

**STUDENT HANDBOOK AND AGENDA
2023-2024**



**HOLY TRINITY CATHOLIC
SECONDARY SCHOOL**

2420 Sixth Line
Oakville, Ontario
L6H 5Z8

Telephone: 905.257.3534
Fax: 905.257.6262
Attendance: 905.257.3534 Press 1
Attendance App: go.schoolmessenger.ca
School Website: secondary.hcdsb.org/holytrinity
School APP: myschoolday.app/download.php

Principal: Ms. Teresa Castellarin
Vice Principals: Mr. W. Kubicki, Ms. J. Peer

HOLY TRINITY DAILY SCHEDULE – 23/24

Warning Bell	8:20 AM
Opening Exercises	8:25 AM- 8:30 AM
Period 1	8:30 AM – 9:45 AM
Period 2	9:50 AM – 11:05 AM
Period 3AB	11:10 AM – 12:25 PM - (Lunch 12:30 – 1:10)
Period 3AC	11:10 AM – 1:10 PM (A=11:10-11:50; C=12:35-1:10) - (Lunch 11:50 – 12:30)
Period 3BC	11:55 AM – 1:10 PM - (Lunch 11:10 - 11:50)
Period 4	1:15 PM – 2:30 PM

BOARD MISSION STATEMENT

The Halton Catholic District School Board, in partnership with home and Church, is dedicated to providing excellence in Catholic education by developing Christ-centred individuals enabled to transform society.

HOLY TRINITY MISSION STATEMENT

Guided by our Catholic values and teachings, and supported through student, parent, staff, parish and community partnerships, Holy Trinity Catholic Secondary School is dedicated to providing a safe, welcoming, caring and inclusive school community. By linking academic excellence, co-curricular activities and faith practices, we guide students toward varied pathways, while inspiring resiliency, critical thinking, collaboration and global citizenship as integral parts of the future of our Titan graduates.

Love of Jesus Fill Us, Holy Spirit Guide Us, Will of the Father Be Done

CHAPLAINCY SERVICES

Chaplaincy is one of the resources available to students of Holy Trinity Catholic Secondary School. The School Chaplaincy Leader requires your input and support as he/she prepares and conducts school liturgies and other service projects that signify we are a Catholic Christian Community. Get to know your School Chaplaincy Leader by visiting them in their office or by volunteering your talents for one of the school projects. Social justice issues such as homelessness, pro-life, and environmental causes are a few of the many projects the School Chaplaincy Leader oversees. The School Chaplaincy Leader is available for personal, confidential counselling and for spiritual guidance.

RETREATS AND SCHOOL LITURGIES

At various times during the year, students shall participate in scheduled liturgies and retreats. Such involvement is essential to building commitment and witness to Christian faith in our Catholic secondary schools. By choosing to attend Holy Trinity Catholic Secondary School, a student accepts various religious activities, including school liturgies, retreats or other special events, as a compulsory component for everyone in our community.

ONTARIO CATHOLIC SCHOOL GRADUATION EXPECTATIONS

THE HOLY TRINITY GRADUATE IS EXPECTED TO BE:

- 1) ***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.
- 2) ***An effective communicator*** who speaks, writes and listens honestly and sensitively, responding critically in light of gospel values.
- 3) ***A reflective, creative and holistic thinker*** who solves problems and makes responsible decisions with an informed moral conscience for the common good.
- 4) ***A self-directed, responsible, lifelong learner*** who develops and demonstrates their God-given potential.
- 5) ***A collaborative contributor*** who finds meaning, dignity and vocation in work which respects the rights of all and contributes to the common good.
- 6) ***A caring family member*** who attends to family, school, parish, and the wider community.
- 7) ***A responsible citizen*** who gives witness to Catholic social teaching by promoting peace, justice and the sacredness of human life

To this end, Holy Trinity Catholic Secondary School promotes responsibility, respect, civility and academic excellence in a safe learning and teaching environment. We believe in treating everyone with equity, dignity and respect.

Students, parents, teachers and staff are all members of the Catholic School Community. We base the development of our community on the Gospel values and on compassionate, responsible, fair, respectful treatment of each other. All members of our Catholic School Community have the right to be safe, and feel safe in their school community. With this right comes the

responsibility to be law-abiding citizens and to be accountable for actions that put at risk the safety of others or oneself.

DO YOU NEED HELP?

If you need help, see your Guidance Counselor for advice and direction. Most problems and concerns can be resolved at the school level. In some cases you may be referred to the school social worker or one of the following local agencies.

SOCIAL WORKER

As part of the Special Education Department, we have the service of a full time Social Worker, and a half-time Child and Youth Counsellor. This support encourages the healthy development of our students through confidential individual counselling or group work. Our goal is to provide assistance with social and emotional issues. Through the support and guidance that we offer, we believe this will foster the student's personal development to ensure academic success.

AVAILABLE-EMERGENCY NUMBERS:

Emergency	911
Children's Aid (office)	905-333-4441
Oakville Trafalgar Hospital	905-845-2571
Rape Crisis Centre - 24 hrs	905-825-3622
Halton Women's Place - 24 hrs	905-878-8555
Kid's Help Line	1-800-668-6868
Teen Crisis Line	
(Halton Adolescent Support)	905-639-2800
Halton Family Services	905-681-7776
Halton Adolescent Support	905-639-2800
ADAPT	905-847-6547
Halton Sexual Abuse Program	905-825-3242
Salvation Army, Oakville	905-338-7022
YMCA Youth Employment	905-681-1140

GENERAL EXPECTATIONS -Information and Supports

Holy Trinity Catholic Secondary School has high expectations of all students. Respect for all members of our school community, the pursuit of academic excellence, standards of dress and student responsibility are part of the Holy Trinity philosophy. Students who enrol at Holy Trinity accept these ideals and agree to abide by the Holy Trinity Code of Student Expectations and the Dress Code.

CODE OF CONDUCT FOR HALTON CATHOLIC DISTRICT SCHOOL BOARD

Catholic Schools promote responsibility, respect, civility, human rights & equity, and academic excellence in a safe and inclusive learning and teaching environment. A positive school climate exists when all stakeholders of the school community feel safe, welcomed, and accepted. As a Catholic School Board, we believe that this environment is achieved when the conduct of all stakeholders upholds the Ontario Human Rights Code and supports the Mission and Vision Statements of the Halton Catholic District School Board (HCDSB) within the context of Gospel values.

In accordance with the Progressive Discipline and Safety in Schools Act, 2007, the *Code of Conduct and Standards of Behaviour* supports Halton Catholic District School Board's [Progressive Discipline and Safety in Schools Policy II-39](#) and [Administrative Procedure VI-44](#) which outlines *Suspension and Expulsion* Procedures.

Guiding Principles & Purposes Of The Code Of Conduct

It is the policy of the HCDSB to provide a safe, welcoming, and inclusive working and learning environment for staff and students. The HCDSB's Progressive Discipline and Safety in Schools Policy and the Ontario Code of Conduct apply to students, teachers, staff members, parents or guardians, and volunteers, whether they are on school property, in virtual environments, on school buses, at school-related events or activities, or in other circumstances that take place off school property or outside the regular school day that could have an impact on the school climate. The HCDSB upholds the fundamental beliefs outlined in the Ontario Code of Conduct and the rights and responsibilities of all under the Ontario Human Rights Code.

Standards of Behaviour

As per the Ontario Code of Conduct, the HCDSB upholds the following Standards of Behaviour:

Respect, civility and responsible citizenship

All school members must:

- respect and follow all applicable laws
- demonstrate honesty and integrity
- respect differences in people
- treat one another with dignity and respect at all times, especially when there is disagreement
- respect and treat others fairly, regardless of race, ancestry, place of origin, colour, ethnic origin, creed, sex, gender identity, gender expression, sexual orientation, age, marital status, family status or disability
- respect the rights of others
- show care and respect for school property and the property of others
- take the proper steps to help those in need
- respect all members of the school community, especially those in a position of authority
- respect the need of others to work in an environment that is conducive to learning and teaching, including by ensuring that cellphones and other personal mobile devices are only used during instructional time for educational purposes (as directed by an educator), for health and medical purposes and/or to support special education needs
- seek help from school staff, if necessary, to resolve conflict peacefully
- not swear at a teacher or at another person in a position of authority

Safety

School community members must not:

- engage in any form of bullying, whether it is in person or through technology, like email or cell phones

- commit sexual assault
- traffic weapons or illegal drugs
- commit robbery
- give alcohol or cannabis to a minor
- be in possession of a weapon, including firearms
- use any object to threaten or intimidate another person
- injure anyone with an object
- be in possession of alcohol, cannabis (except by an individual who is authorized to use cannabis for medical purposes), or illegal drugs
- be under the influence of alcohol, cannabis (except by an individual who is authorized to use cannabis for medical purposes), or illegal drugs
- provide others with alcohol, illegal drugs, or cannabis (unless the recipient is an individual who has been authorized to use cannabis for medical purposes) inflict or encourage others to inflict bodily harm
- engage in hate propaganda or other types of behaviour caused by hate or bias
- commit an act of vandalism that causes extensive damage to school property at the student's school or to property on the school premises

Roles and Responsibilities

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

- develop policies that set out how schools will implement and enforce the code of conduct and all other rules developed as related to the provincial standards that promote and support respect, civility, responsible citizenship, and safety
- seek input from the Bullying Prevention and Intervention Committee, Catholic Parent Involvement Committee, Catholic School Councils, Indigenous Education Advisory Council, Special Education Advisory Committee, students, staff, parents, volunteers, and the community members
- review these policies regularly with students, staff, parents, volunteers, and the community members
- establish a process that clearly communicates the HCDSB code of conduct to all parents, students, staff, and members of the school community to gain their commitment and support
- ensure an effective approach to intervene and respond to all violations that relate to the standards for respect, civility, responsible citizenship, and safety
- provide opportunities for all staff to gain the knowledge, skills, and attitudes they need to promote student achievement and well-being in a safe, inclusive, and accepting learning environment
- uphold the Ontario Human Rights Code and create an environment that is free of discrimination and harassment

Principals, under the direction of the HCDSB, take a leadership role in the daily operation of a school. They provide this leadership when they:

- demonstrate care for the school community and commitment to academic excellence in a safe, welcoming, and inclusive teaching and learning environment
- uphold the Ontario Human Rights Code and create an environment that is free of discrimination and harassment
- hold everyone under their authority, accountable for their behaviour and actions
- empower students to be positive leaders in their school and community
- communicate regularly and meaningfully with all members of their school community

Teachers and other school staff members, under the leadership of principals, maintain order in the school and are expected to hold everyone to the highest standards of respectful and responsible behaviours. As Catholic role models, staff uphold these high standards when they:

- help students work to their full potential and develop their self-worth
- empower students to be positive leaders in their classroom, 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 as outlined in the **Ontario Catholic Graduate Expectations**
- uphold the Ontario Human Rights Code and help to create an environment that is free of discrimination and harassment

The Police *play an essential role in making our schools and communities safer.* They:

- investigate incidents in accordance with the protocol developed between the Halton Catholic District School Board and the Halton Regional Police Service. This protocol is based on a provincial model developed by the Ministry of the Solicitor General and the Ministry of Education.

Students are to be 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 others and for those in authority
- refrains from bringing anything to school that may compromise the safety of others
- follow the established rules and takes responsibility for their own actions
- upholds the Ontario Human Rights Code and helps to create an environment that is free of discrimination and harassment
- refrains from:

- using harmful language or behaviour which may be intentional or unintentional. The Ontario Human Rights Code focuses on impact. Even if a person does not explicitly object to the comment or behaviour, it can be construed as harassment and must be addressed appropriately
- making epithets, remarks, jokes or innuendos related to a person's race, gender identify, gender expression, disability, sex, sexual orientation, creed, age, and/or any other Code-protected ground
- posting or circulating offensive/harmful pictures, graffiti or materials, whether in print form, via e-mail or other electronic means
- singling out a person by humiliating, demeaning, "teasing" or humor because they are a member of a Code-protected group
- making comments ridiculing a person because of characteristics that are related to a Code-protected ground of discrimination (for example, this could include comments about a person's dress, speech or other practices that may be related to their sex, race, gender identity or creed)

Parents/Guardians/Caregivers 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/Guardians/Caregivers fulfil their role when they:

- share an active interest in the child's schoolwork and progress
- communicate regularly with the school
- help their child to meet the requirements of the uniform policy and dress code of the school
- ensure that their child attend school regularly and on time
- promptly report their child's absence or late arrival
- show that they are familiar with the provincial Code of Conduct, the HCDSB's code of conduct and the school rules
- encourage and assist their child in following the rules of behaviour
- assist school staff in dealing with disciplinary issues involving their child
- uphold the Ontario Human Rights Code and help to create an environment that is free of discrimination and harassment

Progressive Discipline

Progressive discipline is an approach that makes use of a continuum of interventions, supports, and consequences when inappropriate behaviours have occurred. The focus of the Progressive Discipline model builds upon strategies that promote positive behaviours for all students. For students with special education and/or disability related needs, interventions, supports and consequences are consistent with the expectations in the student's IEP and/or their demonstrated abilities. Progressive discipline includes early and/or on-going intervention strategies.

Suspension of Students

The HCDSB also supports the use of suspension and expulsion as outlined in Part XIII of the Education Act where a student has committed one or more of the infractions outlined below on school property, during a school-related activity or event, and/or in circumstances where the infraction has an impact on the school climate.

The infractions for which a suspension may be imposed by the principal include

- uttering a threat to inflict serious bodily harm on another person
- possessing alcohol, illegal or restricted drugs/substances
- being under the influence of alcohol and/or illegal restricted drugs/substances
- 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 student's school or to property located on the premises of the student's school
- bullying which includes cyberbullying
- any activity motivated by bias, prejudice, or hate, national or ethnic origin, language, colour, religion, sex, age, mental or physical disability, sexual orientation, gender identity, gender expression or any other similar factor
- 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 the members of the school community or
- any act considered by the principal to be contrary to the HCDSB or School Code of Conduct as outline in Policy II-39 Progressive Discipline and Safety in Schools and Administrative Procedure VI-44 Progressive Discipline and Safety in Schools

A student may be suspended only once for an infraction and may be suspended for a minimum of one (1) school day and maximum of twenty (20) school days.

Expulsion of Students

The infractions for which the principal shall suspend and may consider recommending to the HCDSB that a student be expelled from the student's school or from all schools of the HCDSB include:

- possessing a weapon, including possessing a firearm or a replica
- 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 replica, illegal or restricted drugs
- committing robbery
- giving alcohol to a minor
- bullying, if the student has previously been suspended for engaging in bullying, and/or the student's continuing presence in the school creates an unacceptable risk to the safety of another person

- any activity 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 student's continued presence is injurious to the effective learning and/or working environment of others
- activities engaged in by the student on or off school property that cause the student'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 HCDSB
- activities engaged in by the student on or off school property that have caused extensive damage to the property of the HCDSB or to goods that are/were on HCDSB's property
- the student has demonstrated through a pattern of behaviour that they have not prospered by the instruction available to them and that they are persistently resistant to making changes in behaviour which would enable them to prosper
- any act considered by the principal to be a serious violation of the HCDSB or School Code of Conduct as outline in Policy II-39 Progressive Discipline and Safety in Schools and Administrative Procedure VI-44 Progressive Discipline and Safety in Schools

Note: In accordance with the Police and School Response Protocol, Police may be contacted for but not limited to the above noted infractions. Consequences resulting from criminal charges related to school incidents are independent of those imposed under the Education Act.

Mitigating Factors

During the investigative process leading to a possible suspension and/or expulsion, the principal will consider:

- whether the student has the ability to control their behaviour
- whether the student has the ability to understand the foreseeable consequences of their behaviour
- whether the student's continuing presence in the school does or does not create an unacceptable risk to the safety of any other individual at the school

Other Factors

Where the student is able to control their behaviour and is able to understand the foreseeable consequences of their behaviour, the principal will consider whether the following factors mitigate the length of a suspension or the decision to apply a suspension as a form of discipline for the student:

1. The student's academic, discipline and personal history; including mental health
2. Whether progressive discipline has been attempted with the student, and if so, the progressive discipline approach(es) that has/have been attempted and any success or failure
3. Whether the infraction for which the student might be disciplined was related to any harassment of the student because of race, ethnic origin, religion, creed, disability, gender or gender identity, sexual orientation or harassment for any other reasons
4. The impact of the discipline on the student's prospects for further education

5. The student's age, socioeconomic background, family circumstances and mental health
6. Where the student has an Individual Education Plan (IEP) or disability related needs
 - Whether the behaviour causing the incident was a manifestation of the student's disability
 - Whether appropriate individualized accommodation has been provided
 - Whether a suspension is likely to result in aggravating or worsening the student's behaviour or conduct or whether a suspension is likely to result in a greater likelihood of further harmful conduct
7. Whether or not the student's continuing presence at the school creates an unacceptable risk to the safety of anyone in the school

Human Rights and Equity Factors

The Ontario Human Rights Commission's Report on the Ontario Safe Schools Act states that in the Greater Toronto Area (GTA) and other parts of Ontario, there is some empirical evidence that the Act and school board policies have a disproportionate impact on racialized students. More recently, Ontario's Education Equity Action Plan (2017), and research data collected in several district boards across the GTA point to the evidence that suspensions and expulsions have a disproportionate impact on students with disabilities, and Indigenous, racialized and Black students. When considering mitigating factors, the principal and other decision makers should intentionally review factors that influence decision making, such as systemic racism, socioeconomic status, and the family circumstances of students. Decision makers must also consider their own social location and be cognizant of stereotypes and prejudices.

Additional Information

What are suspended students expected to do while away from school?

A student who is subject to a suspension of five (5) or fewer school days will be provided with schoolwork to complete at home while serving the suspension. A Student Action Plan (SAP) will be developed for every student subject to a suspension of six (6) or more school days. A student subject to suspension for eleven (11) or more school days will be provided with both academic and non-academic supports, which will be identified in the student's SAP. Students subject to a suspension of fewer than eleven school days may be offered non-academic supports where such supports are appropriate and available. Suspended students are not allowed on school property, on school buses or at school-authorized events or activities throughout the suspension period.

What is the difference between a suspension and an expulsion?

Suspension is an imposed absence from school to a maximum of 20 days.

School expulsion is an expulsion from the school of the Board that the student was attending at the time of the incident.

Board expulsion is an expulsion from all schools of the Board.

A parent, guardian or adult student may appeal a suspension or an expulsion.

How do school programs support Safe Schools?

The *Progressive Discipline and Safety in Schools Act, 2007* and the Halton Catholic District School HCDSB's Code of Conduct are supported by programs that provide students with academic and non-academic skills. Religion and Family Life, Health and Social Skills and Bullying Prevention programs provide students with key learnings that foster healthy relationships and encourage students to respect the needs, feelings, rights, and cultures of other individuals.

ATTENDANCE

STUDENT ATTENDANCE POLICY

Holy Trinity Catholic Secondary School actively encourages and promotes regular in-person attendance. Educational research has consistently shown that a student's progress and academic success are closely related to regular attendance and participation in the day to day activities of the school. Although teachers may post material online, our expectation is that students are present in person on all instructional days. Online content does not replace daily in-person instruction.

Although trips and vacations may provide diverse learning experiences, the school does not support, academically, travel or vacations during class time. The content covered in each course is important and requires daily attendance. While parents may choose to travel during the school year, the time missed from class is recorded as an absence and counted in the total absence record for the Semester. A significant number of absences places a student's achievement in jeopardy due to the loss of instructional time. Also, assessment and evaluation become problematic.

STUDENT ABSENCES

The parent/guardian must notify the Safe Arrival Program. Using the Safe Arrival system, parents will be able to report daily absences, and even schedule absences in one of three ways: the SchoolMessenger mobile app, SchoolMessenger website: go.schoolmessenger.ca, and by calling toll-free at: 1-844-445-4505. If notification is not received within the 24- hour day the absence will be recorded as a **truancy**.

Signing In and **Signing Out** are the procedures for students **physically** checking with the Attendance Office, any time of the day, that parent/ guardian approval has been received, failure to do so will result in a **truancy**.

Signing In: Students arriving to school **any time** after 8:45 am **MUST** sign in at the Attendance Office.

Signing Out: Students leaving school during the school day **MUST** sign out and **MUST leave school property**. Parent/guardian approval **MUST** be received prior to the student leaving the building. Parent approval, either by phone/email after the fact will result in the absence being recorded as truant. In addition, the student may face disciplinary action.

If a student becomes ill while at school, they MUST report to the Attendance Office immediately. Failure to report to the Attendance Office may result in the student being recorded as truant. In addition, their parents will be notified, and action may be taken by the School Administration.

EXTENDED ABSENCES

One week **PRIOR** to the departure date for an absence involving 6 school days or more the student **MUST** go to the Attendance Office and pick up an "Extended Absence" form. The student is to take the form home for parents to complete the top and sign. The student is to then consult with each of their teachers and make notes of what will be covered in each class and get their teachers signatures. Any assignments that are due while he/she is away should be completed and handed in prior to the trip to

ensure they are accepted. Once the “Extended Absence” form is completed the student is to bring the form to the Attendance Office for a VP’s signature and to be photocopied for their OSR.

Examinations missed for any reason other than medical will NOT be rescheduled and a mark of zero (0) will be assigned to any examination missed for truancy.

STUDENT LATES

Students arriving at 9:00 or after (P1), or 10 minutes or more late for any other class, **MUST** go directly to the Attendance Office and must have parent/guardian approval explaining the late to receive a late slip in order to enter a class in progress.

If parent/guardian approval is not received and the student is over 15 minutes late they will not be given a late slip, and they will remain in the Attendance Office. their absence will be recorded as “Late no Class”.

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|---|---|
| * 1st to 4th late: | teacher conference and parental contact |
| * 5th to 8th late: | student sent to the office with a tracking sheet to see administration. The student may be admitted to class with teacher permission and a detention will be issued. Parents will be informed if the tardiness continues. |
| * 9th late and over: | student is sent to the office to see administration. Progressive disciplinary action will result, and the student may be suspended. |

Truancy

Students who miss class, without an acceptable reason from their parent/guardian, will be recorded as truant. **Persistent truancy will be dealt with progressively with disciplinary action up to and including suspension.**

MISSED EXAMINATIONS, TESTS AND ASSIGNMENTS:

Students understand that their role is to learn, and with the guidance of their teachers, strive to be successful, with academic honesty and rigor, within established timelines. Students have a responsibility to learn to set and achieve learning goals, manage their own learning in order to become self-directed, life-long learners, in a Catholic community. Students understand that the following expectation will be adhered to:

- All assessment and evaluation activities are due on the assigned date or within the time frame specified by the teacher.
- Certain deadlines are absolute (e.g. the teacher needs to submit final grades for reporting by a given date).
- It is never acceptable to hand work in late unless you have communicated with the teacher have agreed to an alternative date (see Late/Missing Assessment Contract).
- A record of lateness will be kept and reported as part of the student’s learning skills and this will be reported in the Learning Skills section of the student’s final report card.
- Teachers have an obligation to evaluate work in a timely fashion. To do this teachers need multiple sources of evidence upon which to base their judgements for evaluation. Choosing not to complete or submit work jeopardizes whether a teacher can make a valid or reliable judgment about the student’s achievement.

Tests

- Students are expected to be present for all test dates.
- If a student is absent for a test, the student **may** write an alternative on a date determined at the teacher's discretion.
- If a student knows prior to the test date that he/she will be absent (i.e. school related activity or medical appointment), the student is required to notify the teacher as soon as possible and prior to the test so that arrangements can be made for an alternate test date at the teacher's discretion. All late and missed assessments after this point will be referred to administration. If the student is truant for a test, they will be referred to administration.

Assessments

- If the student is legitimately absent on the day an assessment is due, he/she must personally submit the assessment on his/her first day back at school or at the discretion of the teacher.
- Please note if there are repeated absences on dates of assessments (TESTS, QUIZZES, PRESENTATIONS, AND LABS), the student may be assigned a zero.
- Should there be extenuating circumstances (e.g. long term illness, bereavement, etc.), the student's parent or guardian must notify the school and/or teacher and HT Late/Missed Assessment policy will be followed.
- The Late/Missing Assessment Contract **must** be completed for all late or missing assessment pieces.
- **Vacation:** Arrangements must be in place with the teacher at least one week prior to departure. Parent/Guardian must inform all teachers and administration in writing. Note there is a form to complete – available in the Attendance Office.
- Please be advised that the Late/Missing Assessment Contract is binding at Holy Trinity. Not meeting the terms of the late contract may result in a zero on the assessment.
- **Academic Honesty:** No one is allowed to plagiarize, cheat, copy or knowingly and deliberately present the language, ideas or thoughts of another individual (including AI) as their own work. All sources must be cited or referenced. Consequences may include assessing a mark of zero on the assessment, test or exam as well as possible suspension.

Note: Illness substantiated by a doctor's note is the only acceptable reason for missing an examination. All notifications of absence due to vacation or family trip must be submitted in writing to a Vice-Principal.

UNIFORMS AND DRESS CODE

Our school uniform promotes a safe and positive learning environment, that reflects the distinctively Catholic teachings in our schools. In making the decision to attend Holy Trinity Catholic Secondary School students and parents have made a commitment to comply with and support the school uniform policy.

As of February 2021, the sole uniform provider for Holy Trinity Catholic Secondary School is McCarthy Uniforms. Visit <https://www.hcdsb.org/schools/school-uniforms/> for more information. All uniform items are to be purchased from our supplier McCarthy either online, by phone order or in person at their Oakville store for the following:

Tops

- Golf shirt – short or long sleeve – black or white (w/ logo)
- Striped rugby shirt
- Hoodie (The Hoodie is permitted in the school and classrooms.)

Bottoms

- Dress pants – black (embroidered)
- Walking shorts –black (embroidered)
- **Shoes must have a closed toe and heel. No slippers, slides or flip-flops are allowed.** In addition, for safety reasons, platform shoes are not permitted. Boots are not permitted.
- Gym uniforms (t-shirts and shorts) are purchased directly from the school
- Used uniform items are available at the school – Catholic School Council will host used uniform sales.

Optional items which may be purchased elsewhere

- A plain white undershirt, t-shirt or camisole may be worn under the school golf shirt – no coloured shirts of any kind may be worn
- A plain white turtleneck may be worn under the golf shirt
- A plain black/brown belt – no insignias or logos

Important Notes

- **Students are to be in full uniform for the entire school day while at school, including lunch periods.**
- All school tops and walking shorts are embroidered with the HT logo.
- Hosiery/socks **MUST** be worn with the uniform.
- Hats, caps, baseball hats and hoods are not to be worn inside the school building at any time. Students are to remove these items upon entering the building.
- Uniform items must be worn properly (i.e. pant waistlines are to be worn at the waist, pant legs are not to be worn inside socks) and must be in good condition. Ripped, torn or unhemmed items are not permitted.
- **Non-uniform items (jackets, caps, sweaters, etc.) are not to be worn in the school. Spirit Wear is not considered uniform!**
- Accessories (belts worn over sweaters, scarves, dog collars, studded jewelry & heavy chains, etc.) are not to be worn with the school uniform. Inappropriate logos or symbols that are not in keeping with our Catholic values are not permitted (e.g. Playboy jewelry or accessories) The school Administration reserves the right to determine the appropriateness of any accessory.
- The overall appearance of the uniform must be neat; ripped, torn, defaced, stained or unhemmed items are not permitted.
- Physical education clothing should provide for comfortable, modest and safe movement during activities. Students who wear clothing which is either too baggy or too tight will not be permitted to participate in class.
- Students are expected to be in full uniform in class. Students who incur frequent infractions will face consequences which may include: no civvies privileges, detention and in extreme cases suspension.

Progressive Discipline for Uniform Infractions

- 1st offence: Warning and Uniform Pass issued
- 2nd offence: 30 minute detention after school
- 3rd offence: 2 x 30 minute detention after school
- 4th offence: 1 day suspension to be increased by a day for each subsequent uniform infraction.

Non-Uniform Days

- Every last Thursday of the month will be a non-uniform (civvies) day. Students are invited to wear civvies or they may choose to wear their uniform if they prefer.
- On non-uniform (civvies) days and other school events, students are asked to dress appropriately for the school environment; that demonstrates respect for themselves and others. Clothing with inappropriate logos, sayings, pictures or graphics of any kind will not be allowed.
- In addition to civvies, days, the school may offer several spirit days such as Orange Shirt Day, Pink Day or a Student Council Spirit Event. On all spirit days, students may choose to participate by wearing a spirit top and/or accessories but must wear their uniform bottoms. If students choose not to participate in spirit wear, they must be in full uniform. Students that do not wear appropriate spirit wear, will lose their civvies day for the following month.

GENERAL INFORMATION

VIDEO SURVEILLANCE

Please note that the building and parking lot are under video surveillance.

STUDENT INFORMATION SYSTEM (SIS) – Parental Access

This tool allows parents to review student attendance and final marks to date.

Go to the Holy Trinity Catholic Secondary School Web Site

(www.holytrinityoakville.ca).

Go to the toolbar to School Information and look for **SIS**. This stands for Student Information System – click on this

Enter the Student Number (specific number that has been assigned to your student)

Enter the Student's Date of Birth

Press SUBMIT

You will see Semester timetables

To view the attendance in a particular class: *For example:* select Semester 1, select Period 2, and click on the word "Attendance" in the grey shaded area. All of the attendance for that period will be displayed

ELECTRONIC DEVICES

All students are expected to follow the direction of the classroom teachers and school administration with respect to the use of electronic devices in the school. The school is not responsible for lost or stolen items.

USE OF SCHOOL BOARD'S COMPUTER NETWORK

The signatures of students and parents (where the student is under 18) are mandatory before access is granted for the use of telecommunications provided by the Halton Catholic District School Board. Students and parents must agree to the Board's Policy on Acceptable Use Procedure for Telecommunication and Internet Use. Parents will be required to complete the online Educational Applications and consent form for the My School Day App. See Procedure No. VI-62 and Policy I-43 Use of Technology and Digital Citizenship.

INJURIES

If a student is injured at school, the student and/or a witness is to inform the Main Office immediately, and assistance will be rendered.

LOCKERS

***Locks** – Will be provided by the school for each student. If the lock is damaged or lost, the student will be responsible for paying for the replacement.

Lockers are *loaned* to students for their *convenience*, but remain the property of Holy Trinity Catholic Secondary School and the Halton Catholic District School Board. **The administration may open any locker, at any time.**

Students are responsible for keeping their locker clean and presentable. Pictures and/or slogans kept inside the locker must conform to the values and ideals of Holy Trinity Catholic Learning Community. ***Please do not keep anything of significant value in your locker - it is not burglar proof.***

Do not let anyone know the combination to your lock. Students are only permitted to use the locker and lock that is assigned to them by the main office.

Backpacks are to be kept in your locker – they are not allowed in classes or the Library.

LOST AND FOUND

The school is not responsible for lost or stolen articles. Students are strongly urged to leave all valuables at home. Personal items should be secured in the student's locker during the school day and students must ensure that their locker is properly secured. All items found are to be brought to the Main Office. Students can claim items there or from the lost and found box. ***Never leave valuables in the change rooms or unattended anywhere in the school or on the school grounds.***

SCHOOL BUS

Transportation by school bus is a *privilege*. Riding the bus is an extension of the Holy Trinity Catholic Learning Community. This means all rules that are enforced in the school are also enforceable on the bus to and from school. Appropriate student behaviour is expected at all times with safety the overriding concern. You are responsible to the school for your behaviour on a school bus in the same way that you are in each class.

Inquiries regarding bussing should be directed to Halton Catholic Student Transportation Services: tel 1-888-803-8660; fax 905-637-4023; inquiry@haltonbus.ca

SKATEBOARDS

The use of skateboards is not permitted inside the school or on the sidewalk surrounding the perimeter of the school building.

SMOKING AND VAPING ON SCHOOL PROPERTY

Smoking is known to be seriously injurious to everyone's health.

The Halton Region Health Department has released the following information regarding changes to the *Smoke-Free Ontario Act (SFAO, 2017)* and *How the Act Affects Schools*.

We are sharing this information as part of our education and warning plan. This information will be reviewed with all students during grade level assemblies each semester as well as in messaging sent home.

The Smoke-Free Ontario Act prohibits the smoking of tobacco, the use of electronic-cigarettes (e-cigarettes) to vape any substance, and the smoking of cannabis (medical and recreational) in enclosed workplaces and enclosed public spaces, as well as other designated places in Ontario, to protect workers and the public from second-hand smoke and vapour.

Smoking refers to the smoking or holding of lighted tobacco or cannabis (medical or recreational).

Vaping refers to inhaling or exhaling vapour from an electronic cigarette or holding an activated electronic cigarette, whether or not the vapour contains nicotine.

Smoking and vaping are not allowed in public and private schools, including the grounds associated with the school, and public areas within 20 metres of any point on the perimeter of the grounds of the school. Where a private school is not the only occupant of the premises, then the grounds designated for the school (e.g., a playground) and public areas within 20 metres of any point on the perimeter of those grounds are affected.

It is also illegal to sell tobacco and vapour products in public schools and private schools.

Enforcement

Administrators, teachers, and local public health units will carry out inspections and respond to complaints regarding smoking and vaping on school property and within the 20-metre perimeter of public areas outside of school property.

A violation of the Smoke-Free Ontario Act will result in a suspension from school and a possible fine levied by the Halton Region Health Department. This includes possessing and/or using a cigarette and/or vaping device.

Students cannot use or bring any e-cigarettes or vaporizers at or to school. Students are also not permitted to sell tobacco products of any kind, including cigarettes, chewing tobacco, vaping liquids, snuff etc.

STAFF-STUDENT RELATIONS

Teachers, secretaries, custodians, cafeteria staff, Commissionaires and school bus drivers provide a variety of valuable services for students. *Students are expected to be courteous to and respectful of all staff and to follow their directions. Failure to do so will result in a school consequence, including suspension.*

STUDENT PARKING

Students driving private vehicles must park their vehicles only in the student designated parking lot. *Irresponsible use of any vehicle on school property will not be tolerated. The school reserves the right to deny access to school property to any vehicle. All vehicles must be registered at the main office.* Once registered, parking permits will be assigned – Parking permits must be visible whenever the vehicle is on school property.

VISITORS

Casual visitors are not allowed in the building or on the school grounds during the school day. Students are not to invite visitors to the school without the prior approval of the administration. Parents are welcome in the school at any time; however, parents are encouraged to contact the school, during school hours, for an appointment in order to review any matter pertaining to the educational needs of their son/daughter. Should parents require a regular update on student progress and/or attendance, please contact us and we would be pleased to respond as soon as possible. *All visitors are to sign in the main office.*

ACADEMIC INFORMATION

EVALUATION

On-going evaluation identifies difficulties quickly and allows students/parents to take prompt remedial action. Teachers use a variety of evaluation techniques to determine a student's mark. Evaluation is meant to be constructive and continuous, to increase

a student's sense of self-worth and to emphasize what is important in a student's learning. In addition to outlining expectations for performance and attendance, each teacher will give students information regarding methods of evaluation at the outset of classes.

EVALUATION POLICY

A student's final grade in each subject is calculated as follows (unless Ministry Guidelines indicate otherwise):

TERM	FINAL EVALUATION(S)
70%	30% - for all level subjects

A student must obtain a grade evaluation of 50% or more to obtain a credit in the subject. (A Credit Recovery process is available to those who have failed courses. This option will be explained by Student Services to those students who are eligible for such a program.)

ACADEMIC DISHONESTY

Academic dishonesty as defined by HCDSB Board Policy V1-55:

Academic Dishonesty is broadly understood to mean offences against the academic integrity of the learning environment. This would include, but is not limited, to the following:

- Copying from another student or making information available to another student for the purpose of copying during a test/ examination/ quiz or for individual/ group assignments
- Failing to **follow instructions of the** presiding teacher during an examination
- Submitting any written work (electronic or hard copy) in whole or in part which has been written by someone else
- Using direct quotations or paraphrased material in any assignment without giving the proper acknowledgement.

One form of academic dishonesty is plagiarism. Plagiarism is usually defined as presenting someone's words and ideas as one's own. It can take many forms, including the following:

- Submitting an essay/ assignment written by someone else e.g. buying an essay online, downloading an essay from a free website, having someone else complete one's assignment or copying or using work done by another student (including homework);
- Piecing together material from one or several sources and adding only linking sentences;
- Quoting or paraphrasing material without citing the source of the material, including books, magazines or print from all electronic sources (videos, podcasts, etc.); Academic dishonesty may result in a mark of zero on the test/assignment/etc. and may result in additional consequences (including suspension for intentional plagiarism).

ASSESSMENT AND EVALUATION

On-going assessment and evaluation supports effective teaching and learning and involves assessment for, as and of learning. Student evaluation is based on the following 4 achievement categories:

- i) Knowledge/Understanding
- ii) Application
- iii) Communication
- iv) Thinking/Problem Solving

Teachers use a variety of assessment and evaluation techniques to arrive at a student's mark. Evaluation is meant to be constructive and continuous, to increase a student's sense of self-worth and to emphasize what is important in a student's learning. In addition to outlining expectations for performance and attendance, each teacher will give students information regarding criteria and methods of evaluation at the outset of classes.

CHANGING PATHWAYS – COURSE LEVELS

Students are asked to meet with their counsellor in Student Services if they have any concerns or questions.

EXAMINATIONS/CULMINATING ACTIVITIES

Final examinations and culminating activities are held in January for semester 1 courses and in June for semester 2 courses.

Students must write an examination or have a final evaluation for each course in which they are enrolled. If a student misses an examination/culminating activity due to illness, a medical certificate must be submitted to the school administration in order to schedule an alternate date. ***If a student is truant from the examination/culminating activity, or does not submit a medical certificate, the examination/culminating activity will not be rescheduled*** and a mark of zero (0) on the assessment may be assigned.

Students are required to write examinations/culminating activities as scheduled

HOMEWORK

Homework includes the completion of daily assignments, study, review and preparation for major assignments, tests and examinations. Students should expect subject teachers to check regularly that their work has been completed. The amount of homework depends on the subject, levels of difficulty and grade level, but it is reasonable to expect homework (study and written) on a daily basis at the secondary level.

REPORT CARDS AND MARKS

During the course of the school year you and your parents or guardians will be informed of your progress (please check the important dates at the beginning of the agenda or on the website).

FIELD TRIPS, EXCURSIONS, SPORTS

While students are encouraged to participate fully in school-sponsored activities, they are still responsible for work, tests and assignments in their classes. It is the responsibility of students to inform their teacher of their involvement in out of school activities. Students ***must be dressed appropriately for all field trips and excursions.***

LEARNING COMMONS (LIBRARY)

The Learning Commons/Library is designed for student collaboration, and it functions to implement and support the curriculum of the school. The Librarian's role is to assist students in acquiring the information literacy skills needed for locating a variety of resources valuable to their educational needs. The library provides all students with an enriched learning environment, containing a wide variety and range of materials that will invite intellectual growth.

The Library is open daily from 8:00 a.m. – 4:00 p.m.

SPECIAL EDUCATION DEPARTMENT

The Special Education Department recognizes that education must address the unique strengths and needs of all students. It is, therefore, understood that all students have the right to quality education and to develop to their fullest potential. Our Special Education Programmes are totally integrated into all aspects of the school environment. The resource teachers work collaboratively with staff members in a variety of ways:

- Assisting with program accommodations/modifications;
- Providing in-class support where applicable;
- Developing individual educational plans;
- Supporting the inclusion of exceptional pupils within the classroom.

It is the role of the Special Education support services to empower and encourage the school community to meet the individual needs of all students.

STUDENT SERVICES/GUIDANCE DEPARTMENT

The Student Services Department works to foster the total development of all students in conjunction with administrators, staff, parents and community agencies.

The Guidance Department is there to help students learn how to assess their own competencies, characteristics and aspirations. With the assistance of qualified counselors, students will explore a broad range of work, learning and community-life options. Counselors will assist students in developing learning skills and strategies they can use in secondary and post-secondary education.

PROGRAM AND DIPLOMA REQUIREMENTS HIGHLIGHTS

18 COMPULSORY CREDITS:

- 4 English, 3 Mathematics, 2 Science, 1 Canadian History, 1 French as a second language, 1 Health and Physical Education, 1 Canadian Geography, 1 Arts, 0.5 Career Studies, 0.5 Civics.

Plus one credit from each of the following groups:

- Group 1: additional credit in English, or French as a Second Language, or a Native Language, or a Classical or an International Language, or Social Sciences and the Humanities, or Canadian and World Studies, or Guidance and Career Education, or Cooperative Education.
- Group 2: additional credit in Health and Physical Education, or the Arts, or Business Studies, or French as a Second Language, or Cooperative Education.
- Group 3: additional credit in Science (Grade 11 or 12) or Technological Education or French as a Second Language, or Computer Studies, or Cooperative Education.

In addition to the Compulsory Credits, student must complete:

- 12 optional credits
- 40 hours of community service (pre-approval required through Student Services)
- The Provincial Literacy requirement (pass the Grade 10 Literacy Test)
- In Groups 1, 2 and 3, a maximum of 2 credits in FSL can count as compulsory, one from Group 1 and one from either Group 2 or Group 3.

The Ontario Educational Resource Bank (OERB) provides a range of learning resources including multimedia interactive activities, lessons and games. Search for resources by grade, subject/course, strand, overall expectations, and/or keywords.

URL: <http://resources.elearningontario.ca>

USERNAME: haltonrcstudent

USER ID: oerbs

CO-CURRICULAR ATHLETICS/CLUBS/ACTIVITIES

A CODE FOR STUDENT PARTICIPATION IN ATHLETICS/ACTIVITIES

Holy Trinity offers a wide variety of activities. We believe that athletics and extra-curricular activities can and should play an important role in secondary school life by providing valuable learning situations outside of the regular classroom. In order to gain maximum benefit from the program(s), student athletes and activity members need to follow these expectations:

- Being a member of a school team/club is a privilege - not a right.
- Your number one priority is the regular school program that should not suffer due to athletics or club involvement. It is your responsibility to catch up on any work missed and maintain good academic status.
- You are expected to co-operate fully with all staff especially in the area of clean up, set up or moving of equipment.

- As student athletes and activity participants you are expected to co-operate completely with all requirements of school life, making certain that you adhere to policies regarding attendance, punctuality, dress, behaviour and deportment as defined by the staff. **Students must be in attendance for all classes on game/activity days or they may not be eligible to play/participate.**
- You will accept full responsibility for the school equipment.
- Participating as a team or club member means making a commitment to the team and its members. It is important to attend all practices/meetings and to be on time. If you must miss, tell the coach/advisor personally as early as possible.
- Finally, remember that you are "goodwill ambassadors" and represent your school, coach/advisor and team/club mates during any activity. Your behaviour, therefore, must be at the highest level possible at all times, exhibiting good sportsmanship, adherence to game rules and courtesy to all officials, players and spectators.

INDIVIDUAL ELIGIBILITY IN THE HCAA CONSTITUTION IS AS FOLLOWS:

SECTION 2 - INDIVIDUAL

To represent a school in any HCAA sport, a student must:

1. *be eligible for competition under the HCAA CONSTITUTION, By-Laws and Standing Rules (playing regulations);*
2. *be registered as a student from within the school a. any student competing in the HCAA may be asked to provide proof of residence within the school attendance boundary or an approved cross boundary application.*
3. *be registered and in attendance as a student in day classes for the school, achieving the following course requirements:*
 - a. *Students who have fewer than twenty-two (22) credits must be taking courses which define them as full time students under the Ministry of Education definition. Namely, a student in a traditional school must be registered in a minimum of six (6) full day school credit courses; and in a semestered school, a student must be registered in a minimum of three (3) full day school credit courses in the semester in which they participate.*
 - b. *Students who have achieve twenty-two(22) or more credits must be registered in at least four (4) non-semestered full day school credit courses over the school year or registered in at least two (2) full day school credit courses per semester.*
4. *If a student is no longer enrolled in scheduled classes before the completion of a sport season, that student will become ineligible for further competition within the HCAA for that sport season;*
5. *be enrolled as a day student on or before September 20th of the current school year, or has enrolled at least ten (10) school days prior to the contest concerned; and is in attendance at least seventy-five (75) per cent of the regular school days intervening between the date of registration and the date of the contest except where a school is legally closed by a municipality and except where there is a disabling illness, meet the following age requirements for the INDIVIDUAL SPORT:*

ALL STUDENTS ARE ENCOURAGED TO PARTICIPATE IN SOME PHASE OF THE ATHLETIC AND EXTRA-CURRICULAR PROGRAM ENABLING THEM TO DEVELOP A WELL-ROUNDED EDUCATION BOTH MENTALLY AND PHYSICALLY.

To participate in co-curricular athletic activities, you must have completed the following: Acknowledgement of Risks/Permission to Participate and Medical Information Form

These activities and others may be offered where there is sufficient student interest and the necessary staff expertise to provide a quality experience.

CO-CURRICULAR ACTIVITIES

Amnesty International
Art Club

Arts Festival
Athletic Council

Badminton
Boys' Baseball
Boys' Basketball
Girls' Basketball
Bookstore
Chemistry Contest
Chess Club
Choir
Christmas Assembly
Computer Club
Computer Contests
Concert Band
Cross-Country Team
Debating Club
Drama Club
Fast For Action
Field Hockey
French Club
Football – Boys'
Golf
Hockey
Lacrosse
Mathematics
Club/Contests

OBEA Contests

Outdoors Club
Physics Contests
Robotics
Rugby Boys'/Girls'
School Play
School Band
School Liturgies
TITAN S.H.I.E.L.D.
Mentoring/Leadership
program
Social Action Club
Science Club
Ski Team
Soccer – Boys'/Girls'
Softball
Student Athletic Council
Student Council
School Reach
Swimming
Tennis Team
Titan Table
Titan VIBESSS
Track & Field
Volleyball – Boys'/Girls'
Yearbook
Titans For Life

All students participating in extra-curricular activities are encouraged to purchase student accident insurance.