



## **Student Information Package 2022-2023**

### **Information Package and Start Up Forms**

The package includes important information about the school. As a result of the pandemic and with a number of families participating in remote, online learning, we are inviting families to complete our start up forms online.

Please complete the google form <https://startupforms.yrdsb.ca/> for each student attending AHS to ensure our files are up to date and that you are aware of system and school policies. Forms must be complete by Friday, September 16th, 2022 and are only accessible via the students gapps account.



## **Our School**

**Our School timetable can be found on our website at:**

**<http://www.yrdsb.ca/schools/aurora.hs/info/Pages/Timetable.aspx>**

**Office hours: 8:00 a.m. to 4:00**

## **Additional Information**

You can find information on topics covered in this package and more in the [Guide to the School Year](#). A copy can be provided to families upon request via the main office.

## **Accident Insurance**

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. If your child is involved in an accident, whether at school or during non-school hours, insuremykids protects your family from the resulting expenses, which are not normally covered under your government health and group insurance plans. For more information, visit [www.insuremykids.com](http://www.insuremykids.com) or call 1-800-463-5437.

## **Allergies/Medical Conditions**

There are students and staff members in our school who have life-threatening allergies to nuts and other allergens. If they smell or come into contact with these foods, they may have an anaphylactic reaction.

To help create an allergen-safe environment, please be mindful that some students and staff have allergies to scented products and nut or nut products. For more information on helping to create an allergen-safe environment, please see the section on Allergies in the Guide to the School Year.

If your child has a serious or life-threatening allergy or medical condition, let the school know immediately and speak to the school office about completing the appropriate medical forms.



## Announcements

Important information is shared with students during the morning announcements. Students should listen attentively and respectfully during the announcements.

## Arrivals and Departures

Families who live within walking distance are encouraged to use **active travel, including walking or rolling** (cycling, scootering, skateboarding) to and from school.

**For students who take the school bus**, Parents/guardians of students who are eligible to receive school bus transportation per the Board's Transportation Policy should:

- Understand the need to make alternative arrangements for their child/children if the school bus is late.
- Refer to the Late Bus Report on the Student Transportation Services website at [www.schoolbuscity.com](http://www.schoolbuscity.com) before leaving for the bus stop in the mornings and afternoons.
- Should ensure their child(ren) arrive at the bus stop five minutes before the regularly scheduled pick-up and drop-off times (10 minutes during the first week of school).
- Ensure their child/children's safety and conduct while walking to, from and waiting at a designated bus stop.
- Know their child(ren)'s route number.
- Know their child(ren)'s bus stop location.
- Know the school and bus company phone number in the event of an emergency.

More information about bus routes and times can be found at [www.schoolbuscity.com](http://www.schoolbuscity.com).

Parents/guardians who choose to **drive their children to school** are asked to consider parking a block or two away from the school and walking the rest of the way. Choosing active travel can improve physical and mental health and helps students start the day alert and ready to learn. It also helps to protect the environment and reduce traffic, making school zones safer for everyone.

Students who use bicycles, rollerblades, skateboards or scooters to travel to school must wear a helmet, and walk while on school property. Students should lock bicycles on the bike rack, and store rollerblades, skateboards or scooters in their locker or backpack or in another school designated area. The school is not responsible for any lost or damaged personal items. Note: use of rollerblades, skateboards or scooters are not allowed on school property

There may be rare occasions when unprecedented winter weather events occur and we need to close all schools and Board locations. for more information, please see the section on Weather Conditions in the



Guide to the School Year. At all times, students and families 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.

### Code of Student Conduct

The Code of Student Conduct sets standards of behaviour for students and members of the school community. The code of conduct supports a caring and safe school environment and creates a shared understanding of expectations of behaviour.

Students are expected to follow these rules of behaviour on school property and during Board or school-sponsored events and activities. To enhance caring and safe school climates, positive student behaviour supports are provided and inappropriate behaviour is addressed using a progressive discipline approach that takes into account mitigating factors.

#### Code of Student Conduct

*The Board Code of Student Conduct is part of the Caring and Safe Schools Policy.*

We use a progressive discipline approach when inappropriate behaviour occurs. This means we consider a range of options to determine the most appropriate response to each situation to help students learn from their choices. In some cases, suspension or expulsion may be necessary. The Ontario Education Act and our Board Caring and Safe Schools Policy outline the situations in which suspension and expulsion must be considered. These infractions are also outlined in the Guide to the School Year. When inappropriate behaviour occurs, information will be shared with the victim and parents/guardians of the victim to the extent that legislation allows.

### Communication between School and Home

Parents/guardians are our most important partners in educating children. We communicate with you in a variety of ways throughout the year.

#### Canada's Anti-Spam Legislation (CASL)

Canada's Anti-Spam Legislation (CASL) impacts how schools, staff and school councils communicate electronically to parents. CASL prohibits the sending of any type of electronic message that is commercial in nature (e.g., registration fees, pizza days, field trips, fundraising, etc.) unless the recipient has provided specific and informed consent. CASL does not apply to electronic information messages or to hard copy formats.

To subscribe or unsubscribe to commercial electronic messages, visit the school website and, using the link provided, submit a valid email address.



## Email

To improve communication between home and school and reduce paper use, we coordinate an email distribution list. The list will be maintained and used only by school staff to communicate electronically to parents/guardians. Your email will not be sold, distributed or publicly posted.

## Texts

Families can now receive text messages in emergency situations only - to communicate the COVID-19 school closures or in the rare occasion of schools being closed due to [emergency winter weather](#). Ensure your school has your correct cell phone number captured to participate. Families can opt out at any time.

## Stay Connected Online

You can also stay connected online through our school website, and Twitter feed. Some classrooms also have google classrooms to help you stay connected. Your child's teacher will provide more information.

In addition, you can follow Board news and updates through:

- [www.yrdsb.ca](http://www.yrdsb.ca)
- Instagram @yrdsb.schools
- Twitter @YRDSB
- YouTube channel YRDSBMedia
- the Board app YRDSB Mobile
- TuneIn YRDSB, the Board's podcast, available on most podcast platforms

## Consent for Information Sharing – Students at the Age of Majority

Once a student reaches the age of majority (18) all communications regarding their school matters (e.g., absences, etc.) will cease to go to the parents/guardians, as the student is deemed an adult for the purposes of the Education Act.

A student may complete the **Consent for Information Sharing – Students at the Age of Majority Form** available through the school to provide express approval for the school to contact parent(s)/guardian(s).

## Dress Code

The Aurora High School dress code is based on the guidelines provided by the York Region District School Board. Appropriate dress is in effect while at school, on field trips and during any other school-related activity or event.

- Language or graphics on clothing will not display provocative, obscene, sexist or racist slogans, or refer to drugs, alcohol, smoking or sex. Clothing which contravenes the Human Rights Code is unacceptable.
- Clothing and accessories/paraphernalia depicting violence or death or that identify or promote cults or gangs are unacceptable.

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- Students must wear footwear at all times for safety reasons.

Students who wear clothing that does not conform to the code may be asked to:

- turn the piece of clothing inside out;
- wear something over the offending piece of clothing;
- change into something else or remove the accessory;
- give the offending item (hat, accessory etc.) to a staff member;
- go home to change.

### Emergency Information

Office staff should be notified as soon as possible if any of the following information changes:

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

### 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 member safety may be at risk. This could include a fire, flood or acts of violence. All schools have individual plans and conduct drills throughout the year.

There will be six fire, one hold and secure, and two lockdown drills annually so students become familiar with emergency preparedness procedures. These drills are important so that in the case of an actual emergency, students and staff members know what to do to be safe.

### Excursions/Community Walkabouts

Teachers may take classes on walks around the community to support classroom programs. As well, many physical education classes and other activities are held outdoors, weather permitting. You will be informed whenever school vehicles are used for longer trips.

### Guidance

The Guidance Department offers a number of services, including support for academic and career planning, personal counseling, referrals to community resources, and support for the development of study habits and life skills. For more information, contact the Guidance Department.



## Homework

The Ministry of Education defines homework as “work that students do at home to practise skills, consolidate knowledge and skills, and /or prepare for the next class.”

The Board has a homework policy that supports student learning and recognizes the importance of personal and family well-being. The amount, frequency and nature of assigned homework will vary depending on the student’s strengths and needs, well-being, grade, subject and other factors. For more information about time guidelines and how parents can provide support, please see the Guide to the School Year and the Board Homework Policy and Procedure.

## How Can We Help You?

Most concerns can be resolved with dialogue and cooperation. If you have a school-related question or concern, please follow these steps:

1. Arrange a meeting with your child’s teacher or the appropriate school staff member.
2. If you need further assistance, the school principal or designate may be contacted to review the matter, mediate and help facilitate the process.
3. Contact the superintendent for our school if the matter remains unresolved.

We are committed to addressing concerns in a fair, equitable and timely manner.

If you have a human rights related concern and/or complaint, the first step is to engage with the school or the superintendent. Following a review of the matter, a determination is made on whether or not it is to be referred to the Board’s Human Rights Commissioner’s Office. The Independent Office of the Integrity Commissioner may also be engaged to address concerns related to trustee behaviour. Contact information can be found on the Board website, or by contacting the school

More information is available in the Guide to the School Year and on the Board website.

## Requests for Religious Accommodation

There may be circumstances where students and families request accommodation for religious beliefs in curriculum areas including the Arts and Physical Education. Accommodations may include different instruction and assessment opportunities, or full withdrawal. If you are interested in discussing an accommodation based upon your religious beliefs, speak with your child’s teacher and the school principal or complete the **Faith Requests for Curriculum Accommodations Form** available through the school.

## Aurora High School *"Nothing but Our Best"*

By providing a range of accommodations, we are building a sense of community and belonging for all students. For more information, see Board Procedure on Equity and Inclusivity: Religious Accommodation.

### School Council

As parents/guardians, there are many ways you can be engaged in your child's learning at home and at school. This includes getting involved with the school council. Contact school office staff for more information. Elections shall occur within the first thirty days of the start of each school year. [School Council Nomination Forms](#) are due by September 30, 2022.

### Student Personal Information

Schools routinely collect, use and release student personal information, in keeping with the Education Act and other laws. Whenever your child's personal information is collected, its use will be explained to you.

Parents/guardians, please sign the [Student Information Consent Form](#) and see the section on Student Personal Information in the Guide to the School Year for more information.

If you have any questions about your child's privacy protection, please contact the school principal or the Information Access and Privacy Office at 905-727-0022 ext. 2015.

### Technology Use

All students and their parents/guardians are expected to read the **Use of Technology Agreement** (in the Guide to the School Year or available on the Board website). They are also required to sign the [School Start-Up Permissions Form](#) to acknowledge that they have read, understand and will support the 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 and network integrity.

We believe the classroom is the ideal place to teach students how to use digital tools effectively and responsibly, and how to stay safe online. Google Suite for Education is one of the tools educators may use to engage students in online learning and teach students how to stay safe and be responsible using technology.

Through Google Suite, students have access to a Google Suite Gmail. This Gmail access is customized for appropriate age levels. Students younger than Grade 6 cannot send or receive emails outside of the YRDSB Google Suite. We have also put strict measures in place to prevent SPAM and block inappropriate





language and websites for students using email through the Google Suite. For more information, please visit the Board website or speak to your child's teacher about the tools they are using in the classroom.

We all have a role to play in helping students to become responsible digital citizens. Digital citizenship at home resources are available on our Board website.

### **Use of Non-Board Electronic Devices**

We recognize that learning can be enhanced by technology and we have created opportunities in our classrooms to leverage digital tools to enhance teaching, learning and communication. Each school has its own guidelines about 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 clear permission of the principal or the classroom teacher.

Discussions will take place in our classrooms throughout the year about the impact of digital footprints and how a positive attitude towards using technology supports collaboration, learning and productivity. Camera and/or video functions on mobile devices are not permitted for use on school property without clear permission from the principal or teacher. Infractions will be dealt with as student discipline, under Caring and Safe Schools Policy and its related procedures.

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. There are exceptions for students who need specific devices as per their Individual Education Plan, such as voice recorders and other mobile technology. The use of these tools is managed by Board staff.

At no time may electronic devices be used in washrooms or change rooms.

Students are responsible for the care and security of their personal devices. The school is not responsible for any damage, loss or theft.

### **Visitors**

Visitors, including parents/guardians, must:

- Use the main entrance to the school.
- Check in at the main office upon arrival.

The office staff will get important messages and materials to your child.

### **Volunteering in the School**

We welcome and encourage the important role that parents/guardians and community members play in education. There are many opportunities for you to get involved at the school. For more information,

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contact the school office staff or review Volunteers in Our Schools Policy and Procedure. If you are interested, please complete the **Volunteers in Our Schools Form** and return it to the school office.

## **Threat Assessment Protocol: Fair Notice and Process**

### **Threat Assessment and Intervention**

Schools continue to be among the safest places in our community. The well-being and safety of members of the school community are a shared responsibility. This includes preventing and responding to the risk of violence.

Our Threat Assessment Protocol was developed with community partners to respond to behaviours, including actions, statements and other indicators that suggest that a student may be "at risk" of harming others. To keep school communities safe and provide support to everyone, staff, parents/guardians, students, and community members must report all threatening situations to the school administrator or police as soon as possible. Note – other procedures and protocols are in place to deal with threats from adults in the school community.

### **What is the purpose of the Threat Assessment Protocol?**

- Ensure the safety of students, staff, parents/guardians, and other members of the school community
- Ensure an effective and timely response when there is a threatening situation
- Understand the factors that contribute to a threatening situation
- Assist in the development of an intervention plan
- Promote the emotional and physical safety of everyone involved

### **What is a threatening situation?**

A threatening situation is defined as an indication of impending harm or violent acts against someone or something. Threats may be implied, verbal, written, drawn, posted on the internet, sent electronically or by information technology of any type, made by gesture or reasonably inferred from the surrounding circumstances of events. Threats may be direct, indirect, conditional or veiled.

### **What behaviours activate the Threat Assessment Protocol?**

The protocol will be initiated when behaviours include, but are not limited to:

- Serious violence with intent to harm or kill;
- Verbal/written threats of serious violence to harm or kill others (clear, direct and plausible);
- Use of technology to communicate threats to harm/kill others.
- Possession of weapons (including replicas);
- Bomb threats (making and/or detonating explosive devices);
- Fire setting;

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- Sexual assault;
- Criminal Harassment;
- Gang-related occurrences

### **What happens when a threatening situation is reported?**

All threatening behaviours by a student shall be reported to the principal who will activate the Threat Assessment protocol.

Once a threatening situation has been reported to a school administrator, interviews will be conducted. These interviews may include students, staff, family members and/or others as appropriate. This will be done to determine the level of risk, and develop an effective and timely response to the incident. After the immediate safety risk has been addressed, support and intervention plans will be developed with input from parents/guardians.

### **Who is a member of a Threat Assessment team?**

Each school will have staff trained in the Threat Assessment protocol. A multi-disciplinary Threat Assessment team will assess the situation and support the development of an intervention plan. The team includes a School Administrator, a School Social Worker and/or a Psychological Services staff member, a York Regional Police officer, and appropriate members of the student's circle of care.

### **Is parental/guardian or student consent required?**

Consent is not required to respond to an emergency situation. When there is a risk that someone may be harmed, it is important that the incident be addressed as quickly and effectively as possible.

### **Fair Notice**

Please consider this as "fair notice" to all members of the school community that any report of a threatening situation will be investigated. The Threat Assessment protocol is part of our strategy to create a safe, secure and supportive school environment for everyone.

## **YRDSB Student Suicide Intervention Protocol Fair Notice**

York Region District School Board is committed to student well-being and mental health. YRDSB has developed a Student Suicide Intervention Protocol to help keep students safe in the event of suicidal thoughts or actions. Youth suicide is a complex, emotionally-charged and sadly real problem in Canada. It is the second leading cause of death amongst young people. It's important to recognize that those who struggle with mental health have personal strength and resilience and the potential to overcome difficulties to ultimately thrive.

The YRDSB Student Suicide Intervention Protocol is designed to address the six steps involved when responding to current and present thoughts of suicide, as well as actions related to suicide. In addition,

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the Protocol is governed by a set of guiding principles which are underpinned by a culturally responsive and reflective practice.

Suicide is not culturally neutral. Our cultural and ethnic backgrounds will inform how each of us understands suicide. To see all the guiding principles, see the Student Suicide Intervention Protocol on the Board website, or request a copy through the school office.

Given the urgent need to help keep students safe from suicide, each school has access to Board staff trained in suicide intervention. In the urgent situation of suicide intervention, staff trained in suicide intervention do not require parental / guardian consent to intervene. However, we do make every effort to contact parents/ guardians to apprise you of your child's situation and the assistance provided. Parents/guardians are an integral part of keeping their children safe. In the event that the intervention protocol is used, a record of the intervention will be shared with you (student consent to share information is required for those over the age of 18 years) and a copy will be created and stored in a private and confidential on-line records management system. In accordance with privacy and health records legislation, a copy will be retained for one year plus a day following the intervention. As per the protocol parental/guardian (student if 18 or over) consent will be sought to share the intervention plan with those members identified in the record. If you have any questions about the Student Suicide Intervention Protocol please contact your school principal.