GUIDE TO THE 2012-2013 SCHOOL YEAR

FOR STUDENTS AND PARENTS

www.yrdsb.edu.on.ca  @yrdsb
The York Region District School Board has 12 trustees, representing all areas of York Region. Elected by ratepayers for a four-year term, trustees set policy for the operation of all public schools in York Region.

The Board of Trustees is required to establish an annual Multi-Year Plan to guide system direction for a three- to four-year period.

Trustees are committed to open dialogue with the community. Your views on policy issues and Board governance are welcomed and encouraged. The York Region District School Board welcomes community members to its regular Board and Standing Committee meetings, held monthly.

For more information about your individual trustee, Board meetings or the Multi-Year Plan visit our website at www.yrdsb.edu.on.ca or contact Board and Trustee Services at 905-727-3141 extensions 2262, 2327 or 2217.

Student Trustees

Student trustees act as a link between the school community and the Board. They are elected annually by members of the York Region Presidents’ Council, a body consisting of all Student Council Presidents in York Region public secondary schools.

The main objectives of the student trustees are to give the student population a meaningful voice in Board discussions and to act as a channel for the flow of information and ideas between trustees, staff and the student body. Student trustees sit at the Board table, participate fully in the discussion portion of public Board meetings and provide a monthly report.

Through the Ontario Student Trustees’ Association, student trustees also work at the provincial level to maintain a fair and equitable system of education provincewide. For more information visit the student trustees’ website: www.studenttrustee.yrdsb.edu.on.ca

The Student Trustees for the 2012-2013 school year are:

- Sherry Shao
  sherry.shao@yrdsb.edu.on.ca
  Markville Secondary School

- Kush Thaker
  kush.thaker@yrdsb.edu.on.ca
  Bill Crothers Secondary School
This guide provides important information about the York Region District School Board. Please take it to someone who can explain it to you.

<p>| Arabic | حصل على هذا النص من جهاز مدارس منطقة يورك. يرجى وزع هذا النص إن لم تكن لديك معلم يفهم اللغة العربية. |
| Chinese | 此指南为您提供有关York Region District School Board的资讯。请将它带给你能帮你解释的人。 |
| Farsi | دریبه در این جایگاه یورک ریجن دیسکترویل سکول برد تهیه شده است. لطفاً آنرا به شخصی که پاسخگویی در مورد آن بشناسید دهد. |
| Gujarati | Aa giD Aapn York Region Distric School Board nl mahti pri pa 0. Wahrbin kr t ko pis l[jAoj Aapn smjivi lxk. |
| Hebrew | York Region District School Board תחת מחוז וטרון ישיבת מתכלה בחוגי העיסוי. אנא חזרו ותרמו יישוב מצומצם בחוגי העיסוי. |
| Hindi | इस गाइड में आपको York Region District School Board के बारे में जानकारी मिलेगी. कृपया इसे किसी ऐसे व्यक्ति को दें जो इसे आपको समझा सके. |
| Khmer | នេះជាការណ៍ដែលបានប្រការសេចក្តីយោងទូទៅនៃ York Region District School Board ដែលអាចប្រការសេចក្តីយោងទូទៅនៃ York Region District School Board ក្នុងរដ្ឋយូរករដ្ឋ. |
| Korean | 이 안내서는 York Region District School Board에 대한 정보를 제공합니다. 내용을 설명해줄 수 있는 분에게 보여드리십시오. |
| Punjabi | ਇਸ ਗਾਇਡ ਵਿੱਚ ਆਪਣੀ York Region District School Board ਵਾਲੀ ਸਮੱਸਤਾਲੀ ਸਿਖਿਆ ਦੱਖਣ ਵਾਲੇ ਦੀਸਤੀ ਕੀਤੀਆਂ ਹਾਸਿਲ ਕੀਤੀ ਜਾਣ ਵਾਲੀ ਹੈ ਜੋ ਇਸ ਯੂਨੀਟ ਅਧਿਕਾਰਾਂ ਵਿਚਕਾਰ. |
| Romanian | Acest ghid furnizează informații cu privire la școlile din cadrul lui York Region District School Board. Apelati la cineva care va putea ajuta sa-l intelegeti. |
| Russian | В данном руководстве Вам предоставляется информация о школьном совете района Йорк — York Region District School Board. Пожалуйста, обратитесь к кому-либо, кто сумеет Вам его разъяснить. |
| Spanish | Esta guía le proporciona información sobre el York Region District School Board. Llévesela a alguien que pueda explicársela. |
| Tamil | York Region District School Board உற்பத்தி மற்றும் விளக்கம் செய்யப் பயனரான முதலாளர்களைச் சேர்க்கும் வகையில் தமிழில் எழுதப்பட்டுள்ளது. |
| Urdu | پاکستان میں یورک ریجن دیسکترویل سکول برد کا عہدہ مجید کے لئے کئے جائے گئے ہیں۔ یورک Region کے سانس کے حوالے وہاں اور زبان کے حوالے کر کے۔ |
| Vietnamese | Tài liệu này cung cấp cho quý vị các thông tin về York Region District School Board. Xin đưa tài liệu này cho người nào có thể giải thích nội dung cho quý vị rõ. |</p>
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INTRODUCTION

This guide provides important information about the York Region District School Board and our schools. It includes information about:

- who to contact if you have a question or a concern
- school life, such as extra-curricular activities, parent engagement and school fees
- health and safety
- board policies and procedures

There are also important forms (centre page pull-out) that parents/guardians and students must sign.

How Can We Help You?

If you are looking for more information about a school, the school board or education in Ontario, you can:

- Contact the teacher or school principal.
- Visit the school website.
- Visit the York Region District School Board website at www.yrdsb.edu.on.ca.
- Contact the school board directly.
- Contact your local trustee to share concerns or offer suggestions.
- Visit the Ministry of Education’s website at www.ontario.ca/education.

Most situations can be resolved with dialogue and co-operation. If you would like to voice a concern, please use the following steps:

1. Gather as much information about the situation as possible. If your concern is not school related, contact any service department identified on the back of this guide to discuss the matter.
2. Call the school and arrange a meeting with the teacher to discuss your concern.
3. If you require further assistance, please contact your school principal.
4. If your concern is still not resolved, contact the appropriate Superintendent of Schools at your Community Education Centre. The Superintendent will act as a facilitator to resolve the matter. You may wish to put your concerns in writing at this time.
5. If you feel strongly that the situation requires further consideration, you may contact the Assistant Manager, Board and Trustee Services. Your concern will be reviewed and may be directed to another staff member for action.

You are welcome to involve a friend or advocate at any time if it makes you feel more comfortable. Translation and interpretation assistance will be provided wherever possible.

You are also welcome to speak individually with your local trustee at any time to share concerns or make suggestions.
INTRODUCTION

You may choose to request access to board information under the Municipal Freedom of Information and Protection of Privacy Act. For more information about this, or voicing a concern about a practice you believe puts personal privacy at risk, please see the section on information access and privacy (page 14).
SCHOOL LIFE

Appropriate Dress
The York Region District School Board believes that school is a place of learning. To be successful, students must focus their attention and energy on school-related matters. For this reason, it is important that students dress appropriately.

Each school has its own dress code under the school’s code of conduct. Students are expected to dress appropriately for learning in clothing that shows respect for self and others.

Assessment, Evaluation and Reporting
In May 2010, the Ontario Ministry of Education released the first edition of Growing Success: Assessment, Evaluation and Reporting in Ontario Schools (Grades 1-12). The purpose of this policy is to:

- Update, clarify, consolidate and co-ordinate policy.
- Achieve fairness, transparency, equity and consistency across the province in the assessment, evaluation and reporting of student learning.

This policy has important information for students, parents/guardians and teachers to know. The full document is available on the Ministry of Education’s website at www.ontario.ca/education.

Students, you are an important partner in the assessment process and will be supported to:

- Understand what you need to know and be able to do to successfully reach the provincial standard.
- Set goals for growth.
- Build on your strengths, use your learning preferences and focus on your areas of need to achieve success.

To do this, teachers will support you in a variety of ways including:

- Sharing learning goals and success criteria.
- Showing you exemplars and samples of student work.
- Providing you with opportunities to receive, give and use descriptive feedback from your teachers, peers and self.
- Teaching you to set your own goals and monitor growth in relation to the curriculum expectations.

You are responsible for providing evidence of your learning within the timeframe specified by the teacher, and in a form approved by the teacher. This means that there will be consequences for not completing assignments, missing tests or assignments, cheating and/or plagiarizing. It is important that you strive to achieve your best and provide teachers with original and authentic evidence of your learning.
In order to be fair, transparent and equitable for everyone, Board-wide policies surrounding late and missed assignments, dealing with cheating and/or plagiarism have been developed. Your teachers and administrators will share this information with you and your parents/guardians.

The following learning skills and work habits will be taught, and assessed throughout the school year:

- responsibility
- organization
- independent work
- collaboration
- initiative
- self-regulation

These learning skills and work habits will be reported on your Report Cards using the following rating scale:

E = Excellent      G = Good      S = Satisfactory  N = Needs Improvement

Evidence of your learning of the curriculum expectations will be evaluated using the four categories of knowledge/skills and performance levels as indicated in the achievement chart for each subject area:

- knowledge and understanding
- thinking
- communication
- application

**Elementary school students**, you will receive one progress report card in November and two provincial report cards, one in January/February and one in June. On the progress report card teachers will let you and your parents/guardians know if you are:

- Progressing Very Well or
- Progressing Well or
- Progressing With Difficulty

**Secondary school students**, you will receive two provincial report cards each semester. Students in non-semestered schools will receive three report cards during the year.

### Attendance and Students Leaving School

Regular and punctual attendance is expected of all students. The school will notify parents/guardians if a student’s attendance is a matter of concern, first by a phone call and then in writing.

As parents/guardians, it is your responsibility to let the school know as soon as possible if your child will be absent or late for school. If a student arrives to school after the entry bell, either in the morning or after lunch, they are considered late and must go to the office for an admit slip.
If a student is chronically late or absent without reason, there may be consequences, such as detentions at recess or after school hours. The school social worker may be consulted if attendance patterns are affecting academic achievement. This may result in regular contact with the student and your family to encourage improved attendance.

When a student needs to leave early for an appointment, a note from the parent/guardian is required. No student will be allowed to leave without parental permission. If you are picking up your child from school, please report to the office to sign your child out. Students who are absent from school should provide approval from parents/guardians for the missed school day.

**Bullying, Cyberbullying or Intimidation**

Bullying, cyberbullying or intimidation is a combination of power and aggression. It usually occurs when a student maliciously and repeatedly oppresses, harasses or intimidates another student verbally, physically or psychologically.

Instances of bullying, cyberbullying or intimidation are dealt with under the Board’s Safe, Caring and Supportive Schools Policy. Information on this policy can be found in this guide in the section on safety.

Misconduct carried out over the Internet may be subject to school discipline whether carried out at school, at home or elsewhere.

**Busing (Transportation)**

To view the Board’s Student Transportation Policy and Procedure, please visit the Board’s website at www.yrdsb.edu.on.ca.

**Eligibility**

Did you know that students’ busing eligibility changes throughout their school career? Your child’s eligibility to ride the school bus may change according to his or her grade and distance from home to school. Below are the eligibility criteria:

- All students in Grades JK-3 who live within 1.2 km of their school are not eligible for transportation.
- All students in Grades 4-8 who live within 1.6 km of their school are not eligible for transportation.
- All students in Grades 9-12 who live within a transit-served area are not eligible for transportation.

For information on bus routes, stop locations, times, late arrivals, cancellation, eligibility, registering a complaint, safety and general information, please visit www.schoolbuscity.com or contact the York Region Student Transportation Services School Bus Information Line at 1-877-330-3001, accessible 24 hours a day.
Inclement Weather Conditions

If road conditions force the cancellation of bus services, the following radio and television stations will be informed as early as possible and will broadcast information.

640 AM • CHAY 93.1 FM • NEWS 680 AM • CHIN 1540 AM • CJEZ 97.3 FM • CJBC 860 AM • CHUM 104.5 FM • CHFI 98.1 FM • CFRB 1010 AM • CKDX 88.5 FM • CKFM 99.9 FM • CHUM 1050 AM • CBC 99.1 FM • CHIN 100.7 FM • JACK 92.5 FM • Q107 107.1 FM • Z103.5 FM • CJKX 89.9 FM • 95.9 FM • CFTO • CITY TV • Global News • A Channel • The Weather Channel

At all times, students should be aware of somewhere else they can go if bus services are cancelled or delayed, or if schools are forced to close due to an emergency.

Bus Safety

Students riding school buses must:

1. Be at the bus stop five minutes before your scheduled pick up.
2. Keep well away from the road until the bus has stopped. Do not go toward the bus until it has stopped.
3. Watch for the bus driver’s signal before crossing the road. Look both ways and then cross the road.
4. Get on the bus quickly using the handrail and go directly to your seat.
5. Stay seated while the bus is in motion.
6. Do not eat or drink on the bus.
7. Keep the aisle clear of books, knapsacks, lunch bags and other items.
8. Keep windows closed unless the driver lets you open them. Never put your hands, arms, head or legs out of the window.
9. Never throw anything inside the bus or out of the window.
10. Talk quietly, so you do not distract the driver.

Shouting, horseplay and fighting are strictly prohibited. Students engaging in these activities will have their bus privileges suspended.

Communication Home

Communication with parents/guardians is important. Schools use a variety of ways to communicate with you throughout the year. A few examples are:

- school and classroom newsletters
- phone calls home
- email
- school and classroom websites
- periodic announcements or letters
Community Involvement

As part of diploma requirements, students must complete a minimum of 40 hours of community involvement activities during their secondary school years. Students may begin to accumulate community involvement hours in the summer after Grade 8.

The purpose of the community involvement requirement is to encourage students to develop an understanding of civic responsibility and the role they can play in supporting and strengthening their communities.

This requirement is to be completed outside the student’s normal instructional hours and each student must submit to the school a record of his or her community involvement activities. The Notification and Completion of Community Involvement Hours form is available at the school and on the Board website. Please note that for 2012-13, there are new forms and changes to the eligible and ineligible community involvement activities.

For more information visit: www.yrdsb.edu.on.ca/communityinvolvement.

Compulsory School Age

Children must go to school in the first September that they are six years old. For example, if a child turns six in February, they must attend school in September of that year. If they turn six in October, they would not be required to go to school until the following September.

Students must stay in school or in an alternative program until they turn 18, or until the school year ends in the year that they turn 18.

Continuing Education

The Board offers a number of programs to support learning that continues beyond the regular school day, beyond school age and beyond the regular classroom. These programs include:

- ACCESS - Programs for Suspended/Expelled Students
- Adult Day School - Credit Courses
- Adult Non-Credit English as a Second Language (ESL)
- Adult Non-Credit English as a Second Language (ESL) – Summer School
- After School Programs
- Beginner Driver Education
- Citizenship Classes
- Elementary Summer Learning
- General Interest Courses
- International Languages Programs
- Literacy and Basic Skills Program (LBS)
- Language Instruction for Newcomers to Canada Programs (LINC)
- Night School – Credit Courses
- Night School e-Learning – Credit Courses
- Outdoor Education
SCHOOL LIFE

- Personal Support Worker (PSW) Program
- Secondary Summer School – Credit Courses
- Summer School e-Learning – Credit Courses

For more information, visit: www.yrdsb.edu.on.ca/continuingeducation or call 905-884-3434.

EcoSchools

Ontario EcoSchools is an environmental education and certification program for grades K-12. The program helps school communities develop ecological literacy and environmental practices to become environmentally responsible citizens and reduce the ecological footprint of schools. It includes four parts: Ecological Literacy, Waste Minimization, Energy Conservation and School Ground Greening. Learn more about Ontario EcoSchools at www.ontarioecoschools.org.

The Board now has over 140 certified EcoSchools, outdoor education centres and workplaces with more schools getting involved each year.

For more information, visit: www.yrdsb.edu.on.ca/environment

Electronic Devices

Each school has its own policies regarding electronic devices. At a minimum, cell phones and other personal communication devices must be turned off and kept out of sight during all instructional periods, except with the explicit permission of the classroom teacher.

Cell phone camera functions are not permitted to be used on school property without explicit permission from the principal or designate.

Infractions will be dealt with as student discipline, under the Board’s Safe, Caring and Supportive Schools Policy.

Check with the school’s main office to find out if students may bring electronic devices into the classroom, use them in school, or if they must leave these items in their backpacks/lockers. Exceptions apply to students who require specific devices as per their Individual Education Plan. The school is not responsible for personal items that go missing at the school.

Equity and Inclusive Education

The Board is committed to ensuring equitable and inclusive learning environments for all students, staff, parents/guardians and community members. All members of our school communities are expected to uphold the Seven Guiding Principles of Ontario’s Equity and Inclusive Education Strategy. The strategy is available on the Ministry of Education website (www.ontario.ca/education).

Equity and inclusive education:
- is a foundation of excellence
- meets individual needs
- identifies and eliminates barriers
promotes a sense of belonging
involves the broad community
builds on and enhances previous and existing initiatives
is demonstrated throughout the system

Through these guiding principles the Board strives to achieve an equitable and inclusive school climate, where all members of the school community feel safe, comfortable and accepted. We want all staff and students to value diversity and to demonstrate respect for others and a commitment to establishing a just, caring society.

**Diversity is our Strength**

Diversity is the presence of a wide range of human qualities and attributes within a group, organization or society. The dimensions of diversity include, but are not limited to, ancestry, culture, ethnicity, gender, gender identity, language, physical and intellectual ability, race, religion, sex, sexual orientation and socio-economic status. (Ministry of Education Guidelines for Policy Development and Implementation – 2009, Equity and Inclusive Education in Ontario Schools)

**Equity is our Commitment**

Equity is a condition or state of fair, inclusive and respectful treatment of all people. Equity does not mean treating people the same without regard for individual differences. (Ministry of Education Guidelines for Policy Development and Implementation – 2009, Equity and Inclusive Education in Ontario Schools)

**Inclusion is our Goal**

Inclusive education is based on the principle of acceptance and inclusion of all students. Students see themselves reflected in their curriculum, their physical surroundings and the broader environment, in which diversity is honoured and all individuals are respected. (Ministry of Education Guidelines for Policy Development and Implementation – 2009, Equity and Inclusive Education in Ontario Schools)

**Requests For Religious Accommodations**

There may be circumstances where students and families request accommodations for religious beliefs in curriculum areas including the Arts and Physical Education. Accommodations may include different instruction and assessment opportunities, as well as an accommodation of full withdrawal. If you or your child are interested in discussing an accommodation based upon your religious beliefs, please speak with your child’s teacher and the school principal. By providing a range of accommodations, we are building a sense of community and belonging for all students.

**Extra-Curricular/ Co-Curricular Activities**

The Ministry of Education requires every elementary student to take part in a minimum of 20 minutes of daily physical activity. In addition, schools may offer a variety of co-curricular activities.
Co-curricular activities are programs or out-of-class activities, supervised by the school, that provide curriculum-related learning and character-building experiences. These co-curricular activities are voluntary, not part of the regular school curriculum, not graded and do not earn credits.

Co-curricular activities may vary from school to school depending on student and staff interests. They may include house-league teams, clubs of interest, or instrument and vocal music activities.

**Athletics**

**Elementary School**

The York Region Elementary School Athletic Association (YRESAA) aims to make the fullest possible contribution to health, happiness and physical well-being of elementary students by sponsoring well-organized athletic activities. The organization’s objectives are to:

- encourage learning through inter-school athletics (Grades 4 to 8)
- advance physical education
- maintain sportsmanlike conduct

The YRESAA is responsible for these five Board-sanctioned sports:

- cross-country
- basketball
- volleyball
- badminton
- track and field

There is no cost to students for participation on YRESAA school teams, except for any transportation costs incurred by the school. For more information and the results of regional tournaments, please visit the Board’s website.

**Secondary School**

The York Region Athletic Association (YRAA) offers student athletes opportunities to enhance their educational experience through high school sports. Teacher-coaches, school athletic directors, convenors and the YRAA executive volunteer their time to make these sports possible. YRAA members strive to:

- provide a high standard of competition
- maximize participation in athletics
- promote a closer relationship with the participating member schools
- encourage fair play, good sportsmanship and a spirit of good fellowship

As a member of the Ontario Federation of School Athletic Associations (OFSAA), the YRAA follows the **OFSAA Transfer Policy**. This policy applies to all students in Ontario when they transfer from one secondary school to another. The policy outlines the criteria that determine a student’s eligibility to participate in school sport.

For more information, visit www.yraa.com. For details on the transfer policy, see the documents section of the website.
Field Trips

Field trips are an important part of the curriculum that extend learning beyond the walls of the classroom. They provide students with real life experiences and applications to support and enhance classroom learning.

While field trips are connected to course expectations, assessment of learning will not be attached to field trips if not all students can participate. Students who are unable to go on a trip are expected to be at school where they will work on regular program work. It is our hope that no student will be excluded from a field trip. Please speak to your child’s teacher if you have a concern.

First Nations, Métis and Inuit Students

The Board is committed to providing supports to ensure that all students of Aboriginal ancestry are successful.

To that end, the Board recognizes the need for Aboriginal students to self-identify to ensure that appropriate services are being provided.

Students already attending a school in the Board can complete an Aboriginal Self-Identification Form. This is available through the school or on the Board’s website. New students can identify their Aboriginal ancestry when they register on their Student Registration Form.

Homework

Homework is learning activities done outside the normal classroom time. It enables students to practise skills, consolidate knowledge and skills and prepare for the next class.

Each school has a homework policy that outlines the homework expectations for each grade level.

How often and how much homework a student receives will vary with their grade and program. The time it will take to do the homework will also depend on the learning goals and the independent learning skills and work habits of the student. We recognize that homework should be balanced and take into consideration a student’s and their family’s well-being.

Students shall:

● Make every effort to complete homework assignments to the best of their ability by the due date and submit them to their teacher.
● Recognize that attention to homework helps increase academic success.
● Recognize that homework tasks can be used as a source of assessment data to focus their learning.
● Establish a homework routine.
● Have all the necessary materials and resources at hand.
● Ask for help or clarification when necessary.
● Keep track of and record assignments daily.
● Accept consequences if homework assignments are not completed.
For more detailed information, please review the Homework Policy and Procedure, available on the Board’s website.

**Information Access and Privacy**

If you still have questions related to Information Access and Privacy after speaking to staff at your school, please contact the Information Access and Privacy office at 905-727-0022 x2015

With formal requests to access school and school board information made under the Municipal Freedom of Information and Protection of Privacy Act (MFIPPA), you:

- receive a response either way with explanation
- have opportunity to appeal the response if you are not satisfied
- do not need to explain why you want the information
- have anonymity, where possible for the person requesting the information

All formal requests must be submitted in writing accompanied by a $5.00 administration fee. Other fees may apply as per the regulations associated with MFIPPA.

If you feel you or your child’s right to privacy has been breached, or if you believe an activity of the school board is not privacy respectful, you can lodge a complaint with the provincial office of the Information and Privacy Commission by calling 1-800-387-0073 or 416-326-3333. You may also contact the school board’s Information Access and Privacy Office by calling the number provided above.

**Media Visits to Schools**

In all schools in the York Region District School Board, student success is recognized. This happens in many different ways throughout the school year. Student work may be showcased throughout the school and may be displayed, on occasion, outside of the school. Schools cooperate with the media and other organizations, within reason, to encourage the celebration of school achievements and the sharing of information about students and students’ work. The media may, from time to time, come to the school to cover special events, etc. Please speak to the principal if you have any concerns.

**Office Index Cards**

The Office Index Card is a record containing comprehensive demographic information for each student. The card will be sent home at the start of each school year so that the content can be revised as necessary. For example, if your home telephone number has changed, it is critical you inform the school.

If information changes at any time throughout the school year, please let the school office know.

**Ontario Student Records**

An Ontario Student Record (OSR) is a file folder containing academic and other education-related records for each student currently or previously enrolled in an
elementary or secondary school in Ontario.

A student’s OSR can be accessed by:

- the student
- parents/legal guardians (unless the student is 16 or older and legally emancipated from the parent – in this case, parental access does not necessarily occur)
- anyone else identified in writing by the student or parents/guardians

To view and request copies of content in the OSR, please make an appointment with the school principal. You may also request the correction or removal of OSR content subject to the approval of school administration.

**Parent Engagement**

The York Region District School Board values parent, family and community engagement in their child’s education and the positive effect this engagement has on student achievement and well-being. Parents/guardians play a vital role in their child's education. Good schools become better schools when they are strongly connected with parents as part of the learning community. We are committed to fostering and sustaining a positive, welcoming school climate in which all parent perspectives are encouraged, valued and heard.

Parents can engage with their child's learning at home and at school as follows:

**At Home**

- reviewing homework and assignments and any communication from the teacher each evening
- communicating with your child’s teacher
- reading to your child and listening to your child read, including reading in your child’s first language
- playing learning games
- telling/sharing stories
- writing stories, including in your child’s first language
- talking to your child about his/her day at school (ask them what they learnt and how they can improve)
- making sure there is a quiet space to do homework
- asking questions that have a response other than ‘yes’ or ‘no’

**At School**

- volunteering to read to students or listen to students read
- playing learning games with groups of students
- preparing materials for classroom use
- helping to supervise students on field trips
- helping with fundraising
- helping with the Safe Arrival Program
- assisting in classrooms or the library
- assisting with lunches or milk programs
School Life

- creating bulletin boards
- typing or scribing students’ stories
- participating on the school council
- assisting with translation
- asking questions regarding your child’s progress
- attending meeting to review your child’s progress and achievement
- advocating for your child's needs

Planning for Secondary School and Beyond

The student section of the York Region District School Board’s website contains information that can help students make decisions about courses and their career path. Tools and information available include:

**Regional Course Directory**

This directory lists secondary school courses and programs offered throughout the York Region District School Board. For more information, visit: www.yrdsb.edu.on.ca/edirectory

To view the courses offered in specific secondary schools, please refer to the individual local school calendars available at: www.yrdsb.edu.on.ca/ecalendars

**Career Cruising**

Career Cruising is an interactive career guidance and pathways planning tool designed for people of all ages. The tool can help students find the right career, explore different career options, manage course selection online and plan various pathways to meet the requirements for their desired career path.

Students are directed to specific access by their grade level. Students from Grades 8 onward will perform their course selections through the Course Planner module on the Career Cruising site. Career Cruising is also used for Summer and Night School course registration.

For more information, visit: www.yrdsb.edu.on.ca/guidance

**Preparing for Secondary School**

In Grade 8 you will select courses for Grade 9. To help you select courses, it is important to be aware of course pathways, compulsory credits and pathways beyond secondary school.

Please review the compulsory credits chart (page 22). Choose your course pathway based on your learning style:

**Applied Courses:** Students develop knowledge and skills through practical application, understanding of essential concepts and exploration of related concepts. Students are working at or above grade level.

**Academic Courses:** Students develop knowledge and skills through study of theory and abstract problems, understanding of essential and related concepts and practical application as appropriate. Students are working at or above grade level.
Open Courses: Are for all students and selected as electives, in addition to your compulsorries. These courses are designed to broaden knowledge and skills in subjects that reflect your interests.

Promoting Skilled Trades and Technologies (PSTT) Units are available in elementary school and that help you to start on your path.

Pathways Beyond Secondary School

Which pathway will you choose?

Students, in the not-too-distant future, you will make choices about what you want to do when you finish secondary school.

- Will you pursue post-secondary education through apprenticeship, college, university or global learning opportunities?
- Will enter the workplace directly after high school?

You may want to consider opening doors to your future. For example:

- Registering for a Specialist High Skills Major (SHSM), gaining industry-recognized certification, skills and training while in secondary school. Most secondary schools in the Board now have SHSM programs (www.yrdsb.edu.on.ca/SHSM).
- Getting a head start on an apprenticeship in a skilled trade by participating in the Ontario Youth Apprenticeship Program (OYAP) (www.yrdsb.edu.on.ca/oyap).
- Getting a head start on a variety of college courses while still in secondary school. Dual Credit Courses/Programs let you receive both a college and a secondary school credit (www.yrdsb.edu.on.ca/dualcredits).
- Participating in the Exploring Opportunities Programs (EOP), a specialized opportunity starting in Grade 11 for students interested in the trades and technologies who want to explore workplace or apprenticeship pathways (www.yrdsb.edu.on.ca/exploringopportunities).
- Participating in Cooperative Education Programs (working at a job placement while attending secondary school and earning credit for it) (www.yrdsb.edu.on.ca/co-op).
- Participating in the International Co-op Program (ICE) to gain global experience (www.yrdsb.edu.on.ca/ice).
- Participating in the skills competitions that are available each year (www.skillsontario.com). Ask your teacher for more information.

Rewarding jobs await you in all sectors of our economy, no matter what path you choose. Ensuring you have the right skills is essential. Start yourself on your path now, by talking with your family, friends, guidance counsellors and teachers.

Check out some of your dream jobs at:
www.careercruising.com or www.ontario.ca/education.
Positive Climates for Learning

The York Region District School Board believes it is the shared responsibility of all members of the school community to create an equitable and inclusive positive climate for learning in our schools because it is essential for student achievement and well-being. Every school in York Region has a Positive Climates for Learning Team charged with building environments that are equitable and inclusive, safe, supportive, respectful and caring. This requires all members of the school community to work together to identify and remove barriers that can limit achievement and well-being that may relate to gender, race, ethnic origin, religion, socio-economic background, physical or mental ability and sexual orientation.

The creation of Positive Climates for school teams aligns with the Ministry’s Equity and Inclusive Education strategy and is embedded in the Board Improvement Plan. If you would like more information about Positive Climates for Learning or wish to become involved in your school’s team, please contact your principal and/or vice-principal.

Recess – Elementary

All students are expected to go out for recess and lunch hour, weather permitting. If a student is well enough to attend school, then he or she will benefit from short periods of outdoor exercise. The school does not have supervised health room facilities. Recess, entry and dismissal times, and lunch time are supervised. Students should dress comfortably and appropriately according to weather conditions.

Recess Playground Expectations

Each school’s code of conduct outlines acceptable behaviour for students. During playground time, the code of conduct applies and includes the following:

● harmful behaviour toward others is not acceptable (e.g. play fighting, piggybacks, pushing, rock/stone/sand/snowball throwing, etc.)
● show respect for fellow students, teachers, school assistants and administration
● swearing is not permitted
● spitting is not acceptable, whether playing sports or not
● all students are responsible for keeping school property clean and tidy
● students should stay out of the swales (gullies, marsh areas and ditches) and away from the trees
● only JK/SK students are allowed in the Kindergarten play area
● use common sense
● students are to stay in the schoolyard

Requesting a Transcript

You or your child who is now out of school may be thinking of returning to school or need proof of graduation for employment purposes. To order a transcript,
please contact Central Transcript Services by completing the form found on the Board’s website under Order a Transcript on the home page.

School Fees and Fundraising

Given the new fee guidelines from the Ministry of Education, there will be a change in the ability of schools to collect fees from students. Schools previously charged fees for supplies related to coursework required for graduation. The new guidelines do not allow these fees to be charged, with the exception of regional programs. However, they do allow fees for enhanced materials that are voluntary enrichments beyond what is necessary to meet the curriculum expectations.

Most classes will continue as usual, but the scope of some programs may change. As always, we will continue to deliver high-quality programs and remain committed to equity and excellence in education for all students.

School Property

Students are expected to show respect for school property and materials at all times. It is the responsibility of the student, together with their parents/guardians to ensure that school items are returned in the same condition in which they were used.

Textbooks, lockers, desks and chairs should not be vandalized (e.g. writing inside school books, torn pages, holes in desks, etc.). Lost or damaged textbooks, library books or other school materials are the responsibility of the student. Restitution will be expected and outlined by each school.

Information Technology Acceptable Use Agreement

Digital Literacy is an integral part of inspiring and preparing learners for life in our changing world community.

All students and their parents/guardians must sign a form (centre page pull-out) to acknowledge they have read, understand and will support the requirements/conditions/rules concerning the use of school/Board and personal technology as it supports learning.

This agreement is designed to ensure a safe and supportive school environment as well as ensuring our network integrity.

The term school/Board technology as used in this document refers to, but is not limited to, computer networks, stand-alone computers, handheld devices, peripheral devices, digital media and memory storage devices.

Primary Students Information Technology Acceptable Use Agreement

When using technology, students are accountable for:

○ Following the Board’s Safe, Caring and Supportive Schools Policy and the school Code of Conduct.

○ Always having permission before using school technology.
Junior Students Information Technology Acceptable Use Agreement

When using technology, students are accountable for:

- Following the Board’s Safe, Caring and Supportive Schools Policy and the school Code of Conduct.
- Respecting others’ privacy and personal information, including passwords.
- Never sharing passwords with anyone other than teachers or parent/guardian(s).
- Keeping personal information private (e.g. not publishing photos, names, addresses or phone numbers on the Internet).
- Using technology responsibly for educational purposes as assigned by a teacher.
- Respecting information/media obtained on the Internet by incorporating all references in a bibliography, footnote or other form of citation.
- Reporting known technical, safety or security problems.
- Reporting inappropriate or uncomfortable situations involving technology to a staff member.
- Treating technology with respect.

Intermediate/Senior Students Information Technology Acceptable Use Agreement

When using technology, students are accountable for:

- Adhering to the guidelines of the Board’s Safe, Caring and Supportive Schools Policy and following the school Code of Conduct.
- Respecting others’ privacy and personal information, including passwords.
- Keeping personal information private (e.g. not publishing photos, names, addresses or phone numbers).
- Responsibly using resources, the Internet and electronic communication tools for specific projects, research and other educational purposes as outlined by a staff member.
- Treating school board technology with respect.
- Reporting inappropriate or uncomfortable situations involving technology to a staff member.
- Reporting known technical, safety or security problems to a staff member.
- Respecting information/media obtained on the Internet by incorporating all references in a bibliography, footnote or other form of citation.
Staff may access Board-provisioned student accounts and communications for assessment purposes, to maintain system integrity, and to ensure that students are using the system responsibly and safely. As a result, students should not expect that stored files or messages are private.

Consequences for actions which contravene the Board’s Safe, Caring and Supportive Schools Policy and the school Code of Conduct may range from withdrawal of privileges to suspension from school.

The Board’s Safe, Caring and Supportive Schools Policy is available on page 33.

**Pets on School Property**

A reminder to parents/guardians who walk their pets to school with their children:

- All dogs must be on a leash and kept outside the school.
- Please consider leaving your pets at home. Larger animals sometimes intimidate smaller children.
- Fenced in Kindergarten play areas are off limits to pets.
- All excrement must be removed by pet owners. Please help keep our property clean and healthy for students.

**Secondary School**

**Final Evaluations**

All students are required to participate in the final summative assessment(s). These assessments make up the final evaluation representing 30 per cent of the student’s report card grade. Students are expected to complete all final summative assessments, at the place, date and time indicated by the teacher and the examination schedule provided by the school. Students cannot leave early for vacations, employment or other activities such as summer camps during the examination schedule.

When exam schedules are distributed, it is the student’s responsibility to report any conflicts to the vice-principal in charge of examinations before the deadline stated on the schedule. An examination conflict is defined as having two exams scheduled at the same time or having three exams on the same day.

In the case of extenuating circumstances (e.g. bereavement, court appearance or when a student is unable to write an exam because of illness explicitly stated on a medical certificate), the principal will decide, in consultation with the subject teacher, the most appropriate way to determine the student’s final standing in the course. Documentation supporting an absence must be presented in all cases.

In the case of an unexcused absence, a zero may be assigned for the missed portion(s) of the assessment and used in the determination of the final grade.
Program and Diploma Requirements

Students must earn the following compulsory credits (total of 18) to obtain the Ontario Secondary School Diploma:

<table>
<thead>
<tr>
<th>Credits</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>4 credits in English (1 credit per grade)</td>
</tr>
</tbody>
</table>
|         | - The Ontario Secondary School Literacy Course (OSSLC) may be used to meet either the Grade 11 or the Grade 12 English compulsory credit requirement.  
|         | - The Grade 11 Contemporary Aboriginal Voices course may be used to meet the Grade 11 English compulsory credit requirement.  
|         | - For English language learners the requirement may be met through earning a maximum of 3 credits in English as a Second Language (ESL) or English Literacy Development (ELD); the fourth credit must be a Grade 12 compulsory English course. |
| 3       | 3 credits in mathematics (at least 1 credit in Grade 11 or 12) |
| 2       | 2 credits in science |
| 1       | 1 credit in the Arts  
|         | - The Grade 9 Expressing Aboriginal Cultures course may be used to meet the compulsory credit requirement in the Arts. |
| 1       | 1 credit in Canadian geography (Grade 9) |
| 1       | 1 credit in Canadian history (Grade 10) |
| 1       | 1 credit in French as a second language  
|         | - Students who have taken Native languages in place of French as a second language in elementary school may use a Level 1 or 2 Native language course to meet the compulsory credit requirement for French as a second language. |
| 1       | 1 credit in health and physical education |
| 0.5     | 0.5 credit in career studies |
| 0.5     | 0.5 credit in civics |
| 3       | 3 additional credits, consisting of 1 credit from each of the following groups: |
|         | **Group 1:** English (including the Ontario Secondary School Literacy Course), French as a second language, classical languages, international languages, Native languages, Canadian and world studies, Native studies, social sciences and humanities, guidance and career education, cooperative education.  
|         | **Group 2:** French as a second language, the Arts, business studies, health and physical education, cooperative education.  
|         | **Group 3:** French as a second language, science (Grade 11 or 12), computer studies, technological education, cooperative education. |

Note: The following conditions apply to selections from the above three groups:  
- A maximum of 2 credits in French as a second language may count as additional compulsory credits, 1 credit from Group 1, and 1 credit from either Group 2 or Group 3.  
- A maximum of 2 credits in cooperative education may count as additional compulsory credits, selected from any Groups 1, 2, or 3.
PLEASE PULL OUT THIS STUDENT AND PARENT/GUARDIAN FORM, SIGN AND RETURN TO YOUR SCHOOL
STUDENT AND PARENT/GUARDIAN FORM

Student (please print): Last Name __________________ First Name __________________
Homeroom Teacher: ___________________________ Grade: ______________

☐ Please check this box if the student is 18 years of age or older.

All students and their parents/guardians must sign this form to acknowledge in writing that they have read, understand and abide by:

● The Information Technology Acceptable Use Agreement (available on page 19-21 of this guide)
● The Safe, Caring and Supportive Schools Policy (available on page 33-42 of this guide)

............................................................................................................................................................................................................

Primary Students

We have read, talked about and will abide by:

● The Information Technology Acceptable Use Agreement
● The Safe, Caring and Supportive Schools Policy

Parent/Guardian Signature: ______________________________________________________
Date: ______________________________

............................................................................................................................................................................................................

Junior/Intermediate/Senior Students

We have read, understand and will abide by:

● The Information Technology Acceptable Use Agreement
● The Safe, Caring and Supportive Schools Policy

Student Signature: ______________________________________________________________

Parent/Guardian Signature: ______________________________________________________
Date: ______________________________

THIS FORM MUST BE RETURNED TO YOUR SCHOOL.
PLEASE PULL OUT THIS STUDENT AND PARENT/GUARDIAN FORM, SIGN AND RETURN TO YOUR SCHOOL
Students may choose to earn an enhanced “Red Seal” Ontario Secondary School Diploma with a Specialist High Skills Major Designation. To learn more, visit: www.yrdsb.edu.on.ca/SHSM.

**Transcripts And Full Disclosure**

Withdrawals and failures from Grade 9 and 10 courses are not recorded on the Ontario Student Transcript.

If a student withdraws from a Grade 11 or 12 course within five (5) instructional days after the formal report card is issued, then the course will not be recorded on the transcript.

If a student withdraws from a Grade 11 or 12 course more than five (5) days after the reporting period, a withdrawal (W) is entered in the credit column. The student’s mark at the time of withdrawal is recorded as a percentage in the achievement column of the transcript.

In addition, if a student repeats a course, each attempt and the mark will be recorded in the transcript with only one credit granted. The course with the lower mark will have an “R” entered in the credit column. Any questions concerning this regulation should be directed to a guidance counsellor or administration.

**Student Engagement**

Student leadership and involvement are important parts of establishing thriving learning environments for each student.

The Board Student Leadership Policy and Procedure outlines our commitment to ensuring the student voice is heard and considered in decision making at both the elementary and secondary levels. The policy and procedure also outline how student leadership will be encouraged and facilitated at all levels in the Board.

For more information about how the Student Leadership policy and procedure is being implemented at your child’s school, please contact the principal.

Student trustees act as a liaison between the school community and the Board. They are elected annually by members of the York Region Presidents’ Council, a body consisting of all Student Council Presidents in York Region public secondary schools. Learn more about student trustees on the inside cover of this guide and at www.studenttrustee.yrdsb.edu.on.ca.

**Students with Special Needs**

All students in our schools, regardless of background or ability, will have the opportunity to develop the skills, attitudes and knowledge required to live up to their full potential. Our classrooms and staff will assist them in growing into capable, caring, responsible and active citizens.

The Board is committed to providing the most appropriate educational opportunities for all students. For students with special needs, we are committed to:
SCHOOL LIFE

- Providing programs and services wherever possible in home schools.
- Providing a range of placement options.
- Providing a focus on inclusive practices in our schools as an integral part of school culture.
- Believing all students can learn.
- Providing appropriate accommodations and modifications as required.
- Developing learning communities that promote respect for differences, diversity and inclusivity.
- Recognizing, valuing and validating all students.
- Inviting and supporting students to be active participants in all aspects of school activity.
- Creating environments for all staff, students, parents and other partners to focus on shared understandings of common goals.

To learn more about Individual Education Plans and Identification, Placement and Review Committees, please visit the Programs section on the Board’s website.

For more information about available programs or services for your child, please contact your child’s teacher or principal.

**Intervention Strategies**

By closely monitoring the learning process for each student, the teacher is able to identify the instructional strategies necessary to support student success. The teacher can select a variety of strategies to support different learning styles, provide alternative approaches to learning, adjust pace or depth, or provide one-on-one or small group instruction. A teacher’s plan for intervention considers:

- Student strengths, needs, abilities and interests.
- Learning styles and preferences.
- The length of time needed for instruction, for practice and for feedback.
- Student and parent/guardian roles and responsibilities.
- Resources and alternate strategies to support learning.
- The roles that others can play to support the student’s needs.

**In-School Team**

Our Board is committed to student success. We recognize that students develop and learn in different ways and that some students will require special education programs and services, tailored to meet their individual needs.

When a teacher needs support to plan more extensive interventions he or she may request an In-School Team meeting. The purpose of the team meeting is to collaboratively explore additional interventions or assistance which may be required for student success. This school-based team can provide:

- Consultation on curriculum interventions.
- Planning for and co-ordination of services for the student.
- Access to additional school, community or regional services.
Members of the In-School Team can include Student Services staff from:

- The Autism Team
- Blind and Low Vision Services
- CEC Intervention Team
- Deaf and Hard of Hearing Services
- Physical and Occupational Therapy Services
- Psychological Services
- Regional Behaviour Team
- School Social Worker Services
- Speech-Language Pathology Services
- Work Experience Program

**Student Success**

The goal of the Student Success Strategy is to ensure that all students in Grades 7-12 have the learning opportunities and supports they need to be successful in high school and beyond. With a focus on student engagement, Student Success provides new and relevant learning opportunities that build on students’ interests and strengths, as well as their learning needs.

Every secondary school in the York Region District School Board has a full-time Student Success Teacher. This teacher acts as a student advocate and mentor to ensure the success of all students, particularly those who may experience challenges as they transition from elementary to secondary school.

The Student Success Teacher:

- Supports students through key transition points from elementary to secondary school.
- Works in partnership with classroom teachers to support students who are experiencing academic and social/emotional challenges.
- Keeps students on track for graduation through educational pathway and career planning, goal setting and ongoing monitoring of student marks, assignments, due dates, attendance and attitudes.

For more information about the Student Success program, please contact the Student Success Teacher at your high school and visit: www.yrdsb.edu.on.ca/studentsuccess.

**Vacation**

Family vacations during school days can have a significant effect on student learning. If your child will miss more than 15 consecutive days of school, you must provide a letter to the school indicating your child’s date of return. Without the letter, your child will be removed from the school’s rolls and might not be accommodated at their home school when they return from vacation.

Before withdrawal for any vacation not on the school calendar, check with your school office to find out what effect a long vacation may have on your child’s progress. You may ask the homeroom teacher to suggest educational activities.
Students may be responsible for completing modified assignments upon their return to school.

**Visitors to the School**

In keeping with our Safe, Caring and Supportive Schools Policy, and to ensure the safety of all our students and staff, all visitors (including parents/guardians) must check in at the school’s main office upon arrival (i.e. sign in and obtain a visitor or volunteer pass to wear while in the school). All visitors must use the main entrance of the school. The office staff can get important messages and materials to your child.

**Working or Volunteering During School Hours**

Students may be employed or volunteering during school hours only if they are in a co-op or Supervised Alternative Learning (SAL) program that allows them to do so. The SAL program allows students to have flexible programs to meet their academic and life goals. A program might include attending classes, taking job training, counselling or any other activity that addresses their needs and is approved by the school board.
HEALTH INFORMATION

Allergies

We have a number of students and staff in our schools that have life-threatening food allergies. If some of these people smell or come into contact with even a very small amount of certain foods, they may go into anaphylactic shock - a potentially life-threatening condition. Medication must be administered by injection within minutes to those individuals to keep them safe.

To ensure the health and safety of all of our students, please let the school know if your child has a life-threatening allergy. Ask your child’s school principal about the MedicAlert program and ensure that they carry their epinephrine auto-injector medication. Your child’s principal will inform the parent community if there is a particular life-threatening allergy (e.g. nuts) at the school. We ask that all parents/guardians help to keep our school community safe by practicing measures to avoid allergens.

To view the Anaphylactic Reactions Policy and Procedure, visit the Board’s website at www.yrdsb.edu.on.ca.

Growth and Development Education

Growth and development education is an integral part of the Kindergarten to Grade 8 Health Curriculum. Parents/guardians will be informed about the content of the curriculum and when the unit is being delivered.

If you do not want your child to participate in the Growth and Development Unit, please put your request in writing to your child’s teacher. An alternate program will be provided for your child.

Head Lice (Pediculosis)

Head lice or pediculosis is common in school-aged children. It is not a communicable disease. All families can help to decrease head lice in our school communities by performing regular head checks of their children and treating the head lice if found. Checking for lice takes patience, diligence and plenty of time. It is recommended that you always be sensitive to the student’s feelings around this topic. Head lice can happen to anyone regardless of social class or level of personal cleanliness.

When head lice are identified at school, parents/guardians are contacted so treatment can start right away. Students are allowed to re-enter the class only when all of the lice eggs (nits) have been removed from the hair. Notices and an information pamphlet are also sent home with other students in the class.

Effective treatment of head lice includes:

- Checking all family members for lice.
- Using the appropriate shampoo.
- Treating all family members that have lice.
- Removing all nits (eggs).
Additional information about head lice is available through York Region Community and Health Services (www.york.ca). York Region Health Connection information telephone line also provides consultation regarding the identification, prevention and treatment of head lice. If you have questions about head lice or any other public health-related topic, please contact York Region Health Connection at 1-800-361-5653, TTY 1-866-252-9933.

Health Card Numbers

In accordance with the Personal Health Information Protection Act, schools and school boards cannot collect and use health card numbers. Only those professions that are reimbursed through Medicare collect health card numbers.

Parents/guardians are contacted in any instance where a health card number is required. Medical attention cannot be denied in the absence of a health card number.

Health Support Services

The Board believes that the ultimate goal of health support within the school setting is to have students be as independent as possible with their own care, recognizing that in some cases coordinated supports are required. Students who are independent also have the ability to develop self-advocacy skills and have a circle of support among people who understand their needs and can provide assistance as required.

We believe that all school personnel and others entrusted with the supervision of students have a duty of care to assist students during medical emergencies, to the extent of their capacity within the means available to them, and having regard to what is reasonable for persons without medical training.

Health support services are available for students who are unable to attend school without the support normally provided at home by a family member and that cannot be deferred until after school hours. This includes emergency services and essential routine health services such as:

- administration of medication
- catheterization
- suctioning
- seizure management
- diabetes management
- communication disorders management
- management of physical challenges

Parents/guardians whose children require health support services are responsible for:

- Making the principal aware of the health/medical needs of their child.
- Understanding that the provision of health support services is their ongoing responsibility. By requesting the assistance of school personnel in providing these services, they are temporarily delegating limited authority to the
personnel of the school for a particular purpose, rather than relinquishing any part of their parental responsibility.

Students with health support needs are responsible for:

- Independently carrying out their medical management plan to the extent they are capable and, where appropriate, carrying with them any necessary equipment that when this is part of their normal daily activity.

For more information about health support services for your child, please contact your child’s teacher or principal.

**Immunization**

Ontario law requires students attending school to be up-to-date with diphtheria, tetanus, polio, measles, mumps and rubella immunizations (for a complete list, see Ontario’s publicly funded immunization schedule on the Ministry of Health website at [www.ontario.ca/health](http://www.ontario.ca/health)).

Parents/guardians, you are required to provide this information to York Region Community and Health Services when your child receives an immunization from his or her family physician. Students who are not up-to-date may be suspended from school. Consult with your family physician to make sure your child’s immunizations are up-to-date.

Some students may have an exemption from immunization based on medical, religious or conscientious reasons. Forms for these exemptions may be accessed at [www.york.ca/immunization](http://www.york.ca/immunization).

All communication regarding immunization should be directed to York Region Community and Health Services, 1-877-794-1880 or by mail to: The Regional Municipality of York, Community and Health Services Department, Public Health, Infectious Diseases Control Division, 17250 Yonge Street, Newmarket, Ontario L3Y 6Z1.

**Medication**

It is the responsibility of the child’s parent to administer medication. Treatment regimes should be adjusted to avoid administration of medication during school hours. When this is not possible, you may request the assistance of school personnel.

If your child needs medication during school hours, please leave it in the school office labeled with your child’s name and the correct dosage. Parents/guardians must inform the school if their child is bringing medication to school (e.g. asthma puffer, EpiPen®, Tylenol®, etc.). Students are not permitted to carry medication with them unless the office is made aware of an ongoing emergency medical condition.

Medication will be administered by school staff only after you complete the Board form for the administration of medication (Request for Administration of Medication or Self-Administration of Medication Form) that can be obtained through the school office.
No Smoking on School Property

Smoking, holding lit tobacco products and consuming any other tobacco products are not permitted on school property at anytime by anyone (staff, students or visitors) including in any vehicle. This is in compliance with the Smoke-Free Ontario Act which is enforced locally by York Region Community and Health Services and the Board’s Tobacco-Free Environment Policy. The act also prohibits supplying and sharing cigarettes to persons under 19 years of age and carries a fine for those who are not compliant.

A progressive form of discipline, involving suspension from school and fines, is in place for students who break the law. For more information please contact York Region Health Connection at 1-800-361-5653, TTY 1-866-252-9933 or visit www.york.ca/tobacco.

Preparing for Weather Conditions

Students should be dressed appropriately for weather conditions.

During the cold winter months, students can stay warm by wearing layers of loose-fitting clothing, a hat, scarf, mitts or gloves. If your children walk to school, bright-coloured and reflective pieces of clothing help make them visible to motorists and traffic. Students should also consider bringing extra pants and socks in case they get wet.

During the hot sunny weather, students should protect themselves by:

- Seeking shade or creating their own.
- Wearing a hat and suitable clothing to cover their skin.
- Putting on sunglasses that provide UV protection to protect their eyes.
- Applying or re-applying sunscreen 20 minutes before exposure to the sun.
- Reducing outdoor physical activity in very hot weather.
- Drinking plenty of water.
- Wearing loose fitting, light-coloured clothing made from a breathable fabric.

York Region Community and Health Services recommends using a broad spectrum sunscreen with Sun Protection Factor (SPF) of 30 or higher. The principal decides at the time of each recess whether students will remain inside, or go out for shortened or full period recess by keeping a close eye on weather conditions, including temperature, wind chill, sun/cloud conditions and wind velocity.

We ask that parents/guardians be sensitive to the demands placed on the school office and not call the school to inquire about indoor recess. Please send your child to school dressed for outdoor play. Students will be supervised in their classroom during recess and lunch hour whenever an indoor recess is necessary.

West Nile Virus and Lyme Disease

The mosquitoes that most commonly cause West Nile virus are not generally active during the daytime. They are more active during the early evening and early morning (dusk and dawn). If parents/guardians wish to apply repellent to their child, they must do so prior to the start of the school day.
If students are attending a field trip in an area with heavy tree cover, tall grass, or that is known for high mosquito or tick activity, you will need to take precautions against mosquito and tick bites.

**Preventing mosquito and tick bites:**

- **Cover up** - Mosquitoes are attracted to darker colours, so wear light-coloured clothing when going outside. Ticks are also easier to see on light-coloured clothing. Long-sleeved shirts or jackets, long pants and socks should be worn. Pant legs can be tucked into socks for added protection.

- **Use insect repellent** - Consider using an insect repellent containing DEET.* The concentration of DEET should be no greater than 30 per cent for adults and no greater than 10 per cent for children. Federally regulated non-DEET products are also available. For more information about personal insect repellents please visit the Health Canada Pest Management Regulatory Agency web page: www.hc-sc.gc.ca/hl-vs/iyh-vsv/life-vie/insect-eng.php.

*Please note that staff will not be applying insect repellents to students.

For more information about West Nile virus or Lyme disease, call York Region Health Connection at 1-800-361-5653, TTY 1-866-252-9933, visit www.york.ca/westnile or www.york.ca/Services/Public+Health+and+Safety/lymedisease.htm.

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**Dental Services in York Region**

Dental screening is available to children in select grades in all York Region elementary schools and at Public Health Dental Clinics. Preventive services are also available to eligible children aged 0-17 at no direct cost.

York Region can help families access dental care and treatment for eligible children aged 0-17 through the Children in Need of Treatment (CINOT) and Healthy Smiles Ontario programs.

For more information or to book an appointment, call York Region Health Connection at 1-800-361-5653, TTY 1-866-252-9933 or visit www.york.ca/teeth.
SAFETY INFORMATION

Accident Insurance
Accidents do happen. Student accident insurance provides coverage for injuries due to accidents not covered by government or private health plans (e.g. the cost of expensive dental work as a result of an accident). It is strongly recommended that parents/guardians of students involved in athletics purchase this insurance.

Insurance covers a student in the event of an accident at school, or anywhere else as coverage applies, 365 days a year, even during non-school activities. Insurance applications are sent home in early September and are also available through the school office. All completed applications should be sent directly to the carrier.

Children’s Aid Society (CAS)
All school board staff have a responsibility to notify the CAS if there are concerns for the well-being of students under the age of 16. Any suspicions of physical or sexual abuse, neglect or lack of care by a parent/guardian must be reported immediately to the CAS.

Emergency Information
Emergency forms are extremely important for your child’s safety. Please advise the office as soon as possible if any of the following information changes on the emergency form sent home in September:

- work or home numbers
- emergency contacts and telephone numbers
- changes in custody agreements
- medical alert or changes in health condition (e.g. allergies, medications)

Elementary Safe Arrival Program
Ensuring the safety of our students is a priority. Our Safe Arrival Program is in place so that we can account for the whereabouts of absent students.

Parents/guardians, please inform your child’s school if your child is going to be absent. Where possible, please notify the school in advance. Call the school and leave a message on the answering machine or with the office.

If you have not informed the school of your child’s absence in advance, the school will take the following steps, in this order, to ensure your child is safe:

1. We will call your home.
2. If we do not reach you at home, we will call your work and/or cell phone.
3. If we cannot reach you at work, we will call your emergency contact number.
4. If we cannot get information from your emergency contact about your child’s location, we will speak to a sibling if one is in the school.
5. If we are still unable to get information, we may check with a friend of your child.
SAFETY INFORMATION

6. If we are still unable to get information, we will consider your child missing and we will contact York Regional Police.

Emergency Preparedness
The Board has a number of policies and procedures in place to address emergency situations when normal school operations cannot continue or where student and staff safety are possibly at risk. This could include a fire, flood or acts of violence. All schools have individual plans and conduct drills throughout the year in partnership with Emergency Services. These drills are important so that in the case of an actual emergency, students and staff know what to do to be safe.

Parking Lot Safety
Please be considerate and careful when using the school parking lot. Do not park in the fire zone or bus loops for any reason. Please work with us to keep our students safe.

Police/School Board Protocol
At the start of each school term, school administrators are asked to advise all members of the school community of the following:

● The school administrator has the right to search school property, such as lockers and desks, without notice to or permission of any person.
● Police may from time-to-time be invited onto school premises to conduct a search. These searches may be conducted without notice to or permission of any member of the school community other than the school principal.

Safe, Caring and Supportive Schools
This policy outlines the Board’s commitment to creating safe, caring and supportive schools and the Board’s approach to school discipline. It explains the responsibilities of Trustees, Board staff, students, parents/guardians and community partners.

Parents/guardians and students are required to sign a form showing that they have read and understand this policy. That form can be found on the centre page pull-out of this guide. Please complete and return to your school principal.

Note: At the April 3, 2012 Board Meeting, Policy and Procedure #668.0, Safe, Caring and Supportive Schools was approved as a Working Document pending the approval of legislation which will result in further revisions. It is now the official policy of the Board. Any questions, comments or feedback are welcome and should be directed to Assistant Manager, Board and Trustee Services Lisa Reinhardt at lisa.reinhardt@yrdsb.edu.on.ca or 905-727-0022 ext. 2217.
Policy Statement

It is the policy of the York Region District School Board to promote safe, caring and supportive school and work environments in order to optimize student and staff learning, safety and effectiveness. Specifically, York Region public schools and workplaces are directed to focus on safety, responsible citizenship and civility as defined by the standards of behaviour for the province of Ontario in the provincial Code of Conduct, and the Board’s Respectful Workplace and Learning Environment policy and procedure. Safe and supportive learning cultures are at the heart of all of the Board’s efforts to promote student achievement and well-being, and in turn, student success.

The Board recognizes that discipline of students begins at home with parents who are the first and primary educators for their children. This includes responsibility for social development, behaviour and discipline. The Board encourages a partnership with parents in the support of students’ social, emotional and academic growth.

For most students, effective school discipline is ensured through student engagement in interesting and challenging programs that meet individual needs. Clear behavioural expectations support student engagement and are based on meaningful communication between students, parents or adult students and the school. In reinforcing appropriate behaviour, the Board supports principals, teachers and support staff in the use of a continuum of positive practices that strive to teach, promote and reinforce positive and productive behaviours while providing predictable and supportive consequences to behaviours that are identified as being inappropriate. When relationships are damaged, it is the aim of the Board that staff work to restore them. Positive school culture is restorative in nature; damaged relationships may be healed using a restorative approach. It is the intent in all situations involving aggression to achieve fairness in consequences for the aggressor and support for the victim. Information will be shared with the victim and parents of the victim to the extent that legislation allows.

The Board embraces a progressive approach to discipline in schools. In partnership with parents and the community, the development of good character, cultural proficiency, and appropriate social skills that build healthy relationships is the priority.

Where inappropriate behaviour persists, ongoing interventions may be necessary to promote and sustain positive student behaviour and address underlying causes of these behaviours. The Board recognizes that responses to inappropriate behaviours must take into account mitigating factors, the nature and severity of the behaviours, and the impact on school climate as required by the Education Act and set out in Ontario Regulation 472/07. The environment in which a child learns may change to meet the needs of the individual student and the school community where inappropriate behaviour persists. The Ontario Human Rights Code overrides this policy and procedure in all instances.
**Legislative Context**

**Education Act**

**Definitions**

**Bullying**

Bullying, as defined by the Ministry of Education, is “typically a form of repeated, persistent, and aggressive behaviour directed at an individual or individuals that is intended to cause (or should be known to cause) fear and distress and/or harm to another person’s body, feelings, self-esteem, or reputation. Bullying occurs in a context where there is a real or perceived power imbalance.”

Students may attain or maintain power over others in the school through real or perceived differences. Some areas of difference may be size, strength, age, intelligence, economic status, social status, solidarity of peer group, religion, ethnicity, disability, need for special education, sexual orientation, family circumstances, gender and race.

Bullying is a dynamic of unhealthy interaction that can take many forms. It can be physical (e.g. hitting, pushing, tripping), verbal (e.g. name calling, mocking, or making sexist, racist, or homophobic comments), or social (e.g. excluding others from a group, spreading gossip or rumours). It may also occur through the use of technology (e.g. spreading rumours, images, or hurtful comments through the use of e-mail, cell-phones, text messaging, Internet websites, or other technology).

Children who suffer prolonged victimization through bullying, as well as children who use power and aggression as bullies, may experience a range of psycho-social problems that may extend into adolescence and adulthood. (Ministry of Education, PPM 144)

**Bullying:**
- Adversely affects a student’s ability to learn.
- Adversely affects healthy relationships and the school climate.
- Adversely affects a school’s ability to educate its students.
- Will not be accepted on school property, at school-related activities, on school buses, or in any other circumstances (e.g. online) where engaging in bullying will have a negative impact on school climate.

**Consideration of Mitigating and Other Factors**

The consideration of mitigation and other factors, as outlined in the Education Act, is part of a progressive approach to discipline in schools.

Mitigating factors are circumstances that would lessen the responsibility of an individual for assuming the consequences of their actions and therefore lessen the severity of the disciplinary consequences flowing there from. They are of an explanatory or contributory nature which helps to understand the “interaction between students and the environment – on influences in the environment that may cause appropriate or inappropriate behaviour.” (Caring and Safe Schools in Ontario)
The following mitigating factors shall be taken into account regarding decisions to suspend and/or expel:

- The student does not have the ability to control his or her behaviour.
- The student does not have the ability to understand the foreseeable consequences of his or her behaviour.
- The student’s continuing presence in the school does not create an unacceptable risk to the safety of any person.

The following other factors shall be taken into account if they would modify the seriousness of the activity for which the student may be or is being suspended or expelled:

- The student’s history.
- Whether a progressive discipline approach has been used with the student.
- Whether the activity for which the student may be or is being suspended or expelled was related to any harassment of the student because of his or her race, ethnic origin, religion, disability, gender or sexual orientation or to any other harassment.
- How the suspension or expulsion would affect the student’s ongoing education.
- The age of the student.
- In the case of a student for whom an individual education plan has been developed.
- Whether the behaviour was a manifestation of a disability identified in the student’s individual education plan.
- Whether appropriate individualized accommodation has been provided.
- Whether the suspension or expulsion is likely to result in an aggravation or worsening of the student’s behaviour or conduct.
- Whether or not the student’s continuing presence at the school creates an unacceptable risk to the safety of anyone in the school.
- If the student’s continuing presence in the school creates an unacceptable risk to the safety of others in the school, then a progressive discipline approach may not be appropriate.

**Progressive Discipline**

The Board strives to provide responsive services that are developmentally and contextually appropriate with supports for each student.

Progressive discipline is a process which includes information gathering about the problem behaviour, and the consideration of mitigating factors and circumstances. Support the student in a variety of ways, and in a manner that promotes and reinforces positive and productive behaviour.

Progressive discipline refers to a “whole school approach that utilizes a continuum of prevention programs, interventions, supports and consequences to address inappropriate student behaviour and to build upon strategies that promote and foster positive behaviours.” Specifically, this means that “when inappropriate behaviour occurs, disciplinary measures should be applied within a framework that
shifts the focus from one that is solely punitive to one that is both corrective and supportive. Schools should utilize a range of interventions, supports and consequences that are developmentally appropriate and include learning opportunities for reinforcing positive behaviour while helping students to make good choices.” (Ontario Ministry of Education, 2009) (Caring and Safe Schools in Ontario)

Progressive discipline is a whole school approach that includes an assessment data gathering process about school climate. This process seeks to identify characteristics of problem behaviour in order to make decisions about whole school interventions, targeted group interventions, and resourcing with individual students.

Progressive discipline includes a tolerance for behavioural errors. It is intended to provide corrective responses for inappropriate behaviour in order to support the learning and reinforcement of positive behaviours. The underlying premise of any response to inappropriate behaviour in a progressive discipline framework is to develop appropriate alternative behaviours to those that are inappropriate, and then promote those behaviours. Consequences in response to inappropriate behaviours must be outlined ahead of time so they are understood by the student.

Progressive discipline includes a wide range of positive practices to teach, reinforce, and address behaviour. These span the continuum from universal to targeted and intensive interventions. The range of responses to behaviour at school will include:

- positive behavioural supports
- peer mediation, counseling
- withdrawal of privileges and/or withdrawal from class
- detention
- restitution, and/or
- restorative practices (along a continuum that might include restorative conversations, restorative circles, etc.)

**Suspension**

A student who is suspended from a school is not permitted to attend any York Region District School Board facility, including all school buildings, grounds, school buses, school functions, activities and trips, except for the purposes of attending an alternative to suspension program. A suspension may be for a period of up to 20 days.

A student only suspended from day school may continue attending Continuing Education classes. A student only suspended from Continuing Education classes may continue attending day school classes.

Where a student has committed one or more of the infractions outlined below on and/or off school property, during a school-related activity or event, and/or in circumstances where the infraction has a negative impact on the school climate, the principal may consider suspension as part of a continuum of developmentally sound and appropriate interventions.
These infractions include:

1. Uttering a threat to inflict serious bodily harm on another person.
2. Possessing alcohol or illegal drugs.
3. Being under the influence of alcohol.
4. Swearing at a teacher or at another person in a position of authority.
5. Committing an act of vandalism that causes extensive damage to school property at student’s school or to property located on the premises of the student’s school.
6. Bullying.
7. Any act considered by the principal to be injurious to the moral tone of the school including the use of homophobic comments.
8. Any act considered by the principal to be injurious to the physical or mental well-being of members of the school community.
9. Any act considered by the principal to be contrary to the school Code of Conduct.

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

**Suspension and Possible Recommendation for Expulsion**

An expelled student is expelled from all Board schools, including all Board facilities, grounds, school buses, school functions, activities and trips, except for the purposes of attending a program for expelled students. An expulsion may be for a period of at least 21 days and until such time as the student successfully completes the program for expelled students.

A principal shall suspend a pupil if he or she believes that the pupil has engaged in any of the following activities while at school, at a school-related activity or in other circumstances where engaging in the activity will have an impact on the school climate:

1. Possessing a weapon or replica weapon, including possessing a firearm.
2. Using a weapon to cause or to threaten bodily harm to another person.
3. Committing physical assault on another person that causes bodily harm requiring treatment by a medical practitioner.
4. Committing sexual assault.
5. Trafficking in weapons or illegal and/or restricted drugs.
6. Committing robbery.
7. Providing alcohol to a minor.
8. An act considered by the principal to be significantly injurious to the moral tone of the school and/or to the physical or mental well-being of others.
9. A pattern of behaviour that is so inappropriate that the student’s continued presence is injurious to the effective learning and/or working environment of others.
10. Activities engaged in by the student on or off school property that cause the student’s continuing presence in the school to create an unacceptable risk to the physical or mental well-being of other person(s) in the school or Board.
11. Activities engaged in by the student on or off school property that have caused extensive damage to the property of the Board or to goods that are/were on Board property.

12. The student has demonstrated through a pattern of behaviour that she/he has not prospered by the instruction available to him or her and that she/he is persistently resistant to making changes in behaviour which would enable him or her to prosper.

13. Any act considered by the principal to be a serious violation of the school Code of Conduct.

When a pupil is suspended for one of these reasons, the principal shall conduct an investigation to determine whether to recommend to the Board that the pupil be expelled. In considering whether to recommend to the board that the pupil be expelled, a principal shall take into account any mitigating or other factors. The principal shall make these decisions in consultation with the appropriate supervisory officer.

Responsibilities

The Board of Trustees is responsible for:

- Establishing a Board Safe and Supportive School policy and ensuring that it is reviewed as required.
- Ensuring that a Board Code of Conduct is developed and reviewed as required.
- Considering the input from parents and community members in order to obtain their commitment and support regarding the policy.
- Establishing a student discipline committee which conducts student hearings regarding suspension appeals and recommendations for expulsions from York Region District School Board schools and decision making thereon.
- Supporting positive discipline practices, effective intervention strategies and appropriate responses to infractions of the standards of behaviour.
- Ensuring that opportunities are provided for all staff and related stakeholders to acquire awareness, knowledge, skills and attitudes necessary to develop and maintain a safe and supportive learning and teaching environment, including an understanding of the use of mitigating circumstances and the tenets of progressive discipline.

The Director of Education is responsible for:

- Implementing and operationalizing the Safe, Caring and Supportive Schools policy.
- Ensuring that the Safe, Caring and Supportive Schools Policy is reviewed and updated per the Board’s policy review cycle or as required.
- Working with supervisory officers to ensure that appropriate training occurs for the Policy and for its implementation for all members of the community.
- Promoting the spirit and intent of Safe, Caring and Supportive Schools among internal and external stakeholders.
Superintendents of Schools are responsible for:
- Ensuring that a training strategy is implemented regarding positive discipline practices for all administrators, teachers and school staff.
- Engaging community agencies as appropriate.
- Receiving and reviewing documents regarding suspensions, suspension appeals and expulsions.
- Ensuring that due process is fulfilled as per their duties under the Education Act.

Superintendents of Schools and principals are responsible for:
- Maintaining safe and orderly school climates for learning, teaching and working.
- Developing and maintaining school codes of behaviour that align with the provincial Code of Conduct and the Board Code of Conduct.
- Facilitating the collection and analysis of data relating to inappropriate or unsafe behaviour.
- Developing and implementing programs which are geared to the prevention and intervention of disrespectful, inappropriate and bullying behaviour and promotion of pro-social behaviour in schools and off school property where the school climate may be negatively affected.
- Implementing positive discipline practices, effective intervention strategies that take mitigating circumstances into account and appropriate responses, including those that are restorative in nature, to infractions of the standards of behaviour.
- The application of fair and due process for all stakeholders involved in supporting student behaviour and student discipline.

Manager of Administrative Services is responsible for:
- Ensuring that school bus operators/drivers are aware of and compliant with the Board’s policy and procedure.

Principals are responsible for:
- Developing school plans which address the social, emotional and academic development of its students including the prevention of and intervention in situations of respectful, inappropriate and bullying behaviour in schools and off school property where the school climate may be negatively affected.
- Establishing a Positive Climates for Learning Team.
- Consistently addressing behaviours that are contrary to the Provincial, Board and School Codes of Conduct.
- Applying developmentally appropriate interventions, supports, and consequences including learning opportunities to reinforce positive behaviours consistent with School Codes of Conduct and help students make good choices.
- Ensuring that student learning needs, appropriate accommodations, and modifications are being addressed for students with an Individual Education Plan.
Facilitating the development of a Safety Plan to address inappropriate or unsafe behaviour.

For students with special education needs, applying interventions, supports, and consequences consistent with the expectations of the Individual Education Plan and/or Safety Plan and considering all mitigating and other factors.

Reviewing expectations and standards of behaviour with students and staff.

Sharing safe and supportive schools information with students, staff, parents, volunteers, and community members annually, at a minimum.

Providing opportunities for staff to build capacity in effective prevention/intervention strategies.

Facilitating the use of de-escalation strategies for all school staff to address inappropriate or unsafe behaviour (e.g. CPI – Crisis Prevention Institute training).

Developing approaches to student discipline which are restorative in nature to help students, staff and community members build strong relationships.

Attending to the needs and interests of those who have been harmed by inappropriate behaviour.

Implementing a range of progressive discipline, including suspensions and recommendations for expulsion where appropriate.

**Teachers are responsible for:**

- Developing inclusive, respectful, safe, caring and engaging learning environments.
- Role modeling the positive behaviours expected in the classroom.
- Positive, clear and regular communication regarding behavioral expectations with students and parents.
- Using fair and progressive classroom management strategies.
- Addressing student learning needs and appropriate accommodations and modifications as outlined in Individual Education Plans.
- Working collaboratively with the school multi-disciplinary team to develop appropriate interventions for students as needed.
- Supporting the collection and analysis of data relating to inappropriate or unsafe behaviour.
- Implementing strategies to prevent disrespectful, inappropriate and bullying behaviour in schools and to intervene appropriately.
- Using de-escalation strategies to address inappropriate or unsafe behaviour (e.g. CPI – Crisis Prevention Institute training).
- Using teaching and learning practices which are positive and restorative in nature and which promote strong student achievement and well-being.

**Support Staff are responsible for:**

- Working in partnership with teachers and principals to develop inclusive, respectful, safe, caring and engaging learning environments.
- Role modeling the positive behaviours expected.
Positive and clear communication regarding behavioural expectations with students and parents.

Supporting the implementation of strategies to prevent disrespectful, inappropriate and bullying behaviour in schools and to intervene appropriately.

Supporting the collection and analysis of data relating to inappropriate or unsafe behaviour.

Using de-escalation strategies to address inappropriate or unsafe behaviour (e.g. CPI – Crisis Prevention Institute training).

Supporting the development of Individual Education Plans and Safety Plans.

Supporting the use of teaching and learning practices which are positive and restorative in nature and which promote strong student achievement and well-being.

Students are responsible for:

- Their own behaviour and compliance with the school Code of Conduct.
- Actively participating in prevention and intervention of disrespectful, inappropriate and bullying behaviour in schools and off school property where the school climate may be negatively affected.
- Working in partnership with teachers and parents to maintain inclusive and engaging learning environments.
- Diligently working to achieve their academic potential through demonstrating positive, respectful, inclusive and responsible behaviour.

Parents and Community Partners are responsible for:

- Their own conduct and adherence to the standards of behaviour as set out in the provincial Code of Conduct and the Board’s Respectful Workplace and Learning Environment Policy and Procedure.
- Role modeling positive behaviour for their children.
- Working in partnership with York Region District School Board staff to help students reach their academic and social potential.
- Supporting the prevention and elimination of disrespectful, inappropriate and bullying behaviour in our schools and communities.
- Reinforcing and supporting positive behavioural expectations for students in schools and in our community.
- Supporting school staff in the promotion of student achievement and well-being.
Threat Assessment

The Student Threat Assessment and Intervention Protocol is part of the Board’s strategy to create a safe, secure, supportive school environment for everyone. The protocol outlines the steps necessary to:

- Ensure the safety of students, staff, parents and other members of the school community.
- Ensure an effective and timely response when there is a threat of violence.
- Begin to understand the factors that contribute to a situation where an individual makes threats to harm others.
- Assist in the development of an intervention plan.
- Promote the emotional and physical safety of everyone involved.

All threat-making behaviours by a student shall be reported to the principal. The principal will activate the protocol to collect further information about the threat and work with a multidisciplinary team to assess the risk that violence may be carried out. After the immediate safety concerns have been addressed, support and intervention plans will be developed with input from parents/guardians.
All Board policies and their related procedures, where applicable, are available on our public website or through the school office.

We value and promote open dialogue and encourage feedback on policies related to the delivery of public education in York Region schools.

To ensure the policies governing the operation of the Board remain current, trustees engage in a four-year cyclical review of all Board policies. This review includes seeking feedback from members of the educational community in an equitable and transparent manner.

All policies available for comment are posted on the Board’s public website and sent to the Chair(s) of each school council, to be shared with members of the school community. If you feel a policy needs to be revised, please share specific wording changes with related rationale through your school council for submission to the Policy and By-Law Committee for consideration.

The Board Policies, Procedures and Supporting Documents policy outlines the process by which policies are reviewed, and is available on our website. Questions or comments can be addressed to Assistant Manager, Board and Trustee Services at policy.committee@yrdsb.edu.on.ca or 905-727-3141, x2217.
GOALS

Student Achievement and Well-being
Continuously increase student achievement and well-being through a culture of caring and 21st century learning and teaching, which emphasizes:

- Positive relationships among students, staff, parents/guardians, and community members.
- Inviting physical environments in schools and workplaces.
- Safe and supportive schools and workplaces.
- Engagement of students, staff, parents/guardians and community members in public education.
- Student and staff mental and physical well-being.

Delivery of Effective and Sustainable Educational Programs
Deliver effective and sustainable educational programs to each student by:

- Implementing a 21st century literacy framework for improved student learning.
- Providing equitable access to differentiated and relevant learning opportunities, resources and programs.
- Engaging students as partners in their learning.
- Embracing environmental awareness.

Stewardship of Board Resources
Align human and financial resources with Board priorities by:

- Demonstrating professionalism and accountability for high standards of practice in all Board operations.
- Enhancing confidence in public education by increasing civic engagement.
- Modelling continuous environmental sustainability.
The Education Centre - Aurora
60 Wellington Street West, Box 40, Aurora ON L4G 3H2

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<td>905 727-3141</td>
<td>905 727-0022</td>
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<tr>
<td>Newmarket &amp; East Gwillimbury</td>
<td>905 895-7216</td>
<td>905 895-7227</td>
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<td>Georgina</td>
<td>905 722-3201</td>
<td>905 722-6255</td>
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<tr>
<td>Markham, Richmond Hill, Vaughan, Whitchurch-Stouffville</td>
<td>416 969-8131</td>
<td>416 969-7170</td>
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Service Department Contacts

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<tr>
<td>Assistant Manager, Board and Trustee Services</td>
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<tr>
<td>Community Use of Schools (Permits)</td>
<td>2150</td>
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<tr>
<td>Continuing Education Services</td>
<td>2307 or 905 884-3434</td>
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<td>Director’s Services</td>
<td>2456</td>
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<tr>
<td>Inclusive School and Community Services</td>
<td>2409 or 905 884-3434</td>
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<tr>
<td>Public Affairs and Communications Services</td>
<td>2981</td>
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<tr>
<td>Student Services (Special Education)</td>
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<tr>
<td>Student Transportation Services</td>
<td>905 713-2535 ext. 4551</td>
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<td>Board and Trustee Services</td>
<td>2327 or 2262</td>
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<td>Information Access and Privacy</td>
<td>2015</td>
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<tr>
<td>CEC North</td>
<td>905 895-5155</td>
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<td>CEC Central</td>
<td>905 884-4417 or 416 324-2902</td>
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<tr>
<td>CEC East</td>
<td>905 940-7800</td>
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<td>CEC West</td>
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</tbody>
</table>

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