

TOMMY DOUGLAS SECONDARY SCHOOL

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School Start-Up Package

2020 - 2021



A Message from the Administration Team Welcome to the 2020 - 2021 School Year!

Dear Student:

As you are well aware, this year's opening will provide some unique challenges; challenges that we have every confidence you will be able to overcome with the support of your family and TDSS team. There are a number of changes to the return to school processes this year so please read this document carefully. For your reference we would like to highlight the [YRDSB Return to School Plan](#) which includes comprehensive information about all aspects of your return to school, including mask wearing and Covid-19 Self-Assessment.

We also know that information regarding school practices is fluid and will be shared with families on an ongoing basis. Please look for emails from your teachers, Tommy Douglas and YRDSB. You may also want to consider following us on Twitter (@TDSS_YRDSB and @YRDSB).

Your teachers and the Administration Team look forward to working with you and helping you to be successful. We want you to develop the skills and acquire the knowledge you need to realize your potential academically, socially and emotionally. During your years at Tommy Douglas Secondary School, we will help you become:

- Confident in your own abilities
- Respectful of yourself and others
- A good problem solver and decision-maker
- An effective communicator
- A socially responsible member of the community

Work collaboratively and treat all members of our school community with the same level of respect that you would like and you will be taking steps to support your own success.

Best of luck in 2020-2021

Ms. S. Sardone
Principal

Mr. S. Fornazzari
Vice-Principal (surnames A-L)

Mr. D. Cashmore
Vice-Principal (surnames M-Z)

Important Covid 19 Related Changes

Prior to returning to school, please ensure that you have reviewed the YRDSB [Return to School Plan](#). It is the responsibility of all students to:

- Complete a [Covid 19 self-assessment](#) on a daily basis;
 - Students who are experiencing symptoms must remain at home and may consider further Covid-19 testing.
- Attend school only when his/her cohort is expected to attend;
- Wear a non-medical mask (cloth) at all times while in school;
- Maintain a 2 meter distance from staff and students where possible;

- Students must enter the building according to the diagram and table below;

Grade 9s	South Entrance
Grade 10s	East Entrance
Grade 11s	West Entrance
Grade 12s	North Entrance

TDSS Entrances



- Student will not be permitted to enter the building before 7:55;
- Move directly to class upon entering the building. Students are not permitted to congregate in hallways;
- Leave the school immediately after the end of face to face (F2F) lessons;
- Knock and wait for permission prior to entering the Main office and Guidance office.

At this time, students are not able to transfer from adaptive (face to face) to virtual school (online) or vice versa. The next opportunity for this will be at the end of the semester. There will be no exceptions to this.

Visitors (including family, food delivery) are not permitted to enter the school without prior arrangement. If you need to meet with a school staff member or administrator please call us at (289) 342 0001 or email us at tommy.douglas.ss@yrdsb.ca to make arrangements.

All classes will have a face to face (F2F) and online component. Both of these are synchronous learning opportunities meaning that students are **expected to be in class or present on online platforms at specific times** as identified by the teacher. In addition to these times, students may also be assigned homework in alignment with the YRDSB Homework policy (Grade 9 maximum of 50 minutes per day total and grade 10 - 12 have a maximum of 90 minutes per day total).

During this time we would also like to emphasize the importance of strong two-way communication between students, teachers, parents, special education, guidance and administration. If you have concerns or questions please reach out to one of us by either telephone or email.

Please be on the lookout for an email from the school email address on September 14 or 15th with electronic forms which will need to be filled out and submitted.

Adaptive School (Face to Face) Schedule for TDSS (September Only)

	Monday	Tuesday	Wednesday	Thursday	Friday
	September 14	September 15	September 16	September 17	September 18
8:10 - 10:40	Period 1 Cohort A	Period 1 Cohort B	Period 1 Cohort A	Period 1 Cohort B	Period 1 Cohort A
10:40 - 12:10	Travel time & Lunch (All students must leave the school by 10:55 unless attending study hall)				
12:10 - 1:00	All Period 2 Online	All Period 2 Online	All Period 2 Online	All Period 2 Online	All Period 2 Online
1:00-1:50	All Period 3 Online	All Period 3 Online	All Period 3 Online	All Period 3 Online	All Period 3 Online
1:50 - 2:40	All Period 4 Online	All Period 4 Online	All Period 4 Online	All Period 4 Online	All Period 4 Online
	September 21	September 22	September 23	September 24	September 25
8:10 - 10:40	Period 1 Cohort B	Period 1 Cohort A	Period 1 Cohort B	Period 1 Cohort A	Period 1 Cohort B
10:40 - 12:10	Travel time & Lunch (All students must leave the school by 10:55 unless attending Study Hall)				
12:10 - 1:00	All Period 2 Online	All Period 2 Online	All Period 2 Online	All Period 2 Online	All Period 2 Online
1:00-1:50	All Period 3 Online	All Period 3 Online	All Period 3 Online	All Period 3 Online	All Period 3 Online
1:50 - 2:40	All Period 4 Online	All Period 4 Online	All Period 4 Online	All Period 4 Online	All Period 4 Online
	September 28	September 29	September 30	October 1	October 2
8:10 - 10:40	Period 2 Cohort A	Period 2 Cohort B	Period 2 Cohort A	Period 2 Cohort B	Period 2 Cohort A
10:40 - 12:10	Travel time & Lunch (All students must leave the school by 10:55 unless attending Study Hall)				
12:10 - 1:00	All Period 1 Online	All Period 1 Online	All Period 1 Online	All Period 1 Online	All Period 1 Online
1:00-1:50	All Period 3 Online	All Period 3 Online	All Period 3 Online	All Period 3 Online	All Period 3 Online
1:50 - 2:40	All Period 4 Online	All Period 4 Online	All Period 4 Online	All Period 4 Online	All Period 4 Online



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.

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.

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 taking any foods listed as restricted from specific classrooms and from the Careers Room (Room 104).

If your child has a serious allergy or medical condition such as Asthma, Diabetes or Epilepsy, please contact the school office to share potentially life saving information and to complete the appropriate Emergency Health Care Plans.

Opening Exercises

Important information is shared with students during the morning announcements and all announcements are posted on the bulletin board located in between the main office and the Guidance office. Students should listen attentively and respectfully during the announcements. Students who arrive during opening exercises must stand silently during the national anthem and announcements.

Arrivals and Departures

Students will be permitted to enter the school at 7:55 and must go directly to their classroom.

All parent/guardians who drive their children to school are asked to use the North Parking lot to drop off and pick up their child. Please do not pick up or drop off at the front of the school. Students who drive themselves to school are permitted to park their vehicle in the north lot only.

Parents should be aware that TDSS and the YRDSB accept no responsibility for any damage to vehicles while on school property. Please remind students to use safe driving practices at all times.

For students who take the school bus, pick up and drop off will be at the front of the school.

More information about bus routes and times can be found at www.schoolbuscity.com. It is important that Parents/guardians remember the appropriate bus number and pick-up/drop-off times for their children.

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

- Must wear a helmet.
- Must walk while on school property.
- Should lock bicycles on the bike rack.
- Must store rollerblades, skateboards or scooters in their locker or backpack. They are not to be used in the building as this presents a safety hazard.

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

Assessment and Evaluation Practice

School Responsibilities

Tommy Douglas Secondary School is committed to providing an engaging and dynamic learning experience for our students and we are dedicated to supporting the success of every student. Tommy Douglas S.S. strives to recognize and respect the whole student, while endeavouring to foster commitment and responsibility and develop strong time management skills.

The primary purpose of assessment is to improve learning. Our assessment practices are intended to be fair and equitable. Our communication about assessment will be ongoing and meaningful. The Tommy Douglas SS Assessment and Evaluation Practice follows the principles of *Growing Success* and is derived from the YRDSB Policy & Procedures 305.0, 305.1, 305.2, and 305.3

Student Responsibilities

A successful student at Tommy Douglas S.S. does the following:

- arrives to class on time
- demonstrates learning by fully completing all assigned work to the best of their ability
- meets timelines and submits work by assigned due dates
- reviews feedback provided by teachers in order to improve and achieve greater success
- participates in all classroom activities
- challenges oneself to meet the learning goals of the curriculum
- respects their teachers, their peers and their community
- achieves high standards when given sufficient time and support
- supports their school and community by actively participating in school life inside and outside of the classroom

Definitions of Assessment

Assessment as learning Assessment as learning is the process of developing and supporting student metacognition. Students are actively engaged in this assessment process: that is they monitor their own learning; use assessment feedback from teacher, self, and peers to determine the next steps; and set individual learning goals. Assessment as learning requires students to have a clear understanding of the learning goals and the success criteria. Assessment as learning focuses on the role of the student as the critical connector between assessment and learning (*Growing Success*).

Assessment for learning The ongoing process of gathering and interpreting evidence about student learning for the purpose of

determining where students are in their learning, where they need to go, and how best to get there. The information gathered is used by teachers to provide feedback and adjust instruction and by students to focus their learning. Assessment for learning is a high-yield instructional strategy that takes place while the student is still learning and serves to promote learning (*Growing Success*).

Assessment of learning The process of collecting and interpreting evidence for the purpose of summarizing learning at a given point in time, to make judgments about the quality of student learning on the basis of established criteria, and to assign a value to represent that quality. The information gathered may be used to communicate the student’s achievement to parents, other teachers, students themselves, and others. It occurs at or near the end of a cycle of learning (*Growing Success*).

Achievement Chart

The achievement chart in *Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools* guides assessment. It is expected that all teachers will assess, evaluate and report student achievement using the four categories of the achievement chart:

Knowledge and Understanding, Thinking, Communication, and Application.

Knowledge and Understanding	Thinking and Inquiry	Communication	Application
<ul style="list-style-type: none"> Subject-specific content acquired in each grade/course, and the comprehension of its meaning and significance e.g. knowledge of facts, genres and terms or understanding of concepts, ideas and procedures 	<ul style="list-style-type: none"> The use of critical and creative thinking skills and/or processes e.g. use of planning skills, processing skills or critical/creative thinking by formulating questions, forming conclusions or evaluating ideas 	<ul style="list-style-type: none"> The conveying of meaning through various forms e.g. expression and organization of ideas, communicating to different audiences in different forms or use of conventions and vocabulary 	<ul style="list-style-type: none"> The use of knowledge and skills to make connections within and between various contexts e.g. applying knowledge and skills in familiar contexts, transferring knowledge and skills to new contexts or making connections between contexts

Learning Skills

In addition to course curriculum expectations, students will be assessed on their *learning skills* as listed below.

Responsibility	Organization	Independent Work	Collaboration	Initiative	Self-Regulation
<ul style="list-style-type: none"> fulfils responsibilities and commitments within the learning environment completes and submits class work, homework, and assignments according to agreed-upon timelines takes responsibility for and manages own behaviour 	<ul style="list-style-type: none"> devises and follows a plan and process for completing work and tasks establishes priorities and manages time to complete tasks and achieve goals identifies, gathers, evaluates, and uses information, technology, and resources to complete tasks 	<ul style="list-style-type: none"> independently monitors, assesses, and revises plans to complete tasks and meet goals uses class time appropriately to complete tasks follows instructions with minimal supervision 	<ul style="list-style-type: none"> accepts various roles and an equitably shares works responds positively to the ideas, opinions, values, and traditions of others; builds healthy peer-to-peer relationships; works with others to achieve group goals; shares information, resources, and expertise and promotes critical thinking 	<ul style="list-style-type: none"> looks for and acts on new ideas and opportunities for learning demonstrates the capacity for innovation and a willingness to take risks demonstrates curiosity and interest in learning approaches new tasks with a positive attitude recognizes and advocates appropriately for the rights of self and others 	<ul style="list-style-type: none"> sets own individual goals and monitors progress towards achieving them seeks clarification or assistance when needed assesses and reflects critically on own strengths, needs, and interests identifies learning opportunities, choices, and strategies to meet personal needs and achieve goals perseveres when responding to challenges

Developing learning skills is crucial to student success, and work habits often directly impact student achievement. Learning skills will be assessed and tracked, and teachers will provide ongoing constructive feedback on your performance in learning skills at various points in the semester. However, learning skills are NOT included in determining the final grade.

Each learning skill and work habit is evaluated on the report cards using the following scale:

E = Excellent

G = Good

S = Satisfactory

N = Needs Improvement

Assessment and Evaluation Submission - Late and Missed Assessments

Assessment activities indicate student achievement of curriculum expectations. The learning gained through their completion also assists students in succeeding in their final evaluations. In order to provide both students and parents with an accurate statement of student progress, students are expected to complete all assigned work within the timelines indicated by the teacher. At Tommy Douglas Secondary School, we believe students need to develop a sense of responsibility as well as time management skills to be successful in their studies.

Throughout the learning cycle, teachers will provide students with opportunities to demonstrate learning through assessment *as* and *for* learning tasks. These tasks include, but are not limited to, homework, in-class activities, quizzes, and skill practice. Students are expected to fully participate in all learning opportunities in order to receive valuable feedback and support. Learning cycles may include:

- quizzes and class activities designed to practice skills and content for feedback
- checkpoints for assessment tasks and feedback

- appropriate interventions to support student success, as needed
- communication with guardians regarding concerns prior to assessment of learning dates
- extra help sessions offered by classroom teachers, homework clubs, guidance services and peer tutoring

Responses to not completing assignments, missing tests or assignments, cheating or plagiarizing will be guided by the Board's Assessment, Evaluation and Communication of Student Learning and Achievement Policy and procedures. It is important that students strive to achieve their best and provide teachers with original and authentic evidence of their learning. Consequences for missed assessments are as follows:

In all cases:

- Students are expected to complete assessments as soon as possible and according to communicated due dates in order to receive feedback to improve their learning. Students are expected to contact the teacher before the due date, within school hours, to discuss extensions or extenuating circumstances.
- Professional judgement will be used by teachers in determining final grades. As explained in *Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools*, student grades will reflect their most consistent and most recent achievement of curriculum expectations
- In the case of extenuating circumstances, teachers will use their professional judgement to determine appropriate consequences for missed assessments, in consultation with the administration
- All term work must be submitted no later than 24 hours prior to the start of the exam period
- In an effort to support students, if a pattern of behaviour is noted additional steps with the student, teacher(s), administration and parents may be taken

Tests

Excused Absences

- Students must communicate with their teacher about the reason for the missed test, and should be prepared to complete the missed test on the day of their return, or a mutually agreed upon date
- Parents/ guardians are expected to contact the school prior to or on the day of the absences to excuse the student from attendance
- If students are aware of an upcoming absence on an assessment date, they are expected to inform their teacher prior to their absence, and arrange an alternate time to complete the assessment

Unexcused Absences

- Students are expected to complete the assessment on the day of their return, or a mutually agreed upon date.
- Students must be prepared to receive a mark of 0 for the assessment.

Product Submission

Grade 9: Late Submission

- A mark of 0 will be entered immediately, and guardians will be informed. Once the assessment has been submitted, with evidence of process work, it will be evaluated and the mark will be updated.
- 2% per day will be deducted for late assessments, to a maximum of 10%. After 5 teaching days (10% deduction) students must be prepared to receive a mark of 0 for the assessment.
- Students are expected to submit work and show evidence of learning to inform teachers' professional judgement

Grade 10/11: Late Submission

- A mark of 0 will be entered immediately, and guardians will be informed. Once the assessment has been submitted, with evidence of process work, it will be evaluated and the mark will be updated.
- 5% per day will be deducted for late assessments, to a maximum of 10%. After 2 teaching days (10% deduction) students must be prepared to receive a mark of 0 for the assessment.

- Students are expected to submit work and show evidence of learning to inform teachers' professional judgement

Grade 12: Late Submission

- A mark of 0 will be entered immediately, and guardians will be informed.
- Students are expected to contact the teacher before the due date, within school hours, to discuss extensions or extenuating circumstances. If no contact is made before the due date students must be prepared to receive a mark of 0 for the assessment.
- Students are expected to submit work and show evidence of learning to inform teachers' professional judgement

In-Class Performances and Observations

Excused Absence

- Students must communicate with their teacher about the reason for the missed assessment, and should be prepared to complete the missed assessment on the day of their return, or a mutually agreed upon date
- Parents/ guardians are expected to contact the school prior to or on the day of the absences to excuse the student from attendance
- If students are aware of an upcoming absence on an assessment date, they are expected to inform their teacher prior to their absence, and arrange an alternate time to complete the assessment

Unexcused Absences / Unprepared for Assessment

- Students are expected to complete the assessment at a mutually agreed upon time to show evidence of learning to inform teachers' professional judgement
- Students must be prepared to receive a mark of 0 for the assessment.

Culminating Tasks and Final Evaluations

Approved/Medical Absence

- Medical documentation must be provided to the main office for the absence
- A parent note does not excuse absences from culminating tasks
- Assignments should be submitted to the teacher within 24 hours of the time identified in the medical note, as determined in consultation with the administration

Late/Unsubmitted Work or Unvalidated Absence

- A mark of 0 will be entered immediately, and guardians will be informed
- Any process work completed up to the time the task was due may be evaluated
- Any work completed after the time the task was due will **NOT** be marked
- **NOTE:** 2% and 5% per day policy does **NOT** apply to culminating tasks

Extenuating Circumstances

- Extenuating or exceptional cases should be referred to administration for next steps

Students are required to participate in all final evaluations, which constitute 30% of the final grade. Final evaluations may include written exams, oral and/or written presentations, and practical tests/exams. In cases where there are extenuating circumstances which may impact a student's ability to participate in all or some of the final evaluation tasks, the administration, in consultation with the teacher, will decide the most appropriate method of determining the student's final standing in the course.

Academic Honesty & Plagiarism

The following are examples of plagiarism or academic dishonesty:

- direct copying or cutting and pasting from sources without acknowledgement
- submitting work done by another student as one's own
- failure to use in-text citations to acknowledge ideas, language, charts, statistics, graphs, images or other materials from sources
- paraphrasing too closely to the original source material

- failure to use quotation marks to indicate phrases and other pieces of language from sources
- failure to accurately and fully record all your references and sources in Works Cited
- having a tutor, editor or other helper write or produce much of the work for you
- re-submitting work that has been submitted for evaluation in other courses

It is the responsibility of students to be academically honest in all aspects of their schoolwork. Students are expected to be familiar with what constitutes academic dishonesty and should seek clarification if in doubt. To ensure success, begin your assignments early; complete, organize and keep all process work. Develop the knowledge and skills that will result in projects and assignments you can be proud of. Do your own best work, with integrity, and give credit to those whose ideas you use in the process. (When in doubt, cite!)

A student who cheats on tests, fabricates data, or presents the work done by others as if it were his/her own (plagiarism), is being academically dishonest. Plagiarism occurs when you use or quote ideas from a source without referencing, (any amount) or if a significant portion of your work is quoted or adapted from another source, even if you cite it. Sometimes plagiarism is **unintentional**; this can occur when students don't fully understand the difference between proper and improper acknowledgement of the resources they've used in producing work. At other times, plagiarism is **deliberate**; students knowingly attempt to deceive their teachers by passing off the work of others as their own. Both unintentional and deliberate plagiarism can result in serious consequences in both high school and post-secondary settings.

If a student is found to be academically dishonest, the following steps will be followed:

1. The teacher will complete the Academic Honesty Plagiarism Tracking Form and contact the Teacher-Librarian to record the details of academic dishonesty.
2. The student's parents/guardians will be contacted to inform them of the plagiarized assignment and next steps.
3. The student will complete an Academic Honesty activity with the Teacher-Librarian. Upon successful completion of the activity, both the parents/guardians and teacher will be informed.
4. The student will then be required to re-do the assignment and how they will be assessed will depend on frequency of academic dishonesty:
 - First Offence: Resubmission is counted and no marks are deducted
 - Second Offence: A zero will be inputted until the end of the course. This mark will only be changed if there are no other instances of plagiarism. At the end of the course, regardless of whether or not further offences occur, teachers use their professional judgement (based on most consistent and most recent) for the final grade calculation
 - Third Offence: A zero will be entered. The student will be referred to administration and consequences will be determined by the administrative team

Athletic Council

Athletics have been suspended in alignment with YRDSB and Public Health recommendations until further notice.

Attendance Policy

Students are expected to attend all scheduled classes, to arrive on time, and to obtain authorization for any absence. Attendance records are maintained for each class, and unauthorized absences are reported as trancies to the home by means of an automated telephone message and an email to your parents or guardians. The school administration monitors student attendance and will work with the student and their family to support regular attendance at school. Frequent absence impacts a student's ability to provide sufficient evidence of achievement of the overall expectations of

a course, even when a student has completed all course assessments. Frequently absent students may be removed from courses regardless of their academic performance.

Reported Absences

Absences for religious holidays and school-sponsored activities, such as field trips and athletic events, are excused absences and are not included in the total number of absences indicated on your report card.

Authorizing Absences

To authorize an absence a parent/guardians must

- Call the school
- Email tommy.douglas.ss@yrdsb.ca or,
- Send a signed note through their child to the Main Office.

In each case, please indicate the current date; the date(s) and, if necessary, the time of the absence; and the reason for the absence.

Students who have authorization to arrive late or leave early, must sign in/out at the Main Office. Once students are given permission to sign out, they must leave the building.

If a student becomes ill during the day, he/she must immediately notify his/her teacher so arrangements can be made for a safe pickup, minimizing contact with others.

For planned absences of 5 days or more, students must obtain and complete an Extended Absence Form which is available in the Main Office and is to be returned there well in advance of the absence. Absences 15 days or more must involve direct communication with an administrator and have very strict procedures. Failure to follow these procedures will result in the student being removed from the school register.

If a student is 18 years of age or older, he/she may authorize his/her absence as outlined above; however excessive absences will impact achievement and will also be addressed by an administrator.

Students always remain responsible for catching up on instructional material missed due to absence.

Lates

If you are late within the first 15 minutes of class time, report directly to class. If you arrive after the first 15 minutes of class you must go to the Main Office to receive an admit slip. **Please wait outside the office until called to enter.**

Code of Student Conduct

The Code of Student Conduct sets standards of behavior 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 behavior.

Students are expected to follow these rules of behavior 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 behavior is addressed using a progressive discipline approach that takes into account mitigating factors.

Code of Student Conduct:

School climate is the sum total of all the personal relationships within a school. These relationships must be based on mutual acceptance, respect, inclusion, responsibility, and civility regardless of race, religion, gender, sexual orientation, age, or ability.

To help create a positive school climate for everyone, at TDSS we will be working with students to help them to understand the importance of the Impact of one's actions rather than the intent. In working toward this goal, our staff will address issues of non-inclusionary behavior using a staff protocol. We will also be asking our students to participate in intervening with non-inclusionary behavior using the following protocol, if they feel comfortable. If they don't feel comfortable intervening, then we are asking that students report the incident to guidance or another staff member.

Standards of Respectful and Responsible Behaviour:

The standards of respectful and responsible behaviour apply on school property, on school buses, at 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.

All members of the Tommy Douglas school community must adhere to the following standards of respectful and responsible behaviour.

- Respect the rights of others.
- Respect differences between people.
- Respect and treat others fairly, regardless of race, ancestry, place of origin, colour, ethnic origin, religion, gender, sexual orientation, age, ability or disability.
- Ensure verbal, non-verbal and electronic communication is conducted respectfully.
- Respect the need of others to work in a safe and healthy environment that encourages teaching and learning.
- Demonstrate the Board's 10 Character Attributes (respect, responsibility, honesty, empathy, fairness, initiative, perseverance, courage, integrity and optimism) in all day-to-day interactions.
- Treat each other with dignity and respect.
- Show care and respect for the property of others.
- Take appropriate measures to help those in need.
- Seek help to resolve conflict peacefully.
- Dress and present themselves suitably for a learning or working environment.
- Follow all safety procedures.

Inappropriate Behaviour:

Students are expected to demonstrate behaviours that positively impact the learning environment by following the Caring and Safe Schools policy and related procedures.

The list below identifies inappropriate behaviour that must be avoided at all times. Students that participate in these offenses can be suspended.

- Engaging in bullying or intimidating behaviour, whether in person or through technology.
- Committing sexual or physical assault.
- Trafficking in weapons or illegal drugs.
- Committing theft or robbery.
- Being in possession or under the influence of alcohol or illegal drugs, or supply alcohol or illegal drugs to others.

- Being in possession of a weapon or replica weapon, including firearms.
- Using, or encouraging others to use, an object to threaten, intimidate, or injure another person.
- Uttering threats.
- Engaging in hate propaganda or other types of behaviour caused by hate or bias.
- Committing an act of vandalism that causes damage to Board property, or disrupts the operations of the Board.

At Tommy Douglas S.S. students must:

- Understand that they are critical partners in establishing and supporting a positive school climate and are expected to learn and practice the standards of respectful and responsible behaviour;
- Contribute to the positive school climate;
- Accept responsibility for protecting their own rights while respecting the rights of others;
- Be accountable for their actions; and
- Uphold the standards of responsible behaviour by;
 - Communicating respectfully verbally, non-verbally and through technology,
 - Making positive decisions that develop character and promote well-being,
 - Coming to school prepared, on time and ready to learn,
 - Showing respect for themselves and for others,
 - Following the established rules and taking responsibility for their own actions,
 - Refraining from any action or behaviour that may put their safety or the safety of others at risk, and
 - Reporting incidents of inappropriate or unsafe behaviour.

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

Communication between School and Home

Parents/guardians are our most important partners in educating children. All appropriate public health and Covid 19 related notices will be shared through a variety of means described below. Please ensure you keep up to date with this information as it evolves.

Weekly Parent e-Bulletin

Each week, we will send home an electronic bulletin, to both parents/guardians listed on the index card, that will update you regarding upcoming events and celebrate events that have already occurred. Included in the bulletin is a weekly summary of your child's late and/or absences for the week. Please ensure that we have a current email account on the index card. If you do not receive the bulletin, please contact the office.

Email

To improve communication between home and school and reduce paper use, we coordinate an email distribution list. Teachers will regularly use email to communicate student progress and advise of upcoming events in their courses. 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, www.tommydouglas.ss@yrdsb.ca and Twitter feed @TDSS_YRDSB. Teachers will also communicate through TeachAssist to help you stay connected. Your child's teacher will provide more information at the start of semester.

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

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

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 to receive our commercial electronic messages, parents/guardians should visit the school website and, using the link provided, submit a valid email address.

Concussion Management

A concussion:

- is a brain injury that causes changes in how the brain functions and that can lead to symptoms that can be physical (e.g., headache, dizziness), cognitive (e.g., difficulty in concentrating or remembering), emotional/behavioural (e.g., depression, irritability), and/or related to sleep (e.g., drowsiness, difficulty in falling asleep);
- may be caused either by a direct blow to the head, face, or neck or by a blow to the body that transmits a force to the head that causes the brain to move rapidly within the skull;
- can occur even if there has been no loss of consciousness; and
- cannot normally be seen by means of medical imaging tests, such as X-rays, standard computed tomography (CT) scans, or magnetic resonance imaging (MRI) scans.

If your child has been diagnosed with a concussion, please report this to the office so that we may support your child through our Concussion Management Protocol.

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 will cease to go to the parents/guardians as the student is deemed an adult for the purposes of the Education Act. Should the student wish to continue sharing information with parents/guardians they may complete the **Consent for Information Sharing – Students at the Age of Majority Form** available in the school office.

Dances

In alignment with Public Health recommendations, all dances have been suspended until further notice.



Dress Code

York Region District School Board believes that school is a place of learning and, to be successful, students must focus their attention and energy on school related matters. For this reason, it is important that students dress appropriately for the task of learning. Clothing which demonstrates respect for self and others is expected at all times.

At Tommy Douglas Secondary School, students are expected to dress in neat, clean clothing appropriate for a school environment. Students may not wear clothing that is revealing or provocative. Midriffs will remain covered at all times. Outerwear tops and bottoms must overlap so that any clothing item worn under the outer layer of clothing is not visible. Hoods or any headgear that obscures the face are not to be worn in the school. Language or graphics on clothing will not display obscene, racist, or sexist slogans, promote criminal activity or violence or refer to drugs, alcohol, smoking or sex.

Consequences for violations of the school dress code will be determined on a case by case basis through the school administration.

Electronic Devices

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 classroom teacher.

The recording functions of personal electronic devices (cell phones, iPods, tablets, cameras, etc.) are not to be used on school property without the explicit permission of the administration or classroom teacher.

The school is not responsible for personal items that go missing.

Any violations will be treated as a violation of the Code of Conduct

Elevator

Elevator use is available for injured students or those unable to use the stairs. Conditions of use are decided by the administration. When an elevator key is loaned to a student a \$30.00 deposit and medical note are required. The deposit is reimbursed upon the return of the key. Students and staff are not to use the elevator during fire alarms, but are to follow their pre-arranged exit procedures. **No more than two people are permitted to be in the elevator at any time in alignment with York Public Health guidelines**

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)

Examinations

In order to maximize instructional time during the pandemic, the winter examination block has been cancelled. Students will still be expected to complete culminating assessments of their learning as directed by their classroom teacher. A determination has not yet been made in regards to the examination period for June.

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. All of these will be conducted in accordance with Public health guidelines. These drills are important so that in the case of an actual emergency, students and staff members know what to do to be safe.

Excursions/Community Walkabouts

All excursions and community walkabouts have been suspended (or may occur virtually) in accordance with YRDSB and Public Health guidelines.

Field Trips and Activities

All field trips and extra curricular activities have been suspended (or may occur virtually) in accordance with YRDSB and Public Health guidelines.

Fire Alarm

Always assume that a fire alarm signals an emergency; therefore, all people in the building must vacate immediately by the designated exit. Misuse of a fire alarm is a criminal offence. (Criminal Code: Sections 433/434)

Graduation

Tommy Douglas Secondary School is scheduled to hold our graduation ceremony on Monday, June 28th, 2021. More information will be shared with our graduates as we progress through the school year.

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 at (289) 342-0001 extension 103.

Students may also book an appointment with a counselor online through TeachAssist. Appointments will not be available until after September 28th to allow our guidance counselors to resolve student timetable conflicts.

Homework

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

The Board has a homework policy that supports student learning and recognizes the importance of personal and family well-being. The amount, frequency and nature of assigned homework will vary depending on the student’s strengths and needs, well-being, grade, subject and other factors. The following timelines are intended to show daily recommended maximums across all subjects and courses. It is not meant to be an average or expected daily amount.

Grade	Daily Maximum
7 - 9	50 minutes
10 - 12	90 minutes

How Can We Help You?

In alignment with YRDSB and Public Health recommendations, visitors are not permitted to enter the building without previous arrangements. Please call our main office if you need to speak with someone on an urgent basis.

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

1. Email or telephone your child's teacher;
2. Arrange a telephone meeting with your child's teacher or the appropriate school staff member;
3. If you need further assistance, the school vice-principal may be contacted to review the matter, mediate and help facilitate the process in consultation with the principal;
4. 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 behavior. Contact information is available in the Guide to the School Year and on the Board website.

Library Learning Commons

In alignment with YRDSB and Public Health recommendations, the physical doors to our Library Learning Commons will remain closed until further notice but students are still able to access digital resources. Please visit the [Library Learning Commons Website](#) and/or follow @TDSS_Library for more information.

Lockers

In alignment with YRDSB and Public Health recommendations, students are not permitted to use lockers this year.

Please ensure you secure your personal belongings in a backpack which you keep on you at all times and refrain from bringing expensive possessions to school. The school cannot accept responsibility for the disappearance of personal property from lockers or classrooms.

Lost and Found

Found articles should be turned in to the Main Office or placed in the Lost and Found trunk outside of Room 108 and may be claimed there. Periodically unclaimed items will be displayed for pick-up in the main foyer and unclaimed items will be donated to charity.

Reporting Student Achievement

There are three reports generated each semester. The Interim Reports are prepared after the first six weeks of school, while the mid-semester reports are issued in November and April with the final reports being issued in February and July. **These timelines may be revised in alignment with Ministry of Education and/or YRDSB directives.**

Requests for Religious Accommodations

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

School Council

There are many ways for parent/guardian(s) to become 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. Our first School Council meeting will take place virtually on Wednesday, September 23rd at 7:30 pm. Access Information and the school council nomination processes will be shared once determined.

Student Council

The Tommy Douglas Student Council serves as the official voice of the student body. All registered Tommy Douglas students may vote for the Student Council. The Student Council promotes the general welfare of the students by unifying and coordinating all student activities. In doing so, the Council works to promote high standards in scholastic work, high ideals in all student activities, interest and commitment in community affairs. The Student Council's functions include: promoting school spirit, providing financial support to school clubs and teams, and the organization of dances and programs designed to meet the needs of Tommy Douglas students. Elections for positions are held in June for the following year's council. Any student may run for a position on Student Council provided that she/he meets the requirements of nomination as outlined in the Student Council Constitution. Students may volunteer their time in the assisting and sponsoring of council activities.

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 and the Learner

To enhance learning and empower our students, we must all be skillful users of the tools related to information technology. Modern, responsive learning environments integrate technology seamlessly into all aspects of learning. Throughout our educational community, all users must recognize the strengths of technology and know when to appropriately use it for instruction both inside and outside of the classroom.

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.

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.

Information Technology Acceptable Use Agreement

Acceptable Use

At Tommy Douglas, use of the Internet supports research and the opportunity for collaborative work. Transmission of any material in violation of any Canadian regulation is prohibited (this includes copyrighted material and threatening or obscene material). The intent of this policy is to eliminate problems with viruses, copyright violations, and conduct injurious to the moral tone of the school.

The Internet and School Network

1. All rules and expectations of the Tommy Douglas Code of Conduct are in effect when using the Internet.
2. All use of the Internet must be in support of research or consistent with the educational purposes of TDSS.
3. Use of the Internet for personal and private business is prohibited.
4. Users should not provide information of a personal nature to anyone on the Internet.
5. No student may download any software programs without the express permission of the teaching staff.
6. Information (including text, graphics, video, etc.) from the Internet sources used in student papers and reports should be cited the same as references to printed materials. Plagiarism will not be tolerated.

Internet Safety – Social Networking Sites



Tommy Douglas Secondary School



In our Internet generation, children are interacting with the world around them in ways many adults might never have imagined. The benefits of Internet access are enormous, but unfortunately there are also serious risks. Unsupervised, some children may be downloading inappropriate information. We have also become aware of some students uploading information about themselves (e.g. pictures, personal information and family details) onto social networking sites. This practice has been known to lead to many personal tragedies.

Parental involvement is the key to keeping children safe online. Engaging in dialogue, installing filters to block objectionable websites, spying or even keeping children off the Internet are tactics that some parents have employed, with greater or lesser success. However, none of these are as effective as engaging your children in ongoing conversation about what they are doing online. Try to keep the lines of communication open about this important aspect of their lives. For more information about keeping your children safe on the Internet, visit the York Regional Police website at www.yrp.ca and click the Crime Prevention for Parents heading and follow the materials under the heading "Online Safety".

Cyber bullying

Be aware that neither the Tommy Douglas Secondary School network nor the broader Internet (whether accessed at school or at home or after school hours) may be used for the purpose of harassment. All forms of harassment in cyberspace are unacceptable.

Cyber bullying includes, but is not limited to, the following misuses of technology: harassing, teasing, intimidating, threatening, or terrorizing another person by sending or posting inappropriate and hurtful email messages, instant messages, text messages, digital pictures or images, or Web site postings. Often the author (sender or poster) of the inappropriate materials is disguised (logged on) as someone else.

Community members who feel that they have been the victims of such misuses of technology should not erase the offending material from the system. They should print a copy of the material and immediately report the incident to their parent/guardian and school authorities such as the school administration team, and/or teacher.

Violations of Policy

Violation of Board or school policies, damages or criminal activities such as copyright violations and software piracy or vandalism will be considered violations of the Code of Conduct and will be addressed by the school administration. Consequences may include, but are not limited to, the loss of computer privileges, counselling, and other consequences as determined by the administration that follow the policy of progressive discipline.

School Resources on Loan

You are responsible for returning all textbooks and school resources issued to you during the school year in the same condition as loaned. Students must pay in full for any loss or damage.

Trespassing

Trespassing is unauthorized entry onto school property. All students who cease to be enrolled during the school year are only allowed on school property without permission from an administrator. If you bring or encourage a trespasser to come onto school property both the trespasser and you will be considered to have violated the Code of Conduct and will be addressed by the school administration.

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 Tommy Douglas Secondary School we encourage the appropriate use of technology in our classes through our 1:1 environment. We identify student laptops and tablets as **primary** devices and cell phones as **secondary** devices. Students are encouraged to respect the learning environment and only use their primary and secondary devices as directed by their teacher while in class.

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 and its related procedures.

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

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

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

Visitors

In accordance with YRDSB and Public Health, visitors to the school will not be permitted unless arranged in advance. Please call the main office if you require assistance.

Yearbook

Tommy Douglas Secondary School's yearbook provides a profile of the school year and can be ordered in the fall.

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.

BEST WISHES FOR A SUCCESSFUL SCHOOL YEAR!