

SCHOOL YEAR CALENDAR 2017 - 2018

School Breaks and Holidays	Professional Activity Days <i>(No classes for students)</i>
Mon. Sept. 4, 2017 Labour Day	Mon. Sept. 25, 2017 Elementary & Secondary
Tues. Sept. 5, 2017 First Day of Instruction	Fri. Oct. 6, 2017 Elementary & Secondary
Mon. Oct. 9, 2017 Thanksgiving Day	Fri. Nov. 24, 2017 Elementary & Secondary
Mon. Dec. 25, 2017 to Fri. Jan. 5, 2018 <i>(incl.)</i> Winter Holiday Break	Fri. Feb. 2, 2018 Elementary & Secondary
Mon. Feb. 5, 2018 First day of Semester Two	Fri. Feb. 16, 2018 Elementary & Secondary
Mon. Feb. 19, 2018 Family Day	Fri. April 27, 2018 Elementary & Secondary
March 12-16, 2018 Spring Break	Fri. June 1, 2018 Elementary
Fri. March 30, 2018 Good Friday	Fri. June 29, 2018 Secondary
Mon. April 2, 2018 Easter Monday	Secondary School Exams
Mon. May 21, 2018 Victoria Day	January 25 - 31, 2018
	June 21 - 27, 2018

September 2017

TEACHING & LEARNING

The Ontario Curriculum is developed by the Ministry of Education to provide consistent, challenging programs that will capture students' interests and prepare them for a lifetime of learning. Strong literacy and numeracy skills form the foundation of this learning. Students require knowledge and skills that will help them compete in a global economy and allow them to lead lives of integrity and satisfaction, both as citizens and as individuals. The

Ontario Curriculum, Grades 9-12, outlines the knowledge, skills and expectations of learning required to meet these goals. Within the Curriculum documents, roles of responsibility are outlined for students, teachers, administrators and parents/guardians.

Teachers are expected to develop a range of instructional strategies based on sound learning theory and knowledge about the learners with whom they work. They are expected to engage students in the assessment process and to use assessment for, of and as learning. Teachers are required to address specific and individual needs and learning styles through differentiation, and bring enthusiasm and a variety of teaching approaches to the classroom.

Students are expected to learn to take responsibility for their own progress and learning. Attention, care and a willingness to work hard to further enable a student to develop the skills, knowledge, creativity and personal qualities that can unlock potential. Students are encouraged to learn the skills of setting goals, working consistently towards those goals and advocating for their own learning in the school setting.

Parents have an important role in supporting their child's learning. Studies show that students perform better in school if their parents are involved in their education. It is important to read the curriculum and be aware of what the student is expected to learn in each grade. This knowledge will enable families to better communicate with teachers, interpret the report card and work with school staff to support the child's learning. Discussing your child's classes, providing encouragement at home for further discussion of ideas learned in class and the completion of assignments, participating in parent-student-teacher conferences, and working on the school council are several ways parents can become involved in their child's education.

The Ontario Curriculum documents are available electronically at:
www.edu.gov.on.ca.

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HOMEWORK

Homework provides students with opportunities to apply their learning, engage in additional practice, and is an aid in developing life-long learning skills such as self-discipline, task commitment, time management, responsibility, initiative and problem solving. In

addition, a consistent body of research reveals that regularly assigned homework, conscientiously worked on by the student, contributes to improved student achievement from Grade 6 on. Homework is an opportunity for parents/guardians to have meaningful conversations with their children about their learning, and to provide support and encouragement. It is also a means of building partnerships between home and school. Homework is reported on in the Learning Skills and Work Habits section of the Provincial Report Card.

What are the types of homework?

Introducing New Content – provides an introduction to a topic or background

Checking for Understanding – determines what students have learned from the materials presented in class

Practice – practices, reviews, and reinforces a skill or process learned in class that students can do independently but not fluently

Elaboration – further explore information shared in class, reflect on concepts, think of new questions, and synthesize information

Extension / Creative – provides opportunities for students to explore topics or skills of their own interest

Homework Time Guidelines

Note: Teachers use professional judgment and discretion to alter quantity and time frame of homework to meet periodic extraordinary circumstances in the classroom, or with specific students. It is recognized that the time students require to complete homework is individualized based on grade, learning style, and course.

Grades 9 -12 5 to 10 hours per week

Parents / guardians are encouraged to check student agendas regularly and class / teacher websites, if available.

Homework help: Grade 7 to 10 math students have access to live, interactive online math help through a project funded by the Ministry of Education. Homework Help is a free, real-time math tutoring service delivered by certified Ontario teachers. Students can log in from Sunday to Thursday, 5:30 p.m. to 9:30 p.m. EST for 20 hours a week of individualized confidential math tutoring. There

are discussion rooms for each grade where students can join in and see what questions other students are asking, watch the tutors draw on the whiteboard – and ask their own questions for on-the-spot help.

To access Homework Help, go to <https://homeworkhelp.ilc.org/>.
To register, students need their Ontario Education Number (OEN) and their date of birth.

Extended Absences During the School Year and Homework

It is the expectation of the Halton District School Board that students will attend school on scheduled school days and take holidays according to the school year calendar. If parents choose to take their child(ren) out of school at times other than school holidays, the school cannot provide academic activities that replicate the missed schoolwork. Parents are encouraged to plan activities such as daily journals, travel logs, reading, mathematics, science and technology activities.

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CONFERENCES AND REPORTING

Communicating student progress and achievement information includes teachers, students, parent(s)/guardian(s) and may take the form of teacher/parent conferences, phone calls, written communication, progress reports, and formal reporting. Distribution dates for all reports and parent/teacher conferences will be published on the school website. If duplicate copies of report cards are to be mailed to non-custodial parents, please provide a stamped self-addressed envelope for each reporting period.

HDSB High School Reporting Timelines

October and March – 5th Week Progress Report

Note: No overall grade is reported at this early stage of the course.

Grade 9: All Grade 9 students receive a progress report.

Grade 10 – 12: Only students in grades 10 – 12 who are experiencing difficulty in a course receive a progress report

February and June – End of Semester Report

All students receive a formal report with a final grade, and learning skills and work habits evaluation.

Secondary Academic Standards

Students are responsible for providing evidence of their learning within established timelines. Due dates for assignments and the scheduling of tests will be communicated well in advance to allow students to schedule their time. Students who are unable to follow an agreed upon timeline are expected to demonstrate their responsibility and organizational skills by discussing with their teacher the challenges they are facing as far in advance of the deadline as possible.

It is all students' responsibility to be academically honest in all aspects of their schoolwork so that the marks they receive are a true reflection of their achievement.

Plagiarism is using the words, ideas or work of someone else without giving appropriate credit to the original creator. This is a form of cheating. Consequences for not meeting these academic standards may include:

- Reporting the issue to parents / guardians
- Requiring a student to complete the original or alternative work under supervision
- Mark deduction
- Suspension
- Assigning a “zero” for an assignment not completed prior to an agreed upon closure date
- Requiring a student to complete an alternative assignment

NOTE: The HDSB policies and administrative procedures for “Lates and Missed Assignments” and “Cheating and Plagiarism” policies were in the process of being revised at publication date. The most current policies can be found at www.hdsb.ca

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ONTARIO STUDENT RECORD (OSR)

The Ontario Student Record (OSR) is the record of a student's educational progress through schools in Ontario. This folder may be reviewed by parents by making an appointment to do so with the

Principal. Year-end reports and other educational records are stored in this folder during a student's schooling in Ontario. Parents often find it helpful to have a teacher or Principal explain and clarify the contents. The Halton District School Board suggests that parents refer to <http://www/hdsb.ca/Policy/OntarioStudentRecords.pdf>

The custodial parents of a student have a right to have access to the student's OSR, until the student becomes an adult (age 18). Under both the Children's Law Reform Act and the Divorce Act, 1985, the legal right of a non-custodial parent to have access to a child includes the right to make inquiries and to be given information concerning the child's health, education, and welfare unless otherwise directed in a copy of a current court order provided to the school.

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STUDENT INFORMATION

Student personal information is collected during registration and while attending school pursuant to the Education Act. This information will be used for planning and programming, school to home communications, and to establish the Ontario Student Record, which contains information conducive to the improvement of instruction. Questions about the information collected during registration and while attending school should be directed to the School Principal or your local Superintendent of Education.

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CUSTODY OF CHILDREN

We are best able to support your child and be sensitive to particular situations when we are aware of custody, visiting rights or special instructions. If your family has these circumstances, please make sure that the school is provided with a written copy of the current legal agreement. **Unless a court order specifically prevents it, both parents have the right to visit the school, attend interviews and have access to information about the student's educational progress.**

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STUDENT SERVICES

The Student Services Department of the Halton District School Board works with schools and external community agencies to help meet the needs of students with special needs.

The work of this department includes:

- Establishing and overseeing a range of Special Education programs and services;
- Providing support to schools to assist in the problem-solving process when students are experiencing academic challenges;
- Providing support to meet the social/emotional/behavioural needs of students;
- Providing staff training/professional development to help staff meet the diverse needs of students;
- Providing placements for students with specific special needs (Self-Contained Classes and Programs);
- Working with Public Health and the Community Care Access Centre (CCAC) to co-ordinate services and supports for students;
- Establishing and operating Identification, Placement and Review Committees (IPRC).

<p>For a more thorough description of our work, please visit www.hdsb.ca (Special Education)</p>
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Your school Principal, Classroom Teacher and/or Special Education Resource Teacher will be able to assist you with any matters related to your child's program and progress. Parents of students with special needs are also encouraged to become familiar with the work of the Board's Special Education Advisory Committee (SEAC). Information about this important committee is also available on the HDSB website.

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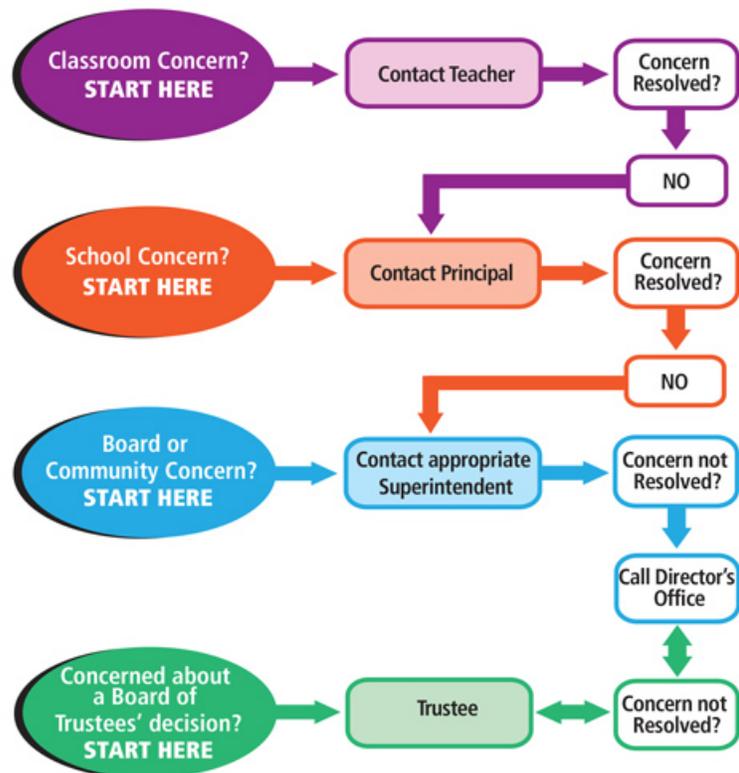
SCHOOL COUNCILS

School Councils play a vital role in the education system in Ontario. They provide a forum through which parents/guardians and other members of the school community can contribute to improving student achievement and school performance. For information about your School Council and opportunities for involvement,

please speak to your School Council Chair or school administrator.
 For a comprehensive look at School Councils, search “get involved” at the Board website www.hdsb.ca.

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HOW TO RESOLVE ISSUES AND CONCERNS



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BULLYING PREVENTION & INTERVENTION

What is Bullying?

Bullying is typically a form of repeated, persistent and aggressive behaviour 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, reputation or

belongings. Bullying can include creating a negative environment at school for another person. Bullying occurs in a context where there is a real or perceived power imbalance.

Power imbalance can be based on factors such as size, strength, age, intelligence, peer group power, economic status, social status, religion, ethnic origin, sexual orientation, family circumstances, gender, gender identity, gender expression, race, disability or the receipt of special education.

Bullying can include:

Physical bullying: Hitting, kicking, shoving, spitting, beating up, stealing, or damaging property.

Verbal bullying: Name-calling, mocking, hurtful teasing, humiliating or threatening someone, racist, sexist or homophobic comments.

Social bullying: Excluding others from the group, gossiping or spreading rumours, setting others up to look foolish, and damaging friendships.

Cyber bullying: Using e-mail, cell phones, text messages, and internet to upset, threaten, harass, embarrass, exclude, or damage reputations and friendships.

How can parents/guardians help?

Watch for signs of your child/youth being bullied. They may include:

- Appearing anxious or fearful or fear of going to school or other activities
- Complaining of feeling unwell
- Losing things, needing money, and reporting being hungry
- Appearing isolated from their peer group

If your child is being bullied, sharing these tips may help:

- If it's hard for you to stand up for yourself, ignore the bullying, walk away...then tell an adult
- If you're scared to talk to an adult on your own, ask a friend to go with you
- Go to areas where you feel safe and stay close to students who will stick up for you

- Be assertive, not aggressive...fighting back often makes the bullying worse
- Remember that no one deserves to be bullied

If your child watches bullying, sharing these tips may help:

- Talk to someone who can help, like a parent or a teacher – remember that telling is not tattling
- If you walk away and get help, you are part of the solution. If you stay and watch, you are part of the problem
- The best thing you can do for another student who is bullied is to be their friend and supporter
- Speaking out helps. Bullying back doesn't help

If your child bullies others, sharing these tips may help:

- Talk to someone who can help, like a parent, teacher, or coach. They can help you find ways to stop bullying behaviour
- Understand you may not like everyone around you but you must treat him or her with respect
- Some students join in on bullying because their friends are doing it. Put yourself in the shoes of the other student who is being bullied. Imagine their hurt, fear, embarrassment and anger. Bullying is destructive – these feelings can cause serious and long-lasting harm.

Other important ways for parents/guardians to become involved:

Encourage your child/youth to report:

Given the hidden nature of bullying and the fact that children/youth are usually afraid to come forward, parents are often unaware of bullying situations.

- Let your child/youth know that you want to hear about every incident of bullying and encourage them to talk to you or another adult they trust
- Explain the difference between tattling and telling: tattling is what you do to get someone into trouble, telling is what you do to get someone out of trouble

Be ready to listen:

- If your child reports being bullied, be ready to listen right away. Don't put it off

- Thank your child for being brave enough to come forward and explain that it is their right to feel safe
- Be willing to respond to all reports, even the seemingly trivial ones such as name-calling. Consistency matters!

Be your child's champion:

Once your child has come forward, it's your turn to take action:

- Arrange a meeting for you and your child with the teacher and/or principal/vice-principal
- Bring with you the specifics that you've gathered about the bullying incident(s) (e.g., who, what, where, when, how)
- Work with your child and school personnel on a plan that addresses what your child needs right now in order to feel safe; what they can do to avoid being bullied and to stand up to any future bullying; and who they can go to for help
- Recognize that the school may need some time to investigate your concerns
- Keep the lines of communication open between school and home. Arrange a follow-up meeting or phone call

Helpful Resources:

Kids Help Phone Line has trained counsellors to answer student and parent questions and provide advice about bullying.

1-800-668-6868

<http://www.kidshelpphone.ca/en/home.asp>

Ontario Ministry of Education Bullying Prevention brochure is available in 22 languages.

<http://www.edu.gov.on.ca/eng/parents/bullying.html>

PREVNet: Promoting Relationships and Eliminating Violence

The mission of PREVNet is to develop a national strategy to reduce problems of bullying and victimization throughout Canada. Recognizing that bullying is a community problem evident across the lifespan, and not just a problem in schools, PREVNet utilizes a collaborative model that establishes partnerships with researchers from universities across Canada, national nongovernmental organizations (NGOs), and governments in order to create safe, healthy environments for all Canadian children and youth.

www.prevnet.ca

(Adapted from: PREVNet: Promoting Relationships and Eliminating Violence Network web resources.)

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VOLUNTEERING IN OUR SCHOOLS

We have many opportunities for parents/guardians and members of the school community to volunteer in our school. To volunteer in our school, each potential volunteer must submit a Criminal Background Check (including Vulnerable Sector Screening) form. The Vulnerable Sector Screening form is part of the Criminal Background Check application form requiring applicants to check off this section and provide a signature acknowledging permission for this process. You can visit our board website at www.hdsb.ca under “Parents”, select “Get Involved” for further details about volunteering in HDSB schools.

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ATTENDANCE REPORTING: Absence Check System

The Halton District School Board uses an automated attendance reporting system called the Student Attendance Reporting system (by Synrevoice). Absences and late arrivals must be reported using the [1-877-409-6310](tel:1-877-409-6310) number, the online web portal (hdsb.schoolconnects.com) or through the ‘Safe Arrival’ mobile app available for Android and Apple iPhones from Google Play Store or the App Store.

Same day absences or late arrivals for elementary schools can be reported within 15 minutes of your schools’ morning entry bell. Secondary school parents have until the start of period 5 to call in absences. The system is accessible 24 hours a day, 7 days a week to report future absences and late arrivals. When calling the [1-877-409-6310](tel:1-877-409-6310) number, only when you hear the confirmation number, will the absence be reported to the school. To report multiple students in the same grade, it is highly recommended to use the mobile app or the online portal. If neither is available to you at the time, please ensure you call from your primary telephone number (home or unblocked mobile).

When a student is marked absent from class and no absence or late arrival has been reported through this system, the school will launch an automated call to the parents using the Home Notification system resulting in parents being informed of the absence. During the morning call out, parents will be asked to respond to the automated message to provide a reason for the absence.

Students who arrive **LATE** must sign in at the office. Students who leave school before the end of the day must sign out at the office. Parental permission must be provided for a student to leave school property during the school day.

NOTE: When buses are cancelled, parents who keep their child(ren) home MUST report this absence before the start of the school day. This includes the students who are bused and those who walk to school. The safety of all students is our number one priority.

Regular attendance and punctuality have a positive impact on academic and social success. Students who are frequently absent or late for class, may miss learning opportunities. If illness or extenuating circumstances are resulting in frequent absences or lates, please speak to your child's school administrator. Parents/Guardians will be notified if student attendance and/or punctuality become a concern. We want each student to feel a sense of belonging and experience success in his/her school experience.

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SCHOOL SECURITY

To ensure the security and safety of all students and staff, upon entering the school,
ALL VISITORS must sign in at the office to obtain a visitor's tag.

Our schools promote a positive, focused learning environment. Parents/Guardians who wish to speak with a teacher are asked to contact the office in advance, to arrange an appointment. Teachers will make every effort to respond to notes, e-mails, and telephone messages within 24 hours, whenever possible.

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CODE OF CONDUCT for Safe and Inclusive Schools

A Shared Responsibility

When staff, students and parents work together to keep their school safe, it has a powerful impact on the culture and climate of the school. Each partner has an important contribution to make towards the establishment of a positive school climate in which all members of the school community feel safe, included, accepted, and actively promote positive behaviours and interactions.

The school's responsibility:

- Provide a safe, caring, equitable and inclusive learning environment free from distractions
- Teach and model positive behaviour and good citizenship
- Teach acceptance of and respect for others
- Foster open, honest communication
- Help students work to their full potential and develop their sense of self-worth
- Maintain consistent standards of behaviour for all students
- Integrate bullying prevention programs throughout the curriculum in daily classroom teaching and school activities
- Notify parents of students who have been harmed, and students who are believed to have caused harm
- Provide support for students who have been bullied, students who have witnessed bullying and students who have been bullied
- Prepare students for the full responsibility of citizenship

The student's responsibility:

- Practice honesty and integrity
- Exercise self-control and self-discipline
- Refrain from bringing anything to school that may compromise the safety of others
- Come to school prepared, on time, and ready to learn
- Be engaged in the school community
- Show respect for self, others and school property
- Treat others with kindness and dignity

- Report real or perceived bullying incidents to an adult or school staff member
- Report activities motivated by bias, prejudice or hate to an adult or school staff member

The parent's responsibility:

- Understand your school's Code of Conduct as well as the Board and Provincial Code of Conduct
- Encourage and assist your child in following the rules of behaviour
- Encourage and assist your child to attend school regularly and on time
- Show an active interest in your child's academic and social development
- Talk with your child about how they can contribute to keeping their school a safe and inclusive place
- Communicate regularly with your child's school
- Be a positive role model for your child
- Assist your school's staff in dealing with disciplinary issues involving your child

Progressive Discipline, Suspensions and Expulsions

Progressive Discipline is a whole school approach that uses a continuum of interventions, support and consequences that include opportunities for reinforcing positive behaviour and helping students make good choices.

A progressive discipline approach includes:

- Early and ongoing prevention and intervention strategies
- Addressing inappropriate behaviour
- Opportunities for a student to learn from their choices
- Parental awareness and involvement
- A shift from solely punitive to both corrective and supportive measures

When a student behaves inappropriately, the following are taken into consideration before any consequences is applied:

- The particular student and mitigating factors
- The nature and severity of the behaviour
- The impact on the school climate

- The impact on the student harmed
- The relationships within the school community

Any activity for which suspension must be considered under subsection 306(1) of the *Education Act* (1-20 days):

- Uttering a threat to inflict serious bodily harm on another person
- Possessing alcohol or illegal drugs
- Being under the influence of alcohol
- Swearing at a teacher or at another person in a position of authority
- 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
- Bullying

Any other activity for which a pupil may be suspended under Board policy:

- Disorderly conduct, persistent opposition to authority, conduct injurious to the moral tone of the school or to the physical or mental well-being of others in the school
- Fire setting, initiating a false alarm, making a bomb threat, inappropriate or dangerous use of an incendiary device (e.g., matches, lighters) or a related act that places individuals, property or community at risk
- Extortion – attempting to take money or property under threat of harm or duress
- Harassment – repeated comments or conduct that is known or ought to be known as unwelcome; including those on the basis of sex, gender identity, race, colour, ethnicity, culture, citizenship, ancestry, origin, religion, creed, family status, mental or physical disability or socioeconomic status
- Hate or bias-motivated occurrences – words or actions considered offensive in reference to a person's sex, gender identity, sexual orientation, race, colour, ethnicity, culture, citizenship, ancestry, origin, religion, creed, family status, mental or physical disability or socioeconomic status
- Smoking on school property – See Smoke Free Ontario Act 2006; includes vaping and use of e-cigarettes on property

- Theft – taking or possessing property without the permission of the owner
- Reckless or dangerous use of a vehicle on school property – includes car, motorcycle, bicycle, etc.
- Conduct injurious to the moral tone of the school and/or to the physical or mental well-being of others in the school
- Fighting
- Assault – simple assault, not requiring treatment by a medical practitioner
- Aid or incite harmful behaviour – e.g., videotaping or arranging a fight
- Inappropriate use of electronic media, devices, and/or network

Any activity for which expulsion must be considered under subsection 310(1) of the *Education Act*. (1-20 days):

- Possessing a weapon, including possessing a firearm – includes knives, guns, or other weapons and may include replica weapons
- Using a weapon to cause or to threaten bodily harm to another person – includes knives, guns, or other weapons and may include replica weapons
- Committing physical assault on another person that causes bodily harm requiring treatment by a medical practitioner
- Committing sexual assault – touching of a sexual nature that is known or ought to have been known to be unwanted
- Trafficking in weapons or illegal drugs
- Committing robbery
- Giving alcohol to a minor
- 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 unacceptable risk to the safety of another pupil
- Any activity listed in subsection 306 (1) that is 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

Any other activity for which a pupil may be expelled under Board policy:

- An act considered by the Principal to be significantly injurious to the moral tone of the school and/or the physical or mental well-being of others
- A pattern of behaviour that is so inappropriate that the student's continued presence is injurious to the effective learning and/or working environment of others
- Activities engaged in by the student on or off school property that cause the student's continuing presence in the school to create an unacceptable risk to the physical or mental well-being of other person(s) in the school or Board
- Activities engaged in by the student on or off school property that have caused extensive damage to the property of the Board, or to goods that are/were on Board property
- Possession or use of explosive devices, including fireworks
- Trafficking in controlled / monitored drugs – applies to a list of prescription medications referred to as “monitored drugs” as per the Controlled Drugs and Substances Act.

Mitigating factors that must be considered:

- Does the student have the ability to control their behaviour?
- Does the student have the ability to understand the foreseeable consequences of their behaviour?
- Does the student's continuing presence in the school create an unacceptable risk to the safety of any person?
- Has a progressive discipline approach been used with the student?
- Was the student's inappropriate behaviour related to any harassment of the student because of race, colour, ethnic origin, place of origin, religion, creed, disability, gender or gender identity, sexual orientation or harassment for any other reason?
- Does the consequence affect the student's ongoing education?
- Was the student's age a factor?
- For a student with an Individual Education Plan (IEP) or developmental and physical exceptionalities disability-related needs:

- Is the behaviour a characteristic of the developmental and physical exceptionality or disability?
- Have appropriate accommodations been made?
- Is the consequence likely to aggravate or worsen the behaviour or conduct?

Standards of Behaviour

Respect, Civility and Responsible Citizenship

All members of the school community **must**:

- Respect and comply with all applicable federal, provincial, and municipal laws
- Demonstrate honesty and integrity
- Respect differences in people, their ideas, and opinions
- Treat one another with dignity and respect at all times and especially when there is a disagreement
- Respect and treat others fairly, regardless of, for example, race, ancestry, place of origin, colour, ethnic origin, citizenship, religion, gender, sexual orientation, age or disability
- Respect the rights of others
- Show proper care and regard for school property and the property of others
- Take appropriate measures to help those in need
- Seek assistance from a member of the school staff, if necessary, to resolve conflict peacefully
- Respect all members of the school community, especially persons in positions of authority
- Respect the need of others to work in an environment that is conducive to learning and teaching
- Not swear at a teacher or at another person in a position of authority

Safety

All members of the school community **must not**:

- Engage in bullying behaviours
- Commit sexual assault
- Traffic in weapons or illegal or restricted drugs
- Give alcohol to a minor
- Commit robbery
- Be in possession of any weapon, including firearms
- Use any object to threaten or intimidate another person

- Cause injury to any person with an object
- Be in possession of, or be under the influence of, or provide others with alcohol or illegal drugs
- Inflict or encourage others to inflict bodily harm on another person
- Engage in hate propaganda and other forms or behaviour motivated by hate or bias
- Commit an act of vandalism that causes extensive damage to school property or to property located on the premises of the school

Questions about Safe Schools and the Board's Code of Conduct, including the application of progressive discipline, suspensions, expulsions, and matters pertaining to student safety should be directed to Jonathan Shoss, System Principal: Safe and Inclusive Schools at shossj@hdsb.ca

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HEALTH

During the year it is sometimes necessary to contact parents and have them take their children home because of the onset of illness at school. Parents are asked to show and teach respect for other children and school staff by keeping children at home if they are not feeling well enough to participate fully. Children must go outside at regular nutrition breaks and must participate in gym, unless a dated physician's note is provided.

Children who have contacted a communicable disease may be excluded from school for certain periods of time to safeguard the health of others. Please advise the school immediately if your child has one of the reportable diseases as determined by a physician.

<p>A list of reportable diseases and diseases requiring exclusion can be found at: www.halton.ca/health . For further information, contact Halton Region Health Department at Phone: Dial 311 or 905-825-6000 Toll free: 1-866-442-5866</p>

Students need to stay at home when infected by measles (Rubella/Rubeola), mumps, pink eye (Conjunctivitis), rash/skin irritation (Impetigo), ringworm, scarlet fever (Scarlatina), strep throat, and whooping cough (Pertussis) until at least 24 hours after treatment has begun.

IMMUNIZATION PROGRAM IN SCHOOLS

As of July 1, 2014, Menactra (the Grade 7 meningococcal vaccine) was added to the list of vaccines required for secondary students to be eligible to attend high school. Other school based immunizations include Hep B., and HPV and school clinics will provide this vaccination. For more information dial 311 or 905-825-6000 or Toll free: 1-866-442-5866 or visit www.halton.ca/v4pt

HEAD LICE (PEDICULOSIS)

Should you suspect that your child has pediculosis, please call the school and a health care professional will check your child and classmates as well. Students may return to school once treated successfully and they have a note signed by a We-Care Health Services practitioner. We-Care Home Health Services can be contacted at 905-507-6562 or 1-855-507-6562. Alternatively, parents may prefer to have their child's head checked by a medical practitioner or a registered lice screening agency employee with a minimum designation of personal service worker certification.

ANAPHYLAXIS / ASTHMA / ALLERGIES

If your child has anaphylaxis, asthma, an extreme allergy or other serious medical condition, **please ensure that the office and your child's teacher are notified in writing immediately.** You must complete the appropriate medical forms and complete the student plans to direct care and to permit your child to carry medication, an EpiPen or an asthma inhaler during class time.

Most schools have some students who have anaphylaxis – life threatening allergies to common triggers such as bees, shellfish, milk, eggs, peanuts, nuts and legumes. Sometimes, exposure to peanuts and nuts can cause shortness of breath, hives, swelling, vomiting, dizziness and, in some cases, even death. We encourage our students and parents to help us provide a minimized allergen environment for the safety of students, staff and volunteers by **not bringing any food products containing peanuts or nuts to school.**

The *Anaphylaxis Protocol 2006* is posted on the Board website at www.hdsb.ca and can be accessed by typing “anaphylaxis” in the “Search” field at the top of the web page.

The *Asthma Protocol 2007* is also posted on the Board website at www.hdsb.ca and can be accessed by typing “asthma” in the “Search” field at the top of the web page.

MEDICATION

School personnel do not administer non-prescription over-the-counter medication. School personnel do administer prescribed, routine medications in the original container. EpiPens, asthma puffers and prescribed medication **can be administered only after the appropriate authorization forms (available in the office) are completed.** Students are not to bring non-prescription medications (e.g. Tylenol) to school, unless the appropriate forms are completed and medication stored in the office.

DENTAL HEALTH

Each year, elementary school children from a variety of grades are offered a free dental health screening by the Halton Region Health Department. The oral health status of Halton children is measured through these dental screenings. If a child has an urgent dental need, the parent is notified and may be able to access financial assistance for dental treatment.

To speak with a Public Health Nurse, please contact: 905-825-6000 or 1-866-442-5866 or visit www.halton.ca/health
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September 2017

DISCRIMINATION AND HARASSMENT If you are being discriminated against or harassed, DON'T STAY SILENT!

The Halton District School Board recognizes the principles and intent of the Canadian Charter of Rights and Freedoms and the Ontario Human Rights Code for all students and staff. The Board believes that every person has a right to equitable treatment with respect to education, service, and/or employment without discrimination because of any of the following:

- citizenship
- race, culture and/or language
- age

- sex
- sexual orientation
- gender identity or gender expression
- place of origin / ethnic origin or ancestry
- ability (including physical, intellectual, social/emotional, health, accessibility, and mental health)
- colour
- marital status
- family status
- religion, faith and/or creed
- receipt of public / governmental assistance / socio-economic status
- record of offence

WHO IS COVERED BY THE POLICY?

The Policy covers everyone on school property or at a Board-related event or activity, including students, staff, volunteers, visitors and community partners.

Discrimination and harassment may include, but are not limited to, any of the following:

- written, verbal, and/or electronic (“cyber”) name calling, threats, or taunts
- offensive and/or obscene comments or jokes, pictures, drawings, cartoons, and/or gestures
- any unwelcome sexual advance or touching, flirtation or threat of sexual assault
- intimidation, physical violence, vandalism
- hate literature
- unwanted remarks about an individual’s appearance, clothing or personal life
- threats involving the disclosure of a person’s sexual orientation
- unwanted communication, including notes, letters, phone calls, electronic communication and/or visits

WHAT CAN YOU DO?

Speak with an adult in your school! Suggestions include a teacher, Guidance Counsellor, Principal/Vice Principal, Secretary, Custodian, Educational Assistant, Social Worker, or Child and

Youth Counsellor. A school administrator will conduct a thorough investigation regarding your concern. Anonymous and confidential information and referral services are offered by **Kids Help Phone** 24 hours a day, every day of the year at **1.800.668.6868**

September 2017

INCLEMENT WEATHER

The Halton District School Board's Administrative Procedure for Inclement Weather provides the following media outlets as a way to find information on bus cancellations and school closures.

By 6:30 a.m., the Halton Student Transportation Services (HSTS) General Manager or designate will notify the following radio/television stations of any transportation cancellations:

AM:	CHML 900	CFRB 1010	CKOC 1150	CHWO 740	CJOY 1460
	CFTR 680				
FM:	CHFI 98.1	CING 95.3	CKFM 99.9	K-LITE 102.9	Y108 107.9
	CBC 99.1	WAVE 94.7	CIMJ106		
TV:	CHTV Morning Show		CITY-TV	CP 24	

NOTE: When buses are cancelled, parents who keep their child(ren) home MUST report this absence before the start of the school day. This includes the students who are bused and those who walk to school. The safety of all students is our number one priority.

NOTE: the full version of the Administrative Procedure is available on the Halton District School Board website:

<http://www.hdsb.ca/our-board/policy/inclementweather.pdf> and includes activities during inclement weather, communication of procedures and school closures during the day.

September 2017

TRANSPORTATION

Halton Student Transportation Services (HSTS) administers student transportation on behalf of the Halton District School Board. HSTS provides transportation in the most effective and efficient manner to students who are deemed eligible for transportation under the board's Transportation Policy. Transportation is not provided for students who attend a school under the Optional Attendance policy.

****If your child is eligible for transportation but is not going to ride the bus please inform your child's school and HSTS at transportation@haltonbus.ca and your child's name will be taken off of the bus list.****

Courtesy Seat Procedure

Courtesy Seats may be granted for students residing within the eligible minimum distance, subject to all of the following conditions:

- based on the loading factor outlined below, a seat is available on an existing bus route servicing the student's board designated school;
- the bus stop already exists (bus stops will not be added to accommodate students who are granted permission to ride a bus under the Courtesy Seat procedure);
- the parent or guardian acknowledges they are responsible for their child's safety to and from the bus stop;
- the bus route and the length of the trip are not affected;
- the need has been identified for the entire school year;
- the principal supports and approves the request;
- If a courtesy seat is approved, permission is granted for the current school year only.

Loading Factor:

JK to Grade 8: 60 students (maximum)

Grade 9 to

12: 48 students (maximum)

Courtesy seat requests must be submitted to the school principal or designate by completing the Courtesy Seat Request Form which can be downloaded on haltonbus.ca. Courtesy seat applications must be handed into the student's school. Schools will accept applications from June 1st through September 30th annually. HSTS staff start reviewing and allocating the courtesy

seats on October 1st annually. The courtesy seat process closes on November 30th annually; applications will not be accepted after that time. Courtesy seats will not be approved during the month of September, this month is dedicated coordinating and implementing transportation for students who are eligible for transportation.

If a bus provides service to two or more schools, the number of courtesy seats on the bus will be divided equitably between the schools.

Bus Routines and Expectations

Students are responsible to the Principal while riding buses to and from school and on school trips. Bus drivers have a tremendous responsibility; it is expected that students and parents/guardians will give the drivers their full cooperation and respect at all times. The following rules apply:

- Riding on a school bus is a privilege – not a right. Improper conduct may result in a suspension or withdrawal of this privilege;
- Students are required to be on time (5-10 minutes before pick up time) at their designated stops.
- Students must take their seats on the bus as directed by the driver and remain seated throughout the trip. The driver is in charge at all times;
- Eating, drinking and chewing gum are not permitted on buses;
- Students will be held financially responsible for any damage to the bus or private property at bus stops.

For a complete list of procedures pertaining to home to school transportation, please visit haltonbus.ca

Note: When buses are cancelled, parents who keep their child(ren) home MUST report this absence before the start of the school day. This includes the students who are bused and those who walk to school. The safety of all students is our number one priority.

HSTS contact information:

Phone: 905-637-4009 or 1-888-803-8660 (toll free)

Email : transportation@haltonbus.ca

Fax: 905-637-4023

September 2017

ACCEPTABLE USE PROCEDURES FOR INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

INTENDED PURPOSE

Information and Communication Technology (ICT) supports the education of students in the Halton District School Board. Students benefit from the use of ICT through opportunities to share, learn, communicate and collaborate with others in and beyond the classroom. Additionally, the use of ICT fosters the acquisition and development of 21st century skills in various program areas and appropriate use contributes to a positive and safe learning environment.

Staff and students use ICT for administrative, learning and instructional purposes.

Definitions

- ***Personally-owned ICT*** refers to hardware, software and data not provided by the Halton District School Board
- ***Personally-assigned ICT*** refers to hardware, software and data provided by the Halton District School Board to an individual for exclusive use.
- ***Personal information*** includes but is not limited to home address, telephone number, work address/telephone number of parents/guardians, credit card numbers or other identifying information such as video, images or the school's name or address
- ***ICT*** includes use of hardware (computers, mobile devices, phones, etc.), networks and related equipment as well as the use of information systems and applications such as computer software, electronic mail, web pages/applications and the Internet, whether used within the Board or in a way that has a connection to the Board. The term ICT includes **personally-owned** and **personally-assigned** equipment.
- ***Users*** include any person (employees, students, trustees, or visitors) who uses Halton's ICT systems and services

User Responsibilities

- Observe standards of courtesy and behaviour consistent with the practices and policies of the Halton District School Board when using ICT. For example, users will not transmit or receive content or use ICT in any way that is abusive, criminal, defamatory, derogatory, discriminatory, illegal, deceptive, inappropriate, indecent, libelous, obscene, offensive, profane, racially offensive, sexual, sexist, slanderous, threatening or in a way that promotes hatred or harm against any group or person.
- ICT use is not intended for profit or advertising. ICT use complies with the theme and spirit of education, however reasonable, non-profit personal use of ICT is permitted.
- Adhere to all copyright laws and terms of use regarding the downloading, use or redistribution of any software, media or information. Cite all sources when referring to existing material and research.
- Before images or video of a student are posted on a web page or public forum, the “Authorization for promotional use of student photos, work, activities” form must be signed and returned to the school (see Related Links for this form). Since this is part of the September startup-up package, schools should have signed forms on file before publishing student images and/or work.
- Students must obtain permission of subject (staff, students or any other person) before capturing, using, publishing or transmitting audio, images or video. Students using prescribed assistive technology do not need permission when capturing or using this content for intended academic purposes.
- Do not intentionally damage or adversely impact ICT
- Respect ICT and people by not transmitting or intentionally receiving malicious or unwanted information, software (e.g., spam, viruses, hacking, malware, spyware) or undertake malicious activity (hacking, password sniffing, premeditated disruption of service)
- Represent their online identity truthfully and only access account(s), information and systems for which they are authorized.
- Safeguard passwords, *personal information* and personal devices from unauthorized users. It is the practice of the

Halton District School Board not to identify students in photographs by full name on the school or system website

- Staff may capture *personal information*, student images/videos and audio for professional purposes (student assessment, slide-shows, graduations) and may store or use this content off-site. This content should be safeguarded and deleted when no longer required.
- The board reserves the right to randomly review, retrieve, read, and disclose any files, messages, or communications that are created, sent, received, or stored on board-owned equipment. The board's right to review/monitor is for the purpose of ensuring the security and protection of business records, preventing unlawful and/or inappropriate conduct, and creating and maintaining a productive work environment. Users should not expect privacy with respect to any of their activities when using board networks or board-owned equipment. Use of passwords or account numbers for board provided systems does not create a reasonable expectation of privacy and confidentiality of information being maintained or transmitted.
- Use of ICT within the Halton District School Board is a privilege not a right. Users who violate these procedures risk losing ICT privileges and other consequences consistent with Progressive Discipline and Safe Schools Legislation and the ICT Incident Protocol. Violations of a serious nature may be referred to police.
- Use Board-provided accounts where possible (e.g., Halton Cloud).
- Comply with all privacy legislation. NOTE: Use of internet tools and resources that store or require *personal information* must adhere to privacy legislation. Appendix A - "Approved HDSB Internet Tools and Resources list" was developed to identify privacy-compliant tools and resources. All other internet tools and resources require due diligence by the user.

Board Responsibilities

- The Board is not liable for lost or damaged *personally-owned* ICT.
- Provide student instruction regarding this procedure.
- Provide resources to help educate users in appropriate and effective use of ICT.

- Provide network accounts, Halton Cloud, Internet access, and email / conferencing to all users within the Board.
- Provide technical support or peer-support conferences as appropriate.
- Staff may investigate potentially inappropriate student use.
- Investigation of staff or student *personally-owned equipment* requires consent of the user.
- Staff must be authorized by the Director of Education or the Executive Officer of Human Resources before investigating potentially inappropriate staff use.
- Personal/private information accessed for operational reasons must be kept confidential.
- Information Services Staff are to report any discovered inappropriate staff use to the Superintendent of Education – Information Services, Executive Officer of Human Resources or the Director of Education.

September 2017

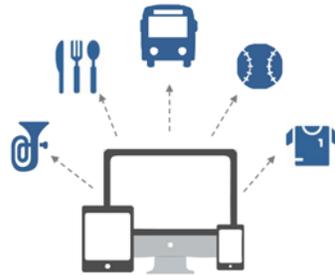
Welcome to *School Cash Online*

School Cash Online is an online parent portal that offers a safe, fast and convenient way to pay for school activity fees. The portal is customized to meet your school's needs and allows you as a parent, to add your students, make payments, check current balance/account history, print or view receipts, and receive notifications about upcoming events.

Why Use School Cash Online?

With School Cash Online, you can pay all your student's school fees with the click of a button. Wherever. Whenever. Trips to the school to drop-off cash or sending your student with money will be a thing of the past. School Cash Online also enables you to keep track of your student's school items and activities.

Purchase these items and more online.



Credit Card

Pay with Visa or MasterCard on School Cash Online by entering your credit card number, CVV number (the three digits on the back of your card), card expiry date, and billing information. Visa Debit is also available.

eCheck

An electronic version of a paper check used to make payments online. Anyone with a checking or savings account can pay by eCheck through School Cash Online.

myWallet

An online wallet that can be loaded to hold funds and pay for your child's fees on School Cash Online. myWallet also allows you to allocate funds to pay for school fees at a later date, as you would with a gift card.

How to Register

Follow these instructions to create your School Cash Online account today.

- 1 Create Your Profile:**
Go to <https://hdsb.schoolcashonline.com> and click on "Get Started Today".
- 2 Confirm Your Email:**
Check your inbox for the email confirmation and click on the link inside. Sign in with your new login details.
- 3 Add a Student**
Click "Add Student" and fill in the required fields with your child's details.



Stay connected by selecting "Yes" to email notifications about upcoming fees.

I want to receive email notifications for new fees assigned to my student and updates on school-related activities.

For more information contact Parent Helpdesk at parenthelp@schoolcashonline.com or 1.866.961.1803