



100
Boulden
House

Life in Boulden: A Handbook for Junior School Families



TRINITY
COLLEGE SCHOOL

Since 1865

2024-2025

Life in Boulden: A Handbook for Junior School Families

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Our Mission Statement

Developing habits of the heart and mind for a life of purpose and service

Our 5 Key Habits of the Heart & Mind

Perseverance, Integrity, Courage, Creativity and Compassion

We will provide:

- A personal environment that will both challenge and support each student
- Motivation and direction for students to explore their strengths and develop self-advocacy skills
- Chances to experience success individually and as part of a team
- Diverse opportunities for students to become globally-minded, environmentally and digitally responsible citizens
- A learning environment that will develop the requisite skills to meet the opportunities of high school

Important notes:

This booklet has been produced to inform families about life in Boulden House, the historic home of the Junior School at Trinity College School. Please take the time to read it together as a family and keep it in a convenient place for easy reference. While an attempt has been made to be as comprehensive as possible, there may be some questions left unanswered. TCS reserves the right to make changes in the information contained in *Life in Boulden* and will do its best to communicate those modifications. If there is an inconsistency between the regulations and policies published herein and the School's practice, the most up-to-date version of such material, as established by the School, will prevail. Please do not hesitate to call the School at any time with questions which may arise.

Change in contact information:

It is the parents' responsibility to inform the School of any changes in contact information that occur during the year. This includes telephone numbers (both business and home), email addresses and any changes in home address. Please ensure that all changes are communicated to jcampbell@tcs.on.ca.

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DAILY SCHEDULE

All mornings commence at 8:30 a.m. Any student entering Boulden House after 8:30 a.m. must check in at the Junior School office and will be marked as late.

Monday	Homeform
Tuesday	Junior School Assembly
Wednesday	Junior School Chapel
Thursday	Homeform
Friday	Homeform/Read & Relax (the last Friday of every month)

School Hours: 8:30 a.m.-3:45 p.m.

Recess: 10:00 a.m.-10:20 a.m.

Lunch: 11:20 a.m.-12:15 p.m.

Co-curricular Activities: 1:15 p.m.-2:30 p.m.

Extra Help: 4:00 p.m.-4:45 p.m. on Monday, Tuesday and Thursday (for designated subjects)

Afterschool Supervision: 4:00 p.m.-5:00 p.m. every day

SCHOOL SCHEDULE AND PROCEDURES

Before School

Students may enter the School after 8:00 a.m. and begin to organize themselves for the school day. Should a student arrive earlier than 8:00 a.m., they will be asked to remain outdoors until the door unlocks at 8:00 a.m. Teachers will be in the building and may offer extra help sessions during this time, as per the Extra Help Schedule (for more on extra help, see page 18). While this time provides a chance to socialize, the first priority is to get materials ready for classes so that students can begin classes punctually and the school day effectively.

Lateness

Punctuality is important at Trinity College School. Students are expected to be on time for all chapels, assemblies, homeforms and classes, and teachers will reinforce this expectation consistently. Timeliness is an essential skill for success and evidences both self-respect and consideration for others. Ultimately, appropriate attendance enhances academic performance. The best way to ensure punctuality is to emphasize its importance at home and school.

Homeform and subject teachers will keep accurate records of lateness, and each occasion of lateness will be addressed by the teacher. Three or more incidents of being late to class are flagged as a concern. If a student is continually late to class, the student will meet with the head of Junior School to discuss these concerns. If the late arrivals continue after a plan is in place to resolve the issue, further consequences will result, which may include detention, suspension or expulsion.

Assembly

The Junior School meets weekly for assembly. We come together as a community to promote school values, communicate upcoming events and activities to all students, and celebrate student achievements in community service, athletics, the arts or academics. Assemblies provide a forum for student performances and special assemblies may also be held to recognize occasions such as Remembrance Day.

Chapel

Chapel service is an important part of life at TCS. It is held every Wednesday morning for Junior School students. Chapel is led by our Chaplain, The Reverend Deb Wilson, and is designed to encourage the spiritual and moral development of each student, while celebrating all denominations. It also reinforces the community feeling that is such an important part of daily life at TCS.

Read & Relax

On the last Friday of every month, students start the day with a warm cup of cocoa and a snack, relaxing with a text of their choice. The Read & Relax program supports a love of reading, as well as time to decompress. Students are encouraged to bring their own mugs to school for Read & Relax.

Recess

Recess is viewed as an important part of the school day and all students are expected to participate outdoors. Students must have appropriate footwear and outerwear for the day's conditions. Only under **extreme** circumstances will students be permitted to remain indoors.

Lunch

Students remain at school and eat lunch in Osler Hall from 11:20 a.m. to 12:00 p.m., under staff supervision. A wide range of nutritious foods are available, and we encourage the children to make healthy choices. Grade 5 and 6 students are not permitted to eat fried foods from the grill without permission. Once students have finished their lunch, they can enjoy outdoor recess time at Boulden House under staff supervision before returning to their classes at 12:15 p.m.

Snacks

Students may bring a snack to school, but it must be nut-free (see note below). Snacks should be in reusable containers and any litter associated with snacks must be taken home by the student (see the following page for more on sustainability). Students in the Junior School are not permitted to buy food or beverages at the Bear Boutique (the Senior School tuck shop run by the TCS Parents' Guild).

Important Safety Notice Regarding Nut Allergies

There are students and adults on our campus with severe allergies to peanuts, almonds, walnuts, hazelnuts and various oils associated with these products; for some, simply being in the vicinity of such items can be life-threatening. While we cannot guarantee that these products will remain off campus completely, collectively we can do our utmost to make the environment safe for our peers and staff. **Therefore, students are not permitted to bring snacks to school that contain peanut or nut products.** We also ask that parents providing goods for bake sales or class parties ensure those items are nut-free.

Pick-up from School

Students must be picked up at school by 4:00 p.m. Students on buses are responsible for gathering their belongings and being on the bus when it departs. Buses leave from Boulden House at 4:05 p.m. Should a co-curricular event require that students stay late after school, parents will be responsible for pick-up.

Students who cannot be picked up by 4:00 p.m. will remain in the Junior School library under teacher supervision. Parents need to inform homeform teachers and Ms. Campbell of this arrangement. The Junior School library is open until 5:00 p.m. On school days leading into long weekends, dismissal is at 2:15 p.m. and students must be picked up at 2:30 p.m.

Traffic Reminders

The drive-through is a one-way road and not meant for parking. If coming into Boulden House, please park in the parking lot. Please respect the zone designated for buses and refrain from dropping off and/or picking up from that area. Drivers are reminded to drive slowly and students must look carefully when being dropped off or when crossing the drive-through.

Absences & Illnesses

The reporting of absences in a timely and appropriate fashion is necessary to protect all students.

- Parents **must** email Ms. Campbell at jcampbell@tcs.on.ca or call the School at 905-885-3217 ext. 1300 by 8:15 a.m. to report the reason for a student's absence or lateness. Students cannot relay this information on their own without accompanying parent contact by email or phone.
- In the case of planned absence or lateness, please notify the homeform teacher and the Junior School office by email prior to the day. If the School has not received notification of a child's absence, then a call will be made to the home/workplace of the parent to confirm the absence and the reason.
- Students should remain at home if they have symptoms of and/or are diagnosed with any contagious illnesses such as, but not limited to, COVID-19, pink eye or influenza.
- A student who becomes ill will be attended to at school until a parent or guardian arranges for the student to get home.
- Parents must notify the School if they are going to be away, and must provide the name and contact information of the guardian(s) who will be caring for their child in their absence.
- A student who leaves the School early for any reason or arrives late must first report to the office.

Extended Vacation

Trinity College School does not support extended family vacations during the school year. School is a top priority for students, and the holidays as they stand are more than generous. Any request to miss classes for an extended vacation **must** be directed to the Head of Junior School, Mrs. Jennifer Reid, at 905-885-3217 ext. 1274 or by email to jreid@tcs.on.ca.

In the event of an absence, teachers should be contacted to discuss missed work by the student or family before the student leaves, or upon the student's return. Teachers will make every effort to help a student catch up, but the loss of a full week or two of teacher instruction can never be fully compensated. A student's progress in the class will very likely be compromised.

Sustainability and the Environment

The Junior School supports students in becoming thoughtful, globally-minded, environmentally-responsible individuals. Every year we certify with EcoSchools Canada and have risen to their highest level, platinum. To "walk the talk" of this distinction, we promote MOGO – doing "more good" for people, planet and prosperity. This involves rethinking our habits and reducing our footprint, including the reuse of items. Please help your child develop the following MOGO habits:

- Use only reusable drinking containers. Disposable cups will not be provided by TCS. Any disposable packaging that is brought onto campus must be taken home at the end of the day.
- Make all snacks litterless; send them in reusable containers. Any disposable wrappers that arrive on campus must be taken home again.
- Reduce air pollution and climate change impacts by shutting off your vehicle when stopped in the School's parking lots.

SCHOOL ACTIVITIES

Field Trips/Guest Presenters

Many field trips are organized throughout the school year to enrich the curriculum delivered in each grade. Notification of these activities will be sent home by the teacher in charge, together with permission forms. Please note that there is an extra cost involved with these trips and that payment is often charged to the student's account once parent permission has been received. At times, chaperones are required and any assistance would be greatly appreciated.

Experts are also brought into the School to extend curriculum in the form of workshops, presentations or lectures.

Co-curricular Activities

The co-curricular program takes full advantage of our diverse facilities to offer activities in athletics, music, art, technology, as well as other academic, social and community initiatives. The focus is to develop personal growth and to enhance each student's experience in the Junior School. Students choose one activity per day as their "co-curricular," from a choice of five or six. Co-curricular activities are offered four days a week, with academic extra help and resource time built into the schedule once a week. The club offerings change every six weeks as the sports season dictates. Offerings may include, but are not limited to: harriers, games club, squash, art studio, book clubs, yoga, Tottenham Band, ultimate Frisbee, etc.

Leadership & Service Learning

A particular area of emphasis is leadership and service learning. Our goal is to develop lifelong leadership skills and shared values for responsible, active and compassionate citizenship. As students move through the Junior School, leadership and service opportunities are frequent and meaningful. These help students to develop critical skills such as communication, teamwork, organization and an understanding of different leadership styles.

Our leadership program begins with individual accountability, whereby our students lead first through their daily actions. Working closely with their teachers, our students then undertake formal leadership responsibilities and, in doing so, build an awareness of the core values of leadership, including: commitment, responsibility, initiative, vision, compassion and enthusiasm. We provide frequent and meaningful opportunities for our students to engage in leadership activities as part of their daily school life. These activities help our students develop critical skills such as public speaking, collaboration, organization and delegation, conflict resolution, time management and an understanding of the diversity of different leadership styles.

As students progress through the curriculum of the Junior School, they also progress through a continuum of leadership development in the following areas: service learning; co-curricular and athletics; sustainability and the environment; and school stewardships. Grade 8 students are expected to complete the Junior School Hearts and Minds Project prior to graduating from the Junior School.

Junior School Hearts and Minds Project

The Junior School Hearts and Minds Project focuses on community and service, two major components of the Junior School program. It encourages students to explore their right and responsibility to implement service as action in the community. The project gives students the opportunity to develop an awareness of and empathy towards the needs of different communities and gives them the opportunity to address those needs through action. While at TCS, students will be encouraged to become thoughtful and innovative,

globally-minded and environmentally-responsible individuals. The Junior School Hearts and Minds Project is intended as a culminating demonstration of the above.

Special Days

There are a number of opportunities for families to take part in special days and events in the Junior School. In September, **parents are encouraged to attend** the Junior School Curriculum Evening. The head of Junior School introduces the school year and teachers outline their academic programs and field questions. Parent-Teacher Meetings are scheduled each year in November and February. There are also other important events during the school year which give us the chance to gather and celebrate the TCS community. These include the Oxford Cup, Bear Fair, Grade Dinners and the Junior School Holiday Concert. These events are valued ways of bringing us together as a community to create a successful educational experience.

Important Junior School Events

Grade Dinners: Each year, our students and families gather for Grade Dinners. These are important community building events for our students, and they also offer a chance for Junior School parents to get to know each other a little better. The evenings begin in Boulden House, where the students showcase some of their curricular work. We then head to historic Osler Hall to enjoy a formal dinner and some good company. In Grade 8, the community is invited to the showcase of Junior School Hearts and Minds Projects, celebrating students' community engagement. Specific dates are listed in the calendar. Please note that, as these are formal events, students are asked to wear their uniforms (Number One Dress).

Grade 8 Graduation Dinner: At the end of each school year, teachers gather with Grade 8 graduates and their parents for a formal dinner and some presentations to reflect upon shared experiences in the Junior School. Students typically wear formal attire for the evening, such as suits and dresses.

Closing Ceremony: We close the Junior School academic year with a formal closing ceremony where we celebrate the successes of the School and the achievements of all of our students. The Junior School Closing Ceremony occurs annually on the Thursday of the final week of school at 4:00 p.m. All students are presented with certificates as they move to the next grade, and various academic and character awards are presented. Our Grade 8 graduates receive their certificates as well, and a valedictory address is made by a member of the graduating class. All family members, including grandparents, are invited to this event.



Awards

The Guild Award for Citizenship: Awarded to a student in each of Grade 5, 6 and 7 class who has exhibited good conduct and friendship to their classmates and who has shown respect for the Trinity College School community throughout the year.

Millennium Awards: Awarded to a student in each of Grade 5, 6 and 7 class who has shown dedicated and consistent endeavour throughout the two terms in all academic areas. For graduating Grade 8 students, this is called the *Winsor-Piccini Award*.

Heber Rogers Trophy: This is a distinction given to two Grade 8 students who have actively participated in the co-curricular program and physical education classroom and who exemplify excellent athletic ability in many areas along with leadership qualities, teamwork and sportsmanship.

The Fred Martin Memorial Arts Award: Awarded to two Grade 8 students; one who has excelled in the field of music, and the other in visual arts.

The Stanford Cup: Awarded to a Grade 8 student who has demonstrated significant growth, both academically and personally, during their time in the Junior School, through sincere and dedicated endeavour; one who has demonstrated a consistent attitude to improve and grow as an individual.

The Rodger & Louise Wright Award: Awarded to a Grade 8 student who has demonstrated a commitment to and love of TCS. Through their actions, they have shown spirit and consideration and have contributed significantly to school life.

The Philip Ketchum Cup: Awarded to a Grade 8 student who has shown leadership in their participation in the life of the School. Someone who has, in the classroom, music room, playing fields and service learning realm, consistently led with care, dedication and enthusiasm in the support of the Trinity College School community

The Boulden Award: Awarded to a Grade 8 student who has consistently demonstrated personal integrity in all areas of school life. Someone who is honourable and compassionate in their dealings with others and who demonstrates respect for our community.

The Tottenham Cup: Awarded to the student with the highest cumulative average for the year in Grade 8 due to their discipline and commitment.



CODE OF BEHAVIOUR

TCS Honour Code

TCS believes that students should understand and live by standards of honourable behaviour; they will be guided by principles that encourage commitment and collective responsibility, personal integrity and genuine respect for community.

Personal integrity is the foundation upon which students can thrive and develop. It is the cornerstone of one's character. Personal integrity is demonstrated daily in doing one's best, not for external rewards but, rather, simply in a desire to do what is right. In addition to being true to one's self, personal integrity implies a soundness of character. At TCS honesty is expected, not rewarded.

Academic deception, inappropriate use of technology and networks, lying, cheating, or any act that contravenes our major rules is unpalatable, even if there is no chance of being caught. At TCS, a student's personal integrity is paramount.

Living in any community brings with it certain responsibilities. Within the TCS community we collectively contribute to the maintenance of a "culture of respect" which governs all interactions and relationships. Every person at Trinity College School has a right to live, learn and work in a safe and healthy environment.

Our community includes individuals from many different cultures and backgrounds which results in an interesting and enriching learning environment for all. In such a diverse community, inclusiveness must be prioritized and individuals must recognize that success and happiness are achieved through an open mind, a respectful and generous view of one's neighbour, and a clear respect for others. All TCS students, therefore, commit to a school community that is free of racism and discrimination, promotes respect, diversity, cooperation, integrity and constructive communication. Only through extending ongoing and unconditional respect to the people with whom we share this campus can a community like TCS thrive.

All faculty and staff members will ensure that students adhere to these principles; disciplinary action will be taken as needed. Parents are expected to support the rules. Commitment to these principles ensures that the School focuses its energy on providing a positive learning environment.

In addition, the following "**habits of the heart and mind**" are expected of all Junior School students:

- Perseverance
- Courage
- Compassion
- Integrity
- Creativity

Commitment to Inclusivity

Trinity College School endeavours to nurture the development of good people who strive to make the world a better place. To achieve this, we must provide our students – and all community members – with a healthy, safe and inclusive living and learning environment that fosters wellbeing and honours and respects our diversity.

We are committed to creating an inclusive community built on the following tenets:

- **Belonging** – we will work to ensure each individual feels valued, welcomed and safe to advocate for themselves and others
- **Compassion** – we will be flexible and empathetic to acknowledge we cannot know everything about an individual's experience
- **Awareness** – we will strive to develop the skills required to understand ourselves and others
- **Agency** – we will support choice and independence balanced with the responsibilities of community membership

As a learning community, we acknowledge that growth is not linear. We commit to approaching situations with grace, humility and a desire to learn and grow.

TCS appreciates that fostering an inclusive environment and supporting individuals to have a sense of belonging and engagement will ultimately strengthen our school's living and learning community.

Discipline in the Junior School

Guiding Principles in Dealing with Discipline in the TCS Junior School

The Junior School faculty and staff make a conscious effort to focus on positive community building and strive to acknowledge and reward appropriate behaviours. Through the co-creation of class rules and the already-established school expectations like the Honour Code, we hope to have every student and parent understand the expectations of our community so that they can all feel appreciated, supported and seen. We also believe that a positive and constructive working relationship between the faculty, staff, students and parents is essential to the fulfilment of the School's mission and student success.

Our community is an inclusive one. All members of the community, be they children, faculty, staff, or parents, have a right to be treated fairly and respectfully. That said, mistakes happen. And, as a junior learning institution, we are committed to helping one another learn from these mistakes. Mistakes are a part of life and a critical part of growing up. Covenants and commitments are favoured over contracts and consequences. Actions are important and so is intent. The reality is that context factors into most mistakes and that misunderstanding is a leading cause of mistakes.

At TCS we do not believe in “push button discipline” or a “one size fits all” approach. Every circumstance deserves attention and empathy given the young charges in our care. Similarly, “zero tolerance” policies have proven to not be the most effective guiding principle when dealing with elementary school students. We aim to take a progressive approach to discipline; however, we also realize that there are certain actions that may cause irreparable harm to our school community and these actions will not be tolerated and may require a more significant response.

We strive to be a community that engages in connection-building to repair harm as this allows us to become more resilient over time. We do our best to normalize mistakes and humanize growthful moments. We purposefully aim to strengthen community relationships through listening and affective statements, which usually involves curiosity-based questions whose answers will help to determine intent and motivations, as well as our subsequent next steps.

Appropriate behaviour and consistent demonstrations of the habits of the heart and mind are expectations at TCS. In cases where students consciously and consistently reject the expectations set out by the School, parents will be contacted in a timely manner and strategies will be developed to encourage a positive contribution by the student to the School.

What happens when...

So, what happens when a student breaks an “expectation,” or is involved with an “infraction,” or acts in a way that causes irreparable harm? While all circumstances are unique, here are some common steps the School endeavours to follow. Depending on the severity of the infraction, steps may be bypassed to enter the step of discipline that most reflects the behaviour:

Step 1:

It is our expectation that conflict or misunderstandings and mistakes between students can be resolved quickly and through dialogue. This will be facilitated by teachers if and when a conflict comes to their attention. In the vast majority of cases, an apology and a commitment to not having “it” happen again is a frequent remedy. This could also involve an attempt to restore the harm that may have been caused. In short, a simple, authentic, “I’m sorry. It won’t happen again,” is the most effective response to resolve matters. As a school, we practise taking ownership and apologizing for mistakes.

Step 2:

Should an event be of a complexity or significance that the matter requires further attention, then the homeform teacher will be involved. The homeform teacher will make efforts to work with the students as quickly as possible. During these dialogues, a homeform teacher will encourage students to use affective statements, statements that are made to connect the actions of students to the impact they have on others, thereby reinforcing ownership of actions and their sometimes harmful consequences.

Step 3:

Should there still be an inability to reach closure on site, or should a behaviour occur a second time after an initial intervention, parents will be contacted and involved. Through listening and dialogue, there could still be a possibility that students are able to move forward in a positive manner.

Step 4:

If an issue cannot be resolved with the homeform teacher or if it may have caused irreparable harm, then the student and academic support coordinator will be involved. In these cases, the student and academic support coordinator may consult with faculty, staff and other students to better ascertain the events and or/actions in question. Again, efforts are made to repair the harm caused in a caring and kind manner, where lessons can be learned.

Step 5:

Should the circumstances be in clear conflict with the School’s expectations or deemed to have caused irreparable harm, a discipline committee, made up of the head of the Junior School and homeform teacher and at least one other faculty member, will be formed and disciplinary measures will be considered. All decisions would be made in conjunction with the head of Trinity College School, or the appropriate designate should the head of Trinity College School not be available.

When deciding on a disciplinary action, the committee will consider the actions involved, as well as any mitigating factors. These factors include but are not limited to:

1. The student has or does not have the ability to control their behaviour.
2. The student has or does not have the ability to understand the foreseeable consequences of their behaviour.
3. The student’s continuing presence in the School does or does not create an unacceptable risk to the safety of any person.
4. The student’s history.

5. Whether a progressive discipline approach has been used with the student.
6. Whether the activity for which the student may be or is being suspended or expelled was related to any harassment of the student because of their race, ethnic origin, religion, disability, gender or sexual orientation or to any other harassment.
7. How the disciplinary action (particularly around a suspension or expulsion) would affect the student's ongoing education.
8. The age of the student.

A range of progressive discipline interventions and consequences will be considered and may include, but are not limited to: oral reminders, contact with parents, the creation of a Commitment to Success plan, the loss of student privileges, apologies, education, referral to counselling and, in extreme cases, suspension and/or expulsion.

Suspensions and Expulsion

Every student must feel safe and supported in our school community. Behaviours such as bullying, discrimination, intimidation, hateful words and actions, and physical violence in any form are not tolerated.

Situations leading to a suspension and/or expulsion may include, but are not limited to:

- Uttering a threat to inflict serious bodily harm on another person
- Possessing alcohol or illegal, controlled and/or restricted drugs
- Being under the influence of alcohol or illegal, controlled and/or restricted drugs
- Swearing at a teacher or at another person in a position of authority
- Committing an act of vandalism that causes extensive damage to school property
- Theft
- Bullying, including cyber-bullying
- Making disrespectful comments or actions toward a person based on race, colour, religion, national or ethnic origin, gender, sexual orientation, or gender identity
- Actions considered by the School to be detrimental to the physical or mental wellbeing of members of the school community

In all situations leading to a suspension or expulsion, context of the incident and mitigating factors are taken into consideration, as well as prior behaviours.

While awaiting a decision from the discipline committee, in many cases, parents may be required to remove their child from the School. Efforts are made by the discipline committee to render a decision as soon as possible. All decisions are final and would be made in conjunction with the head of Trinity College School, or the appropriate designate should the head of Trinity College School not be available.

Expectations for Parents

The student and the student's family agree to comply with and be subject to the School's regulations, rules, and various standards of academic and social behaviour as established by the School. Trinity College School believes that a positive and constructive working relationship between the School and the student's parents (or guardian) is essential to the fulfillment of the School's mission and for the success of the child. TCS reserves the right to suspend, dismiss, or not re-enrol a student if the School concludes that the actions of the student or a parent (or guardian) make such a positive and constructive relationship difficult or impossible, or that the actions interfere with the School's accomplishment of its educational process. This expectation extends to all TCS related events including sporting events, on- and off-campus; parents'

behaviour could jeopardize their opportunity to attend future events and could affect their child's standing at the School.

Discipline Chart

On the page 14 families will find a chart outlining general information on the disciplinary process, response leads and probable outcomes. *Note:* This chart is provided as a general guide. It does not cover all conceivable situations and outcomes. Any behaviour that violates the concept of "honourable conduct and consideration of others" will be dealt with as deemed necessary.

Digital Citizenship Guidelines

Computers are an integral part of our society and are important tools for conducting research, completing assignments, practicing skills and communicating with others. Learning to use computers and social media appropriately and skillfully are important goals. In the Junior School, a formal digital citizenship curriculum based on the Common Sense Media platform has been developed. Lessons are delivered consistently throughout the school year. Access to tablets and laptops is a privilege, not a right, and that access requires responsibility.

Students in the Junior School at TCS *must* adhere to the following guidelines when using computers both at home and in school.

1. At all times, our standards of good digital citizenship must be followed when communicating electronically whether using email, text messaging or social networking.

Follow the acronym T.H.I.N.K:

T = is it true?

H = is it helpful?

I = is it inclusive?

N = is it necessary?

K = is it kind?

2. At all times, respect the rights of other network users. Each student is assigned a password, **which will be kept confidential**.
3. Students will not access another user's files.
4. Using instant messaging or chat websites or programs and playing computer games is not allowed at TCS during class hours or during afterschool supervision/extra help. It is unacceptable to access defamatory, abusive, obscene, profane, sexually oriented, racially offensive, illegal, or otherwise objectionable material.
5. All computers and systems are to be treated with care and used only with a teacher's permission. Students are expected to regularly charge their laptop battery and, in particular, to start each day with a fully charged battery.
6. Copyright laws must be respected.
7. Email, Google Drive and personal USB flash drives should be used to transfer work from home to school, but most technology projects are contained within school. No other email is permitted.
8. Personal information, such as a home address or telephone number, is to be kept off of the internet.

These guidelines must be followed in order to maintain access to computers during the day and parents are asked to model these guidelines at home. The School is not responsible or liable for any loss or damage that may result from the use of, or inability to use, the TCS computer network. When using the TCS network, including the internet, the student accepts responsibility for any damage or losses caused by the student to others. Users of the internet also assume full responsibility for the materials they use.

Discipline Chart 2024-2025

Discipline Chart 2024-2025

Level One Infraction		
Action/Behaviour	Response Lead	Probable Outcome
<i>Observed behaviours</i> <ul style="list-style-type: none">Disengagement/disruptionTeasing/rumours/gossipingDisrespectInappropriate use of technologyMischief/aggressionDisregard for school rules/expectationsUse of profane or inappropriate language	Supervising Teacher ↓ Homeform Teacher	<i>One or more:</i> <ul style="list-style-type: none">Warning/redirectionApology (verbal and/or written)Seat changeDetentionReflection/thinking sheetCommunity/classroom serviceLoss of privilegesCommunication homeOther consequences deemed by teacher to be reasonable/respectful/related
Level Two Infraction		
Action/Behaviour	Response Lead	Probable Outcome
Repeated and/or excessive Level One infractions	Homeform teacher ↓ Student and Academic Support Coordinator ↓ Head of Junior School	Communication home; Loss of privileges plus creation of a Commitment to Success plan → Detention → Suspension
Major acts of vandalism	Homeform Teacher ↓ Student and Academic Support Coordinator ↓ Discipline Committee (including Head of Junior School)	Communication home; Loss of classroom and/or extra-curricular privileges plus creation of a Commitment to Success plan → Suspension → Expulsion (pay for any damage, as appropriate)
Theft		
Aggressive physical contact		
Level Three Infraction		
Action/Behaviour	Response Lead	Probable Outcome
Harassment/bullying/discrimination/physical or verbal or digital aggression or intimidation	Homeform teacher ↓ Student and Academic Support Coordinator ↓ Discipline Committee (including Head of Junior School)	Communication home → Suspension → Expulsion
Racism, sexism, misogyny, homophobia, transphobia, religious or cultural harassment and/or any activity deemed to be motivated by hate		
Possession of weapons (including pellet/paint guns, knives, etc.)		
Sexual assault/behaviour without consent		
Possession of drugs (including edibles), vapes, vape cartridges, tobacco, cigarettes, or alcohol		
Use of/under the influence of drugs or alcohol		
Trafficking of alcohol, drugs, vapes		
Actions considered by the School to be detrimental to the physical or mental wellbeing of members of the school community		
The School reserves the right to notify police services in response to serious breaches of <i>Life in Boulden</i> .		

Student Email Accounts

Each student is granted a TCS email account and is held responsible for anything sent from that account. Although the School treats all student email as being personal and confidential, it reserves the right to examine the messages if it has reasonable grounds to believe that improper use has occurred and to disclose the contents if in its discretion the School deems such disclosure appropriate. Email is an important communication vehicle at the School and Junior School students are expected to check their email accounts daily.

Use of Generative AI Tools

The School recognizes that generative artificial intelligence (AI) is transforming teaching and learning. The following guidelines will be regularly updated as AI technology evolves:

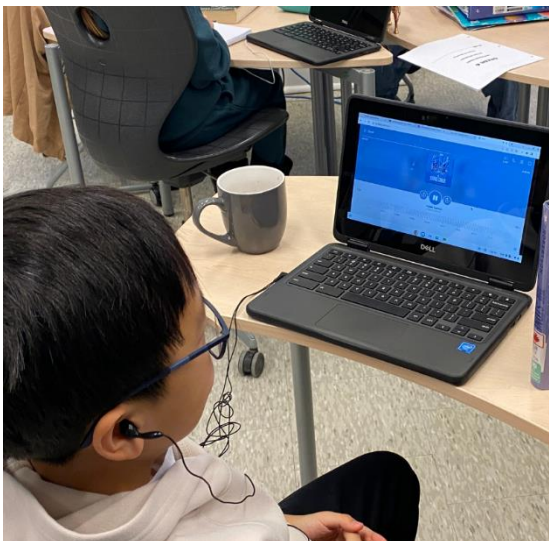
Acceptable uses of generative AI

- **As a subject of study:** Students are encouraged to learn as much as possible about AI, its capabilities, its limitations, and the ethical considerations it brings.
- **As a study aid:** Generative AI can help explain complex concepts, assist in reviewing materials and act as a study partner. Nevertheless, it should complement, not replace, studying course materials and understanding the foundational concepts.
- **As a writing and reading aid:** AI can help in editing and refining original work (e.g. Grammarly). However, students must retain their individual voice, style and understanding in their work.

Unacceptable uses of generative AI:

- Students must not submit work generated primarily by AI as their own, including essays, creative writing assignments, digital art, lab reports and any other schoolwork
- Using AI to complete homework, tests, or exams
- Generating knowingly false or misleading content
- Failing to acknowledge AI-generated content

Students must follow teacher instructions on how AI can and cannot be used in individual courses. The unethical use of AI-generated content will be treated as academic dishonesty.



SAFETY

Bussing Expectations

The purpose of these expectations is to:

- Explain that the bus is an extension of school and, as a result, TCS's expectations of appropriate student behaviour apply to bus travel. As such, the head of Junior School will consider discipline which would be consistent with discipline considered for incidents occurring on school grounds, while recognizing that incidents on a moving vehicle can significantly impact student safety and may warrant more severe discipline.
- Reinforce that students and bus drivers are to have a safe and positive experience while on the bus.
- Provide specific steps for the implementation of progressive discipline when there is an incident on the bus.
- Reinforce that the School and Century Transportation have a responsibility to work together to establish a positive and safe climate on the bus.

While on buses, TCS students are expected to:

- Respect other people's property and belongings
- Treat the driver with respect and follow the driver's instructions
- Be courteous and respectful to others on the bus at all times
- Act in a manner that does not endanger the safety of themselves or others, including:
 - Ensuring that all activity not interfere with the safe operation of the bus
 - Remaining seated at all times, facing forward
 - Keeping hands, arms, feet, head and belongings inside the vehicle at all times
 - Avoid distracting or speaking to the bus driver except in the case of emergency
 - Refrain from inappropriate behaviour on the bus, e.g., shouting, throwing items, swearing, fighting, bullying
 - Not distract other vehicles on the road
 - Keep belongings, including backpacks, stowed under the seat or in laps. Items are not to be placed in the aisle.
- Be liable for any damage done deliberately to the bus

Unsafe behaviour may result in loss of bus privileges as outlined below.

First Incident:

1. Bus driver warns the student
2. Bus driver notifies Century and TCS of incident within 24 hours
3. The discipline committee (or designate) speaks with the student and documents the incident and notifies parents
4. Progressive discipline may be considered

The above steps will be taken and, if warranted, parents will be consulted. Parents will also be notified that any subsequent incidents may result in the loss of the student's bus privileges.

Subsequent Incident(s):

The possible removal of bus privileges for up to a full academic year (to be reassessed for the following year, as applicable).

Fire Equipment and Procedures

The School's fire alarm system consists of a speaker system that projects a "tone" within all buildings. An enunciator panel in each building indicates the location of the activated alarm. Separate provision is made for outbuildings, including the Junior School. Regulation fire extinguishing apparatus is located in all buildings, and smoke detectors are linked to the whole school alarm system. The equipment is inspected monthly; tampering with any of the fire equipment or alarm system is a serious offence. Fire doors, including dorm room doors, shall not be propped open at any time.

In the event of an alarm, all students must take an outside route to an assembly point at the south side of Boulden House. There, the head of Junior School or designate conducts a roll call. A report of all present or a list of missing students is complete. When the "all-clear" is given, students and teachers can re-enter Boulden House; until then, no one is permitted to leave the assembly area.

At the beginning of the year, all staff and students are made familiar with the procedure to be followed in the event of a discovered or suspected fire; a copy of *TCS Fire Regulations* is posted in the staff room of Boulden House. A practice alarm and drill takes place at the beginning of the school year. There are a series of drills scheduled throughout the school year, with each one followed by evaluation of the process and response.

Use of CCTV Security Cameras

TCS makes use of closed circuit television (CCTV) cameras to promote a safe and secure learning and living environment. Primarily, the CCTV system is used as a trespassing deterrent and can also be utilized if investigating suspected instances of property theft or damage. These security cameras, which record video footage, are installed in locations in and around campus as deemed appropriate by the School (and do not include private spaces such as washrooms or changerooms). Video is recorded and preserved for sanctioned review by authorized personnel, if deemed helpful to a specific situation. Signs are posted on the perimeter of our campus to identify the use of the CCTV system. Occasionally, recorded video is also recalled to aid in investigating student discipline-related matters, which could lead to disciplinary measures or consequences. CCTV security cameras, of course, are only one means by which the School works to ensure a safe and secure learning environment.

Lockdown Drills

In response to best practices in crisis management and prevention, the School has developed a "lockdown" procedure that is practiced each year. This procedure and its implementation are designed to safeguard the wellbeing of our students, staff and buildings in the event of an intruder or criminal act. At the start of each drill an announcement is given that the building is going on an immediate lockdown. At that point, all occupants present at the time of the drill go to the nearest room and lock all doors and windows while staying clear of any sightlines. They must remain still and silent until a "clear signal" has been issued.

Bicycles, Rollerblades and Other Forms of Conveyance

Bicycles are permitted at the School and students remain responsible for the appropriate storage of their bicycles, and they must provide a lock. Bicycles are not permitted on TCS-chartered buses. While under the care of the School, students must wear a protective helmet when using a bicycle, rollerblades, scooter, hoverboard, longboard or skateboard. Also, to provide a school environment which is safe and balances the rights of individuals with the School's duty of care, students are prohibited from riding rollerblades, scooters, hoverboards and skateboards on the TCS tennis courts and inside TCS buildings.

ACADEMIC POLICIES

Homework Policies

Homework is assigned to students to establish good independent work habits and to review and reinforce skills taught at school. Each student receives a TCS homework planner. It is the student's responsibility to enter all work in this planner and keep it neat and organized. Teachers will monitor and support their efforts. This homework planner also provides a means of communication between the School and the parents. Homeform teachers may sign it on a daily basis or a subject teacher may write in comments for parents. Parents are encouraged to use the planner as a place to write notes for teachers or reminders for students.

Listed below are approximate homework times per night. Naturally, these times may vary when larger projects are due or when students are preparing for exams. However, if the amount of recommended time deviates considerably from these guidelines, please contact the homeform teacher.

- Grade 5 – 30-45 minutes
- Grade 6 – 45 minutes
- Grade 7/8 – 60-90 minutes

Extra Help

Each teacher will provide specific times during the week when students requiring extra help may meet with the teacher. Students, particularly at the Grade 7/8 level, are expected to take some responsibility in arranging their time to seek extra help. In some cases, Grade 7 and 8 students may be mandated to attend extra help sessions. The extra help schedule will be shared with students during the first week of school and will be included in the weekly newsletter for parents to view.

Exams & Summatives

In order to teach students the skills needed to prepare for and write exams in high school, all Junior School students will write examinations or complete summatives in June. Students will be given study guides to help them prepare and students will develop effective study skills in class. The value of each June exam as part of each student's second term mark will be as follows:

- Grades 5, 6 & 7 – 10%
- Grade 8 – 15%



TCS Planner

A helpful tool in time management is the *Junior School Planner*. The planner includes spaces in which students are expected to record long and short-term assignments, special activities, team trips and other information needed to plan their busy lives. Students will find the planner indispensable in keeping track of all that happens at TCS and they are expected to have it with them everyday day for homeform.

Support for Students with Diagnosed Learning Needs

TCS is committed to making reasonable accommodations for our students with identified learning disabilities provided the appropriate documentation is submitted to the School. In keeping with the Ontario Ministry of Education, TCS requires:

- A current psycho-educational assessment (no more than three years old)
- A qualified professional to have conducted the assessment
- Documentation which must include a specific diagnosis
- Documentation to support the diagnosis which must be comprehensive
- A rationale for requested accommodations to be provided

The student and academic support coordinator or designate will be responsible for reviewing documentation to confirm that it complies with guidelines and will determine accommodations provided in the context of TCS. The School does not modify course curriculum. The recommendations from the psycho-educational assessment are used to guide the accommodation process once parental consent for release has been obtained. The student and academic support coordinator or designate will then create an Academic Support Profile (ASP) which is shared with the student's teachers, who will work with the student to help derive the full benefit from the ASP. Please note that not all recommendations may be implemented.

At TCS, students who are diagnosed "gifted" through psycho-educational assessment are not provided specific program adjustments, nor is an ASP developed; rather, they are encouraged to explore enriched opportunities offered to them by their homeform teacher. The School's broad, comprehensive and extended curriculum provides challenging opportunities for students of all abilities.

TCS will maintain confidentiality of the psycho-educational assessment and will not release any part of the documentation, outside of the School context, without the student's and parent's informed consent.

Standard testing support and test/exam accommodations are based on the recommendations from the psycho-educational assessment and articulated in the student's ASP. They often include:

- Extended time for tests/exams
- Use of a laptop
- Clarification of questions
- Oral follow-up
- An alternative, distraction-reduced environment

It is vital that students understand that the accommodation process is a shared responsibility. With this in mind, students are taught to advocate for themselves and are expected to take an active role in the support and accommodation process. It is acknowledged that this takes time and teamwork, and that students may need ongoing guidance while they develop the maturity, skills and self-awareness required for truly independent learning.

TCS PARENTS' GUILD

The Trinity College School Parents' Guild, a voluntary assembly of parents, was founded in 1902. Since that time, the guild has continued to provide service and support to the students of TCS. Through various programs, the guild raises money to enrich students' lives at TCS and also provides financial assistance in the form of bursaries. The guild works to promote a congenial atmosphere among parents and friends of the School, helping to enhance the TCS experience for all students. Guild volunteers organize Bear Fair, decorate the chapel, run the Bear Boutique and organize many other fun activities. They are very active in the Junior School, including decorating Boulden House in advance of the December holidays and organizing the annual Winter Bazaar. If you are interested in learning more about the guild or becoming actively involved, please go to www.tcs.on.ca/guild.



TCS PARENT PHILANTHROPY

The Trinity College School annual giving campaign runs throughout the fiscal year (July 1 to June 30). Since 1865, the tradition of parent giving has bolstered TCS, helping the School to remain one of Canada's leading educational institutions. Donations provided through annual giving are used where they are needed most. Funds raised are essential, and they are used to enhance areas such as Junior School curriculum development, professional development for faculty, student resources, technology, campus maintenance and many other improvements. Every gift, regardless of amount, makes a difference. Combined with the contributions of other parents, gifts can have a significant effect in shaping each TCS student's unique experience and provide substantial support for the ongoing program needs of the Junior School. Gifts can be made by credit card, cheque or gifts of securities, and can be designated to any area of interest.

The philanthropy & alumni office, located in Russel House, is the main liaison with donors and volunteers to the School. They offer support for all philanthropic wishes so you may contribute in a meaningful and personal way.

Please contact the philanthropy & alumni office at philanthropy@tcs.on.ca or call 905-885-1295 for more information on how you can support TCS. See the following list to best direct your call:

Executive Director – Philanthropy & Alumni
Director of Philanthropy & Alumni
Manager, Parents Philanthropy

Doug Mann
Tricia Mandryk
Jennifer Agnew-Pople

905-885-3199
905-885-3197
905-885-3195

DRESS CODE

Trinity College School is a community consisting of diverse individuals, where there exists a strong sense of belonging, partially due to the pride students take in wearing the school uniform. For communities such as TCS to exist, a respect for certain standards of deportment must be followed/met. TCS considers it important that students appear neat, clean and well-groomed at all times; that clothing is to be in good repair, and appropriate to the activity or occasion.

A common dress code also simplifies concerns that students can have about their appearance. The full Number One dress code conveys what is allowed. If not noted below, an item is not considered to be part of school dress. If students wish to question part of that uniform, or if they have any confusion about the dress expectations, they should speak with their homeform teacher or the head of Junior School.

The dress code is in effect from the start of the school day to its end. Students taking the bus or staying after school for extra help or library supervision are expected to remain in their uniform. Students are expected to know and follow the dress code on a daily basis. Repeated failure to comply with the expectations of the dress code will result in disciplinary action.

Occasionally, the School features non-uniform days or “theme” days to celebrate a significant day in the life of the School or larger community. Students not wishing to follow the “theme” of such days are expected to be in school uniform.

Note: Please label all clothing, including socks and ties.

Number One Dress

Number One dress, which is the full school uniform, is to be worn every **Wednesday** and on **other days of importance**, as determined by the head of Junior School. Number One dress can also be worn on Monday, Tuesday, Thursday and Friday, instead of Number Two dress, if preferred.

- Navy TCS blazer with crest
- Grey flannel trousers/TCS kilt (to be worn no shorter than 3" above the knee)
- White dress shirt, identified with TCS logo, either long-sleeved or short-sleeved, with a button-down collar
- Grey socks with flannels or TCS shorts, grey knee socks/tights/nylons with kilts
- Black loafers or oxfords (with an enclosed heel), polishable, (1/2" to 1" heel only); no ballet-style shoes, as these do not properly support feet during a full day of school
- School tie or bow tie
- Blue TCS crested knit v-neck sweater or vest may be worn under the blazer

Number Two Dress

Number Two dress, which consists of the TCS polo shirt and items as noted below, can be worn every Monday, Tuesday, Thursday and Friday (unless a day of importance, requiring Number One dress, is called by the head of Junior School).

- TCS polo shirt
- Grey flannel trousers/TCS kilt (to be worn no shorter than 3" above the knee)
- Grey socks with flannels or TCS shorts, grey knee socks/tights/nylons with kilts
- Black loafers or oxfords (with an enclosed heel), polishable, (1/2" to 1" heel only); no ballet-style shoes, as these do not properly support feet during a full day of school
- Blue TCS crested knit v-neck sweater, vest or quarter-zip fleece may be worn over the polo shirt.

Prior to Thanksgiving and after May 1, Junior School students may wear the TCS grey dress uniform shorts as part of Number Two dress requirements, along with TCS grey dress uniform socks.

On the 16th of each month, students may also choose to participate in Sixteenth and wear wacky socks.

Physical Education & Co-curricular Attire

All students participate in physical education and co-curricular activities as part of the curriculum, and they are expected to wear the Trinity College School HPE uniform:

- Maroon/white/grey TCS T-shirt
- Maroon/grey TCS shorts
- Blue hooded sweatshirt and blue sweatpants
- Sport socks
- Running/court shoes

HPE uniform items are available for purchase at the school store: 905-885-3217 ext. 1256.

General Policies

1. All students must purchase their uniform clothing via Top Marks.
2. Students are expected to be clean-shaven.
3. All students are expected to have their hair neatly groomed and out of their eyes for all school functions and activities.
4. Gum chewing is not permitted.
5. Hats may not be worn indoors at any time, unless it is part of a “theme” day. However, there is an exception for head coverings that are culturally or religiously important; the head of the Junior School is open to that discussion and its importance.
6. Athletic dress is worn anytime a team travels or represents the School at a competitive sporting event. While wearing athletic dress, students must also wear either athletic footwear or footwear appropriate for the season.
7. There are many TCS ties, but students may wear only those to which apply to the Junior School; this includes the official Junior School tie/bow tie and the centennial/sesquicentennial tie, which can be purchased at the school store.

The school uniform must be purchased from Top Marks in Montreal and they can be contacted at 1-800-667-7105 or www.topmarks.ca (order online using password “TCS01”). A few small items, such as shirts, ties and socks are available from the school store during the school year and the last two weeks of August. *Please note:* To confirm school store hours and accessibility, contact schoolstore@tcs.on.ca or 905-885-3217 ext. 1256. Some gently-used uniforms items may be available for purchase through the Bear Boutique in late August and during the school year.

Non-Uniform Days: Standards of Attire

The last Friday of every month is a designated non-uniform day in the Junior School, as are Thursdays prior to long weekends. There may also be other non-uniform days awarded over the course of the year to celebrate a significant day in the life of the School or larger community. When choosing to participate in a non-uniform day, students are reminded of the following:

Choices surrounding dress are recognized as personal and reflective of one’s identity; therefore, non-uniform dress is an important consideration for student wellbeing. Students have a right to make choices about dress and to feel comfortable in what they wear. In doing so, students are affirmed in their ability to exercise autonomy over their bodies and express their physical identity.

At Trinity College School, standards of dress are required to promote respect, functionality, equity and inclusion. Students are responsible for making clothing choices that respect community values and allow others to feel safe and comfortable. Students are also responsible for respecting the rights of others to self-expression and individuality.

Guiding Principle #1: Time and Place

Respect is a core value that acknowledges the community’s cultural norms and values and emphasizes the suitability of clothing choices for different situations.

Guiding Principle #2: Equity

Inclusivity and belonging are core values that ensure individuals or groups are not discriminated against based on their gender identity, race, religion, or other characteristics concerning their identity.

Guiding Principle #3: Relationships

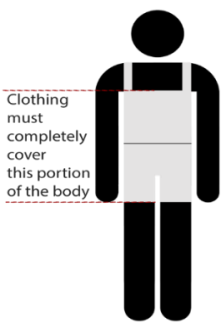
Mutual trust and understanding are core values that promote positive relationships between staff and students, whereby supportive conversations about dress foster learning.

Non-uniform clothing should be clean and made of non-transparent material that fits securely and allows for movement without exposing private body parts. Undergarments may not be worn as the only or outer layer of clothing. Clothing must not depict, imply, advocate or advertise:

- Illegal, violent, or lewd conduct
- The use of alcohol, tobacco, cannabis, or controlled substances
- Vulgar, discriminatory, or obscene language or images
- Hate speech or imagery targeting groups based on protected classifications (such as race, ethnicity, gender, sexual orientation, gender identity, or religious affiliation)
- Students must not appropriate other cultures through their clothing choices. This includes but is not limited to: Halloween costumes, theme days, or days of significance that may be permitted at the discretion of the School.

The above standards of dress for non-uniform attire have been developed in accordance with the *Ontario Human Rights Code*. If any clothing is deemed not conducive to a learning environment, students and their parents/guardians will work with the School to find a solution.

The chart below outlines further specific expectations regarding **non-uniform dress** at TCS.

	<ul style="list-style-type: none">• Clothing should be unaltered and in good repair, without stains, rips, or holes, including when intentionally designed.• Upper clothing should have straps and provide coverage that extends across the chest and back from the underarm to the top of the bottom layer of clothing.• Bottom clothing should reach the fists of an extended arm at the side.• Hats, visors and hoods are not permitted to be worn indoors unless part of a theme day.• During Theme Days, support is demonstrated by wearing clothing with the specified colours or theme that adheres to the above standards (or by wearing the school uniform).
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IMPORTANT MISCELLANEOUS INFORMATION

Lost and Found

Within Boulden House, there is a “Lost and Found” area for items that are discovered or turned in. **It is imperative that all clothing and supplies, including outerwear, water bottles, shoes and school books, be labeled with the student’s full name to avoid loss.** If a valuable item is lost or found, please bring it to the attention of the Junior School office.

Birthdays

In order to not have students feel excluded, parents are asked to distribute birthday invitations outside of school unless the entire class has been invited.

Home-School Communication

Report Cards

Progress reports are provided for families in November and April. Full reports are written in February and June, assessing the student’s performance throughout the two terms respectively. All marks are given as letter grades, except for the core academic subjects in Grades 7 and 8, which will use percentage marks. All report cards are available in Edsby (tcs.edbsy.com). Parents will be emailed, including instructions on how to access the Edsby system, when reports are posted.

Parent-Teacher Meetings/Communication

Parent-Teacher Meetings are scheduled during the first and second term (see the *Junior School Dates Calendar*). Appointment requests will be available electronically prior to the interview dates. While these meetings are meant to provide an opportunity for discussion of a student’s progress, they are by no means the only opportunities. Parents may call and request a meeting any time that they feel such a process would be beneficial.

Please remember that teachers often work all day without a break (between duties, clubs and teaching) and therefore will return calls and emails within 24 business hours.

Newsletter/Letters Home

The Junior School newsletter – the *Junior School News* – is sent by email on Friday of each week throughout the school year. It contains very important information for every family in the Junior School. In addition to upcoming events and information, the newsletter also includes a weekly message (either a blog or article) from the head of Junior School. All parents are expected to read the newsletter each week.

Letters will often be sent home by homeform teachers containing details about field trips or co-curricular activities. Every attempt is made to send these letters home on Fridays. Students are responsible for giving these to parents, so be sure to check in with your child(ren) on a regular basis.

School Website

Information specific to the Junior School can be accessed from the homepage of the TCS public website. The site contains information about admissions, ongoing curriculum, teachers and co-curricular programs. You will also find links to other helpful resources on the *Parents* page of the TCS public website: www.tcs.on.ca/parents.

Student Electronic Device Use

The Junior School recognizes that electronic devices are useful tools for scheduling and communication. However, these devices can be a distraction from learning and, as such, **will be turned off and securely stored by students at the start of each day and then unlocked at the end of the day**. Headphones and earbuds are also not permitted to be worn or used during the day unless with teacher permission and supervision. The use of electronic devices to call or text is only permitted after the school day has ended. Parents needing to get in touch with their child must do so through the homeform teacher and/or Junior School office as students are unable to access their phones to text or call during the school day. Students may use the school telephones with teacher permission.

Parent Phone Numbers and Email

Please keep your records up-to-date and let us know of any changes in address, including email address, and contact numbers. It is of paramount importance that the School has accurate records of parents' home and work numbers. If there are any changes during the year, please inform Ms. Campbell (jcampbell@tcs.on.ca) immediately so that we can reach you in the event of an emergency.

Winter Storms/Bus Cancellations

The weather conditions in winter months could result in the cancellation of the Hwy 401 and/or Peterborough buses. However, the Junior School **will remain open**. If there is a cancellation of one or both day buses, *all* Junior School parents will be notified by email as soon as the cancellation has been determined.

Day bus parents, please check your email for a travel office message about cancelled buses, as well as a follow-up email from the head of Junior School. The travel office email will be sent through the REACH app to your regular email address; remember to check your spam folder as well.

Continue to check email for updates regarding any activity buses that may have been scheduled during the day as they are not automatically cancelled at the same time as the day buses.

Please note that when morning bus runs are cancelled, corresponding evening routes are cancelled as well.

When TCS buses are cancelled, parents of bus students do **not** need to report their child as absent. However, **parents of non-bus students are expected to contact the Junior School office** if their child will be absent due to inclement weather.

Weather conditions could possibly require an early afternoon departure. The Junior School will call parents should an early closing occur. Please be prepared, before the school year begins, to have an emergency plan in case of this event.



STAFF CONTACT LIST

Name	Phone Extension (905-885-3217)	Email Address
Campbell, Jennifer	ext.1300	<i>jcampbell@tcs.on.ca</i>
Cousineau, Michael	ext.1243	<i>mcousineau@tcs.on.ca</i>
Crawford, Emma	ext.1337	<i>ecrawford@tcs.on.ca</i>
Elliott, Alison	ext.1268	<i>aelliott@tcs.on.ca</i>
Findlay, Trevor	ext. 1259	<i>tfindlay@tcs.on.ca</i>
Gordon, Alex	ext.1323	<i>agordon@tcs.on.ca</i>
Grainger, Stuart	ext.1201	<i>sgrainger@tcs.on.ca</i>
Hurley, Alex	ext. 1326	<i>ahurley@tcs.on.ca</i>
Hessin, Kate	ext. 1305	<i>khessin@tcs.on.ca</i>
Lin, Bingyi	ext. 1612	<i>blin@tcs.on.ca</i>
McClure, Heather	ext.1280	<i>hmccclure@tcs.on.ca</i>
Murphy, Julie	ext. 1306	<i>juliemurphy@tcs.on.ca</i>
Murray, Steve	ext.1304	<i>smurray@tcs.on.ca</i>
Reid, Jennifer	ext.1274	<i>jreid@tcs.on.ca</i>
Schmidlin, Steve	ext.1392	<i>sschmidlin@tcs.on.ca</i>
Torrible, Sarah	ext.1301	<i>storrible@tcs.on.ca</i>
Wilson, The Reverend Deb	ext. 1308	<i>dwilson@tcs.on.ca</i>
Wilson, Stefan	ext.1272	<i>swilson@tcs.on.ca</i>



SCHOOL SUPPLIES LIST

Textbooks are provided by the School; however, consumable books are charged to the students' accounts. Textbooks are handed out to the students the first week of school. Students are expected to have the following materials by the commencement of school:

Grade 5/6 Students

- Sharpened pencils/eraser/sharpener
- Pens (blue and red)
- Four different coloured highlighters
- 30 cm ruler
- Coloured pencils/one pencil case *only*
- Glue stick
- One small package of lined paper
- Calculator (not scientific)
- Two 1-1½" binders (different colours)
**no zipper binders*
- Geometry set
- Black Sharpies (one fine tip/one thick)
- One pair of outdoor running shoes and one pair of indoor running shoes
- Small-medium labeled HPE bag

Grade 7/8 Students

- Pencils
- Pens (blue and red)
- Eraser
- Small metal ruler to fit in pencil case
- Sharpener
- Coloured pencils
- Glue stick
- Pencil case
- One small package of lined paper
- Calculator with a square root key
- Two 1½" binders (different colours)
- Scissors

All Junior School students have access to a locker. Locks for Grade 5 students will be given out to students on the first day of school. Students in Grade 6-8 will have lockers with electronic key pads. Students are expected to lock their lockers and to not reveal their combinations to others. The School does not accept responsibility for any lost or stolen personal property.

Most items can be purchased at the school store, which reopens the third week in August. To reach the store, call 905-885-3217 ext. 1256.



← HWY 401



Tim Hay Field

Michael A.
Hargraff Field

Boulden
Fields

ROSE GLEN ROAD

WARD STREET

Ron Reynolds Cricket Field

DEBLAQUIRE STREET NORTH

TRINITY
COLLEGE SCHOOL



Athletic Facilities

- A. Arnold Massey '55 Athletic Centre
- B. Peter Campbell Memorial Rink
- C. Lower Gym

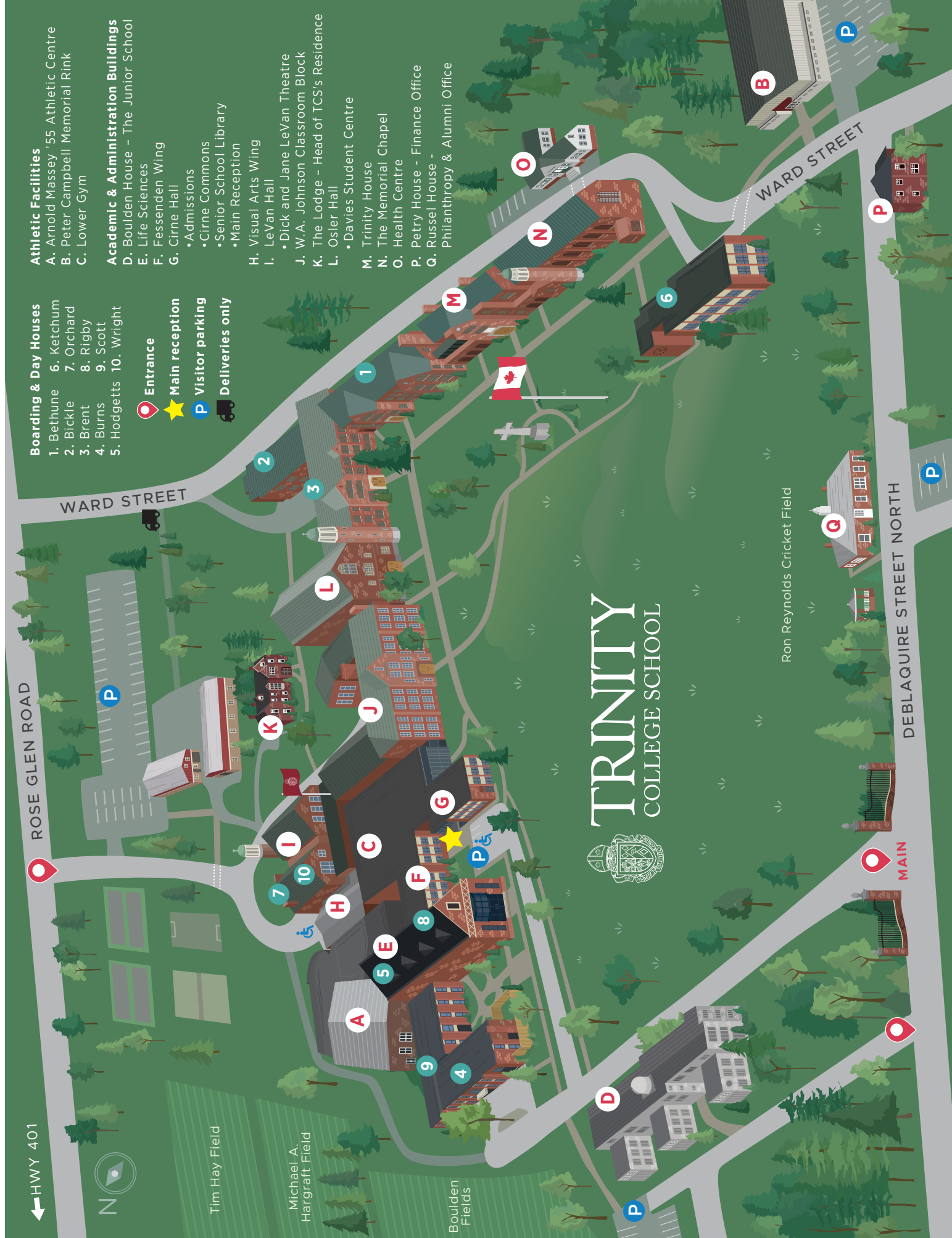
Academic & Administration Buildings

- D. Boulden House - The Junior School
- E. Life Sciences
- F. Fessenden Wing
- G. Cirne Hall
 - Admissions
 - Cirne Commons
 - Senior School Library
 - Main Reception
- H. Visual Arts Wing
- I. LeVan Hall
 - Dick and Jane LeVan Theatre
- J. W.A. Johnson Classroom Block
- K. The Lodge - Head of TCS's Residence
- L. Osler Hall
 - Davies Student Centre
- M. Trinity House
- N. The Memorial Chapel
- O. Health Centre
- P. Petry House - Finance Office
- Q. Russel House - Philanthropy & Alumni Office

Boarding & Day Houses

- 1. Bethune
- 2. Bickle
- 3. Brent
- 4. Burns
- 5. Hodgetts
- 6. Ketchum
- 7. Orchard
- 8. Rigby
- 9. Scott
- 10. Wright

- Entrance
- Main reception
- Visitor parking
- Deliveries only





100 Boulden House

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