE OF CONDUCT

St Patrick Catholic High School proclaims that all people are created in the image and likeness of God, and as such, have the right to be treated with dignity, respect and fairness. To this end, we promote a learning environment in which all members of the school community feel safe and included.

Catholic schools exist for the purpose of providing the opportunity for students to develop their spiritual, intellectual, physical and social abilities as outlined in the board's strategic improvement plan, Be Community, Be Well, Be Innovative, and in the mission statement of the OCSB. These abilities can best be developed in an atmosphere in which students feel safe and comfortable. To this end, the principles included in the [Ontario Code of Conduct](#) and the board's [Safe Schools Code of Conduct](#) apply to all students at St. Patrick CHS. These standards apply whether they are on school property, on school busses, at school-related events or activities, or in other circumstances that could have an impact on the school climate. In addition, students must adhere to the school's policies as outlined in this handbook.

Students will be treated with respect and dignity. At all times students must demonstrate respect for themselves, others, and the environment. Students must also act as responsible citizens. 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; and
- follows the established rules and takes responsibility for his or her own actions.

Parents/Guardians play an important role in the education of their children and can support the efforts of school staff in maintaining a safe, inclusive, and accepting learning environment for all when they:

- show an active interest in their child's school work and progress;
- communicate regularly with the school;
- help their child be neat, appropriately dressed, and prepared for school;
- ensure 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;
- encourage and assist their child in following the rules of behavior;

- assist school staff in dealing with disciplinary issues involving their child.

Board-Wide Electronic Social Media Policy

The Board has approved an electronic social media policy.

- The use of social media sites such as Facebook, Blogs, X , Instagram, YouTube, and other similar sites can be effective communication tools. Where appropriate, school staff may choose to participate in school sanctioned online activities (example – A school Instagram site to promote a social justice activity or a school team).
- School sanctioned online sites will have a minimum of two school staff members with administrative privileges, where available.
- Students are reminded that their online conduct should be like their face to face conduct and at all times should respect the school code of conduct.
- Students may be disciplined, including suspension or expulsion, if their online behaviour results in a disruption to the school environment or negatively impacts our Catholic school climate.
- Online threats may be determined to be a criminal offence and as such, they may be reported to the school resource officer.
- Students are not permitted to digitally photograph or record audio or video of school activity without first obtaining permission from those involved.
- A teacher or administrator may give permission for the digital recording of school activities and events (i.e. sports game, spirit assembly, special presentation) where the participants are aware that they may be recorded.
- The online digital posting of classroom activity, and/or inappropriate student interactions (i.e. student fight) is likely to have a negative impact on the school climate and/or violate the privacy of others who have not granted permission to be recorded and as such requires teacher or administrative approval prior to being posted.

Board-Wide Equity Policy

In May 2021, the Ottawa Catholic School Board updated its equity and inclusive education policy which all schools in the Board, including St. Patrick's High School, follow. The full policy can be accessed by clicking on this [LINK](#).

Please refer to the following summary:

- As a school community we recognize that all people are created in the image and likeness of God and, as such, all people within and connected to our school have the right to be treated with dignity, respect, and fairness.
- As a school, we are committed to implementing policies and practices through an anti-oppression, anti-racism and non-discriminatory lens in which all students and their families feel represented and included. We will continue to identify and remove discriminatory barriers that limit the opportunities of students.
- Our school is committed to promoting a positive school climate that is inclusive and accepting of all students and it is the right for every student to learn in an environment that is free from harassment and discrimination.

- Our school is committed to providing opportunities, resources and support to all students to acquire the knowledge, skills, attitudes, and behaviours essential to address discrimination and to ensure equity and inclusive education.
- In terms of religious accommodations, students have the right to request reasonable accommodations for religious beliefs and practices.
- Students must inform their teacher in advance of religious observances that are likely to conflict with classes and assessment activities.
- The provision of religious accommodations does not exempt the student from course requirements.

Progressive Discipline & Promotion of Positive Student Behaviour Policy

The goal of this [policy](#) is the promotion of positive student behaviour that contributes to and sustains a safe, inclusive, and accepting learning environment in which every student can reach his or her full academic and spiritual potential. In recognition that all people are created in the image and likeness of God and, as such, have the right to be treated with dignity, respect and fairness, St. Patrick's Progressive Discipline Policy has been developed to support a safe, inclusive, and accepting school climate in which every student can reach his or her full academic and spiritual potential.

Progressive Discipline Defined

Progressive discipline is part of a whole-school approach which involves all members of the school community in maintaining respectful relationships throughout the school community. Progressive discipline involves the use of a continuum of prevention programs, interventions, supports, and consequences that include learning opportunities for students in order to promote positive behaviour and healthy relationships.

When inappropriate behaviour occurs, our disciplinary measures will be applied within a framework that shifts the focus from one that is solely punitive to one that is both corrective and supportive.

Promoting and Supporting Positive Student Behaviour

St. Patrick's provides a wide-range of supports to encourage positive student behaviour and healthy relationships, including:

- Class placement
- Differentiated instruction
- Program modifications and/or classroom accommodations
- Encouragement and positive reinforcement
- Character formation focused on the gospel values and Catholic Graduate Expectations
- Individual, peer and group counseling
- Conflict resolution
- Mentorship programs
- Anti-bullying and violence prevention programs
- Sensitivity programs
- Student success strategies
- School, Board and community support programs

The school also provides the following student engagement and leadership initiatives in order to foster a positive school climate (*note: some items apply only to intermediate-secondary schools*):

- Alpha Youth Program
- Ambassadors
- Asian Student Association
- Athletic Council
- Black Student Association
- Clubs (a full listing can be found on the school website)
- Indigenous Student Association
- Intramural and Interscholastic sports
- Peer Helpers
- Peer Tutors
- Rainbow Alliance
- Social Justice Club
- Student Council

Responding to Student Misbehaviour

St. Patrick's is committed to addressing inappropriate student behaviour, including bullying and harassment, with a range of measures that are both corrective and supportive and that are progressively more serious for **repeated misbehaviour**.

The range of interventions, supports and consequences are developmentally appropriate and provide opportunities for the student to focus on improving his/her behaviour.

In some circumstances, short-term suspension may be an appropriate response. In the case of a serious incident, long-term suspension or expulsion, which is further along the continuum of progressive discipline, may be the response that is required.

Mitigating & Other Factors

Disciplinary action and consequences will reflect consideration of mitigating and other factors that are specific to the student involved in the misbehaviour.

Mitigating Factors:

- The student does not have the ability to control his or her behaviour;
- The student does not have the ability to understand the foreseeable consequences of his or her behaviour;
- The student's continuing presence in the school does not create an unacceptable risk to the safety of any person.

Other Factors:

- The student's academic, discipline and personal history;
- Whether a progressive discipline approach has been attempted with the student, and if so, the progressive discipline approach(es) that has/have been attempted and any success or failure;
- Whether the activity for which the student may be or is being suspended or expelled was related to any harassment of the student because of his or her race, ethnic origin, religion, disability, gender or sexual orientation or harassment for any other reason;
- How the suspension or expulsion would affect the student's ongoing education;
- The age of the student.

For students with special education needs, interventions, supports, and consequences must be consistent with the student's strengths, needs, goals, and expectations contained in his or her Individual Education Plan (IEP).

In consideration of a suspension or expulsion, the following other factors shall be taken into account for students who have an Individual Education Plan:

- Whether the behaviour was a manifestation of the pupil's exceptionality;
- Whether appropriate individualized accommodation has been provided;
- Whether the suspension or expulsion is likely to result in an aggravation or worsening of the pupil's behaviour or conduct.

It should be noted that mitigating may mean the shortening of duration of a suspension; it does not necessarily mean that a suspension is not used as a corrective measure.

The Continuum of Interventions

The continuum of interventions in our progressive discipline model begins at the classroom level, between the teacher and the student, and then includes additional resources and partners, including parents/guardians.

Classroom Interventions:

- Teacher-student meeting
- Verbal reminders
- Written reflective assignment
- Time out/quiet area to work
- Teacher or peer mentoring
- Withdrawal of classroom privileges
- Community service
- Conflict mediation
- Contact with parent/guardian
- Referral to counselling
- Meeting with parent/guardian
- Office referral

- Detention
- Restitution for damages
- Restorative practices
- Follow up meeting with parent/guardian

Whole-school Interventions:

- Administrator call to parent/guardian
- Withdrawal from class
- Reflective activities/assignments
- Restitution for damages
- Restorative practices
- Community service
- Conflict mediation
- Administrator meeting with parent/guardian
- Referral to school support staff
- Referral to community agency
- Withdrawal of school privileges

Suspension/Expulsion

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

Depending upon the seriousness and nature of the infraction, any level of consequence may be initiated.

Infractions That May Lead to Suspension:

- Uttering threats to inflict serious bodily harm
- Possessing alcohol or restricted drugs
- Being under the influence of alcohol
- Swearing at persons in position of authority
- Committing an act of vandalism
- Bullying
- Acts considered by the principal as injurious to the moral tone of school
- Acts considered by the principal to be injurious to the physical or mental well-being of others
- Acts considered by the principal to be contrary to the Board or school code of conduct

Suspension, Investigation and Possible Expulsion: The principal shall suspend a student if he or she believes that the student has engaged in any of the following activities while at school, at a

school-related activity or in other circumstances where engaging in the activity will have an impact on the school climate:

- Possessing a weapon, including possessing a firearm
- Using a weapon to cause or to threaten bodily harm to another person
- Committing physical assault on another person that causes bodily harm requiring treatment by a medical practitioner
- Committing sexual assault
- Trafficking in weapons or in illegal drugs
- Committing robbery
- Giving alcohol to a minor
- Bullying, if,
 - the student has previously been suspended for engaging in bullying, and
 - the student's continuing presence in the school creates an unacceptable risk to the safety of another person
- any activity that should be considered for suspension and 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

Note: If a student is suspended, he/she is suspended from his or her school and from engaging in all school-related activities.

Duration of suspension: The principal may suspend a student from 1 to 20 school days, and in considering how long the suspension should be, the principal shall take into account any mitigating or other factors prescribed by the regulations.

Assignment to program: When a principal suspends a student for 6 days or longer, he or she shall assign the student to a program for suspended students in accordance with the policies and guidelines issued by the Board.

Notification of Parents of Serious Student Incidents

The principal will notify the parents/guardians of any students who have been harmed as a result of any incident for which suspension or expulsion must be considered. The principal will inform them of the following:

- a. the nature of the activity that resulted in harm to the student;
- b. the nature of the harm to the student;
- c. the steps taken to protect the student's safety, including the nature of any disciplinary measures taken in response to the activity;
- d. the supports that will be provided for the student in response to the harm; and
- e. the right of the parents or guardians to discuss these supports with the principal.

The principal will also notify the parents/guardians of any student who has engaged in the activity that resulted in harm. The principal will inform the parent/guardian of the following:

- a. the nature of the activity that resulted in harm to the other student;
- b. the nature of the harm to the other student;
- c. the nature of any disciplinary measures taken in response to the activity;
- d. the supports that will be provided for the student in response to his/her engagement in the activity; and
- e. the right of the parents or guardians to discuss these supports with the principal.

Note: The principal shall not notify the parents/guardians that their child was involved in a serious incident if, in the principal's opinion, doing so would put the student at risk of harm from the parents/guardians.

On-going Communication

Ongoing dialogue with parents on student achievement, well-being, and behaviour occurs through every step of our progressive discipline continuum. It begins with the student's classroom teacher and progresses to the school administration, if needed.

- The **school website** is frequently updated to act as a key information and communication tool for parents and all members of our school community.
- **School newsletters** outline key events and information necessary to keep parents/guardians and students informed.
- Parents/guardians and students can post messages and questions to the general **school email** account.
- Teachers are accessible by phone calls, and parents/guardians are encouraged to leave a voicemail for the teacher they wish to speak to so that their call can be returned outside of class time.
- **Report cards and parent/teacher interviews** are important connections between home and school.
- **Face-to-face meetings** can be arranged with the school staff responsible for your child's program each year (and may include resource staff and administration as well as classroom teachers).
- **School events** such as Open Houses, Program Night, sporting events, school performances, etc. provide opportunities for dialogue between school staff, students, and parents/guardians.

Partnerships

The following partnerships help promote a positive school environment and support the progressive discipline continuum at our school:

- Local parishes~ Immaculate Heart of Mary Parish
- Youth Neighbourhood Resource Team

- Ottawa Fire Services
- BGC Heatherington Club House, Greensboro Community Centre
- Algonquin College, Carleton University, University of Ottawa
- Ciena Solutions and Digital Promise

Monitoring & Review

Every two years, school climate surveys will be conducted of students, parents/guardians, and staff in order to monitor the effectiveness of the prevention programs, interventions, and supports in place to support a safe, inclusive, and accepting school climate.

The results of the surveys will be shared with the school staff, the School Council, and the Safe and Accepting Schools Team.

Bullying Prevention and Intervention Policy and Plan

St Patrick's implements the OCSB [Bullying Prevention and Intervention](#) policy and [plan](#). We recognize that a whole-school approach to engaging the school community will help the school's efforts to address inappropriate behaviour such as bullying, harassment, and discrimination and to maintain a positive school climate for student achievement and well-being. To this end, the following Ministry of Education definition of bullying is acknowledged:

Bullying - means aggressive and typically repeated behaviour by a pupil where,

- (a) The behaviour 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,
 - (i) causing harm, fear or distress to another individual, including physical, psychological, social or academic harm, harm to the individual's reputation;
 - (ii) creating a negative environment at a school for another individual, and
- (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 ("intimidation").

For the purposes of the definition of "bullying" above, behaviour includes the use of any physical, verbal, electronic, written or other means.

For the purposes of the definition of "bullying" above, bullying includes bullying by electronic means (commonly known as cyber-bullying), including,

- 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) and communicating material electronically to more than one individual or posting material on a website that may be accessed by one or more individuals.

St Patrick's has based its bullying interventions, strategies, practices and programs on evidence from the school climate surveys and other relevant information and continues to seek input from all stakeholders in the school community on the effectiveness of these initiatives.

Our school has identified and implemented the following practices and initiatives for bullying

- (a). bullying prevention and intervention programs or activities that address the needs identified by the Safe and Accepting Schools Team.
- (b). relationship building and community building programs that are present in the school, classroom and in the larger community (SPH Leaders);
- (c) activities that promote a positive school climate (sports and clubs, SPH Leaders);
- (d) awareness raising strategies for students, e.g. social emotional learning, empathy, developing self-regulation skills;
- (e) awareness raising strategies to engage parents in early and ongoing dialogue (School Council, MLO);
- (f) links in the Religious Education & Family Life curriculum (Samaritans on the Digital Road) and other courses; and,
- (g) caring adult and peer assistance programs.
- (h) provide opportunities for regular check-ins with students at risk or affected by bullying;

Safe Schools Policy

The purpose of the [OCSB Safe Schools policy](#) is to prohibit the use of violence involving staff, students and school community members, while on School Board property and at School Board-sponsored events. It is the Board's aim to ensure a zero-tolerance approach to acts of violence and to encourage a "safe schools" climate through the provision of appropriate early and on-going intervention measures and, when deemed necessary, the administration of disciplinary action in accordance with the Education Act.

The policy addresses such issues as:

1. Assault: physical or sexual
2. Incidents involving fire
3. Incidents involving students toward staff
4. Intimidation, harassment, sexual harassment, threats, bullying
5. Student behaviour: Co-curricular events
6. Substance abuse
7. Trespassing/access to school property
8. Vandalism/theft/extortion/robbery/gambling
9. Weapons/replicas
10. Lockdown
11. Opening/closing exercises
12. Student dress code

The use or possession of alcohol, narcotics and other restricted drugs will not be tolerated. The purpose of the Board policy on substance abuse is to eliminate from the total context of school life (including off campus school sponsored events) the use of alcohol and drugs, and to provide assistance to students with alcohol and/or drug problems.

Infractions will be dealt with according to the OCSB policies. Such procedures include parental contact, student suspensions, and referral to Student Services and/or OCSB counsellors. It is important to note that any activities of an

illegal or dangerous nature may require the involvement of the City of Ottawa Police. In that case, the Protocol to Accompany Safe Schools Policies in the City of Ottawa will be followed. In order to maintain a safe and effective environment to learn and work, the following specific expectations exist regarding:

Tobacco use/Vaping is prohibited:

- by any student on school grounds, and within 20m of the perimeter of the school grounds as indicated in the Smoke Free Ontario Act (2017),
- Detentions and/or suspensions will be assigned for this inappropriate behaviour. In addition, the possession of tobacco, tobacco products, vaping equipment of any kind, and vaping products, by any student under 16 years of age is prohibited. A \$305 fine may be applied by the By-Law Services Branch of the City of Ottawa in the form of a Provincial Offence Notice or a Warning within 30 days of the reported offence.

Weapons:

All school members must:

- never be in possession of any weapon, including but not limited to firearms;
- never use any object to threaten or intimidate another person;
- never use an object to cause injury to any person.

Alcohol and Drugs:

All school members must:

- never be in possession of, or under the influence of, or provide others with, alcohol, marijuana, or illegal drugs.

Physical Aggression:

All school members must:

- never inflict or encourage others to inflict bodily harm on another person;
- seek assistance of staff members, if necessary, to resolve conflict peacefully

St. Patrick Catholic High School code of conduct, progressive discipline policy, and bullying prevention and intervention plan are based on school board policies which can be found by visiting: <https://www.ocsb.ca/safe-schools> We request that each student review these policies.

 ACADEMIC INTEGRITY

The Ottawa Catholic School Board challenges students and staff to practice gospel values and pursue academic excellence. Academic integrity is fundamental across all subject areas, including those that incorporate or are influenced by Artificial Intelligence (AI). Only work that upholds academic integrity will be considered for assessment. Therefore, a student's success hinges on maintaining academic honesty. In addition to academic implications, academically dishonest conduct will result in behavioural consequences. The educator, in consultation with the school administrator, will determine the appropriate range of these implications and consequences. For further information, please refer to the [OCSB Assessment, Evaluation and Reporting Policy](#) document.

 ATTENDANCE, PUNCTUALITY and STUDENT ABSENCE NOTIFICATION (SYNERVOICE)

The school curriculum is carefully planned to assist each student to develop his/her abilities to the fullest possible degree. Frequent absences adversely affect a student's progress. It is important, therefore, that students be absent from school

only when absolutely necessary. Unless it is impossible to do so, medical and dental appointments should be scheduled outside of class time wherever possible and family vacations should take place only during school breaks.

If a student is too ill to attend school, parents must call the school (613-733-0501) between 7:30 – 8:15 a.m. to inform the school. Students are responsible for making arrangements to complete all assignments or tests missed. In the event that a student must miss school for a prolonged period, parents must call the school in advance to inform the school, as well as all the student's teachers, in order to be kept up to date on assignments.

Students are expected to attend their classes and to be punctual. Students must leave the school grounds if they have signed out. To sign out, students must have permission (phone call or written note) from a parent/guardian. Text messages will not be accepted for attendance purposes. Should a student be required to leave school during the day for any reason, please call or present a note to the Office before 8:25 a.m.

If the student returns to the school, they must sign in at the Office. The teacher will verify the appointment by contacting the Office or by checking on the computer attendance system. Students arriving late to class must report directly to class where teachers will record the 'late'. Students who are habitually late for school will be referred to the appropriate administrator for appropriate consequences.

Parent/guardians of students who are absent from school will be notified through an electronic communications system, SYNERVOICE, that will leave a recorded voice message stating the dates and periods of absence of the student.

Prior to arriving at school, it is recommended that students and/or parents use the [OPH COVID-19 Screening Tool](#). Please follow the recommendations outlined by the tool.

Truancy

Unfortunately, some students choose to be away from school for non-legitimate reasons. Such behaviour seriously undermines the student's ability to be successful in school and it will be treated seriously. It is the policy of St. Patrick's High School that the classroom teacher will assign appropriate consequences to a student for truancy, such as after school detentions, etc.,. Parental contact will be made. Should the problem persist, students will be referred to the appropriate administrator. Where warranted, parents may be invited to a conference to discuss appropriate measures for dealing with the problem. All interventions and consequences will be consistent with St. Patrick's Progressive Discipline Policy.

Late Arrival Policy

Punctuality is another important expectation for students. Upon hearing the warning bell at 8:25 a.m., students should proceed directly to class. If a student arrives at school 15 minutes or more after the morning bell, they must sign in at the main office. The same process will be followed for students returning from the high school lunch break. Consequences for tardiness will parallel those for truancy.

HIGH SCHOOL SCHEDULE

Warning Bell	8:25am
Homeroom	8:30am - 8:40am
Period 1	8:40am - 9:55am
Period 2	10:00am - 11:15am
Lunch	11:20am -12:00pm
Period 3	12:05pm - 1:20pm
Period 4	1:25pm - 2:40pm

7/8 SCHEDULE

Warning Bell	8:25 am
Period 1	8:35am - 9:25am
Period 2	9:30am - 10:20am
Period 3	10:25am - 11:15am
Period 4	11:20am - 12:10pm
Lunch	12:10pm- 12:50pm
Period 5	12:55pm - 1:45pm
Period 6	1:50pm - 2:40pm

All students are expected to be seated, ready to begin class, when the bell rings for each period, as indicated above.

SCHOOL UNIFORM

The school uniform at St. Patrick's High School is both a source of pride and identification for the school. By registering at St. Patrick's, a student is agreeing to uphold the uniform regulations from the time they arrive at school until the end of the school day, including the lunch break. Students who fail to comply with school uniform expectations may be sent home to change into the school uniform or they may be assigned a consequence.

Uniform clothing is ordered through TOP MARKS, our supplier. Orders are placed through the company, and clothing is sent directly to students' homes by courier.

Top Marks www.topmarks.ca St Patrick's High School code PAT02
5760 Ferrier Street, Montreal, Quebec, H4P 1M7
Toll free 1-800-667-7105 (customer service)

School Uniform consists of garments produced by TOP MARKS for St. Patrick's High School. All tops will bear a St. Patrick's logo.

UNIFORM INCLUDES:

TOP (all items from Top Marks)

- white polo shirt / white blouse or white long or short sleeve shirt with St Patrick's school logo
- St. Patrick's V-neck sweater, Crew neck sweater, or rugby shirt are permitted; older versions of the uniform (i.e. the St. Patrick's Intermediate hooded sweatshirt) are no longer part of the uniform

BOTTOM

- black dress pants/cargo pants
- black skort or tartan kilt
- black cargo shorts

PLEASE NOTE:

- 7/8 physical education uniform includes black gym shorts and a grey t-shirt and is mandatory for all
- grade 7 and 8 students.
- students may wear solid black and/or grey tights or leggings **under** uniform skirts or kilts; pants, jeans or sweatpants are not permitted under the skirt or kilt

- under a uniform shirt or blouse students can wear long-sleeved shirts in school colours (green, yellow, black or white); wearing a hooded sweatshirt under a uniform shirt is not permitted;
- Hats, ball caps, toques, bandanas and other headgear are not to be worn anywhere inside the school. Students are permitted to wear headwraps and durags if this is an expression of the student's culture and/or religion. The colour of these items can be school colours: black, yellow, grey, green, and white.
- Students must be in proper uniform for any off-site excursions or activities unless otherwise approved by Administration;

DRESS UP DAY

- the last Monday of each month (with the exception of June) may be designated a "Dress Up Day" to support a designated charity. Students are reminded to exercise good taste in the selection of their "dress up" apparel.
- Pants and shorts are worn such that undergarments are not visible;
- shirts, blouses, and sweaters are worn such that undergarments are not visible;
- hats, ball caps, toques, bandanas and other headgear are not to be worn anywhere inside the school. Students are permitted to wear headwraps and durags if this is an expression of the student's culture and/or religion. The colour of these items can be school colours: black, grey, green, yellow, and white.

ST. PATRICK'S SPIRIT DAY

- every Wednesday is designated St. Patrick's Spirit Day. Students may wear their St. Patrick's school team or club shirt, with proper uniform bottoms;

Wearing clothing with culturally insensitive messages and/or images as well as advertisements relating to alcohol, drugs or tobacco is not in keeping with our Catholic value of promoting a safe, caring and inclusive school community. All student attire should reflect the respect and dignity of the human person and must be worn at all times when on school property or attending a school related activity.

COMPUTER/ELECTRONIC TECHNOLOGIES

The school is proud of our computer facilities which are constantly being upgraded. Students are expected to use due diligence and care when using this equipment and to adhere to all expectations, including appropriate use of the Internet. Students who contravene the Board's Student Internet Acceptable Use Guidelines will lose their privileges and will be subject to consequences as stipulated in the Guidelines.

ACCEPTABLE USE OF TECHNOLOGY

At the Ottawa Catholic School Board (OCSB), we believe that technology can be a powerful tool to enhance learning, enabling students to access information and collaborate with others across the school, community, and the internet. We believe all students, staff and parents/guardians must be good digital citizens by following standards of acceptable use when using either school owned technology (software, hardware, network), or their own personal electronic device for school purposes or when connected to school board networks.

All students must have a current Technology User Agreement signed and in place prior to being allowed any school network or electronic device access. This form can be found on the [Parent Portal](#) and must be completed at the start of each school year. Instructions for how to access the parent portal can be found on our school website. This declaration is an additional document that outlines the standards of acceptable use for students using a school board or personal electronic device. Once signed, it will act as an agreement between the OCSB and the student/parent/guardian.

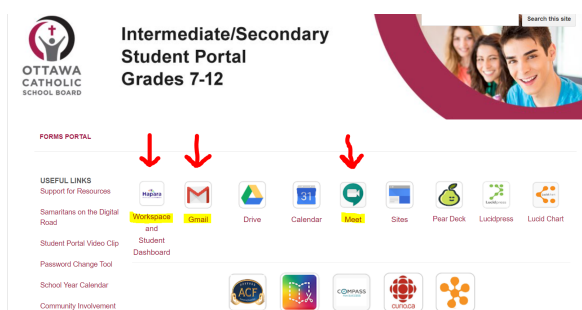
ACCESSING THE STUDENT EMAIL, PORTAL AND HAPARA

Here are a few technology items that you will need to know before you begin school:

- Student Email:
 - Every student is issued an email address upon registration. In most cases, it is: firstname.lastname@stu.ocsb.ca
 - The password needs to be created by a teacher or administrator.
 - Your password is: _____

Note: For students in grade 7 or students transferring from another OCSB school the account and password are the same from your previous year.

- Student Portal:
 - This is the main page where OCSB students will be able to access all of the educational resources [OCSB Student Portal](#)
 - Students will need to be logged in to Chrome to access this.



- “How to” videos for the most used apps:
 - [Google Meet](#)
 - [Google Drive](#)
 -
- “How to” video for the online platform used for your classes
 - [Hapara How-To's](#)

STUDENT FEE

Student fee covers the cost of a variety of items during the year such as the yearbook and school-wide activities. The student fee is \$45 per student. For families with multiple students at the school, each additional student is \$30. We would encourage all payments to be made via [SchoolCash Online](#) by **the first Friday of school.**

LOCKERS

Students must use only the locker assigned. Lockers are the property of the school and may be opened by school administration at any time.

Students must follow these guidelines for the effective use of lockers:

- lockers are assigned for storage of outerwear, shoes/boots, school books, gym uniform, knapsacks, and lunches;
- students must refrain from storing valuables in lockers; the school is NOT responsible for loss due to theft from a locker;
- students must make every effort to keep their lockers secure; locker combinations should not be shared with others;
- students displaying items in lockers must ensure they are appropriate for a Catholic school and that they are easily removable at the end of the year;
- students must refrain from using lockers when classes are in session.



STUDENT SUPPORTS



Success in any endeavour is most effectively achieved when all available supports and resources are accessed. In order to assist students to be successful in their personal, academic, community, and faith development, many resources are available at the school. Students are encouraged to access them.

CHAPLAINCY LEADER

The Chaplaincy Leader in our high school is called upon to minister to the entire community, the staff, the students and their families, in a way that recognizes the gospel message of care and compassion. Working with the Pastoral Team, the Chaplaincy Leader organizes celebrations and gatherings which reflect the observances of the liturgical year. The Chaplaincy Leader is available to our community for spiritual and grief counseling, celebrations and retreats. Our school has a chapel, which is a place for quiet reflection and contemplation. Students and staff are welcome to join the Chaplaincy Leader for prayer once a week at lunch.

ENGLISH AS A SECOND LANGUAGE (ESL)

St. Patrick's is proud to be one of the OCSBs largest English as a Second Language (ESL) centers. ESL programming is designed to help students with limited proficiency in English, acquire English Language skills. By fostering a welcoming learning environment, students are made to feel comfortable and are then able to receive ESL support throughout their high school experience.

STUDENT SERVICES

Student Services is a multi-disciplinary department consisting of Guidance, Special Education, and Co-operative Education. This department also includes the Education for Community Living program, the Center of Success, and the Achievement Center. Qualified school guidance counsellors provide support and direction for students requiring information or assistance with personal, academic and career pathway issues. Students are encouraged to connect with their Guidance Counsellor throughout their high school years. Students are welcome to request an interview, which may result in further, regularly scheduled appointments, as needed. Students, parents, teachers or school administrators may refer students also. Please use the following website to access several helpful resources through student services: [SPH Student Services](#)

Guidance counsellors may act as referral agents for students or persons requiring assistance. Other resources may include:

Distress Centre	238-3311	Sexual Assault	562-2333
Child Abuse Protection	747-7800	Services for Abused Women	745-4818
Kids Help Phone	1-800-668-6868	Youth Services Bureau	241-7788

The Guidance staff includes:

Mrs. M. Deveau

Mr. C. Card

Ms. K. Follis

Department Head of Student Services

Guidance Counsellor

Guidance Counsellor

Community Involvement as a Diploma Requirement

Every student who begins secondary school in Ontario is required to complete 40 hours of community involvement to receive a diploma. Students may begin accumulating these hours in July prior to starting grade 9. The purpose of this requirement is to encourage students to develop an understanding of the various roles they can play in their community and to help them develop a greater sense of belonging within the community. A list of acceptable activities is outlined on the Community Involvement Form available at the school in Student Services or online through the Student Services website [OCSB \(40 Hour\) Community Involvement Record](#)

LIBRARY LEARNING COMMONS

The Library Learning Commons is equipped with a full selection of books, periodicals, and multi-media resources. Computers are available for students to use for work and research. The Learning Commons is often used for class project research, presentations and special events.

Staff

Ms. Lofaro (Teacher-Librarian) linda.lofaro@ocsb.ca 613-733-0501 ext. 530

Mrs. Partridge (Library Technician) terry.partridge@ocsb.ca 613-733-0501 ext. 241

Usage of the Learning Commons

- The hours are 8:00 – 3:30. On occasion the Learning Commons is closed for special
- events.
- Food and drink are allowed at lunch time.
- Students are expected to respect the Learning Commons and clean up after themselves. Drinks must have lids.
- Students may borrow a maximum of 5 items at a time for 2 weeks. These items may be renewed.
- The Library fine for overdue materials is 20 cents a day.
- Overdue library materials and/or unpaid fines will result in the suspension of borrowing privileges and the use of the Learning Commons.
- Students are responsible for the replacement of lost or damaged books and materials.
- During class time only students on Study Hall or registered in e-learning, or those with permission from a teacher, may use the Learning Commons.
- The school's policies for responsible computer and internet use, technology use, and academic integrity apply to the Learning Commons resources.

Collection

The Learning Commons has a wide variety of material for students including:

- Reference
- Non-fiction
- Fiction – we have books in English, French and Spanish
- Quick Read, Graphic Novels, Manga and Easy reader
- E-books (available through Insignia)

Insignia (Library Catalogue)

Insignia is available 24/7 for use at school and at home on your computer or any other device such as smart phones, tablets etc. Destiny Quest is the Learning Commons catalogue of all materials available for students to borrow. There are also many e-books from the primary to secondary level available for borrowing year round.

Students can access the catalogue through the student portal, by clicking this link:
<http://library.ocsb.ca/common/welcome.jsp?site=168>

Resources

The Learning Commons has the following for students to use:

- Computers - with OpenOffice (not Microsoft Office) and netbooks
- Printer (fees apply)
- Photocopier (fees apply)
- Smart Board and smart TV
- Kobo eReaders
- Netbooks

Kobos and Netbooks may be borrowed by students who have submitted the Learning Commons Technology Permission form signed by their parents/guardians.

On-Line Databases

The OCSB has subscribed to many on-line databases. They are available through the student portal as well as many other on-line databases. Explanation on how to use Gale, Curio, etc. is available. There is a wide selection of E-books available on the Sora application. Please see library staff for assistance.



STUDENT SUCCESS



In order for students to achieve academic success, they must acquire and implement effective learning skills and strategies. Listed below are things all students should consider as they set goals and plan for learning.

EVALUATION AND COURSE EXPECTATIONS

At the beginning of the year, students are informed of the criteria which will be used to evaluate their performance. In each course, participation, homework assignments, class tests, class projects, and examinations are examples of the components considered when determining the evaluation policy. Course outlines are issued as a summary of this valuable information and are posted on the school website. This should be referred to often throughout the semester.

HOMEWORK

To develop proficiency in any area of learning, review and practice of knowledge and skills are required. The greatest indicator of a student's academic success in school is a reasonable amount of regular and effective home study.

A satisfactory homework program includes:

- A. completion of daily assignments
- B. review of skills previously presented
- C. previewing topics of lessons to be presented
- D. preparation of essays and projects
- E. reviewing and studying for tests and examinations

A reasonable daily amount of homework for Grades 9 and 10 is 1-2 hours and for Grades 11 and 12, is 2-3 hours. Advice on study skills is available from teachers and/or guidance counsellors.

EXAMINATIONS

There will be no exam-based evaluations for grade 9 courses. Teachers will rely on rich summative tasks for the final 30% of the student's grade. As per the Growing Success document, semester based work comprises the remaining 70% of the evaluation.

For Grades 10-12, formal examinations will continue as an integral part of the assessment and evaluation process. They will be held at the end of each semester. The dates are set by the school board and are listed in this document.

Please note:

- examinations will not be rescheduled to accommodate vacation or travel plans;
- students who do not write an examination due to health reasons must provide a doctor's certificate to the Administration;
- students who do not write an examination due to compassionate reasons must submit a parental note of explanation to the Administration.

PROVINCIAL TESTING

Grade 9 students will write the Education Quality and Accountability Office (EQAO) Assessment of Mathematics during the semester in which they are enrolled in math. The student's EQAO evaluation will count as 10% of the final 30% evaluation. The remaining 20% will be comprised of the rich summative task evaluation.

Grade 10 students must write the EQAO Ontario Secondary School Literacy Test (OSSLT). There will be a session held in the fall of 2022 and one in the spring of 2023. Passing this test or successfully completing the Literacy Course is a graduation requirement. All students will need to fulfill this requirement to graduate.

TEXTBOOKS

Students will be issued necessary textbooks at the beginning of each semester. All textbooks are the property of the school and **MUST BE RETURNED WHEN STUDENTS COMPLETE EACH COURSE**. Students are responsible for lost or damaged texts. Students must pay the replacement cost of any lost or damaged textbooks BEFORE they will be issued texts for the following semester.

COURSE OR LEVEL CHANGES and COURSE DROPS

Students must select courses carefully in accordance with their educational goals, academic interests, and learning styles. Due to timetable constraints, once these selections are made in the spring of each year, it is very difficult to make adjustments.

Changes in schedules will ONLY be considered if:

- a student does not have a prerequisite for the selected course;
- a student is in need of a prerequisite for a later course;
- a student has significantly changed post-secondary plans;
- a student is missing a diploma requirement;
- a student has a conflict with a required course selection.

ANY REQUEST FOR PROGRAM CHANGE REQUIRES STUDENTS TO SEE A GUIDANCE COUNSELLOR AND MUST INCLUDE PARENTAL INVOLVEMENT. If a change is warranted, it is dependent on space availability. Students requesting a program change must follow the original timetable until the change has been officially made and a new timetable has been issued.

Note:

- students in grades 9 through 11 must carry a full load of 8 courses;
- students unsuccessful in a course in semester one are NOT permitted to repeat the same course in the second semester;
- to be considered for a study hall period, a student must have acquired a minimum of 22 credits and be 16 years of age or older;
- students with a study hall period must report to the Mall, Learning Commons, or exit the building;
- grade 12 students must officially drop courses by the assigned drop dates each semester to avoid the course being included on the transcript.

Research says that students engaged in the life of the school, through clubs, sports, active participation, and meaningful involvement, experience greater success. This success is the result of better and broader connections created with peers and staff that go beyond simply academics. Feeling a sense of belonging in the school community improves motivation, commitment, and self-confidence, which in turn, foster continued achievement and success within and outside the school community

STUDENT PARTICIPATION IN EXTRACURRICULAR ACTIVITIES

Extra-curricular activities are privileges available to students who fulfill their academic and behavioural responsibilities at St. Patrick's. These include, but are not restricted to: spirit days, ski club, field trips, school teams, intramurals, special assemblies, and the use of the parking lot by students. Suspension of certain privileges may be used by the school administration as a disciplinary measure.

All students at St. Patrick's are encouraged to join clubs, groups, and/or teams.

Some of the many activities include:

Ambassadors	Multicultural Club	Liturgical Choir
Art Club	Fitness Club	Rainbow Alliance
Asian Student Association	Graduation Committee	Ski Club
Black Student Association	Homework Club	Sports Teams
Book Club	Indigenous Student Association	Student Council
Drama Club	Intramural Sports	Peer Helpers
Environment Club	Instrumental Bands	

ACADEMIC AWARDS

The High School Awards recognize outstanding involvement in the areas of academics, extracurricular activities and Catholic leadership from Grade 9 to 12. The awards are presented to deserving candidates at the Fall Awards Ceremony (9-11) and the Graduation Ceremonies each year.

ANNUAL ATHLETIC AWARDS ELIGIBILITY and CRITERIA

ANNUAL AWARD CRITERIA

The following is a description of the Annual Athletic Awards that may be presented by the Athletic Department at St. Patrick's High School's Annual Athletic Banquet. Award nominees must be in "Good Standing" in accordance with the Athletic Guidelines and School policies. IF THERE ARE NO INDIVIDUALS WHO MEET THE CRITERIA FOR ANY OF THE FOLLOWING AWARDS, THE AWARD MAY NOT BE PRESENTED THAT YEAR.

1. ATHLETIC LETTERS

· Presented to graduating athletes for their dedication to the St. Patrick's Athletics throughout their High School career.

Gold Athletic Letter	Awarded to athletes who competed on 10 or more teams.
Silver Athletic Letter	Awarded to athletes who competed on 8 - 9 teams.
Bronze Athletic Letter	Awarded to athletes who competed on 7 teams.

2. COACHES AWARDS

· Each coach will be given the opportunity to select a MAXIMUM of 2 players to receive the coaches award. This award is given to athletes who display a very high degree of commitment and dedication to the team concept with outstanding effort, sportsmanship and attitude (not necessarily the "best athlete").

3. BILL PAYNTER AWARD

· Presented to the graduating student(s) who has/have contributed to the athletic program of St. Patrick's High School in ALL of their years at the school. The winner must have participated on at least 8 teams during their time at St. Pat's. A minimum of 3 years attendance at St. Patrick's High School is necessary.

4. MOST OUTSTANDING ATHLETE OF THE YEAR

· The winner(s) must have participated in two (2) or more sports in the year of the award. Past years do not have any impact on the year in question. The winner(s) must be a role model for their athletic peers, and be in good academic standing (as per the athletic department guidelines). The winner(s) must have shown outstanding athletic achievement in the year of the award. The winner(s) must have given at least 5 volunteer hours to the Athletic program in the year of the award.

5. STUDENT ATHLETE OF THE YEAR

The winner(s) must have shown outstanding academic achievement (honour roll both semesters) As well as played a contributing role as a member of 2 sports (teams) in the year of the award. The student with the highest overall

average (Semester One Final Report and Semester Two Mid - Term Marks will be used to determine average) will be given the award provided they meet the following criteria:

- The winner(s) must have shown the ability to balance both their academic and athletics - with the priority placed on academic achievement.
- The winner(s) should be a role model for student-athlete excellence.

6. ANNUAL LEADERSHIP AWARD

The winner(s) must have shown outstanding leadership in the St. Patrick's Athletic Program in the year of the award. The winner(s) must have made the job of the coach easier on a daily basis, led by their own example, and have shown appreciation for the coach and their work on a daily basis. Athletes must have been a member of ONE TEAM and have accumulated a minimum of 10 volunteer hours to our athletic program.

7. MOUSA ABDEL-HUSSEIN MEMORIAL AWARD

The winner(s) must have exemplified the enthusiasm and spirit of athletics at St. Patrick's High School. The winner(s) must have been a member of ONE TEAM.



OTHER IMPORTANT INFORMATION



SCHOOL CAFETERIA/VENDING MACHINES

The cafeteria space is available for students during the lunch break to gather and eat. Students are encouraged to bring a healthy lunch from home, as good nutrition helps the body and brain work effectively. Microwaves are available for students who wish to bring items for warming. Students wishing to purchase food for lunch may do so at the privately run cafeteria service which offers a healthy EAT SMART menu.

All students using the cafeteria space must use the space respectfully. Students are expected to use available recycle and refuse bins to tidy up after themselves. Vending machines are located in the Mall, and are to be accessed only before school, at lunchtime, and after school.

VISITORS

Visitors are not permitted in the building or on school grounds during the school day. People visiting the school for approved purposes must report directly to the Main Office to sign the Visitor's Book and be issued an identification badge. Any visitor who refuses to leave when asked will be considered to be trespassing and will be issued a trespass notice in accordance with the Safe School Policy.

TRANSPORTATION

Transportation to and from school is provided for students living more than 3.2 kilometres from the school for 9-12 students and 1.6 kilometres for 7-8 students. This follows OSTA regulations and is not a school based decision. Students who qualify for transportation will be issued an OC Transpo Presto Card which is to be shown to the bus driver upon request. Students **MUST** register their Presto card immediately. The school will not replace lost Presto Cards or provide bus tickets to replace lost Presto Cards.

STUDENT PARKING

Students who wish to drive a car to school must register in the office and obtain a permit (\$5 deposit) to park in spaces designated for students, at the back of the Alta Vista parking lot. Registration forms require administration approval and parental signature for students under the age of 18. The student parking permit must be visible in the vehicle at all times. Students must respect the speed limit and be mindful of student and staff safety at all times. Students are not permitted to loiter in the parking area. The parking permit may be revoked by the administration at any time.



ST.PATRICK'S HIGH SCHOOL
2024-2025 SCHOOL YEAR CALENDAR



First Day of Class (7-12)	September 3, 2024
First School Council Meeting	September 23, 2024
School Photos – Yearbook and Identification	September 12, 2024
Meet the Teacher Night	September 19, 2024
Last Day to Request a Course Change for Semester 1	September 11, 2024
Academic Awards Ceremony	October 23, 2024
Letters of Intervention	October 10, 2024
HS Parent-Teacher Interviews (early dismissal)	October 17, 2024
Photo Retakes	October 25, 2024
Take Our Kids to Work Day for grade 9 students	November 4, 2024
Career/Civics ‘Turn Around’ Day for Semester 1	November 6, 2023
9-12 Midterm Report Card posted on Parent Portal	November 19, 2024
7/8 Progress Report posted on Parent Portal	November 14, 2024
7/8 Parent-Teacher Interviews	November 28, 2024
Last day to withdraw courses and change course levels	November 24, 2024
Grad Photos	December 11-15, 2024
Back to school after Christmas Break	January 6, 2025
Grad Photo Retakes	January 18, 2025
Semester 1 RST Period	January 15-19, 2025
Semester 1 Examinations (Grades 10-12)	January 25-31, 2025
First Day of Semester Two	February 5, 2025
Final Report Card 9-12 posted on Parent Portal	February 16, 2025
7/8 Term 1 Report Card posted on Parent Portal	February 14, 2025

Last Day to Request a Course Change for Semester Two	February 16, 2025
7/8 Parent-Teacher Interviews	February 22, 2025
Back to school after March Break	March 18, 2025
HS Parent-Teacher Interviews	March 27th, 2025
Career/Civics 'Turn Around' Day for Semester Two	April 17th, 2025
9-12 Midterm Report Card posted on Parent Portal	April 30, 2025
Last day to withdraw courses and change course levels	May 3, 2025
Catholic Education Week	May 6 - May 10, 2025
Graduation Mass	May 30, 2025
Prom	May 31, 2025
Semester 2 RST Period	June 10 - 17, 2025
Second Semester Examinations (Grades 10-12)	June 20 - 26, 2025
7/8 Term 2 Report Card posted on Parent Portal	June 26, 2025
Grade 12 Commencement Ceremony	June 27, 2025
Final Report Card 9-12 posted on Parent Portal	July 5, 2025
<u>HOLIDAYS</u>	
Labour Day	September 2, 2024
Thanksgiving	October 14, 2024
Christmas Break	December 23, 2024 to January 6, 2025 (inclusive)
Family Day	February 17, 2025
March Break	March 10 to March 14, 2025 (inclusive)
Good Friday	April 18, 2025
Easter Monday	April 21, 2025
Victoria Day	May 19, 2025

<u>PROFESSIONAL DEVELOPMENT DAYS</u> Friday, October 11, 2024 Friday, November 8, 2024 Friday, December 2, 2024 Friday, January 31, 2025 Friday, April 4, 2025 Friday, June 6, 2025 Friday, June 27, 2025	
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