



**BAYVIEW**  
SECONDARY  
SCHOOL

## School Start-Up Package

2022-2023

10077 Bayview Avenue, Richmond Hill, ON L4C 2L4

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Attendance Office: Ext. 670

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[bayview.ss@yrdsb.ca](mailto:bayview.ss@yrdsb.ca)

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**Inspire** Learning!

## Welcome From the Principal

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### BAYVIEW SECONDARY SCHOOL

10077 Bayview Avenue, Richmond Hill, Ontario, L4C 2L4

Tel: 905.884.4453  
[www.bayview.ss.yrdsb.ca](http://www.bayview.ss.yrdsb.ca)

Dear Parents/Guardians,

Allow me to introduce myself and welcome all new and returning students and families. My name is Aldrin Fernando, and I am the incoming Principal to Bayview SS. Coming to Bayview SS feels like a homecoming for me as I lived in Richmond Hill for 14 years and both my children attended YRDSB schools in the area. I am delighted to be joining an amazing team of staff who are dedicated to supporting the academic, social, and emotional growth of our students. Having toured the school in the spring and through conversations with the administrative team and other staff, it is clear that student growth is at the heart of what happens at Bayview SS. This growth occurs in each classroom and through the many, many extra-curricular opportunities such as clubs and teams.

I recognize that the pandemic and shifts to remote learning over the past few years have affected students and families in different ways. As a school community, we are committed to supporting the learning, achievement and well-being of your child throughout the upcoming school year. We also continue to prioritize health and safety and follow guidelines and direction from the Government of Ontario and York Region Public Health.

This **start-up package** includes important information about our school, and I encourage you to review it.

Families will also receive the [Guide to the 2022-2023 School Year](#) which includes important Board information.

Each year we ask families to complete some **important forms** to indicate they have reviewed and understand school and Board policies, and to indicate permissions. We are pleased to let you know that families will be able to complete this information online this year. You will receive an email in the coming weeks. Please take the time to review and complete the forms. If you prefer to receive and complete a paper copy, please let us know. These forms can also be found when available at [www.yrdsb.ca/family-resources](http://www.yrdsb.ca/family-resources).

There are a few upcoming dates I would like to highlight, including: Sept. 6<sup>th</sup> – PA Day; Sept. 7<sup>th</sup> – Grade 9 Orientation Day; Sept. 8<sup>th</sup> - Grade 10-12 First Day of School and Sept. 9<sup>th</sup> – Photo Day, Sept. 19<sup>th</sup> – School Council Meeting and Sept. 23<sup>rd</sup> – PA Day.

We value the relationship we have with families, and look forward to speaking and working with you in the months ahead. I cannot wait to meet our wonderful students and their families. Please do not hesitate to contact the school if you have any questions. We welcome the opportunity to connect with you.

There are many ways to stay connected with what's happening in our school. Visit our school website at <http://www.yrdsb.ca/schools/bayview.ss> for up-to-date information about important dates and events and look for our weekly school [E-bulletin](#). The school's Instagram account is: bayviewsecondarieschool .

You can also find updated information about the Board at [www.yrdsb.ca](http://www.yrdsb.ca) and Twitter @YRDSB.

On behalf of myself, the administrative team and entire staff at BSS, we wish you a happy, safe and successful school year.

Sincerely,

Aldrin Fernando, Principal

## Information Package and Form Checklist

The package includes important information about the school. Please review this information. You will also receive **an email in the coming weeks with a number of forms** that you need to complete for each child. If you prefer to receive a paper copy or do not receive the forms, please contact your school office.

**Return the completed forms by Sept. 16, 2022.**

### Required Forms

These forms will be sent by email and must be completed.

- School Start-Up Permissions Form
- Student Personal Information Consent Form

### Additional Forms

These programs or opportunities are optional. These forms will be sent by email and must be completed **only** if you or your child wish to participate.

- Request for Faith Accommodations Form
- School Council Nomination Form

## Contact Information

For Ministry and Board compliance purposes, **please ensure that the school has your up-to-date contact information**, including:

- telephone number
- home address
- email address
- your child's emergency contact information
- medical information, if applicable

Please contact your school's main office to review or update your information.

**If your child has a medical condition** that requires emergency intervention, an essential routine health care plan, or any of the following medical conditions: Anaphylaxis, Asthma, Diabetes or Seizures you must contact your child's school to ensure all information is up-to-date and accurate.

## Our School

### School Day Schedule:

Periods	
HR	8:45 – 8:50am
Period 1	8:50 – 10:05am
Travel time	10:05 – 10:10am
Period 2	10:10 – 11:25am
Travel time	11:25 – 11:30am
Period 3	11:30 – 12:45pm
Travel time	12:45 – 12:50pm
Period 4	12:50 – 2:05pm
Travel time	2:05 – 2:10pm
Period 5	2:10 – 3:25pm

**Office hours:** 8:00 a.m. to 4:30 p.m.

### Administration

Principal	Mr. A. Fernando
Vice Principal	Ms. K. Irvine
Vice Principal	Mr. S. Perry
Vice Principal	Ms. S. Sadacharan

### Additional Information

You can find information on topics covered in this package and more in the Guide to the School Year. A copy is provided to families and is also available on the York Region District School Board website at [www.yrdsb.ca](http://www.yrdsb.ca).

### COVID-19

The health and safety of students, staff members and their families continues to be our top priority. York Region District School Board will continue to follow the guidance and direction of the Government of Ontario and York Region Public Health, and to share information with families as it becomes available.

You can also visit [www.yrdsb.ca/school-reopening](http://www.yrdsb.ca/school-reopening) for more information, including community and mental health resources, frequently asked questions and more.

## 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 allergens, they may have an anaphylactic reaction.

To help create an allergen-safe environment:

- Students are only permitted to eat food in designated areas (e.g. cafeteria, lunch rooms) - **students may not eat or drink (water excepted) in the hallways.**
- If your child has a serious or life-threatening allergy or prevalent medical condition, such as anaphylaxis, asthma, diabetes and/or epilepsy/seizure disorder, **please let the school administration know immediately** and speak to the school office staff about completing the appropriate health care plans.

If your child has been prescribed an epinephrine auto-injector, it is imperative that the epinephrine auto-injector be carried by them at all times. It is highly recommended that a second epinephrine auto-injector be provided to the Main Office with a completed “**Administration of Medication Form**”.

For more information on helping to create an allergen-safe environment, please see the section on Allergies in the Guide to the School Year.

## Announcements

Important information is shared with students during the morning announcements. Students should listen attentively and respectfully during the announcements. They can also be accessed via Twitter [@bssnews1](https://twitter.com/bssnews1)

## 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.

**Parents/guardians** who drive their children to school, **must not park or stop** at the front of the school. This is a fire route and where school busses drop off and pick up students. Do not pull in to the specified parking spots at the front of the school. Students must be dropped off and picked up at the south end of the school in a way that will not obstruct traffic around the school.

**Students who drive** to school must have a valid parking pass that can be obtained in the Main Office. Student parking is **ONLY** along the fence on the **EAST SIDE** of the stop sign and the parking pass must be visible.

For **students who take the bus** to school, information about bus routes and times can be found at [www.schoolbuscity.com](http://www.schoolbuscity.com). Parents/guardians, it is important to remember your child's bus number and pick-up/drop-off times.

Students who use bicycles, rollerblades, skateboards or scooters to travel to school:

- Must wear a helmet
- Must walk while on school property
- Should lock bicycles on the bike racks
- Must store rollerblades, skateboards or scooters in their locker or backpack or in another designated area

The items listed above are **not** allowed for use on school property and the school is not responsible for any lost or damaged personal items.

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 or someone to contact if bus services are cancelled or delayed, or if schools are forced to close due to an emergency.

## Assessment, Evaluation and Communication Policy

The Assessment, Evaluation and Communication Policy at Bayview Secondary School is consistent with Ministry of Education and York Region District School Board policies and documents.

### Principles of Assessment

Teachers will use a variety of assessment tools throughout the semester to determine a student's grade. These may include assessments for, as, and of learning. It is critical that students complete all of these assessments in order to receive feedback and support that improves and enhances achievement.

### Students' Responsibilities:

- Attend all classes to provide evidence of achievement of the course expectations within established timelines;
- Present written documentation which indicates that parents/guardians are aware of the missed in-class assessment;
- Indicate any difficulty with assignments *in advance of due date*;
- Inform teachers of any expected authorized absences *in advance of due dates* (e.g. medical appointments, field trips, athletic events);
- Produce and submit their own work; and
- Complete work assigned and evaluated during any absences.

### Parents'/Guardians' Responsibilities:

- Be informed about course requirements, assessment/evaluation due dates and school calendar;
- Communicate with teachers (i.e. note, e-mail, phone call) to indicate awareness that a student has been absent on a day of an evaluation;
- Ask students questions about progress throughout the semester;
- Ask teachers/administrators for assistance with accessing information or discussing concerns; and
- Know the dates that report cards are sent home and the dates of examinations.

	Semester 1	Semester 2
Report Cards	Mid-Term: November Final: February	Mid-Term: April Final: July

## Timely Completion and Submission of Assignments for Evaluation

- Students will take responsibility for informing teachers if an assignment cannot be submitted on an agreed upon date well *in advance of the due date*;
- Students are expected to be present in class on the day of any scheduled in-class evaluation.

## Academic Honesty

Students who plagiarize or cheat are being academically dishonest. Teachers are experts in evaluating the work of their students as they are most familiar with their writing styles and are recognized as authorities in identifying plagiarism. Therefore, when a situation arises of suspected plagiarism:

- It is the responsibility of the student to demonstrate the work to be his or her own - students are encouraged to keep all research notes and developmental drafts of the submitted work.
- A score of zero may be awarded to all parties for suspected cases of plagiarism (in all or part of the submitted work).

**Plagiarism** refers to representing someone else's ideas, writing or intellectual property as one's own. Any use of the work of others, whether published, unpublished or posted electronically, attributed or anonymous, must include proper acknowledgement.

**Cheating** is the attempt to gain an unfair advantage in an academic evaluation which may represent the demonstration of a student's learning or the learning of others.

*Additional Assessment & Evaluation information will be shared by teachers in courses.*

## Attendance & Punctuality

Regular attendance and punctuality contribute to student success and achievement. Both are linked to learning skills such as responsibility, initiative and self-regulation and developing character traits such as respect, responsibility and integrity. The less class time students miss, the more likely they will succeed academically. When supply teachers are present, students are expected to attend classes.

### Attendance Procedures

#### Age

- Students 18 and over may validate absences by themselves by calling or speaking to the Attendance Secretary.
- Students under 18 require adults who are their parents or legal guardians to validate the absences - older siblings, relatives or family friends are not considered legal guardians unless proper documentation has been received by the school.

#### Expected Absences

- These may include planned medical appointments or religious observances.
- Parents/guardians and students (18+) must provide a validation note to the Attendance Secretary before the absence.

- If there is a **scheduled evaluation** (test or submission of an assignment) the student must inform the teacher *prior to* being absent.
- Absences as a result of **significant faith days / religious observances** (please refer to the York Region District School Board Significant Faith Days calendar), and **school-sponsored activities** such as field trips, sports events, school sponsored conference etc. will not be included in the total absences from a class.

## Unexpected Absences

- These may include illness or emergencies.
- Parents/guardians and students (18+) should, **on the day of the absence**, speak with the Attendance Secretary at (905) 884-4453 ext. 401 or leave a clear message at ext. 670.
- If there is a **scheduled evaluation** on the day of absence, it is the responsibility of the adult to contact the teacher during the day indicating the nature of the absence and acknowledge that an evaluation has been missed.
- A medical note may be requested by the school to validate an absence due to illness. Students should be prepared to write and/or participate in the evaluation activity on the day they return.

## Extended Absences

- If the student is expected to be **absent for more than 3 days**, the student is expected to complete the **“Notification of Expected Return to School Form”** 10 days prior to leaving. The form is available from the Attendance Office.

## Signing In/Out

- Students who leave or arrive to school during the school day must sign out or in using a validation note with the Attendance Secretary.
- The school must receive authorization from the parent/guardian before students are allowed to leave the school unexpectedly during the day.

## Late

- Students who are **less** than 15 minutes late for class must go directly to class.
- Students who are **more** than 15 minutes late for class must go to attendance office to sign in.

## Consequences & Interventions

Failure to follow these attendance procedures will result in assigned consequences and/or interventions which may include:

- Communication with student and/or parent
- Detention
- Referral to YRDSB Personnel
- Withdrawal from extra-curricular activities
- Removal from a course

When absences have been validated or consequences assigned for truanancies/unexplained absences, the student will receive an admit slip to return to classes.

## Cafeteria/Lunch Rooms

Cafeteria hours are from 8:00 a.m. to 2:00 p.m. Each person is responsible for disposing of waste in the appropriate bins provided in the cafeteria and designated lunch rooms.

## Clubs and Teams

Students are encouraged to get involved in a variety of activities to enrich their high school experience. A multitude of opportunities is available for active membership in the Bayview S.S. community. To participate in club or on a team, payment of the Engagement Fee is required. There will be a Club & Team Sign-Up day at the end of September and all students are encouraged to sign-up for any clubs/teams of interest.

## Code of Student Conduct

A positive school climate is essential for students to succeed in school, as it promotes a safe, respectful and welcoming learning environment. The Code of Student Conduct sets standards of behaviour for students and members of the school community that support a caring, safe and inclusive school environment. All school members must respect and treat others fairly, regardless of race, ancestry, place of origin, colour, ethnic origin, creed, sex, gender identity, gender expression, sexual orientation, age, marital status, family status or disability. The code applies whether on school property, on school buses, at school-related events or activities, before and/or after school programs or in other circumstances that could have an impact on the school climate.

To enhance caring, safe, and inclusive school climates, positive student behaviour supports are provided and inappropriate behaviour is addressed using a bias-aware progressive discipline approach that takes into account mitigating factors.

Consequences for behavior that is not aligned with the Code of Student Conduct may include:

- Alternative learning environments
- Change of clothing
- Cleaning
- Counselling
- Detention
- Expulsion
- Loss of privileges
- Parent/Guardian contact
- Referral to YRDSB personnel or outside agencies
- Reimbursement/Restitution
- Restorative practices\*
- Removal from a course(s)
- Suspension
- Warning

### \*Restorative Practices:

- address causes of conflicts
- foster human development and understanding
- create and maintain an inclusive community
- resolve issues
- restore relationships and devise alternative solutions to problems

## Code of Student Conduct

Student Expectations & Responsibilities	Proactive Actions	Positive Outcomes
<b>Well-Being</b>		
<p><b>Demonstrate respect for...</b></p> <ul style="list-style-type: none"> <li>● others' right to an education</li> <li>● others' right to physical and emotional safety</li> <li>● our environment</li> <li>● persons in authority</li> <li>● the dignity of self and others</li> </ul>	<p><b>By...</b></p> <ul style="list-style-type: none"> <li>● being courteous in classrooms, cafeteria hallways, library and assemblies</li> <li>● self-regulating behavior</li> <li>● maintaining property (<i>e.g. lockers, texts, cafeteria, desks, classrooms, equipment, murals/posters</i>)</li> <li>● acknowledging and responding appropriately to staff instructions</li> <li>● having conversations without swearing and/or language that discredits others</li> <li>● following class and school expectations</li> <li>● accepting responsibility for personal actions, words and gestures</li> <li>● abiding by the dress code</li> <li>● seeking to appreciate differences in origin, race, age, gender, sexual-orientation, disability, religion, beliefs, ideas and opinions</li> </ul>	<p><b>To support...</b></p> <ul style="list-style-type: none"> <li>● a learning environment where students can focus on listening, learning and meeting expectations</li> <li>● a clean and inviting space that demonstrates student pride and ownership of the building</li> <li>● an inclusive and supportive environment</li> <li>● a safe and welcoming environment where students and staff feel comfortable every day</li> <li>● a sense of belonging</li> <li>● development of self- confidence</li> </ul>

<b>Work Habits &amp; Learning Skills</b>		
<b>Demonstrate...</b>	<b>By...</b>	<b>To support...</b>
<ul style="list-style-type: none"> <li>● diligence in academics</li> <li>● regular and punctual attendance</li> <li>● responsibility for self and others</li> <li>● preparedness for learning</li> </ul>	<ul style="list-style-type: none"> <li>● abiding by course expectations, timelines and due dates</li> <li>● asking questions and seeking help from staff</li> <li>● attending all classes and following school procedures for absences</li> <li>● using effective time management skills (<i>e.g. recording homework and due dates</i>)</li> <li>● completing all assessments and missed work on time</li> <li>● arriving to class with course materials, ready to listen, speak and actively engage in learning</li> <li>● communicating with teachers to clarify instructions and expectations</li> <li>● asking for and implementing feedback</li> <li>● establishing routines and using reliable methods to ensure punctuality (<i>e.g. alarms</i>)</li> <li>● informing teachers/coaches prior to expected absences (<i>e.g. appointments, field trips</i>)</li> <li>● organizing learning materials (<i>e.g. binder, electronic files</i>)</li> </ul>	<ul style="list-style-type: none"> <li>● stress reduction</li> <li>● development of effective time management skills</li> <li>● enhanced learning environments</li> <li>● improved achievement</li> <li>● reduction of disruptions and distractions</li> <li>● positive relationships and rapport with staff and peers</li> <li>● expanded instructional opportunities for all students</li> <li>● enjoyment of an atmosphere where thoughts, ideas and opinions are heard</li> </ul>

*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.

## **Class Placements**

Due to late registrations and enrolments, there may be staffing changes and class reorganizations during the first few weeks of each semester. We do our best to keep these changes to a minimum and to support students during any transitions. We thank you in advance for your understanding.

## 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.

### 1. E-bulletin

Weekly communications are available on the Bayview [website](#) under “News & Events”.

### 2. Email

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

### 3. Texts

Families can now receive text messages in emergency situations only, for example, 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.

### 4. Blogs, Twitter Feeds

Individual teachers will provide more information about these platforms used within their courses.

School information can be found on the [website](#), e-mail [bayview.ss@yrdsb.ca](mailto:bayview.ss@yrdsb.ca) and Twitter feeds [@bssnews1](#) and [@BayviewGuidance](#).

### 5. Newsletters

### 6. TeachAssist

Information about your child’s academic progress for their courses is housed on this secure online platform. Your child will provide you with the access information.

### 7. Agenda

Students are encouraged to use an agenda on a daily basis which can have a positive impact on a student’s ability to stay organized. It is an effective tool for students to record homework, important dates and notes. Using a method best suited to personal needs or learning styles, this can be paper or electronic forms.

### 8. School Calendar

The “Year At a Glance” calendar is attached to this document. See our school [website](#) for access to additional events and activities throughout the year

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

[www.yrdsb.ca](http://www.yrdsb.ca)

Twitter@YRDSB

YouTube channel YRDSBMedia

The Board app YRDSB Mobile

[TuneIn YRDSB](#), the Board’s podcast, available on most podcast platforms

## 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, 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, parents/guardians should visit the school website and, using the link provided, submit a valid email address.

## 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). The form is available at the Attendance Office.

## Course and Credit Requirements

Students are expected to carry a full-time course load AND attend all scheduled classes. Any exceptions require the permission of an Administrator. The following guidelines are used in determining appropriate course loads:

- Grade 9, 10 & 11 students (fewer than 23 credits completed) require a full timetable – **NO SPARES**.
- Students must have 23 credits **completed** to request a spare.
- All students require a minimum of three Bayview S.S. courses per semester.
- Graduating students requiring four credits or fewer must take those courses in the first semester.
- Students should ensure that they have the required prerequisites of "C", "M" and "U" courses for their university and/or college applications.

To earn a credit, students must:

- meet the academic expectations of the course;
- meet the required assessment and evaluation standards to provide evidence of learning;
- complete culminating activities, examinations and performance tasks prior to the completion of the course;
- receive a minimum final grade of 50%.

## Course Changes and Deletions

For any timetable revisions, students must complete a **"Request for Timetable Change Google Form"** that will be sent to the students GAPPS account.

Students:

- should not approach a subject teacher for admission to, or deletion from a class;
- must attend all classes until they are officially dropped from the course by Guidance and textbook(s) have been returned - only then can a student attend their new course; and
- will not be given priority to retake a course taken in first semester.

Destination changes and/or deletions of courses will be considered where appropriate.

The **last days** to make **requests for timetable changes** are:

**Thursday, September 15<sup>th</sup> (Semester 1)**

## Dress Code

Dressing in an appropriate manner for an academic environment dignifies the student, their family, and their school.

Per the YRDSB Dress Code policy, it is important that students dress appropriately to demonstrate respect for self and others at all times. The student dress code applies at school, on field trips and during any other school-related activity or event. Please note that our dress code policy is currently under review and there will be a board-wide dress code policy communicated shortly.

## 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 if 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.

In a hold and secure situation, York Regional Police will ask that outside doors of a school be locked. Normal school operations will continue inside the building, but no one may enter or leave the building until police indicate it is safe to do so. This will occur regardless of weather.

## Emergency Procedures

If an emergency situation occurs, the alarm will be sounded OR an announcement will be made. Students will be required to follow the emergency procedures as described by staff and signage.

### Evacuation

- Students will leave by the "Fire Drill" exits and proceed immediately away from the school to the back field where attendance will be taken
- During a school evacuation, students who were in the building must not leave the school property and are not to enter vehicles.

### Lockdown

- Students are not permitted to use cell phones, must remain quiet and follow the instructions of staff and signage.
- Possible signs that the school is in lockdown include a combination of locked interior doors, covered windows and silence throughout the building.
- If students or parents/guardians enter the building under these conditions, they should leave immediately where it is safe to do so.

Designated **off-site emergency locations** are determined by the first initial of their **last names** as follows:

- Walter Scott Public School (A-J)
- Richmond Rose Public School (K-R)
- Silver Stream Public School (S-Z)

## Examinations

All exams must be written at the scheduled time and place. Please note that:

- Students missing an examination due to illness, bereavement or a court appearance must notify the school immediately and provide verification by the appropriate authority (i.e. illness requires a doctor's note indicating that the student is not able to write the exam on the respective day).
- Within 48 hours a medical certificate to a school administrator stating that the student cannot/could not physically be present for the examination must be submitted.
- Vacation time, employment, appointments and other activities (e.g. summer programs) must not be planned during the scheduled exam period - students who are **not** legitimately absent for an examination will be given a mark of zero for the exam portion of the course and this will impact the final grade.
- Cheating on any evaluation is considered a serious offense - a student found cheating may receive a mark of zero in addition to other school consequences.
- All texts and library materials must be returned prior to writing the final examination.

## Excursions/Community Walkabouts

Teachers may take classes on walks around the community to support classroom learning. 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.

## Family Resources

Visit [www.yrdsb.ca/familyresources](http://www.yrdsb.ca/familyresources) or click on the link from the Board's homepage to access a variety of resources for families, including:

- start-up forms (when available)
- IT support for families
- translation tools, privacy considerations and more
- links to community resources, curriculum materials, student supports and more
- online tools like Google Classroom, Edsby and School Cash Online. Click on the "Need Help?" link for access to tips and resources to support you in using these online tools.

## Field Trips and Extra-Curricular Activities

Students are:

- required to communicate with their teachers about any upcoming school trips or competitions in order to make arrangements to ensure their learning expectations have been met;
- not to be penalized for absences due to teacher supervised field trips or sports events when they are part of that activity - students are always responsible for missed work;
- expected to accompany their class or team on school arranged transportation to and from the school activity.

## 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. Appointments can be made through the secretary in Guidance. Please visit the Guidance website for information regarding pathways.

## Hallways

Students must not eat or drink (except water) in hallways as there are a number of students with life-threatening allergies and anaphylaxis. Students must not linger or sit in the hallways to respect the classes that are being conducted and avoid fire code and safety hazards.

## 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, alpha vice-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](#).

## Lockers

Your child has been assigned locker along with a unique locker combination number. Each student is responsible for their own individual locker. We encourage students not to bring any valuables to school, as we are not responsible for any lost or stolen items.

## Personal Property

Students should use discretion in bringing money or valuable personal property to school. The school will not be responsible for lost or stolen articles on school property. Where assigned, students are to use their locker to store their own property.

## Questionnaires and Petitions

All questionnaires and petitions, including those arising from classroom instruction, must receive prior approval from the school administration.

## Requests for Faith 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.

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.

## Significant Faith Days

York Region is rich in culture and diverse in religious beliefs and practices based on faith.

The dates listed below are some faith holidays of particular significance to members of the major faith communities in our Board. We affirm and value equally the faith diversity in our schools, therefore, events such as field trips, school concerts, conferences, meetings, workshops, other professional events, co-curricular activities and exams/tests will not be scheduled on these dates:

2022-2023	Faith Day	Faith
July 9, 2022	Ed-ul-Adha <sup>1 2</sup>	Islam
September 26-27, 2022	Rosh Hashanah <sup>2</sup>	Judaism
October 5, 2022	Yom Kippur <sup>2</sup>	Judaism
October 24, 2022	Diwali	Hinduism
December 25, 2022	Christmas	Christianity (Western)
January 7, 2023	Christmas	Christianity (Eastern)
January 22, 2023	Lunar New Year	Buddhism
April 6, 2023	Pesach/Passover <sup>2</sup>	Judaism
April 7, 2023	Good Friday	Christianity (Western)
April 14, 2023	Vaisakhi	Sikhism
April 14, 2023	Holy Friday	Christianity (Eastern)
April 21, 2023	Ridvan	Baha'i
April 21, 2023	Eid-ul-Fitr <sup>1 2</sup>	Islam
June 29, 2023	Ed-ul-Adha <sup>1 2</sup>	Islam

<sup>1</sup> Dates are subject to the sighting of the moon each month and may vary for different members of the Islamic faith

<sup>2</sup> All Jewish and Islamic Holy Days commence on the preceding evening at sunset.

Please note that in addition to the above listed dates, we will take reasonable steps to accommodate students and staff members of a faith group for whom the Board's and the school's operations or requirements create undue hardship and interfere with their ability to exercise their religious beliefs and practices.

## 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 our school council. Contact the school office staff for more information. Elections shall occur within the first thirty days of the start of each school year.

## Student Card

Each student will receive a student card after their school photo is taken on September 9, 2022.

## Student Council

Student Council is made up of students who are duly elected by the students of Bayview Secondary School. The Council is composed of the following positions:

President	Treasurer	Social Conveyor
Vice-President	Public Affairs Officer	Grade Representatives
Secretary	External Affairs Officer	Member at Large

Their role is to represent and serve the students by organizing events that inform, educate, entertain, and thereby enrich the high school experience. The council distributes funds from the Engagement Fee to school clubs and teams.

## 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 Personal Information Consent Form** and see the section on Privacy and Information Access 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. 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.

### **Textbooks & Resources**

The Board supplies textbooks on a loan basis and students are responsible for them while signed out. At the end of the semester, or upon withdrawal from the course or school, it is a student's responsibility to ensure that any loaned textbooks or other materials are returned to subject teachers. If resources are not returned, students will be held financially responsible for them.

### **Tobacco/e-Cigarette/Alcohol/Drug-Free Environment**

The use of electronic cigarettes, tobacco, and/or student possession of alcohol/illicit drugs are prohibited on school property. This also applies during Board or school-sponsored events and activities.

### **Trespassing**

Schools are private property of the Board.

- If a student brings or encourages a trespasser (i.e. any person who is not enrolled in the school) to come onto the property of Bayview S.S., they will face consequences for contributing to trespassing and/or any unacceptable behavior that the person(s) engages in.
- All students who cease to be enrolled during the school year are only allowed on school property with permission from an Administrator.
- If a student goes to another school without permission, they are trespassing on that property.

### **Use of Bulletin Boards, Posting of Signs & Social Media**

Nothing may be placed on or removed from the walls and bulletin boards except by specific instruction or approval of a member of the school administration. All posted signs must have the approval and signature of an Administrator.

"Individuals who publicly identify or associate themselves with YRDSB through social media (i.e. usernames or profiles) are expected to post content that maintains a professional image and is relevant to the individual's role within the organization. Content of a personal nature or that is unrelated to the individual's role within the organization should be posted using a personal account not associated with the YRDSB." (YRDSB Visual Identity Manual, 2016)

### **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.

## Visitors

Visitors, including parents/guardians, must:

- have a meeting scheduled in advance.
- all scheduled visitors must enter the school at the main entrance and confirm their arrival with the main office.
- all visitors must sign in and out.
- before entry, visitors must review and adhere to the instructions on the [COVID-19 School and Child-Care Screening Tool](#) posted at exterior doors.
- All visitors are encouraged to sanitize their hands and wear a face covering as they enter, move through and exit the building.

## 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, contact the school office staff or review Policy and Procedure #280.0, Volunteers in Our Schools. If you are interested, please complete the “**Volunteers in Our Schools Form**” and return it to the Main 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;
- 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, 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.

## Bayview Secondary School Administration Calendar (2022-2023)

9/2/2022

	# of days	M	T	W	R	F	M	T	W	R	F	M	T	W	R	F	M	T	W	R	F	M	T	W	R	F
September	17				1	2	5 <sup>H</sup>	6 <sup>PA</sup>	7	8	9	12	13	14	15	16	19	20	21	22	23 <sup>PA</sup>	26	27	28	29	30
October	19	3	4	5	6	7	10 <sup>H</sup>	11	12	13	14	17	18	19	20	21 <sup>PA</sup>	24	25	26	27	28	31				
November	21		1	2	3	4	7	8	9	10	11	14	15	16	17	18 <sup>PA</sup>	21	22	23	24	25	28	29	30		
December	17				1	2	5	6	7	8	9	12	13	14	15	16	19	20	21	22	23	26 <sup>H</sup>	27 <sup>H</sup>	28 <sup>H</sup>	29 <sup>H</sup>	30 <sup>H</sup>
January	17	2 <sup>H</sup>	3 <sup>H</sup>	4 <sup>H</sup>	5 <sup>H</sup>	6 <sup>H</sup>	9	10	11	12	13	16	17	18	19	20	23	24 <sup>E</sup>	25 <sup>E</sup>	26 <sup>E</sup>	27 <sup>E</sup>	30 <sup>E</sup>	31			
February	18			1	2	3 <sup>PA</sup>	6	7	8	9	10	13	14	15	16	17	20 <sup>H</sup>	21	22	23	24	27	28			
March	18			1	2	3	6	7	8	9	10	13 <sup>H</sup>	14 <sup>H</sup>	15 <sup>H</sup>	16 <sup>H</sup>	17 <sup>H</sup>	20	21	22	23	24	27	28	29	30	31
April	18	3	4	5	6	7 <sup>H</sup>	10 <sup>H</sup>	11	12	13	14	17	18	19	20	21	24	25	26	27	28					
May	21	1	2	3	4	5 <sup>PA</sup>	8	9	10	11	12	15	16	17	18	19	22 <sup>H</sup>	23	24	25	26	29	30	31		
June	21				1	2	5	6	7	8	9	12	13	14	15	16	19	20	21 <sup>E</sup>	22 <sup>E</sup>	23 <sup>E</sup>	26 <sup>E</sup>	27 <sup>E</sup>	28	29	30 <sup>PA</sup>

### SEMESTER I

September	5	Labour Day
	6	PA Day
	7	Grade 9 Orientation Day
	8	Grade 10 - 12 First Day of School
	9	Photo Day
	19	School Council Meeting
	23	PA Day
October	3	Photo Retake Day
	10	Thanksgiving Day
	21	PA Day
		Interim Reports Distributed
		Parent's Night
November	9	Term 1 Ends (Careers/Civics)
	10	Term 2 Begins (Civics/Careers)
	11	Remembrance Day Assembly
	18	PA Day
		Mid-Semester reports distributed
December	26	-Jan 6 Winter Break
January		Last Day for Summative Assessments (70%)
	24-30	Examinations
February	3	PA Day

### SEMESTER II

February	6	First day of Semester II
		Semester I Report Card Distribution
	20	Family Day
March	13-17	Mid-Winter Break
		Interim Reports Distributed
April	7	Good Friday
	10	Easter Monday
		Mid-Semester Reports Distributed
		Parent's Night
	19	Term 1 Ends (Careers/Civics AND TOK/French)
	20	Term 2 Begins (Civics/Careers AND TOK/French)
May	5	PA Day
	22	Victoria Day
June		Grade 9 EQAO Math Assessments
	22-27	Examinations
	28-29	Instructional Days
	30	PA Day

#### LEGEND

E = EXAMINATION DAY  
H = HOLIDAY  
PA/PT DAY  
SIGNIFICANT FAITH DAY