

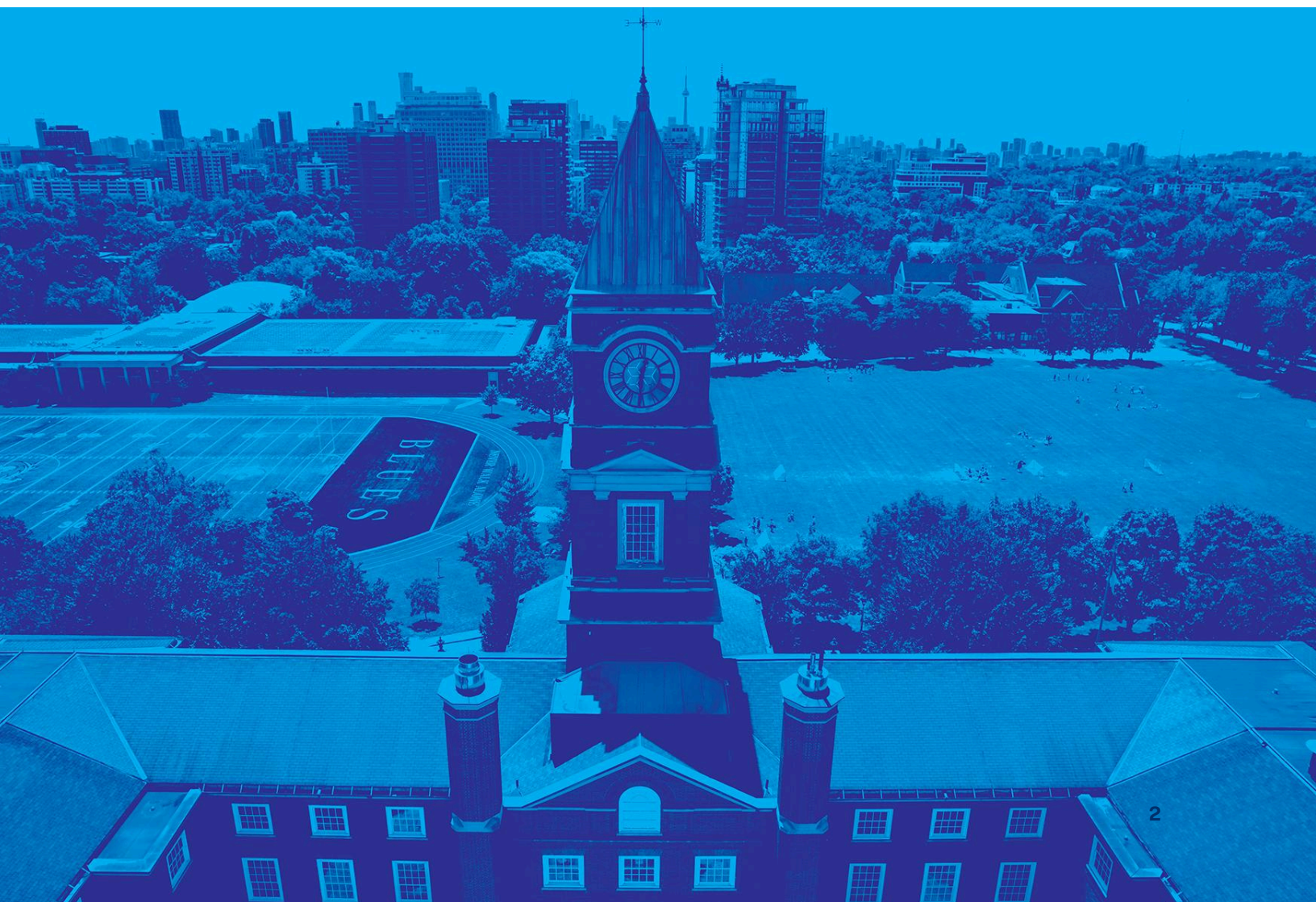
OVERVIEW



UCC

UPPER CANADA COLLEGE

UCC Family Handbook 2025–26



Upper Canada College

Family Handbook 2025–26

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Appendices

The UCC Family Handbook is available on [Bluenet > Policies and Guides](#) and is also linked in *Heads Up*.

Please note that the College's protocols and practices are subject to change based on guidance from health, education and other governing bodies. Families will be notified of updates by email, *Heads Up* and/or the school's website as appropriate.

About Upper Canada College

Founded in 1829, Upper Canada College (UCC) has been educating the next generation of leaders and innovators for nearly 200 years, inspiring them to make a positive impact on their world. An International Baccalaureate (IB) World School, located in central Toronto on 35 acres of green space, UCC enrolls approximately 1,260 students in Kindergarten through Year 12, including boarding students from around the world. Students are eligible for qualifications of the Ontario Secondary School Diploma (OSSD), the full IB Diploma, and individual IB course certificates.

Grounded in its mission to deliver transformational learning experiences, UCC fosters the development of head, heart and humanity, and inspires each boy to be his best self. UCC features modern learning spaces, state-of-the-art facilities, and a range of athletic and co-curricular activities. UCC is committed to ensuring that 20 per cent of students receive financial assistance, with more than \$6 million available annually to Canadian students.

UCC is governed by a Board of Governors, who establish and direct policy for the College and oversee its financial affairs.

Principal's Office

Sam McKinney is Upper Canada College's 19th principal and reports to the College's Board of Governors. The principal chairs the College's senior leadership team, consisting of academic and divisional leads from across the school.

Preparatory School

The Preparatory (Prep) School is home to students in Kindergarten to Year 7 and comprises the Parkin Building, the Howard Building and the John David Eaton Building. Students in Kindergarten to Year 5 follow the IB's Primary Years Programme (PYP) and students in Years 6 and 7 follow the Middle Years Programme (MYP), which continues through to Year 10 at the Upper School.

Upper School

Distinguished by a landmark clock tower in the northern part of UCC's campus, the Upper School is home to students in Years 8 through 12. Upper School students in Years 8–10 follow the IB's Middle Years Programme (MYP) and students in Years 11 and 12 pursue one of three UCC Graduation Pathways — the IB DP Pathway, IB DP Courses Pathway and IB DP Systems Transformation Pathway.

Norval

Norval Outdoor School, UCC's 450-acre facility located 50 km north of the Toronto Deer Park campus, offers students the opportunity to explore and learn about nature and the environment.

UCC Land Acknowledgement

This land we gather on at Upper Canada College is in the traditional territory of Indigenous Peoples, including the Anishinaabe, Wendat and Haudenosaunee. We are grateful for Indigenous stewardship of these lands since time immemorial.

We acknowledge the Deer Park campus is on Treaty 13 territory and the Norval campus is on Treaty 19 territory, signed by the Mississaugas of the Credit First Nation and the British Crown in 1805 and 1818.

Today, this region is home to many First Nations, Inuit and Métis people from across Turtle Island, and we are grateful for the opportunity to gather and learn on this land. In partnership with Indigenous Peoples, we will continue to act on our [WE CALL](#) commitments to advance Truth and Reconciliation.

More information on UCC's commitment to Truth and Reconciliation is available [here](#).

Strategic Directions

UCC's [Strategic Directions: Towards 2029](#) sets the course for the College's preferred future, one that is driven by our vision to inspire boys to be their best selves and grounded in our mission to provide transformational learning experiences. The strategic directions reaffirm UCC's foundational focus on educating boys in an exceptional day school and boarding environment, delivering a rigorous liberal education through the International Baccalaureate Programme and ensuring financial accessibility for students of the highest potential.

Vision

Upper Canada College values each boy and inspires him to be his best self. A UCC experience reflects the pluralism and promise of Canada, and identifies the College as a global leader in the education of boys.

Mission

Upper Canada College provides transformational learning experiences that foster the development of head, heart and humanity, and inspire each boy to make a lasting and positive impact on his world.

Values

Upper Canada College's values build on our rich history and traditions and serve to inform how we interact with each other and with our world.

At Upper Canada College, we value:

Learning

Learning about oneself and the world is at the heart of a UCC education. Through a rigorous liberal education and programs of personal development, each boy gains an understanding of himself, strong and wide-ranging skills, and knowledge that prepares him for success and responsible citizenship. We strive for excellence and celebrate accomplishment, valuing learning as a journey and not a destination. At UCC, learning is an ongoing pursuit marked by curiosity, collaboration, persistence and openness to feedback. As a community, we model a culture of learning and growth.

Pluralism

A UCC experience is about more than just an appreciation of diversity; it is about celebrating differences, cherishing similarities, and giving voice to multiple perspectives. Through an understanding and appreciation of pluralism we create a more inclusive community and, in turn, create a more just society where we work towards the common good.

Service

To honour Sir John Colborne's founding commitment to public purpose, UCC inspires boys to become service-oriented leaders who understand their unique qualities in relationship to others, have humility and empathy, and recognize their ability to positively influence change. At UCC we embrace the opportunity and responsibility to make a difference in our local and global communities.

Community

UCC's culture is characterized by teamwork, collaboration, mutual respect, and a fundamental belief in our vision and mission. We appreciate and value each individual, fostering strong and trusting relationships throughout our community. We stand by each other, offering support and care, and we foster in our boys the very best characteristics of brotherhood.

Wellbeing

To foster individual and institutional wellbeing, UCC is committed to a learning and working environment that is safe, healthy, meaningful, engaging and supportive. A UCC education equips each boy with the capabilities to develop the knowledge, self-awareness and strengths of character that enable lifelong resilience and allow him to flourish.

Calendars and Major Dates

UCC school and student calendars are available on [Bluenet > Calendar](#). Information on how to access and sync with your personal calendar is available [here](#).

Community events and registration details are listed on the school website at ucc.on.ca/events.

Major Dates | 2025–26 (available [here](#))

First Student Day	Tuesday, September 2, 2025 (Orientation) Wednesday, September 3, 2025 (Classes begin)
Thanksgiving Weekend	Classes end: Thursday, October 9, 2025 Classes resume: Tuesday, October 14, 2025
Fall Midterm Break	Classes end: Thursday, November 6, 2025 Classes resume: Tuesday, November 11, 2025
December Break	Classes end: Thursday, December 18, 2025 Classes resume: Tuesday, January 6, 2026
Winter Midterm Break	Classes end: Thursday, February 12, 2026 Classes resume: Tuesday, February 17, 2026
March Break	Classes end: Friday, March 6, 2026 Classes resume: Monday, March 23, 2026
April Break	Classes end: Thursday, April 2, 2026 Classes resume: Tuesday, April 7, 2026
Victoria Day	Classes end: Friday, May 15, 2026 Classes resume: Tuesday, May 19, 2026
Prep School Last Student Day	Wednesday, June 10, 2026
Upper School Last Student Day	Friday, June 12, 2026

Prep School | Conference dates and early dismissal days

In-person Hopes and Dreams Conferences	Friday, October 3, 2025 (No classes for students)
Virtual Middle Three-way Conferences	Thursday, November 20, 2025 (Early dismissal — Year 6 and 7 only) Friday, November 21, 2025 (No classes for students)
In-person Primary Three-way Conferences	Friday, November 21, 2025 (No classes for students)
Student Early Dismissal	Thursday, December 18, 2025
Student Early Dismissal	Thursday, April 2, 2026
In-person Primary Student-led Conferences	Friday, April 10, 2026 (No classes for students)
Hybrid Middle Student-led Conferences	Friday, April 10, 2026 (No classes for students)
Student Early Dismissal (<i>Leaving Ceremony — Year 12 students and families</i>)	Friday, May 22, 2026
Year 7 Graduation	Tuesday, June 16, 2026

Upper School | Major dates and early dismissal days

Curriculum Night	Thursday, September 4, 2025 (6:30–9 p.m.)
Student holiday with PD in the morning for employees	Friday, October 10, 2025
Student Early Dismissal In-person Three-way Conferences	Wednesday, November 5, 2025
Virtual Three-way Conferences	Thursday, November 6, 2024 (No classes for students)
Student Early Dismissal	Thursday, December 18, 2025
Year 12 Midterm Exams	Exams begin: Monday, January 19, 2026 Exams end: Tuesday, January 27, 2026
Student Early Dismissal In-person Three-way Conferences	Wednesday, February 11, 2026
Virtual Three-way Conferences	Thursday, February 12, 2026 (No classes for students)
Student Early Dismissal	Thursday, April 2, 2026
Year 12 IB Exams	Exams begin: Monday, April 27, 2026 Exams end: Wednesday, May 20, 2026
Year 12 Leaving Ceremony Whole school early dismissal	Friday, May 22, 2026
Year 8–11 Exams	Year 10–11 Exams begin: Monday, June 1, 2026 Year 8–9 Exams begin: Wednesday, June 3, 2026 Exams end: Tuesday, June 9, 2025
Last Upper School Student Day Year-end BBQ	Friday, June 12, 2026

Key Contacts

Department	Contact	Phone Number
Main Phone Number		416-488-1125 ext. 0 for reception
Prep School Attendance	Prep Attendance	416-488-1125 ext. 4045
Upper School Attendance <i>SchoolPass app is preferred method to communicate an absence</i>	usattendance@ucc.on.ca	416-488-1125 ext. 2219
Security	Dorothy Cheevers	416-488-1125 ext. 2224 (school hours) Cell: 647-201-4057 Security: 416-786-3531 (after hours)
Principal's Office	Sam McKinney	ext. 2200
Executive Assistant	Dorothy Dudek	ext. 2212
Preparatory School		
Prep Reception	Prep Reception	ext. 4411
Head, Preparatory School	Sarah Fleming	ext. 4030
Assistant Head, Middle	Gareth Evans	ext. 4151
Assistant Head, Primary	David Girard	ext. 4088
Assistant to the Head of the Prep	Crystal Arruda	ext. 4010
Prep Athletic Director	Max Perren	ext. 4096
Coordinator of Community Engagement and Service	Riley Carter	ext. 4017
After School Program (ASP)	Brent Crawford	ext. 4023
Prep Health Centre		
Registered Nurse	Judy Brewer	ext. 4900

Counsellor, HLS Coordinator	Martha Boyce	ext. 4036
Counsellor	Kayla Gosse	ext. 2017
Upper School		
Head, Upper School	Andrew MacDougall	ext. 3174
Assistant to the Head of the Upper School	Lorraine Fernandez	ext. 2201
Assistant Head, Student Life and Community (Year 8)	Gillian Levene	ext. 3427
Assistant Head, Student Life and Programming (Years 9-10)	Joe Smith	ext. 3370
Assistant Head, Student Life and Leadership (Years 11-12)	Damion Walker	ext. 3310
Assistant to the Assistant Head, Student Life and Programming	Sandra Fulford	ext. 2213
Athletic Director	Dave Brown	ext. 3328
Director of Boarding and Summer Programs Manager	Emma Kanga	ext. 2253
Director of Community Service, Co-curricular Clubs, IBDP CAS	John Sweetman	ext. 4059
Director, Horizons	Jyoti Sehgal	ext. 2295
University Counselling		
Director	David Hanna	ext. 2264
Administrative Assistant	Elia Lopez	ext. 2306
University Counsellors	Stephanie Rose Alison Champ Nili Isaacs Andrew Turner	ext. 2265 ext. 3210 ext. 2260 ext. 2500
Upper School Health Centre		
Registered Nurse	Anna Gryszkiewicz	ext. 2270

Psychologist	Dr. Geoff Sorge	ext. 2273
Counsellor	Caitlin Dobie	ext. 2272
Counsellor	Alicia Versteegh	ext. 4913
Athletic Therapist	Sonya Pridmore	ext. 2278
Learning and Academic Innovation		
Vice-Principal, Learning and Academic Innovation	Julia Kinnear	ext. 3365
Administrative Coordinator, Learning and Academic Innovation	Regina Li	TBC
Director, Academics	Jordan Small	ext. 2211
Administrative Coordinator, Academics	Linda Carvalho	ext. 2266
PYP Coordinator (SK–Year 5)	Dianne Jojic	ext. 4073
MYP Coordinator (Years 6–10)	Emilia Martin	ext. 4134
DP Coordinator (Years 11–12)	Colleen Ferguson	ext. 3334
Registrar	Leigh Berndsen	ext. 2262
Macintosh Library (Upper School)	Mari Roughneen	ext. 2281
Wilder Library (Prep School)	Mallory McKinney	ext. 4090
Director, Lang Leadership Lab	Fiona Marshall	ext. 2032
Tanenbaum Director of Partnerships and Social Impact	Jonathan Kwan	TBC
Director, Wellbeing and Pluralism	Tina Jagdeo	ext. 4076
Upper School Pluralism Coordinator	Alvin Jugoon	ext. 2025
Upper School Wellbeing Coordinator	Lindsay Rielly	ext. 3415
Prep School Wellbeing Coordinator (SK–Year 5)	Christie Gordon	ext. 4022

Prep School Wellbeing Coordinator (Years 6–7)	John Berney	ext. 4063
Wernham West Centre for Learning and Student Services		
Director, WWCfL and Student Services and Learning Strategist, Boarding	Liz Kennedy	ext. 2296
Seaton's, Wedd's	Autumn Wouda	ext. 2056
Martland's, Mowbray's, McHugh's	Jennifer Ferguson	ext. 3000
Jackson's, Orr's, Scadding's	Kendra Hutton	ext. 2033
Bremner's, Howard's	Josh Willford	ext. 2026
Coordinator, Preparatory School	Polly Baxter	ext. 4006
Prep Learning Strategies Teachers	Melody Thompson Karyn McCormack	ext. 2018 ext. 4061
Administrative Assistant	Michael Netto	ext. 2242
Norval Outdoor School		
Director, Norval	Brent Evans	905-877-3732
Office of Admission		
Vice-Principal, Enrolment Management	Melody Miu	ext. 4046
Director of Admission, Upper School and Boarding	Alexandra Zourntos	ext. 4125
Lead, Preparatory Admission	Riley Carter	ext. 4124
Associate Director of Admission	Sandra Hives	ext. 4041
Assistant Director, Upper School and Boarding Admission	Nadia Powell	ext. 4123
Admission Assistant	Sophie Milburn	ext. 4100
Office of Finance		

Student Billing	Colleen Papulkas	ext. 2250
Information and Innovation		
IT Help Desk	helpdesk@ucc.on.ca	ext. 3323
Executive Director, Information and Innovation	Kathleen Peak	ext. 3331
Associate Director, Information and Innovation	Ryan Archer	ext. 3300
Office of Advancement		
Vice-Principal, Advancement	Brendan Dellandrea	ext. 3109
Assistant	Fatima Ibay	ext. 2228
Executive Director, Marketing and Communications	Marnie Peters	ext. 3341
Associate Director, Events and Community Programs	Farrah Jinha	ext. 2235
College Archives	Bee Khaleeli	ext. 2372
Blues Shop	Patti Cawker	ext. 4500
The Used Blues Shop (TUBS)	tubs@uccpo.ca	ext. 2380
William P. Wilder '40 Arena & Sports Complex	Madison Grainger	ext. 2300

Campus Security and Access

UCC welcomes all members of our community to campus for events, programs, athletics, and other gatherings. Visitors are asked to self-screen for symptoms of illness and to refrain from visiting if they are unwell.

UCC Campus Security is available 24 hours a day/seven days a week.

School hours: 416-488-1125 ext. 2224

After hours: 416-786-3531 | (cell)

In the event of an emergency, all individuals on campus at the time are expected to follow procedures under the direction of school officials. The College practices its

emergency protocols (fire alarm, lockdown) with students and faculty at regular points during the year.

Accessing Campus

The closest major intersection to UCC is Avenue Road and St. Clair Avenue West. The campus is accessible by public transit via Davisville TTC subway station and the #13 bus.

To access the campus by car, please enter and exit via:

From Kilbarry Road: Enter from Kilbarry Road and drop off students in the traffic circle north of the College's boarding houses. Please do not park in the traffic circle at any time or anywhere else along the north entrance road, as it is a designated fire route and vehicles may be towed. Parking in the north parking lot is reserved for campus residents and employees.

From Forest Hill Road: Entry from Forest Hill Road and Frybrook Avenue is one-way until 6 p.m. Please use the designated drop-off zones near the Hewitt Athletic Centre or the Upper School main entrance. Please don't park or idle vehicles in these areas. After dropping off, proceed cautiously south on the main driveway and follow traffic signs and the directions of UCC Campus Security. Please be aware of students crossing the driveway.

From the south: Cars may enter the campus from the south only by turning right from Lonsdale Road. Cars entering from the south may not proceed farther north than the William P. Wilder '40 Arena & Sports Complex parking lot.

Parking

Parking on campus is limited. Visitors may only park in the William P. Wilder '40 Arena & Sports Complex lot. Parking is strictly prohibited on designated fire routes and in areas designated for buses and commercial deliveries.

Students may only park in the Wilder Arena lot with a school permit. Cars parked without a permit or in any lot or area other than the Wilder Arena lot may be towed. Students can request a parking permit application at the Upper School main reception. In special circumstances, students may request short-term parking on campus (a note from a doctor and/or adviser may be required to support the application)

Please keep the following in mind when dropping off/picking up your child:

1. Be mindful, reduce distractions while driving, don't use the phone and be aware of pedestrians and other vehicles.
2. The posted speed limit on campus is 15 km/hr.

3. Keep traffic moving. There are a lot of vehicles on the property during drop-off and pick-up times, so please don't leave your vehicle in the fire routes. If you need to exit your vehicle to meet your child, speak with a teacher, another parent, or visit the office, please park in one of the designated parking lots.
4. Be mindful of the traffic flow. Be aware of the security guards who direct traffic and assist pedestrians. Be alert and follow their directions.

Attendance

Prep School

Prep student attendance is taken at 8:30 a.m. each day. Please note that on Wednesdays, attendance is taken at 9:30 a.m.

If your child has not been accounted for by this time, the Prep's receptionist will contact parents/families first by phone and then by email (if no contact can be made by phone).

To report an absence, email prepattendance@ucc.on.ca or call 416-488-1125 ext. 4045. Please also email your child's form adviser.

Late Arrival

Prep students must sign in at the Prep's main reception if they are arriving late. Failure to do so results in your child being marked absent.

Once a student has arrived on campus, they are expected to remain at UCC until dismissal, unless a parent or guardian grants advance permission to leave.

Signing Out

If a parent or guardian grants advance permission for a student to leave school early, the student must sign out at reception upon departure.

Upper School

The Upper School uses the SchoolPass Attendance App, which allows families to easily communicate late arrivals, early pickups and absences to the College.

To download and log in to the SchoolPass App, please **follow the instructions [here](#)**. Please note SchoolPass is available only to Upper School families.

Late Arrival/Signing In and Out

Upper School students who arrive after the start of Period 1 will be asked to get a late slip from Upper School reception. If students leave the school early for appointments, etc., their parents/guardians are asked to inform the school via SchoolPass and students will sign out at the main reception prior to leaving the building.

School Schedules

Prep Schedules

Kindergarten to Year 5

Drop off	8–8:30 a.m.
Classes begin	8:30 a.m.
Lunch and recess	11:45 a.m.
Dismissal	3:10 p.m. (SK–Year 2) 3:25 p.m. (Years 3 and 4) 3:40 p.m. (Year 5)

Year 6 and 7

Drop off	8–8:30 a.m.
Classes begin	8:30 a.m.
Lunch and recess	12:15 p.m.
Dismissal	3:50 p.m.

Prep Arrival and Dismissal Procedures

Kindergarten–Year 4

Kindergarten to Year 4 students may be dropped off at school between 7:30 and 8 a.m. Students arriving during this time will report directly to the “Pond” area of the Eaton Building, just outside of the SK classroom. At 8 a.m., students go to their form rooms.

Years 5–7

No direct supervision is provided for Year 5–7 students before 8 a.m. unless they have a pre-arranged extra-help session with a teacher. Students may wait inside the school after 7:30 a.m. in the Bitove Lounge.

Late Start Wednesdays

Classes at the Prep have a late start time of 9:25 a.m. on Wednesdays.

UCC offers a supervised before-school program for families who may need an earlier drop-off. Students registered in this program must arrive between 8 and 8:30 a.m. This program begins in September and is offered at no additional cost. Families may sign up for the Before School Program on [Bluenet](#) on their student’s profile page.

Students not registered in the Before School Program should be dropped off between 9:10 and 9:15 a.m. on Wednesdays.

Recess

Recess is outdoors unless weather or other issues prevent students from being outdoors. Students should have at school clothing appropriate to the weather (coats, footwear, hats/gloves).

Prep Agenda

A Prep Agenda is provided to students in Kindergarten to Year 5 at the start of the school year and is an important communication tool for students, teachers and families. Each student is expected to use their agenda and take it home daily. The agenda will contain homework activities and some home-school communication. Please encourage your child to take on the daily responsibility of managing their agenda by bringing it home and returning it to school. The use of the *Prep Agenda* is optional in Years 6 and 7, as the laptop taskbar and calendar are often preferred.

Prep After School Program (ASP) and Clubs

The Prep's After School Program (ASP) offers supervised after-school care for students between 3:10 p.m. and 6 p.m. on regular school days. Programming includes homework sessions, games, student clubs and other co-curricular activities. Students in ASP supervision are served a nutritious snack.

Registration is required to participate in ASP, and additional fees apply.

On early dismissal days, the ASP offers an extended-day service until 6 p.m. The extended-day program is not offered on half-days prior to long weekends or holidays.

For families who need occasional after-school programming, the Prep offers a drop-in service for an additional fee.

Information on Prep clubs will be shared with families early in the school year.

Please ensure your child is picked up at their designated dismissal time or is enrolled in the ASP if you are unable to pick up your child at your usual time.

Upper School Schedule

Upper students follow a 9-day timetable (sample below) that aligns with our school-identified priorities of learning, wellbeing, collaboration and whole school connections, with benefits including:

- Daily access to academic support/extra help/clubs (dedicated block of time available each day 1:30 p.m.)
- Daily community time for assembly, house meeting, advising, wellbeing programs
- Grade-specific features include:
 - Years 8–10: additional blocks for study hall/skills development, Personal Project work and transition to develop independent study skills
 - Years 11–12: one block for year level seminar and four blocks for independent study
- Academic subjects “tumble” for all students — subjects are scheduled at different times of the day throughout the cycle to accommodate prime-time learning
- Lunch is lunch — scheduled time for a break and nutrition with a staggered lunch for Years 8–10 and Years 11–12 to reduce student wait times in the dining halls
- Daily Flex Time after lunch for students to attend extra help, clubs, house activities and sports, or take a break
- Sleep in/late start for Upper School students one day per week (Wednesday)
- Prep and Upper School timetables overlap to some extent to facilitate connections between teachers and students across divisions

Upper School 9-Day Cycle										
	1	2	3	4	5	6	7	8	9	Wed
8:30	1	2	3	4	5	6	7	8	9	Faculty Mtg 8:30-9:20
9:45	Community Time	Community Time	Community Time	Community Time	Community Time	Community Time	Community Time	Community Time	Community Time	9:30
10:30	8	9	1	2	3	4	5	6	7	Break 10:40
11:45	L	L	L	L	L	L	L	L	L	11:10
12:15	6	7	8	9	1	2	3	4	5	Lunch 12:20
1:00	L	L	L	L	L	L	L	L	L	
1:30	Extra Help/Clubs/ Break	Extra help/Clubs/ Break	Extra help/Clubs/ Break	Extra help/Clubs/ Break	Extra help/Clubs/ Break	Extra help/Clubs/ Break	Extra help/Clubs/ Break	Extra help/Clubs/ Break	Extra help/Clubs/ Break	1:10
2:15	4	5	6	7	8	9	1	2	3	2:20
3:40										

Student Cards

Upper School students must carry a UCC student card, provided at the beginning of the year, with their photograph and student number. Student cards must not be shared. Student cards are required for authorized entry to the school during the day and for the payment of food in the Upper Dining Hall and the Lower Dining Hall.

The loss or malfunction of a student card should be reported immediately to the front desk receptionist, located on the main level of the Upper School. A replacement card can be obtained for \$25. Misuse of the student card may result in the restriction of privileges and other disciplinary action.

UCC Dress Code

The College's dress code exists to provide uniformity in school dress. We expect students to wear clothing at school that is respectable and that represents themselves and the UCC community well. Jewelry or accessories should be discreet and not attract attention. Clothing must not contain any symbols or messages that may demean or marginalize others.

On Fridays, students can display their school, house, team and club spirit in a weekly spirit wear dress day.

Prep School

Kindergarten–Year 4 Dress Code	
Regular dress <ul style="list-style-type: none">Worn all year	<ul style="list-style-type: none">Navy UCC-crested golf shirt (short or long sleeves)Long-sleeved navy UCC-crested sweaterUCC navy shortsUCC navy fleece sweatpantsIndoor running shoes with non-marking soles (Velcro fasteners recommended). If students are able to successfully tie their own shoes, then laces are acceptable.
Physical and health education uniform	<ul style="list-style-type: none">UCC navy shortsUCC navy fleece sweatshirtUCC navy fleece sweatpants

	<ul style="list-style-type: none"> Indoor running shoes with non-marking soles (Velcro fasteners recommended). If students are able to successfully tie their own shoes, then laces are acceptable.
<p>UCC spirit wear dress (Fridays)</p> <ul style="list-style-type: none"> Every Friday, unless otherwise specified 	<p>Guidelines for what students can wear on Fridays:</p> <ul style="list-style-type: none"> UCC spirit wear (e.g. hoodie, colour house t-shirt, etc) <ul style="list-style-type: none"> UCC Spirit Wear must be worn on the upper torso. Casual dress bottoms can be worn A combination of UCC spirit wear on the upper torso and regular uniform bottoms Their regular uniform in its entirety No UCC Phys. Ed. T-shirts, shorts, or track pants No hats/Crocs/slides/flip-flops, etc

Years 5–7 Dress Code	
<p>Warm weather dress</p> <ul style="list-style-type: none"> First day of classes to the November break, and then again on the first day of classes following March Break to the last day of classes. Regular dress is optional during the warm weather dress season. 	<ul style="list-style-type: none"> Navy UCC-crested golf shirt (short sleeves) with UCC quarter-zip or UCC sweater Grey flannel trousers with belt loops OR grey dress shorts Black belt Dark grey, navy or black dress socks Black, polishable dress shoes (slip-on or laces) or all black running shoes
<p>Regular dress</p> <ul style="list-style-type: none"> First day of classes following the November break until the last day of classes before March Break. 	<ul style="list-style-type: none"> White or light blue long-sleeved dress shirt, tucked in <ul style="list-style-type: none"> Years 5 and 6 — UCC school tie Year 7 — UCC school tie or special Year 7 tie UCC-crested blazer is optional Grey flannel trousers with belt loops

	<ul style="list-style-type: none"> • Black belt • Dark grey, navy or black dress socks • Black, polishable dress shoes (slip-on or laces) or all black running shoes
<p>First Dress</p> <ul style="list-style-type: none"> • Required for Year 5 to 7 students as follows: <ul style="list-style-type: none"> ◦ Assemblies during winter term (First day of classes following the November break until the last day of classes before March Break) ◦ when serving as student ambassadors of the College (on school tours, at special events, etc.) ◦ specific off-site events such as athletic games, community service and field trips ◦ class and graduation photo days • It's recommended that students hang their blazer in their athletic locker so that it is at school for assembly/special event days. 	<ul style="list-style-type: none"> • Navy UCC-crested blazer • White long-sleeved dress shirt • UCC school tie <ul style="list-style-type: none"> ◦ Years 5 and 6 — UCC school tie ◦ Year 7 — UCC school tie or special Year 7 tie • Properly cut grey flannel trousers with belt loops • Black belt • Dark grey, navy or black dress socks • Black, polishable dress shoes (slip-on or laces)
<p>Physical and health education uniform</p> <ul style="list-style-type: none"> • UCC-branded items such as Blue Army T-shirts are not part of the PE uniform. 	<ul style="list-style-type: none"> • UCC grey T-shirt • UCC navy shorts • Navy UCC tracksuit (Years 5 to 7) • Indoor athletic shoes (non-marking soles) • White cotton sports socks
<p>Spirit wear dress (Fridays)</p> <ul style="list-style-type: none"> • Every Friday, unless otherwise specified • Occasionally on other days throughout the school year, as announced 	<p>Options for students:</p> <ul style="list-style-type: none"> • All UCC spirit wear (top and bottom) Colour House, team, or school wear. • UCC spirit wear (upper torso) and casual bottoms (e.g. unripped jeans, casual track pants, etc.) • A combination of UCC spirit wear and regular uniform items • Regular uniform • No hats indoors • UCC spirit wear bottoms and casual top are NOT an option

View illustrations of Preparatory School uniform items: [Kindergarten–Year 4](#) and [Years 5–7](#).

Upper School

Details regarding the Upper School dress code are available [here](#).

Upper School Dress Code	
<p>Warm weather dress</p> <ul style="list-style-type: none"> First day of classes to the November break, and then again on the first day of classes following March Break to the last day of classes. Regular dress is optional during the warm weather dress season. 	<ul style="list-style-type: none"> Navy UCC-crested golf shirt (short sleeves) with UCC quarter-zip or UCC sweater Beige, tan or navy well-fitting khaki pants bottoms. Shorts must be tan or beige and may not have cargo pockets. Please note these can be purchased anywhere, not just from DGN. Plain white t-shirt under shirt (optional) UCC quarter zip from DGN shop (optional)* Dress socks All black running shoes (no colours/white including the logo or the soles), brown or black dress shoes, tan or blue topsiders
<p>Regular dress</p> <ul style="list-style-type: none"> First day of classes following the November break until the last day of classes before March Break. 	<ul style="list-style-type: none"> Grey dress or flannel bottoms. Please note these can be purchased anywhere, not just from DGN. Black belt Polished leather black dress shoes or all black running shoes Dress socks Dress shirt - white or blue UCC tie - House, sports, club etc. Plain white undershirt (optional) UCC quarter zip from DGN shop (optional)* Blue-crested UCC blazer (optional)
<p>First Dress</p> <ul style="list-style-type: none"> Required for Upper School students during: 	<ul style="list-style-type: none"> Grey dress or flannel bottoms (no cotton or athletic material). Please

<ul style="list-style-type: none"> ○ Principal's Assemblies (Mondays) following the November break until the last day of classes before March Break ○ Special occasions including our Remembrance Day Ceremony. These occasions will be communicated to students in advance. 	<p>note these can be purchased anywhere, not just from DGN.</p> <ul style="list-style-type: none"> ● Black belt ● Polished leather black dress shoes ● Dark blue, black or grey dress socks ● UCC crested blue blazer ● White or solid light blue dress shirt - tucked in ● College or House tie
Physical and health education uniform	<ul style="list-style-type: none"> ● Athletic shorts or pants ● Athletic non-marking shoes/cleats for outside use ● Athletic socks ● UCC, House, Sports t-shirt ● UCC sweatshirt for outside class
<p>Spirit wear dress (Fridays)</p> <ul style="list-style-type: none"> ● Every Friday, unless otherwise specified 	<p>Options for students:</p> <ul style="list-style-type: none"> ● Any UCC house, team or school top (hoodies, jackets, sweatshirts, rugby shirts) ● Non-ripped bottoms and shoes, except slides or sandals.

Please note that from Monday to Thursday, students choosing to wear a quarter-zip must ONLY wear the item ordered from DGN, which is pictured on the second row, at right, [here](#). (Exceptions are made for Prefects, Lang Scholars and Stewards, who have special quarter-zips.) Other UCC-branded tops may only be worn on Fridays.

We expect students to wear clothing at school that is respectable and that represents themselves and the UCC community well. Jewellery or accessories should be discreet and not attract attention. Clothing must not contain any symbols or messages that may demean or marginalize others. Please note that adherence to the dress code will be enforced by the use of our Dress Code Infraction system. Consequences for failing to meet the dress expectations, outlined in Section 4 under Student Expectations, will apply.

Purchasing Uniform Items

School uniform items are available for purchase at DGN-Kilters, as follows:

- **Online orders:** dgn-kilters.com and select “Private Schools/Upper Canada College.” Size charts, videos and a live chat function are available.

- **Phone orders:** 1-800-437-5872. Purchases are shipped within 72 hours to your home address.
- **On campus:** DGN-Kilters' mobile sales van visits campus several times a year — please watch *Heads Up* for dates and details.
- DGN-Kilters stores: Families may shop by appointment at DGN-Kilters locations — details are available [here](#).

Used uniform sales are also held throughout the year by parent volunteers. Sale dates and information on donating gently used items are communicated in *Heads Up*.

Blues Shop

The Blues Shop, located on the lower level of the Upper School, sells a variety of UCC spirit wear, house and team clothing, backpacks and gym bags, UCC-branded gifts and memorabilia, along with required school and music supplies.

The Blues Shop Catalogue is available [here](#). Purchases are charged to student accounts and sent to families as part of their monthly statement.

The Blues Shop is open from September to June (Monday to Friday, 8 a.m.–4 p.m.; Closed from 12:30–1:30 p.m.).

Contact: Patti Cawker-Chiang, Store Manager, bluesshop@ucc.on.ca.

Lost and Found

All clothing, personal items, books and binders should be clearly marked with your child's name and form/house. Students should not bring large sums of money and valuables to school. The College assumes no responsibility for any money and/or valuables lost or misplaced while students are at school, and the College's insurance policy does not cover students' belongings that are lost, stolen or damaged.

Any valuables found should be turned in to the Prep Main Office or the Upper School Reception; laptops and chargers should be turned in to the Information and Innovation Help Desk at the Prep or Upper School.

Prep Lost and Found is located in the lower level of the Eaton Building. Where possible, items are sorted by class forms so they can easily be picked up by students and families. Each term, a display of lost and found items is set up at the Prep and any unclaimed items are donated to charity.

Upper School Lost and Found is located in The Used Blues Shop (TUBS) near the Lower Dining Hall. Operated by parent volunteers, TUBS collects lost items and sells used

uniform items with the proceeds used to fund Parents' Organization (PO) initiatives for the benefit of our school community. Unclaimed clothing will be donated to charity at the December and June breaks.

Textbooks

Students in Years 6 to 12 may purchase new and used textbooks at the University of Toronto (U of T) Bookstore rather than at the College.

Families may purchase books online or shop in person at the bookstore's downtown location (214 College St., Toronto). They can also request to have an order delivered to other University of Toronto campuses for pickup, including U of T Mississauga (UTM) or U of T Scarborough (UTSC). [Click here](#) to check the hours and locations.

Boarding students may request that their orders be shipped directly to the College for distribution upon arrival in September.

The link to the U of T Bookstore's online ordering system is available [here](#) and will be active from August 1 through to the end of the school year.

School Communication

The school communicates regularly with families by email and school text (for emergencies). It's essential that families review and update their contact information in Bluenet annually, ensuring the school maintains accurate records and can stay in touch in the event of an emergency.

To review and update, please log in to [Bluenet](#), click on your profile icon (top right corner) and select "Profile" (under the profile icon in the top right corner).

College communication includes:

- *Heads Up* — weekly newsletter sent to families and Upper School students on Thursdays during the school year with school updates, reminders and community news
- UCC social media — [Facebook](#) and [Instagram](#)
- [College news](#) — weekly stories that highlight student and community news

Please note that the College uses a range of methods, including peer review and digital tools, to ensure the accuracy and clarity of our messages in communications.

Bluenet

UCC's parent portal, [Bluenet](#), is the place families should refer to regularly regarding their child's attendance record, school forms, team schedules, staff and faculty directory, and other important school-related information. Parents are required to log in to Bluenet; details on how to access Bluenet are available [here](#).

Emergency/School Closure Communications

If the school is closed or closing early due to an emergency or bad weather, families will be notified by a school text. A school email will follow and provide further updates for families where necessary. Every effort will be made to provide early notice of a closure.

Contacting Faculty

The preferred method for contacting UCC faculty and staff is by email. Where possible, a response will be sent within two business days.

Lockers

At the beginning of the school year, storage cubbies and/or lockers are allocated to students. Students may store their backpacks, jackets, shoes and other supplies in these spaces and are responsible for the care and locking of these spaces. While respecting the privacy of students, the College reserves the right to open and inspect backpacks when there are reasonable grounds to believe that a serious disciplinary infraction or a physical, health, or other risk to students or others exists.

Prep School

Change room and physical education lockers will be allocated to students in Years 4 to 7. Locks are supplied by the school and charged to student accounts.

Upper School

Students will have access to a locker in their house locker room. Students in Year 8 will also have a book locker on the second floor of the Upper School. Students must supply their own locks and complete the locker form (provided digitally to students in September) to share the combination in case of an emergency. Locks can be purchased from the UCC Blues Shop.

Bicycle storage

Students should ensure that their bicycles are locked securely each day in the bicycle rack, located outside the Parkin Building.

Lunch and Food Services

Prep School

Snacks

Students are encouraged to bring a healthy snack for their recess break. All snacks must be nut-free. Students in Kindergarten are provided with a snack during the school day.

Lunch and Hot Lunch Program

Students may bring a nut-free lunch from home or sign up for the hot lunch program provided by Aramark Food Services. Sign-up instructions will be shared in August. Once registered at the beginning of the school year, students will remain in the program unless the Prep's Main Office is advised by email of a change. Hot lunches are charged on a term-by-term basis: fall, winter and spring. Students who forget their lunch may receive a lunch from Aramark with a permission slip from the reception desk, and the cost will be charged to their school account.

Birthday Celebrations

The Prep Birthday Program features safely wrapped treats delivered to classrooms for monthly student celebrations.

Please note that if you would like birthday party invitations to be distributed at school, please send invitations for **all** class members. If you plan on a smaller party, please send invitations directly to the students' homes to help avoid uncomfortable situations.

Upper School

Students may bring lunch from home and/or may purchase hot and cold meals along with snacks in the Upper Dining Hall, Lower Dining Hall and Student Centre. Purchases are made using a UCC student card and charges appear on a student's monthly statement.

STUDENT LEADERSHIP

SECTION 1:
STUDENT LEADERSHIP

STUDENT LEADERSHIP

Across the Prep and Upper School, we create opportunities that appeal to all types of leaders and provide real-world learning experiences.

Houses

Prep School

When students enter the Prep, they are assigned to one of six “colour houses”: Black, Blue, Gold, Green, Red or White. Students remain in this house for their entire Prep journey. Students with a family connection to a house will be placed in that house. The Prep colour house system fosters school spirit and offers students opportunities to participate in a variety of games and events. The majority of the awarded points are for showing good character, not for winning.

Each Prep house has two elected captains. These students are elected by their peers through a democratic process and become student leaders at the school. A returning student captain is elected at the end of Year 6, allowing the student to lead the house as soon as Year 7 begins. In addition, a Year 7 new student captain is elected in October of the student’s first year at the Prep.

Prep students participate in house events throughout the school year, such as Association Day (A-Day), Colour House on Vacation, Winterfest and Prep Games Day.

Upper School

Central to the Upper School experience is the house system. Every student is assigned to one of 10 “houses,” 10 groups containing students from all five year levels. Two of these houses are for boarding students, and the remaining eight are for day students. Each house is led by a faculty member known as the senior house adviser (SHA), a senior student known as the head of house, four senior student prefects, and a team of faculty/staff house advisers.

House Name	Senior House Advis
Bremner’s (est. 1983)	Edward Moon
Howard’s (est. 1960)	Robert Scatozza
Jackson’s (est. 1924)	Brendon Allen
Martland’s (est. 1924)	Anne Kaye
McHugh’s (est. 1933)	Jeff Hill

Mowbray's (est. 1947)	Ian Cole
Orr's (est. 1976)	Geoff Mohtadi
Scadding's (est. 1960)	Mario Celebre
Seaton's (boarding) (est. 1924)	Andrew McCubbin
Wedd's (boarding) (est. 1924)	Anna Blagona

House Advising Systems

The house advising system helps promote the wellbeing, academic and personal growth of each student in the Upper School. Every UCC student is assigned to an adviser who provides individual academic, social and emotional support for each of their advisees. The adviser is the key point of contact for the family of an advisee. Each student is encouraged to feel comfortable discussing any questions, academic, personal or otherwise, with their adviser. As appropriate, the adviser may, in turn, draw the student's teachers, and other staff with specialized knowledge and skills into the conversation.

The advising curriculum includes a strong focus on wellbeing. The program is collaboratively created by the year-level coordinators working with the rest of the Student Support Advisory Council, and the advisers in the year level. It is both designed for and responsive to the needs of students in a particular year level.

Upper School Year-Level Coordinators' contacts:

Year-Level	Coordinator
Year 8	Alvin Jagoon
Year 9	Katherine Maloney
Year 10	Sarah Khalanski
Year 11	Maria Gauthier
Year 12	Neil Anderson

Each week, students will meet in person with their adviser and advising groups, which are composed of all the students in their year level who are in their house. The advising curriculum is composed of formal and informal discussions focused on enhancing student experience through learning, reflection and connection.

Year 8 Students: The Senior House Adviser

Year 8 day students come under the care, guidance and support of the senior house adviser (SHA). Senior house advisers are responsible for supporting the wellbeing of their advisees and ensuring they are engaged in all aspects of school life. SHAs also liaise with parents and guardians, subject teachers, Student Health Services staff, school counsellors, the Wernham West Centre for Learning, and administrators, as needed, about their Year 8 advisees, as well as all other students in their house, to support the needs of their advisees.

Year 9 to 12 Students: House Advisers

Near the end of Year 8, students will be connected with their permanent adviser, who will, in most instances, be with them from Year 9 to Year 12. House advisers also liaise with parents and guardians, subject teachers, the senior house adviser, Student Health Services, the Wernham West Centre for Learning, and administrators, as needed, about their advisees in order to support their growth and wellbeing.

Parents/Guardians and the Advisers

While speaking to a particular teacher is the best approach for subject-specific queries (and preferably by the student first, rather than by their parent or guardian), the adviser is the person to contact to discuss broader academic and/or co-curricular concerns, or questions you may have about your child on matters of a social or emotional nature. In addition to their work with the Year 8 students in their house, the senior house adviser is responsible for working with the other members of the advising team within the house, lending support in certain situations with specific students, parents/guardians, faculty and staff, and for generally providing professional development and support.

House Meetings

As members of a house, students build special and strong connections across year levels through inter-school competitions, events and regular meetings. House meetings, which are held weekly on Thursdays during “community time” are run by house student leaders with the support of the senior house adviser. Students can expect to engage in games, enjoy snacks together and spend time bonding with students in their house across all five year levels. During some house meetings, students will spend some time in smaller inter-grade pods, to engage in discussions facilitated by student leaders on issues of particular importance to the community. For boarding students, house meetings run every night after dinner, Sunday through Thursday inclusive.

Mentoring

Each Year 8 Day student will be partnered with a Year 11 student from their house. Each house has up to six Year 11 mentors, who apply for the role and are selected by an interview panel. These student leaders show a passion for caring for others, a commitment to the community, and excellent interpersonal skills and judgment. Students coming from the Prep make a trip to Norval with their mentor in the spring and are in regular contact with this person. Mentors and mentees will regularly connect in advising time, house meetings and during some special mentor-mentee Friday activities over the course of the year. These

mentors support students with academic questions, social-emotional needs, guide them to diverse community involvement, and generally make certain their transition to the Upper School and their assigned house is a deeply positive one.

Each new student above Year 8 is assigned two mentors (one student from their year level and one of the Prefects from their house) to help the new student adjust to College life. The year-level mentor will be from the new student's advising group and the Prefect mentor will have an open and active channel with the new student to provide guidance and answer any questions.

Prefects' Cup

One of the strongest binding forces within the school is inter-house competition. Various contests and academic and athletic events are run in every term. Points are awarded for participation and achievement in each of these competitions, and the top house overall at the end of the year is declared the Prefects' Cup champion.

Student Leadership

Prep School

There are various opportunities available at the Prep School to support students in developing their leadership skills and a strong sense of service, both of which align with the College's mission to provide transformational learning experiences and our vision to inspire each boy to be his best self. Opportunities allow students to take on leadership roles, contribute meaningfully to the school community, and develop the qualities of head, heart, and humanity. Student leaders will collaborate closely with the Prep's Student Leadership Coordinator, faculty and staff, and peers to cultivate a school culture grounded in our values. These opportunities include:

- Colour House Captains
- Ecowarriors
- Student Ambassadors
- Allyship Council
- Community Service Council
- Yearbook, Assembly Leaders
- Learning Garden Club
- A/V Club
- Band leaders
- Team captains
- Morning Greeters
- P.A. Announcers

Upper School

There is a range of leadership opportunities available in the academic, arts, athletics, cultural, current affairs, publications, and club programs at the College. Students are encouraged to explore as many of these as they like, with the sincere belief that they'll find at least one that they love.

The following are some of the most significant leadership positions in the school:

Board of Stewards

The Board of Stewards is the student governing body at the College. Its role is to enhance and enrich the experiences of all members of the UCC community, especially students. It represents the students to the administration and exemplifies and supports the mission and values of the school. It is chaired by the Head Steward and comprises eight Portfolio Stewards, who are responsible for various areas of student life, as well as the Heads of Houses. Members of the Board of Stewards are elected annually by students and employees during the latter half of their Year 11 studies, and each member of the Board of Stewards is bound by a signed statement of affirmation until the end of their term of office at graduation. Once chosen, the Board of Stewards selects its Administration Officer and Operations Officer, also Year 11 students, to support their work for the year.

Prefects

The title of Prefect is a distinguished recognition that the College bestows for character and leadership at the house level. Prefects play a central role in ensuring each student in their house feels connected, seen and valued. Students should approach a Prefect at any time for advice or support. Prefects are fully engaged and vital members of the community who've maintained exemplary records of citizenship and have served as effective mentors and leaders throughout their years at UCC. Students apply for consideration to their senior house adviser during the winter term of Year 11. Each house may appoint up to four Prefects each year. Each Prefect is bound by a signed statement of affirmation, roles and responsibilities until the end of their term of office at graduation. Students may contact their senior house adviser for more information.

Year Representatives

In the spring, students entering Years 9–12 are tasked with electing two representatives from their grade to organize special activities, tie the grade more closely together, and advocate on behalf of their grade with the Board of Stewards. Students entering Year 8 in September will elect their representatives during the first month of school. The available positions in each grade are the Community Representative and the Learning/Service Representative. These leaders will work closely with the year-level coordinators in their respective grades. Specific tasks are required for each elected leader, which are designed to assist them in enhancing the school experience for their cohort.

Mentors

Each spring up to six Year 10 students per day house are selected by their Senior House Adviser, following an application process, to serve as mentors for the incoming Year 8 students in the following year.

Mentors guide small groups of Year 8 students in their house in order to help them orient to the Upper School, support them with any questions or concerns they might have, and lead programming designed to promote good citizenship within the Upper School Community.

Please note that the boarding houses have a parallel mentorship program designed to provide similar experiences for their incoming students, in which all returning students serve as mentors.

Lang Scholar Program

Each April, students in Years 9 to 11 who possess exemplary academic and athletic achievement, coupled with demonstrated leadership skills, are nominated by their coaches for the Lang Scholar Program. These nominations are reviewed by a selection committee with input from advisers. Successful nominees are asked to submit a letter of interest in becoming a Lang Scholar and a written reflection explaining their interpretation of leadership. These letters and reflections are reviewed by a selection committee and the roster of Lang Scholars is established.

Nominations are reviewed with the following criteria:

- High academic standing in their class
- Participation in at least two varsity sports within the same academic year
- Demonstrated leadership skills both in the classroom and in a sports setting
- Overall character as a role model and mentor to other students

Students who have been asked to submit a letter of interest and reflection and are then not chosen as a Lang Scholar are advised of the decision in a personal meeting with the program director, who provides feedback on why they were not selected, as well as encouragement on how to work towards the distinction for the next year.

Lang Scholar Selection Committee:

- Head, Upper School
- Vice-Principal, Learning and Academic Innovation
- Upper School Athletic Director
- Assistant Head, Student Life and Leadership, Upper School
- Associate Director, Community Relations

Co-Curriculars

Prep School

UCC's co-curriculars complement classroom learning by providing opportunities to discover and experience new areas of interest in the arts and athletics. Program offerings and opportunities with related information will be communicated to students and families each term and include arts, music, theatre, yearbook, student clubs and more in addition to our wide array of athletic and intramural sport programs.

Athletics

In the Prep, all representative sports have dedicated practice time during Games Period, which falls within the school day. Representative teams begin in Year 4 with one team sport per term. There are more choices with each grade year level. Some teams have a selection process or tryout, while others offer full participation or "no cut". Opportunities to try out for teams officially begin in the winter term of Year 4. The offerings each season are shared in advance with students. All Prep teams host and travel for games or meets against other schools. Beginning in Year 5, Prep teams participate in larger tournaments that may include overnight travel.

Prep Intramurals

Students who are not selected for a UCC team have the opportunity to develop skills and play games in our intramural program. The Prep offers a different intramural program each term.

Theatre

In the PYP, theatre is embedded in their Literacy learning, and there is an optional SK-Year 3 musical in the Spring, as well as the option for Year 4 and 5 students to participate in one of the Middle school productions. In Years 6 and 7, students have the option to participate in theatre productions during their Games period.

Choir and Band

In Years 6 and 7, students have the opportunity to join the Choir, Concert Band, Jazz Band and Wind Ensemble.

Upper School

UCC's co-curricular programming complements classroom learning by providing students with opportunities to discover their passions and by instilling a sense of purpose, through arts, athletics and a wide range of other activities.

House Sports

The Upper School house sports program is played throughout the school year. The house accumulating the most points is awarded the Prefects' Cup in late May. The Prefects' Cup is one of the oldest trophies awarded at the College. Students in all year groups of any athletic experience are strongly encouraged to participate in the house sports program, which includes a wide variety of sports from soccer to frisbee to softball. House sports will take place on a seasonal schedule during Flex Time and occasionally on a Fun Friday.

Upper School intramurals

Year 8 students who do not play on a UCC sports team will have the opportunity to develop skills and play games in our intramural programs. We will offer different intramural programs each term. Please see *Heads Up* for more information each term.

Clubs, Activities and Programs

The College offers a range of student action and affinity groups to provide smaller spaces for students to participate in conversations and activities organized around aspects of social identity. The groups support a small-school feel and contribute to a culture of belonging. Opportunities to join such groups start at the Prep for students in Year 6 with more opportunities to join cultural and affinity spaces open to students in Years 8 to 12 at the Upper School.

Any student who identifies as an ally can join a student action group (i.e. Black Excellence society, Jewish cultural club, Middle Eastern and South Asian society). An affinity space is for students where everyone in that group shares a particular identity

For more information about student action and affinity groups please reach out to [Alvin Jugoon](#) for Upper School and [Gareth Evans](#) for the Prep.

Prep School

Year 6 and 7 Allyship Council

Students in Year 6 and 7 deepen their awareness about what it means to be an ally. They support the planning of a number of significant events over the course of the year to promote our pluralism value primarily through assemblies and community time.

Upper School

There is a range of cultural clubs and affinity groups open to students in Years 8 to 12:

Asian Heritage Committee
Black Excellence Society (BES)
Chinese Club
Gender Sexuality Alliance (GSA)

Hellenic Culture Club
Italian Culture Club
Korean Club
Hispanic Culture Club
Truth and Reconciliation Club
Christian Student Association
World Languages Week
Middle Eastern South Asian Society (MESAS)
Armenian Culture Club
2SLGBTQ+ Affinity Group
BIPOC Affinity Group
Jewish Affinity Group/Jewish Culture Club (JCC)
Muslim Affinity Group
Neurodiversity Affinity Group

Arts

The arts co-curricular program includes music, visual arts, theatre, student publications, film and creativity clubs. Specific offerings and opportunities will be communicated to students and families through *Heads Up* and Blues TV, as well as to students through assemblies, email invitations and posters around campus.

Student Publications

College Times

College Times is the oldest student publication in Canada. Students interested in developing their interests and skills in areas such as team management, editorial and copywriting, graphic design, and photography are invited to get involved in the yearbook.

Leaving Class students receive their personalized copy by mail in the summer after they graduate. Year 9 and 11 students get their copy from the previous school year when they return to school in September.

Quiddity

Since 1991, *Quiddity* has been UCC's creative arts publication, showcasing poetry, fiction, memoir, one-act plays and visual arts. *Quiddity* welcomes submissions from all students, whether accomplished independently or completed as a part of classwork; it also offers prizes and prints the winning entries from the several contests it runs throughout the year. This publication provides an up-to-date record of our students' artistic interests, and also offers a challenge to those who enjoy the technical aspects of designing and publishing a 100-page book.

Convergence

Convergence is the student-run monthly newspaper/magazine. It covers school life and offers student reporters opportunities to investigate and report on events within UCC as well as to explore local, national and international issues from a student perspective. *Convergence* welcomes contributors who like to write reviews and editorials as well as designers and photographers. *Convergence* usually publishes on the first Monday of each month.

The Blue and White

The Blue and White is an online publication for the arts, news, reviews and interviews run by UCC students for UCC students.

Prep Times

Each year, Prep students and faculty supervisors produce *Prep Times*. Published in June, this yearbook features an archive of the achievements and activities of students in Kindergarten to Year 7. Students receive a copy of *Prep Times* at the end of the school year, and the cost is billed to their student account.

Service at UCC

Philosophy of Service

Across our College, communities, country and world, we recognize our interdependence and interconnectedness with those near and far, and strive to seek deeper understanding of our common humanity. We are stewards of the Earth's resources for the benefit of all, and it is our collective responsibility to care for these resources now and for future generations. It is for these reasons that we serve. We serve not out of guilt or compulsion, but because it is our responsibility as active and engaged members of our communities. As we engage in service with others, we look to understand the structural and systemic causes of the challenges we face locally and globally.

Through our service learning programs, students learn more about themselves, their identities and the contribution they can make to our world. In a developmentally appropriate manner, students have the opportunity to reflect and identify their own strengths and areas for growth, recognize the ethics of their choices and actions, engage with issues of global significance, and develop a deeper and more sustained feeling of empathy for others.

Service activities at the College come in many forms and are grounded in the creation of equitable partnerships endeavouring to uphold the dignity of all. Service activities include volunteerism, advocacy, activism and research, taking place inside and outside the College. Wherever possible, students adopt a needs-based approach to community engagement by conducting research, trialling solutions, and evaluating the effectiveness of the solution.

True to our founding as a College and its commitment to public purpose, we serve in recognition of our common humanity.

Service Learning

Service learning follows a five-stage process: investigating the issue, preparing for action, taking action, reflecting on what has been done, and demonstrating what has been learned. Service Learning is linked to curriculum and is a key component of the PYP, MYP and DP programmes.

Prep School Service Learning

Service learning is a vital part of the Prep School experience, providing meaningful opportunities for all students to engage in community outreach and deepen their understanding of social responsibility. Guided by our value of service, students in Years 6 and 7 have the opportunity to take on leadership roles as Community Service Leaders, supporting and inspiring students through various initiatives. Signature programs such as the Churches on the Hill Food Drive and Jump Rope for Heart foster school-wide participation, while student-led projects are actively encouraged and supported. These experiences aim to nurture empathy and a lifelong commitment to serving others.

Upper School Service Learning

IB Requirements: MYP Service as Action (SA) and DP Creativity, Activity, Service (CAS)

Although Upper School students are responsible for identifying their own opportunities for service, the College supports a number of community service programs and events as part of our IBMYP Service as Action (SA) Program and the IBDP Creativity, Activity, Service (CAS) program. Students record their experiences and reflections in a digital portfolio on ManageBac.

OSSD Requirement

As required by the Ontario Ministry of Education, every Upper School student must complete a minimum of 40 hours of community involvement activities as part of the requirements for an Ontario Secondary School Diploma (OSSD). Students can begin to fulfil this requirement in the summer prior to Year 8. Although the 40 hours of community involvement may be completed at any time during a student's secondary schooling, students at UCC are encouraged to fulfil this requirement before the end of Year 10. A more detailed description of the policy and procedures around the service component of the OSSD can be found [here](#).

Ineligible activities

The following activities do not count towards the 40 hours students need to graduate:

- are a requirement of a class, course or program that you are enrolled in (such as a co-op program)

- take place during school hours (not including lunch breaks or “spare” periods)
- would normally be done for wages or a salary by a person in that workplace or organization
- are duties that students would normally do in their home, such as daily chores, or personal recreation activities
- are part of a court-ordered program (for example, a community service program for young offenders)

Additionally, students can't volunteer in any positions or activities that go against minimum working age requirements, applicable legislation, regulations or policies.

Volunteer opportunities should not have students:

- operating a vehicle, power tools or scaffolding
- giving any type of medication or doing medical procedures
- handling “[designated substances](#)” such as arsenic, asbestos, lead or mercury
- involved in banking or the handling of securities or valuable items, such as jewelry, art or antiques
- needing the knowledge of a regulated tradesperson
- involved in activities that promote discrimination, harassment or put the safety of yourself or others at risk

Service and the IB

IB Middle Years Program (Years 8 to 10, Upper School):

All **IB MYP** students engage in **Service as Action (SA)** experiences which are documented and tracked on ManageBac. These service experiences also count toward the student's OSSD 40-hour requirement.

IB Diploma Program (Years 11 and 12):

All **IB DP** candidates are required to participate in experiences to satisfy the **Creativity, Activity, Service (CAS)** requirements of the IB Diploma Programme. The CAS program aims to develop students who are reflective thinkers, understand their own strengths and limitations, are willing to initiate and accept new challenges, and are aware of their responsibilities to the broader community.

To achieve these goals, students must adopt a purposeful approach to CAS and demonstrate evidence that they've met the seven learning outcomes prescribed by the IB. By the end of the IB Programme, students must complete at least one **CAS Project** which is usually accomplished in one month. The CAS Project must focus on one of the three CAS strands and demonstrate that the individual has displayed perseverance, commitment, and engagement in a self-initiated and collaborative experience. Students receive CAS direction

in MYP and DP seminars and in the CORE Program in Years 11 and 12. Additionally, each student receives support from their adviser and the University Counselling Office.

Horizons

Horizons is a learning partnership program through which the College shares its resources and strengths with the broader community. Horizons is a truly reciprocal program; while providing academic tutoring, sports, co-learning opportunities, and an innovative summer school for students from Toronto's priority neighbourhood schools, Horizons provides UCC students with additional opportunities for personal growth. Upper School students have the opportunity to tutor and coach younger students while developing empathy and leadership skills.

Horizons School Year Programming

School year programming sees Upper School students assisting students from partner schools with academic and co-curricular skills in 6 to 8-week modules. Students sign up to become part of a tutor team and partner with a class of students, supporting learning in many areas including *Learn-to Swim, Math Tutoring, Theory and Instrumental Music, Rugby, Learn-to-Skate/Hockey Skills, and Basketball*. Tutors receive training that focuses on considering other learners' perspectives, strategies to problem-solve and ways to engage learners while building self-confidence and skills. Classroom teachers and site supervisors collaborate in preparing the work for students. More information will follow on the specific programs available this year.

Horizons and Academic Foundations

As part of their academic foundations program, Year 9 students work with younger learners from Horizons partner schools on selected wellbeing and team-building curricula (focused on positive relationships). This program is intended to enhance students' understanding of themselves while gaining a perspective of others' lived experiences.

Horizons Community Building

A number of opportunities are offered for partner school students and educators to participate in community events, including Association Day, invitations to school events such as Nuit Bleue and Ontario Model UN, and teachers/principals attend the Casey Fellow speaker event. These provide exciting occasions to build and sustain relationships with our partners.

Horizons Summer School

The Horizons summer school program supports academically talented, highly motivated students from priority neighbourhoods over a three-year period from Grade 7 to Grade 9. Approximately 130 students attend the summer program during the month of July and are supported by tutor leaders, classroom teachers and programming consultants. Students also participate in arts, sports, wellbeing and debating half-time programs. A focus on

student leadership to help students with their transition into secondary school and a focus on postsecondary goals are integral to the program.

Horizons High School Program

Summer school graduates receive ongoing support to prepare for postsecondary education. Graduates meet regularly for discussions and workshops on topics such as exam preparation, developing personal goals and job interview skills. They also participate in the Saturday *Learn to Skate/Hockey Skills* program and *Learn Tennis* opportunities.

The Duke of Edinburgh's International Award Program

Students aged 14 and older are eligible to participate in the Duke of Edinburgh's International Award (Canada) Program, which is composed of community service, skill development, physical recreation and adventurous journey requirements. Participation in this youth award program is well recognized internationally, and students are recognized for their achievements with bronze, silver and gold awards. Please visit the Duke of Edinburgh's [website](#) for information about programming.

ACADEMICS

SECTION 2: **ACADEMICS**

ACADEMICS

The College's academic program is informed and guided by the International Baccalaureate (IB) and the Ontario Ministry of Education.

The Upper School program of study allows students to fulfill the requirements of the Ontario Secondary School Diploma (OSSD) and the IB credential associated with the chosen IB Graduation Pathway.

The College's value of learning and its Guiding Principles for Learning Excellence form the foundation of learning and teaching at UCC:

- Learning is the outcome of **curiosity**, so we teach and learn through inquiry. We do this because the cycle of inquiry, action and reflection requires us to think critically and creatively, to recognize and solve complex problems, and to make ethical decisions. We believe that questions are as important as answers and curious learners become reflective innovators.
- Learning is **collaborative**, so we empower diverse people to create, solve and explore together. We do this because empathy is learned, creativity is fuelled by diversity, and global citizenship is founded in our connections to one another. We identify as a community of learners because we believe that learning together is powerful.
- Learning requires **persistence**, so we embrace challenges. We do this because setbacks and failures allow us to reflect and amend, to develop tenacity and resilience and to discover that success comes in many forms. We believe that grit allows us to flourish, to overcome adversity, and to become our best self.
- Learning deepens with **feedback**, so we embrace formative assessment. We do this because learning is an iterative cycle of improvement. Performance is enhanced, skills are refined, and knowledge is broadened when we receive and learn from feedback. We believe learning is a lifelong process and not a race to a destination.
- Learners grow when they chart their own journey, so we inspire them to discover their passions and to develop unique skills. We do this because each of us learns in individual ways and all learning is founded on discovering our own path. We believe that when our learning connects to who we are, and who we want to be, we are motivated, invested and **growth**-oriented.
- Learning grounded in **pluralism** is the foundation of an inclusive, just society, so we give voice to multiple perspectives, cultures and identities and equip learners to challenge stereotypes, bias and fear, and to understand their origins. We do this

because when we foster respect, open-mindedness and critical thinking, and when we support the identities of all in our community, making it safe for everyone to be themselves, we create true belonging. Learners gain the understanding and skills necessary to forge **global mindedness** and to collaborate across diverse communities in open dialogue.

Learning is fostered when students feel safe — both physically and emotionally. We strive to create and maintain an environment where students' **boundaries are respected** and where students expect that the College staff around them are engaging them with the best intentions. Similarly, students are to conduct themselves with integrity and to respect the boundaries of the staff who they interact with as well.

The IB at UCC

The College's focus on shaping future-ready learners and leaders is delivered through the International Baccalaureate (IB) curriculum. UCC is an IB World School offering the Primary Years Programme (SK to Year 5), the Middle Years Programme (Years 6 to 10) and the IB DP Graduation Pathways (Years 11 and 12).

The IB aims to “develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.” Delivering on its mission, the IB encourages students “to become active, compassionate, and lifelong learners who understand that other people, with their differences, can also be right.”

We are proud of our association with the IB, distinguished by its superior international education standards and rigorous assessment.

The IB Learner Profile

IB learners strive to be:

Inquirers

They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning, and this love of learning will be sustained throughout their lives.

Knowledgeable

They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.

Thinkers

They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems and make reasoned, ethical decisions.

Communicators

They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.

Principled

They act with integrity and honesty, and with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.

Open-minded

They understand and appreciate their own cultures and personal histories and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view and are willing to grow from the experience.

Caring

They show empathy, compassion and respect toward the needs and feelings of others. They have a personal commitment to service and act to make a positive difference to the lives of others and to the environment.

Risk-takers

They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.

Balanced

They understand the importance of intellectual, physical and emotional balance to achieve personal wellbeing for themselves and others.

Reflective

They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.

IB Programmes

Primary Years Programme (PYP), SK to Year 5

The PYP nurtures and develops young students as caring, active participants in a lifelong journey of learning. Through its inquiry-led, transdisciplinary framework, the PYP

challenges students to think for themselves and take responsibility for their learning as they explore local and global issues and opportunities in real-life context.

Middle Years Programme (MYP), Years 6 to 10

The MYP aims to develop active learners and internationally minded young people who can empathize with others and pursue lives of purpose and meaning. The programme empowers students to inquire into a wide range of issues and ideas of significance locally, nationally and globally. The result is young people who are creative, critical and reflective thinkers.

IB DP Graduation Pathways, Years 11 and 12

Each student is invited to choose the IB DP Graduation Pathway that best aligns with their interests, learning profile, and post-secondary aspirations. The options for the IB DP Graduation Pathways include:

IB DP Pathway

The DP Pathway aims to develop students who have excellent breadth and depth of knowledge — students who flourish physically, intellectually, emotionally and ethically. Through the DP, students reflect on the nature of knowledge, complete independent research, and undertake a project that often involves community service.

IB DP Courses Pathway

The IB DP Courses Pathway offers students increased flexibility to optimize DP course selections based on their unique areas of passion and post-secondary plans. This graduation pathway includes access to the same rigorous DP courses offered to all UCC Year 11 and 12 students, while providing flexibility for students to customize a bespoke course configuration.

IB DP Systems Transformation Pathway

This UCC graduation pathway includes the Systems Transformation: Innovation for a Better World course — developed by UCC in partnership with the IB. This course offers a unique opportunity for students to further their learning in innovative and impactful ways. This 300-hour course, equivalent to two SL subjects, provides students the chance to undertake an intensive exploration of systems thinking to address complex challenges and drive meaningful improvement in sustainability, pluralism, and wellbeing. Students will develop essential skills in systems thinking, design thinking, and digital innovation through interdisciplinary, collaborative, project-based learning.

Academic Policies and Program Guides

The College's academic policies, program guides and information on the PYP, MYP and DP at UCC are available on [Bluenet > Policies and Guides](#). This information is reviewed with families at information evenings each fall.

Continuous Learning Plan

The College's Continuous Learning Plan (CLP) guides the adaptation of program delivery (e.g. to online instruction) if circumstances impact the school's ability to remain fully operational. Updates to our learning model and our health and safety protocols will be communicated to families as soon as possible by email. The CLP is available on [Bluenet > Policies and Guides](#).

Curriculum and Information Evenings

Curriculum/parent education evenings provide families with an overview of the academic program and student timetable as well as provide an opportunity to meet with teachers. Details, including virtual and/or in-person options, will be provided in *Heads Up* as dates approach.

Information Evenings

Information evenings provide families with an overview of the College's academic program and general expectations and routines. Details, including virtual and/or in-person options, will be provided in *Heads Up* as dates approach.

Student Progress Conferences

Scheduled throughout the year, these conversations between faculty, students and their families focus on student progress and engagement. Details about these events, including virtual and/or in-person options and how to register using the SchoolCloud tool, will be provided in *Heads Up*.

Reporting Student Progress

A variety of regular formal reporting procedures keep families informed of their child's progress and share ways in which students, parents and teachers can work together to promote the overall engagement and success of each student. The purpose of reporting is to promote student success and to help learners have agency in the learning journey and become assessment-capable.

Teachers and advisers will be in contact with you if there are specific concerns, and you can contact faculty and/or advisers at any time.

Reporting Schedule

SK–Year 7

Timing	Reporting Method
October	Hopes and Dreams Conferences (parents or guardians/form adviser)
November	Three-way conferences (parents or guardians/form adviser/student)
January	Midyear reports distributed
April	Student-led conferences (parents or guardians/form adviser/student)
June	Final reports distributed

Years 8–10 (MYP)

Timing	Reporting Method
Mid-November	Three-way conferences (virtual or in-person)
Late January	Midyear report distributed
Mid-February	Three-way conferences with additional adviser meeting
End of June	Final reports distributed

Year 11 (IB DP Graduation Pathways)

Timing	Reporting Method
Mid-November	Three-way conferences (virtual or in-person)
Late January	Midyear report distributed
Mid-February	Three-way conferences with additional adviser meeting
End of June	Final reports distributed

Year 12 (IB DP Graduation Pathways)

Timing	Reporting Method
Mid-November	Three-way conferences (virtual or in-person)
Mid-January	Midyear report distributed
Mid-February	Three-way conferences with additional adviser meeting
Late April	Final UCC reports distributed
July	Final DP results released by the IB

Upper School Course Changes

Please note the following key dates and information about the course change process for the 2025–26 academic year. Students who are interested in a course change before school starts should reach out now to the appropriate contact listed in the linked document.

If you need to change any Upper School course selections, please refer to [these important details](#) about the process, including deadlines. Course change requests should be submitted as quickly as possible so that an extensive portion of the course is not missed. UCC's *Academic Program Guide* is available [here](#).

University Counselling

The University Counselling Office (UCO) facilitates students' exploration and development of individual passions and strengths, connecting these attributes to post-secondary academic pursuits. Counsellors provide dedicated support to students in Years 10 through 12, focusing on course selection, completion of the OSSD and IB Diploma, career studies credit, and comprehensive post-secondary application support.

Registrar's Office

The Upper School Registrar's Office supports the College's academic program and its delivery, including academic record-keeping, maintenance of Ontario Student Records (OSR) for Upper School students and oversight of examinations and course selections/changes.

Transcript Requests

Transcript requests should be directed by email to registrar@ucc.on.ca.

Examinations

All Year 8–11 students will have their final assessments in June. Year 12 midterm exams will take place mid to late January.

All aspects of the final Year 12 exams in May, including absence from an examination and lateness, are strictly governed by IB regulations. Exam regulations will be distributed to Year 12 students and families before the May exam period. Final Year 12 exams must be written at the College and may not be moved or delayed for any reason.

The College expects all students to write UCC examinations on campus at the scheduled time. Requests for exceptions must be submitted in writing to the College's registrar. Each case will be considered individually and alternative exam arrangements may be subject to a fee.

If, for some reason, a student is unable to write a final exam at the scheduled date and time due to illness or other extenuating circumstances, the student will be expected to write their exams during a designated make-up time according to a schedule determined by the College. In the case of illness, a doctor's note is required to allow the examination to be written on a designated date and time.

In the event of a medically documented illness that impedes a student from writing exams within the designated exam period, a student will receive an "N" on their report in the disciplines for which no exam was written; the "N" designates that there is work yet to be completed in the course. After make-up exams have been graded, the student's academic record will be updated and an amended report provided at that time.

Exam Expectations

Lateness

If a student is late for an examination, they should proceed as quickly as possible to the examination location in order to begin writing immediately. No extra time will be allotted for lateness.

Absence

If a student is absent for an examination, a parent or guardian must notify the Upper School Main Office at 416-488-1125 ext. 2219 or by emailing usattendance@ucc.on.ca prior to the exam.

Notification must be made for each exam missed. Medical documentation acceptable to the College must be provided in such cases. Medical documentation must clearly outline the

reasons for the absence and the expected duration of the absence. In the case of boarding students, the senior house adviser and/or the Health Centre nurse will provide appropriate documentation. Any exam absence for which documentation acceptable to the College has not been provided will result in a mark of zero on the exam in question. All cases of absence, whether for compassionate, medical or exceptional reasons, will be reviewed by the College's registrar, who will determine the details of any required make-up exams.

Libraries

UCC's libraries collect resources in various formats, including print, digital, audio, and DVD/video streaming. UCC Libraries are fully accessible to all community members, and offer services to convert materials, including:

- In-house assistive technologies: Google Read/Write
- Library systems
- Vendors who currently (or could) supply the formats mentioned above
- AERO service when subscribed to by UCC

The Wilder Library at the Prep serves the academic and recreational reading needs of Prep students, faculty and staff, along with providing research support and guidance.

The library is open during regular school hours, starting at 8 a.m., Monday through Friday. After-school hours are Monday, Tuesday and Thursday until 4:30 p.m. for Year 5 to 7 students or younger students who are accompanied by an adult.

Prep students have library time as part of their curricular timetable. Primary students visit the library twice a cycle, and Middle students visit regularly as part of the timetable. In addition, the library supports research, citation lessons, and Pluralism initiatives in all classes. Please note that due to a careful approach to curation, the library does not accept resource donations at this time.

Loaning Resources

Students can check out books during their library class as well as each morning between 8 a.m. and 8:30 a.m., during morning recess, and after school. Resources are all on a two-week loan period, and students with overdue items are limited from borrowing.

The Macintosh Library at the Upper School maintains an extensive collection of materials, and full-text databases are accessible via the online library on Brightspace.

The library program is integrated in many subject contexts in all years at the Upper School and is involved in the Personal Project (PP) in Years 9 and 10, and in the Extended Essay (EE) process in Years 11 and 12, providing subject-specific workshops and individualized support. Support for the use of the Toronto Public Library is given to all students.

Library support and services are available via Google Meet and in person; inquiries will also be taken by email. The teacher librarian works with subject teachers, giving instruction as relevant to research units. Signups for scheduled formal consultation (such as during EE week) may be sent out to students.

Loan Procedures and Policies

The following policies apply to the borrowing of materials:

- Most materials may be borrowed for a two-week period, and renewals may be requested by asking a librarian.
- Materials must be returned or renewed by the due date.
- Students with overdue materials are notified via email and are expected to take responsibility for returning or renewing the materials.
- There are no fines for overdue materials; however, a charge of \$30 per item will be charged to the student's account at the end of the year for lost or unreturned materials. List price will be charged for reference materials/media. Charges will not be waived once the replacement bill has been issued by the Finance Office.

Digital Resource Access

Faculty and students have access to digital resources through the online library via Brightspace. Specific guidance is provided in our range of Libguides, which have been provided to teachers and students via links posted in course pages. All are encouraged to review these curated resources for initial guidance. While direct links to databases are available in the libguides, the passwords for remote access will need to be noted on the appropriate access pages on Brightspace. As always, guidance on the best options and strategies for searching is available from our librarians.

All faculty and students are encouraged to consider and try the full extent of electronic resource options available in every subject, including video streaming and e-books, in addition to those that may be more familiar or habitually used (such as JSTOR, which, while valuable for some, offers only a portion of what is available).

Access to Public Libraries

Students may find it helpful to use their Toronto Public Library (TPL) cards (or other local public library system cards) to access additional resources. Loans and access to TPL databases require the use of a public library card, which can be obtained [here](#).

STUDENT SERVICES

SECTION 3:
STUDENT SERVICES

STUDENT SERVICES

Wernham West Centre for Learning

The Wernham West Centre for Learning (WWCfL) supports learning and teaching excellence at the Prep and the Upper School. The WWCfL has been an integral part of the College since 2001 and its four mandates outlined below support inclusivity and meet both the Ontario Ministry of Education and IB requirements.

WWCfL Mandates

Mandate 1

Enhance the learning environment at UCC by facilitating a greater understanding of the different learning styles and needs of all students and assist them in developing strategies appropriate to their learning profile.

Mandate 2

Provide individualized learning support, as needed, to any UCC student.

Mandate 3

Provide professional development and support for UCC faculty. To be a resource to parents and other stakeholders in the school community.

Mandate 4

Connect with other schools and organizations by collaborating, developing research relationships and communities, and working with other organizations.

Approach to Intervention: Stages of Support

UCC has adopted a three-tiered approach to intervention that is systematic and responds to individual student needs with evidence-based instructional strategies and interventions.

Stage 1: Classroom Teacher

The first stage in supporting student learning is the development of inclusive classrooms (welcoming, healthy and safe learning spaces) and a high-quality program that supports the diverse learners in the classroom.

Stage 2: Consultation with the WWCfL

When a student continues to show signs of a learning challenge or has not responded to the interventions provided by the classroom teacher, the teacher will refer the student to the WWCfL.

A WWCfL coordinator or learning strategies teacher will then consult with the classroom teacher, student's adviser and other support services staff members to understand the student's learning profile and areas of need.

After the initial consultations and gathering of information, the WWCfL coordinator or learning strategies teacher may suggest additional classroom interventions and strategies to support the student. They may begin to support the student through its programs and services, and may also choose to create a support plan for that student.

The WWCfL will continue to monitor the student's progress through consultations with the classroom teacher, adviser and family, and will determine if any next steps are required.

Stage 3: External Assessment, Implementation and Followup

In some cases, the WWCfL may suggest that a student pursue an external assessment to further understand a student learning profile and will provide parents with guidance on what types of assessment to pursue and the necessary IB and College Board requirements.

Upon receiving an external assessment, the WWCfL will create, in consultation with the classroom teacher, student's adviser, parents and student (when appropriate), a One-Page Report (OPR). The OPR acts as UCC's Individual Education Plan (IEP) and contains information about a student's strengths and areas of needs. The OPR process and possible test and examination accommodations will be reviewed during an initial meeting with a WWCfL coordinator or learning strategies teacher.

When a parent obtains an assessment from a psychological or health-care professional and chooses to share it with the College, the College assumes consent to share the information with teachers and the Health Centre and to house a copy in a secure location as well as in the student's Ontario Student Record (OSR).

Program Amendment

All UCC students are enrolled in either the Primary Years Programme, the Middle Years Programme, the Diploma Programme, the Systems Transformations Program or the Courses Pathway. In some individual circumstances, a program amendment may be made to support a student with a specific learning need (e.g. identified learning profile, physical or mental health need) or in support of unique student programming needs. An amendment will be supported by appropriate documentation, which indicates that an alteration is necessary; this may include a reduced course load or a change to a student's composite of courses.

Peer Tutoring

The peer tutoring program, organized by the WWCfL, provides students with academic support across all subject areas. Trained tutors from Years 9 to 12 work with students from Years 5 to 12 to enhance learning and academic success. In the Upper School, students are matched with individual peer tutors and meet at mutually convenient times for personalized, one-on-one support. In the Preparatory School, peer tutors assist small groups of students during Homework Club, offering drop-in academic support.

Professional Tutoring

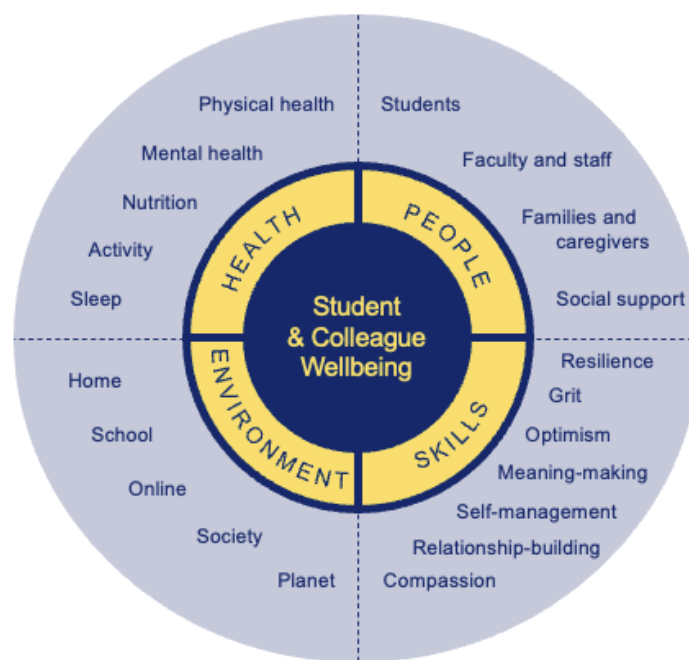
Professional tutoring services are not offered at UCC. Parents can speak with a WWCfL coordinator if they have questions about external tutoring and to determine what other supports may be available within the school.

Student Wellbeing

UCC aims to enrich the student experience and maximize the impact on the personal development of each student. We guide our students, throughout their respective journeys, in being their best, doing their best, and feeling their best through everything we do — from our Student Health Services to our form advising system, to our service programming, and the wide range of leadership opportunities we provide.

The College has developed a new wellbeing framework. Our approach to wellbeing is defined through the research and our community consultation, and this is the outcome we hope for in our work as an educational institution:

- School-life satisfaction, which includes a sense of affinity for, and belonging to, UCC as a place and a community.
- Positive experiences at, and feelings about, school, which include engagement in school activities and healthy relationships.
- Meaning and purpose from school, which fuels the ability to work towards goals while savouring pleasant experiences and navigating unpleasant experiences.



UCC seeks to provide a safe, caring and inclusive environment of belonging and to prevent and combat all forms of discrimination. UCC has in place guidelines for faculty and staff on supporting, respecting, and accommodating gender-diverse students and preventing harassment and discrimination on the basis of gender identity and gender expression. Each student's experience is unique, and accommodations of and supports for gender-diverse students will be determined on a case-by-case basis, considering the best interests of each student and fostering a positive community of belonging.

Student Health Services

UCC's Student Health Services team takes a holistic approach to the physical, social and emotional wellbeing of all students. The team consists of a clinical lead, a head nurse, registered nurses, school counsellors, and a psychologist to support students and families. The team works collaboratively to provide differentiated and identity-affirming support for students. Student physical health and wellbeing includes the provision of clinical care for typical illnesses and injuries, health teaching and health promotion as well as co-leadership of support groups.

Prep Health Centre

The Prep Health Centre is located in the corridor between the Parkin and Howard Building, and a registered nurse is available from 8 a.m. to 4 p.m. The nurse may administer prescribed medication to students, with a medical directive, during the school day. Over-the-counter medication and first-aid supplies are available, with permission to treat.

Students who are injured during the school day must report to the Health Centre and, upon examination, will either be returned to class or will remain in the Health Centre until their parents arrive.

Missed tests may be made up on a student's return to school, as per a conversation with the Wernham West Centre for Learning and the student's teacher. If a student is "off games," they will check in for attendance purposes with the nurse at the beginning of the period.

Upper School Health Centre

The Upper School Health Centre is located on the main floor of the Upper School in the Memorial wing (at the east end of the building) and has registered nurses, counsellors, an athletic therapist and a psychologist available to support students and families. The Student Health Services team works collaboratively to provide differentiated and identity-affirming support for students. A designated doctor at a clinic close to the school is available for health consultations and appointments for our boarding students. Student physical health and wellbeing includes the provision of clinical care for typical illnesses and injuries, health teaching, health promotion as well as co-leadership support groups.

School Counsellors

Our school counsellors work with students to optimize social and emotional health and wellbeing at school. This includes addressing challenges and concerns related to stress, peer interactions, family and personal issues. With a focus on student belonging, restorative practices, collaborative problem solving and building capacity for resilience, counsellors support students, families, faculty and staff in addressing social, behavioural, developmental and emotional factors that impact students' overall school experience.

Students may make appointments with a counsellor by email or drop in as needed. Parents and faculty may also connect with a counsellor to make a referral.

At the Prep, contact Martha Boyce at mboyce@ucc.on.ca or Kayla Gosse at kgosse@ucc.on.ca.

At the Upper School, students can drop by the Upper School Health Centre or contact UCC Social Worker/Counsellor Caitlin Dobie at cdobie@ucc.on.ca or Alicia Versteegh at aversteegh@ucc.on.ca.

School Psychologist

Students can be seen by the school psychologist for help to develop coping strategies with the goal of overcoming any difficulties or challenges. Students aged 12 years and older are able to self-refer and can reach out to arrange a meeting. Children under 12 will be seen if deemed appropriate by the school team and with parental consent. The College promotes a culture that encourages strong relationships between students and faculty/staff and students may also direct concerns related to their emotional wellbeing to the school psychologist or counsellor. Contact UCC Psychologist Dr. Geoff Sorge at gsorge@ucc.on.ca.

Groups

To promote healthy social and emotional growth, a variety of student groups are offered to those in Years 3 to 7, where they can discuss common concerns under the guidance of qualified faculty and staff.

Sports Injury Clinic

The clinic has full athletic therapy facilities for UCC athletes. Assessments and rehabilitation are undertaken by an athletic therapist by appointment. The clinic is in the lower level of the Upper School (Room 077) with hours from 10 a.m. to 6 p.m., Monday to Friday.

Confidentiality

UCC upholds the standards and guidelines of the health-centre profession in respecting the confidentiality of students and their families. Beyond situations where staff suspect harm to self or others, abuse (sexual or otherwise), or abuse of professional boundaries by other

members of faculty or staff towards a student, visits to the Health Centre are held in strict confidence.

Health Insurance Coverage

All eligible students are required to have an Ontario Health Card. Only students who reside in Ontario are eligible for coverage under the Ontario Health Insurance Plan (OHIP). Benefits paid by the plan for hospital and medical services outside of Canada may be insufficient to meet the charges assessed in those areas.

Health coverage is mandatory for boarding students upon arrival at UCC. Families can choose to enrol in UCC's school insurance plan or ensure their child arrives with private and/or provincial health coverage. Boarding families can arrange the school insurance option with the Boarding Nurse during (re)enrolment or email health.centre@ucc.on.ca for more details.

Concussion Policy and Protocol

At UCC, concussion health and safety is a priority. UCC is vigilant in the assessment, treatment and prevention of concussions and is compliant with Ontario Ministry of Health guidelines, [*Rowan's Law \(Concussion Safety\), 2018*](#), and the [*Ministry of Education's Policy/Program Memorandum 158*](#). Any student suspected of having a concussion will be immediately removed from play and emergency medical services will be called if the student is demonstrating any "red flag" symptoms. Students suspected of having a concussion must seek medical evaluation. Concussions diagnosed by a physician or nurse practitioner will be followed closely by the Health Centre's registered nurse.

Once a student is ready to return to school a "Return-to-Learn" plan will be created by the Wernham West Centre for Learning in collaboration with the Health Centre nurse. This plan is individualized to meet the needs of the student, as there is no pre-set plan of strategies and/or approaches to assist with return-to-learning activities.

A "Return-to-Play" protocol will also be created and follows an internationally recognized graduated approach. The Return-to-Play protocol is monitored by the College's athletic therapist and the Health Centre nurse. These approaches ensure a safe return to both learning and physical activity.

Ensuring the safety of students relating to concussion and head injuries in the school setting depends on the co-operation of the UCC community. To reduce the risk of concussions and head injuries, and to ensure a rapid response to an emergency, parents/guardians, students, and school personnel who are involved in intramural or interschool athletics or any part of the health and physical education curriculum should all understand and fulfil their responsibilities. Consistent with *Rowan's Law*, UCC has a [*Concussion Code of Conduct*](#) for all coaches, students and responsible adults participating in sports at UCC.

Monitoring and Absence Due to Illness

To ensure a safe and healthy environment for the UCC community, families are encouraged to monitor their child's health daily for illness. Families are expected to ensure their child is asymptomatic prior to leaving home in the morning. Students are expected to, if age-appropriate, self-monitor themselves at school for any symptoms of illness and report to the School Nurse if feeling sick.

After a period of illness, students are cleared to return to school once the following criteria have been met:

- Student has been fever-free for 24 hours without any medications that lower a fever.
- Student has been free of gastrointestinal symptoms (vomiting/nausea/diarrhea) for 48 hours.
- Student's current symptoms have been improving for at least 24 hours and the student has no new or worsening symptoms.
- Student has remained home for at least 24 hours.

Families may refer to the [Toronto Public Health document](#) for a list of directions and symptoms, and may also refer to UCC's [Monitoring and Absence Due to Illness](#) policy.

Parents must contact attendance before 8:30 a.m. to report the absence and are encouraged to disclose any details regarding their child's illness, which will enable the Health Centre to monitor and respond promptly to increased illness related absenteeism or potential outbreaks.

For the Prep, families can contact the prepattendance@ucc.on.ca or call the Prep attendance line at 416-488-1125 ext. 4045, and the Upper School at usattendance@ucc.on.ca.

To contact the school nurse, please email health.centre@ucc.on.ca or call the Prep nurse directly at ext. 4911, Upper School at ext. 2270.

If your child has lice, please follow our school lice protocol [available here](#).

Supportive Health Routines

UCC is a mask-friendly environment and supports individual decisions regarding mask preference. The school's position and guidance on the wearing of face masks is subject to change based on guidance from the Ontario Ministry of Education and public health authorities.

Risk Management: Oversight of Student Safety when Off-Campus

A number of processes and policies are in place to ensure the safety of students and employees when they are participating in off-campus excursions organized by the Prep or Upper School, including day field trips such as those that take place at Norval, domestic overnight trips, and international travel. Trip leaders create a [risk management form](#) for off-campus activities (co-curricular, academic, service and athletic), which are communicated with families and students in permission forms. For day sports excursions, this form is included on the commitment letter that families sign, and relevant medical information is shared with supervisors via Bluenet and the Health Services team. International trips require an external service provider that must develop a Risk Assessment Document for the specific itinerary.

Permission forms include important health and medical information shared with trip leaders to best support students during these excursions. Resources on Bluenet are available to employees to guide safe off-campus excursions, including planning documents and the UCC travel policy. Chaperone and first aid training prepares supervisors on day, overnight domestic and international trips. Students with an anaphylactic allergy and prescribed an epinephrine pen, it is school policy for the student to carry an EpiPen on them at school and two EpiPens with them on off-campus trips.

For all high-risk sports, where contact is frequent (15s rugby, contact football, hockey, lacrosse and high-impact varsity sports), an athletic therapist (AT) will be present at away games. Where possible, UCC will travel with an AT, but due to extenuating circumstances, this may not always be the case; in those instances, we will rely on the home team's trainers for support.

Should an emergency occur off-site, employees contact the Critical Incident Response Team (CIRT), managed by a rotating senior leadership point person. Where applicable, supervisors may complete an incident form and share this report with families.

TECHNOLOGY

SECTION 4: **TECHNOLOGY**

TECHNOLOGY

UCC takes an embedded, school-wide approach to technology integration from SK to Year 12. With a one-to-one device for each learner and Innovation and Technology coaches who support the use of educational technology across teaching and learning, technology is intentionally used to enhance student understanding and engagement. All students are expected to practice the ethical and safe use of technology at all times.

School-Owned Devices

Students in SK to Year 4 are issued a school-owned iPad, while Year 5 to 12 students are issued a school-owned laptop for the duration of their time at the College.

iPads and Year 5 laptops remain at the College and are not to be taken home unless it is required to support remote learning under the direction of the College administration. Year 6 to 12 students take their devices home each evening and over school breaks.

To support learning and reduce distractions, the devices are managed and students will not have administrator access. In conjunction with this, network filtering is in place to support online safety. Students are expected to remain on task in class and use their devices appropriately.

All devices are bundled with a protective case, school-licensed software, and a technical support model. All Year 6 students and all new Year 7 students will be required to purchase a laptop carrying case to protect their school-owned laptop and prevent damage. The cost for the case is approximately \$55 and will be charged to the student account in September.

School-issued devices remain the property of the College, and students who do not return their laptop when they leave the College will be charged the full replacement value of the device.

AppleCare+ for Schools

School-owned laptops are bundled with the [AppleCare+ for Schools](#) protection plan. [AppleCare+ for Schools](#) provides extra protection for school-owned laptops. This plan covers hardware issues, battery problems, and accidental damage such as drops or spills. Each laptop is eligible for up to two accidental damage repairs every 12 months, with applicable service fees applied, depending on the damage. If more than two repairs are needed during the 12-month window, families will be responsible for the full amount to repair or replace the laptop. Based on the damage, families will be charged the following service fees when using the AppleCare+ for Schools:

- \$129 for screen-only damage

- \$379 for other damages, such as water spills or top-case damage.

The AppleCare+ for Schools term resets on June 2 each year.

Laptops that are damaged or not functioning properly will be exchanged for a working device while the damaged laptop is being repaired. Students are to keep the protective case on their devices at all times. Not using the protective case provided could result in the AppleCare+ for Schools protection plan being void.

If a laptop is lost, stolen, or intentionally damaged, it will not be covered under AppleCare+ for Schools, and families will be responsible for the full repair or replacement cost. **Not using the provided protective case could result in AppleCare+ for Schools being void.**

Acceptable Use Policies

Acceptable use of technology at Upper Canada College includes the ethical and legal use of technology and is governed by either the *Prep Acceptable Use Policy for Technology* or and *Upper School Acceptable Use Policy for Technology*, the *Community and Student Code of Conduct*, and by all relevant statutes, laws and regulations. Information technology services are intended for learning and teaching purposes. Access to these services is a privilege granted upon admission to the College and retained through responsible use

All content created and stored on school devices and/or on the UCC network should not be regarded as private. Each student is responsible for the content on their device and the content stored in any cloud services associated with their username. Students should be prepared to have the content of their school iPad or laptop and the content in cloud services reviewed at any time. When connected to the College network, UCC employees may review any and all files, data, messages and internet traffic on both school-owned devices and personal devices without notice. Anyone who connects any personal device to the College network is bound by the *Prep Acceptable Use Policy for Technology* or the *Upper School Acceptable Use Policy for Technology*, the *Community & Student Code of Conduct*, and by all relevant statutes, laws and regulations.

Parents of students in SK–Year 5 are required to sign the [*Prep School Acceptable Use Policy for Technology — Primary*](#). The policy will be discussed with students in an age-appropriate manner in class.

Both parents and students in Years 6 and 7 are required to sign the [*Prep School Acceptable Use Policy for Technology — Middle*](#). Students will read the policy when they receive their laptops.

All Upper School students are required to read and sign the [*Upper School Acceptable Use Policy for Technology*](#).

As outlined in the Prep and Upper School Acceptable Use Policies for Technology, no one using College technology is permitted to access, store or disseminate any images or videos that contain nudity, sexual violence or anything that would be deemed illegal by the criminal laws of Canada.

All content created and stored on school devices and/or on the UCC network should not be regarded as private. Each student is responsible for the content on their device and the content stored in any cloud services associated with their username. Students should be prepared to have the content of their school iPad or laptop and the content in cloud services reviewed at any time. When connected to the College network, UCC employees may review any and all files, data, messages and internet traffic on both school-owned devices and personal devices without notice. Anyone who connects any personal device to the College network is bound by the Prep Acceptable Use Policy for Technology or the Upper School Acceptable Use Policy for Technology, the Community & Student Code of Conduct, and by all relevant statutes, laws and regulations.

As an employer, the College has a policy that encourages inquiry and judicious use of approved GenAI tools by employees within parameters of transparency, accountability and high standards of privacy and information security. The College will continue to use a variety of means, including peer review and digital tools, to ensure accuracy and clarity of message in our communications.

Privacy and Educational Technology

By enrolling their child as a student at Upper Canada College, parents/guardians have consented to their child being registered in online environments approved by the College. The approval process for software includes a rigorous review of third-party software privacy policies. Private information about your child that is shared with third-party vendors is done so within the bounds of the College's [Privacy Policy](#). Online environments include such services as Google Workspace for Education, SeeSaw, BrightSpace, ManageBac, and other age-appropriate educational software that may be needed over the course of the year in support of learning and teaching. Students may use certain GenAI tools that have been approved by the College with guidance from their teachers and engage in age- and stage-appropriate conversations around the ethical uses of GenAI. Parents should note that the specific tools being used vary by age, course and assignment. Any student information used to connect to online systems will be kept to a minimum. The use of private information is governed by our [Privacy Policy](#).

Tech Support

Tech support is available to students on campus at either the Prep or Upper School Help Desk between 8 a.m. and 4 p.m. on school days. The Help Desk is also available by phone at 416-488-1125 ext. 3323 or at helpdesk@ucc.on.ca during the hours outlined above.

ATHLETICS

SECTION 5:
ATHLETICS

ATHLETICS

Athletic Philosophy

We believe in encouraging a love of sport through the development of athletic character and skills. The athletic program values and develops sportsmanship through respect, compassion, integrity, discipline, teamwork and a team commitment. Students will develop a strong work ethic through commitment to team ideals and perseverance to team goals. UCC facilitates the growth of its students by encouraging students, coaches and families to be involved in athletic education, leading to an increased sense of athletic purpose and self-confidence.

Athletics Mission Statement

To foster a love of sport while upholding the values and traditions of UCC by competing with discipline, integrity, sportsmanship and the overall goal of developing outstanding character on and off the playing field. From their athletic experience, we want our students to develop a strong sense of character by learning the value of teamwork, perseverance, commitment and self-confidence.

Sportsmanship in Athletics

Athlete and Parent Code of Conduct is available [here](#).

Concussion Code of Conduct is available [here](#).

Hazing and Initiations Policy is available [here](#).

Athletic Team Activity Fee

All students participating on a team will be charged a team activity fee at the end of the term. The amount of this fee is based primarily on two factors, which are outlined below:

1. The costs of equipment rental and uniform rental/purchases

Most of the teams at the College rent team uniforms at a nominal cost with the understanding that these uniforms will be returned in good condition at the end of the athletic term. Failure to return rented items at the end of the season results in a charge for the replacement cost as well as the rental fee. Although it does not happen often, there are always a number of students who do not hand their uniforms back into the Athletic Department even though they are property of the College. You can help in avoiding a uniform purchase charge by reminding your child to return their uniform at the end of the term.

2. Travel costs

The actual amount of the travel charge is determined by the amount of travel involved and the related busing costs. Whenever possible, we try to have at least two teams travel

together to lessen bus charges. The total bus rental charge is divided among the members of each team. Our hockey teams and teams participating in CAIS national championships have a more active season than some of our other teams and the travel costs tend to escalate accordingly. It should be noted that the travel costs are allocated evenly among ALL members of each team — failure to travel with the team to a game will not result in any reduction of the overall fee.

PLEASE NOTE: The winter term brings transportation delays at times due to weather. Our coaches will do their best to have your child contact you by cell phone if they are unexpectedly delayed due to weather.

A separate billing for overnight tournaments will be made above and beyond the activity fee. These charges are a combination of bus and hotel costs, divided equally among the members of the team. These billings will be made as they occur during the term.

The College absorbs all other associated athletic costs, including referees, equipment purchases, tournament entry fees and athletic facility maintenance.

Athletic activity fees are not covered by tuition but are instead costs associated with the specific involvement and participation of a select number of students. Therefore, the costs associated with team participation are charged directly to the team members involved.

The expected Upper School athletics costs are available [here](#).

Illness/Injuries and Athletics

If your child is unable, because of illness or injury, to participate in physical activity, please email their adviser or form adviser and the Health Centre nurse. We encourage modified participation should your child be able to contribute in some capacity. Students are required to attend physical education classes even if they are unable to participate, as our teachers will ensure they can participate safely (observation, tracking scores, etc.).

UCC's Health Centre team can provide treatment for minor injuries that occur during the school day. In the event of serious injury, including suspected concussion, the Health Centre team will contact a parent to discuss referral to a family doctor or hospital.

STUDENT AND COMMUNITY EXPECTATIONS

SECTION 6:
**STUDENT AND COMMUNITY
EXPECTATIONS**

STUDENT AND COMMUNITY EXPECTATIONS

UCC Community Code of Conduct

UCC's **Community Code of Conduct** is available [here](#) and is designed to foster a positive College climate in which all community members feel safe, supported, included and accepted. We do this by promoting responsibility, respect, civility and academic excellence. All community members share responsibility for contributing to creating and maintaining this positive College climate in support of learning and growth for all.

The *Community Code of Conduct* applies to all members of the College community when they are on College property or College-arranged transportation, attending College-sanctioned events or activities, or representing the College community

1. Ensure that all members of the College community are safe and are treated with respect and dignity.
2. Promote appropriate participation in College life by communicating responsibilities and expectations.
3. Maintain an environment where conflict and difference can be addressed and resolved with respect, civility and non-violence.

Student Expectations

The vision, mission and values of UCC are fundamental in guiding our expectations for all students. Learning, pluralism, service, community and wellbeing drive our policies and practices around student expectations. This following outlines our shared ideals, the *Student Code of Conduct at the Prep and Upper School* and the disciplinary responses and approaches of the College. All aspects flow from our shared commitment to the community and helping our students become their best selves. In addition to the expectations outlined below, UCC students are expected to abide by the *Community Code of Conduct*.

Core Standards

UCC strives to foster an environment in which our “shared ideals” will flourish. We take an educational approach to accomplishing this, helping our students to appreciate and uphold these high standards of personal accountability and citizenship within the school community, thereby nurturing in them the values and habits to thrive as adults.

The College commits to setting and communicating clear expectations, standards and rules for personal responsibility and citizenship in the school community, and to applying a gradation of disciplinary responses, as appropriate. The student commits to knowing and acting upon all expectations, standards and rules for their personal responsibility and citizenship in the school community. Parents and guardians commit to knowing and reinforcing these expectations, standards and rules. Students are responsible for their citizenship in the school community, and we ask parents and guardians to support the College in the application of managed consequences when standards are not met.

Code of Conduct

Shared Ideals

All members of the College community have a responsibility to cultivate a nurturing, positive and respectful environment. Our shared ideals are distilled with our Learner Profile. At the Prep School, these ideals are embedded in age-appropriate ways in the academic program, in the Health and Life Skills Program, in assemblies, and in the daily interaction between adults and students. Specific conduct expectations are developed through appropriate literature studies, role-playing and discussions in the Primary years. In Years 6–7, specific classes are set aside to discuss self-assessment and awareness, group skills, communication skills, making good decisions, and a variety of related issues. In the Upper School, our advising program, seminar periods, and community time also develop our shared ideals.

Although we are each unique in interests and talents and bring to our education our own needs and goals, together we form a community of learners. We rely on one another: first, for the security of our person and belongings; second, for our personal and social growth; and third, for our intellectual development. Moreover, we share ideals about how we should behave toward one another.

Trust and Honesty

We begin in trust. When we can't expect or ensure trust, we compromise our relationship with all members of the community. We strengthen and maintain our trust through honesty and basic respect for the dignity of others. We strive to be honest and forthright at all times and in all places.

Respect for Others

We hold the utmost respect for all members of our community, without exception. We strive to be respectful of each other's strengths and weaknesses and of everyone's contributions. We uphold the right of each member to express ideas and beliefs constructively. We actively embrace differences. We also respect all those who serve the welfare of the community, including faculty, staff, alumni, friends and wider community partners.

Respect for Property

We respect each other's property as we respect one another. We also respect our shared property; just as the people around us support our growth and learning, so do classrooms, facilities and the grounds.

Self-Respect

We respect our minds and bodies. Above all, we take responsibility for all of our actions.

Caring

Mutual respect provides the basic civility that allows the community to exist. When we reach beyond respect to care for each other, we provide the strength and support necessary for all of us to achieve our full potential. We therefore strive to look out for each other's wellbeing. We also support each other's efforts and achievements in all spheres of endeavour on behalf of the community.

Student Code

All students in Year 6 to Year 12 at Upper Canada College are expected to sign the following agreement that outlines their commitment to themselves and the community.

As a student of Upper Canada College I have the right to be treated with respect and dignity, and to be welcomed and valued as my true self by all in the community. In order to help create an environment that ensures this treatment is always present, allowing for students to become their best selves through full engagement of head, heart and humanity, I agree to adhere to the following behaviours and actions in order to respect and value myself and all in my community:

1. I agree to be honest at all times, knowing that integrity underlies all relationships in our community and that lying and malpractice hurts me and others.
2. I agree to show respect and kindness for others and operate to enhance the dignity, safety and wellbeing of myself and others. I acknowledge that harassment (physical, sexual or otherwise), including hazing and assault in any form, is a serious breach of our community standard and may also be against the law.
3. I will show respect and courtesy at all times to all employees at UCC, and to College neighbours or others at inter-school events, knowing that doing so brings honour to myself and my community.
4. I agree to respect both the property of others and school property and acknowledge that theft, vandalism and disregard for personal property or school facilities, including littering, significantly damage our community.
5. I agree, for reasons of health, self-respect and respect for the law, that I will not use, possess or sell alcohol and/or drugs at the College or at any school-sponsored event.

6. I agree, knowing that learning is the cornerstone of a UCC experience, to honour all school obligations, to act upon the highest personal standards of commitment to, and integrity in the classroom and my co-curricular activities and to do my best at all times. This means I will come to class prepared, on time, and ready to learn and take responsibility for my learning and actions.
7. I agree to support my peers to be their best selves and, through my actions and words, work to encourage all members of our community to do their best and feel their best and to ask for help when I need it and, when possible, to give help when asked. I agree to stand up to ensure that I and all others are treated with respect, dignity and care.
8. I agree to be open to the ideas and experiences of others in an effort to grow as a person and make the world better.

The *Code of Conduct* outlined immediately above is also discussed in an age-appropriate manner by form advisers with students in SK to Year 5.

Community Harms

The community harms outlined below apply to all students enrolled at Upper Canada College. The explanation of and responses to these harms may differ in an age-appropriate manner. Responses to community harms in Prep and Upper school contexts are outlined where applicable.

Attendance

At UCC, attendance is a clear indicator of engagement and predictor of success. Students are expected to be committed to their academic and co-curricular responsibilities.

Absence

Any absence needs to be excused by a parent or legal guardian using the [SchoolPass](#) app for the Upper School, and emailing Prep attendance (prepattendance@icc.on.ca) for the Preparatory School.

The College does not consider a late-night athletic event or other late-evening personal obligations as an acceptable reason to miss any part of the school day. Absence from class in order to complete an assignment or study for a test are also not considered acceptable reasons for absence. Parental permission in such instances sends a negative message to the student about their school attendance obligations and is not considered an acceptable reason for absence. A teacher is not required to prepare a make-up test for students who are absent.

Religious Holidays

UCC celebrates the diversity of its student body and recognizes religious holidays of all faiths. If a student will be absent due to a religious holiday, parents or guardians need to notify us of the reason for their child's absence from school using the [SchoolPass](#) app for the Upper School, and emailing Prep attendance (prepattendance@ucc.on.ca) for the Preparatory School

Appointments

Appointments should be arranged outside of class time. All classes missed for appointments require parent or guardian communication to the attendance manager using the [SchoolPass](#) app for the Upper School, and emailing Prep attendance (prepattendance@ucc.on.ca) for the Preparatory School.

Extended Absence

If your child is expected to be away from school five or more consecutive school days or multiple days over an extended period of time for a reason other than illness, families must review the [Process for Extended Absences](#) and complete the related forms. This form must be reviewed by a student's parents or guardians, their adviser and the year-level assistant head of Upper or Preparatory School, and submitted to the year-level assistant head two weeks in advance of the first day of the absence. This is the crucial first step in a process that engages a network of supports organized by the student's adviser.

Attendance Expectations

Students are expected to attend all classes.

Disciplinary Response

Upper School students who demonstrate a pattern of attendance issues and lates will be subject to [the College's progressive discipline system](#). Preparatory School students who demonstrate a similar pattern will be dealt with in an age appropriate manner.

Leaving Campus

SK to Year 9 students are required to be on campus for the duration of the school day, and are not permitted to leave campus during lunch or breaks.

Dress Code Policy

All students are expected to follow the College's dress code and must be in proper uniform while on campus during the school day, including during lunch, Flex Time and/or spares. Students entering the campus who are out of dress may enter through the basement doors to get changed in the locker room. Coats and jackets may not be worn inside the building

and should be kept in lockers during the school day. The full co-operation of students and parents/guardians in all matters related to dress and personal appearance is expected.

Disciplinary Response

Consequences for Upper School students with repeated dress code infractions will proceed according to our [graduated discipline policy](#). Preparatory School students who demonstrate a similar pattern will be dealt with in an age appropriate manner.

Laptops and Computer Accounts

UCC is committed to providing a high level of information technology resources and facilities in order to provide a secure and effective learning environment. The Acceptable Use of Technology at Upper Canada College includes the ethical and legal use of technology and is governed by the *Prep School Acceptable Use Policy for Technology* or *Upper School Acceptable Use Policy for Technology*, the Student Expectations in the Family Handbook, and by all relevant statutes, laws and regulations. Information technology services are intended for learning and teaching purposes. Access to these services is a privilege granted upon application and retained through responsible use.

Along with their devices all students are assigned login identifications when they start at the College. These logins provide access to online resources including but not limited to Google Workspace, SeeSaw, ManageBAC, Brightspace, online storage and printing.

It's important that students keep their login information safe. They should choose a password that's easy to remember but hard for anyone else to guess, and not tell anyone their password. UCC accounts should be used for school purposes only, as accounts will be terminated when a student leaves the school. Upper School students should create a personal email to communicate with universities and external clubs.

Each student is responsible for all of the content on their laptop, and all of the content on the network, in cloud services and cloud storage associated with his username, at all times.

The primary use of computing devices at UCC is to support learning. Students must ensure that devices are in good working order and that nothing has been done to the device to prevent it from working on the school network. Students are expected to always model good digital citizenship; actions that impact others which occur outside of the UCC campus, using any device or online service, can still have consequences as outlined in the [Prep and Upper School Acceptable Use Policy for Technology](#), and the [Student Expectations in the Family Handbook](#). Any use of UCC technology for any illegal purpose will result in serious consequences, including possible criminal ramifications.

School-issued devices remain the property of the College, and all content created and stored on the devices and/or on the UCC network should not be regarded as private. Students should be prepared to have the content of their school device reviewed at any

time. When connected to the College network, UCC employees may review any and all files, data and messages, without notice. This includes both school-owned devices and personal devices that may be attached to the College network. Anyone who connects any personal devices to the College network is bound by the Prep or Upper School Acceptable Use Policies for Technology, the Student Expectations in the Family Handbook and by all relevant statutes, laws and regulations.

Disciplinary Response

All violations will be brought to the attention of the assistant heads. Conditions for reinstatement of privileges will be determined and reviewed by the administration. Students will face the gradation of consequences, ranging from the suspension of network privileges to the expulsion of a student for the most serious violations, which have caused damage to the community.

Cell Phone Policy

We recognize that most students use cell phones for communication, organization and personal entertainment. However, these devices often have a negative impact on the learning space, serving as tools of distraction and disengagement. Increasingly, research is pointing to potential harms of mobile phone use in class. Further, as all UCC students have a laptop, mobile phones provide almost no benefit to learning that cannot be provided by their computer. Cell phone and smartwatch use is restricted to the times and places outlined in “Expectations” below for all students.

Expectations

Cell phones are not to be used, seen or heard from 8 a.m.–3:45 p.m., unless explicitly required in class by the course/project/curriculum as authorized by the teacher, or during spares for senior students. No student may record or photograph any member of the community anywhere on campus without their explicit permission. Students who must contact home may do so on their cell phones in the reception desk area or Bitove Lounge at the Prep School.

Students who connect their cell phone to the College network should expect that anything accessed or transmitted may be discoverable by UCC, thus, the same rules apply regarding anything done that contravenes UCC policies or provincial or federal law.

Disciplinary Response

Students who violate UCC’s policy regarding cell phone use will be subject to the graduated consequences. Please be aware that cell phones may, at the discretion of the teacher/supervisor, be confiscated and picked up at the end of the day at the Main Office.

Gaming Policy

Students are not permitted to use their laptops or mobile devices for gaming between 8 a.m. and 5 p.m. during the school day.

Disciplinary Response

Noted instances of gaming will be recorded in the form of an infraction. In the Upper School, consequences for students with repeated gaming infractions will occur according to our [graduated discipline policy](#).

Other Technology Policy

Students have access to a wide variety of personal devices that can have a harmful effect on their learning and their engagement with the school community. In the interest of the student learning experience and student wellbeing, we ask that students abide by the guidelines noted in “Expectations” noted below.

Expectations

Laptops are to be used for educational purposes during instructional time and during Flex Time. Laptops may not be used at lunch in the dining areas.

At the Upper School, AirPods and other headphones may be used with explicit teacher permission during instructional time. They may be used in the SAS (fitness centre), during Flex Time and during spares. Students are expected to not wear them during passing (e.g. in between periods) or community time.

Disciplinary Response

Upper School students who violate UCC’s policy regarding cell phone use will be subject to the graduated consequences outlined in [this document](#). Please be aware that cell phones may, at the discretion of the teacher/supervisor, be confiscated and picked up at the end of the day at the main office.

Classroom Behaviour Policy

The classroom environment is designed to provide a positive experience for both teacher and students. Opportunities to learn require all members of the class to engage positively and productively and demonstrate respect to one another. At any time when students are learning or engaging in community-based activities remotely or in an online environment, the highest standards of respect and behaviour are expected from all members of the UCC community.

Expectations

Students should expect to engage respectfully and productively in classroom environments at all times. No student will engage in actions that will harm or disrupt the learning

environment. They will show respect to their peers and teachers and not create intentional disruptions to the learning.

Disciplinary Response

Students who engage in behaviour that negatively affects the learning environment will be issued a consequence by the College, which will vary depending on the severity of the action. Repeated disruptions to the learning environment will result in the application of additional levels of sanction. Students who engage in actions that significantly damage the learning environment or harass or harm others will face more significant consequences up to and including, in the most serious cases, removal from the College.

Harassment, Violence and Bullying

Upper Canada College strives to provide a positive, humane and safe environment for students, faculty and staff — a community that supports the dignity, wellbeing and safety of all its members. No members of the College community shall engage in conduct that constitutes violence, abuse, sexual misconduct, harassment or other improper conduct.

Harassment and Bullying Policy

UCC is fully committed to respecting and protecting the dignity and human rights of its students, faculty and staff. Harassment, bullying, abuse or intimidation, in any form, including threats, are against everything for which the College stands as an educational institution. Harassment is defined in the *Ontario Human Rights Code* to mean “a course of vexatious comment or conduct that is known or ought reasonably to be known to be unwelcome.” The code prohibits such harassment when it relates to prohibited grounds: race, ancestry, sex, sexual orientation, age, record of offences, marital status, same-sex partnership status, family status or disability. For the purpose of the College’s protocols, any form of harassment is prohibited, regardless of whether or not it relates to these enumerated grounds.

Harassment may be physical, such as pushing or unwelcome contact. It may be verbal, including insults and threats. It may be written or visual, such as graffiti or the display of offensive and hurtful materials designed to exclude or marginalize its targets, sometimes through the use of the internet. To be clear, such material need not target a named student or individual to constitute harassment.

Cyberharassment and Cyberbullying Policy

Harassment or bullying online is a serious violation of the school’s appropriate use of technology and harassment policies. While the school cannot be expected to police “off-site” cyberharassment and cyberbullying, when the impact is felt on the school community, the College will intervene. Any online behaviour that hurts members of the community or has harmful impacts on the College as a whole is considered cyberharassment and will not be tolerated.

Child Abuse Policy

The duty to report sexual or physical abuse of a child to the Children's Aid Society is required of faculty, staff and volunteers at the College. Any student who is the victim of physical or sexual abuse, or who is concerned about the safety of another, should know that they are fully supported by the College, that appropriate action will be taken, and that their dignity, wellbeing and safety are of the highest importance and urgency. A student who is the victim of abuse, or who is concerned about the safety of another, is encouraged to seek the assistance of a teacher, house adviser, Student Health Services or an administrator. Reports of abuse may also involve law enforcement for investigation and may lead to prosecution and other remedies as investigators deem appropriate.

Assault Policy

Assault of any kind by a student at the school, including physical, sexual or emotional, has no place in the life of UCC. There is no tolerance for this kind of behaviour and it is considered as the most serious type of disciplinary matter. This includes fighting, verbal or physical intimidation, unwanted sexual touching, sexual assault or pressure. A student who is the victim of an assault, or who is concerned about the safety of another, is encouraged to seek the assistance of their adviser, one of the student's teachers, the Student Health Services, a staff member or administrator as it is paramount to the safety and wellbeing of all involved. In many cases of assault or intimidation, procedures involve collaboration with police.

Sexual Misconduct Policy

Sexual misconduct is offensive conduct of a sexual nature which may affect the personal integrity or security of any student or the school environment. Students who engage in sexual abuse, harassment or assault of any person are guilty of sexual misconduct. This type of conduct has no place in the community at Upper Canada College and any sexual misconduct is considered the most serious type of offence. The implied consent of a person does not negate the existence of sexual misconduct when misconduct has occurred. In cases of sexual misconduct, procedures involve collaboration with police.

Hazing and Initiations Policy

The purpose of the [UCC Policy on Hazing and Initiations](#) is to create and preserve an educational environment free from any type of hazing or initiation activities that involve hazing. Hazing and initiation activities that involve hazing are abusive and, in some cases, illegal behaviours that harm victims and have a negative impact on the school environment by creating an atmosphere of fear, distrust and mean-spiritedness. Hazing or related initiation activity means the performance of rituals or ritualistic acts in order to earn one's status in a group. The performance of these acts may or may not necessarily produce mental or physical harm or discomfort, embarrassment, harassment, ridicule, personal degradation or loss of dignity to any student. Consent is no defence of hazing. The implied or expressed consent of a person or persons to hazing shall not be a defence to discipline

under this policy. Students are required to read and sign a commitment to abide by the [UCC Policy on Hazing and Initiations](#).

Oppressive Actions, Statements, Sharing of Materials

Any expression or sharing of racist, homophobic, transphobic, Islamophobic, antisemitic, ableist or other words or materials designed to marginalize, stereotype and/or harm individuals is considered an act of oppression and harassment and will not be tolerated.

Expectations

Students and employees have a right to work in an environment that is free of any form of harassment, bullying, intimidation, discrimination, violence, hazing and abuse, both online and off. All students are expected to adhere at all times to the policies outlined above and in the full-text documents referenced above.

Disciplinary Response

Individuals engaging in harassment, bullying, abuse in any form or perpetration of physical or emotional violence or hurt as outlined but not limited to the above can face a varying degree of consequences beginning at Conduct Advisory for the most minor offences up to and including immediate expulsion depending on the context and severity of the occurrence.

Alcohol, Controlled Drugs and Substances

The College firmly believes in the development of responsible citizenship, physical and mental health, and moral integrity among its students. UCC believes that student alcohol and/or drug use interferes with personal health as well as the legitimate academic and co-curricular interests of that student and other students, and with the wellbeing of the school community as a whole.

Vaping and Tobacco Policy

In accordance with the [Smoke-Free Ontario Act \(2017\)](#), smoking or vaping is prohibited in any school buildings and on school property. Federal law prohibits anyone under 16 years of age from using tobacco in a public place, or purchasing any tobacco product such as cigarettes, vaping devices or chewing tobacco. Ontario law prohibits the sale of any tobacco products, including vaping products, to anyone under 19 years of age. E-cigarettes are highly addictive and thus detrimental to students' health and cause harm in the school community.

Expectations

No student is allowed to possess or use cigarettes or e-cigarette devices on campus or at any school-sanctioned event. This includes all school trips, inter-school activities, Coalition of Single-Sex Schools (COSSOT) activities, sporting activities, and any time on UCC campuses during and after school hours.

Disciplinary Response

Infractions of the school's no-smoking and no-vaping policy will result in Conduct Status, including automatic Conduct Risk for active use of products at school or school-sanctioned events. Emphasis will also be given to helping the student refrain from future use by engaging with the family and Student Health Services. Repeated violations of the school's tobacco and/or vaping ban will be handled through the progressive discipline model.

Alcohol and Cannabis Policy

It is acknowledged that many students will begin to use alcohol during the time they are enrolled at the College. Some students will also experiment with cannabis. It is also acknowledged that there are many harms and risks associated with the use of these substances. The following information has been considered in establishing a policy for UCC: In Ontario, it is illegal for anyone under 19 years of age to purchase, possess or use alcohol, except in a residence or private place, and only if the alcohol has been provided by that youth's parent. Cannabis legislation outlines that it is illegal for anyone in Ontario under 19 to purchase or use cannabis. Further, cannabis legislation places heavy criminal sanction for the sharing and selling of cannabis. It is important to note that for minors, cannabis and alcohol are not treated equally in the eyes of the law. This is reflected in our expectations.

Expectations

No student is allowed to possess, consume, share or sell alcohol or cannabis on campus or at any school-sanctioned event. This includes all school trips, inter-school COSSOT activities, sporting activities and any time on UCC campuses during and after school hours.

Disciplinary Response

Being under the influence of alcohol or possession of alcohol:

Students can expect, at minimum, to be placed on Conduct Risk. The student may be denied admittance to the next school event, dance (whether UCC or of another COSSOT school) or other UCC social function. Repeated offences will result in more significant consequences, which will include suspension and can escalate to denial of re-registration or expulsion. Students may be asked to undergo drug testing.

Being under the influence of cannabis or possession of cannabis:

Students can expect to be suspended from school. The student may be denied admittance to the next school event, dance (whether UCC or of another COSSOT school) or other UCC social function. Repeated offences will result in more significant consequences, which include denial of re-registration or expulsion. Students may be asked to undergo drug testing.

Sharing or selling of alcohol:

Students should expect a minimum of a suspension from school and corresponding Conduct Risk and understand that, depending on the circumstances, denial of re-registration or even immediate expulsion from school will be seriously considered.

Sharing or selling of cannabis:

Students should expect denial of re-registration or expulsion. The police may also be involved if a student is selling or sharing cannabis.

Illicit Drugs Policy

Because Canadian law makes a distinction between alcohol, cannabis and other drugs (see the [Controlled Drugs and Substances Act](#)) and because their dangers are different, the College also makes a distinction between alcohol, cannabis and other drugs in its disciplinary policies.

Expectations

The possession or use of these other drugs by any student is a serious offence, and any student who provides drugs — whether for money, for goods or services, for free, or in any other way — to anyone else is guilty of trafficking in narcotics, and is liable to the most severe disciplinary consequences.

Disciplinary Response

Being under the influence of, or in possession of illicit drugs:

A student with an otherwise clean conduct history should expect to be placed on Conduct Risk with a three-day suspension and may be asked to enrol in counselling and/or drug testing. Beyond a first offence, students caught violating this policy can expect expulsion.

Sharing or selling of illicit drugs:

Students will be expelled from the College. In addition to any school consequences, the police may also be involved.

Prescription Drugs Policy

Prescription medications are for the sole use of the person for whom they're prescribed, and the use of a medication by anyone other than the person for whom it's prescribed is illegal and may cause dangerous health issues, including death. For this reason, no student should ever ingest the medication of any other student.

Any student who is required to take prescription medication while at school is allowed to have that medication at school, but is responsible for the security of that medication at all times and for keeping it out of reach of any other students. If they would like, any student may ask for their prescription medication to be stored in the Health Centre. Please see the [Student Prescription Medication Policy](#) for further details.

If any student's prescription medication is one that is listed in any of Schedules 1 through 8, inclusive of the [Controlled Drugs and Substances Act](#), then both the sharing and selling of that medication is illegal.

Expectations

Being under the influence of someone else's prescription medication and/or sharing or selling prescription medication is strictly prohibited.

Disciplinary Response

Being under the influence or in possession of someone else's prescription medication:
A student with an otherwise clean conduct history should expect to be suspended and placed on Conduct Risk and recommended to undergo counselling for a possible substance use issue. A repeated offence will most likely result in denial of re-registration or immediate expulsion from the College.

Sharing or selling of prescription medication:

A student should expect denial of re-registration or immediate expulsion. Police may be called.

Other Community Harms**Theft Policy**

Theft deeply damages the critical trusting relationships in a school as in any other community. Taking another's property without permission is considered theft. Using another student's student card to purchase items without permission is also considered theft.

Expectations

Students will not take or use property that is not their own except with the explicit permission of the owner. This includes student cards, student possessions or any property that is clearly not theirs.

Disciplinary Response

Most cases of theft involve automatic Conduct Risk and may result in suspension or expulsion. Under exceptional circumstances other consequences should be considered. In addition to any school response, serious cases of theft are required to be reported to the police for further investigation and action.

Vandalism Policy

Vandalism damages the respect for our school and its community. It has lasting impacts on all members of the school and demonstrates a disregard for the College and all its members. Any student that intentionally damages or defaces school property has significantly contravened our shared ideals.

Expectations

No student may cause any physical damage to the building or to the property of another student. This includes graffiti, intentional destruction or defacement of school or personal property or the property of the College's neighbours.

Disciplinary Response

Students who vandalize school property or the property of another are subject to the gradation of discipline and, additionally, are responsible for the cost of the reparation of the vandalism. Consequences will reflect the severity and the impact of the damage. Serious cases of vandalism will be reported to police for investigation.

College Neighbourhood Policy

UCC students are expected to act with respect for their neighbours, peers and opponents, their school and themselves at all times.

Expectations

They will honour and respect all those they come in contact with in and outside of the school. The school will sanction any behaviour that is unbecoming of a UCC student and that in any way reflects poorly on the College and/or damages its reputation.

Disciplinary Response

Individuals who behave in a manner that brings disrepute to the College will be subject to the gradation of disciplinary responses, beginning at Conduct Concern for minor offences up to and including immediate expulsion depending on the context and severity of the occurrence.

Prep School Responses to Community Harms

Foundational to our work with student behavioural growth is a trust in them and an understanding that mistakes are part of the valuable learning experience of all students. We engage in a thorough process to understand the impact of breaches of the school policy on members of our community. We believe in a gradation of disciplinary response, one that focuses on learning while simultaneously placing paramount importance on the safety and wellbeing of all members of the community. Every effort will be made in our disciplinary processes to focus on restoration for all parties involved in any incident. The following discussion of disciplinary responses serves as a guideline and does not limit the ability of the College to apply the disciplinary sanctions it determines to be appropriate in individual cases.

We recognize that students make mistakes. This is part of learning. Our educational imperative is for students to learn from their mistakes. We attempt to maintain confidentiality as is appropriate, given the context of the specific situation.

The Prep takes prompt and consistent action for minor and/or major incidents reported in a timely manner. Appropriate consequences as well as specific support to help students avoid or correct the misbehaviour are made clear to students. Depending on the nature and seriousness of the incident, follow-up may include a verbal and/or written apology, documenting why the action was inconsistent with the Prep's shared ideals, and restitution

for damage or a removal of privilege. To help students learn from their actions, positive support in the form of goal setting or counselling may be recommended.

Because each incident is unique, there is a range of formal conduct responses that may be applied, depending on the nature of the situation.

Chronic or serious misbehaviour, which may include but is not limited to disrespecting school protocols, bullying, fighting, racist comments, vandalism, theft, cheating or plagiarism, will result in the placement of a student on Conduct Concern to be discussed with the assistant head, parents/guardians and the student. The school's response will include specific consequences as well as support to help the student learn from their actions. Students who respond to these measures in an active and positive manner within a specified period of time (dependent upon the nature of the incident and the age of the student) will be taken off the Conduct Concern status. Students who come off Conduct concern but again demonstrate inappropriate behaviour are subject to more serious consequences, including Conduct Risk or suspension.

In the event that the Conduct Concern does not result in a positive change in behaviour in the specified period of time, then a recommendation to the head of the Preparatory School will be made to place the student on Conduct Risk. A student who is not already on Conduct Concern may be placed on Conduct Risk if the seriousness of their misbehaviour mandates such action. Specific expectations will be outlined, and continued support will be offered to help the student modify their behaviour. Further misbehaviour may result in suspension, counselling out of the Prep, or expulsion.

Students who are placed on Conduct Concern or Conduct Risk near the end of the academic year will not have had an opportunity to demonstrate good citizenship. Their promotion will be reviewed in June and, at the least, their probationary period will be extended into the next academic year. Year 7 students in this situation will be required to meet with the assistant head, Upper School to understand Upper School expectations and the support available through the house adviser and school counsellor.

The College has a [Student Search and Seizure Policy](#), which includes guidelines and procedures for conducting searches of students and their personal property at the College, while respecting the privacy rights of students and ensuring compliance with Ontario and Canadian law.

Disciplinary Response

The school believes that there should be appropriate consequences for behaviour that is contrary to our Prep shared ideals. Every effort will be made in our disciplinary processes to focus on restoration for all parties involved in any incident. The three levels of formal Conduct Status are Conduct Advisory, Conduct Concern and Conduct Risk. Disciplinary responses and consequences are determined on a case-by-case basis and may include the following:

Minor Infraction

- Reminder
- Warning
- Advisory discussion

Intermediate Infraction

- Temporary loss of privileges
- Phone call home
- Assigning extra duties
- After-school detention
- Early morning detention
- Notifying form adviser/assistant head
- Interview with parents/guardians
- Restitution
- Conduct Advisory letter

Major Infraction

- Permanent loss of privileges
- Conduct Concern
- Conduct Risk
- Suspension
- Re-enrolment denied
- Expulsion

In more serious cases, the school engages in a more formalized process in order to fairly, supportively and beneficially arrive at appropriate consequences. Cases are investigated by the assistant heads of the Prep School in consultation with relevant parties such as the Wernham West Centre for Learning, Student Health Services and/or Prep faculty. In cases where expulsion or denial of re-registration is recommended, the head of the Preparatory School will confirm/decide this decision.

Gradation of Disciplinary Status and Responses

The following stages of disciplinary consequences serve as a guideline only and do not limit the ability of the College to apply whatever disciplinary sanctions it deems appropriate in any individual case. Conduct Status always accompanies suspension. In addition, the

College's [Student Exclusion from School Policy](#) provides for the possibility of student exclusion or expulsion for disciplinary and non-disciplinary purposes.

Note: For all instances below that apply to Primary students, disciplinary matters are case-dependent, based on age, stage and circumstance.

1. Infraction or Reflective Writing or Detention

Minor behavioural infractions such as repeated lateness, minor class disruption, gaming on laptops or other devices, or Dress Code Infractions (DCIs) will result in a conversation with the assistant head and/or completion of a piece of reflective writing and/or an email being sent home. Repeated behaviour-related infractions that demonstrate that a student is not learning through reflection will result in additional consequences.

2. Conduct Advisory (five weeks for Year 6 and 7 students)

Conduct Advisory serves the purpose of informing parents and guardians of student conduct that has violated school policy or breached our community expectations. Through the process of Conduct Advisory, students and parents/guardians are cautioned about the potential escalation of disciplinary response if inappropriate behavioural incidents persist. Students may write a reflection or discuss their behaviour with an assistant head. This status will lapse after five weeks if the student maintains a clean record of citizenship during that period.

3. Conduct Concern (five weeks or more for Year 6 and Year 7 students)

A student may be placed on Conduct Concern status for a variety of infractions against UCC's stated policies, standards and expectations for behaviour and responsibility. Conduct Concern is also issued to a student who continues to display disrespect for school norms while on Conduct Advisory.

Once placed on Conduct Concern status, it is the responsibility of the student to demonstrate, through their choices and actions, their re-commitment to the College's values and standards.

At the end of five weeks or more on Conduct Concern status, the student must apply in writing or meet with an assistant head to have their status reviewed. The student's letter/discussion must present specific evidence of the student's re-commitment to UCC's stated policies, standards, expectations and values, and of their ability to make them active in their daily life at the College as well as an illustration of growth since the infraction. The letter/discussion should include:

- A reflection on the actions the student took that resulted in the placement on Conduct Concern and how the student has grown since this time
- A specific account of contributions to the community since the infraction through participation in the academic and co-curricular program

The designated assistant head will determine whether or not to lift Conduct Concern status.

If, while on Conduct Concern, a student commits further infractions, they may be placed on Conduct Risk and may be suspended.

4. Conduct Risk (six weeks or more for Year 6 and Year 7 students)

Any student who has committed an offence against the community of sufficient seriousness will be placed on Conduct Risk for six weeks. Students who receive in school or out of school suspensions can expect to also be placed on Conduct Risk.

While on Conduct Risk, they must demonstrate their re-commitment to the College through their attitude, choices and actions. The onus is on the student to earn their way off Conduct Risk. They must demonstrate their re-commitment not merely through the absence of negative behaviours, but also through the presence of positive contributions. At the conclusion of their six weeks on Conduct Risk, the student must have a meeting with an assistant head to have their status lifted. The student must share evidence of re-commitment in the form of examples of constructive participation in the various aspects of community life. The student is supported in their efforts toward constructive, responsible citizenship by their form adviser, who meets regularly with the student. The letter/discussion should include the following:

- A reflection on the actions the student took that resulted in the placement on Conduct Risk and how the student has grown since this time
- A specific account of contributions to the community since the infraction through participation in the academic and co-curricular program

The designated assistant head will determine whether or not to lift Conduct Risk status.

The student's disciplinary history will always be considered should further disciplinary action be taken. A student who has been removed from Conduct Risk but who subsequently commits a serious offence or whose actions indicate that they are still not meeting expectations for responsibility and citizenship may be suspended, expelled or denied re-registration.

5. Suspension

Suspension means that a student has been required to remove themselves from the school community to think seriously about whether they wish to still be a part of the UCC community and, consequently, about whether they can commit to the community's values and standards. The duration and site of a suspension from College activities will vary depending on the circumstances. Students may be asked to serve an in-school suspension or be asked to stay away from the College, depending on the severity of the action.

While serving a suspension, a student may be barred from all school privileges, including classes, co-curricular activities and College-sponsored events. Should a student who is suspended need to contact a teacher for support, they may communicate this need to their assistant head, who will liaise with their teachers, and the Wernham West Centre for Learning if applicable. During suspension, a student is expected to reflect formally in writing on their behaviour. Before their return, the student and their parents/guardians may be required to attend a re-entry interview in which the student, with the support of their family, must demonstrate that they have thought seriously about their attitude, choices and actions, and has made a deliberate re-commitment to the College's values and standards.

6. Denial of Re-Registration

At the discretion of the College, a student may be allowed to complete their academic year at the College but be denied re-registration for the subsequent academic year for reasons including, but not limited to, the following: a single very serious offence or violation of school standards; repeated serious offences or violations of school standards (particularly if two or more infractions are of a sufficiently similar nature); failure to meet the requirements of Conduct Risk status; or for bringing dishonour to the College. Families will be informed as early as possible of the potential for denial of re-registration.

7. Expulsion from School

If the infractions committed by the student as outlined in the above "Denial of Re-Registration" section are, in the opinion of the College, sufficiently egregious and/or harmful to the community, then the student may be immediately expelled, regardless of the timing within the academic year.

Appealing a Disciplinary Decision

If a family wishes to appeal the disciplinary decision taken because of a concern about the process outlined above not being correctly followed, a written appeal may be made to the following person, according to the degree of the disciplinary decision.

In the case of Conduct Advisory, Conduct Concern, Conduct Risk and/or suspension for a student, the appeal should be addressed to the head of Prep School.

In the case of denial of re-registration or expulsion for a student, the appeal should be addressed to the principal.

Upper School Responses to Community Harms

Foundational to our work with student behavioural growth is a trust in them and an understanding that mistakes are part of the valuable learning experience of all teenagers. We engage in a collaborative process to understand the impact of breaches of the school policy on members of our community. We believe in a gradation of disciplinary response, one that focuses on learning while simultaneously placing paramount importance on the

safety and wellbeing of all members of the community. Every effort will be made in our disciplinary processes to focus on restoration for all parties involved in any incident. The following discussion of disciplinary responses serves as a guideline and does not limit the ability of the College to apply the disciplinary sanctions it determines to be appropriate in individual cases.

Determining Disciplinary Responses

UCC students are generally very responsible and meet or surpass basic standards of community life. Minor infractions are normally addressed through supportive counselling by faculty and staff.

In more serious breaches of these standards the school engages in a more formalized process in order to fairly, supportively and beneficially arrive at appropriate consequences. Cases are investigated by the assistant heads of the Upper School in consultation with relevant parties such as members of the Wernham West Centre for Learning and Student Health Services. Please note that on a case-by-case basis and in accordance with our relevant policies, investigations may include exclusion of students from the community while the investigation occurs, and the search and/or seizure of student belongings.

Information about the cases, with all names redacted, is then taken to the College's Student Behaviour Advisory Council, whose members will review the relevant information of a given case within the context of the appropriate application of school policy. The Council then makes a disciplinary recommendation to the Faculty Behaviour Advisory Council, comprised of the senior house advisers and representatives from the Wernham West Centre for Learning, Student Health Services, the pluralism coordinator, and the wellbeing coordinator. This committee independently reviews the case and the recommendation from the Student Behavioural Advisory Council, and supports or modifies the council's recommendation. In instances where not all members of the Student Behaviour Advisory Council and/or the Faculty Behaviour Advisory Council are able to attend in-person, assistant heads may request recommendations through a combination of live meetings and Google forms. Finally, the assistant heads of the Upper School accept or modify the recommendation from the Upper School Behavioural Committee, and a final response is determined. In cases where expulsion or denial of re-registration is recommended, the head of the Upper School will confirm this decision.

Gradation of Disciplinary Status and Responses

The following stages of disciplinary responses serve as a guideline only and do not limit the ability of the College to apply whatever disciplinary sanctions it deems appropriate in any individual case. In addition, Conduct Risk status always accompanies suspension.

1. Reflective Writing or Detention

Minor first offence behavioural infractions such as repeated lateness, minor class disruption, skipping classes, or repeated *Dress Code* Infractions (DCIs) will result in an

in-person detention of 15 minutes and a conversation with the assistant head or completion of a piece of reflective writing. Repeated behaviour-related infractions that demonstrate that a student is not learning through reflection will result in additional consequences. Further, failure to submit reflection or attend detention will result in an escalated response.

2. Conduct Advisory (five weeks on status)

Conduct Advisory serves the purpose of informing parents and guardians of student conduct that has violated school policy or breached our community expectations. Through the process of Conduct Advisory, students and parents/guardians are cautioned about the potential escalation of disciplinary response if inappropriate behavioural incidents persist. Students will write a reflection on their behaviour. This status will lapse after five weeks if the student maintains a clean record of citizenship during that period.

3. Conduct Concern (10 weeks or more on status)

A student may be placed on Conduct Concern status for a variety of infractions against UCC's stated policies, standards and expectations for behaviour and responsibility. Conduct Concern is also issued to a student who continues to display disrespect for school norms while on Conduct Advisory. Students who have been placed on Conduct Risk in the previous calendar year are prohibited from running for Steward, Prefect or Year Representative positions.

Once placed on Conduct Concern status, it is the responsibility of the student to demonstrate, through their choices and actions, their re-commitment to the College's values and standards.

At the end of 10 weeks on Conduct Concern status, the student must apply in writing to have their status reviewed. The student's letter must present specific evidence of the student's re-commitment to UCC's stated policies, standards, expectations and values, and of their ability to make them active in their daily life at the College and an illustration of growth since the infraction. The letter should include:

- A reflection on the actions the student took that resulted in the placement on Conduct Concern and how the student has grown since this time.
- A specific account of contributions to the community since the infraction through participation in the academic and co-curricular program; and
- In order to have this status lifted, the student will also receive the written endorsement of two adults in the community, who will email the designated assistant head at the request of the student.

The designated assistant head will review the application and determine whether or not to lift Conduct Concern status.

At the end of 10 weeks on Conduct Concern status, if the student hasn't requested review or their request has been denied, the student will remain on Conduct Concern status.

If, after five more weeks, the student still hasn't taken the necessary action to request review or the appeal has again been denied, the student may be suspended and placed on Conduct Risk upon their return.

If, while on Conduct Concern, a student commits further infractions, they will, at a minimum, be placed on Conduct Risk and will likely be suspended.

4. Conduct Risk (15 weeks or more on status)

Any student who has committed an offence against the community of sufficient seriousness will be placed on Conduct Risk for 15 weeks. (Please see the section below entitled "Reporting Serious Disciplinary Action.") Students who receive in school or out of school suspensions can expect to also be placed on Conduct Risk. Students who have been placed on Conduct Risk in the previous calendar year are prohibited from running for Steward, Prefect or Year Representative positions.

While on Conduct Risk, they must demonstrate their re-commitment to the College through their attitude, choices and actions. The onus is on the student to earn their way off Conduct Risk. They must demonstrate their re-commitment not merely through the absence of negative behaviours, but also through the presence of positive contributions. At the conclusion of their 15 weeks on Conduct Risk, the student must make an appeal in writing to have their status lifted. The appeal must include evidence of re-commitment in the form of examples of constructive participation in the various aspects of community life. The student is supported in their efforts toward constructive, responsible citizenship by their house adviser, who meets regularly with the student. The letter should include the following:

- A reflection on the actions the student took that resulted in the placement on Conduct Risk and how the student has grown since this time.
- A specific account of contributions to the community since the infraction through participation in the academic and co-curricular program, and;

In order to have this status lifted, the student will also receive the written endorsement of two adults in the community, who will email the designated assistant head at the request of the student.

The designated assistant head will review the application and determine whether or not to lift Conduct Risk status.

At the end of 15 weeks on Conduct Risk status, if the student hasn't requested review or their request has been denied, the student will remain on Conduct Risk status.

If, after five more weeks, the student still hasn't taken the necessary action to request review or the appeal has again been denied, they may be suspended and placed on Conduct Risk upon their return.

The student's disciplinary history will always be considered should further disciplinary action be taken. A student who has been removed from Conduct Risk but who subsequently commits a serious offence or whose actions indicate that they are still not meeting expectations for responsibility and citizenship may be expelled or denied re-registration.

5. Suspension

Suspension means that a student is required to remove themselves from school entirely to think seriously about whether they wish to still be a part of the UCC community and, consequently, about whether they can commit to the College's values and standards. The duration and site of a suspension from College activities will vary depending on the circumstances. Students may be asked to serve an in-school suspension or be asked to stay away from the College, depending on the severity of the action.

While serving a suspension, a student is barred from all school privileges, including classes, co-curricular activities and College-sponsored events. Should a student who is suspended need to contact a teacher for support, they may communicate this need to their adviser, who will liaise with their teachers, and the WWCfL if applicable. During suspension, a student is expected to reflect formally in writing on their behaviour and to set personal goals for improvement. Before their return, the student and their parents/guardians may be required to attend a re-entry interview in which the student, with the support of their family, must demonstrate that they have thought seriously about their attitude, choices and actions and has made a deliberate re-commitment to the College's values and standards.

6. Denial of Re-Registration

At the discretion of the College, a student may be allowed to complete their academic year at the College but be denied re-registration for the subsequent academic year for reasons including, but not limited to, the following: a single very serious offence or violation of school standards; repeated serious offences or violations of school standards (particularly if two or more infractions are of a sufficiently similar nature); failure to meet the requirements of Conduct Risk status; or for bringing dishonour to the College. Families will be informed as early as possible of the potential for denial of re-registration.

7. Expulsion from School

If the infractions committed by the student as outlined in the above "Denial of Re-Registration" section are, in the opinion of the College, sufficiently egregious and/or harmful to the community, then the student may be immediately expelled, regardless of the timing within the academic year.

Reporting Serious Disciplinary Action

The school has an obligation to report serious disciplinary actions to colleges and universities in the United States who request such information. For details on our reporting obligations, please contact the University Counselling Office.

Appealing a Disciplinary Decision

If a family wishes to appeal the disciplinary decision taken, a written appeal may be made as follows:

In the case of Conduct Advisory, Conduct Concern, Conduct Risk and/or suspension for a student, the appeal should be addressed to the head of Upper School.

In the case of denial of re-registration or expulsion for a student, the appeal should be addressed to the principal.

RE-REGISTRATION AND FINANCIAL ASSISTANCE

SECTION 7:
**RE-REGISTRATION AND
FINANCIAL ASSISTANCE**

RE-REGISTRATION AND FINANCIAL ASSISTANCE

Re-Registration

Families are required to re-register annually to confirm enrolment for their student(s) for the following academic year. The process is completed online via [Bluenet](#) login. The College notifies families by email early in the new calendar year of the opening of the re-registration process and the deadline for re-enrolment.

Information about fees, policies and tuition refund insurance is accessed at the time of re-registration. The first instalment of fees is due by the re-enrolment deadline. Re-registration will be withheld for students whose College accounts aren't current.

UCC's *Financial Handbook*, [available here](#), contains information on the College's financial policies and procedures as well as compulsory and optional costs involved in curricular and co-curricular programs.

Financial Assistance

UCC's financial assistance (FA) program offers more than \$6 million annually to Canadian students. Families may apply for FA on an annual basis with [Apple Financial Services](#), an independent third party that assesses all FA applications on behalf of the College.

Please note that all financial assistance funds have been awarded for the 2025–26 academic year. The deadline for applications for the 2026–27 academic year is Friday, November 14, 2025.

For more information, please contact [Colleen Papulkas](#) by email or by phone at 416-488-1125 ext. 2250.

ADVANCEMENT AND COMMUNITY RELATIONS

SECTION 8:
**ADVANCEMENT AND
COMMUNITY RELATIONS**

ADVANCEMENT AND COMMUNITY RELATIONS

The Office of Advancement enhances the College's mission to deliver transformational learning experiences by engaging alumni, parents, students and friends of the College in philanthropic and volunteer support of school priorities through:

- Creating engagement opportunities, including events and activities such as Association Day, Founder's Dinner, class reunions and branch events.
- Raising philanthropic support in support of the College's mission. Gifts of all sizes help us provide transformational learning experiences that inspire students to be their best selves. Our strong and enduring culture of philanthropy makes UCC the very best it can be for current and future students.
- Ensuring effective and transparent community communications through the school's website, parent newsletters and *Old Times* magazine.

UCC Association

The [UCC Association](#) is a group of senior volunteers that engages the UCC community in support of the College's priorities and represents the interests of alumni, parents, faculty and staff, and other community members.

The [Association Council](#) is its governing body and consists of elected and ex officio members. Its committees include: Awards Committee, Events and Engagement Committee and the Governance and Nominations Committee. The Council serves as a conduit for communicating on behalf of the membership to the College's senior leadership. In addition, it hosts community events such as Association Day and oversees community awards, including the John D. Stevenson Award and the Harold A.D. Roberts Circle Award for outstanding volunteer service to the College, and the Old Boy and Young Old Boy of Distinction awards.

UCC Foundation

The [UCC Foundation](#) manages and stewards the College's endowment, the majority of which provides annual grants for financial assistance for families. The Foundation was incorporated under the laws of the Province of Ontario in 1962 and is a charity that is registered apart from the College. A Board of Trustees — drawn from alumni, parents and friends of UCC — guides and directs the strategy and policies of the Foundation.

College Archives

UCC's Archives are a repository of photographs, documents and artifacts that promote and preserve UCC's heritage and serve as its institutional memory.

Parent Organizations

UCC's parent organizations support the College's strategic directions and enhance our community through active parent engagement, ongoing communication and strong partnerships with the school.

APPENDICES

APPENDICES

Academic Policies and Guides

- [Assessment Policy](#)
- [Academic Honesty Policy](#)
- [Inclusion and Learning Diversity Policy](#)
- [Language Policy](#)
- [Upper School Late Summative Assessment Policy](#)
- [Upper School Academic Program Guide](#)

Operational and Technology Policies

- [Continuous Learning Plan](#)
- [Community Code of Conduct](#)
- [Student Sabbatical Policy](#)
- [UCC Financial Handbook 2025–26](#)
- [Prep School Acceptable Use Policy for Technology — Primary](#)
- [Prep School Acceptable Use Policy for Technology — Middle](#)
- [Upper School Acceptable Use Policy for Technology](#)
- [Student Search and Seizure Policy](#)
- [Student Exclusion from School Policy](#)
- [Student Boarding/Day Transfer Policy and Procedure](#)

Health Policies

- [Concussion Code of Conduct](#)
- [Concussion Protocol/Procedure](#)
- [Concussion and Head Injury Policy](#)
- [Lice Policy](#)
- [Student Medication Policy](#)
- [Monitoring and Absence Due to Illness](#)

Athletic Policies

- [Athlete and Parent Code of Conduct](#)
- [Hazing and Initiations Policy](#)