

**STUDENT HANDBOOK AND AGENDA
2018-2019**



**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
Email: hlyt.attendance@hcdsb.org
Website: www.holytrinityoakville.ca

Principal: Mrs. Josie Halycz

Vice Principals: Mr. M. Di Muzio, Mr. C. Chliszczyk

Student's Name: _____

Address: _____

City: _____

Postal Code: _____ Phone: _____

IN CASE OF EMERGENCY, PLEASE NOTIFY:

Name: _____ Phone: _____

DAILY SCHEDULE

08:30 a.m.	Warning Bell
08:35 a.m. – 09:50 a.m.	Period 1
09:55 a.m. – 11:15 a.m.	Period 2 + Announcements
11:20 a.m. – 12:35 p.m.	Period 3A (Lunch 12:35 pm –1:20 pm)
12:05 p.m. – 1:20 p.m.	Period 3B (Lunch 11:15 am-12:05 pm)
1:25 p.m. – 2:40 p.m.	Period 4

ASSEMBLY / MASS SCHEDULE

08:30 a.m.	Warning Bell
08:35 a.m. – 09:35 a.m.	Period 1
09:50 a.m. – 10:50 a.m.	Period 2 Mass 1 –Gr. 9, 11
10:50 a.m. – 11:50 p.m.	Mass 2 – Gr. 10, 12
11:55 a.m. – 12:50 p.m.	Period 3A (Lunch 12:50 pm –1:35 pm)
12:40 p.m. – 1:35 p.m.	Period 3B (Lunch 11:55 am –12:40 pm)
1:40 p.m. – 2:40 p.m.	Period 4

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 him/her in his/her 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.

HELP AVAILABLE-EMERGENCY NUMBERS:

Emergency	911
Children's Aid (office)	905-333-4441
Oakville Trafalgar Hospital	905-845-2571
Rape Crisis Centre - 24 hours	905-825-3622
Halton Women's Place - 24 hours	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

F.A.S.T.
(Family Adolescent Straight Talk) 905-469-6338

GENERAL INFORMATION – Expectations 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 SCHOOLS - SECONDARY

The Code of Conduct for Halton Catholic Schools sets clear standards of behaviour. In accordance with the Ontario Code of Conduct, it specifies the consequences for student actions that do not comply with these standards. The standards of behaviour apply to all individuals involved in the Catholic school system – students, principals, teachers and other school staff members, parents or guardians, and volunteers whether they are on school property, on school buses or at school-authorized events or activities. It is the expectation of the Board that students will respond positively to this policy and act accordingly. The Halton Catholic District School Board expects staff, students and community members involved in school programs and school and Board authorized activities to exhibit behaviour which complies with:

1. the Halton Catholic District School Board Code of Conduct;
2. the Standards of Behaviour in the Ontario Code of Conduct;
3. Halton Catholic District School Board Policies II-39 (Progressive Discipline and Safety in Schools), II-40 (Bullying Prevention and Intervention) and Procedure VI 44 (Progressive Discipline and Safety in Schools);
4. the Education Act.

ROLES AND RESPONSIBILITIES

Students are to be treated with respect and dignity. Students have the right to learn in a safe, orderly and stimulating Catholic environment and to be conscientiously instructed by the teaching staff. In return, they must demonstrate respect for themselves, for others, and for the responsibilities of citizenship through acceptable behaviour.

Students, demonstrate respect and responsibility when they:

- participate fully in the religious life of the school, including the celebration of liturgy, Religious Education courses, and related activities;
- develop personal skills and talents to serve God, and thereby his/her neighbour;
- contribute positively to the Catholic climate of the school and exhibit the responsibilities of citizenship;
- cooperate with all adults in positions of authority in the school community;
- comply with all school expectations and regulations respecting student behaviour;
- use language that is appropriate to their dignity as Catholics;
- adhere to the school dress code;
- respect the school property and property of others at all times;
- come to school prepared, on time and ready to learn;
- refrain from bringing anything to school that may compromise the safety of others;
- exercise self-discipline and accountability for their actions based on age and individual ability.

Principals, under the direction of the Board and appropriate senior staff, take a leadership role in the daily operation of a school. They provide this leadership when they:

- demonstrate care for the school community and a commitment to academic excellence in a safe teaching and learning environment;
- 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 their principals, maintain order in the school and are expected to hold everyone to high standards of respectful and responsible behaviour. As Catholic role models, staff upholds 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 Catholic Graduate Expectations.

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

- show an active interest in the child's school work and progress;
- communicate regularly with the school;
- help their child to be neat, appropriately dressed and prepared for school;
- ensure that their child attend school regularly and on time;
- promptly report to the school their child's absence or late arrival;
- show that they are familiar with the provincial Code of Conduct, the Board's code of conduct and 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.

Police are essential partners in making our schools and communities safer. Police investigate incidents in accordance with the protocol developed with the local school board. These protocols are based on a provincial model developed by the Ministry of the Solicitor General and the Ministry of Education.

PROGRESSIVE DISCIPLINE

Progressive discipline is a non-punitive, whole-school approach that uses a continuum of corrective and supportive interventions, supports and consequences to address inappropriate behaviour and to build upon strategies that promote positive behaviours. Consequences include learning opportunities for reinforcing positive behaviour and assisting pupils to make good choices. The range of interventions, supports, and consequences used by the Board and all schools must be clear and developmentally appropriate. For pupils with special education and/or disability related needs, interventions, supports and consequences must be consistent with the expectations in the student's IEP and/or his/her demonstrated abilities. Appropriate action must consistently be taken by schools to address behaviours that are contrary to provincial and Board Codes of Conduct.

The Board, and school administrators, must consider all mitigating and other factors, as required by the Education Act and as set out in Ontario Regulation 472/07. Progressive discipline may also include early and/or ongoing intervention strategies, such as:

- Contact with the pupil's parent(s)/guardian(s);
- Oral reminders;
- Review of expectations;
- Written work assignment with a learning component;
- Peer mentoring;
- Referral to counseling;
- Conflict mediation and resolution; and/or
- Consultation

Progressive discipline may also include a range of interventions, supports and consequences when inappropriate behaviours have occurred, with a focus on improving behaviour, such as one or more of the following:

- Meeting with the pupil's parent(s)/guardian(s), pupil and participant;
- Referral to a community agency for anger management or substance abuse counseling;
- Detentions;
- Withdrawal of privileges;
- Withdrawal from class;
- Restitution for damages;
- Restorative practices; and/or
- Transfer with support.
- In some cases, short-term suspension may also be considered a useful progressive discipline approach.

Notwithstanding the above, the principal will take immediate and appropriate action in any situation involving the welfare of others.

SUSPENSION and EXPULSION

The Board supports the use of suspension and expulsion as outlined in Part XIII of the Education Act, the Progressive Discipline and Safety in Schools Act, 2007, Board Policy II-39, Administrative Procedure VI – 44, 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 principal will also contact the police consistent with the Police and School Response Protocol if the infraction the pupil is suspected of committing requires such contact. When in doubt, the principal will consult with his or her Superintendent.

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

1. Uttering a threat to inflict serious bodily harm on another person;
2. Possessing alcohol, illegal and/or restricted drugs;
3. Being under the influence of alcohol;

4. Swearing at a teacher or at another person in a position of authority;
5. Committing an act of vandalism that causes extensive damage to school property at the pupil's school or to property located on the premises of the pupil's school;
6. **Bullying:**

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 or harm to the individual's property, or
 - 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 receipt of special education; ("intimidation")

Behaviour includes the use of any physical, verbal, electronic, written or other means.

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

7. Any act considered by the principal to be injurious to the moral tone of the school;
8. Any act considered by the principal to be injurious to the physical or mental well-being of members of the school community;
9. Any act considered by the principal to be contrary to the Board or School Code of Conduct including but not limited to the following:
 - Academic dishonesty - attempting to deceive by cheating, copying or plagiarizing
 - Alcohol – being under the influence of or in possession of
 - Defiance – refusal to comply with persons in authority

- Disorderly conduct – persistent opposition to authority, conduct injurious to the moral tone of the school or to the physical and mental well-being of others in school
- Drugs - being under the influence or in possession of drugs or drug paraphernalia (including electronic vaporizers)
- Explosive devices – use of or possession of explosive devices
- Extortion – to take money, homework or property under threat of harm or duress
- Fire setting, bomb threat, fire alarm – setting a fire or an act that places individuals, property or community at risk
- Harassment – repeated comments or conduct that is known or ought to be known as unwelcome
- Hate Crimes – words or actions considered offensive in reference to a person’s race, religion, culture, gender, age, appearance or disability
- Sexting - the sending of sexually explicit photos, images, text messages, or e-mails by using a cell phone or other electronic device
- Smoking/e-cigarette/vaporizers on school property/ – violation of the Tobacco Control Act and/or School and Board Policies
- Theft – taking, possessing property without the permission of the owner
- Trespass – unauthorized presence on school property
- Truancy – persistent unexplained absence
- Vehicle use – reckless or dangerous use of a vehicle i.e. Car, motorcycle, bicycle etc.

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

EXPULSION

Given reasonable grounds to believe that a pupil has committed one or more infractions outlined below on school property, during a school related activity or even, and/or in circumstances where the infraction has an impact on the school climate, the principal will suspend the pupil and may recommend an expulsion. When in doubt, the principal will consult with his or her Superintendent. The enumerated activities are:

1. Possessing a weapon, including possessing a firearm;

2. Using a weapon to cause or to threaten bodily harm to another person;
3. Committing physical assault on another person that causes bodily harm requiring treatment by a medical practitioner;
4. Committing sexual assault;
5. Trafficking in weapons or restricted drugs;
6. Committing robbery;
7. Giving alcohol to a minor;
8. 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 (e.g., theft, academic dishonesty, hazing activities, harassment, verbal abuse, extortion, possession of an explosive substance, distribution of hate material, etc.);
9. 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;
10. 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 Board;
11. Activities engaged in by the student on or off school property that have caused extensive damage to the property of the Board or to goods that are/were on the Board's property, (e.g. inappropriate use of electronic and/or voice mail systems, fire setting, etc.);
12. The student has demonstrated through a pattern of behaviour that s/he has not prospered by the instruction available to him or her and that s/he is persistently resistant to making changes in behaviour which would enable him or her to prosper, e.g. neglect of duty, truancy, consistent opposition to authority, etc); or
13. Any act considered by the principal to be a serious violation of the Board or school Code of Conduct.

In accordance with the Police and School Response Protocol/School Board Procedural Protocol, police shall be contacted by the principal for but not limited to the above infractions. Consequences resulting from criminal charges related to school incidents are independent of those imposed under the Education Act.

Before deciding whether to impose a suspension, expulsion or some other form of discipline, a principal will make every effort to consult with the pupil, where appropriate, and the pupil's parent(s)/guardian(s) (if the pupil is not an adult pupil) to identify whether any mitigating and/or other factors might apply in the circumstances.

The **mitigating factors** to be considered by the principal before deciding whether to impose a suspension are:

1. Whether the pupil has the ability to control his or her behaviour;
2. Whether the pupil has the ability to understand the foreseeable consequences of his or her behaviour; and
3. Whether the pupil's continuing presence in the school does or does not create an unacceptable risk to the safety of any other individual at the school.

If a pupil does not have the ability to control his or her behaviour or does not understand the foreseeable consequences of his/her behaviour, the principal will not suspend the pupil. Alternative discipline and/or other intervention may be considered by the principal in such circumstances. If the pupil poses an unacceptable risk to the safety of others in the school, the principal will consult with his/her Superintendent regarding appropriate accommodations and/or strategies that might be instituted to ensure safety of pupils, staff, and others in the school.

Other Factors to be Considered - Where the pupil is able to control his/her behaviour and is able to understand the foreseeable consequences of his/her 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 pupil:

1. The pupil's academic, discipline and personal history;
2. Whether progressive discipline has been attempted with the pupil, 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 pupil might be disciplined was related to any harassment of the pupil because of race, ethnic origin, religion, creed, disability, gender or gender identity, sexual orientation or harassment for any other reason;
4. The impact of the discipline on the pupil's prospects for further education;
5. The pupil's age;
6. Where the pupil has an IEP or disability related needs;
7. Whether the behaviour causing the incident was a manifestation of the pupil's disability;
8. Whether appropriate individualized accommodation has been provided; and
9. Whether a suspension is likely to result in aggravating or worsening the pupil's behaviour or conduct or whether a suspension is likely to result in a greater likelihood of further inappropriate conduct; and Whether or not the pupil's continuing presence at the school creates an unacceptable risk to the safety of anyone in the school.

VIOLENT THREAT RISK ASSESSMENT (VTRA)

It is recognized by the Halton Catholic District School Board, the Halton Police Services Board and other community stakeholders that incidents of violence in schools are often preventable through early intervention in response to threatening behaviour or non-threatening but worrisome behaviour. Taking steps to identify at risk students through early and ongoing assessment and intervention strategies may reduce the need for disciplinary action and police interventions. School teams may carry out a Violent Threat Risk Assessment in such situations and will act accordingly to support the student(s).

ATTENDANCE

STUDENT ATTENDANCE POLICY

Holy Trinity Catholic Secondary School actively encourages and promotes regular 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 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. Prior to the trip, the parent/guardian must notify a **Vice-Principal in writing and the student must pick-up and complete an Extended Absence Form from the Attendance office. This form must be signed by the parent or guardian.**

The student must consult with their teachers and make notes on what will be covered in each class. 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.

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 ABSENCES

The parent/guardian must notify the Attendance Office by leaving a message on the 24-hour line **(905-257-3534, Press #1)** or email at hlyt.attendance@hcdsb.org on the day of the absence (messages left and emails received between 3:30 pm and 8:30 am the following morning will be accepted), or send a note to the Attendance Office prior to 8:30 am the following morning. If notification is not received the absence will be recorded as a **truancy**.

Signing In and **Signing Out** are the procedures for **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 8:50 am **MUST** sign in at the Attendance Office.

Signing Out: Students leaving school **any time** after 8:35 am **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 call or note after the fact will result in the absence be 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, his/her parents will be notified and action may be taken by the School Administration.

STUDENT LATES

Students who arrive 10 minutes or more late for any 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 the student will not be given an admit-to-class slip, and they will remain in the Attendance Office. His/her absence will be recorded as "Late no Class".

- * **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 lates continue.
- * **9th late and over:** student is sent to the office to see administration. Progressive disciplinary action will result and the student may be suspended.

Extended Absences

The student must pick-up and complete an Extended Absence Form from the Attendance office. This form must be signed by the parent or guardian.

The student must consult with their teachers and make notes on what will be covered in each class. 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.

Tuancy

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 are responsible for all course work and assignments while absent.

Please see school website for updated Late and Missing Assessment Policy

NOTE: Students are required to write examinations as scheduled. Please plan vacations/employment so they do not conflict with examination days.

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

UNIFORMS AND DRESS CODE

The school uniform is intended to develop a sense of pride and self-discipline and unites us as a Catholic Learning Community.

The Board tendered our uniform products and **In School Wear** is our official supplier. Therefore, as of January 1, 2017, the sole uniform provider for all Halton Catholic elementary and secondary schools is **ISW Uniforms:** www.iswuniforms.com. Oakville Store, 505 Iroquois Shore Rd., Unit 7

GUIDELINES FOR WEARING THE SCHOOL UNIFORM

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.

GIRLS' UNIFORM

- White French cut blouse with logo; short or long sleeve
- White Oxford shirt, with logo, long/short sleeve
- White or Black golf shirt with logo
- Taupe, flat front dress pants (embroidered)
- Khaki, flat front walking shorts (unrolled) (embroidered)
- Footwear must have closed toe and closed heel

BOYS' UNIFORM

- White Oxford shirt, with logo, long/short sleeve
- White or black golf shirt with logo
- Taupe, pleated/flat dress pants (embroidered)
- Khaki walking shorts (embroidered)
- Footwear must have closed toe and closed heel

BOYS'/GIRLS' SWEATERS

- Black V-neck pullover with logo
- Black hoodie with school cresting
- Rugby shirt with logo

COMPLYING WITH THE SCHOOL DRESS CODE

- The uniform does not include spirit wear.
- Students must be in complete uniform, worn properly and modestly, from the time they enter the school building until dismissal at the end of the school day, including lunch periods **in all areas** of the school.
- All clothing items must be the original style and condition. Ripped, torn, defaced, stained or unhemmed items are not permitted.
- A **plain white T-shirt** only shall be worn under a uniform dress or golf shirt/blouse or school hoodie. Please note a long-sleeve T-shirt is not to be worn under a short sleeve shirt/blouse or golf shirt. In addition, plain white means no logos, sayings, pictures or graphics of any kind.
- A uniform shirt/blouse must be worn underneath uniform sweaters, with the exception of the hoodie (plain white t-shirt, but a uniform shirt must be worn if the hoodie is removed).
- Non-uniform sweaters are **NOT** to be worn in the school building. Jackets/coats and non-uniform sweaters are to be removed upon entering the building. This includes all Spirit clothing purchased through a co-curricular activity.
- **Hats are never worn in the school**, including civvies days and exam days. Hats will be confiscated if worn in the building. Also, they are not to be brought into any class. Bandanas, scarves and similar headwear are not permitted. Plain, narrow head bands only. [Religious exemptions will be made.]
- The waist of the dress slacks is to be worn at the student's waist.
- Pant legs are not to be worn inside the socks. In addition, pant legs are not to be rolled up at all and must be properly hemmed. Walking shorts are not to be rolled up and the school logo must be visible.
- Shoes must have an enclosed toe and heel. In addition, for safety reasons, platform shoes are not permitted. Boots are not permitted.
- Accessories (scarves, studded jewelry, heavy chains etc...) are not to be worn in the school at any time.

The Administration reserves the right to decide on appropriate attire.

- School spirit wear is NOT to be worn in place of the proper uniform items.
- Physical Education uniforms must be purchased through the Phys Ed Department and should provide for comfortable, modest and safe movement during activities.

Only students who are in complete uniform will be admitted to class.

"Out of Uniform = Out of Class"

DRESS CODE GUIDELINES FOR NON-UNIFORM DAYS & EVENTS

- Clothing with inappropriate logos, sayings, pictures or graphics of any kind is not acceptable at school
- Tank tops, halter tops, crop/midriff tops, cut-off shorts and torn jeans are not to be worn at school; no bare midriffs, bare shoulders or spaghetti straps
- No short skirts, low rise jeans or pajamas and slippers are allowed;
- no chains, studded collars or studded wristbands are acceptable
- Students may not wear coloured scarves, bandanas or handkerchiefs that identify them as belonging to a particular group, in other words "no gang colours".
- Shorts should cover to mid-thigh when seated.

The Administration reserves the right to decide on appropriate attire.

NOTE: Students who insist on coming to school inappropriately dressed for civvies day will not be allowed into class.

If any student has lost their civvies day privileges, they are expected to be in full uniform on civvies days; if they show up to school in civvies they will face the consequences associated with defiance and, in addition, they may lose their civvies day privileges for the balance of the year.

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 1 and Semester 2 timetable.
To view the attendance in a particular class: *For example:* select Semester 2, 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.

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. A quality lock is recommended.
Students are only permitted to use the locker 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

Smoking is known to be seriously injurious to everyone's health. The Halton Catholic District School Board adopted a strict no smoking policy in all schools and administrative buildings in September 1988. Provincial law makes it illegal to smoke on school property - 24 hours per day. Students are prohibited from smoking on school buses, in school buildings, on school grounds, during school activities or any other area deemed a non-smoking area by the school administration. Students guilty of smoking infractions will be issued a **suspension** and a ticket (\$305 minimum) from the Public Health Department Inspector may also be issued. **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 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	Outdoors Club
Art Club	Physics Contests
Arts Festival	Robotics
Athletic Council	Rugby Boys'/Girls'
Badminton	School Play
Boys' Baseball	School Band
Boys' Basketball	School Liturgies
Girls' Basketball	SHIELD
Bookstore	Mentoring/Leadership program
Chemistry Contest	Social Action Club
Chess Club	Science Club
Choir	Ski Team
Christmas Assembly	Soccer – Boys'/Girls'
Computer Club	Softball
Computer Contests	Student Athletic Council
Concert Band	Student Council
Cross-Country Team	School Reach
Debating Club	Swimming
Drama Club	Tennis Team
Fast For Action	Titan Table
Field Hockey	Titan VIBESSS
French Club	Track & Field
Football – Boys'	Volleyball – Boys'/Girls'
Golf	Yearbook
Hockey	Titans For Life
Mathematics Club/Contests	
OBEA Contests	

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



**IMPORTANT DATES
2018-2019**



<p>August 2018 30 – Gr. 9 Orientation September – 2018 4– First Day of Classes – Semester 1 6 – Photo Day 17 – PA Day – School Improvement Planning 27 – Post Secondary Destinations/Pathway/Curriculum Night – 6:45 p.m.</p>	<p>February – 2019 1 – PA DAY 4 – First Day of Classes –Semester 2 5 – School Council Meeting – 6:30 pm Library 7 – Semester 1 Report Card Distribution 15- PA Day 18 – Family Day 25 – Registration/Option Sheets Due</p>
<p>October – 2018 2 – School Council Meeting – 6:30 pm Library 4 – Opening School Mass 10:00 am 5 – PA Day 8 – Thanksgiving Day 11 – Progress Reports 25– Grade 8 Parent Info Night – 7:00 pm Theatre</p>	<p>March – 2019 6– Ash Wednesday 11-15 – March Break (inclusive) 19 – Progress Reports 27 – OSSLT (Ontario Secondary School Literacy Test) 28 – Parent/Teacher Conference (6:00 pm – 8:30 pm)</p>
<p>November – 2018 1 – AP (Advanced Placement) Info Night - 7 pm 6 - School Council Meeting–6:30 pm Library 8 – Semester 1, Term 2 begins 8 – Parent/Teacher Conference -6:00 pm–8:30 pm 14 – Take Your Kids to Work (Grade 9) 14 – Mini High School Day 15 – Mid-Term Report Card Distribution 21 – Academic Awards 23– PA Day – Curriculum</p>	<p>April – 2019 2 - School Council Meeting – 6:30 pm Library 12 – PA Day 16 – Semester 2, Term 2 begins 19 – Good Friday 22 – Easter Monday 25 – Mid-Term Report Card Distribution</p>
<p>December – 2018 6 – Advent Mass 10:00 am 21 - Last Day of Classes (early dismissal–1:30 pm) 24 – Jan. 4 Christmas Break (inclusive)</p>	<p>May – 2019 7 – School Council Meeting -6:30 pm Library 8 - Catholic Education Week Mass 20– Victoria Day</p>
<p>January – 2019 7 – First Day of Classes 8 - School Council Meeting – 6:30 pm Library 24 – 30 Final Examinations – Semester 1 31 - Exam Review Day</p>	<p>June – 2019 4 – School Council Meeting – 6:30 pm Library 6 – Combined Closing School Year & Grad Mass 10:00am 17-20 – Preliminary Exams (Gr. 12 only) Period 4,3,2,1 20 - 26 – Final Examinations – Semester 2 26 – Graduation Ceremony – 7:00 pm 27 – Exam Review Day (Common lunch 12 pm – 1pm) 28– PA Day 28 – Semester 2 Final Report Card Distribution</p>