



KING CITY SECONDARY SCHOOL



School Start-Up Package 2022-2023

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Inspire Learning!

About This Student Information Package

This package has been designed to assist students and parents in preparing for an exciting and productive year at KCSS. It contains information about school operations, and expectations of students. All students and parents are encouraged to read this school package carefully and use it with the **YRDSB GUIDE TO THE 2022-2023 SCHOOL YEAR booklet**, as a resource for information and planning throughout the school year.

Information Package and Form Checklist

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. If you prefer to receive and complete a paper copy, please let us know.

We wish you a *happy and successful* school year.

School Information

Principal	Helga Curry
Vice-Principal (student surnames A –K)	Viviane Estafanos
Vice-Principal (student surnames L – Z)	Raymond Fung
School Trustee	Mr. Bob McRoberts
School Superintendent	Ms. Deborah Joyce
School Colours	Green and Gold
Official Motto	Semper Progrediens Always Progressing
School Mascot	Rex the Lion

School Vision

King City Secondary School provides a dynamic environment empowering responsible lifelong learners who are confident in their abilities to participate effectively in society.

Daily Schedule

School Begins	8:20 am
Homeroom (5 min)	8:20 am - 8:25 am
Period 1 (75 min)	8:25 am - 9:40 am
Period 2 (75 min)	9:45 am - 11:00 am
Lunch (50 min)	11:00 am - 11:50 am
Warning Bell	11:45 am
Period 3 (75 min)	11:55 am - 1:10 pm
Period 4 (75 min)	1:15 pm - 2:30 pm

Buses

Buses Arrive	8:05 am
Bell	2:30 pm
Warning Bell	2:35 pm
Buses Depart	2:40 pm

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KCSS Leadership Team (Subject Assistant Head)

Alternative Education	J. Mackie
Business Studies & Computer Science	B. Raposo
Cooperative Education	D. Peacock
English	J. Silver
Family Studies and Social Sciences	A. Covent
Geography	TBA
Guidance and Career Studies	C. Arnone
History , Economics, Law, and Philosophy	D. Georganas
Library	L. Littlejohn
Mathematics	M. Faghani
Modern Languages	R. Demille
Physical and Health Education	J. Masterson
Science	N. Soora-Diano
Special Education	B. Woodfine
Technological Studies	G. Quadrini
Visual Arts	T. Folmeg
Office Administrative Support	TBA
Caretaking	J. Hartung, B. Dadswell
Literacy Teacher	J. Morris
Student Success Teachers	M. Miller, J. Morris

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 [here](#).

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.

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.

ADDITIONAL SCHOOL POLICIES & GUIDELINES (A – Z)

Academic Honesty

Students are to be academically honest in all of their assignments and tests. Failure to do so may result in a mark of zero.

Plagiarism is the presentation of the thoughts and ideas of someone else as your own original work. Plagiarism is regarded as academic dishonesty. Depending on the severity of the incident, a range of interventions and/or consequences will result: from contact home and a workshop through the library to receiving a mark of zero and a referral to administration for disciplinary follow-up.

Paraphrasing (rewording) and summarizing do not alter the fact that the original idea was not yours, so the idea must be properly referenced in your essay or project. Please refer to the library link on the school website for information on how to properly reference your work. If a student copies another student's work with permission, both students may be penalized.

Cheating is the act of violating the rule of academic honesty in an assignment in order to gain an unfair advantage. Students may not access personal technology or notes during assessments or evaluations.

Students needing additional support to better understand how to paraphrase, quote, and cite their work will be provided with an opportunity to work with the teacher librarian.

More details and examples can be found in the YRDSB Guide to the 2022-2023 School Year.

Accident Insurance

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

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

Accidents

All injuries, no matter how minor, must be reported to the person providing supervision and at the Main Office. A YRDSB Accident Report will be completed at the time of reporting. Accident insurance forms are available to students in September.

Allergies/Medical Conditions

There are students and staff members in our school who have life-threatening allergies to nuts, citrus 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 nuts, nut based products and citrus into the 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.

Important Note to Students with Severe Allergies: Students who require an EpiPen because of the nature of their allergy should carry one at all times *and* store a spare EpiPen in the school office along with their Anaphylactic Health Care plan.

Please note that KCSS is a scent free facility. Many people have allergic reactions or sensitivities to scented products like perfumes, deodorants and other fragrances. Members of the school community are asked to refrain from wearing perfumes or cologne.

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

Assemblies

Assemblies are held periodically to present topics of concern or interest to the student body. An assembly can be organized by students in consultation with their group's Teacher Advisor(s) for any worthwhile cause. The Vice Principal in charge of assemblies must be consulted. Student behaviour in assemblies is expected to be appropriate to the occasion. Students shall sit with their class and give their respect, consideration, and attention to speakers and participants. Assemblies are scheduled activities just like a regular class. All designated students are expected to attend. As all assemblies are formal presentations, hats will not be worn.

Assessment, Evaluation, & Communication of Student Learning and Achievement (excerpted from YRDSB Procedures #305.0 and 305.1)

The primary purpose of assessment and evaluation is to improve student learning. Students are responsible for being active participants in the learning process and becoming independent learners.

Students shall be active participants in the learning process and become independent learners by:

- providing evidence of their achievement of the curriculum expectations within the time frame specified by the teacher, and in a form approved by the teacher;
- demonstrating the learning skills and work habits that support life-long learning;
- understanding and being able to articulate what they are expected to learn;
- recognizing, describing and applying success criteria in relation to the learning goals;
- setting individual goals based on strengths, interests and needs;
- using descriptive feedback to monitor their own learning;
- engaging in peer assessment and feedback;
- seeking assistance when appropriate;
- determining next steps; and
- reflecting on their thinking and learning.

Students shall provide evidence of their achievement of the curriculum expectations within the timeframe established by the teacher, and in a form approved by the teacher through:

- understanding their responsibility in completing and submitting assignments for evaluation;
- understanding the range of supports and consequences for not completing and or submitting assignments for evaluation;
- demonstrating the learning skills and work habits that support life-long learning;

- participating in the planning of timelines;
- attending classes daily;
- monitoring and continuously communicating their progress with the teacher;
- seeking assistance proactively where appropriate; and
- ensuring that late and/or missed assignments for evaluation are completed within the re-negotiated and newly established timelines for second submission.

Timely Completion and Submission of Assignments for Evaluation: Students are responsible for providing evidence of their learning within established timelines. For students who know in advance that they are unable to complete an assignment/assessment, they must communicate with the teacher before the due date.

Missed/Late Assignments: For students who did not approach the teacher PRIOR to the due date for the assignment OR students who missed performance assessments (presentations, demonstrations, tests), the following interventions may be applied to address late and missed assignments where in the teacher's professional judgment it is appropriate to do so:

1. Talking with the student to determine why s/he was absent.
2. Completing a "Student Request for Extension Form". The student agrees to complete and submit the same or an alternative assignment or performance task on the newly negotiated date/time.
3. Asking the student to submit partly completed work if it can be assessed. This assessment may include giving feedback so that the assignment can be completed.
4. Planning appropriate interventions which may include additional support from the subject teacher, Guidance, Special Education, ESL, Student Success and Administration to further prepare the student for the assessment.
5. Contacting the student's parents/guardians and/or the student who is over 18, to make them aware of the situation and action plan for success.
6. Deducting marks for a late assignment/performance

Note: A mark of zero is recorded for missing assignments/performances if the student does not submit evidence of learning after interventions have been applied/offered by the teacher. Special circumstances may be discussed with teachers/administrators.

Determination of Final Grade

At the beginning of each semester, students will receive a course outline that will include detailed assessment and evaluation information, including the breakdown of requirements for each course. Course evaluation will be divided into two parts:

- 70% is to be based on cumulative evidence of evaluations undertaken throughout the semester; and
- 30% is to be based on evaluations which will take place in the final third of the course. Final evaluations may include a variety of formats, such as: exam, performance, demonstration, or essay.

To facilitate student preparation for course summatives and exams, there is a moratorium on evaluations which count towards the 70% term mark. This moratorium takes effect 5 days prior to the exam period in each semester. On a case by case basis and at the teacher's discretion, term evaluation(s) missed by an individual student may be completed during this time.

Announcements

Announcements will be made at the end of first period each day. If members of a school club or organization wish to have an announcement made, the written announcement must be signed by the staff advisor and submitted a day in advance. During announcements, students are to listen respectfully, and if in the halls, stand still. Announcements are also posted each day on the bulletin board in the main hallway outside of the office.

Arrivals and Departures

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

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Students who use bicycles (or e-bikes), rollerblades, skateboards or scooters to travel to school:

- Must wear a helmet.
- Must walk while on school property.
- Should lock bicycles (or e-bikes) on the bike rack.
- Must store rollerblades, skateboards or scooters in their locker.

The school is not responsible for any lost or damaged personal items.

School Busing

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

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

More information about bus routes and times can be found at www.schoolbuscity.com.

Riding the school bus is a privilege. Students must ride on their assigned bus and are expected to demonstrate the same courtesy and behaviour as would be expected while in school. Students are responsible to the Principal for their conduct on a bus. Inappropriate behaviour on the school bus may result in temporary or permanent suspension of bus privileges.

Route and schedule information are available in the Main Office. Route information can also be found on the School Bus City website: www.schoolbuscity.com. Parents/guardians, it is important for you and your child to remember bus numbers and pick-up/drop-off times. Students who need to temporarily ride home on an alternate bus must complete a bus pass application in the Main Office.

Buses leave from the front of the school starting at 2:45 p.m. A bus warning bell will ring at 2:40 p.m. If you miss the bus in the morning, call the school and then make every effort to get to school.

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.

Late Taxi

Transportation service may be provided for those who wish to participate in extracurricular activities or to stay for extra help. Students must sign up and pay \$15 for the taxi by 2:30 p.m. on the day the transport is required. Taxis leave the front of the school at 4:30 p.m.

Drop Off/Pick Up

Parents/Guardians who drive their children to school can drop them off either at the front or East entrance doors, but are asked to consider parking a block or two away from the school and having your child walk the rest of the way. Choosing active travel can improve physical and mental health and helps students start the day alert and ready to learn. It also helps to protect the environment and reduce traffic, making school zones safer for everyone.

Please be reminded that period 1 classes start at 8:20 a.m. and we ask that parents/guardians ensure their children are dropped off in time to be in class before the bell.

When doing a pick-up at the end of the day, it is recommended that this be done *after 2:45 p.m. once the 25 school buses exit the front bus loop.* If pick-up is needed prior to 2:45 p.m., please park in the East parking lot to avoid blocking any buses or taxis at the end of the day.

Student Parking Permits

Limited student parking is available. Students are expected to park only in the **East parking lot**. All students who drive to school must have completed a Student Parking Permit, available in the Main Office. Students who use parking spaces do so on a first-come, first-served basis. Cars and contents are left at the student's own risk. Being granted a parking permit is a privilege and may be withdrawn. Please drive with caution, especially when other students are present in the parking lot. Students are not to sit in parked cars at any time during the school day which includes lunch hour or spare periods.

- Improperly/illegally parked cars may be towed at student expense, and parking privileges may be revoked.
- Students smoking or vaping in cars on school property will lose parking privileges, be fined and possibly suspended.
- Careless or dangerous driving on school property will result in suspension of parking privileges and suspension or expulsion from school.
- Students are only to be at their cars when they are arriving and leaving. Gatherings in and/or around vehicles may result in loss of parking privileges for the vehicle owner.

Attendance and Lates

Each student is responsible for completing missed work because of absence from any class. The student must speak to the appropriate teacher on his/her first day back to school. Any work not made up will be reflected in the student's mark. Students are expected to make up missed assignments immediately upon their return to class.

Truancy is defined as any unauthorized absence from a class. A student may be removed from a course by administration for excessive truancy.

When a student is absent, their parent /guardian must contact the attendance office either by phone, written note or email indicating a valid reason for the absence. A phone call or email should occur by 8 a.m. on the day of the absence, or a note must be submitted to the Attendance Secretary on the first date of return. Text messages from parents will not be accepted to approve absences.

All students present in the school must be recorded as present in their classes. Students on a spare must be in the library or cafeteria if in the building.

Any period in which a student is not in class -- be it for a field trip, guidance appointment, sports event, etc. -- is a missed class and it is the student's responsibility to complete missed work.

Absence from Class - Procedures

A student misses an entire day due to illness:

- Parents are to contact the school by 8 a.m. and inform the school of the absence and the reason. If such contact is not received, the automated phone system will call and/or email parents of absent students at the end of the school day.
- Parents should respond to absenteeism messages. If parents do not connect with the school, a note must be submitted to the attendance office on the student's return. This note must be dated, have student and

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- parent/guardian signature, reason and dates of absence. An email from the parent's email address on file will also suffice.
- The student must see the appropriate teachers to make up the work for missed classes.

A student arrives late to school:

- Students who arrive during the first 10 minutes of any period will be admitted to class and their late arrival will be handled by the teacher.
- Students who arrive at school after the first 10 minutes of class must sign in with the Attendance Secretary in the Main Office upon their arrival (e.g. after a morning medical appointment, etc.).
- Enter class quietly; explain the lateness at the teacher's convenience.
- Make up work missed.
- Persistent late arrivals will result in disciplinary action by the teacher and/or administration.

A student must leave school for a parent-approved reason before dismissal time (early leave):

- Inform the Attendance Secretary in the Main Office of the student's early leave before first period.
- See the teacher(s) to make-up missed work.
- If returning during that same school day, sign in with the Attendance Secretary in the Main Office before returning to class.

A student misses class(es) for a school sponsored activity (e.g., sports event, field trip, etc.):

- Notify the teacher two days before the activity.
- See the appropriate teacher to make up missed work.

Extraordinary Absences

- Extended absences have a serious effect on students' progress. We strongly recommend to students and parents/ guardians that vacations be scheduled during school holidays.
- Extraordinary absences will not be approved during examination weeks. Final exams may only be written on the date and time indicated on the Examination schedule.
- If a parent is planning to withdraw his/her son or daughter from school for any extended reason (family obligations, vacation, faith day celebrations, surgery, etc.), the student is required to complete the "Extraordinary Absence Form" available from the Attendance Secretary in the Main Office.

Bullying

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

- Bullying adversely affects students' ability to learn.
- Bullying adversely affects healthy relationships and the school climate.
- Bullying adversely affects a school's ability to educate its students.
- Bullying will not be accepted on school property, at school-related activities, on school buses, or in other circumstances (e.g., online) where engaging in bullying will have a negative impact on the school climate. Under Caring and Safe Schools, YRDSB Policy #668.3, a student can be suspended for bullying.

If you are being bullied, if you are worried about someone else who is being bullied, or if your friends bully others, the most important thing to remember is to talk to someone you trust. We hope you will share what is happening with caring staff here at KCSS. If you are not ready to talk to an adult at home or school about a bullying situation, call the skilled professionals at the Kids Help Phone, 1 (800) 668-6868, available 24 hours a day, 7 days a week. Tip sheets on understanding cyberbullying, kids who see others being bullied, and much more are available on line at www.kidshelpphone.ca. *What not to do ...* Don't hide what is happening from the adults or peers you trust. Bullying is wrong. There is nothing wrong with reporting bullying or asking for help for someone you care about.

Cafeteria

It is the responsibility of all students to keep the cafeteria clean and tidy. Please deposit wrappers and containers in the receptacles provided. Please be environmentally conscientious and use the recycling bins. The cafeteria is closed between 8:20 and 8:45 a.m. daily and during the final week of each semester.

Clubs

The many clubs at KCSS form an integral part of the extracurricular program. Joining clubs, committees, and teams will enhance your high school experience at King. Some of the clubs available are Art Club, Book Club, Drama, Band and Music Ensembles, Empowering Student Partnership (ESP), Green Team, GSA, Science Olympics, Robotics, and Yearbook Committee. New clubs may be added as students express an interest.

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. 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.

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.

At the time of registration, students and/or parents/guardians are required to sign the Board Policy & Acceptable Use Agreement Form.

Students are expected to demonstrate behaviour that is respectful and courteous at all times. This includes demonstrating respect for each other and our communities. These expectations are indicated in our School Code of Student Conduct outlined below. These requirements for physical safety and standards of respectful and responsible behaviour apply on school property, on school buses, at Board or school-related events or activities, or in other circumstances that could have an impact on the school climate including, but not limited to, before school, after school, on weekends, and through electronic communications.

Physical Safety

All school members must:

- Not be in possession of any weapon or replica weapon including, but not limited to, firearms;
- Not use any object to threaten or intimidate another person;
- Not cause injury to any person with an object;
- Not inflict or encourage others to inflict bodily harm on another person;
- Not be in possession of, or under the influence of, or provide others with, alcohol or illegal drugs;
- Seek staff assistance, if necessary, to resolve conflict peacefully.

Standards of Behaviour

All school members must:

- respect and comply with all applicable federal, provincial and municipal laws;
- demonstrate honesty and integrity;
- respect differences in people, their ideas and opinions;
- treat one another with dignity and respect at all times, and especially when there is disagreement;

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- respect and treat others fairly, regardless of their race, ancestry, place of origin, colour, ethnic origin, citizenship, religion, gender, sexual orientation, age or disability;
- respect the rights of others;
- show proper care and regard for school property and the property of others;
- take appropriate measures to help those in need;
- respect persons who are in a position of authority;
- respect the need of others to work in an environment of learning and teaching.

During Safe Schools Assemblies, the Code of Student Conduct is further categorized as follows:

Respect for Self: You are expected to strive for achievement with integrity. You are expected to come to school free from the influence of alcohol or drugs. Use of such substances in the school or on school property or any school sponsored activity may result in suspension and criminal charges.

Respect for Others: You are expected to be courteous, kind and considerate to others and to model this on a consistent basis. You will respect the privacy of others, including their personal space and belongings. All individuals regardless of their age, sex, gender, sexual orientation, religion, ethnic background, size, ability or personality are entitled to personal dignity and to learn in an environment free from any form of harassment.

Respect for Property: You are expected to treat the school building, grounds, and equipment with respect and care. This includes acting as a good neighbour within our community and respecting property of those around us. It is expected that all students clean up after themselves in the cafeteria and hallways.

Respect for Authority: You are expected to comply with the rules of the school and with the expectations of all staff in the school building, on the grounds, on the school buses, and at any school activity. The "Staff" includes Administrators, Teachers, Educational Assistants, Secretaries, Custodians, Cafeteria Staff and Bus Drivers. All staff members deserve courtesy, consideration and respect.

Preparation for Class: You are expected to arrive on time for each class with the proper texts, notes and equipment. We encourage all students to use an agenda on a daily basis. Agendas may be electronic or purchased when shopping for school supplies. Exams, tests and all other assignments are designed as instructional tools. You are expected to study for and attend each test or exam. When you fail to complete an assignment you lose the instructional value as well as the opportunity to demonstrate your learning and receive feedback. To be granted a credit you must complete all expectations and requirements and have a mark of 50% or more.

Progressive Student Discipline

Progressive Discipline is a whole-school approach to address student behaviour which uses interventions, supports and consequences to address inappropriate student behaviour. Progressive Discipline also builds in strategies that promote positive student behaviour, learning, and character development. Strategies may include, but are not limited to:

1. INDIVIDUAL OR GROUP COUNSELLING

Counselling is one way of dealing with inappropriate behaviour. Persistent difficulties may require referral to external support agencies.

2. PARENT/GUARDIAN CONTACT

When appropriate, parents/guardians will be notified of positive achievements by students, as well as instances of misbehaviour. Parent/guardian involvement and support are important contributors to student success.

3. DETENTION (MAKING UP TIME)

Students should anticipate being asked to make up time missed from class. Make-up time may also be imposed when a student fails to complete work, is inattentive, or is disruptive in class.

4. POSITIVE REINFORCEMENT

Positive aspects of students' behaviour will be recognized through academic achievement, parent contact, letters of recommendation, school awards, positions of leadership, and responsibility in class and school activities.

5. MONITORING STUDENT PERFORMANCE OR STUDENT CONTRACT

A student may be placed on a "Daily" or "Weekly" evaluation journal to record attendance and performance. This strategy helps the student, parent, and teacher to assess the student's progress. It is normally used for a short period of time until the student's progress stabilizes or another program is initiated. Serious difficulties may require a "Contract" regarding behavior and/or attendance.

6. RESTITUTION (PAYMENT FOR DAMAGES)

Students will be expected to make restitution (pay back in full) in all cases involving the loss of, or damage to school property or the property of others.

7. CONFISCATION OF ITEMS FORBIDDEN AT SCHOOL

Personal items confiscated during the school day may usually be reclaimed from the Vice Principal at the end of the school day. If it is deemed unsafe or unwise to return the item, parents or police may be contacted.

8. REFERRAL TO SCHOOL PERSONNEL OR OUTSIDE AGENCY

Poor behaviour can be due to frustration with the learning process. The student may be referred to a counsellor or remedial teacher for help. Problems outside of school may also cause poor performance. A referral may be made to the Children's Aid Society, The Family Life Centre, or other agencies. Illegal acts such as the use, possession or trafficking of illicit drugs as well as possession of weapons, theft, extortion, or assault, require police involvement. Parents/guardians are informed when appropriate.

9. WITHDRAWAL OF PRIVILEGES

At times when unacceptable behaviour occurs, privileges, such as free time at lunch, riding a bus, eating in the cafeteria, going on field trips or attending to co-curricular events may be withdrawn.

10. EXCLUSION FROM CLASS

A student may be temporarily removed from the regular class setting for persistently failing to cooperate and/or for committing a serious offence. The student involved would, for a specified period of time, complete all assignments and class work under the supervision of a Vice-Principal or designated teacher. Students who are chronically truant may experience permanent removal from a class via a change of program and/or school as facilitated by the School Social Worker, Student Success Teacher, and/or Administrator.

11. LOSS OF MARKS OR CREDITS FOR ACADEMIC DISHONESTY

Students who cheat on tests or plagiarize all or part of an assignment have not demonstrated particular course expectations. YRDSB Board policy states that, "Depending on the severity of the infraction and/or the number of instances, the consequences for academic dishonesty may include contact with the parents/guardians, an alternate assignment, or a mark of zero which in some cases could result in the loss of the credit."

12. RESTORATIVE PRACTICES

Students who take responsibility for their words and actions may be given the opportunity to participate in mediation, restorative circles, or formal and informal conferencing to resolve issues and repair harm that has been caused.

13. SUSPENSION FROM SCHOOL

Suspension from school is reserved for very serious offences and is usually preceded by other forms of discipline. Certain behaviours are so serious that a suspension can be given on the first occurrence. The purpose

suspension is to give the student time to rethink his/her behaviour and to give parents time to counsel their child as to appropriate behaviour.

MORE INFORMATION ON SUSPENSION

A student who is suspended from a school is not permitted to attend any York Region District School Board facility, including all school buildings, grounds, school buses, school functions, activities and field trips, except for the purposes of attending an alternative to suspension program. A suspension may be for a period of up to 20 days. A student only suspended from day school may continue attending Continuing Education classes (e.g., night school). A student only suspended from Continuing Education classes may continue attending day school classes.

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

1. uttering a threat to inflict serious bodily harm on another person;
2. possessing alcohol or illegal drugs;
3. being under the influence of alcohol;
4. swearing at a teacher or at another person in a position of authority;
5. committing an act of vandalism that causes extensive damage to school property at the student's school or to property located on the premises of the student's school;
6. bullying, including cyberbullying;
7. any act considered by the Principal to be injurious to the moral tone of the school including the use of homophobic comments;
8. any act considered by the Principal to be injurious to the physical or mental well-being of members of the school community; and/or
9. any act considered by the Principal to be contrary to the School Code of Conduct.

A student may be suspended only once for an infraction and may be suspended for a minimum of one (1) school day and a maximum of twenty (20) school days. While on suspension a student is not allowed within 100 metres of the school property. Students who come on school property while suspended will face additional consequences. Following the verbal communication of the reason and length of a suspension, a suspension letter will be mailed to the student's parent/guardian or to the adult student (18 years or older). Provided there are no additional difficulties, the record of the suspension is normally removed from the Ontario Student Record (OSR) after 12 months or upon graduation.

EXPULSION: Other anti-social behaviour deemed to be of a serious violation of the School Code of Conduct can result in expulsion from school (from 21 days up to the length of time it takes to complete a program for expelled pupils). Most expulsionable acts are of a criminal nature (i.e. robbery, sexual assault, or possessing a weapon or replica weapon) requiring that the York Regional Police be involved.

SUMMARY: YRDSB's Caring and Safe Schools, Policy #668.0, states that Students are responsible for:

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

Communication between School and Home

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



Canada's Anti-Spam Legislation (CASL)

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

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

Email

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

Texts

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

Stay Connected Online

You can also stay connected online through our school website, and Instagram [@kingcity_ss](#). 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
- TuneIn YRDSB, the Board's podcast, available on most podcast platforms

Community Involvement

Ontario high school students must complete a minimum of 40 hours of community involvement as a graduation requirement. Each student is required to get school approval and provide a copy of the form *prior* to completing each activity or placement. Notification and Completion of Community Involvement forms must be legible and signed by the person who supervised the activity (to verify the date and number of hours completed) in order to have the hours documented by the Guidance Department Secretary. Community Involvement hours forms are available in the Guidance office. Completed forms should be submitted to the Guidance Department Secretary.

For liability and insurance purposes, schools are required to be notified and keep documentation of community involvement activities *before* students complete their volunteer hours. Students should review their C.I. plans with their Guidance Counselor prior to starting a placement. Please note the list of eligible and ineligible activities:

- Students will not receive hours for extra-curricular activities, student council participation and/or events planned in their role as a school-wide elected student representative;
- Students may not volunteer at a for-profit organization;
- Students will be allowed the time required to donate blood (approximately 1 hour);
- Students may volunteer for a political organization during an election period with the exception of an YRDSB Trustee or candidate Trustee.

Computer/Internet Use Policy

It is the intent of KCSS to provide electronic educational resources and services, including access to the Internet, to all students and staff. These procedures will ensure that network security and integrity are maintained and that all users understand the responsibility that accompanies the privilege of its use. Contravening this policy may result in penalties ranging from discontinuation of the account to criminal prosecution.

At times, the student will be accessing our computer network and Internet services with minimal supervision by teachers or staff. Each user has a personal responsibility to adhere to the intent, spirit, and rules as set out in this policy. The policy allows users to explore and use our school network and the Internet without adversely affecting other people. This policy protects each user's right to privacy, confidentiality and freedom of expression. It is the clear intention that all use of the Internet and the computer resources be for educational purposes only.

Specific Rules of Conduct – Computer/Internet Use

All use of the Internet and the school's computer network must be in support of research or consistent with the educational purposes of KCSS. Frivolous use of the network (game playing) is not permitted.

1. The user is responsible for his/her school network account and Internet account.
 - a. The user must not allow another person to use his/her computer account under any circumstances.
 - b. The user must keep his/her password confidential and will report to the site administrator or school Principal if they suspect that another person has access to his/her account.
2. The user shall not interfere with the functioning of KCSS's network, or any other network.
 - a. The user will not attempt to gain unauthorized access to or cause a disruption in service to any computer system.
 - b. The user will not maliciously use the school's computer network to develop programs that harass others or infiltrate a computer system and/or cause damage.
 - c. The user will not intentionally seek information about, browse or obtain copies or modify files, passwords or data belonging to other people.
 - d. The user will not attempt to find or exploit any gaps in system security on the KCSS network or any other system. If the user notices any security weaknesses or suspects anyone of tampering with system security, he/she must notify the site administrator immediately
3. The user is responsible for the content of messages sent from his or her account.
4. There is no such thing as "private" email or message: write all email and messages as if it could be read by the entire world.
5. The user shall not use his or her account to access, create or distribute any material which is obscene, pornographic, harassing, racist, inflammatory, malicious, fraudulent, or libelous.
6. YRDSB or the Principal of the school and/or the access provider are the arbiters to determine what materials or activity may fall into these categories.
7. The user shall respect the intellectual and property rights and laws, including copyright, of others.
 - a. The user is responsible for assessing whether or not the file has copyright on it and must be able to properly reference any materials to be used in student work.
 - b. Plagiarism will not be tolerated.
8. The user will not download any executable, MP3, audio or video files from the Internet, without the expressed permission of the Site Administrator.
9. The user will not use the school's computers for product advertisement, personal or private business, commercial or for-profit purposes.

10. At the time of registration, students and/or parents/guardians are required to sign the Board Policy & Acceptable Use Agreement Form.

Consent for Information Sharing – Students at the Age of Majority

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

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

Crime Stoppers

The York Region Crime Stoppers program is designed to assist students in taking increased ownership and management of their school environment. Crime Stoppers will apply a cash reward for information leading to an arrest in any crime. Callers are not required to identify themselves or to testify in court. Anyone having any information regarding any crime is encouraged to make use of this confidential program by calling 1-800-222-TIPS.

Dances

Please note the following information regarding dances held either on or off site. In all cases, the following applies:

1. Doors will be locked an hour after start time.
2. All students must present photo identification and ticket at the door.
3. Students will not be permitted to leave the dance and re-enter.
4. All coats will be checked.
5. Consistent with Board policy, no smoking, vaping, drug and/or alcohol consumption/possession will be permitted.
6. Lockers will be off limits.
7. A formally designated committee will be responsible for cleaning up after each dance.
8. NO TICKETS WILL BE SOLD AT THE DOOR.
9. Supervision by school staff will be assisted by the presence of security and police officers

Guests Will Be Admitted under the Following Conditions:

1. Guest passes must be purchased in advance, one per student host.
2. Guests must be signed in at the start of the dance, accompanied by their KCSS host student who will be considered responsible for them. Everyone must abide by the school's Code of Behaviour and Dress Code. Guests must complete an Application to Attend Form that must be signed by their home school administration and be submitted to the group's Teacher Advisor prior to the event.
3. Photo identification will be required from both the guest and the host student.

Dress Code

The school dress code assists in the creation of a positive learning environment.

A Dress Code for students, supported by parents/guardians, staff and students, promotes a safe and respectful environment for teaching and learning. At King City S.S., our Dress Code:

- Respects the rights of persons of all cultures, faiths and abilities.
- Is consistent with the Human Rights Code and the Charter of Rights and Freedoms.
- Addresses issues of compliance and affordability.
- Will be reviewed annually by an elected School Council, and will be based on a set of principles established by the School Council, in consultation with students, parents and staff.

All staff and students at KCSS are expected to maintain an appropriate level of dress and personal hygiene such as would be acceptable to an employer. Specifically, acceptable garments will include athletic wear, and jeans. Clothing must bear no vulgar or profane language, images that condone drugs or alcohol, or are racially, ethnically, sexually or religiously offensive.

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Administration has the authority to require a student not conforming to this code to change to suitable attire before being readmitted to class.

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.

Emergency Procedures

Fire Drill/Emergency Alarm

The signal indicating that staff and students must vacate the school for a fire drill/emergency will be the continuous sounding of the fire bell. Students and staff shall proceed quickly, in an orderly manner, to the designated exit. Students will not be allowed to go to their lockers first. Once outside, everyone must move WELL AWAY FROM THE BUILDING AND DRIVEWAY. Parked vehicles are off limits.

If you are in class when you have to exit the building, please remain with your teacher and classmates at the predetermined meeting spot outside throughout the duration of the drill or emergency. If you are on lunch or spare when the alarm sounds, please exit the building at the nearest fire exit and proceed to the edge of our main parking lot so attendance may be taken. No one may re-enter the school if the alarm is still ringing. Re-entry can occur once the signal of two rings of the school bell is given and re-entry approved by a school administrator.

Hold & Secure

In a Hold & Secure situation, York Regional Police will ask that outside doors of a school be locked as a result of occurrences in the neighbourhood. Normal school operations will continue inside the building but no one may enter or leave the building until police indicate that it is safe to do so.

Lockdown

Once you hear the announcement, *“Attention. Attention. Attention. We are in Lockdown. Follow Lockdown Procedures,”* quickly take shelter in your classroom or the nearest secure place (i.e. the servery of the cafeteria). Staff and students must hide evidence that the room is occupied and sit silently. Do NOT respond to knocks on your door and IGNORE any fire alarm. At the conclusion of the Lockdown response, the all-clear signal will be given. The signal is a PA announcement: *“The building is secure.”* All other directions should be ignored.

Exam Policy

There will be one exam period consisting of five (5) days at the end of each semester. The exam schedule will be posted in classrooms and on the Main Office window. Exam guidelines for students are posted in classrooms, and an individual copy is provided for each student on the back of the exam schedule. Please check both carefully.

Read the Examination Guidelines for Students posted with the exam schedule. Ensure that you have the right course code, section number, and exam date and time. Students are required to write exams as scheduled. Do not plan vacations, employment or other commitments during exam times. **The school is not able to reschedule students' exams.**

Students who miss any exam(s) or final evaluation due to illness, bereavement or court appearance must provide suitable documentation (verification) by the appropriate authority. No other reasons for absence will be accepted.

For students with suitable verification, a missed examination or final evaluation must be written on a scheduled alternative date. Students who miss an exam without suitable verification will receive a mark of ZERO for the exam.

If inclement weather occurs, the postponed exam(s) will be held on Exam Review Day.

Equity and Inclusivity

The YRDSB *Equity and Inclusivity policy* and its related procedures outline the York Region District School Board's commitment to ensuring equitable and inclusive learning and working environments that uphold and reflect the following Seven Guiding Principles of Ontario's Equity and Inclusive Education Strategy:

- 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.

We commit to a vision of mutual acceptance and inclusion that helps students to become agents of change, preparing all for a society in which diversity is recognized, respected and valued. We will assist our students to define, detect and reject all forms of discrimination which limit their potential and that of others. The Ontario Human Rights Code legislates that every person has a right to equitable treatment without discrimination because of race, ancestry, ethnic origin, faith, gender, sexual orientation, ability, citizenship, status, etc. YRDSB's Equity and Inclusive Education Policy (261.0) states that students are responsible for:

- fostering a commitment to equity and inclusivity, as outlined in this policy and its related procedures;
- using inclusive and respectful language and approaches in all interactions;
- communicating and working effectively with everyone;
- modeling the equity and inclusivity values and vision of the school;
- using "learning moments" to address non-inclusive, disrespectful, or discriminatory behaviours;
- understanding that equity and inclusive principles apply to everyone; and
- assuming responsibility for examining and taking steps to modify behaviours that are inconsistent with equity and inclusive principles.

Together we can create a positive learning environment that is safe, supportive, equitable and inclusive for all members of our school community. All staff working with students have a duty to respond to incidents of disrespectful and harmful behavior (such as racist, sexist, or homophobic slurs).

First Nations, Metis, and Inuit Students

The Board is committed to providing supports to ensure that all students of First Nation, Métis and Inuit ancestry have opportunities to be successful.

Self-Identification

To that end, the Board recognizes the need for First Nation, Métis and Inuit students to self-identify to ensure that appropriate supports and services are being provided.

Students already attending a school in the Board can complete a [Self-Identification Form](#) available through the school or on the Board website. New students can identify their ancestry on their **Student Registration Form** when they register. Students who self-identify can benefit from:

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- 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 Aboriginal student needs
- Communication between schools, First Nation, Métis and Inuit Education staff, Aboriginal students and their families
- Connections to post-secondary institutions, community groups, service providers and other partners.

For more information, see the Board website and Board Policy and Procedure #601.0, Supports for First Nation, Métis and Inuit Students.

Excursions/Community Walkabouts/Transit Training

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.

Fees and Enhancements

Students have the option of paying for enhanced materials that are voluntary enrichments beyond what is necessary to meet curriculum expectations. Families are encouraged to pay an optional Student Engagement fee to support school activities that build a sense of community and student leadership in our schools (i.e. clubs & committees, motivational speakers, orientation activities, carnivals & cultural events, etc.).

Field Trips

Field Trips provide valuable learning for each student and are aligned with course expectations. All students must complete a field trip permission form for each in-school or out of school trip/event in which they are involved. These forms must be signed by parents/guardians if the student is under 18 years of age. All school rules and Board policies apply for the duration of the field trip, even if it extends beyond regular school hours while on a field trip and/or activity. Students must remain with KCSS staff supervisors at all times.

Food

No food or drink (except water) is permitted in classrooms. Students should eat in the cafeteria or elsewhere on the main floor. It is expected that students will clean up after themselves.

Good Neighbour Policy

The school's neighbours, whether residential or commercial, have the right to enjoy their property without interference. Students must not climb fences, take short cuts, throw garbage, etc. on our neighbours' property. Students must not loiter on the back path behind the football field which is adjacent to residences or at the businesses nearby. If students are not transacting business in the stores, they may be considered trespassers and charges may be laid by the York Regional Police.

Graduation

A ceremony for graduating students and their families will take place in June of each year. The number of guest tickets (for family members) each student receives is dependent on the size of the venue. Students should regularly review their progress towards meeting graduation requirements. Understanding what is reflected on their credit counseling summary is a good place for students to start.

Guidance

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

Course Change Procedures – Timetable Alterations

Students and their parents/guardians are reminded to select courses for the upcoming year very carefully. Careful course selection is essential for a successful school year. Once courses begin students must attend all classes as

scheduled. If a course change is required, students may make a request in the Guidance Department. Students who have incomplete timetables will be accommodated first; requests for course changes will be dealt with after all students have received a full timetable. Course changes may not be possible due to many factors. Students must follow their current timetable until a new one is issued. Factors which may allow the student to receive a timetable alteration:

- A graduating student requires a course to complete diploma requirements
- A senior student requires a change for post-secondary entrance requirements
- A student failed a course prerequisite

Students in Grades 9, 10 and 11 are required to take a full timetable of **8 courses** as per the Board's policy. Students in Grade 12 are required to take **6 or more courses**, if they have accumulated 24 credits. Any adjustment to this schedule requires **approval of administration**.

Time Limitations for Course Changes

Semester 1: as per communication from the school

Semester 2: by the end of Semester 1

Full Disclosure Dates – For Grade 11 and 12 students:

It is generally 5 days after mid-term report card distribution.

Withdrawal from School

Students who leave school during the school year for any reason must complete the appropriate forms in the Main office. All textbooks, library books, and other school materials must be returned and outstanding fees finalized before a student can officially withdraw.

Hallways

In order to keep the main entrance to the school inviting to our visitors, students are asked not to loiter in this area. Halls outside teaching areas are out of bounds during instructional periods. When not in class, students should be in the cafeteria, in the library, or outside and must refrain from loud or distracting behaviour.

Homework

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

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

Extra Help

Extra help is available during lunchtime. See your teacher for details.

How Can Parents/Guardians Help?

All teachers have a Google Classroom to show assignment due dates, test dates, marks, and other course information. Parents/Guardians can also access TeachAssist for their child's current role. Parents/guardians are encouraged to view these sites and assist the student with the time management skills to manage the assigned workload. Teachers will report to parents/guardians if the student is not meeting regular homework requirements. However, as students proceed through high school they will need to take more responsibility for their homework. The amount of direct teacher monitoring of homework will decrease in the higher grades. By the time students leave high school, they should have developed the skills and self-discipline to do homework independently.

Honour Roll

The Honour Roll is determined at the end of the school year. Honour Roll is based on credit requirements of the student's educational program (eg. community classes, personalized alternative education plans). Students with an overall average of at least 80% based on their full time schedule will be on the Honor Roll.

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.

Inclement Weather

On days with poor weather conditions, it is important to listen to local radio or television programs for bus cancellation and/or school closure announcements. Unless otherwise stated, schools will remain open. In the event that buses are cancelled in the morning, they will not operate in the afternoon. Therefore, students transported to school by parents/guardians will require the same transportation home.

To find out if transportation is cancelled, check:

- the [Board website](#)
- the [@YRDSB](#) Twitter account
- the [Student Transportation Services' \(STS\) website](#) or hotline: 1-877-330-3001
- school websites
- radio and TV media outlets

Lockers

Each student will be assigned a locker with a lock in which to store books and school-related personal belongings. Combination locks must remain on the assigned locker. Do not disclose your combination to ANYONE. If you experience mechanical difficulty with your lock and/or locker, report the problem to the Attendance Secretary in the Main Office for replacement. Lockers left unlocked will be bolted. Students should refrain from going to their lockers during class time. Lockers and locks are the property of YRDSB, and the Principal has the right to have lockers opened and searched at any time.

Library

We have a virtual library available to students, staff, and parents from school or home. Visit the library website through the school website at <http://www.kingcity.ss.yrdsb.ca> (google: kcsc library). Our library also has an Instagram account [@kcsslbrary](#).

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.

Respectful Learning Environment and Workplace

It is the policy of the York Region District School Board that all persons are entitled to learn and work in an environment that promotes human rights and equity of opportunity, free from discrimination and harassment based on race, ancestry, place of origin, colour, ethnic origin, citizenship, creed, sex, sexual orientation, age, or disability. In this school:

- we treat all individuals with dignity and respect;
- we respect the values, language, culture, faith, gender and ideas of all individuals;
- we value and respect diversity;
- we encourage the expression of different viewpoints;
- we have the right to our own beliefs; no one should take this right away;
- we focus on understanding a variety of personal values and beliefs, not on judging them;
- we communicate in respectful, inclusive, open, honest, and supportive ways; and
- we will not accept any form of discrimination, harassment or hurtful behaviour, including the use of language which would reflect negatively on another group.

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. **School Council Nomination Forms** are due to the Main Office by Friday, September 16, 2022.

Search of School Property

At the start of each school year, school administrators will advise all members of the school community via grade meetings, announcements and information contained in this School Start-Up Package that:

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

Significant Faith Days (YRDSB Diamond Days)

In keeping with the Board's Faith Days Policy, internally scheduled events such as field trips, school concerts, conferences, meetings, workshops, other professional events, co-curricular activities such as sports practices, rehearsals, and exams/tests/quizzes/ presentations and so on will not be scheduled on these dates referred to as 'Diamond Days' in the YRDSB.

Smoking/Vaping

In accordance with Board Policy and Provincial legislation, there will be no smoking allowed on school property or at school-related events. This includes cigarettes, e-cigarettes and vapourizers. Students caught smoking/vaping will be subject to disciplinary actions ranging from a discussion with VP and phone call to parents/guardians, to the Region of York Public Health assessing a fine and/or a suspension from school.

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.

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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.

Summer School/Night School

Registration and information for all continuing education courses is available on www.yrdsb.ca. Our Guidance Department will answer questions students and parents/guardians may have and will assist with final registration steps.

Spectator Behaviour

Competitive events are tests of skills, fitness, teamwork and training. They provide challenging encounters for players and exciting entertainment for fans. Being a spectator at school events is a privilege (not a right). This privilege may be withdrawn for inappropriate behaviour. Spectators shall:

- Treat the premises, students, staff and players of the host school, and the officials with respect and courtesy whether at a home game or away.
- Abide by the decisions of the officials whether or not they are in favour of your school team.
- Respond politely to the requests of officials.
- Remain seated in the areas designed for spectators and leave the playing area clear at all times.
- Be polite and courteous and use only appropriate language.
- Refrain from any behaviour that might distract the players or interfere with the event.
- Never make derogatory remarks about the officials, players or coaches of the other teams.
- Abide by the school's Dress Code.

Good players compete to the best of their ability and scope of their training. Good spectators respect the commitment of the players enough to cheer every good play and appreciate the effort, time, and dedication contributed by the members of the opposing team(s). Have a good time cheering for your team, and enjoy the event no matter who wins! Go Lions!

Surveillance

Please be aware that surveillance cameras are positioned in many areas of the school to enhance security both inside and outside of the building.

Technology Use

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

This agreement is designed to ensure a safe and supportive school environment and network integrity.

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

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

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

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

Telephone Calls

Please do not text or call your child directly during class time as this interrupts the learning. The office staff will call parents on a student's behalf in cases of medical emergency. In the event of an emergency, contact the office and your student will be contacted in class.

Textbooks

The York Region Board of Education has supplied textbooks on a loan basis. While they are in a student's possession, the student is financially responsible for them. At the end of the semester, it is each student's responsibility to ensure that **all materials** signed out to them are returned to subject teachers.

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
- Possession of weapons (including replicas)
- Bomb threats (making and/or detonating explosive devices)
- Fire setting
- Sexual assault;
- Criminal Harassment;
- Gang-related occurrences

What happens when a threatening situations 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 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.

If you have any questions, please contact your school administrator.

Use of Non-Board Electronic Devices

We recognize that learning can be enhanced by technology and we have created opportunities in our classrooms to leverage digital tools to enhance teaching, learning and communication. Each school has its own guidelines about electronic devices. At a minimum, cell phones and other personal communication devices must be turned off and kept out of sight during all instructional periods, except with the clear permission of the Principal or the classroom teacher.

Discussions will take place in our classrooms throughout the year about the impact of digital footprints and how a positive attitude towards using technology supports collaboration, learning and productivity. **Camera and/or video functions on mobile devices are not permitted for use on school property without clear permission from the Principal or teacher.** Infractions will be dealt with as student discipline, under Board Policy #668.0, Caring and Safe Schools and its related procedures.

Students may bring electronic devices into the classroom but may only use them with permission of the classroom teacher in conjunction with a learning activity (see below). Electronic devices should be locked in a locker during physical education as they should not be left unattended in change rooms. There are exceptions for students who need specific devices as per their Individual Education Plan, such as voice recorders and laptops. The use of these tools is managed by Board staff. **At no time may electronic devices be used in washrooms or change rooms.**

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

Electronic Devices/Personal Technology

Technology has proven to be a positive tool in so many aspects of our lives, education not the least of all. As educators, our goal is to maximize how it adds to the classroom learning experience while at the same time reducing/removing its distractions.

One of the most common elements of technology to which a significant number of students have access is the smart/cell phone. We recognize how smart/cell phones can both aid parents/guardians in communicating with their children and be used for research purposes to check a quick fact or website while in the classroom setting. Challenges arise when smart/cell phones create distractions within the learning environment of the classroom. Messages sent by peers and family can be disruptive and interfere with a student's attention to the topic of learning at hand. Many find it nearly impossible to ignore a signal that tells them there is a message waiting.

The expectation we as a KCSS school community have for our students is:

- technology is to be used only for educational purposes as directed by the teacher in the classroom;
- students are to ensure their smart/cell phone is turned off and placed away (e.g. in their bag) during class instruction; and
- students will be provided with the opportunity to place their phones in secure locations if they are unable to monitor their own usage in the classroom.
- Students may not take pictures or video recordings of any students and/or staff without their express permission.

Visitors

Visitors, including parents/guardians, must:

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

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

Volunteering in the School

We welcome and encourage the important role that parents/guardians and community members play in education. There are many opportunities for you to get involved at the school. For more information, please contact the school office staff or review Policy and Procedure #280.0, Volunteers in Our Schools. If you are interested, please complete the **Volunteers in Our Schools Form** and return it to the Main Office.

YRDSB Student Suicide Intervention Protocol Fair Notice

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

The YRDSB Student Suicide Intervention Protocol is designed to address the six steps involved when responding to current and present thoughts of suicide, as well as actions related to suicide. In addition, the Protocol is governed by a set of guiding principles which are underpinned by a culturally responsive and reflective practice.

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

Given the urgent need to help keep students safe from suicide, each school has access to Board staff trained in suicide intervention. In the urgent situation of suicide intervention, staff trained in suicide intervention do not require parental / guardian consent to intervene. However, we do make every effort to contact parents/ guardians to apprise you of your child's situation and the assistance provided. Parents/guardians are an integral part of keeping their children safe. In the event that the intervention protocol is used, a record of the intervention will be shared with you (student consent to share information is required for those over the age of 18 years) and a copy will be created and stored in a private and confidential on-line records management system. In accordance with privacy and health

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records legislation, a copy will be retained for one year plus a day following the intervention. As per the protocol parental/guardian (student if 18 or over) consent will be sought to share the intervention plan with those members identified in the record. If you have any questions about the Student Suicide Intervention Protocol please contact your school principal.

Additional Information

You can find more information on these and other topics in the **Guide to the School Year** included with this package or on the York Region District School Board website at www.yrdsb.ca.