

TOMMY DOUGLAS SECONDARY SCHOOL

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School Start-Up Package

2022 - 2023

A Message from the Administration Team

Dear Student:

Welcome to the 2022 - 2023 School year. We look forward to a wonderful year full of great experiences and learning opportunities. As you are aware, the past couple of years have offered us challenges to overcome and taught us resilience in the face of changing circumstances. Hopefully, this year will see us return to a more traditional school experience for all. Of course, we would still ask that you self-screen before coming to school each day and refrain from attending if you are experiencing covid symptoms. We will remain vigilant and ensure all measures will be taken to ensure everyone's safety and well-being. We ask now that you take the time to review this handbook and encourage you to bring forward any questions you may have.

Your teachers and the Administration Team look forward to working with, and helping you, to be successful. We want you to develop the skills and acquire the knowledge needed to realise 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

Indeed, we work collaboratively and treat all members of our school community with dignity and respect and expect you will do the same as we support your continuing success.

Best of luck in 2022-2023

Sandra Sardone
Principal

Antonietta Grieco
Vice-Principal
(surnames A - G)

Elizabeth Sloan
Vice-Principal
(surnames H - Pas)

Paull Simmons
Vice-Principal
(surnames Pat - Z)

COVID-19

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

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

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

Information Package and Form Checklist

In the coming weeks, families will receive an email from the board with important forms that you are required to complete at the start of each school year. They include important permissions and consents. Please take the time to complete the forms for each child when you receive them. The forms will be available in 13 additional languages.

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 the school office (tommy.douglas.ss@yrdsb.ca) 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 which are subsequently 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

All parents/guardians are encouraged to allow their children to walk to school as it 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. Those who choose to drive their children to school are asked to consider parking a block or two away from the school and having their children walk the rest of the way.

The North Parking lot has been allocated for students and families to use. **The South Entrance and Parking lot is for staff use only.** Please do not pick up or drop off at the front (South Side) of the school.

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 (South Side) 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, Evaluation and Communication Practice

School Responsibilities

Tommy Douglas Secondary School staff are committed to providing an engaging and dynamic learning experience for our students and are dedicated to supporting the success of every student. We strive 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 summarising 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 plagiarising 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, organise 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 plagiarised 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

Overview

The TDSS Athletic Council is a group of students supported by staff members who organise various events throughout the year. Activities include fundraising, intramural sports, dances and the Athletic Awards Banquet. Volunteers from all grades are welcome to join.

Participation on School Teams

In order to participate on a school team, students must have a student I.D. card. The athletic fee is \$25.00 for the first team only and this includes one ticket to the end of year Athletic Awards banquet. Please be aware that individual teams will have team-specific fees that will be charged to each player to cover transportation costs to away games, exhibition tournaments, officials, uniforms, etc. All athletes are invited to celebrate the year's achievements at the Athletic Awards Banquet in June.

A Code of Behaviour for Spectators

Athletic events are tests of skill, fitness, teamwork and training. They provide challenging encounters for athletes and exciting entertainment for fans. Being a spectator at school events is a privilege, not a right, which may be withdrawn as a result of inappropriate behaviour.

Spectators are expected to do the following:

- Treat the premises, students, staff, players, and the officials with courtesy and respect.
- Abide by the decisions of the officials whether or not they are in favour of your team.
- Respond politely to the requests of officials.
- Remain seated in designated spectator areas and leave the playing surface clear at all times.
- Be polite and courteous in action and language.
- Refrain from behaviour that may distract athletes or interfere with the game's progress.
- Applaud good plays; never make derogatory remarks about any officials, players or coaches.

Good athletes compete fiercely to the best of their abilities and limits of their training. Good spectators respect the commitment of the athletes enough to cheer every good play and appreciate the effort, time and dedication contributed by all competitors.

Have a good time cheering for your team and enjoy the game no matter who wins or loses.

Attendance Practice

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 unauthorised absences are reported as truancies 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.

Authorising Absences

It is the responsibility of the parent to advise the school of any absence as soon as possible. Parents may:

- 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, minimising 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 authorise 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 Attendance office to receive an admit slip.

Code of Student Conduct

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

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

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 behaviour using a staff protocol. We will also be asking our students to participate in intervening with non-inclusionary behaviour 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 offences 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 supplying 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

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. 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.

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 each 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

Tommy Douglas Secondary School and the York Region District School Board recognize that school dances are an important component of a healthy school atmosphere. It is hoped that all dances are well attended and that you seek to make these events an enjoyable experience for all.

Supervision is provided by staff and, in accordance with The York Region District School Board policies and regulations, uniformed police officers also attend. The following regulations have been developed by Tommy Douglas' Administration so that dances at Tommy Douglas Secondary School are enjoyable and memorable experiences for all.

1. All proposals for and scheduling of dances must be sensitive to the cultural and religious diversity of the Tommy Douglas Community.
2. Only students who show their Tommy Douglas Student ID Card (see #3) may purchase tickets for or be admitted to a school focused event such as a school dance, the Semi Formal Dance, or Prom.
3. If it is decided by the administration that students may bring one guest who is not a student at Tommy Douglas to a dance, this guest must complete a *Tommy Douglas Secondary School Guest Application Form* that is available in the main office. This form is not complete until it is signed by an administrator from the guest's home school. For guests who do not attend a secondary school, each guest application will be considered by a TDSS Administrator and discussed with the sponsoring student from TDSS. Any guest ticket sold prior to gaining administrative approval for the guest may be refused when presented at the event. Please follow the process as outlined above. You must enter your name and the name of your guest on the guest list when purchasing tickets. Guests who have not been signed in at this time will not be admitted. You, as the sponsor of your guest, are held responsible for the actions and behaviour of your guest while at the dance. The administration of Tommy Douglas Secondary School reserves the right to refuse admission to an event. The administration also reserves the right to refuse admission to any student who does not appear in a satisfactory state for attendance at a Tommy Douglas School function. Guest photo I.D. and prior visitor reference check will be required.
4. The doors close 30 minutes after the start of a school dance.
5. The contents of all purses, bags, coats etc. are subject to examination upon entry.
6. Any person who leaves the building for any reason during the event will not be readmitted.
7. The use of alcohol and/or drugs at school events is strictly prohibited by both school regulations and by the law. Infractions will result in suspensions from school, and possible charges being laid by the police.
8. Smoking/vaping is not permitted on school property.
9. Refreshments purchased at a dance must be consumed in designated areas.
10. While in attendance at school events, you are allowed only in designated areas.
11. Attending police officers may also check cars in the parking lot and patrol the outside area around the building.

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.

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

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

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)

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

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.

Field Trips and Activities

Should a return to student athletics occur throughout the school year it will happen in alignment with YRDSB and Public Health recommendations.

Field trips are an important aspect of many courses. It is your responsibility to:

- Obtain permission forms to be signed and returned, along with payment, 48 business hours before the trip (Students who fail to return signed sheets and payment in a timely fashion may not be able to participate);
- Inform your teachers, in advance, of upcoming absences;
- Complete school work, such as assignments, tests and homework, missed as a result of attending the field trip;
- Arrange alternate due dates, in advance, when there are assignments, tests, presentations, or any other deadline that must be met; and
- Display exemplary behaviour as you will be representing TDSS.

When participating in a Field Trip, please remember the following:

- Teachers are fair and accommodating. The sooner you approach them about an absence, the easier it is to arrange changes in deadlines.
- Failure to comply with school and Board behavioural codes and expectations will result in disciplinary action and may result in exclusion from future field trips and activities.
- You must take responsibility for your own actions and choices.

Students must accompany their class or team to and from the out-of-school activity on the school bus or taxi provided.

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 Tuesday, June 27th, 2023. 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 counselling, 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 counsellor online through TeachAssist. Appointments will not be available until after September 26th to allow our guidance counsellors 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?

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 behaviour. 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

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(s)/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 and elections will take place on Wednesday, September 28th at 7:30 pm.

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 organisation 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 customised 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

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 unauthorised 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.

Threat-Risk Assessment Protocol: Fair Notice and Process

Threat-Risk Assessment and Intervention

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

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

What is the purpose of the Threat-Risk Assessment Protocol?

- Ensure the safety of students, staff, parents/guardians, and other members of the school community
- Ensure an effective and timely response when there is a threatening situation
- Understand the factors that contribute to a threatening situation
- Assist in the development of an intervention plan
- Promote the emotional and physical safety of everyone involved

What is a threatening situation?

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

What behaviours activate the Threat-Risk Assessment Protocol?

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

- Serious violence with intent to harm or kill
- Verbal/written threats of serious violence to harm or kill others (clear, direct and plausible)
- Use of technology to communicate threats to harm/kill others
- Possession of weapons (including replicas)
- Bomb threats (making and/or detonating explosive devices)
- Fire setting
- Sexual assault
- Criminal Harassment
- Gang-related occurrences

What happens when a threatening situation is reported?

All threatening behaviours by a student shall be reported to the principal who will activate the Threat-Risk Assessment protocol.

Once a threatening situation has been reported to a school administrator, interviews will be conducted. These interviews may include students, staff, family members and/or others as appropriate. This will be done to determine the level of risk, and develop an effective and timely response to the incident. After the immediate safety risk has been addressed, support and intervention plans will be developed with input from parents/guardians.

Who is a member of a Threat-Risk Assessment team?

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

Is parental/guardian or student consent required?

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

Fair Notice

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

YRDSB Student Suicide Intervention Protocol Fair Notice

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

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

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

Given the urgent need to help keep students safe from suicide, each school has access to Board staff trained in suicide intervention. In the urgent situation of suicide intervention, staff trained in suicide intervention do not require parental / guardian consent to intervene. However, we do make every effort to contact parents/ guardians to apprise you of your child's situation and the assistance provided. Parents/guardians are an integral part of keeping their children safe. In the event that the intervention protocol is used, a record of the intervention will be shared with you (student consent to share information is required for those over the age of 18 years) and a copy will be created and stored in a private and confidential on-line records management system. In accordance with privacy and health records legislation, a copy will be retained for one year plus a day following the intervention. As per the protocol parental/guardian (student if 18 or over) consent will be sought to share the intervention plan with those members identified in the record. If you have any questions about the Student Suicide Intervention Protocol please contact your school principal.

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!