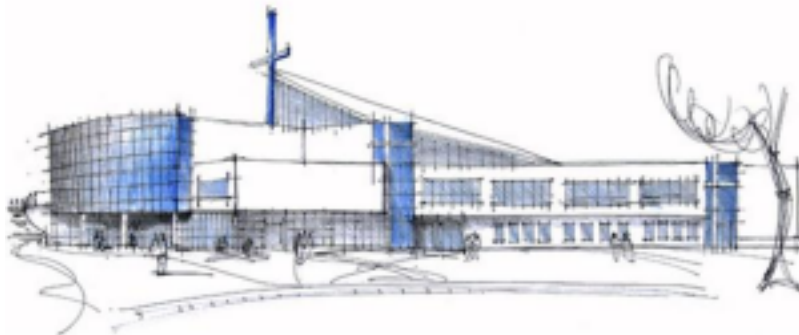


LORETTO COLLEGE SCHOOL

STUDENT HANDBOOK

2026- 2027



LORETTO COLLEGE SCHOOL

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Toronto Catholic District School Board

Our Mission

The Toronto Catholic District School Board is an inclusive learning community rooted in the love of Christ. We educate students to grow in grace and knowledge and to lead lives of faith, hope, and charity.

Our Vision

At Toronto Catholic, we transform the world through witness, faith, innovation, and action. Our vision of Catholic education invites each one of us— parents, students, teachers, principals, chaplains, support staff, trustees, clergy, and supervisory personnel— to work together as a community of believers committed to putting the values of our faith into practice in the daily life of the school, the home, and in all of society. (*Fulfilling the Promise, Assembly of Catholic Bishops of Ontario*).

Our Catholic Values

We believe...

- in the worth and dignity of every person;
- in the critical role that our Catholic schools play in promoting Gospel values, social justice, environmental responsibility, human solidarity and the common good;
- that high standards and expectations foster greater achievement;
- that people thrive in a safe, healthy and compassionate environment;
- that teaching is responsive to individual needs;
- that teaching and learning should be rooted in research and evidence;
- that each of us shares responsibility for creating collaborative communities of learning;
- that equity, diversity, accessibility and inclusivity are integral to the Catholic community; and that the 21st century fluencies of digital literacy, creativity, innovation, and collaboration are essential

Loretto College School

It is the goal of the Loretto College school community to educate loving, creative students in a Christian atmosphere which promotes learning, fosters excellence, and encourages maximum development of the student as an individual.

Loretto College was founded by the Sisters of the Institute of the Blessed Virgin Mary IBVM (Loretto Sisters) in 1913. Within a caring and respectful school environment, our learning community has built a proud academic tradition which emphasizes Math, Science, Computer Technology, Humanities, and the Fine Arts.

In addition to the academic program of study, students are encouraged to explore and develop the full range of their talents and interests by participating in athletics, student government, peer ministry, yearbook, leadership, drama, dance, and musical activities.



This is the crest of the Institute of the Blessed Virgin Mary IBVM worldwide. It is surmounted by the words *Maria Regina Ange/arum*, which indicates the patronage of Our Lady, Queen of the Angels.

The emblem is rich in symbolism: *The Cross* - the sign of our salvation; *The Sacred Heart*- source of the infinite love of Jesus for each one of us; *The Heart of Mary*- our human model and inspiration; *The Anchor*- Symbol of hope.

And finally in the scroll: "Cruci dum spiro fido" - Throughout my life, I shall place my hope in the Cross.

Join the Legacy of the Loretto Sisters

Celebrating 175 Years in Canada

Our story begins in 1609 when our founder, Mary Ward, and her companions pioneered a new path for faith life and women's education in the formation of the Institute of the Blessed Virgin Mary (IBVM). Becoming known as the Loretto Sisters, the Religious Order continued to blossom and, 175 years ago in 1847, five newly arrived Loretto Sisters from Ireland, opened the first Loretto School in North America right here in Toronto. This momentous achievement was quickly followed by the opening of the traditional "free school" for the children of St. Paul's Parish. In these noble works, the Loretto Sisters became known for excellence in education and went on to establish private schools in

various areas of Ontario where schools were established in Toronto, Guelph, Niagara Falls, Hamilton, Lindsay, and the movement even went as far as Sedley, Saskatchewan. The Loretto Sisters' mission to serve Canadian education was unwavering and, after the Separate School Act of 1863, the Sisters went out daily to teach in a variety of urban and rural Separate Schools throughout Ontario and Saskatchewan.

Today, The IBVM ministry of education continues to evolve in response to the needs of the times. Loretto Sisters continue to be educators in very diverse settings. These include:

- ◆ Education for justice, peace, and integrity of creation;
- ◆ Educating for personal growth and leadership through workshops and presentations in various community and parish settings;
- ◆ Serving the Catholic Community as Diocesan Directors of Religious Education;
- ◆ Teaching in University and Seminary settings;
- ◆ Educating for Christian formation through RCIA and scripture study;
- ◆ Teaching English as a second language to refugees and newcomers to Canada.

Loretto College School is very proud to be part of this over 400-year educational legacy and is proud to be partnered in community with over 100 schools worldwide. Truly, the Venerable Mary Ward continues to inspire and challenge young women today. It is our much beloved school tradition to honour the birthday of Mary Ward every January 23rd with a celebration featuring prayer, reflection, activities, and of course, birthday cake!

Our Loretto students cherish the crest that they proudly don everyday. The crest is kept close to their hearts as a reminder of their mission in their academics and in their lives, reflected in our motto ***Cruci Dum Spiro Fido***—*In the Cross, while I breathe, I trust.*



"There is no such difference between men and women that women may not do great things... women in time to come will do much." ~ Venerable Mary Ward, our Foundress

RELIGIOUS ACCOMMODATION IN THE TCDSB

In concert with the Assembly of Catholic Bishops of Ontario, the TCDSB supports freedom of religion and an individual's right to manifest their religious beliefs and observances. The right to freedom of religion, however, is not absolute and religious accommodation in the Board is carried out in the larger context of the Catholic education system and denominational rights of Catholic schools. The Board will always seek to accommodate an individual's right to freedom of religion in a manner that not only respects the individual's beliefs, but also the principles of the Catholic Church.

It is understood that all students registered at Loretto College Catholic Secondary School acknowledge and are committed to the school community that proclaims, celebrates, and cherishes its Catholic identity and traditions. At the same time, Loretto College Catholic Secondary School is enriched and is committed to providing an environment that is inclusive, safe, and free of barriers based on religion. With respect to religious accommodation, the TCDSB also acknowledges that all students, in accordance with the best of what our Catholic Church offers in its social teachings and reflective practice, are entitled to their rights and responsibilities under the Ontario Human Rights Code.

In the spirit of respect and inclusion, the TCDSB will work cooperatively and take all reasonable steps to provide accommodation to individual requests to facilitate their religious beliefs and practices. We would ask those seeking accommodation to make their requests at the start of the school year so that consideration can be given early on. For further information on religious accommodation, please consult with the school administration. Additional information on the religious accommodation guidelines can found at www.tcdsb.org/Board/Policies

TCDSB ACCEPTABLE USE POLICY (AUP) FOR TECHNOLOGY

The **TCDSB Acceptable Use of Technology Policy (AUP)** governs the proper use of technology and electronic communication in our schools. The purpose of the AUP is to provide students and their parents with a set of guidelines that outline the safe and appropriate use of technology within our Catholic School system. Included in the AUP is a definition of **electronic communication** to include social media, website publishing, third-party learning applications or services, and the use of **personal electronic devices (PEDs)**, also known as **Bring Your Own Device (BYOD)**. While PEDs are not mandatory for classroom activities, they may be included when there is a clear educational purpose that has been identified by the teacher.

Definition:

Electronic communication includes but is not limited to Internet use, e-mail, social media, browsing, publishing, or posting on web sites, downloading, accessing, or storing files and use of personal electronic devices, and any third-party application or service used for educational and/or administrative use.

All parents and students are encouraged to familiarize themselves with the AUP. For parents, the full text of the TCDSB AUP can be found at <https://www.tcdsb.org/page/policies-and-procedures>.

A summary of the AUP expectations for students in the TCDSB:

Behaviour Expectations:

- It is a privilege, not a right, to use the Board's network, devices, and applications/remote learning platforms. Privileges may be restricted or taken away if the AUP is violated.
- Students must use their own TCDSB student account and keep it private when using the board network or devices.
- Students must use the network and electronic communication for educational purposes only.
- All students and their parents must sign the **Student Acceptable Use of Technology Agreement** before they are allowed to use the Board's network and devices.

Personal Safety & Privacy:

- Students must promptly inform a school administrator or teacher if they receive any inappropriate communication that makes them feel uncomfortable or unsafe.
- Parents should discuss with their children the importance of protecting their personal information and privacy when using any electronic communication platform such as the internet.

Password Management:

- TCDSB student logins grant access to Wi-Fi, school computers and devices, and third-party educational services, e.g., Google Workspace for Education.
 - Students must personally create their own password and it must be a strong password.
 - Students must keep their password secret, and never disclose or share a password.
 - Students must remember to log out of their accounts after each use.
 - When creating a password, we recommend that you make it easy to remember, but hard for others to guess. Avoid using personal information such as your name, email address, or mailing address.
-
- **Password creation checklist:**
 - Minimum 8 characters
 - Need to meet three of the following criteria:
 - At least 1 upper-case letter
 - At least 1 lower-case letter
 - At least 1 number
 - At least 1 special character (e.g., #@\$)

Unacceptable Activities:

- Attempts to access unauthorized areas of the Board's system, or any other computer system through the Board's network. This includes attempting to access another user's files or attempting to log on using another person's account.
- Purposely breaking, destroying, and intentionally abusing Board computers, network, hardware, software, or electronic devices.
- Installing, accessing, or sharing unauthorized equipment, software, or media files such as games.
- Engaging in any inappropriate behaviour such as cyberbullying, personal attacks, threats, harassment, hate motivated and discriminatory behaviours at school, school related events or in circumstances that negatively impact the school climate. These actions will be dealt with according to the Education Act or school codes of conduct.
- Impersonation or using a false identity.
- Any use of inappropriate language (obscene, profane, threatening, harassing, bullying, racist or disrespectful) posted publicly privately on any websites or other electronic communication platforms.
- Engaging in any illegal activities such as the sale of drugs or alcohol, criminal activity or threatening the safety of another person.

Plagiarism and Copyright Infringement

- Students must not plagiarize and must obtain permission for any copyrighted materials they use.

Bring Your Own Computer / Personal Electronic Device (PED):

- The student use of PEDs is a privilege, not a right and can be removed if it interferes with student learning, duties, and obligations.
- Students are allowed to bring their own Personal Electronic Device (PED) including cell phones and laptops to school, but not to class unless permitted by the teacher, for an educational purpose.
- All other times PEDs MUST be securely stored away by the student and in silent mode during regular school hours. A student who uses a PED in class without the teacher's permission is subject to regular classroom and school disciplinary procedures.
- The school Principal may decide when and where PEDs are allowed in the school.
- Students may connect their devices to the Board's Guest network for internet access only, in designated study areas and as per school policy. PEDs are NOT permitted in examination rooms unless the teacher has granted permission.
- Board technical support will not be provided for any hardware, software or connectivity issues, and users may not install any Board/Ministry licensed software, unless the software has been licensed for home use.
- All student PEDs must have anti-virus protection installed before they can connect to the Board's network.
- Students cannot take pictures or capture video with their PEDs in private areas such as washrooms or change rooms.
- Students must not take pictures or video of another person on school property or at a school event without the permission of the individual(s), their parents or the principal/designate. Parental/guardian consent is required before taking a picture or video of a student with special needs.
- Pictures or videos that negatively impact the school climate must not be taken, transmitted, or posted under any circumstances.

Accessing TCDSB Wi-Fi Network with a Personal Device

- The TCDSB provides students with Wi-Fi access on their personal devices for educational purposes only.
- Access to Wi-Fi with a personal device is restricted to the **TCDSB-Guest** network.
- Any personal device connected to a Wi-Fi network other than the **TCDSB-Guest** (including but not limited to **TCDSB-Misc.**) will be identified and banned from all TCDSB Wi-Fi networks.

Disciplinary Consequences:

- The Acceptable Use Policy (AUP) applies to all use of Board owned or managed information technology or related services of any kind either remotely or while on Board property, including third-party learning applications, and all personally owned electronic communication technology when used to access Board resources from any location. Violation of this policy can be subject to progressive discipline.
- If a student violates this policy, the student (and parent, where applicable) will be provided with a notice of violation and will meet with a school administrator/designate.
- A school administrator/designate may deny, restrict, or suspend a student's access to the Board's network upon any violation of this policy or other rules of the school. Appropriate legal authorities will be contacted if there is any suspicion of illegal activities.
- The Board will cooperate fully with legal authorities in any investigation relating to illegal activities conducted through the Board's system.

New Device Use Policy

- **What is it?** This policy sets clear expectations for the use of electronic devices, such as cell phones, tablets, and smartwatches, during the school day.
- **Requirements:** Students from Kindergarten to Grade 6 must keep their devices switched off or on silent mode and stored away during the school day. Students from Grades 7 to 12 must keep their devices switched off or on silent mode and stored away during instructional time. Specific exceptions are detailed in the policy.
- **Purpose:** This measure is designed to minimize distractions and ensure a productive learning environment for all students.

Restrictions on Social Media Access

- **What is it?** Access to all social media platforms is now restricted on TCDSB networks and school devices.
- **Purpose:** This policy is aimed at enhancing focus during school hours and protecting students from potential online distractions.

For additional information, please contact the school principal or visit the **TCDSB Policies and Procedures** page available here: <https://www.tcdsb.org/page/policies-and-procedures>.

TORONTO CATHOLIC DISTRICT SCHOOL BOARD

CODE OF CONDUCT

Policy No: S.S. 09

Revised: November 7, 2013

Amended Version: November 2019; June 2024

Policy Definitions

The following list of words and phrases are defined in the complete full version: **Bullying, Explosive Substance, Extortion, Firearm, Harassment, Hate Material, Inappropriate Use of Electronic Communications/Media, Physical Assault Causing Bodily Harm, Possession of a Weapon, Racial Harassment, Refractory Conduct, Replica Firearm, Robbery, Sexual Assault, Sexual Harassment.**

1. Policy

The Toronto Catholic District School Board is committed to ensuring that schools be an example of Christian Community that promote, maintain, and encourage responsibility, civility, equity, inclusivity, academic excellence and well-being in a safe learning and teaching environment. A positive school climate exists when all members of the school community respect and always treat others fairly, regardless of personal characteristics of any kind. All members of school communities and Board worksites will value and respect the teachings of the Catholic Church, including the teaching that all people are created in the image and likeness of God and have infinite dignity and worth.

Every member of this community - student, teacher, parent/guardian, support staff, trustee, parish priest, volunteers, or others, while on TCDSB property, at TCDSB sponsored events and circumstances that could have an impact on the school climate - is governed by the policies of the TCDSB and shares in the responsibility for creating a positive environment that is safe, harmonious, comfortable, inclusive and respectful.

The purpose of the TCDSB Code of Conduct is to further promote the mission of the TCDSB and to provide a framework for individual schools to develop local, school-based codes of conduct **that foster a positive school climate and support student academic achievement and wellbeing. In addition, the TCDSB Code of Conduct and local school-based codes of conduct must be modified regularly.** The TCDSB Code of Conduct is to be read together with the Violence Prevention Policy and all related TCDSB policies.

The TCDSB Code of Conduct also recognizes the importance of progressive discipline which focuses on prevention and early intervention as the key to maintaining a positive Catholic school environment. More information can be found under Progressive Discipline Policy S.S. 10.

The TCDSB Code of Conduct discourages the use of alcohol, illegal drugs and, except by a medical cannabis user, cannabis.

Catholic Expectations of Students

The fundamental expectation of students in our Catholic Schools will follow the ethic of our Catholic faith, where empathy, care for others, and respect for life are present. If you are aware that a student or group of students is in a dangerous situation, then you should tell a caring adult in the school community immediately.

2. Legislative Framework

The Education Act requires school Boards to establish policies and guidelines with respect to the conduct of persons in schools. *Policy/Program Memorandum No. 128*, issued August 29, 2019, and the revised Policy/Program Memorandum No. *144* and No. *145 enforced November 4, 2019*, requires that the standards of behaviour in school Board codes of conduct be appropriate for local communities.

3. Provincial Code of Conduct

The Education Act permits the Minister of Education to establish a code of conduct governing the behaviour of all people in schools.

The TCDSB Code of Conduct is consistent with the provincial Code of Conduct and clearly sets out the standards of behaviour for all members of the school community and worksites including, but not limited to students, parents, volunteers, teachers and other staff members, board staff, trustees, visitors, third- party service providers and permit holders while on board premises or at school- related activities. The TCDSB code of conduct is also applicable to all members of the school community for behaviour occurring off school premises or outside of school hours that negatively impacts the school climate.

4. Guiding Principles

All participants involved in the publicly funded school system - students, parents or guardians, volunteers, teachers and other staff members, superintendents, senior board staff, Board personnel and trustees - are included in the Provincial Code of Conduct whether they are on school property, on school buses or at school-authorized events or activities that may have an impact on school climate.

The Toronto Catholic District School Board is an inclusive community rooted in the love of Christ. We educate students to grow in grace and knowledge and to lead lives of faith, hope, and charity. Through our Catholic values, we believe in the worth and dignity of every person, and that people thrive in a safe, healthy, and compassionate environment. One of the goals of the Board's Multi-Year Strategic Plan requires that, to create equitable learning environments for all students, students will be provided with safe, healthy learning environments by promoting a positive school climate, inclusive and accepting of all students.

This policy is interpreted through the lens of the Catholic faith as articulated by the teachings of the Church, having due regard for the following:

- Teachings of the Catholic Church, as expressed through various documents of the Universal Church, the Bishops of Canada, the Bishops of Ontario, and the Archdiocese of Toronto.
- Education Act, Sections 1 (4); 169.1; 301
- Program Policy Memorandum (PPM) 128 Provincial Code of Conduct and School Board Codes of Conducts, August 29, 2019.
- Ontario Human Rights Code, Sections 1;19

5. Roles and Responsibilities

The ***TCDSB Code of Conduct*** recognizes that all members of the school community comply with the standards of behaviour outlined in this policy.

The following requirements do not adversely affect any right or privilege guaranteed under the *Constitution Act 1867: the Canadian Charter of Rights and Freedoms*, or the *Ontario Human Rights Code*.

All members of the school community must respect and treat others fairly, regardless of, for example, race, ancestry, place of origin, colour, ethnic origin, citizenship, creed, sex, sexual orientation, gender identity, gender expression, age, marital status, family status or disability.

Toronto Catholic District School Board

The TCDSB is committed to the principles and standards established by the Violence Prevention Policy. The TCDSB will not tolerate behaviour that jeopardizes the emotional well-being or physical safety of members of the school community.

Schools

Through the development or refinement of local codes of conduct, schools must communicate provincial and TCDSB standards of behaviour in a variety of languages suited to the respective communities.

Principals

Principals, under the direction of the school Board, take a leadership role in the daily operation of the school. Bill 157 permits the principal of a school to delegate limited powers under Part XIII of the Education Act to a vice-principal of the school or, in the absence of a vice principal, to a teacher employed in the school. Bill 157 requires the principal to provide written acknowledgement of receipt of a report to the individual who initiate the report using the Incident Reporting Form – Part II. Bill 157 requires principals to contact the parent/guardian of victims who have been harmed as a result of serious student incidents including incidents for which a suspension or expulsion must be considered. A principal will not contact the parent/guardian of a victim if:

- the student is 18 years of age or older,
- the student is 16 or 17 years of age and has withdrawn from parental control, - in the opinion of the principal, contacting the parent/guardian will create a risk of harm to the student by the parent/guardian.

Teachers and School Staff

Under the leadership of the principal, teachers and staff shall maintain order in the school and are expected to hold everyone to a high standard of respectful and responsible behaviour. Bill 157 requires all TCDSB employees, bus drivers and other non-TCDSB employees deemed appropriate, to report to the principal serious incidents that must be considered for suspension or expulsion using the Incident Reporting Form -- Part 1. In addition, TCDSB employees, who work directly with students, must respond to incidents that may have a negative impact on the school climate.

Students

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.

Parents and Guardians

Parents and guardians play an important role in the education of their children and have a responsibility to support the efforts of school staff in maintaining a safe and respectful learning environment for all students.

Police and Community Members

Police and community members including volunteers, third party, service providers, permit holders are essential partners in making our schools and communities safer. All members need to support and respect the rules of their local schools. Police will investigate and respond to incidents in accordance with the Police/School Board Protocol.

6. Standards of Behaviour

Respect, Civility, Safety and Responsible Citizenship

The TCDSB does not tolerate any anti-social or violent behaviour that impacts on learning environments. All local school codes of conduct must set out standards of behaviour consistent with the standards established in the TCDSB Violence Prevention Policy. Standards of behaviour must promote respect, civility, responsible citizenship, and Catholic values. All members of the school community must respect and treat others fairly regardless of race, ancestry, place, or origin, colour, ethnic origin, creed, citizenship, sex, sexual orientation, gender identity, gender expression, age, marital status, family status, or disability (Ontario Human Rights Code S. 2(2)).

Safety

All members of the school community must not:

- engage in bullying behaviours;
- commit sexual assault;
- traffic in weapons or illegal drugs;
- give alcohol or cannabis to a minor;
- commit robbery;
- be in possession of any weapon, including firearms;
- use any object to threaten or intimidate another person;
- cause injury to any person with an object;
- be in possession of, or be under the influence of alcohol, cannabis(unless the individual has been authorized to use cannabis for medical purposes), and 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 other to inflict bodily harm on another person;
- engage in hate propaganda and other forms of behaviour motivated by hate or bias;
- commit an act of vandalism that causes extensive damage to school property or to property located on the premises of the school.

The **Safe Schools Inquiry Recommendations Report** outlines that the fundamental expectation of students in our Catholic Schools will follow the ethic of our Catholic faith, where empathy, care for others, and respect for life are present. **If you are aware that a student or group of students is in a dangerous situation, then you should tell a caring adult in the school community immediately.**

Electronic Communications and Media Devices

Schools shall include provisions in their local codes of conduct to respect the need of others to work in an environment that is conducive to learning and teaching; including by ensuring that personal mobile devices are only used during instructional time for the educational and other permitted purposes outlined on page 1 of **Policy/Program Memorandum No. 128** dated August 29, 2019. This includes ensuring devices are being used during instructional time for education use or purpose (refer to page 1 PPM 128).

Specifically:

- 1) Educational purposes as instructed by an educator;
- 2) Health and medical purposes;
- 3) Support special needs.

Behaviour on Excursions

Participation in any field trip, excursion or out-of-school activity is a privilege NOT a right. To ensure the safety and well-being of all involved, the school administration, teachers, or supervisors, reserve the right to refuse the application of any student or remove any student from an excursion when concerns about behaviour or academic progress arise. On excursions, students are held to the same standard of behaviour as on school property. Students must return the mode of transport designated on the permission form. All TCDSB/school policies remain in effect, particularly those regarding the use of tobacco, alcohol, or drugs. For serious infractions, and/or disruptive or inappropriate behaviour, students may be sent home at the parent's/guardian's expense. On overnight trips, students are accountable for their behaviour to the **teacher-in-charge 24 hours per day, seven days per week.**

While students are expected to participate fully in school-sponsored field trips and excursions, they are still responsible for all work, tests, and assignments covered in their other classes. Students are expected to always fulfill their academic responsibilities in all subjects. **The principal has the authority to refuse student participation in any school excursion.**

CODE OF CONDUCT FOR ATHLETES/COACHES

Loretto College School aims to provide for its students an enhanced educational experience through participation in inter-school athletics organized by the **Toronto District College Athletic Association (TDCAA)** or **Ontario Federation of School Athletic Association (OFSAA)**. To achieve this, it is expected that members of the school community who participate in athletics will:

- Act in a responsible manner and honour commitments made to teammates and coaches;
- Respect the rules of the game and the spirit of the rules;
- Respect all coaches and the officials who referee and administer games and accept their decisions with dignity and civility;
- Respect opponents while demonstrating an appreciation of fair minded, ethical play;
- Always maintain self-control and refrain from taunting members of the opposition or spectators;
- Not use foul or contemptuous language and gestures or threatening and violent action.

Violations of this code by athletes will be handled initially by the coach. The coach will assign appropriate disciplinary action. In more serious cases, the coach will refer the student to the safe sport committee for further activity at the school level.

Following expulsion from a league or playoff game or when a code of conduct violation is deemed serious enough by the coach or official, a student athlete is also required to appear before a TDCAA or OFSAA disciplinary committee. Members of the disciplinary committee will examine the circumstances and rule on further disciplinary action as it affects athletics.

Students who fail to appear at a disciplinary committee meeting will have all playing privileges in all sports revoked until such time as they attend, and their case is reviewed. Violations of this code by coaches will be reviewed as per procedures listed in the TDCAA or OFSAA constitution.

If a student athlete is absent from an event, such as cross country or track and field, and does not inform their coach in advance, are responsible for the entrance fee and the 'scratch' fee. If a student athlete skips a class on the day of a game, they are ineligible to play that afternoon. If a student athlete skips a day of classes, they are ineligible to play the next game.

CODE OF CONDUCT FOR SPECTATORS AT ATHLETIC EVENTS

Attendance at athletic events organized by the school, TDCAA, OFSAA, or other group, is a privilege extended to students and as such may be withdrawn for previous or ongoing behaviour incidents, including the safety of students or staff, which violate the Code of Conduct listed below.

Spectators who attend athletic events therefore shall:

- Carry and produce, if asked, a school photo ID card at all event sites both on and off campus where exhibition, league, playoff, or tournament games are scheduled;
- Wear their **McCarthy full school uniform** while attending games in the gymnasium at their home school or while in attendance at a neighbouring school; (If permitted to attend)
- Only be allowed to attend games involving their own school - players may attend games involving schools other than their own if permission was received from the host school;
- Stay off the playing surface at all times, remain seated in their designated area and not throw paper, refuse or other objects;
- Not use obscene or vulgar remarks, or any demonstration which disparages opponents or their fans. Taunting or derogatory cheers are not acceptable;
- Not engage in any form of physical confrontation with other spectators or players; and
- Honour the code of respect for players, coaches, and officials.

7. Consequences for Inappropriate Behaviours

Local school codes of conduct shall set out consequences that are consistent with *The Education Act* and the Board Safe School policies for Suspension (S.S.06) and Expulsions (S.S. 05). Mitigating Factors as stated in *The Education Act* shall be considered. The following charts are used by principals when considering consequences for the inappropriate behaviour of students.

- The term **shall**, as used in the legislation, means **must**.
- When the term **may** be used, it is important to note (according to the established Police/School Board Protocol) that if, through **balance of probability**, a criminal act that impacts on the climate of the school took place, the principal must inform the Police.

Activities for which a Principal <i>Shall Consider</i> a Suspension:		Principal May Issue Suspension:	Notify Police	
			May	Shall
1.	Uttering a threat to inflict serious bodily harm on another person/	1-20 Days		X
2.	Possessing alcohol or illegal drugs	1-20 Days	X	
3.	Being under the influence of alcohol	1-20 Days	X	
4.	Swearing at a teacher or at another person in a position of authority	1 -20 Days	NA	NA
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	1 -20 Days		X
6.	Bullying	1 -20 Days	X	
7.	Any activity that is an activity for which a principal may suspend a pupil under a policy of the board.	1 -20 Days	X	

Under clause 306 (1) 7 of The Education Act, a pupil may be suspended if they are engaged in an activity that is an activity for which a principal may suspend a pupil under a policy of the board.

Activities for which a Principal May Suspend a Pupil - Board Policy <i>Education Act, Part XIII clause 306 (1) 7</i>		Principal May Issue Suspension	Notify Police	
			May	Shall
1	Persistent opposition to authority	1 -20 Days	X	
2	Habitual neglect of duty	1 -20 Days	NA	
3.	Willful destruction of school property; vandalism causing damage to school or Board property or property located on school or Board premises	1 -20 Days	X	
4.	Use of profane or improper language	1 -20 Days	NA	
5	Use of tobacco	1 -20 Days	X	
6.	Theft	1 -20 Days	X	
7.	Aid/incite harmful behaviour	1 -20 Days	X	
8.	Physical assault	1 -20 Days	X	
9.	Being under the influence of illegal drugs	1 -20 Days	X	
10.	Sexual harassment	1-20 Days	X	
11	Racial harassment	1-20 Days	X	
12	Fighting	1-20 Days	X	
13	Possession or misuse of any harmful	1-20 Days	X	
14	Hate-motivated violence	1-20 Days	X	
15	Extortion	1-20 Days		X
16	Distribution of hate material	1-20 Days	X	
17	Inappropriate use of electronic	1-20 Days	X	
18	Other*	1-20 Days	X	

***Other** is defined as any conduct injurious to the moral tone of the school or to the physical or mental well-being of others. Any such activity leading to suspension must be specifically detailed.

The following infractions may result in a suspension pending possible expulsion in accordance with Board policy:

SUSPENSION PENDING POSSIBLE EXPULSION Principal shall issue a suspension pending possible expulsion <i>Education Act, Part XIII, subsection 310 (1)</i> Note: Principal must conduct an investigation within 5 school days. Following the investigation principal must impose a		Principal Must Issue Suspension	Notify Police	
			May	Shall
1	Possessing a weapon, including a firearm	1 -20 Days		X
2	Using a weapon to cause or to threaten bodily harm to another person	1 -20 Days		X
3.	Committing physical assault on another person that causes bodily harm requiring treatment by a medical practitioner	1 -20 Days		X
4.	Committing sexual assault (Please refer to TCDSB Policy)	1 -20 Days		X
6.	Trafficking in weapons or in illegal drugs	1 -20 Days		X
7.	Committing robbery	1 -20 Days		X
8.	Giving alcohol to a minor**	1 -20 Days		X

****Minor** as defined in The Education Act - under 18 years of age

SUSPENSION PENDING POSSIBLE EXPULSION - Board Policy <i>Education Act, Part XIII, clause 310 (1) 8</i> Note: Principal must conduct an investigation within 5 school days. Following the investigation, the Principal must impose a suspension or refer to the Board for Hearing.		Principal Must Issue Suspension	Notify Police	
			May	Shall
1.	Possession of explosive substance	1 -20 Days		X
2.	Serious or repeated misconduct	1 -20 Days		X
3.	Refractory conduct	1 -20 Days	X	
4.	Other*	1 -20 Days	X	

***Other** is defined as any conduct injurious to the moral tone of the school or to the physical or mental well-being of others. Any such activity leading to suspension must be specifically detailed.

ANTI-BULLYING POLICY

Bullying is defined as, "a form of repeated, persistent, and aggressive behaviour directed at an individual or individuals that is intended to cause distress and/or harm to another person's body, feelings, self-esteem, or reputation."

When a member of the Loretto community is aware that bullying is taking place either in direct communication or via internet, text messaging or computer, the incident is to be reported by students to a teacher, Guidance Counsellor, Child Youth Worker, EA, or Administrator.

All bullying/cyber bullying incidents are to be reported by staff to the Principal or Vice-Principal.

PROGRESSIVE DISCIPLINE GUIDELINE

The Safe Schools Action Team in consultation with parents, students and staff established a plan that will list Minor, Major and those incidents that may warrant a suspension along with any subsequent progressive consequences and interventions.

The following are possible consequences and interventions that will be considered when incidents occur:

- contact with parents and discussion of consequences based at home
- time out, loss of school privileges
- classroom or office lunch or after school detentions
- withdrawal from class, student reflection paper
- contracts
- referrals to Guidance Teacher-counsellor, Youth Worker or Social Worker
- conflict mediation, peer mediation, conflict resolution
- social work or psychology referral

STEPS TO BE TAKEN:

- 1) The staff member witnessing or involved in the incident with the student reports the issue to the Principal/Vice-Principal.
- 2) Preliminary investigation is conducted by Principal/Vice-Principal with the staff member(s), students-victim(s), witness(es), perpetrator(s). A report is generated in the Safe School's Site.
- 3) Parent/Guardian is contacted.

- 4) Principal/Vice-Principal considers Mitigating factors: severity and impact of incident, age, grade, history, IEP/IPRC identification, ability of student to control behaviour or ability of student to foresee consequences of behaviour, whether continued presence of the student(s) in school presents a risk to the safety of self and others, progressive discipline plan of each student and the level of remorse.
- 5) Principal/Vice-Principal reviews previous infractions and then considers alternatives to suspension or alternatives to recommending expulsion.
- 6) Principal/Vice-Principal may involve school Child and Youth Worker, Guidance Counsellor, Board support staff i.e.: Social Worker etc.
- 7) Principal/Vice-Principal considers suspension or recommends expulsion.
- 8) Principal/Vice-Principal may involve Parent/Guardian, Youth Worker, Guidance Counsellor, Social Worker or Community Agencies for mediation, individual or group counseling.
- 9) Pending the severity of the incident, Police Protocol will be followed, and the Police may be contacted.

NOTE: In case of illegal acts, the Police are involved, and school investigation discontinues until the Police have completed their investigation.

Restorative Justice and Mediation

Restorative Justice is a safe, controlled process in which an alleged offender, a victimized individual and their respective families and supporters are brought together with a trained facilitator to discuss the offence and effects and to jointly decide how to right the wrong that has been done.



New Policy Record Check Requirements for Volunteers

Last updated June 23, 2026

Dear TCDSB Community,

The Toronto Catholic District School Board (TCDSB) values the contributions of volunteers and is committed to maintaining safe and supportive learning environments for all students. To support this shared commitment, effective immediately, all volunteers are required to complete a Police Record Check through their local police service. The type of Police Record Check required depends on the type of volunteer activity.

Criminal Record and Judicial Matters Check (CRJMC)

CRJMC is required for volunteers who:

- Assist with in-school or classroom activities, or day trips.
- Will not be responsible for supervising or directing students.
- Will have only limited contact with students.

Examples of volunteer activities that require a CRJMC include:

- Distributing snacks
- Assisting with fundraising events
- Supporting book fairs or fun fairs
- Participating in classroom activities under the supervision of school staff

Fee Waiver for a CRJMC

A letter to request a fee waiver is available on the Board's [Volunteering With Us page](#).

To receive the fee waiver:

1. Complete the fee waiver letter.
2. Submit the letter to the school Principal for signature.
3. Obtain the signed letter before applying for your CRJMC.

4. Include the signed letter with your CRJMC application.

Vulnerable Sector Check (VSC)

VSC is required for volunteers who:

- Have direct and ongoing contact with students.
- Supervise or direct students.
- May be unsupervised with students.

A VSC is also required for volunteers who:

- Participate in overnight trips.
- Assist with swimming-related trips or activities.
- Coach students.

Please note that the cost of obtaining a Vulnerable Sector Check is the responsibility of the volunteer.

How Often Do I Need to Complete a Police Record Check?

Once you have submitted the required Police Record Check and are an active school volunteer, you do not need to obtain a new check for every volunteer opportunity. However, if you previously submitted a CRJMC and your volunteer role changes to one that requires a VSC, you will need to obtain and submit a VSC before participating in that activity.

To remain eligible to volunteer:

1. An updated Police Record Check must be submitted every five years.
2. In the years between Police Record Checks, volunteers must complete and submit an Annual Offence Declaration.

How Do I Apply for a Police Record Check?

Step 1: Complete the School Form

- Complete the required volunteer form.
- Email the form to the school Principal.
- The Principal will sign the form and return it to you.
- If you are applying for a CRJMC, the signed form may be used to request a fee waiver.

Step 2: Apply for Your Police Record Check

- Apply through the Toronto Police Service (or your local police service if you live outside Toronto).
- Include the signed form from the Principal with your application.
- Apply as early as possible, as processing times may vary.
- To have your form signed before schools close for the summer, submit it to the Principal before June 30, 2026.

- After June 30, forms can be submitted when school offices reopen on August 31, 2026.

Step 3: Keep Your Completed Record Check

- Keep a copy of your completed Police Record Check.
- Please note, for those applying in Toronto, online results remain available in your Toronto Police Service account for 90 days only. Be sure to download and save your Police Record Check before it is removed.
- The Board will share more details before September on how to submit your documentation through the Board's volunteer screening system.
- Volunteers must receive a Clear status from the Board before participating in volunteer activities.



TCDSB N-Word Protocol

Last updated May 22, 2023

Background:

The TCDSB Equity Action Plan specifically aims to address all derogatory slurs. This protocol addresses the use of the N word. It has been developed in consultation with staff, students, and parents including a discussion with the TCDSB African Canadian Advisory Committee.

The N word is rooted in hatred and oppression. It came from a time when enslavers used the word to demean, humiliate, and control African people. **It is sometimes still used in this way today.** There has been a move since the 1980's among some Black people to reclaim the power of the word and that is why you may hear some Black people use the word.

It is important to note that the use of the N word still causes trauma to many individuals in our school communities.

For these reasons, the TCDSB is clear in its direction.

2. ***The N Word is not to be used in TCDSB schools.*** This includes written or spoken form. Classroom instruction and pedagogy should help to instill this point to all members of the TCDSB community.
3. **The N word in literature is only permissible when written by a Black author.** In instances where such literature is used, the word should not be read aloud or written down but replaced by "the N word". **Staff must ensure that students and families are aware that the material being studied contains the N word** by way of distressing language label and/or letter home.
4. **In instances where the N word is used in a song, an edited version should be used** if the song is being played out loud.
5. **In instances where the N word is in a movie being shown for educational purposes,** an edited version should be looked for first and like #2, students and parents/guardians should be warned in advance of the use.
6. The word "Negro" is historical and while not containing the same trauma, **"Negro" should be avoided as a descriptor and only be spoken or written when referencing a historical context** (e.g. The Negro Baseball League, Book of Negroes)

Progressive discipline and restorative practices will be followed in instances of the N word being used. Hateful use of the N word will not be tolerated.

- There needs to be a clear understanding that **conversation with Black students will be considered differently around the use of the N word** especially when it is being used by Black students around other Black students in a familiar, amicable context.
- **It is important to not demean Black students who use the word in friendly contexts.** Education around the harmful impacts and appropriateness of context should be the first actions that are taken to help all students to understand the intent of the protocol: ***to eliminate the use of any derogatory slurs in the school setting and make schools safe spaces for everyone.***

THREATS TO SCHOOL SAFETY

RESPONSE PROCEDURES

The TCDSB has a primary responsibility to ensure the safety of students and staff inside Board buildings and on Board property. Central administrative policies and procedures provide direct support to school principals and vice-principals in the management of a crisis. These supports have been developed through community consultation and through collaboration with the Toronto Police Service.

1. **Shelter in Place - *Possible Environmental Danger in the School Neighbourhood***
2. **Hold and Secure - *Possible Danger in the School Neighbourhood***
3. **Lockdown - *Danger on the School Site***
4. **Bomb Threat**

For all students and staff to become familiar with expectations during a threat to school safety, our school will be practicing threat response procedures as we normally do with fire drills. During these drills, signs will be posted on the entrance doors indicating that the school is in **Shelter in Place, Hold and Secure, Lockdown or Bomb Threat**. The doors **will** be locked, and no one will be allowed to enter or exit the school. Should a real threat to school safety procedure be initiated, the school will inform parents of the event that led to the particular response by letter or phone out system.

Fire Alarms

Students are expected to respond to all fire alarms by clearing the school quietly and promptly. Students will follow standard fire drill procedures as outlined by the school and the fire department. Any student found responsible for a false alarm may face criminal prosecution and suspension from school. This holds true for interfering in any way with school fire-fighting equipment such as fire hoses and extinguishers.

**EMERGENCY AND CRISIS RESPONSE PLAN****THREAT TO SCHOOL SAFETY RESPONSE PROCEDURES***Follow these steps when you have been informed of a Threat to School Safety*

LOCKDOWN	HOLD & SECURE	SHELTER IN PLACE	BOMB THREAT
A major incident or threat of school violence within the school or on school premises Any Staff Member can initiate a lockdown: - PA Announcement ("Lockdown, Lockdown, Lockdown"), or - Emergency Button (if installed), or 3 Consecutive Bells, or - Verbal ("Lockdown, Lockdown, Lockdown"). - Enter nearest room. If outside building, consider proceeding to the Emergency Evacuation Site if unsafe to enter building. - Lock classroom/room doors. Do not open door once secured. "Unlocked exterior doors remain unlocked for police access." - Consider barricading classroom/room door (where possible and safe to do so). (e.g. use doorstops) - Close and cover windows (where possible and safe to do so). - Turn off lights. - Move away from classroom/room doors and windows and be aware of sightlines. - Students turn off cell phones and electronic devices. Staff cell phones should be set to silent. - Staff can call 911 with any helpful information (if safe to do so). - Maintain silence. Do not contact the office. - Lie on floor if gunshots are heard. - Evacuate building or relocate to another space if your security is compromised. - Remain in place until released. The Police or Principal/Designate will lift a Lockdown room by room.	Possible danger in the school neighbourhood - Return indoors. - Close and lock exterior doors. - Assigned designated staff monitor Exits/Entrances. - Close windows and window coverings (where possible and safe to do so). - Students turn off cell phones and/or personal electronic devices. - Staff contact the office only to provide relevant updates to the current situation. - Continue regular indoor routines if safe to do so. All outside activities are cancelled. - Remain in place until Principal/Designate announce Hold and Secure has been lifted.	Possible environmental danger in the school neighbourhood - Return indoors. - Assigned designated staff monitor Exits/Entrances. - Shut off air exchange system. - Close windows and window coverings (where possible and safe to do so). - Staff contact the office only to provide relevant updates to the current situation. - Continue regular indoor routines if safe to do so. All outside activities are cancelled. - Remain in place until the Principal/Designate announces Shelter in Place has been lifted.	Any conveyance of a message that is designed to warn and/or alarm people to an impending detonation of an explosive or incendiary device to cause damage, death, or injuries, whether or not such a device actually exists - If you receive a Bomb Threat, document details and report to Principal/Designate. Principal/Designate will contact police for direction. - If you discover a suspicious item, do not touch and notify Principal/Designate immediately. Principal/Designate will contact police for direction. - Principal/Designate will initiate a visual scan and/or determine if relocation or evacuation is necessary. - If a suspicious package is found, do not use any electronic device, cell phone or walkie talkie in close proximity. - If ordered to evacuate, remain at the evacuation site until Principal/Designate and/or the Police provide further instruction. - If instructed to evacuate be aware of your evacuation route and continually scan your surroundings until safely at the evacuation site. - If an explosive incident occurs, follow established school evacuation procedures. Contact police.

SMOKE-FREE ONTARIO ACT

Smoking on School Property:

In accordance with the Smoke-Free Ontario Act (2006), **Toronto, Catholic District School Board** will ensure that all buildings, sites and facilities are designated as non-smoking areas. Anyone found committing a violation, including students, will be disciplined according to the policy of the **Toronto Catholic District School Board** and will be subject to measures imposed under the Smoke-Free Ontario Act.

- Smoking, vaping, or holding lighted tobacco is prohibited in public schools (including the grounds), private schools, and private school property, including private school property that is specifically annexed and or in use by the private school (e.g., a playground). This remains in effect within 20 meters of the school.
- Smoking or holding lighted tobacco is not allowed by anyone (staff, students, parents, or visitors) in school buildings or on school property at any time.
- Where a student is found to have alcohol, tobacco, electronic cigarettes, recreational cannabis, related products and/or illegal drugs, their parent(s)/guardian(s) will be notified, and the prohibited item(s) must be surrendered to an educator or administrator.
- Smoking or holding lighted tobacco is not allowed in any vehicles on school property. ● Supplying or selling tobacco products to anyone under the age of 19 years old is against the law. Anyone who supplies or sells any tobacco product to someone less than 19 years of age may be charged. The maximum fine for the first offence of supplying or selling any tobacco product to someone under the age of 19 is \$4,000.
- Students who are 16 years old or older can be charged by a Tobacco Enforcement Officer and given a ticket or issued a summons to appear in court. The maximum fine for a first offence is \$1,000. The maximum fine for a second offence is \$5,000.
- Students who are under the age of 16 years old and found smoking or holding lighted tobacco on school property may be issued a summons to appear in court with their parent/legal guardian.

This section addresses the changes to the **Education Act** resulting from the **Cannabis Act, 2017** and **Bill 174, Cannabis, Smoke-Free Ontario, and Road Safety Statute Law Amendment Act, 2017**.

All members of the school community must not:

- give alcohol or cannabis to a minor;
- be in possession of, or be under the influence of alcohol, cannabis (unless the individual has been authorized to use cannabis for medical purposes), and 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).

STUDENT COMMUNITY INVOLVEMENT POLICY

All volunteer activities MUST follow the outlined Ministry of Education and TCDSB guidelines listed below:

- Participation in an activity that promotes gospel values;
- An event or activity designed to benefit the community;
- An event or activity designed to support a NOT FOR PROFIT;
- STRUCTURED programmes that promote tutoring, mentoring or coaching;
- Participation in an event or activity affiliated with arts and culture association.

Activities that are NOT ALLOWED are based on the following descriptions:

- An activity that would normally be performed for wages by a person in the workplace;
- An activity that provides direct financial benefit or gain to the student or to the student's family;
- An activity that takes place during regular school hours;

For more detailed examples of eligible/ineligible activities please go to www.tcdsb.org.

Community Involvement forms are to be submitted to the Guidance Department.

Students who complete 40 hours by the end of their Grade 9 year are eligible for recognition at the annual Academic Awards Ceremony.

SCHOOL PROCEDURES

Attendance

Attendance is critical to the success of a student at school. All classes are compulsory. As noted in the Academic Matters section of this agenda, a student having unexcused absences/lates, may either be removed from the class or may attain a failing course mark. Parents/Guardians are asked to report a child's late/absence, using the ***School Messenger Mobile App***, online at go.schoolmessenger.ca or by calling **1.833.521.3286 (toll free)**.

In accordance with updated Ministry of Ontario attendance legislation, the chart below outlines how unexcused absences directly impact a student's achievement level and overall course grade.

*****Important: Excused absences do not negatively affect a student's mark. Excused absences include illness, inclement weather, approved cultural days, holy days, and other absences permitted under [legislation](#) or school policy. Only unexcused absences are considered when determining the attendance component of this assessment.*****

Level	Achievement Range	Unexcused Absence Rate	Approximate Classes Missed per Semester	Participation & Engagement Indicators
Level 4	80%–100%	0.0%–2.5%	Approximately 2 or fewer classes	Consistently participates in class discussions and contributes ideas; asks relevant questions; respects the contributions of others and demonstrates positive leadership; contributes to fostering a positive classroom culture.
Level 3	70%–79%	2.5%–5.0%	Approximately 2.5 to 4.5 classes	<u>Generally</u> participates in class discussions and contributes some ideas; asks relevant questions; respects the contributions of others; contributes to fostering a positive classroom culture.
Level 2	60%–69%	5.0%–7.5%	Approximately 5 to 7 classes	Occasionally participates in class discussions and sometimes contributes ideas; asks relevant questions; respects the contributions of others; contributes to fostering a positive classroom culture.
Level 1	50%–59%	7.5%–10.0%	Approximately 7.5 to 9 classes	Infrequently participates in class discussions and rarely contributes ideas; asks relevant questions; respects the contributions of others; contributes to fostering a positive classroom culture.
Below level 1	less than 50%	more than 10%	More than 9 classes per semester	Does not participate in class discussions or contribute ideas; ask relevant questions; does not respect the contributions of others; does not contribute to fostering a positive classroom culture.

Late to School

Please make sure the student is on time each day for school. It is a school expectation that students arrive at school on time every day. Students arriving after **8:30 a.m. are late and report directly to their period one class where the teacher will document the late. If a student arrives after 8:45am they must report directly to the office where they will be signed in and receive a late slip/admission to class.** Any student missing more than one hour of any class will be considered absent and asked to remain in the office until their next scheduled class.

Please Note: The TCDSB's School Messenger System notifies the home daily of late arrivals or absences if the parent has not contacted the school by 8:45.

1. Late students to classes throughout the day may be given reasonable consequences by their subject teachers or by the vice-principal. These may include make-up time/work, delayed dismissal, detention, or community service. If a student becomes ill during the day, they *must* sign out in the main office with parental permission.

Vacation/Leave/Extended Absence

Assignment packages are made available to students who must leave school for an extended period. The Main Office must be notified **at least one week** prior to the extended absence in order to allow sufficient time for the preparation of a package. **Notification must be presented to the Main Office in writing.** Students must obtain an Extended Absence Form from the main office, and this form must be completed

at least one week prior to the absence.

It is the responsibility of parent(s) to contact the school **IN WRITING** that the student will be absent from school for the above reason. It is also the parents' responsibility to contact the school administration to advise if the student cannot return to school on the specified date of return. If contact is not made, and the student does not return to school, then the school administration, in accordance with subsection 23(3) of Regulation 298 of the Education Act, will be required to:

(a) If the student is under the age of sixteen, consult with the Board Attendance Counsellor. (b) If the student is over the age of sixteen, retire the student from the school Register.

Attendance for Exams

All students must be present and in full uniform for their exams which are written at the end of January and June. Please **do not** book family vacations during these time periods as such an absence may greatly affect the student's final mark.

Consecutive Absences

If a student has been absent for fifteen (15) consecutive days, they may be demitted from their classes. Upon return, the parent/guardian must accompany the student to school to sign them in to be re admitted.

Signing Out

If it is necessary for a student to leave early, they can either bring a note to the attendance office between 8:00 a.m. and 8:30 a.m. or have a parent contact the school. A student who misses classes and who fails to follow this procedure will be considered skipping class, and appropriate actions will be taken. A student will not be given permission to leave school without a letter or note, and in the case of illness without the school contacting the parents.

Health Concerns

When a student becomes ill at school, they must report to the attendance office if they wish to leave school. The student will be permitted to call home and plan for someone to come and pick them up or get permission to go home. Any accident occurring in the school must be reported immediately to the main office. If necessary, parents will be notified.

Students 18 Years and Older

A student who reaches the age of 18 will become the primary contact unless otherwise directed by the student.

Cell Phones/Electronic Equipment

The use of **any** electronic devices in class is **not permitted**, unless under the direct supervision and with permission of the classroom teacher, as these devices can interrupt the academic integrity of the lesson. **The school will not be held responsible for their loss or damage and will not investigate these matters if they go missing.**

Cafeteria/Lunch

The cafeteria and adjacent picnic area at Loretto College are the **only** areas in which the students may eat or drink. This allows us to maintain a clean and healthy environment in accordance with Public Health Regulations. Cafeteria services are only available during the designated lunch hours in the day. The breakfast menu is available between 8:00 a.m. and 8:30 a.m. only. Lunch food purchased off school property must be eaten off property. Students are not to congregate on the frontsteps during the day, particularly during the lunch hour, as supervision cannot be provided.

Collection of Student Activity Fees

Policy S.M.09 Fees for Learning Materials and Activities Rationale

All secondary schools in the TCDSB collect a student activity fee as part of the registration process. These fees supplement the school experience for students by providing materials and activities such as student agendas, student recognition programs, yearbooks, retreats, theme days, etc. Although this fee is voluntary, this payment enhances the student's overall school experience. Assistance may be provided to students who are unable to pay the activity fee.

Elevator Use

The elevator is strictly for the use of staff members and students with physical disabilities and who have suffered physical injury.

Lockers

Each student will be assigned one locker. Lockers are **not** to be shared. Each student will receive a combination lock for their locker. For security reasons, a student should not inform any other student of their combination. Students should be aware that lockers are the property of the school; therefore, staff members with the authorization of the administration may check contents from time to time. It is expected that any posters/pictures that are taped into a locker will be appropriate for display in a Catholic school. Students are strongly encouraged not to bring valuables or excessive amounts of money to school as the school will not be held responsible for these items. **Students cannot bring their own locks. They must use the one assigned.** Students will be charged a fee to replace lost locks. A used lock will cost \$5.00 and a new lock will cost \$10.00.

Medical Information Update

Parents/guardians are asked to inform the main office or administration of any change in, or newly diagnosed medical condition which may adversely affect the health or well-being of your child. This would include any conditions such as asthma, severe allergies, seizures, and anaphylactic response etcetera. Please note that some of our students suffer from severe and life-threatening allergies to certain foods. **Peanuts/nuts tend to be a common trigger. In compliance with Sabrina's Law, 2005 S.O. 2005 Chapter 7, students are asked to refrain from bringing any peanut/nut-based food products to school. In compliance with Bill 20, Ryan's Law, Ensuring Asthma Friendly Schools, S.O. 2015 C.3 also please refrain from spraying scents such as perfume in classrooms/hallways.**

Automated External Defibrillator (AED)

An AED (Automated External Defibrillator) is located next to the Main Office on the ground floor.

Concussion Policy

In the event of a student displaying symptoms of concussion sustained outside of school or in a school's co-curricular or extracurricular activities such as:

- brief loss of consciousness after injury;
- memory problems;
- confusion;
- drowsiness or feeling sluggish;
- dizziness;
- double vision or blurred vision;
- headache;
- nausea or vomiting;
- sensitivity to light or noise;
- balance problems or
- slowed reaction to stimuli

The student will be escorted to the administration to begin the process outlined within the document Protocols for Concussion, approved by TCDSB on November 23, 2014.

School Liturgies, Retreats & School Chapel

Eucharist and liturgies are celebrated on a regular basis for the entire school community and parents are welcome to celebrate with us. By choosing to attend Loretto College, a student agrees to participate in the various religious activities that are scheduled throughout the school year. Each year, students participate in scheduled retreats. Such involvement is essential in building a demonstrated commitment and witness to a Christian faith in our Catholic secondary school. The school chapel is available as a place of reflection and private prayer.

Visitors

Under the *Safe Schools Act*, all visitors to the school must report to the main office. They must identify themselves with a school staff member upon request and explain the nature of their visit. Out of courtesy, students of Loretto College are asked not to visit any other schools at any time, as this would be considered trespassing. Students must obtain permission from Administration before visiting other schools during the day.

ACADEMIC INFORMATION

Diploma, Certificate and Transcript Information

A Loretto College Catholic Secondary School requirement is that one Religious Studies course is to be taken every year.

Ontario Secondary School Diploma Requirements

To earn an Ontario Secondary School Diploma (OSSD) and to participate in the Graduation Ceremony, a student must earn a minimum of 30 credits (of which two must be online), pass the literacy requirement, and complete a minimum of 40 hours of community involvement activities.

Starting in the 2026-2027 school year, students who entered Grade 9 in the 2025-26 school year and onwards must complete a financial literacy graduation requirement to earn their high school diploma.

FOR STUDENTS WHO STARTED GRADE 9 IN 2024 AND AFTER



What do you need to graduate from high school?

17 compulsory credits

Students must earn the following compulsory credits to obtain the Ontario Secondary School Diploma:		Plus one credit from the following group:
4	credits in English (1 credit per grade) ¹	STEM-related course group: • business studies • computer studies • cooperative education • mathematics (in addition to the 3 compulsory credits currently required) • science (in addition to the 2 compulsory credits currently required) • technological education (in addition to the 1 compulsory credit required)
3	credits in Mathematics (Grade 9, 10, and 11 or 12)	
2	credits in Science	
1	credit in Technological Education (Grade 9 or 10)	
1	credit in Canadian History (Grade 10)	
1	credit in Canadian Geography (Grade 9)	
1	credit in the Arts	
1	credit in Health and Physical Education	
1	credit in French as a Second Language	
0.5	credit in Career Studies	
0.5	credit in Civics and Citizenship	1
In addition, students must complete:		
☒	4 religion credits (1 per grade)	
☒	9 optional credits ²	
☒	40 hours of community involvement activities (which can start the summer before Grade 9)	
☒	the provincial literacy requirement	
☒	2 online courses	

¹ A maximum of 3 credits in English as a second language (ESL) or English literacy development (ELD) may be counted towards the 4 compulsory credits in English, but the fourth must be a credit earned for a Grade 12 compulsory English course.

² Students may count a maximum of 4 optional credits towards the OSSD earned through approved college-delivered dual credit programs, if they are not also claiming credit for external (music) credentials.

Starting in September 2025, you must earn a new financial literacy graduation requirement as part of your compulsory Grade 10 mathematics course. You will need to achieve a mark of 70% or higher to pass this new requirement and earn your high school diploma.

The following conditions apply to compulsory credit selections:

- The Grade 11 English: Understanding Contemporary First Nations, Métis and Inuit Voices course may be used to meet the Grade 11 English compulsory credit requirement.
- The Grade 9 Visual Arts: Expressions of First Nations, Métis, and Inuit Cultures course may be used to meet the compulsory credit requirement in the arts.

<https://www.ontario.ca/page/high-school-graduation-requirements>

Ontario Secondary School Certificate (OSSC)

Will be granted on request to students who leave school before earning an OSSD, if they have earned a minimum of 14 credits distributed as follows.

Certificate of Accomplishment (COA)

Will be granted to students that are leaving the school upon reaching the age of eighteen without meeting the OSSD or OSSC requirements.

ONTARIO SECONDARY SCHOOL CERTIFICATE (OSSC) AND CERTIFICATE OF ACCOMPLISHMENT (COA)



What do you need to graduate from high school?

ONTARIO SECONDARY SCHOOL CERTIFICATE (OSSC)

The Ontario Secondary School Certificate will be granted on request to a student who is leaving secondary school upon reaching the age of eighteen without having met the requirements for the Ontario Secondary School Diploma (OSSD).

The Community Service, Literacy and Online Learning requirements are not required for this certificate.

To be granted the OSSC, a student must earn a minimum of 14 credits distributed as follows:

7 compulsory credits

Students must earn the following compulsory credits to obtain the Ontario Secondary School Certificate:

2	credits in English
1	credit in Canadian Geography or Canadian History
1	credit in Mathematics
1	credit in Science
1	credit in Health and Physical Education
1	credit in Arts, Computer Studies, or Technological Education

7 optional credits

7	credits selected by the student from available courses that match their interests and future pathways to develop their skills
14	Total Credits Required for OSSC

CERTIFICATE OF ACCOMPLISHMENT (COA)

A student who is leaving school upon reaching the age of eighteen without having met the requirements for the OSSD or the OSSC may be granted a Certificate of Accomplishment.

This Certificate is a useful means of recognizing achievement for a student in the secondary school program, especially for a student pursuing a vocational program or further training for employment after leaving school.

A student may return to school and take additional credit courses and have their Ontario Student Transcript (OST) updated. A new Certificate will not be issued but an OSSD or OSSC will be granted when the returning student has fulfilled the appropriate requirements.



<https://www.ontario.ca/page/high-school-graduation-requirements>

Full Disclosure

Students should be aware that the Ministry of Education and Training has adopted a policy of full disclosure for grade 11 and 12 courses. All attempts at any course will be documented on transcripts.

Ontario School Record Folder

This folder contains basic biographical and achievement information, and other data pertaining to the student's academic career in Ontario. The information contained in the folder may be reviewed by the student and parent (if the student is under 18 years of age), by pre-arranged appointment. Student records are available for the information and use of supervisory officers, the principal and the teachers of the school for the improvement of instruction to the student. This record is not available to any other person.

Ontario Student Transcript

The Ontario Student Transcript (OSR) is a record of successfully completed and all attempted courses required for a graduation diploma. This information is kept in the Student Services Office and is available, upon request, to both parents and students. One official copy is provided to all graduates. Subsequent copies are available at a cost.

Financial literacy graduation requirement

As outlined in the Ministry of Education:

“Starting in the 2026–2027 school year, students who entered Grade 9 in the 2025-26 school year and onwards must complete a financial literacy graduation requirement to earn their high school diploma. Students will complete this requirement as part of their compulsory Grade 10 Career Studies course. The requirement consists of learning modules and assessment questions developed by TVO and provided to schools to administer. The Financial Literacy Graduation Requirement assesses core financial literacy concepts found in the Grades 1 to 9 curriculum and complements the Grade 10 Career Studies course.

To meet the requirement, students will have to earn a mark of 70% or higher on the financial literacy modules. This mark will make up 5% of their final mark in Grade 10 Career Studies. Once a student meets the graduation requirement, this will be recorded on the Ontario Student Transcript. Students will have 2 attempts during the Grade 10 course to complete the requirement. For students requiring multiple attempts to meet the requirement, the highest attempt mark will be used as part of the final mark in Career Studies.

Students who do not meet the requirement after the first attempt will have the opportunity to strengthen their learning by reviewing additional resources on TVO Learn, accessing available school supports and receiving educator support.

Students who do not meet the requirement after 2 in-course attempts can try to complete it the following semester by:

- re-attempting the modules outside of the course under the supervision of a designated staff member and achieving a mark of 70% or higher
- receiving additional instructional support prior to re-attempting the modules (for example, through student success, credit recovery model, tutoring supports, etc.) and achieving a mark of 70% or higher
- completing a set of financial literacy learning activities developed by TVO and administered by the school or TVO as an equivalency to the assessment (available starting in February 2027)
- meeting the requirement through an adjudication process (in extenuating circumstances, including students close to graduation)

Students who are unsuccessful in both Career Studies and the financial literacy graduation requirement may need to retake Career Studies. This provides 2 new opportunities to meet the requirement. Students that have

successfully met the requirement but were unsuccessful in Career Studies do not need to repeat the requirement when re-attempting the course.”

Specialist High Skills Major Programs (SHSM)

SHSM is a high school program that offers students an opportunity to learn knowledge and skills required for careers in Health and Wellness or Non-Profit programs. These programs enable students to acquire skills and experiences which will assist them in their post-secondary pathway: university, college, apprenticeship training or workplace. Loretto College School offers 2 SHSM programs beginning in grade 11: **Arts and Culture** and **Health and Wellness**.

SHSM Program Opportunities & Benefits

- Widen opportunities, customize high school education to suit interests through a specialized selection of credits;
- Get certified in First Aid, CPR, WHMIS while earning their Ontario Secondary School Diploma (OSSD);
- Hands on experience with Co-operative Learning experiences, test drive careers;
- Co-op placement vary from St. Michael’s Hospital, The Michener Institute, Villa Colombo, St. Joseph’s Hospital, The Hospital for Sick Children;
- Earn special SHSM red seal designation on diploma which identifies that the student possesses specialized skills in the Health Care area.

Science, Technology, Engineering, Arts, and Math Program (STEAM)

The Loretto College School S.T.E.A.M. Program is a dynamic, innovative, interdisciplinary initiative designed for Grade 10 students who are passionate about Science, Technology, Engineering, Arts, and Mathematics. This program combines hands-on projects, real-world problem-solving, experiential learning opportunities, and creative exploration to develop critical thinking and technical skills. Students engage in collaborative learning experiences, integrating technology with artistic expression to tackle real-world challenges in various S.T.E.A.M.-related fields.

Criteria for acceptance:

There are **FIVE** elements required for the S.T.E.A.M. application:

- 1) Completion of an in-person S.T.E.A.M. task (date to be announced in December);
- 2) Completion of a teacher reference form;
- 3) An average of 75%+ in the following semester one courses: Math and/or English and/or Science, and/or Geography;
- 4) A good attendance and punctuality record;
- 5) Proof that the student participated in the grade 9 S.T.E.A.M. excursions and/or S.T.E.A.M.-connected after school activity (completion of S.T.E.A.M. passport).

Academic Honesty Policy

Founded on the love of Christ and recognizing the inestimable worth of each individual, Loretto College School exists to foster, with care and compassion, personal, spiritual and academic growth, extending into the community and beyond. Our *Academic Honesty Policy* is one that encourages such growth, holding students responsible for learning and encouraging reflection of their growth.

Plagiarism and Cheating

Plagiarism and cheating are strictly prohibited, as these actions violate the principles of honesty and integrity. According to the eighth commandment, we are taught not to lie, which involves consciously and intentionally speaking or acting against the truth. Such dishonesty not only deceives oneself but also misleads others who have a right to know the full truth. As responsible citizens, we must uphold these values and contribute to a community built on trust and respect. Additionally, as collaborative contributors and reflective, creative, and holistic thinkers, we are called to work together ethically and approach problems with integrity, ensuring our actions reflect the truth and respect for others' intellectual property.

Plagiarism refers to “the action or practice of taking someone else’s work, idea, etc., and passing it off as one’s own” - *Oxford English Dictionary*

Cheating refers to “to defraud; to deceive; trick” – *Oxford English Dictionary* This would include the use of AI programs such as, but not limited to, ChatGPT, Gemini, DeepSeek, Jasper, Perplexity, MS Copilot, and Claude.

If a student plagiarizes or cheats the teacher will...

- conference with the student.
- contact the parent/guardian.
- assign either a zero on the entire assignment/test or a re-write of the entire assignment/test.

Repeated incidents of plagiarism or cheating will result in a zero and will be referred to the appropriate administrator.

Assessment and Evaluation Policy

Founded on the love of Christ and recognizing the inestimable worth of each individual, Loretto College School exists to foster, with care and compassion, personal, spiritual and academic growth, extending into the community and beyond. Our *Assessment and Evaluation Policy* is one that encourages such growth, holding students responsible for learning and encouraging reflection of their growth. To support this *Assessment and Evaluation Policy*, teachers will...

- provide students with clear instructions and timelines for all evaluation pieces.
- provide effective feedback throughout the teaching-learning process to support student growth.
- return assessed and/or evaluated activities in a timely fashion; and
- contact parents/guardians with concerns relating to student progress, work completion, etc.

Missed In-Class Evaluations

If a student **misses** an in-class evaluation, such as a test or presentation:

- The student will provide the teacher with a parent's note or an email from the parent's email account explicitly acknowledging that an evaluation was missed as well as the reason for the absence.
- If the absence is a medical or family emergency, the student and teacher will establish a new date for test taking or presenting (approximately within a week of the student's return). If the re-schedule is skipped, the teacher may assign a mark of zero.
- If the absence is unjustified – slept in, forgot, etc. - the teacher may assign a mark of zero. If a student is aware that they will not be present in class for an evaluation (for example, for a specialist appointment or a school activity), it is their responsibility to inform the teacher before the day of the evaluation. The teacher and student will determine an alternate date.

Late Assignments

Students who anticipate that they will be unable to submit an assignment on time, may request an extension. The request must be made in writing or in-person, as per teacher's direction, and be submitted at least 1 school day before the due date to their teacher. This may be granted upon the teacher's discretion. Teachers are unlikely to grant more than 1 extension per course.

Late Submission Timeline (Without an Official Extension Request)

- **Up to 3 school days after the due date:** The evaluation may still be submitted, but it must be accompanied by a Late Assignment Reflection form.
- **4 to 5 school days after the due date:** The evaluation may still be submitted, but it must include a completed Late Assignment Reflection form and will receive a **10% penalty**.
- **More than 5 school days after the due date:** The teacher may assign a different evaluation piece. Students must meet with their teacher within 10 school days of the original due date to discuss how they can demonstrate the missed learning expectations.
- **If no evaluation is submitted:** The evaluation will receive a mark of zero.

Students with an Individual Education Plan (IEP)

This assessment policy encourages early intervention and the use of collaborative strategies with the Special Education department for students with an Individual Education Plan (IEP). Often, extra time is an accommodation for students with an IEP. This factor must be considered when creating due dates and enforcing them in the

classroom. Ongoing dialogue and collaboration between the classroom teacher and Special Education staff is encouraged in order to meet the needs of the students and ensure their success. Once the accommodation of extra time is made by the teacher, the accommodated due date stands as the “final” due date for the evaluation; assignments submitted after the accommodated due date or not submitted at all will receive the same penalties noted above. Students with an IEP are expected to complete the *Assignment Request Form* if extra time is anticipated. However, the number of extensions will not be limited. It must be made clear to students that they are responsible for providing evidence of their learning within established timelines, and that there are consequences for cheating, plagiarizing, not completing work, and submitting work late. In extenuating circumstances and based on the “individual circumstances of the student,” teachers will exercise their professional judgment/discretion in appropriate next steps. - Ontario Ministry of Education. (2013). *Growing success*, pp.42-43

Course Information Sheets

These are distributed to each student at the beginning of the course. They summarize the key curriculum expectations, the relative weighting of the four categories, the assessment and evaluation criteria, and the strategies to be used for the course.

Calculation of Final Grade

The final grade for each course will be determined as follows:

In Grades 9 and 10, a student’s final mark will be based on:

- **65%** classroom work completed throughout the course
- **20%** mandatory final evaluations, broken down as described below
- **15%** attendance and participation

Table 1: Grades 9 and 10 — Mandatory Final Evaluation Breakdowns



*Written exam and culminating task percentages by subject (*Religion TBD)

*This update replaces the evaluation policy for courses in Grades 9 to 12 outlined in Chapter 5 of [Growing Success](#)

Subject	Grade 9	Grade 10
English	20% written exam	20% written exam
Mathematics	20% written exam (EQAO Grade 9 Assessment of Mathematics counts as the written exam for MTH1W and makes up 20% of the student's mark)	20% written exam
Science	20% written exam	20% written exam
The Arts	10% written exam 10% culminating task	10% written exam 10% culminating task
Computer Studies	10% written exam 10% culminating task	10% written exam 10% culminating task
Health and Physical Education	10% written exam 10% culminating task	10% written exam 10% culminating task
Technological Education	10% written exam 10% culminating task	10% written exam 10% culminating task
Canadian and World Studies	20% written exam (Geography)	20% written exam (History, Civics and Citizenship)
Business Studies	10% written exam 10% culminating task	10% written exam 10% culminating task
Social Sciences and Humanities	10% written exam 10% culminating task	10% written exam 10% culminating task
Classical Studies and International Languages	10% written exam 10% culminating task	10% written exam 10% culminating task
French as a Second Language	10% written exam 10% culminating task	10% written exam 10% culminating task
Native Languages	10% written exam 10% culminating task	10% written exam 10% culminating task
First Nations, Métis, and Inuit Studies	10% written exam 10% culminating task	10% written exam 10% culminating task
Guidance and Career Education	N/A	5% financial literacy graduation requirement 15% culminating task

In Grades 11 and 12, a student's final mark will be based on:

- **65%** classroom work completed throughout the course
- **25%** mandatory final evaluations, broken down as described below
- **10%** attendance and participation

Table 2: Grades 11 and 12 — Mandatory Final Evaluation Breakdowns

**Written exam and culminating task percentages by subject (*Religion TBD)*

**This update replaces the evaluation policy for courses in Grades 9 to 12 outlined in Chapter 5 of [Growing Success](#)*

Subject	Grade 11	Grade 12
English	25% written exam	25% written exam
Mathematics	25% written exam	25% written exam
Science	25% written exam	25% written exam
The Arts	10% written exam 15% culminating task	10% written exam 15% culminating task
Computer Studies	10% written exam 15% culminating task	10% written exam 15% culminating task
Health and Physical Education	10% written exam 15% culminating task	10% written exam 15% culminating task
Technological Education	10% written exam 15% culminating task	10% written exam 15% culminating task
Canadian and World Studies	15% written exam 10% culminating task	15% written exam 10% culminating task
Business Studies	15% written exam 10% culminating task	15% written exam 10% culminating task
Social Sciences and Humanities	15% written exam 10% culminating task	15% written exam 10% culminating task
Classical Studies and International Languages	10% written exam 15% culminating task	10% written exam 15% culminating task
French as a Second Language	10% written exam 15% culminating task	10% written exam 15% culminating task
Native Languages	10% written exam 15% culminating task	10% written exam 15% culminating task
First Nations, Métis, and Inuit Studies	10% written exam 15% culminating task (Note: NBE3U and NBE3C require a 25% written exam)	10% written exam 15% culminating task

Examinations

Do not schedule anything of a personal nature during the exam periods. Examinations will not be rescheduled. If a student misses an examination due to illness or family emergency, **a medical certificate must be presented, with dates included**, to the main office as soon as possible. This should state that the student was not able to attend examinations. They will be expected to take the exam when they have recovered or when they return. Students must be in full uniform for all exams.

Homework

Homework furthers students' learning in relation to the curriculum. When students' complete homework, they consolidate and reinforce the learning from in-school experiences in a practical and meaningful way. It is a planned and purposeful activity that is linked to the Ontario Curriculum Learning Expectations, Learning Skills, and the Ministry of Education Reporting Guidelines.

Reporting Progress to Parents

The Provincial Report Card is distributed to all students and includes both a percentage mark based on student achievement and an assessment of the learning skills acquired by the student in each course taken. The following are the learning skills assessed:

Responsibility Independent Work Initiative Self-Regulation
Organization Collaboration

Each category will show a ranking of E-Excellent, G-Good, S-Satisfactory or N-Needs Improvement.

A mid-semester (November and April) and final report card (February and June) is distributed to parents each semester. An "Early Assessment Communication" is distributed to students after five to six weeks into each semester with the expectation that it is brought home to parents. Parent-teacher interviews are held soon after the distribution of the mid-semester reports in each semester. "In Danger of Failing" letters are sent home approximately one month before the end of the term to students who are in danger of failing a course. ***Parents/guardians should not hesitate to telephone the school to speak directly to the student's teachers at any time, if they have any concerns or questions.***

Textbooks

Students are provided with a textbook or materials for all their courses. It is expected that these materials will be returned in the best possible condition. Students will be held responsible for anything that is lost or damaged. The same expectations apply to musical instruments, art materials, etc.

Appropriate Dress Code Policy

All schools in the TCDSB will have a Dress Code beginning in September 2011. The purpose of the policy is to promote, through the implementation of a Local Dress Code, a distinctly Catholic positive learning environment consistent with the mission and governing values of the Toronto Catholic District School Board (the "Board"). This policy applies to all students under the jurisdiction of the Board.

The Dress Code Policy for Students

- Reflects the mission of the Board, which includes providing a safe and welcoming learning environment that is an example of Catholic community and sense of belonging in all our schools;
- Endorses and supports our commitment as visible role models of Gospel values and Catholic doctrines, teachings and beliefs and integration of Catholic beliefs into the total learning experience;
- Contributes to providing a learning and working environment that is safe and respectful of the needs and well-being of all individuals.

General Standard of Dress

A standard of student dress, which is in keeping with our Catholic teachings and beliefs, and reflects standards of decency, shall **not** include the following:

- short shorts, bare midriffs, halter tops, tank tops, sleeveless shirts;
- external accessories such as chains, jewelry, spiked bracelets/necklaces, excessive make-up, or any externals not in keeping with the spirit of the dress code as determined by the school administration;
- language and/or representation on attire that indicates gang affiliation and/or depicts violence, profanity, or discrimination of any kind whatsoever or that otherwise demeans an identifiable individual or group;
- tight/low cut clothing.

Compliance Secondary

1. The Local Dress Code is mandatory and shall be in effect on the first day of the school year unless otherwise determined by the school principal.
2. Mandatory local dress code implies that all students arrive at school dressed appropriately. The principal of each school has the right to enforce the **Dress Code for Pupils Policy S.S. 07** in both the Elementary and Secondary panels and any action taken to implement the requirements of this policy, including the application of consequences to students.
3. Students are expected to comply with the Local Dress Code for their school. School staff members are expected to support its consistent implementation.

4. Parental support of the Local Dress Code for their school is essential for upholding a distinctly Catholic and positive learning environment in our schools.
5. The principal of each school has the discretion to determine whether a student is in violation of the Local Dress Code and will consider mitigating circumstances that would prevent a student from complying.
6. Non-compliance with the Local Dress Code may include but is not limited to logos, sayings and pictures that address or display sexual content, substance abuse, violence, profanity, inappropriate references to nationality, race or gender, articles of clothing in serious disrepair.
7. Some examples of a progressive discipline approach for non-compliance include but are not limited to:
 - verbal reminders of expectations,
 - consultation with parents/guardian
 - written notification (notes, agendas) to parent guardian by the principal or designate outlining consequences for further non-compliance
 - loss of privileges
 - detention (age-appropriate discipline assignment) contacting parent/guardian to pick up student from school suspension of student

No student will be denied access to school because of inability to afford clothing required by a school's Local Dress code. Strategies must be in place to address issues of affordability and may include: giving advance notice to parents; supplier incentives for parents, supplier discounts, swap days, donation of outgrown items etc.

8. The principal/staff shall document (in the Progressive Discipline Form) the efforts made to have the student conform to the Local Dress Code.

SCHOOL UNIFORM POLICY

Philosophy

The neat appearance of students contributes to the good order and atmosphere in the school community. The uniform also contributes to overall safety and security. Our uniform policy conforms to the “Code of Dress” guidelines of the Toronto Catholic District School Board and thus is **mandatory**.

Students will not be permitted to attend class if they are not wearing the complete uniform. Violations related to wearing of the uniform will be recorded by the administration. After **two uniform infractions**, the student may be sent home. However, if a student is missing two or more uniform articles, the student will be sent home. However, if the student is missing two or more uniform articles, the student will be sent home. The school will attempt to contact parents. Students

who are 18 years and older may be sent home without parental/guardian contact. If an emergency arises and part of the uniform cannot be worn, a call or note from a parent/guardian is required. Long-term exceptions for shoes require a medical note. Consequences for continued violations of the school uniform policy may include detention(s), suspension, or community service. **McCarthy's is the only official supplier of school uniforms.**

The Loretto College School uniform consists of the following for all students

MANDATORY ITEMS

TOP	BOTTOM	FOOTWEAR	ACCESSORIES
NAVY BLUE McCarthy golf shirt (short or long sleeve with school crest) MUST be worn each day. ❖ White, black, or navy T-shirt only can be worn underneath. OR WHITE FITTED BLOUSE Long sleeved, worn alone or under an LCS approved option (tie optional). ❖ White T-shirt only, can be worn underneath. ❖	NAVY BLUE McCarthy flat front dress pant ❖ NAVY BLUE pants are NOT to be taken in or altered to change the shape of the pant leg. All pants MUST be hemmed properly. ❖ Pants are NOT to be tucked into socks or shoes at any time. NAVY/CAMEL/POWDER BLUE PLAID McCarthy kilt (not more than 7 cm above the knee)	Shoes must be SOLID BLACK dress shoes or running shoes including laces and soles. ❖ NO OTHER TYPE OR STYLE OF SHOE IS ACCEPTABLE. e.g Uggs, Crocs etc	Solid NAVY BLUE, BLACK, or WHITE socks MUST be worn each day with pants. NAVY BLUE or BLACK tights or knee high socks must be worn with kilt

OPTIONAL ITEMS

TOP	BOTTOM
❖ NAVY BLUE cardigan ❖ ¾ zip sweat top ❖ White oxford collared top with tie or cardigan	❖ NAVY BLUE McCarthy walking shorts (mid – April 1st to Thanksgiving)

SPIRIT WEAR (Fridays only) CIVVIES DAY

TOP and BOTTOM	TOP and BOTTOM
❖ Spirit wear (e.g., STEAM, SHSM and other items that identify school clubs or team apparel) ❖ Plain navy, white, or black top under spirit wear ❖ T-shirt sleeves should not be visible. ❖ NAVY BLUE McCarthy pants ❖ NAVY BLUE/CAMEL pleated tartan kilt ❖ Solid black shoes	❖ Appropriate dress, given the academic nature of the school. ❖ No halter tops, tank tops, spaghetti straps, short shorts, exposed midribs, or clothing that contains offensive or violent images.

GYM UNIFORM

TOP	BOTTOM	FOOTWEAR
WHITE short sleeve cotton blend printed T-shirt	NAVY BLUE Dri-fit printed gym shorts OR NAVY BLUE cuffed printed sweat pant	Athletic shoes of any colour

Students may NOT wear:

- **Non-McCarthy Uniform pieces**
- **Spirit Wear:** unless approval is given by the Administration. Spirit Wear tops may be worn on Fridays only.
- **Head gear/Head coverings** such as bandanas, hats, baseball caps, head scarves (except as part of a religion's code or requirement).
- **Jeans, leggings, fleece, cargo, track, and athletic pants.**
- **Moccasins, slippers, Birkenstocks, sandals, mules, open-toe shoes, high tops, and boots.**

The **full uniform** must be worn when arriving at school and throughout the school day even during lunchtime and "spare periods". **It must be clean and in good repair.** The full uniform is to be worn on all school trips unless special permission has been arranged with the administration.

Jeans may only be worn on civvies days.

Civvies Day (Dress Down Day) Dress Code:

Once a month, student council or other school groups raise money for charity by asking students to pay for the right to be out of uniform for the designated day. As a Catholic school, students are expected to dress appropriately respecting the expectation of modesty in dress. **Students who are not dressed appropriately will be told to wear the uniform. If the uniform is not available, students will be sent home.** The school will attempt to contact parents or guardians.

- No exposed mid-ribs, cleavage, or undergarments
- No low-rise jeans/pants or short shorts
- No ripped jeans with tears on the thigh area
- T-shirts are not to have any profanity or material that one would find offensive
- Tube tops, bandeaus, spaghetti strap tank tops, halter tops, and bare backs will not be permitted.
- Shorts, dresses, and skirts must follow the kilt length regulations as indicated above.

McCarthy Uniforms located at: 170 Brockport Dr. Unit #60, Toronto, ON M9W 5C8 | (416) 593-6900 | www.mccarthyuniforms.ca/shop

SCHOOL SERVICES

Chaplaincy

The Chaplaincy program provides services responding to the sacramental and pastoral needs of the school community and programs for the faith development of staff and students. For those who seek a deeper understanding of the faith journey, individual counsel, guidance, and support are available. The Chaplaincy program's focus is to deepen our faith and to build the Christian community of our school, our parishes, and our families. During the school year, students and staff have opportunities to participate in Eucharist, liturgies, and the Sacrament of Reconciliation.

Child and Youth Workers

Our CYWs at Loretto College work to provide both individual and group support to improve the physical, spiritual, emotional, intellectual and social development of all students. In addition, they co-ordinate regular events such as our Breakfast and Nutrition Programs, and other special activities on topics from Legal Issues to Health and Wellness. They are available to address a variety of concerns, to assist at times of crisis and to make appropriate referrals. They help students identify their own strengths and support student success through the exploration of options for positive change.

Special Education Services

Loretto College follows an integrative model to serve the learning needs of all exceptional students. Students follow a regular timetable with assistance/enrichment from the Special Education Department where necessary and appropriate. Special Education students may also have access to their assigned resource teacher and may receive more individualized assistance.

Student Services/Guidance

Counsellors provide assistance to the students in four areas: academic, career, personal, and social. Counselling services play a central role in assisting students with the selection of school programs, so that courses are chosen wisely in order that post-secondary educational and career possibilities remain open.

Students are requested to make appointments with their counsellor whenever they feel the need to discuss academic situations or concerns of a more personal nature. Appointments may be made in the Student Services Office. Counsellors welcome interviews with parents. Parents may talk to a counsellor or arrange an appointment by phoning 416-393-5511. Referrals to support staff and community agencies are available to all students when deemed necessary.

Learning Commons

The Loretto College Learning Commons has four aims:

- to support the classroom teachers' efforts with resource-based learning
- to encourage independent study
- to facilitate leisure reading
- to provide a quiet space to work/consult with teacher librarian

The teacher-librarian works closely with full classes, small groups, and individual students to help them achieve their specific educational goals. The teacher-librarian maintains a collection of appropriate electronic and print resources. The Learning Commons has access to a large collection of databases and encyclopedias which makes researching topics very accessible. Regular library hours are 8:15 a.m. to 3:15 p.m. Students are welcome to use the facilities during those hours when it is not scheduled for use by classroom teachers. Photocopying is available in the library for a small fee. Students can borrow works of fiction any time at no cost.

Catholic School Parent Council (CSPC)

The objective of our local CSPC is to ensure parent and community involvement in the education of our children. The Council comprises parents, teachers, administration, students, and community members. Our Council meets monthly and actively works towards the betterment of the Loretto College Catholic Secondary School community. There are no qualifications required to sit on the Council and no contribution is considered too small.

CO-INSTRUCTIONAL PROGRAMS

Through our co-curricular activities, it is hoped that our students will become aware of the relationship that exists between the physical, social, spiritual, emotional and intellectual aspects of life. It is our hope that from this understanding, students will develop an awareness, sensitivity and appreciation of their unique talents and their individuality, a positive self-image and respect for the dignity of others.

Athletic Programs

A full athletic program that encourages the development of physical skills in our students is offered. Athletes may play on one major and one minor team, at most, at the same time. The following sports may be offered at Loretto College:

FALL: Basketball-Major, Cross Country-Minor, Flag Football, Ultimate Frisbee

WINTER: Badminton-Minor, Volleyball-Major, Table Tennis-Minor

SPRING: Soccer-Major, Tennis-Minor, Track & Field-Minor

Generally, Junior teams are comprised of Grades 9 & 10 students and the Senior teams are chosen from grades 11 & 12. However, students turning 16 before September 1 must play Senior.

Academic Performance and Athletic Participation

We take pride in the academic and behavioural success of our student athletes. We recognize that a student's academic success and self-discipline is more important than her athletic achievements. Every student-athlete is required to maintain a passing grade in each of her courses and observe the school's Code of Conduct to retain her eligibility on the school team. Attendance in all classes during the day of a game is mandatory.

Clubs and Activities

The school has a wide variety of clubs which expand each year in response to student interest. These include but are not limited to: Anime club, A-Team (Angel Foundation), Big sister little sister, Breakfast Club, BSU, Cheerleading, Coding Club, Dance Team, Debate Team, EcoTeam, GSA, HOSA, K-pop club, Latin club, LCS Prayer Group, Leadership, Mental Health Action Team, Robotics, Safe Schools Team, SFX Makeup Crew, Tea Time Verses, Tech Team, Yearbook Team

Student Council

The student council executive consists of student leaders elected by their peers. The members of the student council will coordinate the goals and activities of the students by supplying leadership, promoting a Christian atmosphere and encouraging school spirit and participation.

AWARDS

Academic Awards

Each year academic excellence (above 80%) is honoured during the Academic Awards Assembly in the fall. The following guidelines will be considered when making selections:

The school principal in consultation with the department heads will make the final decisions regarding recipients for all awards:

- The recipient must be a full-time day student;
- No marks from night school or summer school or repeated courses shall be considered in granting an academic award.

Co-Instructional Awards

Mathematics/Science Contest Awards, Junior/Senior Athlete of the Year, Junior/Senior Spirit Awards;

Each sports team presents:

Most Valuable Player (MVP), Most Improved Player (MIP), Sportsmanship Award

Graduation Awards

Each year academic excellence, spiritual growth, and community spirit are honoured at the Graduation Ceremonies through academic awards, scholarships, special awards and bursaries. Please see Student Services for more information.

Ann Manuel Award:

Serving the Loretto College community as Principal from 1967-1989, Ann Manuel is often considered the Matriarch of our modern LCS story. This individual was a beacon of truth and justice in a changing world; humble, compassionate, and fiercely devoted to their community. This award is bestowed on a student who exemplifies Ms Manuel's spirit - fortitude, perseverance, and quest for justice and truth - in academics and the broader community.

Award of Distinction in the Arts:

This award recognizes a graduating student who demonstrates a passion for the Arts. This student has been involved in exploring and promoting the Arts in the community and will likely continue to pursue the Arts after graduation.

Award of Excellence in Mathematics and Science:

This award recognizes a graduating student who has consistently demonstrated high achievement in various senior-level courses in Mathematics and Science.

Catholic School Parent Council (CSPC) Award:

This award recognizes a graduating student who, over the years, has shown personal growth and achievement in their classes.

Catholic Student of the Year Award:

This award recognizes a graduating student with good scholarship, involvement in school and community activities and conduct which typifies the objectives of the Catholic school. This student actively supported the Chaplaincy program throughout their high school years.

Additional Information:

Any student in any grade is eligible. Emphasis is to be placed more on activities not usually formally recognized in the school such as yearbook, Student Council, Catholic students' federation, drama, mission drives, leadership in social concerns, etc., rather than predominantly on intellectual and /or athletic excellence that may have already received recognition.

Consideration should be given to involvement in projects that enhance the identity of the Catholic school in the local community, volunteer work in the community, local hospitals, parishes, with youth corps, senior citizens, persons with disabilities, on political or social issues, or with other projects of a similar kind.

Dr. Saraco Scholarship for the Arts Award:

This award recognizes a graduating student who plans to pursue a post-secondary education in the Arts.

Edge Imaging Achievement Award:

This award recognizes a graduating student who strives to achieve their full potential spiritually, intellectually, socially, and emotionally. In the context of a faith community, the student seeks truth and acts for justice. This student demonstrates the love of learning and contributes to shaping a better world.

Friesen's Yearbook Award:

This award recognizes the valuable contribution made to the school by a graduating student who has made a real and impressive contribution to the production of the school yearbook through their high school career.

Gaspard Award for Student Equality:

This award recognizes a graduating student who best exemplifies student equality by taking measures to prevent bullying and promote inclusion within the student body.

George and Rita Long Bursary Award:

This award recognizes a graduating student for academic excellence who has been accepted into a post-secondary program of study (apprenticeship, college, or university) and has a clear post secondary plan.

Governor General's Bronze Medal Award:

This award recognizes a graduating student with the highest academic average (across all Grade 11 and 12 courses) in six Grade 12 courses in their graduating year.

The Latavia Spike Bursary

Awarded to a graduating student who exemplifies quiet leadership, confidence, and a generous spirit. This student has consistently uplifted others through their humble service and a strong, steady presence in the school community for the past four years.

Lieutenant Governor's Community Volunteer Award:

This award recognizes a graduating student who goes above and beyond the required number of volunteer hours needed to graduate.

Loretto Sisters' Award of Excellence:

This award recognizes a graduating student who demonstrates the core IBVM values of respect, involvement, justice, sincerity, courage and compassion. The student has been involved in activities related to social justice and contributes to building a Christian community through example, involvement, and leadership. The student also shows effort and commitment to academic achievement and is pursuing a college or university education after graduation.

Loretto Alumnae Award:

This award recognizes a graduating student who best exemplifies the spirit of Mary Ward and Loretto – leadership, loyalty and integrity. This student has actively participated in school and Alumnae activities.

Lusogolf Bursary Award:

This award is presented by the Lusogolf Association to a graduating student of Portuguese-Canadian heritage who is attending a postsecondary institution after high school.

Merit Award Bursary:

This award recognizes a graduating student who demonstrates a commitment to their school work, extra-curricular activities, and volunteerism in the community at large.

Additional information:

Must be currently enrolled in high school as a full-time student for the school year OR as a full time student during Fall or Winter of the school year and intend to return to school as a full-time student, in the next school year, in Grade 12 or post- secondary education at the university or college level, including registered apprenticeship programs. Must have 16 credits.

Mother St. Margaret Kelly Educational Award:

This award recognizes a graduating student who is university bound and is recognized for having outstanding achievement in both academics and extracurricular activities.

Ontario Youth Apprenticeship Program (OYAP):

This award recognizes an outstanding graduate who has made a significant contribution in the Ontario Youth Apprenticeship Program (OYAP) at school.

Paul Matthews Award:

This award recognizes a graduating student who has demonstrated academic excellence in the area of law and a commitment to champion causes for the greater good of society. This Award has been donated by Trustee D'Amico in honour of Paul Matthews, former General Legal Counsel for the Toronto Catholic District School Board (TCDSB) from 2003 until he retired in 2022. Mr. Matthews was strongly influenced in his early life by his late father who was a prudent lawyer and his late uncle who was a judge.

Mr. Matthews is a member of the Canadian Bar, Ontario Bar Association, the Law Society of Ontario, the Association for the Practical Study of Law in Education, and the Chartered Professional Accountants of Ontario. During his time at the TCDSB, Mr. Matthews brought an expertise in Human Rights, Family, and Education Law that served the Board in all general legal matters for 19 years.

Principal's Award of Excellence:

This award recognizes graduating students who have demonstrated a high level of academic excellence, achieving the highest overall average of 90% or higher in their Gr. 12 year.

R.J. McCarthy Award:

This award recognizes a graduating student who has made a significant contribution to the quality of student life and whose character and accomplishments exemplify the mission of the school.

Safe School Ambassador Award:

This award recognizes a graduating student who strives to promote a safe, caring, and accepting school where all students feel welcome and at home.

This student showed great interest in promoting Safe Schools initiatives throughout the year by helping to prepare activities to challenge students to think critically and respond with empathy toward the goal of promoting a safe space.

This student inspires other students to be kind, understanding and live out our Catholic value.

Salutatorian Award:

This award recognizes a graduating student who is the Salutatorian for the graduating year.

Sister Pauline Wilson Award:

This award recognizes a graduating student who has demonstrated high academic achievement and involvement in extracurricular activities. This student has chosen to pursue a post-secondary College program.

Specialist High Skills Major (SHSM) Award:

This award recognizes a graduating student for excellence in academic achievement, outstanding employability skills and insight into the economic sector of Arts and Culture, and Health and Wellness.

Student Council Award:

This award recognizes a graduating student who has made an outstanding contribution to school spirit in the role of Student Council President.

Toronto Secondary Unit Award:

This award recognizes a graduating student who demonstrates social and political responsibility.

Trustee D'Amico Academic Excellence in Special Education Award:

This award recognizes an exceptional graduate who consistently demonstrated courage and dedication to academic life. With perseverance and commitment to achieving success, the recipient of this award earned a high level of achievement in all classes. This student knows and understands that continuous learning is about further expanding one's own skill-set in response to a changing environment.

Valedictorian Award:

This award recognizes a graduating student who is the Valedictorian for the graduating year

The Vice-Principal Award of Achievement:

This award recognizes a graduating student who has demonstrated perseverance and overcome significant challenges in the past 4 year

LORETTO COLLEGE SCHOOL
BELL SCHEDULES

	Regular Day
P1	8:30-9:50
P2	9:54-11:09
Lunch	11:09-11:49
P3	11:53-1:08
P4	1:12-2:27

	Mass/Period 1 Assembly
P1	8:30-10:47
P2	10:51-11:47
Lunch	11:47-12:27
P3	12:31-1:27
P4	1:31-2:27

	Late Start
P1	9:46-10:44
P2	10:51-11:47
Lunch	11:47-12:27
P3	12:31-1:27
P4	1:31-2:27

	Period 2 Assembly
P1	8:30-9:30
P2	9:34-11:49
Lunch	11:49-12:29
P3	12:33-1:28
P4	1:32-2:27

SCHOOL FLOOR PLAN

