



EMILY CARR SECONDARY SCHOOL



School Start-Up Package 2021-2022

4901 Rutherford Road, Woodbridge, ON, L4H 3C2

Phone: 905-850-5012

Fax: 905-850-7591

email: emily.carr.ss@yrdsb.ca

website: <http://emilycarr.ss.yrdsb.ca>

Inspire Learning!

Welcome From Emily Carr Secondary School

Dear Parents/Guardians,

Welcome to all our new and returning families. Our caring, professional and dedicated school team has been working hard to prepare to welcome and transition all of our students back to school, and to help them learn our new health and safety practices.

- The attached start-up package includes important information about our school, and I encourage you to review it.
- Families can also access the [Guide to the 202-2022 School Year](#) which includes important Board information.
- If you have not had an opportunity to review the [Return to School Plan](#) and information on the Board website, I encourage you to do so.

We know many families have questions about what to expect this school year, and information and resources, including frequently asked questions are available and continue to be updated at [School Reopening](#).

Each year we ask families to complete some **important forms** to indicate they have reviewed and understand school and Board policies, and to indicate permissions. We are pleased to let you know that families will be able to complete this information online this year. You will receive an email from YRDSB Update. Please take the time to review and complete the forms.

Information has been shared with you about the [Supported Entry Plan](#), and the dates on which your child will be attending school during the first two weeks. If you have any questions about this, please contact the school. Updates are still occurring

We have a dedicated staff with a strong commitment to student well-being and achievement, and to promoting positive, inclusive and supportive relationships with students, families, staff and community members. We are committed to supporting our students' transition back to school and to providing a learning environment where everyone feels safe, welcome and respected.

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

There are many ways to stay connected with what's happening in our school. Visit our school website for up-to-date information about events. Look for our weekly parent bulletin and follow us on Twitter (@emilycarrss). You can also find updated information about the Board at www.yrdsb.ca and Twitter @YRDSB.

I wish you all a happy, safe and successful school year.
Sincerely,

Principal
Deanna Heron

Address: 4901 Rutherford Rd, Woodbridge, ON L4H3C2

Phone: 905-850-5012, **Fax:** 905-850-7591,

Email: emilycarr.ss@yrdsb.ca **Website:** <http://emilycarr.ss.yrdsb.ca>. **Twitter:** @emilycarrss

Our School's Mission

At Emily Carr Secondary School we believe in:

Excellence with
Character
Success with
Support

Our School's Vision

Excellence

- The ECSS community is committed to learning.
- Excellence is achieving our potential and striving for further growth. We are committed to excellence in all our endeavours.

Character

- ECSS fosters a safe, caring, and supportive environment for all members of the school community in order to promote learning and well being.

Success

- We use innovative and varied practices to prepare students for various pathways beyond secondary school.
- We prepare students for life by reflecting on values and beliefs.

Support

- We value all students and strive to support their success.
- Assessment is used to monitor progress. Feedback is provided to improve understanding and learning.

Our School's Daily Schedule

TIMES	WEEK 1	WEEK 2
8:00 - 8:05	Homeroom	Homeroom
8:05 - 10:35	Block 1	Block 3
10:35 – 10:40	Travel Time	Travel Time
10:40 – 11:30	Lunch	Lunch
11:30 - 11:35	Travel Time	Travel Time
11:35 - 2:05	Block 2	Block 4

Office hours: 7:30 a.m. - 3:45 p.m

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Additional Information

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

COVID-19

The health and safety of students, staff members and their families continues to be our top priority. York Region District School Board continues to work closely with York Region Public Health and to follow their direction in implementing health and safety measures and recommendations. It is essential that we all continue to practice health and safety measures to help reduce the spread of COVID-19.

Families will receive information from the school board about health and safety measures that are in place in our schools. **It is also important to note that some information in this package may be subject to change to ensure we are adhering to health and safety guidelines.**

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

Accident Insurance

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

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

Allergies/Medical Conditions

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

To help create an allergen-safe environment, please refrain from bringing nut or nut products to school. For more information on helping to create an allergen-safe environment, please see the section on Allergies in the Guide to the School Year.

If your child has a serious or life-threatening allergy or prevalent medical condition, such as anaphylaxis, asthma, diabetes and/or epilepsy/seizure disorder, please let the school know immediately and speak to the school office about completing the appropriate health care plans.

Announcements

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

Arrivals and Departures

We encourage all families to use **active travel, including walking or rolling** (cycling, scootering, skateboarding) to and from school.

Choosing active travel even once or twice a week can improve physical and mental health and helps students' start the day alert and ready to learn. It also helps to protect the environment and reduce traffic, making school zones safer for everyone.

For students who take the school bus, please recognize that transportation by the school is a privilege. Proper behaviour is required. The school bus driver is responsible for the safety of students on the bus. Therefore, the bus driver's instructions must always be followed. More information about bus routes and times can be found at www.schoolbuscity.com. It is important for students to remember your bus number and pick-up/drop-off times. Please note, starting in September 2020, students must adhere to the assigned seating plan at all times on the bus.

Parents/guardians who **drive their children to school** are encouraged to drop them off before 7:50 a.m. This will help alleviate traffic congestion while allowing the students time to gather materials from their lockers and still be in class on time.

Students who drive to school are required to park in the south lot only. Neither the school, nor YRDSB will be responsible for any damage caused while the car is parked in the parking lot. Any of the following will result in the loss of parking privileges: parking in fire routes, dangerous/careless driving, and excessive noise. Students who use bicycles, rollerblades, skateboards or scooters to travel to school:

- Must wear a helmet.
- Must walk while on school property.
- Should lock the bicycle on the bike rack.
- Must store rollerblades, skateboards in their backpack or in another school designated area.

The school is not responsible for any lost or damaged personal items. Note: walk and roll shoes, skateboards are not allowed on school property.

Please note, for safety and security ECSS will be instituting a parking tag system beginning in the second week of the semester.

There may be rare occasions when unprecedented winter weather events occur and we need to close all schools and Board locations. For more information, please see the section on Weather Conditions in the Guide to the School Year. At all times, students and families should be aware of somewhere else they can go if bus services are cancelled or delayed, or if schools are forced to close due to an emergency.

Attendance Policy & Procedures

The goal of our attendance policy is to have students attend all classes both face to face and virtually. It has been clearly demonstrated that regular attendance is one of the most important contributors to success at school.

When a student is going to be absent for the day, the school is to be informed by a telephone call/e-mail from the parent/guardian before 7:50 a.m. on the day of the absence. A message may be left on the school voice mail of the attendance secretary (905) 850-5012 ext.101 or email emilycarrss.attendance@yrdsb.ca.

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An "unauthorized absence" includes:

- leaving school without following sign out procedures.
- arriving late/missing class without following sign in procedures.
- truancy.
- signing out or having a parent approve an absence for part of the day to study, work on assignments, avoid a due date, etc.

Extended Absences

The school administration and staff do not endorse extended absences due to personal vacations.

- Students who know they will be absent for three or more consecutive days for reasons other than illness are to complete an "Anticipated Extended Absence" form, available in the main office.
- Students must notify individual course teachers five days in advance of the absence in order to facilitate the collection of homework and assignments.
- Failure to notify the school may result in an academic penalty consistent with the Ministry of Education guidelines. If the extended absence is greater than 15 consecutive days, or if the Principal has not been notified of the extended absence, the student may need to re-register with the school.

Late Arrival or Early Leave from School

Students who arrive after 8:20 a.m. must sign in at the attendance desk (prior to this students should go directly to class). Students who need to leave school during class time for any reason (doctor's appointment, etc.) must sign out at the Main Office.

A note should be presented for all pre-arranged absences. The note must contain the current date, date(s) of absence, reason for absence, and a parent/guardian signature.

If a student is eighteen years or older, they must follow the same sign in/out procedure.

Late and Absence Policy

A student is deemed to be late if they arrive at class any time after the starting bell.

Student Responsibilities:

- Arrive to class with all appropriate learning materials prior to the starting bell.
- Enter the class without disruption if late.
- Discuss consequences of late arrival with the teacher at an appropriate time.
- Comply with the consequences of late arrival as identified by the teacher.
- If arriving after the first 20 minutes the student will need to enter through the main doors and come to the main office to sign in.. Students arriving to class in the first 20 minutes will be marked late in the classroom by the teacher.

Teacher Responsibilities:

- Accurately record attendance as per the Education Act.
- Communicate the ECSS late policy and procedures along with consequences to students. To promote equity and consistency, a guideline has been provided below.
- Admit students to class who are late to avoid having students remain in the halls unattended. Students who are late to class must be admitted as soon as possible.
- Only refer late students to the Main Office for an admit slip if they arrive after the first 20 minutes.
- Students who arrive in the first 20 minutes are to be marked late on your classroom attendance.

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Teacher Responsibilities continued:

- Identify students with chronic attendance issues and consult with the appropriate administrator. Students who are repeatedly late for school will be referred to the administration only after steps have been taken prior to the referral.
- Communicate with the attendance secretary regarding late arrivals and absences.

Administrator Responsibilities:

- Discuss attendance expectations with students.
- Work with the teacher to develop a coordinated strategy to change behaviour.
- Assign appropriate consequences.
- Communicate next steps to student, parent/guardian, and teacher,
- Refer students to the school's Social Worker for Attendance Counselling.

Parent/Guardian Responsibilities:

- Reinforce the expectations that their child is on time.
- Ensure that the student is able to arrive at school in a timely manner to get to class.
- Contact the school if your child will be late or absent. .
- Communicate with the school if there is an accommodation that needs to be made for a student who will need to arrive late (e.g. student is a competitive swimmer and their training ends at the same time classes begin).

Late and Unauthorized Absence Guidelines <i>Please use your professional judgement as each situation will be different. If uncertain, speak to a colleague, Subject Head, Guidance Counsellor, or Administrator for advice.</i>	
# of Lates or Absences	Next Steps
1 - 3	<ul style="list-style-type: none"> • Conversation with student regarding expectations and consequences. • This is an opportunity to learn if there are extenuating circumstances to be considered.
4 - 6	<ul style="list-style-type: none"> • Consequences with the teacher, such as detention; or counselling with an Administrator. • Consult with an administrator to discuss next steps. • Communication with parents/guardians to put in place preventative strategies.
7 - 9	<ul style="list-style-type: none"> • Administrator, teacher, parent/guardian and student will meet to develop a coordinated approach to correct the student behaviour. • Administrator to consult with the school social worker for attendance counselling.
10+	<ul style="list-style-type: none"> • Administrator, along with the teacher, will determine next steps. Administrator to send home written communication to parent/guardian

Failure to follow these procedures constitutes truancy, which leads to escalating consequences including counselling, parental/guardian contact, detentions, suspensions, removal from course, and removal from school.

An email will be sent to parent/guardians after each class to inform parents/guardians of student absences.

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Code of Student Conduct

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

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

E.C.S.S. promotes responsibility, respect, civility, and academic excellence in a safe learning and teaching environment. All members of the school community have the right to be and feel safe. With this right comes the responsibility to be law-abiding citizens and to be accountable for actions that put at risk the safety of others or oneself. All members of the school community are to be treated with respect and dignity. The Code of Conduct applies to all members of the school community whether they are on school property, on neighbouring properties, on school buses, or at school-authorized events or activities.

Expectations

Students are to be treated with respect and dignity. In return, they demonstrate respect for themselves, for others, and for the responsibilities of citizenship through acceptable behaviour. Respect and responsibility are demonstrated when a student: comes to school prepared, on time, and ready to learn; completes homework, submits assignments on due dates, and is prepared for tests and examinations; shows respect for him/herself, for others and for those in authority; refrains from bringing anything to school that may compromise the safety of others; and follows the rules, and takes responsibility for his or her own action.

Insults, disrespect, and other hurtful acts disrupt learning and teaching. Members of the school community have a responsibility to maintain an environment where conflict and difference can be addressed in a manner characterized by respect and civility.

Students will be expected to observe and be accountable to the Ontario Safe Schools Policy and the York Region District School Board Caring and Safe Schools Policy.

Improving Student Behaviour will include such things as counselling detentions, written explanations, parent/guardian contact, student contract, peer mediation, restorative practice, withdrawal of privileges, confiscation of inappropriate items, referral for assistance, police intervention, restitution, suspension from school, and/or expulsion.

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

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

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Principles of Academic Honesty

In accordance with York Region District School Board Policy #305.2 Academic Honesty, Kindergarten to Grade 12, all stakeholders within the Emily Carr community will have a common understanding of:

- the key concepts and definitions embedded within this academic honesty policy;
- the range of supports provided to students to promote academic honesty;
- the skills and strategies used to prevent cheating and plagiarizing; and
- the continuum of behavioural and academic responses and consequences for academic dishonesty.

In addition,

Students Will:

- Ensure all work submitted is original in nature and that sources are cited appropriately;
- Actively seek guidance when unsure if acting with academic honesty;
- Ensure that on group assignments, the final creations are produced independently; and
- Obtain permission, where possible, to use others' intellectual property.

Parents and Guardians will:

- Support their child in developing time management skills to fully and honestly complete all course requirements; and
- Partner with teachers to promote the responsible creation of original and creative student works.

Teachers will:

- Provide instruction in the learning skills and work habits related to academic honesty and the completion and submission of original work;
- Model in their own practice the academic honesty principles of this policy;
- Collect and track assessment for learning information to determine that students are prepared and able to honestly provide evidence of their learning;
- Use submission software (e.g., Turnitin) to promote student self-monitoring and to support students in ensuring that submitted work is original;
- Access resources, such as Copyright Matters! and Creative Commons to increase their awareness of copyright protected materials and the sharing, use, and remixing of licensed works.

Definitions and Terms

Cheating

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.

Plagiarism

Plagiarism refers to representing someone else's ideas, writing or other intellectual property, whether published, unpublished or posted electronically, attributed or anonymous, as one's own without proper acknowledgement.

Collusion

Supporting academic misconduct by another student, for example sharing one's work which could be copied or submitted for assessment by another.

Duplication of Work

The presentation of the same work for different assessment components and/or Diploma Program requirements.

Original Work

Work that is written or created exclusively by the person themselves using a variety of ways including : written, visual and digital formats

Copyright

Copyright is the exclusive legal right to produce, reproduce, publish or perform an original literary, artistic, dramatic or musical work. The creator is usually the copyright owner. (Source: [Canadian Intellectual Property Office](#))

Intellectual property

The legal rights to ideas, inventions and creations in the industrial, scientific, literary and artistic fields. It also covers symbols, names, images, designs and models used in business. (Source: Canada Business Network <http://canadabusiness.ca/government/copyright-and-intellectual-property/what-is-intellectual-property/>)

Remix(ing)

Remix—the activity of taking samples from pre-existing materials to combine them into new forms according to personal taste—has been extended to [many] areas of culture, including the visual arts; it plays a vital role in mass communication, especially on the Internet. (Source: <http://remixtheory.net>)

Resources used to create this A&E policy can be found [here](#).

Responses and Application of Consequences if a Student Engages in Academic Dishonesty

The responses and application of consequences for academic dishonesty will be based on: the grade level of the student, the maturity of the student, the number and frequency of incidents, and the individual circumstances of the student.

Teachers will use their knowledge of the learner, circumstances, and their professional judgement to determine appropriate responses or consequences. The responses and consequences, designed to maintain the dignity and self-worth of the learner and the integrity of the learning environment, may include:

First Day Semester Activities

- Posting Academic Policy Document on digital platform/Google Classroom.
- Review terms and definitions, relevant to the subject, with students on the first day of classes.
- Encouraging usage of anti-plagiarism applications(e.g., turnitin.com) to scan major assignments against previous work and the internet.

Step 1:(First Infraction)

- Speaking with students to draw awareness to issues with academic honesty. Engaging in a conversation to seek information and understand circumstances
- Contacting parents/guardians (mandatory);
- Consider mitigating factors and information gathered during conversations
- Re-teaching strategies and skills to prevent future incidents;

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- Collaborating with students to determine ways to make amends
- Refer the student to an administrator. Administrator will note student name in database.

Consequences may include:

- being reassessed (having students re-do the submission, in part or in its entirety, or complete an alternate assignment), or zero on a portion of the assessment involving academic dishonesty for senior students.
- Student completes plagiarism review sheet.
- Involvement of Library (tutorial on plagiarism).

Step 2 (Second and Further Infraction(s))

- Speaking with students to draw awareness to issues with academic honesty. Engaging in a conversation to seek information and understand circumstances;
- Consider mitigating factors and information gathered during conversations
- Contacting parents/guardians (mandatory)
- Refer the student to an administrator. The administrator will follow up with the family.

Consequences may include:

- Collaborating with the student to determine ways to make amends;
- Re-teaching strategies and skills to prevent future incidents;
- Having the student re-do the submission, in part or in its entirety, or complete an alternate assignment, or;
- Probable mark deduction, up to a mark of zero on the assessment.

Smoking

By provincial law, smoking is not allowed anywhere on school property. This includes school fields, parking lots and within the building. The ban on smoking on school property includes e-cigarettes, vapes, etc.

Communication between School and Home

Parents/guardians are our most important partners in educating children. We communicate with you in a variety of ways throughout the year. **It is important that the school has your correct contact information. Please contact the school if your contact information has changed/changes throughout the school year.**

Canada's Anti-Spam Legislation (CASL)

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

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

Email

To improve communication between home and school and reduce paper use, we coordinate an email distribution list. The list will be maintained and used only by school staff to communicate electronically to parents/guardians. Your email will not be sold, distributed or publicly posted. As a parent on our email distribution list, you can anticipate our weekly school bulletin which provides key dates-at-a-glance, important school information and an attendance summary for your child.

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Stay Connected Online

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

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

- www.yrdsb.ca
- Instagram @yrdsb.schools
- Twitter @YRDSB
- YouTube channel YRDSBMedia
- the Board app YRDSB Mobile

Consent for Information Sharing - Students at the Age of Majority

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

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

Dress Code

ECSS is a place of learning. We are committed to high academic achievement, well-being, and personal, interpersonal, and citizenship development. The Safe School Act, 2000, The Ontario Code of Conduct, and the School Code of Conduct endorse proper behaviour and appropriate dress as part of this commitment. The ECSS Dress Code will be communicated and consistently upheld in a manner that does not reinforce or increase marginalization, stereotyping, or oppression of anyone based on race, sex, gender expression, sexual orientation, ethnicity, religion, household income, body type/size, or any other aspect of a person's social identity.

Our values are:

- ECSS students should be able to engage in the educational environment without fear of **punitive approaches to discipline** or body shaming
- ECSS students are responsible for managing their own personal "distractions" without regulating other students' clothing/self-expression.
- Dress code enforcement should not result in unnecessary barriers to school attendance.
- School staff should be trained and able to use student/body-positive language to explain the code and to address code violations.

The Five Goals of the ECSS Dress Code are to:

- Ensure health and safety in classes where protective or supportive clothing is required, such as closed-toe footwear in a science or foods lab and athletic attire/shoes in the gym/weight room.
- Affirm students' choice to wear clothing that expresses their self-identified gender.
- Affirm students' choice to wear religious attire without fear of discrimination.
- Prevent students from wearing clothing or accessories with offensive images or language, including profanity, hate speech, pornography, or any other content that disrupts the learning environment or the rights of others. This includes content that reasonably can be interpreted as racist, threatening, defamatory, vulgar or obscene, or that creates a hostile environment for others.
- Prevent students from wearing clothing or accessories that in any way reference alcohol, drugs or related paraphernalia or illegal conduct/activities.

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In addition, all students attending ECSS must abide by public health requirements including the wearing of masks upon entering the building. We will inform staff, students and parents of safety updates, impacting our dress code, required by Public Health.

This dress code will help to set the tone for a learning climate which enhances a safe learning environment, encourages healthy lifestyles, and promotes respect for self and others. The Principal or designate reserves the right to ask any student to change his/her dress if the student's clothing is inappropriate.

Emergency Information

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

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

Emergency Preparedness

The Board has a number of policies and procedures in place to address emergency situations when normal school operations cannot continue or where student and staff member safety may be at risk. This could include a fire, flood or acts of violence. All schools have individual plans and conduct drills throughout the year.

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

Good Neighbour Policy

The students of ECSS have a shared responsibility with our community partners to ensure an inviting and clean environment for our neighbours and our community. Students are asked to respect the property and privacy of our neighbours. Although the Al Palladini Community Centre, the Pierre Berton Resource Library and the Business establishments at the Plaza are public facilities, they are to be treated as private property by our students. Students are not to loiter in, or near, these establishments. To be inside Al Palladini Community Centre, students must have a Community Centre membership. By word and deed, our students will show courtesy and respect to all our neighbours.

Excursions/Community Walkabouts

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

Guidance

The Guidance Department offers a number of services, including support for academic and career planning, personal counseling, referrals to community resources, and support for the development of study habits and life skills. For more information, please visit [Emily Carr SS/ Guidance](#) or contact the Guidance Department.

Homework

The Ministry of Education defines homework as "work that students do at home to practise skills, consolidate

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

How Can We Help You?

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

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

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

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

Lockers

Lockers will be assigned to students during the coming weeks. Lockers are school property on loan to students. Students are expected to:

- Take responsibility in the care of their locker;
- Keep it locked, using only the combination lock supplied by the school
- Clear it of all belongings at the end of June for summer maintenance

The school has the right to search lockers and desks, without notice to or permission of any person. In addition, police may be invited onto school property to conduct their own searches which may be conducted without notice or permission

Valuables

Students should not bring large amounts of money or valuable personal property (camera/video equipment, jewellery) to school. The school will not be responsible for lost or stolen articles. Under no circumstances should money or valuables be left in the Physical Education change rooms.

School Resources

School resources including textbooks are on loan and students are financially responsible for lost or damaged items.

Textbooks must be returned to the subject teacher at the end of each semester, or if the student drops a course. At that time, the textbook card will be returned to the student. If the school has the textbook card, then the textbook has not been returned. Students must return or pay for any lost textbooks before writing exams. If a student does not return or pay for a lost textbook prior to the exam, he or she will be referred to the main office.

Address: 4901 Rutherford Rd, Woodbridge, ON L4H3C2

Phone: 905-850-5012, **Fax:** 905-850-7591,

Email: emilycarr.ss@yrdsb.ca **Website:** <http://emilycarr.ss.yrdsb.ca> **Twitter:** @emilycarrss

Requests for Religious Accommodation

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

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

School Council

As parents/guardians, there are many ways you can be engaged in your child's learning at home and at school. This includes getting involved with the school council. Contact school office staff for more information. A google form for **School Council Nominations** by September 21st, 2020. Look for information in upcoming parents/guardian bulletins.

School Council meetings (Virtual) for the 2021-2022 school year will be held on:

- Monday, September 20, 2021
- Monday, November 15, 2021
- Monday, December 13, 2021
- Wednesday, February 2, 2022
- Tuesday, February 22, 2022
- Tuesday, April 19, 2022

Student Personal Information

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

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

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

Technology Use

All students and their parents/guardians are expected to read the Use of Technology Agreement (in the Guide to the School Year or available on the Board website). They are also required to sign the School Start-Up Permissions Form to acknowledge that they have read, understand and will support the conditions/rules concerning the use of school/Board and personal technology as it supports learning. This agreement is designed to ensure a safe and supportive school environment and network integrity.

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

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Through Google Suite, students have access to a Google Suite Gmail. This Gmail access is customized for appropriate age levels. Students younger than Grade 6 cannot send or receive emails outside of the YRDSB Google Suite. We have also put strict measures in place to prevent SPAM and block inappropriate language and websites for students using email through the Google Suite. For more information, please visit the Board website or speak to your child's teacher about the tools they are using in the classroom.

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

Use of Non-Board Electronic Devices

We recognize that learning can be enhanced by technology and we have created opportunities in our classrooms to leverage digital tools to enhance teaching, learning and communication. Cell phones and other personal communication devices must be turned off and kept out of sight during all instructional periods, except with the clear permission of the principal or the classroom teacher. There are exceptions for students who need specific devices as per their Individual Education Plan, such as voice recorders and other mobile technology. The use of these tools is managed by Board staff.

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

At no time may electronic devices be used in washrooms or change rooms. Students are responsible for the care and security of their personal devices. The school is not responsible for any damage, loss or theft.

Visitors

Anyone not currently registered at ECSS is a visitor. All Visitors, including parents/guardians, must:

- Use the main entrance to the school.
- Check in at the main office upon arrival.
- The office staff will get important messages and materials to your child.

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Student Threat Assessment and Intervention: Fair Notice and Process

Threat Assessment and Intervention

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

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

What is the purpose of the Student Threat Assessment and Intervention

protocol? Ensure the safety of students, staff, parents/guardians, and other members of the school community

- Ensure an effective and timely response when there is a threatening situation
- Understand the factors that contribute to a threatening situation
- Assist in the development of an intervention plan
- Promote the emotional and physical safety of everyone involved

What is a threatening situation?

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

What behaviours activate the Student Threat Assessment and Intervention Protocol?

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

- Serious violence or violence with intent to harm or kill
- Verbal/written threats to kill/harm others
- The use of technology to communicate threats to harm/kill others or cause serious property damage
- Possession of weapons (including replicas)
- Bomb threats (making and/or detonating explosive devices)
- Fire setting
- Sexual intimidation or assault
- Ongoing issues with bullying and/or harassment
- Gang-related intimidation and violence
- Hate incidents motivated by factors including, but not limited to, race, culture, religion, and/or sexual orientation

What happens when a threatening situation is reported?

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

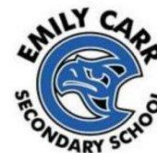
Once a threatening situation has been reported to a school administrator, interviews will be conducted. These interviews may include students, staff, family members and/or others as appropriate. This will be done to

Address: 4901 Rutherford Rd, Woodbridge, ON L4H3C2

Phone: 905-850-5012, **Fax:** 905-850-7591,

Email: emilycarr.ss@ydsb.ca **Website:** <http://emilycarr.ss.ydsb.ca>. **Twitter:** @emilycarrss

EMILY CARR S.S.



determine the level of risk, and develop an effective and timely response to the incident. After the immediate safety risk has been addressed, support and intervention plans will be developed with input from parents/guardians.

Who is a member of a Student Threat Assessment and Intervention team?

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

Is parental/guardian or student consent required?

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

Fair Notice

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

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