



GUIDE

TO THE

SCHOOL YEAR

2021 - 2022



CONTACT INFORMATION

The Education Centre - Aurora

60 Wellington Street West, Aurora ON L4G 3H2

Calling From	Switchboard	Automated
Aurora & King	905-727-3141	905-727-0022
Newmarket & East Gwillimbury	905-895-7216	905-895-7227
Georgina	905-722-3201	905-722-6255
Markham, Richmond Hill, Vaughan, Whitchurch-Stouffville	416-969-8131	416-969-7170

Service Department Contacts	Numbers
Community Use of Schools (Permits)	ext. 2150
Continuing Education Services	ext. 2307 or 905-884-3434
Corporate Communications	ext. 2272
Corporate Secretariat and Trustee Services	ext. 2266 or 2217
Director's Services	ext. 2278
Human Rights Commissioner's Office	905-884-2046 ext. 255
Inclusive School and Community Services	ext. 2409 or 905-884-3434
Information Access and Privacy	ext. 2015
Student Services (Special Education)	ext. 3235
Student Transportation Services	ext. 4551 or 905-713-2535
Community Education Centre – Central (Aurora, King, Richmond Hill)	905-884-4477 or 416-324-2902
Community Education Centre – East (Markham)	905-940-7800
Community Education Centre – North (East Gwillimbury, Georgina, Newmarket, Whitchurch-Stouffville)	905-895-5155
Community Education Centre – West (Markham and Vaughan)	905-764-6830

This guide provides important information about the York Region District School Board. Please take it to someone who can explain it to you.

Arabic:	حول مجلس إدارة مدارس منطقة يورك York Region District School Board يقدم لك هذا الدليل معلومات يرجى منك أخذ شخص يستطيع شرحه لك.
Chinese:	此指南為您提供有關 York Region District School Board 的資訊。請您將它拿給可以向您解釋此指南的人。
Farsi:	این راهنما برای شما اطلاعاتی درباره York Region District School Board فراهم می کند. لطفاً آنرا نزد شخصی که بتواند در مورد آن به شما توضیح دهد ببرید.
Gujarati:	આ ગાઈડને લઈને યોરક ડિસ્ટ્રિક્ટ સ્કૂલ બોર્ડ વિષે માહિતી જાણવાની પૂરી પાડે છે. આ ગાઈડને તમે એવા વ્યક્તિની પાસે (જે જાણે વંચાવો જેથી તમને સુવચાવીમાં સમજાવી શકે.
Hebrew:	חברת הוראה זו מכילה מידע York Region District School Board יודות אנא קחו חברת זו למישהו שיוכל להסביר לכם את המידע המפורט.
Hindi:	इस गाईड में आपको York Region District School Board के बारे में जानकारी मिलेगी . कृपया इसे किसी ऐसे व्यक्ति को दिखाएँ जो इसे आपको समझा सके .
Khmer:	សៀវភៅនេះផ្តល់ព័ត៌មានអំពី York Region District School Board ។ សូមយកវាទៅអ្នកណាម្នាក់ដែលអាចជួយពន្យល់អំពីសៀវភៅនេះ ។
Korean:	이 안내서는 York Region District School Board에 대한 정보를 제공합니다. 내용을 설명해줄 수 있는 분에게 보여드리십시오.
Punjabi:	ਇਸ ਗਾਇਡ ਵਿਚੋਂ ਆਪ ਨੂੰ York Region District School Board ਬਾਰੇ ਜਾਣਕਾਰੀ ਮਿਲੇਗੀ.ਕ੍ਰਿਪਾ ਕਰਕੇ ਇਸਨੂੰ ਕਿਸੀ ਅਜਿਹੇ ਵਿਅਕਤੀ ਕੋਲ ਲੈ ਜਾਓ ਜੋ ਇਸਨੂੰ ਆਪ ਨੂੰ ਸਮਝਾ ਸਕੇ.
Romanian:	Acest ghid furnizeaza informatii cu privire la scolele din cadrul lui York Region District School Board. Apelati la cineva care va poate 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 பற்றிய தகவல்களை இந்த வழிகாட்டி உங்களுக்கு வழங்குகின்றது. தயவுசெய்து இதனை உங்களுக்கு விளக்கப்படுத்தக்கூடிய யாராவது ஒருவரிடம் எடுத்துச் செல்.
Urdu:	ہارے میں معلومات فراہم کرتی ہے۔ براہ مہربانی اسے اس فرد یا گائیڈ آپ کو York Region ڈسٹرکٹ سکول بورڈ کے پاس لے جائیں جو آپ کیلئے اس کی وضاحت کر سکے۔
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.

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INTRODUCTION

PLEASE NOTE THAT COVID-19 MAY AFFECT SOME OF THE SERVICES OR PROCESSES OUTLINED IN THIS GUIDE. FOR MORE INFORMATION, PLEASE VISIT WWW.YRDSB.CA/SCHOOL-REOPENING.

Welcome to York Region District School Board. We are the third largest school district in Ontario and one of the largest in Canada, with over 126,000 students in 180 elementary schools and 33 secondary schools.

Our students consistently perform above the provincial average and the Board is one of the top achievers in Ontario. We are committed to providing safe, equitable and inclusive learning environments that support the advancement of student achievement and well-being.

We serve the nine municipalities in York Region: Aurora, East Gwillimbury, Georgina, King, Markham, Newmarket, Richmond Hill, Vaughan and Whitchurch-Stouffville.

This guide includes important information about York Region District School Board and our schools.



For more information, you can also visit the Board website at www.yrdsb.ca. A tool is available on the website to provide basic translation of Board information in over 100 languages.



Language	For more information, you can also visit the Board website at www.yrdsb.ca . A tool is available on the YRDSB website to provide basic translation of Board information in about 100 languages.
Farsi	برای کسب اطلاعات بیشتر، می‌توانید از وب سایت هیئت مدیره مدارس ناحیه یورک www.yrdsb.ca نیز بازدید نمایید. ابزاری در وب سایت YRDSB موجود است که ترجمه پایه‌ی اطلاعات مربوط به هیئت مدیره را حدوداً به 100 زبان ارائه می‌دهد.
Gujarati	વધુ માહિતી માટે www.yrdsb.ca પર ઓન-લી વેબસાઇટની મુલાકાત લો. YRDSBની વેબસાઇટ પર ઓન-લી માહિતીનો વગભગ ૧૦૦ ભાષાઓમાં મૂળભૂત અનુવાદ પૂરો પાડવા માટે એક સાધન ઉપલબ્ધ છે.
Hebrew	ליתר מידע, את/ה יכול/ה לבקר את דף אינטרנט של ה מועצה (the Board) ב- www.yrdsb.ca . כלי זמין בדף אינטרנט של YRDSB להספקת תרגום בסיסי של הודעות המועצה במאה שפות.
Korean	귀하께서 좀 더 자세한 정보를 원하신다면, 스쿨보드 웹사이트 www.yrdsb.ca 를 참조하시기 바랍니다. 웹사이트에서는 YRDSB 스쿨보드의 기초적인 정보를 100 정도의 각기 다른 언어로 볼 수 있는 기능들을 제공하고 있습니다.
Punjabi	ਵਧੇਰੇ ਜਾਣਕਾਰੀ ਲਈ, ਤੁਸੀਂ ਬੋਰਡ ਦੀ ਵੈੱਬਸਾਈਟ www.yrdsb.ca ਉੱਤੇ ਜਾ ਸਕਦੇ ਹੋ। ਬੋਰਡ ਦੀ ਜਾਣਕਾਰੀ ਦਾ ਤਕਰੀਬਨ 100 ਭਾਸ਼ਾਵਾਂ ਵਿੱਚ ਬੁਨਿਆਦੀ ਅਨੁਵਾਦ ਕਰਨ ਵਾਲਾ ਇੱਕ ਸੌਖਾ YRDSB ਦੀ ਵੈੱਬਸਾਈਟ ਉੱਤੇ ਉਪਲਬਧ ਹੈ।
Russian	За дополнительной информацией можно также обратиться на сайт комитета по адресу: www.yrdsb.ca . На сайте комитета «YRDSB» имеется инструмент для осуществления простого перевода информации о Совете примерно на 100 языков.
Simplified Chinese	欲知更多信息，请参考教育局网站 www.yrdsb.ca YSDSB 网页上设置有可翻成约 100 种语言的工具，可用以提供教育局网页信息的基本翻译。
Traditional Chinese	欲知更多訊息，請參考教育局網站 www.yrdsb.ca YRDSB 網頁上設置有可翻成約 100 種語言的工具，可用以提供教育局網頁資訊的基本翻譯。
Tamil	மேலதிக தகவல்களிற்கு, நீங்கள் Board (மன்ற) இணையதளத்தையும் பார்க்கவும்.பார்வைபிடலாம்: www.yrdsb.ca Board (மன்ற) தகவல்களின் அடிப்படையான மொழிபெயர்ப்பொன்றை சுமார் 100 மொழிகளில் வழங்கக்கூடிய கருவியொன்று YRDSB இணையதளத்தில் காணப்படுகின்றது.
Urdu	مزید معلومات کے لئے آپ بورڈ کی ویب سائٹ www.yrdsb.ca پر بھی جا سکتے ہیں۔ YRDSB کی ویب سائٹ پر ایک سہولیت موجود ہے جو بورڈ کی معلومات کا بنیادی ترجمہ تقریباً 100 زبانوں میں مہیا کرتا ہے۔
Vietnamese	Để biết thêm thông tin, quý vị có thể viếng trang mạng của Sở tại www.yrdsb.ca . Một công cụ có sẵn trên trang mạng của YRDSB sẽ cung cấp dịch thuật cơ bản về thông tin của Sở trong khoảng 100 ngôn ngữ.

INTRODUCTION

HOW CAN WE HELP YOU?

The Board is committed to increasing confidence in public education through accountability and transparency. Many policies, procedures and processes have been developed to help support students, families and the community.

If you have a question or would like to learn more about a school or our Board, you can:

- Contact the staff at your school.
- Visit the school website.
- Visit the Board website at www.yrdsb.ca.
- Listen to our regular podcast [TuneIn YRDSB](#), available on most podcast platforms.
- Connect with the Board through:

 Instagram: [@yrdsb.schools](#)

 Twitter: [@YRDSB](#)

 YouTube: [YRDSBMedia](#)

 LinkedIn: [York Region District School Board](#)

- Contact the superintendent for your school.
- Connect with the Board directly using the contact information on the back of this guide.
- Contact your local trustee.

To learn more about public education in Ontario, visit the Ministry of Education website at www.ontario.ca/education.

I HAVE A CONCERN. WHO DO I CONTACT?

Most situations can be resolved with dialogue and cooperation at the local school level. If you have a concern, please follow these steps:

For school matters:

Arrange a phone call or meeting with the appropriate school staff member. If further assistance is required, the school principal or designate may be contacted to review the matter, mediate and help facilitate the process. Contact the superintendent for your school if the matter remains unresolved.

For non-school or non-student related matters, contact the appropriate department. Contact information can be found on the back of this guide.

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 school superintendent. Following a review of the matter, a determination is made on whether or not the issue should be referred to



the Board's Human Rights Commissioner's Office. For more information, see the section on the Human Rights Commissioner's Office in this guide.

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.

For additional information, you can contact Corporate Secretariat and Trustee Services (ext. 2217). You may also contact your local trustee at any time.

You may involve a friend or advocate if it makes you feel more comfortable. Interpretation assistance will be provided wherever possible.



The Supporting Community Concerns Policy and Procedure outline the steps students, families, staff and community members can take to address their concerns.

The Human Rights Policy and Procedure outline the process for addressing Ontario Human Rights Code-related complaints. All [Board policies and related procedures](#) are available on the Board website or through the school office.

BOARD OF TRUSTEES

York Region District School Board has 13 trustees representing all areas of York Region. They are elected by English public school supporters for a four-year term.

The Board of Trustees has a number of important roles and responsibilities, including:

- Communicating with the public.
- Setting policy for the operation of all public schools in York Region.
- Participating on various Board and Advisory committees.
- Setting an annual budget.
- Establishing a Multi-Year Strategic Plan to guide system direction.
- Hiring and conducting the performance review of the Director of Education.
- Advocating for quality public education.

Trustees are committed to open dialogue with the community. You are encouraged to share your views on policy issues and Board governance with your local trustee. You are also welcome to attend and observe any [public Board, Advisory or Board Committee meeting](#). Meeting dates, times and locations are available on the Board website.



For more information about your local trustee; Board, Advisory and Board Committee meetings; or the Multi-Year Strategic Plan, visit the Board website or contact Corporate Secretariat and Trustee Services.

INTRODUCTION

Trustees



Chair:
Cynthia Cordova
Georgia



Vice-Chair:
Allan Tam
Markham
Wards 4 & 5



Bob McRoberts
Aurora and King



Elizabeth Terrell-
Tracey
East Gwillimbury
and Whitchurch-
Stouffville



Ron Lynn
Markham
Wards 2, 3 & 6



Juanita Nathan
Markham
Wards 7 & 8



David Sherman
Markham Ward 1
Vaughan Ward 5



Linda Gilbert
Newmarket



Simon Cui
Richmond Hill
Wards 1, 2 and 4



Cindy Liang
Richmond Hill
Wards 3, 5 & 6



Nadeem Mahmood
Vaughan
Wards 1 & 2



Dr. Elizabeth Sinclair
Vaughan
Wards 3 & 4



Lauri Hoeg
Indigenous Trustee

Contact information for trustees is available on the Board website.



Student Trustees

Student trustees act as a link between the school community and the Board. They are elected each year by students in partnership with the York Region Presidents' Council, a council consisting of all student council presidents in York Region public secondary schools. The Board also has an Indigenous student trustee who will represent the voice of all self-identified Indigenous students at Board meetings.

Student trustees:

- Sit at the Board table and provide a monthly report.
- Give students a meaningful voice in Board discussions.
- Share information and ideas between trustees, staff and the student body.
- Work through the Ontario Student Trustees' Association to maintain a fair and equitable system of education province wide.



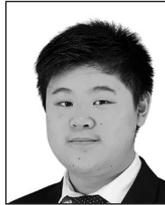
Learn more at www.yrdsb.ca/studenttrustees or in the Student Trustees Policy and Procedure.

Connect with the student trustees on Twitter [@YRDSB_students](https://twitter.com/YRDSB_students) and Instagram [@yrdsbstudents](https://www.instagram.com/yrdsbstudents).

The student trustees for the 2020-2021 school year are:



Munira Chakera
Stouffville D.S.S.
Student Trustee



Bruce Yu
Dr. G.W. Williams S.S.
Student Trustee



Chelbylynn Milton
Newmarket H.S.
Indigenous Student Trustee

BOARD POLICIES AND PROCEDURES

Policies and procedures govern the operation of the Board and our schools. All [Board policies and related procedures](#) are available on the Board website or through the school office.

To ensure they remain current, the Board reviews policies and procedures regularly. Feedback from staff and community members is an important part of the process.

All [policies and procedures available for comment](#) are posted on the Board website and sent to school council chairs to share with members of the school community. Questions about any Board policy and/or procedure should first be discussed with the principal. If you feel a policy or procedure needs to be revised, you may

recommend changes through your school council. Feedback should outline clearly:

- the specific section(s) of the policy or procedure
- the reason(s) for your concern
- specific alternate wording to reflect your position



The Policies, Procedures and Supporting Documents Policy and Procedure outline the review process for these documents. Questions or comments can be addressed to Corporate Secretariat and Trustee Services at policy.committee@yrdsb.ca. Please see the [How Can We Help You](#) section in this guide or on the Board website for more information about who to contact if you have a question or concerns.

ACCESSIBILITY

The Board is committed to providing accessibility to persons with disabilities, consistent with the principles of independence, dignity, integration and equality of opportunity.

If you need assistance accessing Board services, speak to a staff member in the school or department and provide them with specific information on how they can assist you. If you require an alternative format for Board information or materials on the Board website, please contact Corporate Communications at communications@yrdsb.ca.

If you wish to report a barrier preventing you or someone you know from accessing Board services, facilities or opportunities, you can complete the [online Barrier Buster form](#) on the section of the YRDSB website



For more information, see the Accessibility Policy and related procedures.

ACTIVE TRAVEL TO SCHOOL

We encourage families to use active travel to and from school, including walking or cycling. You can also consider parking a block away from the school and walking the rest of the way.

- Choosing active travel even once or twice a week:
- Keeps students active.
- Builds friendships.
- Improves air quality and the environment with fewer cars on the road.
- Creates safer routes and communities with less traffic.
- Helps prepare students for learning.

Choosing active travel will not only support health and well-being but has many other benefits. Look for opportunities to participate and celebrate active school travel during the school year. Choose an active travel lifestyle!



ASSEMBLIES

Assemblies are valuable opportunities to distribute information, build school spirit and recognize achievements. Students are expected to:

- Attend assemblies.
- Remain for the whole assembly.
- Pay attention.
- Be respectful throughout.

ASSESSMENT, EVALUATION AND REPORTING

Report Cards

Kindergarten students receive:

- one provincial Kindergarten Communication of Learning: Initial Observations report in November
- one provincial Kindergarten Communication of Learning report in February
- one provincial Kindergarten Communication of Learning report in June

For Grades 1 to 12, two distinct but related aspects of student achievement are evaluated:

- the achievement of curriculum expectations
- the development of learning skills and work habits

Elementary school students receive:

- one progress report card in November. On the progress report card, teachers will indicate if a student is:
 - progressing very well
 - progressing well
 - progressing with difficulty
- one provincial report card in February
- one provincial report card in June

Secondary school students receive:

- an interim report which is issued after the first six weeks of instruction. On the interim report, students will receive a level range:
 - Level 4: identifies achievement that surpasses the provincial standard.
 - Level 3 : represents the provincial standard for achievement.
 - Level 2: represents achievement that approaches the provincial standard.
 - Level 1: represents achievement that falls much below the provincial standard.
 - R: Percentage mark below 50%
 - I: Insufficient evidence to provide a level
- two provincial report cards each semester.

Ongoing Communication

Although there are formal reporting periods, communication with parents/guardians and students about student achievement is a continuous process throughout the year. This may include, but is not limited to: curriculum information, parent-teacher interviews, student-led conferences, telephone conversations, written communication, email/online communication, course outlines, school websites, checklists and informal reports. Please let the teacher know if there are better ways to communicate with you.

Assessment and Evaluation

Students are important partners in the assessment process and will be supported in:

- Understanding what they need to know and do to reach the provincial standard.
- Setting goals for growth.
- Building on their strengths, using their learning preferences and focusing on their areas of need to achieve success.

Teachers will support students in a variety of ways, including:

- Sharing learning goals and success criteria.
- Showing samples of student work.
- Providing opportunities to receive, give and use descriptive feedback.
- Teaching them to set their own goals and monitor growth in relation to learning goals and success criteria.

Students are responsible for providing evidence of learning within the timeframe specified by the teacher, and in a form approved by the teacher. Incomplete assignments, missing tests or assignments, cheating or plagiarizing will be guided by the Board's Assessment, Evaluation and Communication of Student Learning and Achievement Policy and procedures. It is important that students strive to achieve their best and provide teachers with original and authentic evidence of their learning.

Achievement of curriculum expectations will be assessed and evaluated using four categories of achievement:

- knowledge and understanding
- thinking
- communication
- application

Learning Skills and Work Habits

These learning skills and work habits will be taught and assessed throughout the school year:

- responsibility
- organization



- independent work
- collaboration
- initiative
- self-regulation

Learning skills and work habits will be reported on report cards using the following scale:

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

Levels of Achievement

Letter Grade	Percentage Mark	Level
A	80-100%	Level 4 – The student demonstrates the specified knowledge and skills with a high degree of effectiveness. Achievement surpasses the provincial standard. This does not mean that the student has achieved expectations beyond those specified for the grade/course.
B	70-79%	Level 3 – The student demonstrates the specified knowledge and skills with considerable effectiveness. This represents the provincial standard for achievement. Students achieving at level 3 can be confident that they are prepared for work in subsequent grades or courses.
C	60-69%	Level 2 - The student demonstrates the specified knowledge and skills with some effectiveness. Achievement approaches the provincial standard. Students performing at this level need to work on identified learning gaps to ensure future success..
D	50-59%	Level 1 – The student demonstrates the specified knowledge and skills with limited effectiveness. Achievement falls much below the provincial standard. Students must work at significantly improving learning in specific areas if they are to be successful in the next grade/ course
R/ Below D	Below 50%	The student has not demonstrated the required knowledge and skills. Extensive remediation is required. Note: A student in Grades 9-12 whose achievement is below 50% at the end of a course will not obtain a credit for the course
I		Insufficient evidence to assign a letter grade or percentage mark. Note: This only applies to Grades 1-10

Academic Honesty

Students are expected to provide original evidence of their learning and appropriately acknowledge the work of others. The consequences for cheating or plagiarism could include: contact with parents/guardians, referral to administration, disciplinary action, re-doing the task or a portion of the task, or a mark of zero in the absence of original work.

Cheating is the attempt to gain an unfair advantage in an academic evaluation, which may misrepresent the demonstration of a student's learning or the learning of others. Forms of cheating include, but are not limited to:

- Copying from another student or permitting another student to copy material.
- Using aids, materials and assistance which are not approved by the teacher.
- Obtaining an unauthorized copy of a test or examination prior to the date and time of writing.
- Changing a grade/percentage mark of an evaluation.
- Preparing work, in whole or in part, with the expectation that this work will be submitted by another student for evaluation.
- Offering for sale or at no charge assignments, in whole or in part, with the expectation that these works will be submitted by a student for evaluation.
- Unauthorized entry into a computer file for the purpose of using, reading, changing or deleting its contents, or the unauthorized transfer, in whole or part, of files for academic gain.



The York Region District School Board is proud to offer students the opportunity to earn the International Baccalaureate Diploma in addition to the Ontario Secondary School Diploma.

The IB program is available at:

Alexander Mackenzie High School
Dr. G.W. Williams Secondary School
Milliken Mills Secondary School

Bayview Secondary School
Maple High School

For more information please visit: www.yrdsb.ca/ib



Plagiarism refers to representing someone else's ideas, writing or other 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. Plagiarism hinders learning and the development of learning skills and work habits. Forms of plagiarism include, but are not limited to, the use of the following without appropriate reference or citation:

- Someone else's written and/or spoken idea, theory or opinion.
- Misrepresenting co-authored or collaboratively created work as one's own.
- Music, drawings, designs, dance, photography and other artistic or technical work created by someone else.
- Reproductions of tables, graphs or any other graphic element produced by someone else.
- Facts and information that are not generally known.
- An unusual or distinctive phrase, a specialized term, a computer code or quantitative data.
- Paraphrase or summary.
- Unauthorized entry into a computer file for the purpose of using, reading, changing or deleting its contents, or the unauthorized transfer in whole or part of files for academic gain.
- Copying from the internet without giving proper acknowledgment to the source.
- Submitting work prepared, in whole or in part, by another person or source and representing that work.
- Downloading research papers in whole or in part, and submitting the paper as original work as one's own.



Visit the Board website to learn more about how students are assessed and evaluated and what to expect on report cards. For more information, see the Assessment, Evaluation and Communication of Student Learning and Achievement Policy and related procedures. This includes policies on late and missed assignments, and dealing with plagiarism and cheating.

Visit www.ontario.ca/education to view:

- The Ministry of Education Growing Success: Assessment, Evaluation and Reporting in Ontario Schools (Grades 1-12), which sets out requirements for the assessment, evaluation and reporting of student learning.
- Ministry of Education curriculum documents, which outline learning expectations for each subject.

ATTENDANCE

Regular and punctual attendance affects school success and is expected of all students. It is important that students, families and school staff work together to ensure regular attendance.

SCHOOL LIFE

Parents/guardians are expected to:

- Notify the school as soon as possible if their child will be absent or late.
- Provide medical documentation to confirm their child's illnesses if requested by the principal.
- Ensure the school is aware that they approve all absences from school.
- Provide a note for their child (under the age of 18 years) when they need to leave school early for an appointment.
- Report to the office if picking their child up from school during the school day.

Late Arrivals

If an elementary student arrives at school after the entry bell, in the morning or after lunch, they are considered late and must go to the office for an admit slip.

Secondary students who arrive late for class should report to the Attendance Office.

Chronic Lates/Absences

If a student is chronically late or absent, the school will engage the parents/guardians to discuss the absences. The school social worker may be consulted/referred if attendance patterns are ongoing, possibly connected to a concern for student well-being or affective academic achievement. This school social work consultation/referral may result in regular contact with the student and family to address possible barriers to school attendance and support student well-being.

BEFORE/AFTER SCHOOL SUPERVISION

The safety of our students is our mutual priority and responsibility. Supervision for students in the morning commences 15 minutes prior to the bell. This is the point in time when staff will be supervising students. Parents/guardians are responsible for their children until staff are on duty. At the end of the school day, staff will supervise student's safe exit from the school upon dismissal. Please check your school's dismissal time to plan in advance for your child at the end of each school day.

BULLYING, CYBERBULLYING OR INTIMIDATION

Every student has a right to learn in a safe, caring and supportive environment. Our schools are actively engaged in bullying awareness, intervention and prevention through programs, such as Roots of Empathy, Restorative Practices, Empowered Student Partnerships, Bullying Prevention and Intervention Week and more.

What is bullying?

Bullying, cyberbullying and intimidation are combinations of power and aggression. They usually occur when a student maliciously oppresses, harasses or intimidates another student verbally, physically or psychologically. Bullying also occurs through the use of technology.



What happens if a student bullies another student?

Instances of bullying, cyberbullying or intimidation are dealt with under the Caring and Safe Schools Policy and related procedures. You can find information on this policy in the guide section on Safety and on the Board website.

Cyberbullying is misconduct carried out over the internet and may be subject to school discipline whether carried out at school, at home or elsewhere if it affects the school climate.

Who can I talk to if I am being bullied?

Talk to a family member, school staff member or trusted friend about any incident of bullying, harassment or intimidation by other students. If there is severe violence or threat of harm, we recommend students or their parents/guardians contact the local police immediately for assistance.

You can also:

- Use the Board's Report It! tool on our website (www.yrdsb.ca).
- Get in touch with Kids Help Phone at 1-800-668-6868 or www.kidshelpphone.ca.

BUSING (TRANSPORTATION)

Visit www.schoolbuscity.com or contact the York Region Student Transportation Services School Bus Information Line at 1-877-330-3001 for information on:

- bus routes, stop locations, times, late arrivals, cancellation
- eligibility
- registering a complaint
- safety
- general information

Eligibility

Your eligibility to ride the school bus may change according to your grade and distance from home to school:

- Year One Kindergarten to Grade 3 - a child who lives more than 1.2 kilometres from the school is eligible for Board-provided transportation.
- Grade 4-8 - a child who lives more than 1.6 kilometres from the school is eligible for Board-provided transportation.
- Grade 9-12 - a secondary student living more than 3.2 kilometres from the nearest secondary school in an area not served by public transit is eligible for Board-provided transportation.

A secondary student served by public transit is not eligible for Board-provided transportation.

Weather Conditions

Transportation will be cancelled by 6:30 a.m. if road conditions are unsafe or are expected to deteriorate significantly by the time students are to be bused home.

To find out if transportation is cancelled, check:

- the @YRDSB Twitter account
- the YRDSB website
- school websites
- the Student Transportation Services' (STS) website
- www.schoolbuscity.com or hotline: 1-877-330-3001
- radio and television media outlets

Please note that as a result of COVID-19 health and safety measures, the below information may change for the 2021-2022 school year.

Your school/York Region District School Board will share information with you during the school year to ensure you know what to expect.

Schools will remain open unless otherwise stated. If buses are cancelled on a day when exams are scheduled, exams will be cancelled at all schools for that day. Those exams will be rescheduled on the same day across York Region. Remaining exams will occur as originally scheduled.

There may be rare occasions where unprecedented winter weather events occur and we need to close all schools and Board locations. Closures will be considered when facilities may not be safe for students and staff members to attend school for the full day. Families can now receive text messages in emergency situations only, such as 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.

In keeping with our current practice, we will continue to keep our schools open as much as possible. However, it is important that families have alternate child care arrangements planned for the rare occasions when schools may be closed. Before and after care programs will also not operate if schools are closed. Please ensure that you take the time to make plans in the event of an emergency school closure.

We will continue to cancel school transportation if road conditions are unsafe for buses and taxi service or are expected to deteriorate significantly by the time students are to be bused home. Bus cancellations don't necessarily mean there is an emergency school closure. Schools will remain open unless otherwise stated.



Bus Safety

When riding school buses, you must:

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

Shouting, rough play and fighting are strictly prohibited. Students engaging in these activities will have their bus privileges suspended. We expect that all students should treat buses as an extension of the school and follow school rules and policies.



Visit www.schoolbuscity.com, contact Student Transportation Services of York Region Information Line at 1-877-330-3001 or see the Student Transportation Policy and Procedure.

CHILD CARE

Many schools have child care centres or offer before and after school programs in the school. For more information, speak to staff in the school office, visit your school's website or see the [child care section of the Board website](#), under Elementary School in Schools and Programs, for a complete list of school locations.



For more information, read the Licenced Child Care in Schools Policy and related procedures.

COMBINED CLASSES

Elementary schools in YRDSB have single grade (e.g. Grade 1) and combined (e.g. Grade 1/2) classrooms. Students can be placed in either a single grade or a combined grade class.

In both single and combined grade classrooms, teachers teach and assess students based on the curriculum for their grade. The teacher provides culturally responsive programming that reflects students' identities and lived experiences. Teachers may provide accommodations to curriculum as needed, to support student success.

In both single and combined grade classrooms, teachers will focus on:

- Building leadership abilities as they work together and learn from one another.
- Developing decision-making skills and independent learning skills.
- Learning in an environment that reflects more diverse ideas and opinions, which will help expand students' perspectives.
- Enhancing student agency in identifying personal learning goals and career pathways.

In both single and combined grade classrooms, teachers set high expectations for each student's learning.

COMMUNICATION BETWEEN HOME AND SCHOOL

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

- school agenda
- school and classroom newsletters
- phone calls home
- email
- school and classroom websites
- school and classroom blogs or Twitter accounts
- periodic announcements or letters

You are encouraged to communicate with your child's teacher. Speak with the teacher about what method of communication is preferred. You are welcome to request an interpreter to assist with some communication with your child's school, such as interviews and meetings.

Text Messages

Families can now receive text messages in emergency situations only - as part of our elementary school safe arrivals program, 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.

Canada's Anti-Spam Legislation (CASL)

Canada's Anti-Spam Legislation (CASL) affects how schools, staff and school councils communicate electronically to parents/guardians. CASL prohibits the sending of any type of electronic message that is commercial in nature unless the recipient has provided consent first. Examples of commercial electronic messages include requests for money such as registration fees, pizza days, field trips, fundraising initiatives, school photos and others.

CASL does not apply to electronic messages that are for informational purposes (e.g. student progress or attendance information, notice of a community/school council meeting, etc.). It also does not apply to commercial messages sent out in hard copy formats.



To subscribe or unsubscribe to your school's commercial electronic messages, visit your child's school website and submit a valid email address.

COMMUNITY INVOLVEMENT HOURS

Secondary students must complete at least 40 hours of community involvement activities to graduate. Some schools and programs require additional hours. You may begin to accumulate community involvement hours in the summer after Grade 8. Community involvement encourages students to develop an understanding of civic responsibility and the role they can play in supporting and strengthening the community.

This requirement must be completed outside the regular instructional day. You must submit a record of your community involvement activities to the school. The Notification and Completion of Community Involvement Hours Form is available at the school and on the Board website.



For more information, visit www.yrdsb.ca/communityinvolvement or see the Community Involvement Hours Policy and Procedure.

COMPULSORY SCHOOL AGE

Students can choose to attend the full-day kindergarten program in the calendar year that they turn four years of age. The kindergarten program is available to all families with children who are turning four and five years of age by the end of the calendar year.

Attending school becomes compulsory at age six. If a child turns six years of age before September, then they must start school that year. If they do not turn six years until after September, then they do not have to start school until the following September.

Students must stay in school or in another educational program until they turn 18 years (if their birthday falls before the end of June) or until the school year ends in June (if their 18th birthday falls after June).

Students may remain in school until June of the year in which they turn 21.

CONTINUING EDUCATION

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

- After School Programs (Literacy and Numeracy Grades 7-12)
- Elementary Summer Learning - Grade 6,7 and 8 Literacy/Numeracy and Grade 8 Reach Ahead

SCHOOL LIFE

- Summer Institute
- Summer Mentorship
- Night School – Credit Courses
- Night School Online (formerly known as e-Learning) – Credit Courses
- Secondary Summer School – Credit Courses, including Cooperative Education
- Secondary Summer School Online (formerly known as e-Learning) – Credit Courses
- International Languages Programs
- Adult Day School - Credit Courses
- Personal Support Worker (PSW) Program
- Aquatic Leadership Program
- PLAR – Prior Learning Assessment and Recognition

In partnership with federal and provincial governments, the Board also offers:

- English as a Second Language (ESL) courses for adult learners.
- ESL Instruction for Newcomers to Canada (LINC).
- Citizenship classes for those preparing to go through the process of becoming a Canadian Citizen.
- Specialty classes for adults still developing in their English language and interested in learning about other topics such as Entrepreneurship, Novel Studies, Business English, etc.
- Literacy Basic Skills (LBS) programs for those interested in upgrading or acquiring essential work related skills. Computer courses and individual programming are available through this program.



For information about any of the Continuing Education programs including credit and non credit Adult ESL, visit www.yrdsb.ca/continuingeducation.

CURRICULUM-CONNECTED COMMUNITY LEARNING/WALKS

We recognize that playing and learning in the outdoors supports students' holistic well-being through all seasons. Opportunities for students to build connections to the land have meaningful, long-term, positive health implications, especially on mental health and well-being. Community walks are not Field Trips, but are defined as brief community excursions that take place off school property, which last less than one day and do not require transportation. Parents/guardians are asked to provide permission for community walks at the start of the school year.

DRESS CODE

Each school has its own dress code. Students are expected to dress appropriately to demonstrate respect for self and others at all times.



For more information, see the Student Dress Code Policy and Procedure and/or speak to your school.



ENGLISH AS A SECOND LANGUAGE (ESL)/ ENGLISH LITERACY DEVELOPMENT (ELD)

English language learners are students whose home language (main language) is not English or is a version of English that is significantly different from the version used for instruction in Ontario schools.

The Board provides a variety of services and programs for English language learners (ELLs) to support student achievement and the development of English language proficiency. The type of supports provided will depend on the student's level of English language acquisition, and are inclusive and flexible to student well-being and academic needs.

There are two programs that support English language learners:

- **English as a Second Language (ESL)** for students who have had the opportunity to develop age-appropriate literacy skills in their first language.
- **English Literacy Development (ELD)** for students who have had limited opportunities to develop language and literacy skills in any language. Students in this program may have had significantly interrupted access to education.

English language learners are entitled to accommodations and/or modifications in all curricular areas, as necessary, based on their English proficiency.



UPGRADE YOUR SKILLS FOR EMPLOYMENT

- ✓ English as a Second Language/LINC
- ✓ Academic Upgrading and Computer Skills
- ✓ Citizenship and IELTS Preparation

Call 905-731-9557 to book an appointment.

www.yrdsb.ca  @YRDSB  YRDSBMedia



Immigration, Refugees
and Citizenship Canada

Immigration, Réfugiés
et Citoyenneté Canada



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DISTRICT SCHOOL BOARD
Inspire Learning!

Students typically develop social language skills in English, within one to two years. Academic language, however, can take more than seven years. As a result, English language learners will receive supports in their learning for many years.

Elementary School

Language acquisition is not a separate subject or time of day, but a systematically supported practice situated within the classroom. All teachers support the English language learning of a student, as well as their subject learning. Classroom/subject teachers are primarily responsible for providing the necessary supports for English language learners to ensure equitable access to the curriculum. In elementary school, a student's English language level will not change what grade they are placed in.

Students may also receive the following additional supports from an ESL/ELD teacher:

- support within the subject/homeroom classroom
- targeted English language and literacy instruction in individual or small group instruction

Secondary School

All teachers support the English language learning of a student, as well as their subject learning. Classroom/subject teachers provide accommodations or modify curriculum expectations to support students.

Additional supports may include:

- ESL courses
- ELD courses
- individual help within and/or outside the classroom

Students should speak with their teachers/guidance counsellors about course selection, pathways, and post-secondary and career goals.

Supporting your Child's Learning

There are many ways parents can support their child's learning. A resource that helps to support your child's teacher(s) plan and monitor English language learning is STEP (Steps to English Proficiency). Ask your child's teacher about their English language learning (STEP) and the type of support your child is receiving. Another way you may support your child's learning is to share information about your child's experiences within and outside of school, including interests, strengths and goals.

Questions parents may want to ask the principal or teacher:

- What is my child's English language level and how is it assessed?
- How is their English learning being monitored?
- How are you supporting their English language learning and academic success?



For more information, speak to your child's teacher(s), school principal or visit the Board website.



Adult Programs



For information about Adult ESL, Instruction for Newcomers to Canada (LINC), Citizenship or Literacy Basic Skills (LBS) programs, please see the information under Continuing Education, visit the Board website or call Uplands Community Learning Centre at 905-731-9557.

ENVIRONMENTAL RESPONSIBILITY

The Board believes that we have a shared responsibility for minimizing our effect on the environment and taking an active role in its protection. Schools are encouraged to engage in environmentally responsible practices, demonstrate a commitment to reducing their ecological footprint, and acknowledge and care for the land. There are many benefits to outdoor learning, including health, well-being, and it is through these relationships that we will foster citizens who will care for and protect the land, the water, the air, and one another.

What are schools doing?

To make learning engaging and authentic, the Board is focused on encouraging environmental literacy and outdoor learning experiences both on and off school property. YRDSB schools are taking action in different ways. Many YRDSB schools participate in the EcoSchools Canada Program, an environmental education and certification program for Grades K-12. If your school is working to nurture environmental leaders, reduce your ecological impact, and build sustainable school communities, learn more at <http://www.ecoschools.ca/>.

YRDSB supports elementary and secondary outdoor and environmental learning. In elementary, all Grade 2, 4 and 7 students visit one of our five [Outdoor Education Centres](#) for curriculum-connected learning experiences that are free for all students. Our relationships with community partners in the field offer students curriculum-connected learning opportunities including a learn to paddle program, climate change youth forum, sustainable art and the land program at McMichael Gallery, and an EcoCamp leadership experience each fall. Secondary students receive funding for self-selected environmental-themed excursions and experiential learning opportunities including stream studies, Specialist High-Skills Major training, environmental focused design thinking challenges, a yearly province-wide Envirothon competition, as well as our well-established Outdoor Education credits and club programs.

We embrace equitable access to outdoor education and the many ways students can learn in the outdoors, during all seasons using the nearby natural space available. Developing this relationship to place may extend to: community walks, co-created Land Acknowledgements; school pollinator gardens; outdoor learning spaces; litter less or boomerang lunch programs; well-being initiatives; composting initiatives; lights and monitors off campaigns; textile waste campaigns; learning locally in, about and for the environment; as well as walk to school programs.

EQAO ASSESSMENTS

Students across Ontario write provincial assessments of their reading, writing and mathematics skills at key stages in their education:

- Grade 3 reading, writing and mathematics
- Grade 6 reading, writing and mathematics
- Grade 9 mathematics
- Grade 10 literacy – the Ontario Secondary School Literacy Test

Note: Students graduating in the 2021-22 school year are exempt from the literacy graduation requirement.

The tests are administered by the Education Quality and Accountability Office (EQAO), an arm's-length agency of the Ministry of Education. EQAO distributes an individual report to each student who writes the tests and posts school, board and provincial results on its website at www.eqao.com.

EQUITY AND INCLUSIVITY

The Board is committed to ensuring equitable and inclusive learning environments for all students, staff, families 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:

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 as well as a commitment to establishing a just, caring society.

The Board recognizes that Indigenous students, Black students and students of other diverse social identities including our English language learners and special education students have been historically marginalized. The Indigenous Education and Equity Strategy outlines actions for classrooms, schools and the entire system to take in order to ensure equitable access and outcomes for these student groups.



Anti-Black Racism

Every student should have the opportunity to achieve personal excellence, and to feel safe, respected and valued. Our priority of championing equity and inclusivity has a focus on creating Black-affirming learning environments that prioritize the well-being of Black students and are free from anti-Black racism, harassment, and discrimination.

In response to continued evidence of anti-Black racism in Canadian institutions, including in education, the Board co-developed an anti-Black racism strategy, launched in 2021. The [Dismantling Anti-Black Racism Strategy: Creating anti-racist and Black-affirming learning and working environments](#) was co-developed by York Region Black community leaders, YRDSB staff and in consultation with students. The launch of the strategy marks a coordinated effort to address anti-Black racism at the Board.

The systemic nature of anti-Black racism requires that school boards act proactively to support equitable access to quality education and opportunities for all students, and to challenge the marginalization of Black students, staff and families. Visit the Board website for more information and updates on the Board's anti-Black racism work, as well as resources for students and families. You can also find the Board's Report It Tool where you can anonymously report incidents of anti-Black racism.

Inclusive School and Community Services

The Board has an Inclusive School and Community Services (ISCS) department that supports schools in developing respectful, supportive and inclusive learning and working environments where students and staff matter and belong. The strong partnerships developed and maintained with families, community, community organizations and social service agencies ensure the Board is able to meet the diverse needs of our school communities. Specifically, the ISCS team provides support for:

- newcomer students and families
- implementation of the Ministry and the Board's Equity and Inclusivity policy and procedure through the work of Equity Teacher Facilitator team
- implementation of the Director's Action Plan and its priority of equity and inclusivity
- implementation of the Board's Dismantling Anti-Black Racism Strategy and supporting its goals and priorities
- student, family and community engagement through the work of the Teacher Liaison team and Community Partnership Developer team



To reach the Inclusive School and Community Services department, [contact icscs@yrdsb.ca](mailto:icscs@yrdsb.ca).

See also, the Equity and Inclusivity Policy and related procedures. Ontario's Equity and Inclusive Education Strategy is available on the Ministry of Education website at www.ontario.ca/education

Diversity

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 – 2014, Equity and Inclusive Education in Ontario Schools).

Equity

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 – 2014, Equity and Inclusive Education in Ontario Schools).

Inclusive Education

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 – 2014, Equity and Inclusive Education in Ontario Schools).

Equity and Inclusivity Advisory Committee

The Equity and Inclusivity Advisory Committee is responsible for the Board's commitment to equitable and inclusive schools and workplaces. The committee includes trustee, staff, family and community representatives who provide advice and consultation to the Director of Education and the Board of Trustees on matters of equity and inclusion.

Faith Accommodations

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 **Request for Faith Accommodations Form** available through the school. By providing a range of accommodations, we are building a sense of community and belonging for all students.

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:

Date	Faith Day	Faith
July 20, 2021	Eid-ul-Adha ^{1 2}	Islam
September 7-8, 2021	Rosh Hashanah ²	Judaism
September 16, 2021	Yom Kippur ²	Judaism
November 4, 2021	Diwali	Hinduism
December 25, 2021	Christmas (Western)	Christianity
January 7, 2022	Christmas (Eastern)	Christianity
February 1, 2022	Lunar New Year	Buddhism
April 14, 2022	Vaisakhi	Sikhism
April 15, 2022	Good Friday (Western)	Christianity
April 16, 2022	Pesach/Passover ²	Judaism
April 21, 2022	Ridvan	Baha'i
April 22, 2022	Holy Friday (Eastern)	Christianity
May 2, 2022	Eid-ul-Fitr ^{1 2}	Islam

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

² 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.



For more information on significant faith days, visit the Board website.

EXPERIENTIAL LEARNING

York Region District School Board (YRDSB) recognizes that experiential learning opportunities that are grounded in student voice and choice are essential for students to acquire valuable experiences and skills as part of their program of learning.

Experiential Learning empowers educators to safely and equitably provide curricular opportunities for students learning in varied learning environments. Experiential learning involves real-life, first-hand experience, and exposure to fields

and industries, which helps students develop a wide range of skills and work habits needed to be successful.

EXTRA-CURRICULAR ACTIVITIES

Please note that as a result of COVID-19 health and safety measures, the below information may change for the 2021-2022 school year.

Your school/York Region District School Board will share information with you during the school year to ensure you know what to expect.

Schools may offer a variety of extracurricular activities: out-of-class programs or activities supervised by the school that provide curriculum-related learning and character-building experiences. These activities are voluntary, not part of the regular school curriculum, not assessed and students do not earn credits.

Extracurricular activities may vary from school to school depending on student and staff interests. They may include activities such as athletics, the arts (including drama, music, visual arts) or clubs of interest.

Athletics

Elementary School

The York Region Elementary Athletic Association (YREAA) is responsible for five Board-sanctioned sports:

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

There is no cost to students participating in YREAA sanctioned inter-school competitions, except for any transportation costs incurred by the school. There may be additional costs associated with participating in non-YREAA invitational competitions.



More information is also available on the Board website.

Secondary School

The York Region Athletic Association (YRAA) offers student athletes opportunities to enhance their educational experience through a variety of high school sports. 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.



Elementary and secondary students participating in extracurricular athletics will be asked to complete the **Informed Consent Agreement – Sport and Emergency Contact Information** forms.

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

Spectator Behaviour

All spectators at school athletic events are expected to:

- Treat the premises, students, staff and players of the host school and officials with respect and courtesy.
- Abide by the decisions of the officials whether or not they are in favour of your team.
- Respond politely to the requests of officials and staff.
- Remain in the areas designated for spectators and leave the playing surface clear at all times.
- Be polite and courteous and use only appropriate language.
- Refrain from any behaviour that might distract the athletes or officials or interfere with the progress of the game.
- Applaud good plays and never make derogatory remarks about the officials, players or coaches of the other teams.
- Be under the supervision of an adult, if an elementary school student.

Please respect the privacy rights of friends, neighbours and colleagues if you take photographs or videos at school events. Please refrain from publicly posting images and personal information of others on social media without their permission.

FIELD TRIPS

Field trips support curriculum and provide students with educational experiences that enhance classroom learning. Field trips could be one day, short-term overnight or extended field trips..

We strive to ensure all field trips are accessible for students in which to participate. Field trips may have a cost associated with them. Every reasonable effort will be made to ensure no student is excluded from participating. Speak to your child's teacher if you have a concern. Students who are unable to go on a trip are expected to be at school where they will do work associated with the regular program.



For more information, see the Field Trips Policy and related procedures.

FIRST NATION, MÉTIS AND INUIT STUDENTS

In response to the Truth and Reconciliation Commission of Canada: Calls to Action, the Board recognizes the impact that colonization and residential schools have had on First Nations, Métis and Inuit families and experiences with the education system both past and present. The Board is committed to providing First Nations, Métis and Inuit students with access to programs to support student achievement and well-being.

Self-Identification

Students already attending a school in the Board can complete a **Self-Identification Form** available through the school or on the Board website. Students can identify their ancestry on their **School Registration Form** when they register. Students who self-identify can benefit from:

- Culturally specific learning opportunities or activities, such as conferences, events or student leadership opportunities.
- Additional support for academic achievement and well-being, including support staff designated to meet First Nations, Métis and Inuit student needs.
- Communication between schools, First Nations, Métis and Inuit Education staff, students and their families.
- Connections to post-secondary institutions, community groups, service providers and other partners.

INDIGENOUS EDUCATION ADVISORY COUNCIL

In 2014, under the Ontario First Nation, Métis, and Inuit Education Policy Framework Implementation Plan, the Ministry of Education directed school boards to establish formal processes to implement the framework. The Indigenous Education Advisory Council is one of those processes and is made up of community members, education authority members from Georgina Island First Nation, parents, students and board staff. The work of the IEAC is to provide feedback on board planning regarding Indigenous education to help build stronger relationships with communities and families to support First Nation, Métis, and Inuit student achievement and well-being.



For more information, see the [Board website](#), First Nations, Métis and Inuit Education Policy and Procedure, and the Board's Indigenous Education and Equity Strategy.

GUIDANCE DEPARTMENTS

The Guidance Departments in secondary schools support students with:

- academic planning, course selection and enrolment in summer school and e-learning
- pathways and program planning



- post-secondary and career pathways information
- effective study habits, exam preparation and life skills such as stress management, conflict resolution and problem solving
- post-secondary education, training and scholarship applications
- personal and crisis counselling and referrals to community resources
- completing secondary school diploma requirements



For more information and resources, visit the Board website or the school 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 more, please see the Board’s Homework Policy and Procedure.

Students are expected to:

- Establish a homework routine.
- Make a reasonable effort to complete homework by the due date.
- Communicate with the teacher if unable to complete homework.
- Understand that homework contributes to academic success and impacts overall performance, but not to the detriment of well-being.
- Use time management skills to create balance between homework and other activities.
- Understand that homework tasks can be used as self-assessment to focus learning.
- Locate and organize necessary materials and resources for homework completion.
- Request clarification or assistance with homework when necessary.
- Self monitor stress related to homework, communicating with teachers and parents/guardians when support is needed.

Parents/guardians are encouraged to:

- Consult the classroom teacher regarding homework, as needed.



For more information, see the Homework Policy and Procedure.

Math Homework Help

All students in Grades 6 to 10 can access free, online math tutoring from a certified Ontario math teacher. Students also have access to resources such as interactive tutorials, commonly asked question videos and a glossary.

TVO Mathify is free, live and anonymous. Chats take place Monday to Friday 9 a.m. - 9 p.m., and Sunday 3:30 - 9:00 p.m. Other resources are available online 24/7.

How do I register?

Students need their Ontario Education Number and date of birth to register. It is recommended that students use an anonymous username and password when registering.



To learn more and to register, visit the Board website or <https://www.tvomathify.com>. This resource is a partnership between the Ministry of Education and TVO's Independent Learning Centre. You can also visit the Online Student Tools page on the Board website to find more learning resources.

HUMAN RIGHTS COMMISSIONER'S OFFICE

The [Human Rights Commissioner's Office](#) (HRCO) is the Board's arms-length office for addressing matters specific to the Human Rights Code and the Board's Human Rights Policy #240.

The HRCO is committed to building learning and working environments that are free from discrimination and harassment. The two primary goals of the HRCO are:

1. To act upon complaints confidentially, fairly and in a timely manner; and
2. To support the prevention of discrimination and harassment through education, learning and training opportunities.

As part of the Board's commitment to human rights, responsibilities of the HRCO include:

- Receiving and responding to human rights complaints, concerns and/or matters brought forward by a member of the Board community.
- Overseeing the Board's commitment to and compliance with the Accessibility for Ontarians with Disabilities Act (AODA).
- Supporting preventative actions through developing and delivering human rights and accessibility education, training and outreach.
- Providing leadership on Board policies and procedures specific to human rights (Policy #240) and accessibility (Policy #407).
- Managing the Barrier Buster electronic reporting tool that allows members of our Board community to formally communicate any barriers within the learning and/or working environments of YRDSB.



- Advising the Board's senior leadership team on its strategic goals and actions through a human rights and accessibility lens.

When to Contact the HRCO

Human rights concerns can be addressed and resolved at all levels within the Board. If you believe that you have experienced harassment or discrimination, you should first speak to your principal, manager or superintendent. If your human rights issue has not been resolved, then your issue can be reported directly to the HRCO.

If you wish to report a matters pertaining to discrimination and harassment, you can complete the [online reporting form](#) in the Human Rights Commissioner's Office section of the website.

The HRCO Reporting Form is available to any member of the Board community to report a human rights complaint, issue or matter. All communication with the HRCO is deemed private and confidential.



For more information on the Human Rights Commissioner's Office, please see the Board website or the Human Rights Policy and Procedure.

MEDIA VISITS TO SCHOOLS

Schools cooperate with the media and other organizations, within reason, to encourage the celebration of school and student achievements. The school will make every effort to notify families in advance if media are attending the school, and will notify parents/guardians if the media wish to interview, photograph or profile your child specifically. Families are asked to provide consent at the start of the school year for their children to be interviewed, photographed or recorded by media. Please ensure you complete and return the **Student Personal Information Consent Form** that will be shared with you at the start of the year. If you have any questions, please contact your school principal.



For more information, please see the section on Privacy and Information Access in this guide.

MENTAL HEALTH

Mental health, like physical health, is important to all of us, and fostering mental health and well-being is a priority for the Board. Schools are ideal settings for mental health promotion, addiction awareness education, resiliency development, and connecting those in need to care pathways. Positive mental health is closely tied to a sense of identity and safety for each individual. As such, mental health initiatives are often delivered in an aligned and integrated approach with equity and safety in mind.

SCHOOL LIFE

There are steps that all of us can take to support our mental health and well-being. This includes supporting good sleep habits, encouraging daily connection with family and friends and promoting coping strategies that incorporate and honor students' strengths and community traditions. It is also important that we learn to recognize the signs of mental health problems and indicators of stress. For example, we have recently developed a Student Suicide Intervention Protocol to help keep students safe when thoughts of suicide may be occurring.

In an effort to create positive mental health environments, YRDSB offers various professional development opportunities for staff, many mental health leadership initiatives for students, and presentations and discussions for parents and families. Recognizing the importance of community collaboration and the relevance of culturally and linguistically responsive mental health services, we have developed several partnerships with external community agencies to help augment the school based mental health services available. YRDSB student mental health services are delivered by Board social work and psychology staff. These services are accessible through your school principal.

You can learn more about the Board's plans to foster student mental health and well-being, as well as tips and resources for families on the Board website. For more information about the Student Mental Health and Addiction Strategy and resources, including tips on promoting positive mental health, visit the Board website.



For more information about the Student Mental Health and Addiction Strategy and resources, including tips on promoting positive mental health, visit the [Mental Health information on the Board website](#).

OFFICE INDEX CARDS

The Office Index Card is a record containing important information for each student. This information will be sent home at the start of each school year so you can update the content as necessary. Please return this record even if there are no changes to the information.

If any of your information changes throughout the school year, such as your home telephone number or custodial rights, it is critical you inform the school immediately.

ONTARIO EDUCATION NUMBER

Each student in Ontario has a student identification number assigned by the Ministry of Education. This number is known as the Ontario Education Number (OEN).



To learn more about the OEN and how it is used, visit the Ministry of Education website at www.ontario.ca/education.



ONTARIO STUDENT RECORDS

An Ontario Student Record (OSR) is the ongoing, confidential record of a student's educational progress through elementary and secondary schools in Ontario. The OSR is filed at your school. If you transfer to another school in Ontario, your OSR is transferred to the new school.

A student's OSR can be accessed by:

- the student
- parents/guardians of students under 18
- parents/guardians of students over 18 if the student has signed the **Consent for Information Sharing - Students at the Age of Majority**
- anyone else identified in writing by the student or parents/guardians

You may make an appointment with the school administrator to see the OSR. You may also request the correction or removal of OSR content subject to the approval of school administration. The OSR contains information from all elementary and secondary schools a student has attended.

PARENT AND FAMILY ENGAGEMENT

Parents/guardians and families are our most important partners in educating our students. Good schools become better schools when they are strongly connected with families as part of the learning community.

We support parent and family engagement and we commit to identifying and removing barriers to family engagement in schools. We value family and community engagement and recognize the positive effect this has on student achievement and well-being.

You can engage with your children's learning in many ways, including:

At Home

- Talking to your child about their day at school (about what they learned, homework, who their friends are, etc.).
- Asking questions about school that have a response other than yes or no.
- Making connections between their learning and everyday experiences at home and at school.
- Providing a quiet place for your child to read and/or complete homework.
- Reviewing homework, assignments and any communication from the teacher daily.
- Communicating with your child's teachers frequently (ask your child's teachers what method of communication is preferred).
- Asking questions about your child's progress (academically and socially).
- Attending or arranging meetings to review your child's progress and achievement.

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- Reading to your child and listening to your child read, including reading in your child's first language, and asking questions before, during and after reading.
- Playing learning games.
- Telling/sharing stories, including stories in your child's first language.
- Encouraging your child to share their ideas and interests and ask questions at home and school.
- Supervising your child while they are on the internet to ensure online safety.

At School

- Volunteering to read to students or listen to students read.
- Playing learning games with groups of students.
- Preparing materials for classroom use.
- Attending school events.
- Advocating for your child by sharing your child's strengths and needs.
- Assisting with supervising students on field trips.
- Assisting in classrooms or the library.
- Assisting with lunches or milk programs.
- Creating bulletin boards.
- Welcoming new families and students to your school as an ambassador.
- Sharing knowledge about diverse cultural and lived experiences to assist transitions and programming.
- Assisting with interpreting.
- Getting involved with the school council.

Visit www.yrdsb.ca/familyresources for links to tools you can use to engage in your child's learning, helpful links and more.

Parent, Family and Community Engagement Advisory Committee (PEAC)

This committee is responsible for providing advice to the Board on strategies to support and strengthen the engagement of parents, families and communities. The Committee's mandate is to:

- Advise the Ministry of Education on policies as requested.
- Review the Board's Improvement Plan as it relates to parent, family and community engagement.
- Develop strategies and initiatives that the Board could use to effectively communicate with, and engage parents in improving student achievement and well-being.
- Make suggestions, communicate and work with schools, School Councils and the Board regarding parent engagement that supports student achievement.





For more information on parent and family engagement, see the Board website for tools and resources for families, as well as:

- Parent, Family and Community Engagement Policy and related procedures, available on the Board website.
- The section in this guide on School Councils.
- The section in this guide on Volunteering in Schools.
- The parents section on the Board website.

PERSONAL PROPERTY

The school and the Board are not responsible for lost, damaged or stolen personal items. You can reduce the risk by leaving valuable items at home. Always secure items.

PETS ON SCHOOL PROPERTY

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

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

This does not apply to service animals.

PRIVACY AND INFORMATION MANAGEMENT

Privacy Statement

York Region District School Board respects the privacy rights of staff and students, and is committed to protecting all personal information in our possession or control.

It is important for students, staff, parents and guardians to understand how we collect, use and disclose personal information.

[Policy #158.00 Information Access and Privacy](#) promotes a standard of privacy protection and maintains a comprehensive records management system, in compliance with all applicable provisions of:

- The Education Act;
- The Municipal Freedom of Information and Protection of Privacy Act (MFIPPA);
- The Personal Health Information Privacy Act (PHIPA) and any other applicable legislation.

Notice of Collection

- School boards collect, use and disseminate personal information of individuals in the course of providing educational services and to administer programs in accordance with the Education Act and the Municipal Freedom of Information and Protection of Privacy Act. In accordance with MFIPPA and the Education Act, the York Region District School Board may use retain or disclose personal information:
- For the purpose for which it was collected or a purpose which is consistent with the reason it was collected;
- To board employees who need access to the information in the performance of their job duties in accordance with the board's authorized function and operations;
- To comply with legislation, a court order or subpoena or matter of law enforcement;
- In compelling circumstances affecting health, safety or discipline providing notice of disclosure to the individual;
- Under the authority of the Education Act and Regulations (R.S.O. 1990 c.E.2) as amended.

The YRDSB uses many tools and technologies to provide engaging educational programming and services for students. The tools and technologies that collect, use or disclose student personal information are reviewed by the YRDSB to identify potential risks to student privacy. Technological, physical and procedural measures are implemented by the YRDSB to protect the privacy of student personal information.

Parents/guardians are asked to complete and return the Student Personal Information Consent form in their start-up packages.

Please respect the privacy rights of friends, neighbours and colleagues if you record or photograph personal information at school events. Please refrain from publicly posting images and information of others on social media without their permission.



For more information, see:

- The Municipal Freedom of Information and Protection of Privacy Act (MFIPPA) which establishes rules ensuring safe and secure information management practices.
- The Information Access and Privacy Protection Policy and Procedure.

Access to Information

You can request access to information held by the Board by contacting the school principal. The administrator will provide you with the information you request if you are legally entitled to receive a copy of it.

While a student is under the age of 18, the parent/guardian retains the right to access their child's information.



You have the right to make a formal request for information under the Municipal Freedom of Information and Protection of Privacy Act.

You may make a request by completing a request form available on the Board website, or by writing a letter or email describing exactly what information you want. Completed requests must include a \$5.00 application fee paid by cash, credit card or cheque payable to the York Region District School Board. Your request should be sent to the attention of:

Information Access and Privacy Office
York Region District School Board
60 Wellington Street West
Aurora, Ontario, L4G 3H2



For more information, see the Information Access and Privacy Protection Policy and Procedure.

PSYCHOLOGICAL SERVICES

The Board has a team of Psychological Services staff members who provide a variety of services to support students referred to them by school staff members. The Psychological Services team works closely with families and school staff to determine the most appropriate supports and services to provide. Services may include consultation and support to address issues related to learning, social-emotional and mental health concerns, psychological assessment, psycho-education, short term counselling support, behavioural programming, participation in threat assessments, and traumatic events support.

RECESS – ELEMENTARY

To support the health and well-being of all students, recess plays an important role in their health and social emotional development. All students are expected to go out for recess and lunch hour to support their well-being, weather permitting. If a student is well enough to attend school, then they will benefit from short periods of outdoor exercise. Schools do not have supervised health room facilities. Recess, entry, dismissal times, and lunch time are supervised.

Weather Conditions

Students should dress comfortably and appropriately according to [weather conditions](#).

The principal decides at the time of each recess whether students will remain inside, or go out for a shortened or full recess by keeping a close eye on weather conditions, including temperature, wind chill, sun/cloud conditions and wind velocity. Please send your child to school dressed and ready for outdoor play. Students will

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be supervised in their classroom during recess and lunch whenever an indoor recess is necessary. For more information on weather conditions, please see the Weather Conditions section in this guide under Health.

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 students, staff members, visitors and volunteers.
- 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 must only play in designated areas.
- Only kindergarten students are allowed in the kindergarten play area.
- Tag games and ball games are prohibited on playground climbers.

RESEARCH IN SCHOOLS

The Board conducts research in schools as part of our efforts to advance student achievement and well-being, create equitable and inclusive learning environments, and to meet Ministry of Education requirements. The research is used to support Board and school improvement planning and decision-making, and includes:

- Conducting school climate surveys and gathering information about the experiences and opinions of students, parents/guardians, staff and community members.
- Conducting a student census every five years to identify and eliminate systemic barriers to student success.
- Analyzing student achievement data.
- Evaluating the effectiveness of programs and services.
- Providing reports of demographic data.

During regular operations, the Board also considers requests from institutions, agencies, staff members or other individuals to conduct research in our schools and departments.



For more information, see the External Research Policy and Procedure.

SCHOOL COUNCIL

Education is a partnership involving families, students, school staff, community and school boards.

The school council provides advice on school matters and helps to strengthen the important relationship between schools, parents/guardians and their communities. The council includes parents/guardians, school staff and community members.



All parents/guardians and members of the school community are encouraged to attend school council meetings.

How do I join?

At the beginning of the school year, all parents/guardians have the opportunity to become a voting member of council. If you are interested, or would like to nominate someone, fill out the **School Council Nomination Form** available from the school.



To learn more:

- Speak to school office staff or the principal.
- Visit your school website.
- Visit the [school council section on the Board website](#) for a video on school councils and our school council handbook.
- Read the School Councils Policy and Procedure.
- Visit the Ministry of Education website at <http://www.edu.gov.on.ca/eng/general/elemsec/council/>.

SCHOOL FEES

Under Ministry of Education guidelines, schools do not charge fees for supplies related to coursework required for graduation, with the exception of regional programs. Fees may be charged for enhanced materials – voluntary enrichments beyond what is needed to meet curriculum expectations.

Activity Fee (Secondary Schools)

This fee supports activities that strengthen the sense of community in secondary schools, including school spirit events, team transportation, dances and guest speakers. Your support helps schools to continue providing a range of opportunities for students and the school community.



For more information, see the School/Student Fees Policy and Procedure.

SCHOOL PROPERTY

Students are expected to show respect for school property and materials at all times. Students, together with their parents/guardians, are responsible for ensuring that school items are returned in good condition. 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.



For information on school information technology resources, see the Use of Technology section in this guide.

SECONDARY SCHOOL

Elementary to Secondary School Transition

There are many people who can support your transition to secondary school.

Students, you will select courses for Grade 9 when you are in Grade 8. To assist in course selection it is important to be aware of course pathways (applied, academic, open, locally developed), compulsory credits and pathways beyond secondary school. You can find more information about secondary school in this section and on the Board website at www.yrdsb.ca/secondary.

Individual Pathways Plan

Beginning in Grade 7, you will create an Individual Pathways Plan (IPP) using the YRDSB My Pathway Planner and start recording:

- What you have learned about yourself; your skills, strengths, interests and learning styles.
- Opportunities available to you, including experiences that help to inform the choices you make now and for the future.
- Your goals and plans to achieve them.

You can also research potential education and career opportunities as you explore post-secondary options. You will review and revise this plan at least twice a year. My Pathway Planner can be found on the Board website under the Student Tools and Resources button on the homepage (www.yrdsb.ca/students).

Course Selection

Students select courses in February for the following September. You are responsible, with your parents/guardians, for ensuring you select courses that meet diploma and post-secondary requirements.

Students should take four courses a semester until they have 24 credits. When you have 24 credits, you may take three courses per semester.

Review the compulsory credits chart under **Graduation Requirements** in this section of this guide. Choose a course pathway based on personal learning styles and interests:

The following types of courses are offered in Grades 9 and 10:

* Please note: In September 2021, schools in Ontario will end the practice of streaming in Grade 9 Mathematics. For more information, please visit www.yrdsb.ca/destreaming.

Academic courses develop students' knowledge and skills through the study of theory and abstract problems. These courses focus on the essential concepts of a subject and explore related concepts as well. They incorporate practical applications as appropriate.



Applied courses focus on the essential concepts of a subject and develop students' knowledge and skills through practical applications and concrete examples. Familiar situations are used to illustrate ideas, and students are given more opportunities to experience hands-on applications of the concepts and theories they study.

Open courses, which comprise a set of expectations that are appropriate for all students, are designed to broaden students' knowledge and skills in subjects that reflect their interests and prepare them for active and rewarding participation in society. They are not designed with the specific requirements of university, college, or the workplace in mind.

Locally Developed courses may be developed by a board for Grade 9 or 10 students in a particular school or region to accommodate educational and/or career preparation needs that are not met through courses within the provincial curriculum policy documents.

From Ministry of Education, Ontario Schools

The following types of courses are offered in Grades 11 and 12:

College preparation are designed to equip students with the knowledge and skills they need to meet the entrance requirements for most college programs or for admission to specific apprenticeship or other training programs.

University preparation are designed to equip students with the knowledge and skills they need to meet the entrance requirements for university programs.

University/college preparation courses are designed to equip students with the knowledge and skills they need to meet the expectations of employers, if they plan to enter the workforce directly after graduation, or the requirements for admission to certain apprenticeship or other training programs.

Workplace preparation courses are designed to equip students with the knowledge and skills they need to meet the expectations of employers, if they plan to enter the workforce directly after graduation, or the requirements for admission to certain apprenticeship or other training programs.

Open courses, which comprise a set of expectations that are appropriate for all students, are designed to broaden students' knowledge and skills in subjects that reflect their interests and prepare them for active and rewarding participation in society. They are not designed with the specific requirements of university, college, or the workplace in mind.

From *Ministry of Education*, Ontario Schools

34 Credit Threshold

Students are encouraged to complete secondary school within 34 credits. While you are enrolled in your first four consecutive years of secondary school, you may go beyond 34 credits. Going beyond the 34 credit threshold is possible through:

- Online Learning (formerly e-Learning)
- Night School
- Summer School
- Independent Learning Centres
- Adult Day School

The 34 Credit Threshold does not apply:

- If you have an Individual Education Plan (IEP).
- If you are not enrolled in secondary school.
- To English as a Second Language (ESL) core language courses and/or English Literacy Development (ELD) core language courses.

Online Learning Requirements:

Ontario students will be required to take two online credits to graduate from secondary school. Students that graduate in the 2023-2024 school year will be the first cohort that are required to complete online courses. Online courses can begin counting toward students' graduation requirements beginning in September 2020.



If you have questions about course selection, speak with the school's guidance counsellor or go to: www.yrdsb.ca/secondary.

Specialized Programs

Which pathway will you choose? Students, you will soon make choices about what you want to try when you finish secondary school. Will you pursue post-secondary education through apprenticeship, college, university or global learning opportunities? Will you enter the workplace directly after high school?

You may want to consider opening doors to your future, participating in specialized programs that let you explore your interests while earning credits towards your Ontario Secondary School Diploma. You may choose to explore one or more of the specialized programs that suit your pathway interests and learning needs. For example:

- Registering for a **Specialist High Skills Major (SHSM)**, gaining industry-recognized certification, skills and training while in secondary school. All secondary schools in the Board now have SHSM programs (www.yrdsb.ca/SHSM).
- Getting a head start on an apprenticeship in a skilled trade by participating in the **Ontario Youth Apprenticeship Program (OYAP)** (www.yrdsb.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.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.ca/exploringopportunities).
- Participating in **Cooperative Education Programs**, experience a career while attending secondary school and earning credit for it (www.yrdsb.ca/co-op).
- Considering an **Arts** (www.yrdsb.ca/arts) or **High-Performance Athlete** (www.yrdsb.ca/SecondaryAthletics) program to give you an opportunity to explore your interests and hone your talents.
- Participating in the **skills competitions** available each year (www.yrdsb.ca/skills_and_skillsontario.com). Ask your teacher for more information.
- Continuing your French Immersion learning in secondary school (www.yrdsb.ca/fsl).
- Exploring the International Baccalaureate program offered at five secondary schools (www.yrdsb.ca/IB).

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 <https://www.ontario.ca/page/choose-career>. For more information about these programs, visit the Board website, speak with your guidance counsellor or check out the Pathways playlist on our YouTube channel at www.youtube.com/YRDSBMedia.

Final Evaluations/Examinations

Please note that as a result of COVID-19, the below information may change for the 2021-2022 school year.

Your school/York Region District School Board will share information with you during the school year to ensure you know what to expect.

All secondary students must participate in the final summative assessment(s). These assessments make up the final evaluation representing 30 percent of your report card grade. You are expected to complete all final summative assessments at the place, date and time indicated by the teacher and by 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.

In the case of extenuating circumstances (e.g. bereavement, court appearance or when you are 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 method to determine your final standing in the course. This may include an opportunity to participate in the portion missed.

SCHOOL LIFE

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 of the final evaluation assessment and used in determining the final percentage mark on the report card.

For more information, see the Assessment, Evaluation and Communication of Student Learning and Achievement Policy and related procedures.

Graduation Requirements

18 Compulsory Credits

Students must earn the following compulsory credits to obtain the Ontario Secondary School Diploma:		Plus one credit from each of the following groups:	
4	credits in English (1 credit per grade)*	1	Group 1: <ul style="list-style-type: none"> English or French as a second language** a Native language a classical or international language social sciences and the humanities Canadian and world studies guidance and career education cooperative education***
3	credits in mathematics (1 credit in Grade 11 or 12)		
2	credits in science		
1	credit in Canadian history		
1	credit in Canadian geography		
1	credit in the arts		
1	credit in health and physical education	1	Group 2: <ul style="list-style-type: none"> health and physical education the arts business studies French as a second language** cooperative education***
1	credit in French as a second language		
0.5	credit in career studies		
0.5	credit in civics		
		1	Group 3: <ul style="list-style-type: none"> science (Grade 11 or 12) technological education French as a second language** computer studies cooperative education***



18 Compulsory Credits

In addition, students must complete:

✓	12 optional credits†
✓	40 hours of community involvement activities
✓	the provincial literacy requirements

*A maximum of 3 credits in English as a second language (ESL) or English literacy development (ELD) may be counted towards the 4 compulsory credits in English, but the fourth must be a credit earned for a Grade 12 compulsory English course.

** In groups 1, 2 and 3, a maximum of 2 credits in French as a second language can count as compulsory credits, one from group 1 and one from either group 2 or group 3.

*** A maximum of 2 credits in cooperative education can count as compulsory credits.

† The 12 optional credits may include up to 4 credits earned through approved dual credit courses.

Source: Ministry of Education

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.ca/SHSM.

Transcripts and Full Disclosure

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

If you withdraw from a Grade 11 or 12 course within five instructional days after the first provincial report card is issued in a semestered course, then the course will not be recorded on the transcript. In a non-semestered course, students can withdraw within five days after the second provincial report card, and the course will not be recorded on the transcript.

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

If you repeat a course again in Grade 11 or 12, 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. If you have questions about this, speak to a guidance counsellor or the principal.

SOCIAL WORKER SERVICES

School Social Workers work alongside and advocate for students and families to achieve their desired goals. Services for students may include individual or group counselling, and may be related to mental health, school engagement, and/or personal or family concerns which may be affecting the well-being of the student.

Wherever possible, School Social Workers will work to navigate students to community based resources for intervention and support. Collaborating with school teams and community partners is integral to the service provided to students and families.

SPECIAL EDUCATION

- 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. 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.
- We are committed to providing the most appropriate educational opportunities for all students. For students with special education needs, we are committed to:
 - Believing all students can learn.
 - Setting high expectations.
 - 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.
 - Developing Individual Education Plans (IEPs) that focus on improved student learning.
 - 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/guardians and other partners to focus on shared understandings of common goals.



To learn more about Individual Education Plans (IEPs) and Identification, Placement and Review Committees (IPRCs), visit the [Special Education section on the Board 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 assessment 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 individual 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 and assessment, 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

When a teacher needs support to plan more extensive interventions, they may request an In-School Team Meeting. The purpose of the team meeting is to collaboratively problem solve to explore appropriate interventions or assistance that may be required for student success. This school-based team can provide:

- Consultation on curriculum interventions.
- Planning for and coordination of services for the student.
- Access to additional school, community, regional or area services.

The core membership of an In-School Team is an administrator, special education resource teacher (SERT), and classroom teacher(s). Members of the In-School Team can also include students and parents/guardians, and/or Student Services staff from the Area Interdisciplinary Team and may include:

- Blind and Low Vision Services
- Area Special Education Resource Teacher
- Area Special Education and Assistive Technology Consultants
- Intervention Support Worker
- Deaf and Hard of Hearing Services
- Physical and Occupational Therapy Services
- Psychological Services
- Social Work and Attendance Services
- Complex Needs Staff
- Speech-Language Pathology Services
- Work Experience Program
- Other staff as required, including, but not limited to curriculum consultants, English Language Learner teachers, and technology resource teachers.

Special Education Advisory Committee

Under Ontario's Education Act, every exceptional pupil is entitled to special education programs and services which meet their needs. In York Region the Special Education Advisory Committee (SEAC) plays a vital role in ensuring that

exceptional pupils receive appropriate educational services. The committee includes trustees, parents, staff and community partner representatives and is responsible for making recommendations to the Board with respect to any matter affecting the establishment and development of special education programs and services for exceptional pupils of the Board.

STUDENT ENGAGEMENT

Student leadership, voice and involvement are important to establishing thriving learning environments for each student.

Student Leadership and Student Voice Policy and Procedure outline our commitment to ensuring the student voice is heard and considered in decision making at the elementary, secondary and board levels. For more information about how the Student Leadership and Student Voice Policy is being implemented at your child's school, please contact the principal.

Student Council

Each secondary school has a democratically elected student council that represents the student body and works to improve school spirit and community. The council also generally runs a number of activities that benefit students.

Elementary schools may have a student council or an alternative elementary student leadership group that works to improve school community, promotes student engagement and acts as a link between school administration and the school.

The York Region Presidents' Council brings together school council members from all Board secondary schools to work with student trustees to voice concerns and enhance cooperation among student councils.



For more information about student trustees, visit the **Board of Trustees** section of this guide or the student trustee website at www.yrdsb.ca/studenttrustees.

STUDENT SUCCESS

The goal of the Student Success Strategy is to ensure all Grade 7-12 students have the learning opportunities and supports you need to be successful in secondary school and beyond. With a focus on well-being and engagement, Student Success supports learning opportunities that build on your interests, strengths and learning needs.

Every secondary school in the Board has a Student Success teacher who:

- Acts as a student advocate and mentor to ensure the success of all students.
- 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 secondary school or visit: www.yrdsb.ca/studentsuccess.

TECHNOLOGY USE

All students and their parents/guardians are expected to read the Board's Appropriate Use of Technology Policy as well as the school's **Use of Technology Agreement** and are required to sign the **School Start-Up Permissions Form** to acknowledge that you 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 as well as ensure 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 while in schools, using Board-provisioned networks or tools and/or interacting with other students or Board staff.



For more information, see the Use of Technology Policy and related procedures.

Use of Technology Agreement

Primary Students Use of Technology Agreement (Kindergarten to Grade 3)

When using technology, students are accountable for:

- Following the Caring and Safe Schools Policy and the school code of conduct.
- Always having permission before using school technology.
- Treating school technology with respect.
- Only visiting internet websites as directed by or in consultation with the teacher.
- Being respectful when writing messages and sharing ideas while using technology.
- Telling a staff member right away if something is wrong with the computer.
- Telling a staff member right away if something they see on the computer screen makes them uncomfortable.
- Sharing the computer fairly if they are working with a partner.

- Only using their own login.
- Learning their login and password and never sharing their passwords with anyone other than their teacher or parents/guardians.

Junior/Intermediate/Senior Students Use of Technology Agreement (Grade 4 to 12)

When using technology, students are accountable for:

- Following the Caring and Safe Schools Policy and the school code of conduct.
- Treating technology with respect.
- Being respectful when writing messages and sharing ideas while using technology.
- Respecting others' privacy and personal information, including passwords.
- 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.
- Only using their own login.
- Never sharing passwords with anyone other than teachers or parents/guardians.

Staff may access Board-provisioned student accounts and communications for assessment purposes, to maintain system integrity, and to ensure 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 Caring and Safe Schools Policy; Use of Technology Policy; their related procedures; and the student code of conduct may range from withdrawal of privileges to suspension from school..

TRANSCRIPT REQUESTS

If you are still enrolled in secondary school, please contact your school's Guidance Department for assistance. If you are no longer enrolled in secondary school complete the **School Records Request Form** available on the Board website. Processing time for transcripts is five to seven business days. This does not include mail delivery time. During peak periods or in certain circumstances processing time may be longer.



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. Discussions will take place in our classrooms throughout the year about the effect of digital footprints and how a positive attitude towards using technology supports collaboration, learning and productivity.

- At a minimum, cell phones and other personal communication devices must be turned off and kept out of sight during all instructional periods, unless you have clear permission from the principal or the classroom teacher.
- 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 the Caring and Safe Schools Policy and its related procedures.
- Check with your school's main office to find out if you may bring electronic devices into the classroom, use them in school, or if you must leave these items in your backpacks/lockers. There are exceptions for students who need specific devices as per their Individual Education Plan (IEP), such as voice recorders and other mobile technology. Board staff members manage the use of these tools.
- 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.
- The use of recording devices to record and playback lessons for the purpose of reviewing class instruction is helpful for some students. When recording lessons, students must be very aware of respecting the privacy of their fellow students, teachers and support staff. Any student and his/her parent(s)/guardian(s), where the student is less than 18 years old, must sign the **Audio Recorder Appropriate Use Agreement Form**. Interested students should speak with their classroom teacher to obtain a copy of the agreement form before recording any lessons.
- Students use Board Wi-Fi and not personal data plans.
- Students must use Board-approved digital tools (e.g. mobile apps, web apps and other online software) or digital tools that have been approved by an administrator, teachers and parents.
- Students must report inappropriate, unlawful, uncomfortable, and/or unsafe situations involving personal devices to a staff member immediately.
- Students must not use VPNs to bypass the Board's Network Security protocols.

VACATION

Family vacations during school days can have a significant effect on student learning. If your child will miss 15 consecutive days of school or more, you must complete the **Request for Vacation Form** available through the school. Without the completed form, your child may be identified as having concerns related to attendance, demitted from the school register or possibly be referred to a school social worker for attendance reasons.

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 academic and social progress. You may ask the school administrator to provide a program of study. Students may be responsible for completing modified assignments upon their return to school.

VISITORS TO THE SCHOOL

All visitors (including parents/guardians) must:

- Use the main entrance of the school, buzzing to enter all elementary schools.
- Check in at the main office when they arrive.
- Only visit classrooms or other locations within the school, with permission from the principal or their designate.
- Follow the direction of the principal at all times.

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

VOLUNTEERS IN OUR SCHOOLS

There are many opportunities to get involved. Please contact your child's teacher or principal for more information. All volunteers must comply with the Volunteers in Our Schools Policy and Procedure and:

- Complete the **Volunteers in Our Schools Form**, available through the school.
- Submit a Vulnerable Sector Screening completed within the last six months (requirement for new volunteers) OR sign the Annual Offence Declaration (returning volunteers).



Online Student
Tools

Students, visit www.yrdsb.ca/students for quick access to:

- Online learning platforms
- Learning resources to help with homework
- Quick links to information about students supports and tips.



- Sign a Confidentiality Agreement.
- Complete training, as required.

WORKING OR VOLUNTEERING DURING SCHOOL HOURS

Students, you may only be employed or volunteer during school hours if you are in a cooperative education or Supervised Alternative Learning (SAL) program that allows you 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 Board. For more information, see the Supervised Alternative Learning Policy and Procedure.



YOU HAVE QUESTIONS, WE HAVE ANSWERS

York Region Public Health offers information and support to expectant parents and families with babies and young children.

Registered nurses are available Monday to Friday, 8:30 a.m. to 4:30 p.m., to answer your questions on feeding babies, sleep, safety, growth and development as well as depression and anxiety.

To speak to a registered nurse, call York Region Health Connection and select option two, or chat live with a registered nurse at york.ca/nursechat

PUBLIC HEALTH
1-800-361-5653 and press 2
TTY 1-866-512-6228
york.ca/parenting (eChat available)



19-5430

HEALTHY SCHOOLS AND WORKPLACES

Research shows that healthy children and youth are better learners. Therefore, it is important to create conditions that will lead to good health and overall well-being. This includes developing strong relationships and a positive sense of self, eating well, staying active, getting enough sleep and promoting positive mental health.

Healthy schools and workplaces are learning environments that support the cognitive, emotional, social and physical well-being of students and staff to provide the optimal conditions for learning and working. Everyone has a role to play in providing this support, including students, staff members, parents/guardians and community partners.

For more information and healthy resources, including tips on promoting positive mental health and packing healthy lunches, visit the Board website. You can also view the Healthy Schools and Workplaces Policy and related procedures.

ACCIDENT/ILLNESS

What happens if a student becomes ill or is hurt at school?

If a student becomes ill or is injured at school, we will make them as comfortable as possible and contact parents/guardians or emergency contacts to pick them up. A student will not be allowed to go home until we have contacted a parent/guardian or the designated emergency contact.

If the injury is serious, the principal or a designate may call an ambulance. We will contact parents/guardians or the emergency contact as soon as possible. Please ensure contact information is accurate and up-to-date.

Can a student stay inside at school if they are sick or hurt?

Students who are ill should stay at home until they are well enough to participate in all school activities. This includes recess, physical education and outdoor activities. There is no supervision available for students to stay inside during recess because they are not feeling well.

ALLERGIES

We have a number of students and staff in our schools that have life-threatening allergies. If some of these people are exposed to an allergen, 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.

WHAT IS ANAPHYLAXIS?

Anaphylaxis is a severe allergic reaction that can cause death. Even contact with very small amounts may trigger a serious reaction.



Please help us ensure the health and safety of all of our students:

- Let the school know immediately if your child has a life-threatening allergy or medical condition and complete the appropriate Health Care Plan.
- Ensure your child carries their epinephrine auto-injector medication, if needed.
- Your child's principal will inform the parent community if there is a particular life-threatening allergy (e.g. nuts, eggs, dairy) at the school. Our staff follow recommended procedures for avoiding anaphylactic reactions to ensure the school environment is a safe and inclusive place for students with food allergies.
- Practice measures to avoid exposure to identified allergens, including:
 - Check the label of ingredients on any food products that students bring to school.
 - Avoid sending nut products or peanut butter replacements.
 - Avoid sending food items for the entire class (e.g. birthday cake, doughnuts).
 - Encourage your child to wash their hands thoroughly before arriving at school to ensure they are not bringing any trace amounts of allergens to school.
 - Encourage handwashing with soap before and after eating.



For more information, see the Student Health Supports Policy and related procedures.



CAN'T AFFORD DENTAL CARE?

Your child may be eligible for **FREE** dental coverage through the **Healthy Smiles Ontario** dental program, if they are 17 years of age or under.

IT DOESN'T ALWAYS HURT

Not all dental problems come with pain. Visit with a dental professional regularly.

Learn more at york.ca/dental or call York Region Public Health at **1-800-735-6625** and ask to speak with a registered dental hygienist.

York Region

19-5430

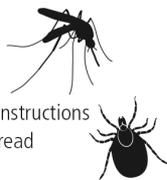
FIGHT THE BITE!

Protect yourself against
Lyme disease and
West Nile virus

Lyme disease is spread through the bite of an infected blacklegged tick, which are commonly found in wooded, natural areas throughout York Region. West Nile virus is an illness spread through the bite of an infected mosquito, which are most active at dusk and dawn. From spring to fall, there are simple precautions you can take to minimize the risk of Lyme disease and West Nile virus.

Prevent mosquito and tick bites:

- Cover up in light colours and wear long-sleeved shirts or jackets, long pants and socks. Pant legs can be tucked into socks for added protection
- Use an insect repellent containing DEET or Icaridin according to the product's instructions
- If you find a tick on a child, prompt removal is very important to reduce the spread of Lyme disease



You can enjoy the great outdoors; just remember to Fight the Bite!

For more information about Lyme disease or West Nile virus, visit york.ca/lymedisease or york.ca/westnile or contact York Region Health Connection at 1-800-361-5653, TTY 1-866-512-6228.

The logo for York Region, featuring a stylized white bird or wing shape above the text "York Region" in a white serif font.

21-5273

CONCUSSION AWARENESS, PREVENTION AND MANAGEMENT

Recognizing the serious effects that concussions can have on student learning, achievement and well-being, we are committed to working with parents/guardians and community partners to provide appropriate support to prevent and minimize the risk of concussions.

Every school year prior to participation in board-sponsored interschool sports, students and their parents/guardians (for students under 18 years of age), must confirm that an approved Concussion Awareness Resource and an appropriate Concussion Code of Conduct was reviewed. For access to these required resources, please visit our Concussion Awareness, Prevention and Management page at www.yrdsb.ca.

Parents/guardians must inform the school if your child has a concussion or is experiencing symptoms of a concussion. You will be contacted by school staff if your child has a suspected concussion.



For more information, see the Student Health Supports Policy and related procedures.



COVID-19

We remain in contact with public health authorities to help reduce the spread of COVID-19 and protect the health and well-being of our students, staff members and families. We will continue to follow their direction and take all appropriate measures.



For more information about what schools are doing and to find learning, mental health and community resources for families, please visit www.yrdsb.ca/school-reopening.

For information about reducing the spread of COVID-19 in our communities, please visit www.york.ca/covid19 or www.ontario.ca/covid19.

GUIDE DOGS, SERVICE DOGS AND SERVICE ANIMALS

Parents/guardians may apply to have a guide dog, service dog or service animal support learning needs related to a disability, while they are attending school or a school-related event. Parents/guardians must complete an application form, available through the school. Each request is reviewed individually and considers a number of factors including the environmental context, competing human rights and other accommodations that could meet the student's needs. Families will be notified if a guide dog, service dog or service animal will be in your child's classroom.



For more information about the process, please see the Student Use of Guide Dogs, Service Dogs or Service Animals procedure or contact your school principal.

HANDWASHING

HOW TO HANDWASH

1 WET HANDS



2 APPLY LIQUID SOAP



3 LATHER (min. 15 sec.)



4 RINSE



5 PAPER TOWEL DRY



6 TURN TAPS OFF WITH PAPER TOWEL



York Region Public Health
york.ca/infectionprevention

Did you know...

Flushing personal care products down the toilet can lead to backups in your home, problems at our treatment facilities and can even cause sewage to overflow into our lakes and rivers.

Put these products where they belong — in the garbage!

Things that should never be flushed



Cotton swabs



Dental floss



Facial tissue



Sanitary products



Unused medicine



Wipes

Put these products where they belong!

Personal hygiene products = garbage
Unused medications = return to pharmacy

PUBLIC HEALTH

1-877-464-9675

york.ca/Idontflush

#wateris




York Region

19-5430

HEAD LICE (PEDICULOSIS)

Head lice or pediculosis is common in school-aged children. It is not a communicable disease and does not cause illness. All families can help to decrease head lice in our school communities by performing regular head checks of your children and treating the head lice if found. Checking for lice takes patience, diligence and plenty of time.

When head lice are identified at school, parents/guardians are contacted so a recommended treatment can start right away. It is recommended that you always be sensitive to a child's feelings around this topic. Head lice can happen to anyone regardless of socioeconomic factors or level of personal cleanliness.



For more information, see the Student Health Supports Policy and related procedures. Additional information about head lice is available through the Canadian Pediatric Society. If you have questions about head lice please call the Access York Line at 1-877-464-9675, TTY: 1-866-512-6228 or email: accessyork@york.ca.

HEALTH CARD NUMBERS

In accordance with the Personal Health Information Protection Act, schools and school boards cannot collect and use health card numbers. Parents/guardians, you will be 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

If your child needs health support services to enable them to attend school, it is important that parents/guardians let the school know immediately and complete the appropriate forms. While providing health supports is the ongoing responsibility of parents/guardians, schools can partner with you to better support the needs of your child.

Health support services available for students include emergency services and essential routine health services such as:

- administration of medication
- responses to anaphylactic reactions
- asthma management
- diabetes management
- epilepsy (seizure disorder) management
- concussion management
- care for medically fragile students
- management of physical challenges
- catheterization management
- suctioning management

HEALTH INFORMATION

- management of communication disorders
- responses to communicable diseases
- management of pediculosis (head lice)
- student use of guide dogs, service dogs and service animals

Students with health support needs are responsible for independently carrying out their health care plan to the extent they are capable and, where appropriate, carrying with them any necessary equipment which 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. You can also view the Student Health Supports Policy and related procedures.

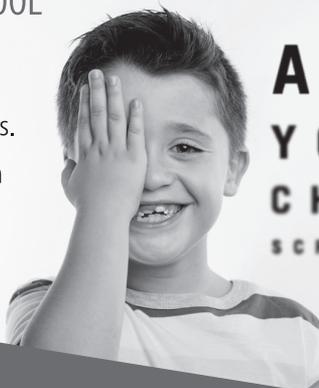
HAVE YOUR CHILD'S EYES CHECKED
BEFORE THEY START SCHOOL

Detect and correct problems

early and prevent issues which can result in permanent vision loss.

Vision screening is free with an

OHIP card for children 19 years of age and under.



H
A V E
Y O U R
C H I L D
S C R E E N E D

See your doctor or book an eye exam today. For more information please visit york.ca/HealthyEyes or findaneyedoctor.ca

#HealthyEyes

York Region

19-5430



BEAT THE BELL: BE ON TIME WITH IMMUNIZATIONS

Every year, York Region Public Health reviews student immunization information that is requested and received from parents and guardians to make sure all children are up to date with their vaccines (or have a valid exemption on file) for nine designated diseases [**diphtheria, tetanus, polio, pertussis (whooping cough), measles, mumps, rubella, meningococcal disease and varicella (chickenpox)**] under the Immunization of School Pupils Act (ISPA). Under this Ontario law, students can be suspended for up to 20 days if their immunizations are not up to date for the designated diseases or have not submitted to Public Health, a valid medical exemption or statement of conscience or religious belief.

Making sure your child(ren) are both up to date and also get their vaccines as close as possible to the suggested times in Ontario's Routine Immunization Schedule (refer to table below) is a safe and effective way to help protect you, your family and community from many serious and potentially deadly vaccine-preventable diseases. Not getting your vaccines as close as possible to the suggested times may interfere with how effectively your body responds to the vaccine to provide protection. For example, the first dose of the measles, mumps and rubella (MMR) vaccine will not be considered valid as part of the immunization schedule unless it is administered **after** a child's first birthday.

Vaccines provided in the table below are available and **free** to every eligible person who lives, works or goes to school in Ontario. You can refer to this table to help keep your child(ren) on time and up to date with their immunizations. To update your child(ren)'s immunization information for ISPA designated diseases with York Region Public Health, visit eimmunization.york.ca or call **1-877-464-9675 ext. 73456**.

ONTARIO'S ROUTINE IMMUNIZATION SCHEDULE

Vaccine	Months (Age)					Years (Age)		
	2	4	6	12+	15	18	4-6	Gr. 7 14-16
Diphtheria *	✓	✓	✓			✓	✓	✓
Tetanus *	✓	✓	✓			✓	✓	✓
Pertussis (Whooping Cough) *	✓	✓	✓			✓	✓	✓
Polio *	✓	✓	✓			✓	✓	
Haemophilus influenzae type B (Hib)	✓	✓	✓			✓		
Pneumococcal	✓	✓		✓				
Rotavirus	✓	✓	✓					
Measles *				✓			✓	
Mumps *				✓			✓	
Rubella *				✓			✓	
Varicella (Chickenpox - 2 doses) *					✓		✓	
Meningococcal Disease								
• Type C *				✓				
• Type ACYW-135 *								✓
Hepatitis B								✓
Human papillomavirus (HPV)								✓

✓ Recommended time of immunization * Required under the *Immunization of School Pupils Act*

PUBLIC HEALTH

Nurses Line: 1-877-464-9675 ext. 73452
york.ca/immunizations



MEDICATION

Parents/guardians, if your child has a life-threatening allergy or medical condition, it is important to let the school know immediately and complete the appropriate forms. In most circumstances, it is your responsibility to administer medication. Parents/guardians are asked to take all reasonable measures to minimize the need to administer medication at school. When this is not possible, you may request the assistance of school personnel.

If your child needs medication during school hours and it is a medication that we can administer, you must complete the **Administration of Medication Form** available through the school office. Leave the medication in the school office labeled with your child's name and the correct dosage. You must inform the school if your child is bringing medication to school.

Based on an individual's health care plan, students may carry medication with them if required. Parents/guardians must ensure the safe transport and disposal of items requiring special precautions, such as sharps and medications. Students with epinephrine auto-injectors are responsible for carrying them at all times, where age and/or developmentally appropriate.



It starts
with kids

Healthy communities start with kids.

York Region Children's Services supports children, families, child care providers and the community in providing high-quality services so children have the best start in life.

Supports and services include:

- Information on finding quality child care
- Help paying for child care and recreation
- Services for children with special needs
- Child and family programs
- Supports for child care operators

Call the **Kids Line** at 1-888-703-KIDS (5437)
or visit york.ca/children



York Region



MENSTRUATION HYGIENE EQUITY PROGRAM

Nearly one in seven Canadian girls have either left school early or missed school entirely because they did not have access to menstrual care products they needed to manage their periods. YRDSB believes in menstrual hygiene equity to ensure that all students can remain in classrooms, eliminating the need to decide between attending school and managing their personal hygiene. Menstrual products are essential to the health and well-being of people who menstruate, yet they continue to be a stigmatizing topic for youth. School communities understand the importance of ensuring that students have access to menstrual products without needing to ask staff or pay. YRDSB is committed to providing free menstrual hygiene products in washrooms at all schools, to eliminate any barriers for students to access these products, if needed. More information will be provided to you later this school year about the program to ensure all students have access to menstrual products. All school community members are reminded not to flush the used products down the toilet. Products are to be disposed of in waste bins/trash cans.

SCENT SENSITIVITIES

Many people have allergic reactions or sensitivities to scented products like perfumes, deodorants and other fragrances. All staff, students, and visitors are asked to refrain from or minimize the use of scented products.

SMOKING/VAPING ON SCHOOL PROPERTY

Smoking, holding lighted or heated tobacco or cannabis products, vaping and consuming any other tobacco products are not permitted on school property at any time by anyone (staff, students or visitors), including in any vehicle. The use of electronic products such as electronic cigarettes, cigars and pipes as well as cartridges of nicotine solutions and related products are also not permitted on school property.

This is in compliance with the Smoke-Free Ontario Act which is enforced locally by York Region Community and Health Services and the Tobacco and Smoke-Free Environment Policy and Procedure. The act also prohibits supplying and sharing tobacco to persons under 19 years of age and carries a fine for those who are not compliant.

Exceptions are made for the traditional use of tobacco that forms part of Indigenous culture and spirituality.

HEALTH INFORMATION

A progressive form of discipline, involving suspension from school and fines, is in place for students who break the law.



For more information, please see the Tobacco and Smoke-Free Environment Policy and Procedure or contact York Region Health Connection at 1-800-361-5653, TTY 1-866-252-9933 or visit www.york.ca/tobacco. Information regarding substance misuse and abuse, including cannabis and vaping, can be found on the Board website. You can also learn more about the Legalization of Recreational Cannabis on the Ontario Ministry of Education website at www.ontario.ca/education

WEATHER CONDITIONS

Students should be dressed appropriately for the weather conditions when they come to school.

During the **cold winter months**, students can stay warm by wearing layers of loose-fitting clothing, a hat, scarf, and mittens or gloves. If students 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 reapplying 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 to prevent sun-related illnesses. For more information on how weather conditions affect busing and recess, please see those sections in this guide.

School Closures

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 **Busing** in this guide. 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.



More [information is available on the Board website](#), including the Extreme Hot and Cold Weather and UV Protection Guideline.



CARING AND SAFE SCHOOLS

This policy outlines the Board's commitment to creating caring and safe schools and the Board's approach to student discipline. It explains the responsibilities of trustees, staff members, students, parents/guardians and community partners. Parents/guardians and students are required to sign the **School Start-Up Form** showing they understand this policy. The form will be sent home at the start of each school year.

The full policy is available on the Board website.

Caring and Safe Schools Policy

The York Region District School Board is committed to creating and sustaining caring and safe schools which promote student learning, achievement and well-being. Each student has the right to learn in a safe, positive, respectful and inclusive environment free from harassment and discrimination and where every effort is made to mitigate risk or the potential for harm.

The Board values and respects equity, diversity and inclusivity. To support all students in becoming global citizens, strengths, needs and barriers to learning are identified and responded to as part of a whole-school approach.

It is essential that preventative measures are in place to promote and support an inclusive, caring and safe learning environment in order to manage potential threats.

Application

Inclusive, accepting, respectful and healthy relationships support individuals to reach their full potential. Norms, expectations and standards of behaviour reflect a responsible and civil society where inclusion, accessibility, acceptance and safety build the foundation of a caring and safe school climate. This is consistent with Board priorities including but not limited to the Multi-Year Plan, policies and procedures, Ministry strategies and legislation including, but not limited to, the Ontario Human Rights Code.

Building a caring and safe school climate requires a whole-school approach with: supportive leadership,

- effective teaching practices,
- healthy relationships,
- a systematic and responsive approach to addressing behavior and the potential for harm, and
- engagement of families and the broader community.

SAFETY INFORMATION

All students benefit from clear, consistent behavioural expectations with positive modeling. To enhance caring and safe school climates, positive student behaviour supports are provided. Inappropriate behaviour is addressed, taking into account mitigating and other factors through a bias-free progressive discipline model that employs a restorative practice approach. Pre-expulsion mediation is key to this process and provides opportunity for student, staff and family engagement.

A clear focus on bullying prevention supports the development of healthy relationships, educates the school community and encourages timely reporting so that appropriate action can be taken.

Families play a critical role in the education of their children and in supporting their mental health and well-being and work collaboratively with the Board and external agencies to access resources that contribute to positive outcomes for students.

Mitigating and Other Factors

In fostering a bias-free approach to progressive discipline, prevention and early intervention practices support positive student behaviour among all students. Mitigating and other factors as outlined in the Ontario Regulation 472/07, Suspension and Expulsion of Pupils, must be taken into account when responding to and addressing inappropriate student behaviour.

Specific mitigating factors include:

- the student's ability to control his/her behaviour
- the student's ability to understand the consequences of his/her behaviour
- whether the student's continuing presence in a school creates an unacceptable risk of safety to others
- other factors, including:
 - the student's history
 - whether a progressive discipline approach has been used with the student
 - whether the activity was related to any harassment of the student because of their race, ethnic origin, religion, disability, gender or sexual orientation or to any other harassment
 - 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, and
 - whether the suspension or expulsion is likely to result in an aggravation or worsening of the student's behaviour or conduct



Bullying (Definition from the Education Act)

Bullying means aggressive and typically repeated behaviour by a pupil where:

- a. the behaviour is intended by the pupil to have the effect of, or the pupil ought to know that the behaviour would be likely to have the effect of:
 - i. causing harm, fear or distress to another individual, including physical, psychological, social or academic harm, harm to the individual's reputation or harm to the individual's property, or
 - ii. creating a negative environment at a school for another individual
- b. the behaviour occurs in a context where there is a real or perceived power imbalance between the pupil and the individual based on factors such as size, strength, age, intelligence, peer group power, economic status, social status, religion, ethnic origin, sexual orientation, family circumstances, gender, gender identity, gender expression, race, disability or the receipt of special education ("intimidation")

Bullying may be physical, verbal, social and/or electronic.

Student Progressive Discipline

"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." 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 and socio-emotionally appropriate and include learning opportunities for reinforcing positive behaviour while helping students to make better choices." (Adapted from Ontario Ministry of Education, Policy/Program Memoranda 145).

Bias-Free Progressive Discipline

York Region District School Board is committed to implement progressive discipline that is bias free. Bias-free progressive discipline commits to identifying and addressing discriminatory bias and systemic barriers in relation to discipline. A bias-free approach is one that respects all people and groups and reflects human rights principles. As well, this approach looks to support student voice and to give them opportunities to help build schools that are socially inclusive where they can talk about bullying, racism, homophobia, diversity and inclusivity. Schools must also be academically inclusive where teachers understand individual student needs and learning styles. An anti-bias approach to progressive discipline aligns and builds on the following Ministry of Education initiatives:

- Equity and Inclusive Education Strategy
- Safe Schools Strategy
- Caring and Safe Schools in Ontario: Supporting Students with Special Education Needs Through Progressive Discipline Kindergarten to Grade 12
- English Language Learners: ESL and ELD Programs and Services, 2007
- Comprehensive Action Plan for Accepting Schools
- Ontario First Nations, Métis, and Inuit Education Policy Framework, 2007
- Achieving Excellence: A Renewed Vision for Education in Ontario

Restorative Practice

A preventative and reactive approach to building caring, safe and inclusive communities by focusing on strengthening relationships and repairing harm experienced by others. This practice is also a valued part of the progressive discipline model, helping build, strengthen and restore healthy relationships following an incident (Adapted from Caring and Safe Schools in Ontario: Supporting Students with Special Education Needs through Progressive Discipline, Kindergarten to Grade 12)

Caring and Safe School Climate

“Consists of the learning environment and relationships found within a school and school community, where all members of the community feel positive, included, and accepted, and actively promote positive behaviours and interactions. Principles of equity and inclusive education are embedded in the learning environment to support a positive school climate and a culture of mutual respect. A positive school climate is a crucial component of the prevention of inappropriate behaviour.” (Policy/Program Memorandum No. 145, Progressive Discipline and Promoting Positive Student Behaviour).

Student Discipline Committee

A committee of the Board of Trustees that is authorized in accordance with the Education Act to exercise the powers and duties of the Board with regard to student suspension appeals and expulsion hearings.



Suspensions***From the Student Suspension Procedure***

This procedure outlines how student suspensions are administered.

A student who is suspended from a school is not permitted to be on Board property or participate in school-related activities or events including, but not limited to, all school buildings, grounds, transportation, field trips, except for the purposes of attending the Alternative Classroom and Counselling for Expelled and Suspended Students (ACCESS). A suspension shall be for no less than one school day and no more than 20 school days.

Where a student has committed one or more of the infractions outlined below where the infraction has a negative impact on the school climate, whether on or off school property, or during a school-related activity or event, the principal shall consider suspension as part of a progressive discipline approach.

These infractions, as outlined in the Education Act and Board procedure 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 or illegal drugs
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 or Board property or to property located on school/Board premises
6. bullying or cyberbullying
7. habitual neglect of duty (with Superintendent of Education approval only)
8. opposition to authority
9. any act considered by the principal to be injurious to the moral tone of the school
10. any act considered by the principal to be injurious to the physical or mental well-being of members of the school community, and/or
11. any act considered by the principal to be contrary to the Board or school code of conduct

Principals cannot suspend students from Kindergarten Year One to Grade 3 for reasons listed above.

SAFETY INFORMATION

Expulsions

From the Student Expulsions Procedure

This procedure outlines how student expulsions are administered in the Board.

A student who is expelled is removed from all schools in the Board and given the opportunity to continue their education through the Alternative Classroom and Counseling for Expelled and Suspended Students (ACCESS).

Where a student has committed one or more of the infractions outlined below where the infraction has a negative impact on the school climate, whether on or off school property, or during a school-related activity or event, the principal will suspend the student and shall consider expulsion.

These infractions, as outlined in the Education Act, include:

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 in illegal drugs
6. committing robbery
7. giving alcohol to a minor
8. bullying or cyberbullying, if:
 - i. the pupil has previously been suspended for engaging in bullying and/or cyberbullying, and
 - ii. the pupil's continuing presence in the school creates an unacceptable risk to the safety of another person
9. any infraction outlined in Board Procedure #668.1 Student Suspension that is motivated by bias, prejudice or hate based on race, national or ethnic origin, language, colour, religion, sex, age, mental or physical disability, sexual orientation, gender identity, gender expression, or any other similar factor
10. the pupil's pattern of behaviour is so refractory that the pupil's presence is injurious to the effective learning and/or working environment of others, and/or the pupil has demonstrated through a pattern of behaviour, such as, but not limited to neglect of duty, truancy or opposition to authority that he/she has not prospered by the instruction available to him/her and that he/she is persistently resistant to making the changes in behaviour which would enable him/her to prosper.



CCTV

Please be aware that many of our schools have closed circuit cameras positioned in areas of the school to enhance security both inside and outside the building.

ELEMENTARY SAFE ARRIVAL AND DEPARTURE PROGRAM

The safety of our students is a priority. Our safe arrivals programs and safe departures protocols are in place so that we can account for the whereabouts of absent students.

Parents/guardians, inform your child's school if your child is going to be absent or late to school or an after-school event that they planned to attend. Where possible, 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.
6. If we are still unable to get information, we will consider your child missing and we may contact York Regional Police.



For more information, see the Safe Arrivals and Departures – Elementary Students Policy and Procedure.



Families, we want to make it easier for you to support your child's learning. Visit www.yrdsb.ca/familyresources.

- Quickly access online tools and resources.
- Click “need help” for support using these tools.
- Find out about translation options, tech support, privacy tips and more.

SAFETY INFORMATION

EMERGENCY INFORMATION

Emergency information is extremely important for your child's safety. Let the office know as soon as possible if any of the following information changes:

- work or home numbers
- 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, two lockdown and one hold and secure drill 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.



For more information, see the Caring and Safe Schools Policy and related procedures.

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 AND SCHOOL BOARDS PROTOCOL

All school boards and police services in Ontario are required to have a local police/school board protocol in place to guide police involvement in schools (Provincial Model for a Local Police/School Board Protocol, 2015). It establishes and clarifies guidelines for relationships between the four school Boards in York Region, including the role of parallel investigations, actions during bomb threats and lockdown.



More information is available on our website, Police and School Boards Protocol



Activities for Student and School Safety

At times the York Regional Police will be involved in activities that promote student safety. These include:

- Community Safety Village can be accessed; this is an educational facility to bring safety messages to children from Kindergarten to Grade 5 and is delivered by educators (not officers).
- Participation of police in Violent Threat Risk Assessments (VTRAs)
- Engage in conversations with students after an incident to assist with the development of safe decision making only if families have agreed to such support.

REPORTING CHILDREN AND YOUTH IN NEED OF PROTECTION

All school board staff have a legal responsibility to notify a child protection agency if there are concerns for the well-being of students under the age of 16 years. Staff may report suspicions of a protection concern to a child protection agency for youth aged 16 and 17 years. Any suspicions of physical or sexual abuse, neglect or lack of care by a parent/guardian must be reported immediately to the administrator for all students under the age of 18 years. Parents/guardians will not be consulted in these situations.

For more information, see the Reporting Children and Youth in Need of Protection Policy and Procedure.

SEARCH OF SCHOOL AND STUDENT PROPERTY

At the start of each school term or semester, school administrators will advise all members of the school community that:

- The school administrator has the right to search school property, such as lockers and desks, without notice to, or permission from, any person.
- In urgent, pressing or emergency circumstances, personal property such as knapsacks, purses, jackets, etc. may become subject to search in accordance with the Police and School Boards Protocol.
- Except in urgent, pressing or emergency circumstances, police seeking to conduct searches of school property including lockers, are required to obtain a search warrant. When executing a search warrant, police will serve the principal or designate with a copy of the search warrant.

CHECK YOUR CHILD DAILY FOR SYMPTOMS OF COVID-19

Complete this self-assessment daily before sending your child to school

Assess your child for **NEW**, **WORSENING** or **UNEXPLAINED** symptoms related to COVID-19. If you are concerned about your child's symptoms, consult your health care provider.

Common symptoms of COVID-19 include:



FEVER
(temperature of 37.8°C or greater)



NEW OR WORSENING COUGH



SHORTNESS OF BREATH



SORE THROAT OR DIFFICULTY SWALLOWING



ALTERED SMELL OR TASTE



NAUSEA/VOMITING, DIARRHEA, ABDOMINAL PAIN



RUNNY NOSE, OR NASAL CONGESTION
(unrelated to seasonal allergies, post nasal drip etc.)

STAY INFORMED.

Visit york.ca/covid19
1-800-361-5653

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York Region



MULTI-YEAR STRATEGIC PLAN

Established by the Board of Trustees, the Multi-Year Strategic Plan sets the priorities and guides the work of the York Region District School Board. The priorities were developed with input from students, families, staff members and community partners.

Foster Well-Being and Mental Health

We create safe, healthy and inclusive learning and working environments.

Champion Equity and Inclusivity

We develop the knowledge, skills and attitudes to remove barriers in support of all learners.

Build Collaborative Relationships

We built trusting relationships based on respectful and responsive communication.

Empower Ethical Leadership

We lead ethically by focusing on students and upholding our values.

Mission

To advance student achievement and well-being through public education, which motivates learners, fosters inclusion, inspires innovation and builds community.

Vision

To be a leader in a public education by empowering all students to become engaged and caring citizens of the world.

Values

Our School Board operates based on a set of values which guides our actions:

Inclusivity

We demonstrate equity and inclusivity in all that we do. We demand an environment in which all students, staff, parents and our community feel valued and have a sense of belonging. We expect empathy, mutual respect and understanding to be demonstrated in our words and actions.

Relationships

We value positive, meaningful relationships with students, staff, parents and our community. We value diversity of opinion, sincere dialogue and community engagement.

Innovation

We continuously strive to provide the best educational programs for all students. We empower staff and students to take initiative and to be innovative leaders.

Engagement

We encourage active participation in all learning and activities by creating an environment that engages students, staff, parents and our community.

Responsibility

We are individually and collectively responsible for creating the best possible school community to support the achievement and well-being of all individuals. We are responsible for the delivery of effective and sustainable educational programs and stewardship of Board resources.

Optimism

We approach all situations with optimism. We cultivate confidence and resiliency in all students and staff.



Check out
our podcast!

anchor.fm/yrdsb
or wherever you
get your podcasts.

While you're at it,
get connected.

Follow YRDSB across social media for the latest
updates on news and events.



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