

# Welcome to the 2024-2025 School Year!

September always feels like the true start of the year for me. Just like January 1, the start of another school year is a time to celebrate new beginnings, to set new goals, and to be open minded to the endless possibilities you will come across in the year ahead.

Joy is at the heart of learning, and I encourage you to find ways to make your learning inside and outside of the classroom joyful this year. Find books to read about topics that make you curious, think about how a particular math or science formula could help you in the future, or collaborate with a friend to see how you can express your personality through your next presentation or writing assignment.

Every school year, I challenge myself to get outside of my comfort zone to find a new hobby, hone a new skill, or to learn about someone who inspires me. I challenge you to do the same. It could be that you join or start a club at your school, set a reading challenge for yourself, or find a volunteer opportunity that will make a difference in our local community. Enjoy the process of setting a goal and of putting in the effort to achieve it – all while learning so much about the world around you and yourself in the process.

This year, we are launching a new Multi-Year Strategic Plan (MYSP). Thank you to all of the students who provided feedback during its development. This plan guides how we improve your experiences at school and is focused on four priorities: belonging, achieving, thriving and revitalizing school buildings. We want you to belong, achieve and thrive at school.

Your classroom, your school, and your community would simply not be what they are without you. You bring strengths, talents and interests that enrich those around you and make the world a more joyful place.

I wish you the very best for a school year filled with learning and joy!

Ms. Russell-Rawlins  
Director of Education



## School Year Calendar

The first day of classes for all students is September 3, 2024.

The last day of classes for elementary students is June 27, 2025.

The last day of classes for secondary students is June 25, 2025.

## Professional Activity Days

### Elementary

- September 27, 2024
- October 11, 2024
- November 15, 2024
- November 29, 2024
- January 17, 2025
- February 14, 2025
- June 6, 2025

### Secondary

- October 11, 2024
- November 15, 2024
- November 29, 2024
- January 30, 2025
- February 14, 2025
- June 26, 2025
- June 27, 2025

## Statutory Holidays

**Labour Day:** September 2, 2024

**Thanksgiving:** October 14, 2024

**Winter Break:** December 23, 2024 – January 3, 2025 (inclusive)

**Family Day:** February 17, 2025

**Mid-Winter Break:** March 10 – 14, 2025

**Good Friday:** April 18, 2025

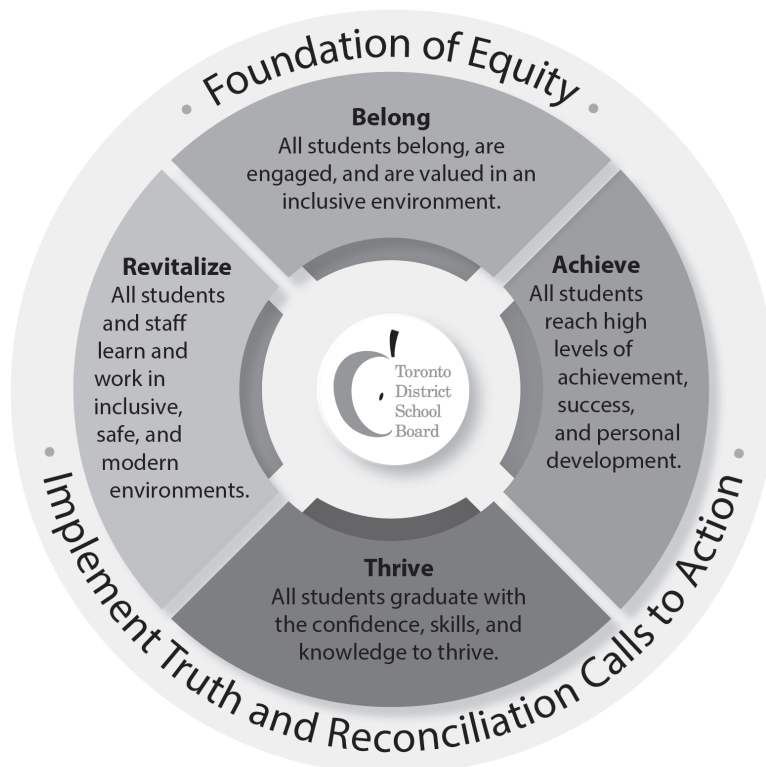
**Easter Monday:** April 21, 2025

**Victoria Day:** May 19, 2025

# TDSB's Multi-Year Strategic Plan

The TDSB's Multi-Year Strategic Plan (MYSP), Inspiring Minds and Shaping Futures: Our Multi-Year Commitment to Student Success sets direction and identifies system goals to support the TDSB's 238,000 students and nearly 600 schools.

With Equity as a guiding principle, and a commitment to Truth and Reconciliation: Calls to Action, the MYSP will guide and focus our work for the next four years (2024-28). The MYSP serves as a roadmap towards realizing the collective vision for the students and staff served by the TDSB and is a reflection of the rich perspectives, ideas, and goals of TDSB communities. Learn more at [www.tdsb.on.ca/MYSP](http://www.tdsb.on.ca/MYSP).



## We Value

- Each and every student's interests, strengths, passions, identities and perspectives on their education
- Partnerships with students, parents/guardians/caregivers, staff, community partners, and education partners
- A strong public education system that promotes full participation by identifying, removing, and preventing accessibility barriers so that all students, including students with disabilities/special education needs and intersecting identities, are provided with opportunities to realize their full potential
- The diversity of students, parents/guardians/caregivers, staff, community partners, and education partners
- Shared leadership and respectful working relationships
- Accountability and innovation
- The contributions of a highly skilled and diverse staff
- Digital citizenship and environmental stewardship

## Conditions for Success

The conditions for success are factors that contribute to the successful implementation of the Multi-Year Strategic Plan, 2024-2028.



Partnering with Parents /  
Caregivers / Guardians and  
Community



Culture of Human  
Rights and Respect



Accessibility and  
Inclusion



Strategic, Agile and  
Equitable Leadership



Effective  
Communication

To read the full Multi-Year Strategic Plan, visit  
[www.tdsb.on.ca/mysp](http://www.tdsb.on.ca/mysp)

## Creating Positive and Mentally Healthy Schools

Creating mentally healthy spaces that are safe, inclusive, positive and accepting of all students is a priority in the TDSB. A school should be a place that promotes care, responsibility, respect, civility, and academic excellence in a safe learning and teaching environment. A positive and mentally healthy school climate exists when all members of the school community feel that they matter and belong, and are safe, included, and accepted. A positive and mentally healthy school climate actively promotes positive behaviours and interactions. Part of providing a positive and mentally healthy school climate is also ensuring equity is at the foundation of everything we do for students. This includes, but is not limited to, removing barriers, addressing mental health stigma, and creating access and opportunity for students. By doing so, schools are ensuring each student has all the tools, resources, supports and opportunities they need to thrive. A positive school climate exists when:

- All students, parents/guardians/caregivers and staff members feel a sense of belonging, that they matter, are safe, comfortable, affirmed, and accepted
- All students are aware of identity affirming mental health and well being supports and services in and outside of the school
- Principles of equity, mental health and inclusivity are embedded within the learning environment
- Mentally healthy and respectful relationships are promoted and supported by all members of the school community
- Students are encouraged to be leaders, positive role models and have their voices centred
- Parents/guardians/caregivers and community members are actively engaged and have their voices centred
- Positive behaviour is reinforced
- Students are given opportunities to develop relationships that are free of discrimination, harassment, racism and oppression
- There is a culture of high expectations to help students reach their full potential
- Diversity is respected and valued, and students and parents/guardians/caregivers see their identities affirmed

For additional Mental Health Resources, please visit [www.tdsb.on.ca/MHWB](http://www.tdsb.on.ca/MHWB).



## Bullying, Discipline and Reporting

The TDSB takes bullying seriously. Every student has the right to feel safe and welcome at school, and be treated with respect, dignity and understanding. All students and staff have responsibility for contributing to an environment where everyone's human rights are respected in school.

As a system, we focus efforts on prevention and creating a welcoming school community. Staff and students are educated on what bullying looks like and how to report.

If you hear, see, or experience any of the following, report it. Speak with a caring adult, talk to your principal and/or call the Student Safety Line.

- name calling or threats;
- racist, discriminatory or hateful remarks;
- unwelcome remarks or slurs;
- obscene gestures or jokes;
- unwanted touching or sexual bullying;
- online harassment;
- derogatory or offensive materials;
- threats of outing someone;
- intimidation or physical violence; or,
- anything else that negatively affects an individual or group.

All school staff are required to report serious incidents that could lead to suspension or expulsion to the school principal or vice-principal. When a student has been harmed, the principal must also notify the parents/guardians/caregivers of all the students involved.

In the event of bullying, we provide support for the students who have been bullied and who engaged in bullying behaviours, as well as those who have been impacted in other ways. By working together with staff, students and community, we are able to address inappropriate student behaviour and build strategies that promote and foster positive behaviours.

**Student  
SAFETY LINE**   
**416-395-SAFE(7233)**  
**416-620-9711 (TTY)**  
[www.tdsb.on.ca/safetyline](http://www.tdsb.on.ca/safetyline)

**KidsHelpPhone.ca**  
**1 800 668 6868**  
**Kids Help Phone**

Call or text  
**9-8-8**  
**Mental Health Hotline**

## Human Rights Accommodation – Exceptions to Rules, Extra Help & Support

The TDSB is committed to supporting accommodation requests based on human rights needs. These are requests to make changes so that you can fully participate and be included at the TDSB. Accommodations reduce or remove barriers related to disability, religious needs, gender identity, and other protected identities. Please speak with a teacher, principal, vice-principal, or guidance counsellor to discuss your needs. More information can be found at [www.tdsb.on.ca/about-us/human-rights](http://www.tdsb.on.ca/about-us/human-rights).

## Reporting Incidents of Racism, Hate or Discrimination

The TDSB is committed to providing a safe, respectful, equitable, accessible, and inclusive learning environment free of harassment and discrimination. Anyone in the TDSB (including students, parents/guardians/caregivers and community members) who witnesses or becomes aware of discrimination, racism, bias or hate should report it to a TDSB employee or supervisor (including a teacher, principal, vice-principal, or guidance counsellor). Learn more about how to report or file a complaint at [www.tdsb.on.ca/about-us/human-rights](http://www.tdsb.on.ca/about-us/human-rights).

## Student Dress Policy

The Board-wide Student Dress Policy supports learning environments that are safe, equitable, welcoming and inclusive, and recognizes that decisions about dress reflect individual expression of identity, socio-cultural norms, and economic factors. These factors influence a student's health and well-being. Students may attend school and school-related functions in dress of their choice that conforms to system standards that respect the Board's intent to sustain a community that is positive and inclusive of all identities. Please note staff may ask students to adhere to safety requirements for certain activities (e.g. science labs, technical education and sports).

Read the complete Student Dress Policy (P042), including the system standards, by visiting [www.tdsb.on.ca/High-School/Your-School-Day/Student-Dress](http://www.tdsb.on.ca/High-School/Your-School-Day/Student-Dress).

## Communicating Concerns (parent concern protocol)

The TDSB Parent Concern Protocol (PR505) is a tool for parents/guardians/caregivers to address school and classroom concerns. The protocol confirms the responsibility of the principal, superintendent and Trustee in providing advice, direction or decision-making when a parent/guardian/caregiver has a concern.

**1**

Step  
One

### Classroom Teacher

The first place to go about any classroom-related question or concern is your classroom teacher. They can help you with:

- Any questions about the classroom
- Classroom rules and consequences
- Homework and assignments

**2**

Step  
Two

### School Principal

If you would like more information or if you have questions that are beyond the classroom, talk to your school principal. They can help with:

- Concerns about an individual school
- Student registration
- Student schedules
- Student suspensions
- Report card concerns
- Classroom concerns
- Code of Conduct
- Safety and security
- Budget and fundraising
- School Council

**3**

Step  
Three

### School Superintendents

Superintendents are responsible for a Family of Schools. They support school staff and can be contacted if you have questions that have not been answered or for help with:

- Alternate attendance requests
- Suspension appeals

**4**

Step  
Four

### Trustees

Trustees are your elected community officials. They are available to help you with the following areas of the TDSB:

- Concerns about your community
- Ideas and suggestions for the Board
- Items on Board Agenda
- Board policies under review
- Board budget
- Collective bargaining

## Chart of Consequences of Inappropriate Student Behaviour\*

SUSPENSIONS Subject to a regulation made under clause 316 (1.1) (a), a principal shall consider whether to suspend a pupil if he or she believes that the pupil has engaged in any of the following activities while at a school, at a school-related activity or in other circumstances where engaging in the activity will have an impact on the school climate (Education Act s.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, illegal drugs or, unless the pupil is a medical cannabis user, cannabis	1–19 Days		X
3. Being under the influence of alcohol or, unless the pupil is a medical cannabis user, cannabis	1–19 Days	X	
4. Swearing at a teacher or at another person in a position of authority*	1–19 Days	N/A	N/A
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	
<i>*Any activity listed in section 306(1) motivated by hate, bias or prejudice based on the prohibited grounds of the OHRC and gender identity and expression will be considered suspendable under section 310(1) of the Education Act.</i>			

SUSPENSIONS Subject to a regulation made under clause 316 (1.1) (a), a principal shall consider whether to suspend a pupil if he or she believes that the pupil has engaged in any of the following activities while at a school, at a school-related activity or in other circumstances where engaging in the activity will have an impact on the school climate (Education Act s.306 (1)7).	Principal May Issue Suspension	Notify Police	
		May	Shall
1. Willful destruction of school property; vandalism causing damage to school or Board property or property located on school or Board premises*	1–19 Days	X	
2. Use of profane or improper language*	1–19 Days	N/A	
3. Use of tobacco*	1–19 Days	X	
4. Theft*	1–19 Days	X	

## Chart of Consequences of Inappropriate Student Behaviour\*

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. Fighting*	1–19 Days	X	
9. Possession or misuse of any harmful substances*	1–19 Days	X	
10. Inappropriate use of electronic communications or media devices*	1–19 Days	X	
11. An act considered by the school principal to be a breach of the Board's or school code of conduct*	1–19 Days	X	
12. Immunization	20 Days	N/A	N/A

*\* Any activity listed in section 306(1) motivated by hate, bias or prejudice based on the prohibited grounds of the OHRC and gender identity and expression will be considered suspendable under section 310(1) of the Education Act.*

SUSPENSIONS PENDING POSSIBLE EXPULSION Subject to a regulation made under clause 316 (1.1) (a), a principal shall suspend a pupil if he or she believes that the pupil has engaged in any of the following activities while at a school, at a school-related activity or in other circumstances where engaging in the activity will have an impact on the school climate (Education Act s.310 (1). After the suspension is issued an investigation will be conducted by the principal within five (5) school days.	Principal May 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 TDSB procedure PR. 608)	1–20 Days		X
5. Trafficking in weapons or in illegal drugs	1–20 Days		X
6. Committing robbery	1–20 Days		X

## Chart of Consequences of Inappropriate Student Behaviour\*

7. Giving alcohol or cannabis to a minor	1–20 Days		X
7.1 Bullying if,  i. The pupil has previously been suspended for engaging in bullying and, ii. The pupil's continuing presence in the school creates an un-acceptable risk to the safety of another person.	1–20 Days	X	
7.2 Any activity listed in section 306(1) motivated by bias, prejudice or hate based on race, national or ethnic origin, language, colour, religion, sex, age, mental or physical disability, sexual orientation, gender identity, gender expression, or any other similar factor.	1–20 Days	X	X

SUSPENSIONS PENDING POSSIBLE EXPULSION  Subject to a regulation made under clause 316 (1.1) (a), a principal shall suspend a pupil if he or she believes that the pupil has engaged in any of the following activities while at a school, at a school-related activity or in other circumstances where engaging in the activity will have an impact on the school climate (Education Act s.310 (1)8. After the suspension is issued an investigation will be conducted by the principal within five (5) school days.	Principal May Issue Suspension	Notify Police	
		May	Shall
1. Possession of an explosive substance	1–20 Days		X
2. Sexual Harassment	1–20 Days	X	
3. Hate Motivated Occurrences	1–20 Days		X
4. Distribution of Hate Material	1–20 Days	X	
5. Racial Harassment	1–20 Days	X	
6. 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
7. Trafficking in cannabis	1 -20 Days		X
8. Extortion	1 -20 Days		X

\*subject to change

Note: The TDSB has implemented Retention Timelines. For information related to these timelines, please see PR 697 Promoting Positive School Climate.



## Code of Conduct

At the TDSB, we encourage a standard of behaviour for all students, employees, parents/guardians/caregivers, permit holders and community members whether online or in person, which is outlined in the Code of Conduct (PR585).

The TDSB is currently revising its Code of Conduct to reflect new guidelines from the Ministry of Education (PPM128) and will be available at [www.tdsb.on.ca](http://www.tdsb.on.ca) by September 1, 2024.

## Code of Online Conduct

All students are expected to comply with the TDSB Acceptable Use Policy (P088) and the corresponding procedure, Code of Online Conduct (PR571), which protects the rights and safety of students and staff. All TDSB rules apply when using TDSB computing devices, connections, online systems and resources through a TDSB computing device or network. The Board has the right to monitor use of these systems, tools and resources. The Student and School Codes of Conduct also apply to social media.

## Cell Phone/Mobile Device Use in Schools

Below is a summary of the requirements for cell phone/mobile device use in schools, effective September 1, 2024 (as per PPM128).

### All Members of the School Community

All members of the school community must not use personal mobile devices during instructional time except under the following circumstances: for educational purposes (as directed by an educator), for health and medical purposes, to support special education needs

### Students in Grades 6 and Below

Students' personal mobile devices must be stored out of view and powered off or set to silent mode throughout the full instructional day, except when their use is explicitly permitted by the educator under the circumstances outlined above.

If an educator sees a personal mobile device that is not stored out of view, they must require the device be handed in for the instructional day and the device must be placed, by the student, in a storage area in a location designated by the principal.

### Students in Grades 7 to 12

Personal mobile devices must be stored out of view and powered off or set to silent mode during instructional time, except when their use is explicitly permitted by the educator under the circumstances outlined above.

If the educator sees a personal mobile device that is not stored out of view, they must require the device be handed in for the instructional period and the device must be placed, by the student, in a storage area in a location in the classroom designated by the educator.

## Literacy and Numeracy Programs Outside of the School Day

Literacy and numeracy programs are available to elementary students who require support with reading, writing or math to build their skills and understanding. These programs occur outside of the regular school day and focus on acquiring the tools and confidence required to be successful. Through the elementary summer program, all students from Kindergarten to Grade 8 can enhance numeracy and literacy skills through creative, active and locally-driven programming. For more information, please contact your child's school.

## International Languages Elementary & African Heritage Program

The International Languages Elementary Program combines language and culture learning with engaging language skill focused activities like group writing, guided reading, games, songs, dance, storytelling, and arts for students from Kindergarten to Grade 8. No language background knowledge is necessary. The African Heritage Program connects students to the contributions, histories, legacies, cultures and traditions of people of African descent through inquiry and experiential learning. For more information, please visit [www.ileprograms.ca](http://www.ileprograms.ca).

## Future-Ready Learning Through Global Competencies

Global Competencies and deep learning through technology form a foundation of the TDSB's Multi-Year Strategic Plan. Improving student achievement, equity and well-being, as well as strengthening literacy and numeracy skills, can be developed explicitly through a variety of teaching and learning processes as part of student learning in all subjects of the curriculum. Global Competencies prepare students to navigate through the dynamic modern world and provide the ability to thrive with a deeper understanding of the interconnectedness of themselves and their communities, as well as their impact on local and global communities.

## TDSB Virtual Library

The TDSB Virtual Library provides online access to a collection of digital resources that support learning for all students from Kindergarten to Grade 12. Available 24/7 at school and home, it is a great starting place for finding resources for any learning, as well as for reading for fun. Investigate the 'Read Watch Learn' button to find: eBooks, encyclopedias, educational videos, and information portals for inquiry and research. To search for resources by curriculum area, click the 'Find' button and select the subject or topic and grade of interest.

Most TDSB Virtual Library resources include accessibility features, translation tools and are compatible with TDSB assistive technology tools. To access the TDSB Virtual Library, visit [www.tdsb.on.ca/library](http://www.tdsb.on.ca/library). TDSB staff and students can access required passwords and access information through the orange 'Passwords' button when logged into TDSB credentials. Ask your school's teacher-librarian if you need help or have questions about using the TDSB Virtual Library.

## Create an Allergen-Safe Environment

For anaphylactic students, allergies can cause serious health concerns. If your child has an allergy or if they need to be given special medication throughout the day, speak with your principal about developing a safety plan for the health concern.

## Student Mental Health and Well-Being

Student mental health and well-being is an important part of student success and a priority at the TDSB. At school, feeling safe, engaged and honouring identity and student voice all contribute to a positive sense of well-being. Equity, mental health and well-being are interconnected and our priority is to centre identity affirming and culturally responsive and relevant resources and practices to all students and families from an anti-oppressive and anti-racist approach. Students need our collective support to be healthy individuals which includes positive and strong relationships students have with each other and adults. For additional Mental Health Resources, please visit [www.tdsb.on.ca/MHWB](http://www.tdsb.on.ca/MHWB).



## Finding Help When You Need It

For students who need additional support, there are many resources. You can connect with a teacher or principal as they are a well-positioned partner who can offer support. Parents/Guardians/Caregivers can also contact any of the Managers of Professional Support Services at

[www.tdsb.on.ca/About-Us/Professional-Support-Services/Contact-Us](http://www.tdsb.on.ca/About-Us/Professional-Support-Services/Contact-Us).

This team is here to support student success by offering a wide range of identity affirming and culturally relevant services, such as individual or group counselling, as well as connecting students, parents/guardians/caregivers with community resources. Students, parents/guardians/caregivers and staff can also find resources by visiting [www.tdsb.on.ca/MHWP](http://www.tdsb.on.ca/MHWP).

## Need Help Now?

**Kids Help Phone (24/7)** | 1-800-668-6868  
Text CONNECT to 686868  
[kidshelpphone.ca](http://kidshelpphone.ca)

**Mental Health Hotline (24/7)**  
Text/Call: 988 | 988.ca

**One Stop Talk** | [Onestoptalk.ca](http://Onestoptalk.ca)

**What's Up Walk-In** | [whatsupwalkin.ca](http://whatsupwalkin.ca)  
1-855-416-8255

**Identity Affirming Crisis Lines**  
[www.tdsb.on.ca/Immediate-Support-Help](http://www.tdsb.on.ca/Immediate-Support-Help)

**Culturally Responsive Community Supports**  
[www.tdsb.on.ca/Culturally-Responsive-and-Relevant-Resources](http://www.tdsb.on.ca/Culturally-Responsive-and-Relevant-Resources)

## Parent/Guardian/Caregiver Engagement

Regardless of family income or background, students whose parents/guardians/caregivers are engaged in their schooling are more likely to have higher grades and test scores, attend school regularly, have better social skills, show improved behaviour, and adapt well to school.

There are many opportunities for parents/guardians/caregivers and families to get involved, including:

- Connecting and communicating with your child's teacher or Community Support Worker (where applicable)
- Participating in the local school council
- Volunteering in a school
- Taking part in a Community Advisory Committee

Learn more about each of these ways to be involved in your school community through your school principal or by visiting [www.tdsb.on.ca/Community/How-to-Get-Involved](http://www.tdsb.on.ca/Community/How-to-Get-Involved).

