

Welcome to the 2020-2021 School Year

Welcome to another school year in the Toronto District School Board! We hope you're looking forward to an exciting and successful year ahead.

At the TDSB, student success drives everything we do. Every student deserves a great education, and student well-being and learning are at the centre of every decision we make. Our focus is ensuring that all students can succeed by having equitable access to programs and resources, and increased opportunities that lead to academic improvement, engagement and enjoyment of school.

Our Multi-Year Strategic Plan guides all of our work. We are empowering people – especially students and parents – to share their voices to help us identify, confront and eliminate barriers that will help all students succeed. Read more at www.tdsb.on.ca/mysp.

If you ever have any questions or concerns, your principal, teachers and school staff are here to support you. Never hesitate to reach out to them. We hope you have a great year!

School Year Calendar

The COVID-19 pandemic caused a delay in the Ministry of Education's approval of school boards' 2020-21 calendars. As a result, the TDSB's 2020-21 school year calendar was not approved in time to be printed in this planner.

For the most current information on the 2020-21 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.

What makes a positive school climate?

- All students, parents and staff members feel safe, comfortable and accepted
- 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 and harassment
- 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.

Accommodation

We are committed to supporting all forms of accommodation requests to reduce or remove barriers faced by students as a result of disability, religious obligation and/or other protected characteristics under human rights legislation. Please speak with your principal or vice-principal to discuss your particular needs.

Student Dress Policy

The Board-wide Student Dress Policy supports learning environments that are safe, equitable, welcoming and inclusive, and recognize 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.

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

www.tdsb.on.ca/safetyline



KidsHelpPhone.ca
1 800 668 6868

Kids Help Phone

Communicating Concerns (parent concern protocol)

The TSDSB Parent Concern Protocol (PR505) is a tool for parents 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 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 Network 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 request
- 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 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	
* 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 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. 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 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 to Board Policy P.045: Dealing With Abuse and Neglect of Students)			
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,	1-20 Days		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 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. 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

Code of Conduct

At the TDSB, we encourage a standard of behaviour for all students, employees, parents, permit holders and community members to:

- Ensure that all members of the school community, especially people in positions of authority, are treated with respect and dignity;
- Promote responsible citizenship by encouraging appropriate participation in the civic life of the school community;
- Maintain an environment where conflict and difference can be addressed in a manner characterized by respect and civility;
- Encourage the use of non-violent means to resolve conflict;
- Promote the safety of people in schools;
- Discourage the use of alcohol and illegal drugs; and,
- Prevent bullying in schools.

Read the complete TDSB Code of Conduct (PR585) at www.tdsb.on.ca.

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 who use online systems and resources through a TDSB computing device or network. All TDSB rules apply when using TDSB computing devices and connections, and the Board has the right to monitor their use. The Student and School Codes of Conduct also apply to social media.

Learning with Technology

Technology is used in classrooms to engage, enhance and support student learning. The TDSB is focused on enabling more technology-based learning tools by adding Wi-Fi in schools to help improve student learning in the digital age.

All TDSB students are provided with an account that enables access to the TDSB's technology resources including wireless network access and a variety of digital learning tools such as GSuite for Education, Brightspace and the Virtual Library. This account is intended for educational purposes only and is not to be shared with anyone.

Students may choose to bring their own devices, such as smartphones and laptops, to school. This can be an important way for parents and caregivers to stay connected and engaged with their child's learning.

It is important, however, to ensure that technology is used appropriately and responsibly and does not interfere with learning. Social media can enhance learning and networking for the future when used in a positive way, but remember that online behaviour matters. As part of digital literacy, students will be taught strategies to engage responsibly on social media platforms.

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 offer small classes, 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.

Building Global Competence

Global Competencies and deep learning through technology form a foundation of the TDSB's Vision for Learning and Multi-Year Strategic Plan. We believe that improving student achievement, equity and well-being, as well as strengthening literacy and numeracy skills, can be attained by changing the teaching and learning process to provide students with opportunities to build their global competence.

The TDSB's Global Competencies are: Communication, Collaboration & Leadership, Global Citizenship, Critical Thinking & Problem Solving, and Creativity, Inquiry & Entrepreneurship. These competencies foster deep learning through engaging learning experiences. For more information, visit www.tdsb.on.ca/mysp.



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 any learning. Find eBooks for early literacy and independent reading, encyclopedias for researching topics, videos to support curriculum, and research databases that provide in-depth information, and journal articles. Many TDSB Virtual Library resources include accessibility features, translation tools and are compatible with TDSB assistive technology tools. To access your school's TDSB Virtual Library, visit www.tdsb.on.ca/findyourschool, select your school name, and find the link on the left-hand menu. Ask your teacher-librarian for home access passwords.

Create an Allergen-Safe Environment

For anaphylactic students, allergies can cause serious health concerns. Many schools have, for example, peanut safe zones to protect children with this allergy. If your child has an allergy or if you need to be given special medication throughout the day, speak with your principal about developing an anaphylaxis plan.

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 included all contribute to having a positive sense of well-being. Students need our collective support to be healthy individuals and, the relationship that students have with each other and adults is an important part of that.



Finding Help When You Need It

For students who need additional support, there are many resources. The first step is connecting with your child's 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 be involved in your school community through your school principal or by visiting www.tdsb.on.ca.

