



www.tdsb.on.ca

A Caring Community

The *Vision of Hope* is TDSB's guide to transforming our education system to meet the needs of our 21st century students. It sets out our three key priorities as a school board: Student Achievement, Parent and Community Engagement and Financial Stability.



Our goal is effective schools that are academically-challenging, equity-oriented, community-driven and learning-focused. Modern schools that can accommodate new technology and specialized arts, trades and sciences programs. Full service schools focus on whole-child development.

Innovative programs like *Go Green, Model Schools for Inner Cities* and *Better Schools, Brighter Futures* are just some of the Vision's building blocks.

As a member of the TDSB community, you are an important part of this Vision. We encourage you to get involved as we work towards a better future for our students our city.

Learn more about the *Vision of Hope* at www.tdsb.on.ca/visionofhope.

BUILD CHARACTER BUILD SUCCESS

In many ways, character education is the most important kind of learning that happens in our schools.

Find out about the TDSB Character Development initiative and the Ontario Ministry of Education mandate that guides it at: www.tdsb.on.ca/character

- Respect
- Responsibility
- Empathy
- Kindness & Caring
- Teamwork
- Fairness
- Honesty
- Co-operation
- Integrity
- Perseverance

A Message from the Director

Welcome to another great year of learning at the Toronto District School Board!

School is an opportunity for you to learn, discover and find your own path. Here, you have the opportunity to explore subjects you want to learn more about, whether it's science or math, geography or history. The choices you make now will help lay the foundation for your future so you need to make the most of every minute you're here!

I have now been Director of Education for just over three years. With more than 590 schools and 240,000 students, it's a role I feel lucky to have. I take it seriously and have set high goals for myself and all staff. These goals are set out in the Board's Vision of Hope, a map to driving school improvement in three key areas: Student Achievement, Parent and Community Engagement and Financial Stability.

The first area — Student Achievement — is where you come in. We'll do our best to meet your needs, but it's up to you to give your all! Don't be afraid to ask for help when you need it. Reach out to teachers, your fellow students and your parents. It might surprise you, but people are eager to see you succeed!

And always take time outside of the classroom to discover what your true passions are. Your passion might turn into your future career.

This is your year. So set high expectations of your teachers, your school, and yourself. Set specific personal goals for this year, write them down now in this planner, and work hard to achieve them. Make these years count! What you learn now will be with you throughout your life.

Finally – believe in yourself, because we believe in you!



Dr. Christopher Spence
Director of Education



School Year Calendar 2012-2013

First day of classes for all students is Tuesday, September 4, 2012.
The last day of classes for elementary students is June 27, 2013.
The last day of classes for secondary students is June 25, 2013.

Professional Activity Days:

Elementary Schools	Nov. 16	Dec. 7	Jan. 25	Feb. 15	June 7, 28
Secondary Schools	Nov. 16	Dec. 7	Jan. 31*	Feb. 15	June 26*, 27, 28

*Semester change: The first day of second semester is February 1, 2013. The seven days noted for secondary schools include a PA Day for semestered schools only on January 31, 2013 (for semester changeover and professional activities) and a PA Day for full-year schools only on June 26, 2013.

School Year Holidays

Labour Day:	September 3, 2012
Thanksgiving	October 8, 2012
Christmas Break:	December 24, 2012 to January 4, 2013, inclusive (last day of school is December 21, 2012; school resumes January 7, 2013)
Family Day:	February 18, 2013
Mid-Winter Break:	March 11 - 15, 2013, inclusive
Good Friday:	March 29, 2013
Easter Monday:	April 1, 2013
Victoria Day:	May 20, 2013

Our TDSB community celebrates a variety of holiday including Passover, Kwanzaa and Losar. For a full list of the Days of Significance recognized at the TDSB, please visit www.tdsb.on.ca/equity.

Kids Help Phone Line: 1-800-668-6868

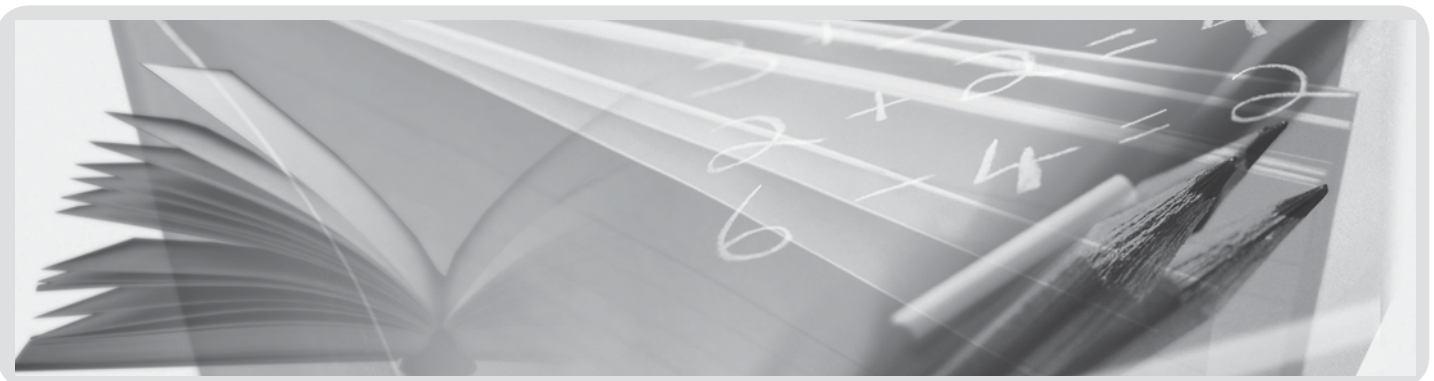
Severe Weather

On rare occasions, severe weather conditions may require TDSB to cancel transportation or even close schools. Tune in to your local radio and television stations beginning at 6:30 a.m. for the latest information, or visit www.tdsb.on.ca.

In the event of severe or rapidly deteriorating weather conditions, please keep children at home if possible. It is also important to provide the school with an emergency telephone number and be prepared to pick your child up if required.

If weather conditions become extreme after students are in school, a decision to close schools will be made by 11:00 a.m. and broadcast by noon. If there is no announcement about school closing by noon, schools will remain open for the day.

Learn more about the **TDSB Severe Weather Procedure (PR519)** at www.tdsb.on.ca.



Keeping Your School Safe



“The Toronto District School Board values the contribution of all members of our diverse community of students, staff, parents, and community groups to our mission and goals. We believe that equity of opportunity and equity of access to our programs, services, and resources are critical to the achievement of successful outcomes for all those whom we serve, and for those who serve our school system.”

~ from the **TDSB Equity Foundation Statement**

Visit www.tdsb.on.ca to learn more about our commitment to Equitable Schools.

Bullying

Bullying is an issue the TDSB takes seriously. In 2008, the Board adopted the **Bullying Prevention and Intervention Policy (P065)** because we understand that bullying:

- adversely affects a student’s ability to learn;
- adversely affects healthy relationships and the school climate; and
- adversely affects a school’s ability to educate its students.

Bullying can be verbal or physical. It can happen “in your face,” behind the victim’s back or even on-line. Cyberbullying is when a bully uses electronic tools like instant messaging, cell phones, blogs or chat rooms to intimidate, harm, exclude others or ruin a reputation.

Bullying is usually not a one-time event but rather a pattern of continued harassment over an extended period of time. Boys and girls are equally involved in bullying incidents.

We believe that bullying is a learned behaviour and it can be unlearned. That’s why our schools emphasize positive, socially-responsible behaviour. Violence-prevention and anti-bullying programs are incorporated in all areas of the curriculum. Parents and families are encouraged to speak to school staff about any concerns they have.

To learn more about bullying, prevention programs, and the **TDSB Bullying Prevention and Intervention Policy**, visit www.tdsb.on.ca/safeschools.

Helping Make Schools Safer

Serious Incident Reporting Requirements

Even one incident of bullying or harassment in school is one too many. Schools must be places where everyone feels welcome, safe and respected. The Ministry of Education’s ***Keeping Our Kids Safe at School Act*** sets out how all school boards handle incidents at school.

All school staff report serious incidents that could lead to suspension or expulsion to their principal and that principals notify parents of victims when a student has been harmed. In addition, all staff who work directly with students, for example teachers or educational assistants, must respond not only to serious incidents but also to inappropriate or disrespectful behaviour among students. This could include racist or sexist comments, graffiti or vandalism, behaviours and activities that are unacceptable in Ontario schools.

All of us have a part to play in making schools safe spaces.

For further information about ***Keeping our Kids Safe at School Act*** and Ontario’s strategy to help make schools safer, please visit the Ministry of Education web site at www.edu.gov.on.ca/eng/safeschools.

Gender-Based Violence

GENDER-BASED VIOLENCE, Policy (PO71) States: “Gender-Based Violence is any aggressive action that threatens safety, causes physical, social or emotional harm and denigrates a person because of his or her gender identity, perceived gender, sexual identity, biological sex or sexual behaviour. Gender-based violence operates on a societal imbalance of power and control based on social constructions of sexual identity, sexual orientation, gender, perceived gender and sexual behaviour. This imbalance may manifest in multiple forms as aggressive and discriminatory behaviours and expressions of hatred.”

The Gender-Based Violence Prevention Office is comprised of an interdisciplinary team available to staff and students. It offers resources, support and school-based programming to help educate about and prevent gender-based violence.

If you think you have experienced some form of gender-based violence you should speak to your school principal, teacher, or guidance counsellor immediately.

For more information about programs or to contact the **Gender-Based Violence Prevention Office**, visit www.tdsb.on.ca/gbvp or call 416-393-9667.

Code of Conduct

TDSB is committed to making our schools safe, welcoming learning environments where everyone feels valued. The TDSB **Code of Conduct** serves as the foundation for respect, civility, responsible citizenship and safety in all of our schools and workplaces. It sets out standards of behaviour for all members of the school community, including students, parents and guardians, teachers or other school staff members, Board members, volunteers and visitors.

The Code of Conduct Policy (P044) states:

“Students are to be treated with respect and dignity. In return, they shall demonstrate respect for themselves, for others, and for the responsibilities of citizenship by:

- coming to school prepared, on time, and ready to learn;
- showing respect for themselves, for others, and for those in authority;
- refraining from bringing anything to school that may compromise the safety of others;
- following the established rules and taking responsibility for their own actions”.

Visit www.tdsb.on.ca/safeschools to find out more about the TDSB **Code of Conduct Policy (P044)** and the steps taken to make every school a safe, welcoming and caring learning environment for all our students.

Consequences of Inappropriate Student Behaviour

Before taking disciplinary action, the principal will conduct an investigation and document the process. The **Education Act** sets out the circumstances and mitigating factors that principals must take into consideration, including:

- the pupil’s age, history, and whether a progressive discipline approach has been used;
- whether the pupil has the ability to control his or her behaviour, and to understand the foreseeable consequences of that behaviour;
- whether the behaviour was related to harassment of the pupil because of race, ethnic origin, religion, disability, gender or sexual orientation, or any other harassment;
- whether the pupil’s continuing presence in the school creates an unacceptable safety risk;
- how the suspension or expulsion would affect the pupil’s ongoing education;
- factors related to an Individual Education Plan, where one has been developed for the pupil.

The following **Chart of Consequences of Inappropriate Student Behaviour** outlines the progressive discipline approach, with consequences ranging from loss of privileges to expulsion for behaviours that breach the **Code of Conduct**. The most serious consequences, suspension and expulsion, are reserved for incidents of serious misconduct.



Chart of Consequences of Inappropriate Student Behaviour

SUSPENSIONS Education Act, Part XIII, subsection 306(1)	Principal May Issue Suspension	Notify Police	
		May	Shall
1. Uttering a threat to inflict serious bodily harm on another person	1-19 Days		X
2. Possessing alcohol or illegal drugs	1-19 Days		X
3. Being under the influence of alcohol	1-19 Days	X	
4. Swearing at a teacher or at another person in a position of authority	1-19 Days	NA	NA
5. Committing an act of vandalism that causes extensive damage to school property at the pupil's school or to property located on the premises of the pupil's school	1-19 Days		X
6. Bullying	1-19 Days	X	

SUSPENSIONS Board Policy made under the Education Act, Part XIII, subsection 306(1)7	Principal May Issue Suspension	Notify Police	
		May	Shall
1. Willful destruction of school property; vandalism causing damage to school Board property or property located on school or Board premises	1-19 Days	X	
2. Use of profane or improper language	1-19 Days	NA	
3. Use of tobacco	1-19 Days	X	
4. Theft	1-19 Days	X	
5. Aid or incite harmful behaviour	1-19 Days	X	
6. Physical assault	1-19 Days	X	
7. Being under the influence of illegal drugs	1-19 Days	X	
8. Sexual harassment	1-19 Days	X	
9. Racial harassment	1-19 Days	X	
10. Fighting	1-19 Days	X	
11. Possession or misuse of any harmful substances	1-19 Days	X	
12. Hate motivated violence	1-19 Days		X
13. Extortion	1-19 Days		X
14. Distribution of hate material	1-19 Days	X	
15. Inappropriate use of electronic computing, communications or media devices	1-19 Days	X	
16. An act considered by the school principal to be a breach of the Board's or school code of conduct	1-19 Days	X	

SUSPENSIONS PENDING POSSIBLE EXPULSION Education Act, Part XIII, subsection 310(1) - Principal shall issue a suspension pending possible expulsion, then conduct an investigation within five (5) school days. Following the investigation, confirm, shorten or expunge the suspension or refer the matter to the Board for a hearing.	Principal Must Issue Suspension	Notify Police	
		May	Shall
1. Possessing a weapon, including a firearm	1-20 Days		X
2. Using a weapon to cause or to threaten bodily harm to another person	1-20 Days		X
3. Committing physical assault on another person that causes bodily harm requiring treatment by a medical practitioner	1-20 Days		X
4. Committing sexual assault (Refer to Board Policy P.045: Dealing With Abuse and Neglect of Students)	1-20 Days		X
5. Trafficking in weapons or in illegal drugs	1-20 Days		X
6. Committing robbery	1-20 Days		X
7. Giving alcohol to a minor	1-20 Days		X

SUSPENSIONS PENDING POSSIBLE EXPULSION Board Policy made under the Education Act, Part XIII subsection 310(1) 8 - Principal shall issue a suspension pending possible expulsion, then conduct an investigation within five (5) school days. Following the investigation, confirm, shorten or expunge the suspension or refer the matter to the Board for a hearing.	Principal Must Issue Suspension	Notify Police	
		May	Shall
1. Possession of an explosive substance	1-20 Days		X
2. An act considered by the principal to be a serious breach of the Board's or school's code of conduct	1-20 Days		X

Definitions

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

Explosive Substance - includes anything used to create an explosive device or is capable of causing an explosion.

Extortion - using threats, accusations or violence or threats of violence to induce any person to do anything or cause anything to be done.

Firearm - any barrelled weapon from which any shot, bullet or other projectile can be discharged and that is capable of causing serious bodily injury or death to a person.

Harassment - harassment is often, but not always, persistent, ongoing conduct or communication in any form, of attitudes, beliefs, or actions towards an individual or group which might reasonably be known to be unwelcome. A single act or expression can constitute harassment, for example, if it is a serious violation. Harassment may be either subtle or blunt.

Hate Material - includes literature, leaflets, posters, graffiti distributed (or sent by electronic means) to incite violence or hatred against an identifiable group and/or their property. The incitement of hatred or bias-motivated incidents against an identifiable group may include persons distinguished by their race, national or ethnic origin, language, colour, religion, sex, age, mental or physical disability, sexual orientation or other similar factor.

Inappropriate Use of Electronic

Communications/Media - the intentional use of an electronic device or communication medium, such as, but not limited to, all features of any type of computer from desktop to netbook including tablets like iPad, a phone, a cellphone, digital camera, Smart Phones, iPods, e-mails, school hotlines, Web-based communication sites and print material, such as flyers, school newspapers and brochures, that negatively impact on the well-being of another person and/or the learning environment in accordance with the definition of Harassment (as set out above).

Physical Assault - the intentional application of force directly or indirectly in any degree at all, to a person without the person's consent.

Physical Assault Causing Bodily Harm - physical assault is the intentional application of force (in any degree at all) to a person without that person's consent. Bodily harm refers to any hurt or injury that is more than merely transient or trifling in nature which interferes

with the health or comfort of the person, and includes (but is not limited to) injuries that receive medical attention. Any cut that requires stitches or any broken or fractured bone should be considered a serious injury. Serious injury could also include multiple minor injuries.

Possession of a Weapon - means anything used, designed to be used or intended for use in causing death or injury to any person, or to threaten or intimidate any person. It can include objects which can be used as weapons. Objects such as a pen, or a screwdriver, if displayed to threaten or intimidate, become weapons under this definition. Weapon includes a firearm and any device that is designed or intended to exactly resemble or to resemble with near precision, a firearm.

Racial Harassment - means engaging in a course of vexatious comment or conduct pertaining to a person's race which is known, or is reasonably known, to be offensive, inappropriate, intimidating, hostile and unwelcome. Race refers to a group of people of common ancestry, distinguished from others by physical characteristics, such as colour of skin, shape of eyes, hair texture or facial features. The term is also used, at present, to designate social categories into which societies divide people according to such characteristics.

Replica Firearm - is any device that is designed or intended to exactly resemble or to resemble with near precision, a firearm.

Robbery - a robbery occurs where a person uses violence or threats of violence to steal money or other property from a victim.

Sexual Assault - a sexual assault occurs where a person, without consent, intentionally applies force to another person in circumstances of a sexual nature such as to violate the sexual integrity of the victim.

Sexual Harassment - sexual harassment occurs when a person receives unwelcome sexual attention from another person, whose comments or conduct is known or should reasonably be known to be offensive, inappropriate, intimidating, hostile and unwelcome. It also includes an environment in which sexist or homophobic jokes and materials are allowed.

Threat to Inflict Serious Bodily Harm - a threat to cause death or serious bodily harm to a person. The term "threat", as used here, does not apply to situations in which no real threat was intended.

Trafficking in Drugs and/or Harmful Substances - means to sell, administer, transfer, transport, send or deliver any harmful substance, illicit drug or narcotic as set out in the *Controlled Drugs and Substances Act*.

Other Basic Rules, Guidelines and Expectations for Students

In addition to the TDSB *Code of Conduct* and your school's own *Code of Conduct*, TDSB provides specific guidelines and expectations for the use of personal communication devices, school board computer systems, and student behaviour on excursions and at athletic events.

Code of On-line Conduct

The TDSB *Code of On-Line Conduct (PR571)* protects the rights and safety of students and staff who use on-line systems and resources, including all material that is accessed through a TDSB computer or telecommunications network. All of the rules of the TDSB apply when using its computers and connections, and the Board has the right to monitor their use.

Some important don'ts

- Never give out information on-line that someone could use to find you in person.
- Never give out information about anyone else without their permission.
- Never share your personal password with anyone.
- Never try to impersonate someone else or use another person's account on the network.

Other items to remember

- TDSB computers are not to be used for any purpose that is illegal, pornographic, hateful, threatens someone, or is obviously offensive to an individual or group. If a message, a picture or anything else you see on the computer makes you uncomfortable, tell your teacher immediately.
- Report any computer damage that happens by accident or on purpose. Consider the others who use the system. Keep use of the computer and transfer of files to reasonable amounts of time.
- Misuse of computers or connections can result in disciplinary action, which may include legal or police action.
- All web pages hosted or paid for by the TDSB are the property of the TDSB.

See the complete *TDSB Code of On-line Conduct (PR571)* at www.tdsb.on.ca/students.

Taking Responsibility

"Responsible citizenship involves appropriate participation in the civic life of the school community. Active and engaged citizens are aware of their rights, but more importantly, they accept responsibility for protecting their rights and the rights of others."

~ Ontario Ministry of Education, *Policy/Program Memorandum 128* (October 2007)

Personal Communication Devices

The Toronto District School Board is responding to evolving technology, including Personal Electronic Devices (PEDs) such as cell phones, personal digital assistants, smart phones and laptops and recognizes the potential of technology use in the classroom to engage, enhance and support student learning.

We also understand that PEDs can be an important way for parents and caregivers to stay connected and engaged with the learning of their children, as well as a way to reach each other, when necessary.

It is also important to make sure that they are used responsibly, do not interfere with learning and respect the rights of others at all times.

To learn more, visit your school office or speak to your principal.

Know Your Rights

Every student has the right to feel safe and welcome at school. Everyone has the right to be treated with respect, dignity and understanding.

If you hear, see or experience...

- name-calling or threats
- unwelcome remarks or slurs
- obscene gestures or jokes
- unwanted touching or sexual bullying
- on-line harassment
- derogatory or offensive materials
- threats of outing someone
- intimidation or physical violence
- or anything else that negatively affects an individual or group

call:

**Student
SAFETY LINE**
416-395-SAFE(7233)
416-620-9711 (TTY)

www.tdsb.on.ca/safetyline



Getting the Most Out of Excursions and Field Trips

Field trips are great learning opportunities for students. To ensure a safe, enjoyable experience for all participants, students need to follow the TDSB *Code of Conduct* and the expectations of their school while off school property during trips and athletic events.

Some Important Things to Remember

- Come prepared and follow the directions of teachers and other supervisors during the excursion.
- You will not be penalized if you miss any assignments or tests in other subjects while on a school excursion. You will be expected to complete the work within a reasonable time, as determined by the teacher when you return.
- Board policy prohibits the use of tobacco, alcohol and non-medicinal drugs at all school activities – whether they take place on or off school property.

The expectations are outlined fully in the *TDSB Excursion Procedure (PR511)* available on-line at www.tdsb.on.ca/AboutUs.

Student Athletes Set an Important Example

Athletes are often seen as role models for students. It is important for student athletes to promote positive social behaviours and attitudes in their peers. The TDSB *Code of Behaviour for Athletes* describes expectations for students who take part in TDSB-approved sporting events:

- Compete for the enjoyment of the game and the pursuit of individual as well as team excellence.
- Strive to understand, respect, and follow the rules of the game at all times.
- Demonstrate good sportsmanship and fair play.
- Conduct yourself with honour, dignity and self-control.
- Appreciate the efforts of your team mates and opponents.
- Be generous in victory and gracious in defeat.
- Show respect for authority and decisions of coaches, staff and officials.
- Respect athletic facilities and property.
- Respect the rights of opponents, team mates, and spectators on both sides.
- Refrain from the use of profanity, taunting, threatening actions and violence at all times.
- Behave in accordance with all TDSB policies.



Getting Involved



TDSB Student SuperCouncil

Captivate • Motivate • Initiate

Is there anything in your school you'd like to change? Do you want to have your voice heard and make a difference in your school and schools across Toronto?

The TDSB Student SuperCouncil is a group of 20 elected students from all over TDSB. Our main goal is to bring a student voice to the Boardroom.

SuperCouncil is inviting you to come out and have your voice heard. We have quadrant meetings every month, as well as a number of events that will allow you to speak your mind and make a real difference.

These events include a Leadership retreat for Grades 9 and 10 Student Leadership Day where student leaders are invited to get together and share their ideas, an Elections Conference where SuperCouncil Executives are elected, and much more.

SuperCouncil works with the two Student Trustees who sit on the Board and represent the student voice. They take the ideas from quadrant meetings and present the united student voice to Trustees who vote on the decisions that affect our schools.

To learn more about how to get involved and to meet our executives, visit our web site at www.supercouncil.ca or via e-mail at supercouncil@tdsb.on.ca.

Community Involvement

Did You Know?

- In order to graduate from high school, you must complete 40 hours of approved community involvement activities.
- These activities must take place outside of class time, beginning in the summer before you start grade 9 until March of your graduating year.
- You need to complete these hours in places that are in keeping with the TDSB approved list (available at www.tdsb.on.ca) and approved by your principal.
- You need to complete a Community Involvement Passport and have signatures from someone in the community who supervised this activity.

Don't Wait – Start Today! To find out more, speak to your **guidance counsellor, home room teacher,** or visit www.tdsb.on.ca.

Parents Can Get Involved Too

By the time they reach secondary school, students are expected to manage their time effectively, complete their homework and take responsibility for their own success. However, parents and families play a critical role in a child's education at every stage and there are many ways for parents to stay involved with their school community.

Parents and families have a number of opportunities to get involved. They can participate in their local School Council, volunteer within the school, attend Trustee Ward Forums or join one of the Community Advisory Committees.

At TDSB, our students speak over 80 languages and come from almost 175 countries. We welcome students and families from around the world. Our schools are responsive to the needs of students/families new to Canada who may require help adjusting to life in a new country. For information on identifying a Settlement Worker or Interpretation and Translation supports, contact 416-397-3529.

The TDSB **Parent Concern Protocol (PR505)** is a tool for parents to address school and classroom concerns. The Protocol confirms the responsibility of the Principal, Superintendent of Education and the Trustee in providing advice, direction or decision making on parents' concerns. To view the Protocol, visit www.tdsb.on.ca/parents, under Key Information, select TDSB Policies, then Procedures, click on PR505, Parent Concern Protocol.

To learn about parent involvement opportunities, including available workshops, visit www.tdsb.on.ca/parents/parent_community, call 416-397-3529 or contact your local school.



Homework

Homework is an important part of learning for all students. TDSB has an established **Homework Policy** founded on sound teaching and learning practice, current research, TDSB Student Census data, and extensive consultation with parents, educators, and the community. It moves away from traditional time-by-grade guidelines to emphasize assignments that reflect the unique learning needs of individual students.

Why Homework?

- Relevant, topical homework assignments promote high quality student learning, mastery and achievement, especially in secondary school.
- Homework encourages students to develop independent, effective study habits that nurture a lifelong love of learning.

What is Appropriate Homework?

- Homework is part of a positive learning experience and not intended to be punitive.
- Homework is curriculum-based with a direct link to topics or skills that have been taught in class, and enhance student learning.
- Homework is clear so students understand what they are expected to do for each homework assignment.

How Much is the Right Amount of Homework?

- Students in Grades 9 to 12 should expect to complete up to two hours of homework per evening.
- Homework should meet the developmental needs and abilities of individual students, and be modified, when necessary.
- Homework is designed so that families can balance the time needed to complete homework with extra-curricular activities scheduled outside of the school day (for example, activities that support personal and family wellness).
- Homework will not be assigned on scheduled holidays as outlined in the School Year and Days of Significance calendars.

What are Students'

Responsibilities Around Homework?

- Recording homework in their agenda or planner, and making sure they clearly understand the homework expectations.
- Asking their teacher for clarification or help when tasks or expectations are not clear, or if they have a time conflict because of homework assignments in several different subjects.
- Managing their time and materials responsibly.
- Regularly completing assigned homework in a timely manner, to the best of their abilities.

How Can Parents Support Student Learning?

- Parents can help by talking to children about their homework and ensuring that homework time is part of a regular, scheduled routine.
- Parents can help by making sure students have a learning space at home.
- Schools should communicate with parents in many ways throughout the school year about the purpose and goals of homework, including at curriculum nights, parent-teacher conferences, School Council meetings and through student agendas, newsletters and websites.
- Homework assignments may be designed to involve parents and guardians in supporting their children's learning, however homework will not require them to teach concepts.

Please review our Academic Honesty procedure (PR613) and Late and Missed Assignments procedure (PR614) at www.tdsb.on.ca.

Student Accident Insurance

The TDSB does not provide accident insurance coverage for student injuries that take place on school property or during school sponsored activities.

For information on how to purchase **Accident Insurance coverage for your child**, visit www.insuremykids.com or call toll free at **1-800-463-KIDS (5437)**.

Many Pathways to Success

your future success, but there are many pathways to graduation. Whether your destination is workplace, college, university, or apprenticeship, the TDSB offers a broad range of secondary programs and learning opportunities that let you choose the path that matches your strengths, interests and career goals.

Specialized programs that focus on Arts, Math & Science, Technology, Experiential Learning, flexible on-line learning and Dual Credit opportunities, Skills Enhanced and Specialist High Skills Majors and many other choices are yours to explore.

Diploma Requirements

To receive a secondary school diploma, students must complete the literacy requirement (Ontario Secondary School Literacy Test or Ontario Literacy Course), as well as 40 hours of community involvement. Students must earn a total of 30 credits, including 18 compulsory credits and 12 optional credits.

To learn more about your options and **Ontario Secondary School Diploma requirements**, visit www.tdsb.on.ca/choices.

Secondary Night and Summer Programs

TDSB offers night and summer school programs that provide secondary students and adults with more opportunities to earn credits, develop literacy skills and complete diploma requirements.

For more information, visit www.creditprograms.ca.



E-Learning Expands Opportunities

E-Learning is one more way for students who excel in a flexible learning environment to take credit courses that may not be available in your OSR (home) school or to help resolve a timetable conflict. TDSB e-Learning offers a range of courses primarily at the senior level (Grades 11 and 12). The courses and on-line classroom are provided by the Ministry of Education through e-Learning Ontario, taught by TDSB secondary teachers. They'll appear on your timetable and your transcript.

Speak to your Guidance Counsellor or visit www.tdsb.on.ca/elearning to find out more.

Prior Learning Assessment and Recognition (PLAR)

PLAR is a “challenge” that allows students to earn secondary school diploma credits for learning they’ve done outside of the classroom. TDSB students may request a formal evaluation of their skills and knowledge against the expectations outlined in the Ontario curriculum for current Grades 10, 11 and 12 courses taught in TDSB schools.

Through the PLAR process, students may “challenge” for one credit per year and earn no more than four credits including a maximum of two credits in any one discipline.

To learn more about **PLAR** and how to apply for a formal evaluation, contact your **Guidance Counselor**.

Religious Accommodation

Students who need accommodations for religious observances or spiritual practices should speak with their school Principal or Vice Principal. Verbal or written communication from a parent/guardian/caregiver is required specifying needs relating to religious or spiritual observances, including holy days the student is expected to be absent from school. Please provide this information early in the year to ensure that scheduling of tests, assignments or exams can take religious observances into consideration.

Health and Wellness



Finding Help When You Need It

Research shows that as many as one in five children and youth experience emotional stress that can make it hard to focus on school work. Students who struggle with feelings of depression, anxiety, anger or confusion are not alone.

School social workers and attendance counsellors understand and we're here to help students overcome obstacles to success. Whether personal, family or school related, concerns can range from bullying to substance abuse, from questions about sexuality to difficulty adapting in a new culture. We offer a wide range of services, including individual or group counselling, as well as helping to connect students with outside supports.

To connect with your **school social worker**, speak to a teacher, advisor, guidance counsellor or your principal. For more information about our services, visit www.socialwork.tdsb.on.ca.

Vision Testing is Important

Did you know that one in six children and young people have vision problems? Undetected vision problems impact learning – to see the blackboard clearly, read a book and fully participate in class activities.

Regular vision examinations are part of being ready for school. Annual eye exams for children and youth under 20 is covered by OHIP.

To learn more, visit www.tdsb.on.ca. To find the name of an Optometrist near you, visit www.eyecareoao.com or call 1-800-540-3837.

Be Scent Aware

Exposure to perfumes and other scented products can trigger serious health reactions in those with asthma, allergies, migraines or chemical sensitivities. Please be considerate to others who share the learning environment with you, and reduce the use of fragranced products in your school.

To learn more about the **TDSB Scented Products Awareness Program**, speak to your principal or visit www.tdsb.on.ca.

Immunization For Students

It is the law in Ontario for all children attending school to be immunized against communicable diseases, or to provide a valid exemption as regulated by **The Immunization of School Pupils Act** (ISPA). Each year, Toronto Public Health reviews the immunization records of all TDSB students to assess if mandatory vaccines have been received, or if a valid exemption is on file.

Primary students need to be up-to-date with the complete series of vaccinations that protect against diphtheria, tetanus, polio, measles, mumps, and rubella. Secondary students need a booster vaccine in adolescence (usually between ages 14 and 16) to maintain protection against diphtheria and tetanus. This is a combination vaccine that also protects against pertussis (or whooping cough).

To protect the health of all, students who are not up-to-date or have not provided a valid exemption may be suspended from school. Clinics are offered by Toronto Public Health for students who are having difficulty accessing vaccination services.

Many other immunizations are recommended but not required for school attendance. These include vaccines against chicken pox, pneumococcal disease, haemophilus influenzae B, meningococcal disease, hepatitis B, whooping cough and human papillomavirus. For more information see the Ministry of Health and Long-term care **Publicly Funded Immunization Schedule** www.health.gov.on.ca/english/providers/program/immun/pdf/schedule.pdf.

To learn more, visit www.toronto.ca/health or call the **Toronto Public Health Immunization Information Line** at 416-392-1250.

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Our Mission

is to enable all students to reach high levels of achievement and to acquire the knowledge, skills, and values they need to become responsible members of a democratic society.

We Value

- Each and every student
- A strong public education system
- A partnership of students, schools, family, and community
- The uniqueness and diversity of our students and our community
- The commitment and skills of our staff
- Equity, innovation, accountability, and accessibility
- Learning environments that are safe, nurturing, positive, and respectful



Strategic Directions

- Make every school an effective school
- Build leadership within a culture of adaptability, openness and resilience
- Form strong and effective relationships and partnerships
- Build environmentally sustainable schools that inspire teaching and learning
- Identify disadvantage and intervene effectively