



STUDENT CODE OF CONDUCT

Malvern CI

The Malvern community stands together to recognize that we are all entitled to a life of equality, dignity and respect — a life free from discrimination. All students should feel safe at school and deserve a positive school climate that is inclusive and accepting, regardless of race, ancestry, place of origin, colour, ethnic origin, citizenship, creed, sex, sexual orientation, gender identity, gender expression, age, marital status, family status or disability.

2021/22

TORONTO DISTRICT SCHOOL BOARD

MALVERN'S STUDENT CODE OF CONDUCT

Malvern is a community of learners and all members of the Malvern community have a shared responsibility to contribute to a safe learning environment that is based on the following principles:

- Learning for All
- Health & Safety
- Human Rights
- A Positive School Tone
- Student Voice and Advocacy

The Student Code of Conduct applies to all students while on school property, while involved in extra-curricular activities (on or off site), while on excursions or school trips, and in any circumstance where the outcome has a negative impact on the school climate.

Please refer to the *Chart of Consequences of Inappropriate Student Behaviour* for details of behaviour that may result in suspensions or expulsions.

Learning for All

All students have the **right** to participate in and be supported in their learning. To support this right, students have a responsibility to:

- a) Attend class regularly and punctually, complete homework, assignments, evaluations and presentations according to prescribed deadlines, and arrive to class with the required books and equipment.
- b) Communicate with teachers if there are extenuating circumstances that impact participating in class or completing evaluations and provide supporting documentation (such as a medical note).
- c) Demonstrate respect for the established norms, procedures and routines that have been set out by their teachers and that serve to maintain structure, accountability and mutual respect.
- d) Remain in class and work diligently throughout the period unless permission is given by the teacher to be excused.
- e) Refrain from visiting other classes and/or walking through the halls and disrupting other classes. The halls are to be clear during class time.
- f) Refrain from behaviour that is disruptive to the learning of other students.
- g) Refrain from using cell phones and other electronic and communication devices (unless given specific permission to do so by the teacher).
- h) Submit their own work with proper acknowledgement of sources. Cheating and plagiarism are serious academic offenses and consequences may include a mark of zero.
- i) Submit their work directly to their teachers (electronically or hardcopy)
- j) Take care in their academic planning and choose courses carefully in the spring.

Note: Staffing decisions and the creation of the master timetable are made based on student selections in the spring. There are limited opportunities for students to make changes to their program selections after the course selection process is completed. Withdrawal from a course will only be

considered if the student has made a serious commitment to the course, attends regularly and has been unable to succeed. Be aware that very specific restrictions apply to French Immersion/Extended French language courses that may limit a student's ability to drop courses or change programs.

- k) Carry a course load consistent with the school's policy:
- Grade 9 = 8 subjects
 - Grade 10 = 8 subjects
 - Grade 11 (minimum of 16 credits) = 7 subjects
 - Grade 12 (minimum of 24 credits) = 6 subjects

All students are expected to be full time students (6 courses).

Only full-time students may participate in athletics and be eligible for awards.

Health & Safety

Everyone has the **right** to feel safe and secure. To support this right, students are expected to abide by all school rules, practices, policies - as well as criminal codes – all of which serve to protect all members of the school community. Please refer to the chart of consequences following the code of conduct.

- a) Violence, threats of violence, verbal or physical aggression, intimidation and bullying can result in serious consequences including police involvement.
- b) Malvern must be free of weapons. Students are prohibited from possessing weapons or replicas of weapons on school property and during all school-sponsored events. Carrying a concealed weapon is a criminal offence.
- c) Students may not be in possession of objects which may be injurious to themselves or others, including all knives and cigarette lighters.
- d) **Bullying** (including cyber-bullying) is aggressive and typically repeated behaviour (physical, verbal, electronic, written or other means) by a student where: the behaviour is intended to have the effect of, or the student ought to know that the behaviour would be likely to have the effect of, causing harm, fear or distress to an individual, or harm to an individual's reputation or property. Bullying creates a negative environment at a school for an individual, and the behaviour occurs where there is a real or perceived power imbalance based on any number of factors (including, but not limited to: peer group power, sexual orientation, gender, gender identity, race, disability, etc.)
- e) **Cyber-bullying** is bullying by electronic means in which the creator assumes the identity of another person; impersonating another person as the author of content or messages on the internet; and, sending material electronically or posting material online that may be accessed by one or more individuals. Cyber-bullying also includes any electronic communication – including forwarding images or content created by someone else - that serves to offend, threaten, ridicule or defame the character of any member of the Malvern community.
- f) Students must not be in possession of, under the influence of, or provide others with alcohol, illegal drugs, vapes or cannabis. Drugs, drug paraphernalia, vapes and alcohol are prohibited at school, all school functions and all school-sanctioned events.
- g) Privacy laws prohibit someone from filming and/or taking photographs using cameras or cell phones anywhere on school property without the written permission of the staff and/or the students who are being filmed. Filming,

photographing, or recording someone without their knowledge and without their permission is considered a serious violation of one's right to privacy and consequences may include police involvement. These consequences may also apply to *distributing* such images or recordings (i.e. posting on social media and/or sending/forwarding it to others).

- h) The TDSB Student Dress Policy draws on the principles of equity, anti-oppression, anti-racism, non-discrimination, equitable and inclusive education and establishes fair and equitable standards and practices for student dress in all schools. Student dress code violations that threaten health and safety, and/or promote violence, illegal activity, bullying, harassment, and/or are motivated by the bias, prejudice or hate against any individual or identifiable groups, are serious violations of the Caring and Safe Schools Policy (P051) and must be responded to in accordance with P051 and associated procedures.
- i) The Province of Ontario laws and Toronto District School Board policy bans smoking and vaping on school property. This law is enforced by the school and by Toronto Public Health. Smoking and vaping are not permitted within a 20-metre radius of school property. Fines of \$305 to \$5000 will be imposed by Tobacco Enforcement. Students under 16 will be required to appear in court with parents.
- j) Tampering with safety equipment is contrary to school rules. Activating a fire alarm when there is not a fire is an *indictable* federal offence.
- k) Students are expected to follow teacher instructions and classroom procedures in classes that require special attention to safety issues such as science, design and technology, physical education, and art.
- l) Unless they are supervised by a teacher and have permission, Malvern students may not visit other schools and students from other schools are not allowed to visit Malvern. Both are considered trespassing. This also applies to attending sporting events as a spectator.
- m) Throwing projectiles at members of the school or greater community can cause serious harm and consequences may include police involvement.

Human Rights

Our school community stands together to recognize that we are all entitled to a life of equality, dignity and respect — a life free from discrimination. All students should feel safe at school and deserve a positive school climate that is inclusive and accepting, regardless of race, ancestry, place of origin, colour, ethnic origin, citizenship, creed, sex, sexual orientation, gender identity, gender expression, age, marital status, family status or disability.

All forms of discrimination **are unacceptable** in TDSB environments and members of the Malvern community have a shared responsibility in recognizing, addressing and reporting any incident that violates the Ontario Human Rights Code (OHRC).

- a) **Gender-Based Violence (GBV)** is any aggressive action that threatens safety, causes physical, social or emotional harm, and belittles, ridicules or criticizes a person because of his or her gender identity, perceived gender identity, sexual identity, biological sex or sexual behaviour. (P071) 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.

Gender-based violence includes, but is not limited to, the following:

- Sexual assault
- Inappropriate, problematic and intrusive sexual behaviour
- Sexual exploitation
- Sexual misconduct
- Sexual harassment
- Sexist discrimination
- Relationship violence
- Emotional abuse
- Psychological abuse
- Forced prostitution
- Homophobia
- Transphobia
- Harmful gender-based social practices

- b) **Hate Crimes** refer to “criminal offences that are committed against persons or property which are motivated in whole or in part by hatred or bias based on the victim’s race, national or ethnic origin, language, colour, creed, religion, sex, age, mental or physical disability, sexual orientation, gender identity, or gender expression. This includes, but is not limited to, hate-motivated violence, incitement to hate-motivated violence, and/or the display of symbols or other representations identified with groups promoting hate and violence. It also includes crimes committed against persons who are associated, or perceived to be associated, with persons who belong to a group that is protected under the Ontario Human Rights Code.
- c) **Hate/Bias Incident** refers to “non-criminal conduct – which does not involve violence, threats or property damage – that is motivated in whole or in part by hatred or bias based on the real or perceived identity or group affiliation of a victim or victims. This disability, gender identity, gender expression, sex, sexual orientation, family status, marital status, socio-economic status, and religion or creed (Note: hate/bias incidents based on race-related grounds, which may sometimes also include religion or creed, are addressed under the category “racism incidents”). A hate/bias incident can also encompass situations in which conduct is directed against people associated with individuals and groups identified with these grounds. The conduct can be verbal, nonverbal or written, and may be in the form of slurs, insults, harassment, abusive gestures, taunting, display of offensive materials, or other acts which may intimidate, disparage and/or marginalize the victim or victims”.
- d) **Racism Incident** refers to “non-criminal conduct – which does not involve violence, threats or property damage – that is motivated in whole or in part by, or is in effect, racism based on the real or perceived identity or group affiliation of a victim or victims, inclusive of the grounds of race and/or race-related grounds such as colour, ancestry, ethnic origin, place of origin,

citizenship, religion or creed. This includes hate/bias incidents based on the above race related grounds. A racism incident can also encompass situations in which conduct is directed against people associated with individuals and groups identified with these grounds. The conduct can be verbal, nonverbal or written, and may manifest itself in the form of slurs, insults, harassment, abusive gestures, taunting, display of offensive materials, or other acts which may intimidate, disparage and/or marginalize the victim or victims”.

A Positive School Tone

All staff and students have a shared **responsibility** in promoting and maintaining a positive school tone and an environment that is conducive to learning. To support a positive school tone, students have a responsibility to:

- a) Stand (as able) and remain silent during the Land Acknowledgement and the playing of the National Anthem (late students are expected to remain where they are during the announcements).
- b) Treat others with dignity and respect; refrain from using language or directing comments or gestures towards others that would reasonably be considered as offensive or rude.
- c) Respect the privacy and property of each other and of the greater community. Students are asked to leave valuables at home as the school is not responsible for any personal possessions.
- d) Take proper care of school property, equipment, the school grounds and the neighbourhood. Vandalism, graffiti and littering degrade the environment. Graffiti and vandalism may result in suspension and criminal charges. Students are not permitted to be in possession of any “tagging” materials (paint, markers, stickers, etc.). Students are expected to accept responsibility for the upkeep of desks, lockers, textbooks and equipment. If lockers are defaced, students will be asked to clean them.
- e) Promote school events and awareness of important issues by posting advertisements and signs only after the posters and advertisements (whether in the school or online) have been approved by a member of administration and/or the staff advisor, and only in specifically designated areas. All posters, advertisements and signs must be removed directly after the event by those students responsible for their posting.
- f) Take responsibility for any damage caused to school property, whether intentional or as a result of “horseplay”. Students will be required to reimburse the school for the replacement cost of the property or for the administrative costs of restoration.
- g) Refrain from keeping anything in a locker that is not permitted at school or on school property (i.e. drugs, alcohol, drug paraphernalia, weapons, tagging supplies, etc.). Lockers are the property of TDSB and can be entered without warning at the discretion of school officials. Students are not permitted to share lockers or use a locker other than the one that has been assigned to them.
- h) Exit the school at the end of the school day, unless supervised by a teacher for course help or extra-curricular activities.

- i) Seek permission from the teacher to leave the classroom. During the school day, and while in class, the school is responsible for all students and therefore the school requires that students to be accountable for their whereabouts. Students may be excused from class for washroom use, emergencies, or guidance/office appointments. All students excused from class are expected to sign out of and into class, carry the room hall pass with them at all times and be prepared to produce the hall pass if asked to by any staff member. Classroom visits, loitering in hallways/washrooms and leaving the school building are not permitted during class time.
- j) Use all sports equipment (personal or belonging to the school) in designated areas only, and under the supervision of a teacher while in the school.

Student Voice and Advocacy

All students have the **right** to voice concerns, to advocate for themselves and/or others and to challenge words or actions that disrespect others. To support these rights, students have a responsibility to:

- a) Challenge statements that have a negative effect due to ancestry, citizenship, colour, ethnic origin, faith, disability, gender, gender identity, sexual orientation, or socio-economic status (all rights protected on the Ontario Human Rights Code).
- b) Provide input and/or question school decisions or classroom practices that you feel are unfair by engaging in respectful dialogue with school staff (publicly challenging a teacher is defiance; engaging in respectful conversation or debate is advocacy).
- c) Intervene (safely) or report bullying. Victims rarely report, and bullying behaviour is often hidden from staff. Call people out for bullying behaviour; or get help instead of being a by-stander. Doing nothing is being complicit.
- d) Strive to resolve conflicts and to problem-solve instead of contributing to the drama. Guidance or admin can assist with conflict resolution within peer groups. It's not tattling; its preventing problems from escalating.
- e) Speak with a guidance counsellor or administrator or another caring adult if you are concerned about someone's safety (i.e. self-harm, depression, bullying, abuse) or if you become aware of an incident that may compromise the safety of others (i.e. rumours of a fight).
- f) Be intentional about noticing, identifying and interrupting gossip, rumour, ridicule and exclusion. They are all forms of bullying. Choose kindness.
- g) Seek out support from a teacher, guidance counsellor, youth worker, social worker, or the admin if you are struggling emotionally or academically. Asking for help is difficult but it can also be very healing and empowering.
- h) Ensure that you understand and exercise your rights as a student and as a member of the community.
- i) Strive to increase your awareness of issues that matter to you and to our community. Get involved and make a difference.
- j) Be an active member of the school community. You don't need to be selected as an executive member of a school leadership group to get involved or to be a leader.

Student Involvement

Students are encouraged to participate in student clubs and activities. All student clubs must have a staff advisor and all events must be vetted through the staff advisor.

New clubs will be approved if the following conditions are met:

- a) The proposed club addresses the particular needs and interests of the student body;
- b) There is not already an established club that meets these needs/interests;
- c) There is a staff advisor who has agreed to supervise and oversee all activities and meetings;
- d) The club's mandate is consistent with the school/TDSB's guidelines with respect to equity;
- e) The appropriate application form has been completed (available on the school website) and has been approved.

Promoting School Clubs/Events

- Social media is an effective way to promote school events and clubs.
- These communication tools must be vetted by the staff advisor.
- Students/school groups/clubs are not permitted to promote any events that are not sponsored by the Malvern CI.
- Clubs or councils that wish to post advertising in the school building must have their posters or notices vetted and signed by their staff advisor.
- Taping posters/notices throughout the school damages the walls; all posters and notices are to be displayed on designated bulletin boards only and removed once the event is completed. Designated bulletin boards will be in the cafeteria, library, and on each floor, therefore only 5 copies should be printed.

The student Code of Conduct was updated in June 2021, in consultation with staff, students and the Parent Council.

Please refer to the Toronto District School Board's *Chart of Consequences for Inappropriate Behaviour* for the range of consequences that will be considered if a student breaches the Code of Conduct.

Welcome to the 2021-2022 School Year

Welcome to the Toronto District School Board. We hope you have an exciting and successful school year!

At the TDSB, we believe that every student deserves a great education and student success drives everything we do. Student well-being and learning are at the centre of every decision we make and we are focussed on ensuring that all students have equitable access to programs and resources, and increased opportunities that lead to academic success.

Our Multi-Year Strategic Plan guides all of our work and we continue to encourage and empower everyone, including students and parents/guardians, to share their voices to help us identify, confront and eliminate barriers in order to help all students succeed. Read more at www.tdsb.on.ca/mysp.

Your principal, teachers and school staff are here to support you and answer any questions you may have. Have a great year!

School Year Calendar

The TDSB's school year calendar was not approved by the Ministry of Education in time to be printed in this planner. For the most current information on the 2021-22 school year calendar, including the list of important dates and PA days for elementary and secondary schools, please visit www.tdsb.on.ca/About-Us/School-Year-Calendar.

Creating Positive, Healthy Schools

Providing safe, inclusive and positive spaces, accepting of all students, is a priority in the TDSB. Our schools should be communities where all students are respected, welcomed, included, engaged and encouraged.

Creating a positive school climate requires a whole school approach and is essential to building a culture of trust between staff and students and peer-to-peer, high expectations and a sense of belonging.

Part of providing a positive 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, and creating access and opportunity for our students. By doing so, schools are ensuring each student has all the tools, resources, supports and opportunities they need to thrive.

What makes a positive school climate?

- All students, parents and staff members feel safe, comfortable and accepted
- Principles of equity and inclusive education are embedded in the learning environment
- Healthy and respectful relationships are promoted among all members of the school community
- Students are encouraged to be leaders and positive role models
- Parents and community members are actively engaged
- 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

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 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.



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

The TDSB is committed to supporting accommodation requests. 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.

Reporting Incidences of Racism, Hate or Discrimination

The TDSB is committed to providing a safe, supportive, and positive learning environment free of harassment and discrimination. Anyone in the TDSB, including students, parents, caregivers and other 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.

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 which influence students' 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, anti-oppressive, equitable, accepting and inclusive of a diverse range of social and cultural identities.

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

Chart of Consequences of Inappropriate Student Behaviour*

SUSPENSIONS	Principal May Issue Suspension	Notify Police	
		May	Shall
		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)).	
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	
* Any activity listed in section 306(1) motivated by hate, bias or prejudice based on the prohibited grounds of the Ontario Human Rights Commission (OHRC) and gender identity and expression will be considered suspendable under section 310(1) of the Education Act.			

SUSPENSIONS	Principal May Issue Suspension	Notify Police	
		May	Shall
		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)).	
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	
5. Aiding or inciting 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. Extortion*	1-19 Days		x
11. Inappropriate use of electronic communications or media devices*	1-19 Days	x	
12. An act considered by the school's Principal to be a breach of the Board's or school's code of conduct*	1-19 Days	x	
13. 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 Ontario Human Rights Commission (OHRC) and gender identity and expression will be considered suspendable under section 310(1) of the Education Act.			

SUSPENSIONS PENDING POSSIBLE EXPULSION	Principal May Issue Suspension	Notify Police	
		May	Shall
		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.	
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 illegal drugs	1-20 Days		x
6. Committing robbery	1-20 Days		x
7. Giving alcohol or cannabis to a minor	1-20 Days		x
7.1 Bullying if,	1-20 Days		x
i. the pupil has previously been suspended for engaging in bullying and,		x	
ii. The pupil's continuing presence in the school creates an unacceptable risk to the safety of another person.			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	Principal May Issue Suspension	Notify Police	
		May	Shall
		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.	
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

*subject to change

Finding Help When You Need It

For students who need additional support, there are many resources. The first step is connecting with a teacher or principal. They are a well-positioned partner who can share what they notice during the time your child is at school. If necessary, they can then connect you to the Professional Support Services team, which includes psychologists, social workers and attendance counsellors.

This team is here to help students overcome obstacles to success, and offers a wide range of services that include individual or group counselling, as well as helping students connect with community resources.

Need Help Now?

Kids Help Phone

1-800-668-6868

kidshelpphone.ca

Distress Centres of Toronto

@DC_TO

www.torontodistresscentre.com

What's Up Walk-In

www.whatsupwalkin.ca

Mental Health Toronto

www.mentalhealthto.ca

Getting Involved in Your School Community

Parent and caregiver engagement is an important part of student achievement and well-being. When schools, families and communities work together to support learning, children tend to do better in school, stay in school longer and enjoy school more.

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

- Connecting and communicating with your child's teacher
- 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.

