This guide provides you with information about the York Region District School Board. Please take it to someone who can explain it to you.

<table>
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<tr>
<th>Arabic:</th>
<th>يُقدم لك هذا الدليل معلومات حول مجلس إدارة مدارس منطقة يورك. يرجى منحك هذا للشخص يستطيع شرحه لك.</th>
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<td>Chinese:</td>
<td>此指南為您提供有關York Region District School Board的資訊。請您將它拿給可以向您解釋此指南的人。</td>
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<td>Farsi:</td>
<td>ابن راهما برای شما اطلاعاتی درباره York Region District School Board فراهم می‌کند. لطفاً این گزارش شخصی که بیانگر در مورد آن به شما توضیح دهد بیزد.</td>
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<td>Gujarati:</td>
<td>यी गाइड में आपको York Region District School Board के बारे में जानकारी मिलेगी। कृपया इसे किसी ऐसे व्यक्ति को दिखाइए जो इसे आपको समझा सके।</td>
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<td>Khmer:</td>
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<td>Korean:</td>
<td>York Region District School Board에 대한 정보를 제공합니다. 내용을 설명해줄 수 있는 분에게 보여드리십시오.</td>
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<td>Punjabi:</td>
<td>ਇਸ ਗਾਇਡ ਵਿੱਚ ਆਪਣੇ York Region District School Board ਦੇ ਬਾਰੇ ਜਾਣਕਾਰੀ ਮਿਲੇਗੀ। ਕੁਰੱਤਾ ਇਸ ਦੀ ਕਿਸੀ ਐਸ਼ੀ ਵੈਕਟਰ ਕੋ ਦਿਖਾਉਂਦੀਆਂ ਜੋ ਇਸ ਦੇ ਆਪਣੇ ਸਮਝੇ ਸਕੇਂ।</td>
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<td>Romanian:</td>
<td>Acest ghid furnizează informatii cu privire la scolile din cadrul lui York Region District School Board. Apelati la cineva care va putea ajuta sa-l intelegi.</td>
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<td>Russian:</td>
<td>В данном руководстве Вам предоставляется информация о школьном совете района Йорк – York Region District School Board. Пожалуйста, обратитесь к кому-либо, кто сумеет Вам его разъяснить.</td>
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<td>Spanish:</td>
<td>Esta guía le proporciona información sobre el York Region District School Board. Llévesela a alguien que pueda explicársela.</td>
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<tr>
<td>Tamil:</td>
<td>York Region District School Board என்பது கல்வி மந்திரங்கள் யுகாந்த மாநிலத்திற்கான அதிகாரிகளைக் கொண்டு வந்துள்ள நிலைத்துறை உறுப்பினராக வழங்கியது எனலாம்.</td>
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<td>Urdu:</td>
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<td>Vietnamese:</td>
<td>Tài liệu này cung cấp cho quí vị các thông tin về York Region District School Board. Xin đưa tài liệu này cho người nào có thể giải thích nội dung cho quí vị rõ.</td>
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We unite in our purpose to inspire and prepare learners for life in our changing world community.

We are the faces of public education. We understand our gifts and challenges. We are motivated by our dreams and act towards their fulfillment. We respect and celebrate our differences. We invite and value the spirit of community, creativity, and personal growth. We support each other. We have joy in who we are and who we are becoming.

- We recognize and celebrate excellence, and the heart-felt efforts and contributions of our community.
- We strive for equity, inclusiveness, and diversity in all our programs, practices, facilities, and people.
- We value dedication and commitment.
- We value and will respond in an appropriate manner to the voices, ideas, and understanding of all our community members.
- We believe it is the right and responsibility of everyone to ensure a safe nurturing community.
- We embrace the spirit of innovation that acts to realize opportunities to transform our vision into reality.
- We are all responsible for our words and actions.
STUDENT TRUSTEES

Student trustees act as a liaison between the school community and the Board. They are elected annually by members of the York Region Presidents’ Council, a body consisting of all Student Council Presidents in York Region public secondary schools.

The main objective of the student trustee is to give the student population a meaningful voice in Board deliberations and to act as a conduit for the flow of information and ideas between trustees, staff and the student body.

Student trustees are seated at the Board table, participate fully in the discussion portion of public Board meetings and provide a monthly student trustee report, which is included as part of the official Board minutes.

Through the Ontario Student Trustees’ Association – L’Association des Élèves conseillers et conseillères de l’Ontario, student trustees also hold a stakeholder role in provincial matters under the jurisdiction of the Ontario Ministry of Education in order to maintain a fair and equitable system of education for students province wide.

For more information visit the student trustees’ website: www.studenttrustee.yrdsb.edu.on.ca

Madeline Crystal  
2011-2012 Student Trustee  
madeline.crystal@yrdsb.edu.on.ca

John Tertan  
2011-2012 Student Trustee  
john.tertan@yrdsb.edu.on.ca

“We are entering a year of opportunity, change, and new experiences. This is the year of inspiration; what are you passionate about? Find the motivation within yourself and get involved. Don’t hold back. Let’s draw our own path towards tomorrow.”
The York Region District School Board is comprised of 12 trustees, representative of all areas of York Region. Elected by ratepayers for a four-year term, trustees are empowered under the Education Act to set policy for the operation of all public schools in York Region. In December of 2009, the Province of Ontario enacted new legislation regarding the governance of public education in the Province of Ontario. Bill 177, the Student Achievement and School Board Governance Act, 2009, requires the Board of Trustees (as the governing body of the York Region District School Board) to establish an annual Multi-Year Plan to guide system direction for a three to four-year period.

Trustees are accountable to all public school ratepayers in York Region for policy development and are committed to open dialogue with the community. Your views on policy issues and Board governance are welcomed and encouraged. The York Region District School Board welcomes members of the community to its regular Board and Standing Committee meetings held monthly. For more information about your individual trustee, Board meetings, or the Multi-Year Plan visit our website at www.yrdsb.edu.on.ca

Any correspondence to trustees may be sent to:

York Region District School Board
c/o Board and Trustee Services
Education Centre – Aurora
60 Wellington Street West
Box 40
Aurora ON
L4G 3H2
Fax: (905) 727-3984

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Make your school a Healthy School

A Healthy School creates a learning environment to support and encourage student achievement and overall well-being at every opportunity: in the classroom, in the school, in the home and community.

York Region Community and Health Services can provide resources and consultation on a variety of health topics such as physical activity, nutrition and sun safety.

Take action, get involved:
- Speak to your school principal — get their support
- Form a Healthy School committee
- Be a volunteer on your Healthy School committee

Healthy learners are better learners.

For more information call York Region Health Connection at
1-800-361-5653, TTY 1-866-252-9933
or visit www.york.ca/healthyschools
ALL PARENTS ARE INVITED TO GET INVOLVED

Parents are our most important partners in educating children. In keeping with this philosophy, there are many ways for parents to become involved in their child’s school and education. We encourage parents to discuss their children’s day at school on a regular basis. We also recommend that every parent read their child’s agenda each evening so as to know what homework has been assigned, when assignments are due and if the teacher has requested anything from you or your child.

Our schools are always looking for volunteers. If you are interested in helping out, please inform your child’s teacher or school office staff.

Some possible volunteer activities include:

• reading to children and listening to children read;
• playing learning games with groups of children;
• preparing materials for classroom use;
• supervising children on field trips;
• helping with fundraising;
• helping with the Safe Arrival Program;
• assisting in the library;
• assisting with lunches or milk programs;
• helping to coach;
• conducting spelling drills or math drills;
• creating bulletin boards;
• typing or scribing children’s stories;
• assisting in the computer lab;
• assisting with the processing of library books;
• participating on school council; and/or
• volunteering in your child’s classroom or in the school.

About Our Elementary Schools

The following pages highlight policies or practices that are currently in effect in our elementary schools. Students and parents should read this section thoroughly. If you have any questions, please ask your child’s school principal.

ACCIDENTS/INJURY INSURANCE

Accidents do happen. Student accident insurance provides coverage for injuries due to accidents not covered by government or private health plans (e.g. the cost of expensive dental work as a result of an accident). It is strongly recommended that parents of students involved in athletics purchase this insurance.
Insurance covers a child in the event of an accident at school or anywhere else as coverage applies 365 days a year, even during non-school activities. Insurance applications are sent home in early September and are also available through the school office. All completed applications should be sent directly to the carrier.

**APPROPRIATE DRESS**

The York Region District School Board believes that school is a place of learning. To be successful, students must focus their attention and energy on school-related matters. For this reason, it is important that students dress appropriately for the task of learning. Clothing which demonstrates respect for self and others is expected at all times. Under each school’s code of conduct, a dress code is established at the school level.

**ATTENDANCE**

Regular and punctual attendance is expected of our students and encouraged by our staff. We will inform parents if a student’s attendance is a matter of concern.

Students who are not in their classrooms after the first and/or by the noon entry bell will be marked “late” and will be admitted to class only with an admit slip from the office. Students who are late for school may serve detentions at recesses or after school. Parents will be notified by letter if their child is consistently late for class. A Board’s school social worker may be consulted if attendance patterns are cause for concern.

Regular attendance ensures continuity of programme and assists the student in achieving academic success as well as maintaining social ties.

When a student needs to leave early for an appointment, a note from the parent is required. Adults picking up the child are asked to report to the office to sign the child out.

**ATTENDANCE - SAFE ARRIVAL PROGRAM**

Ensuring the safety of our students is our priority. Our Safe Arrival Program is in place so that we can account for the whereabouts of absent students. It is for this reason that we ask all parents to inform their child’s school of their child’s absence. Where it is possible, we ask that this be done in advance. Call the school and leave a message on the answering machine or with the school secretary.

If you have not informed the school of your child’s absence in advance, the following steps, in this order, will be executed by the school to ensure your child is safe:

1. We will call your home.
2. If we do not reach you at home, we will call your work and/or cell phone.
3. If we cannot reach you at work, we will call your emergency contact number.
4. If we are not able to obtain information from your emergency contact re: your child’s whereabouts, we will speak to a sibling, if one is in the school.
5. Should we still not be able to obtain information re: your child’s location, we may check with a friend of your child.
6. Should we still not be able to obtain information on your child’s whereabouts, we will consider your child MISSING and we will contact York Regional Police.

**REQUEST FOR RELIGIOUS ACCOMMODATIONS**

There may be circumstances where students and families will request accommodations for religious beliefs in curriculum areas including the Arts and Physical Education. Accommodations may include different instruction and assessment opportunities, as well as an accommodation of full withdrawal. If you or your child are interested in discussing an accommodation based upon your religious beliefs, please speak with your child’s teacher and the school principal. By providing a range of accommodations, we are building a sense of community and belonging for all students.
BICYCLES, SCOOTERS, SKATEBOARDS, ROLLER BLADES, ETC.

Each school has its own policies regarding bicycles, scooters, skateboards, roller blades and heelies (shoes with built-in wheels) being used on school property. Check with the main office to determine whether they may be brought to school and if they must be walked on to school property. All students riding bicycles, scooters, roller blades or skateboards, are encouraged to wear helmets and protective gear. The school is not responsible if they are lost, stolen or damaged.

BULLYING, CYBERBULLYING OR INTIMIDATION

Bullying, cyberbullying or intimidation is a combination of power and aggression. It occurs when a student maliciously and repeatedly oppresses, harasses or intimidates another student verbally, physically or psychologically. Instances of bullying, cyberbullying or intimidation are dealt with under the Safe, Caring and Supportive Schools Policy. Misconduct carried out over the internet may be subject to school discipline whether carried out at school, at home or elsewhere.

BUSING (TRANSPORTATION)

For information on bus routes, stop locations, times, late arrivals, cancellation, eligibility, registering a complaint, safety and general information, please visit www.schoolbuscity.com or contact the York Region Student Transportation Services School Bus Information Line at 1-877-330-3001, accessible 24 hours a day.

Inclement Weather Conditions: If road conditions force the cancellation of bus services, the following stations will be informed as early as possible, and will broadcast pertinent information to the community.

AM640 640 AM  CHAY 93.1 FM  NEWS 680 AM  CHIN 1540 AM  CJEZ 97.3 FM  CJBC 860 AM
CHUM 104.5 FM  CHFI 98.1 FM  CFRB 1010 AM  CKDX 88.5 FM  CKFM 99.9 FM  CHUM 1050 AM
CBC 99.1 FM  CHIN 100.7 FM  JACK 92.5 FM  Q107 107.1 FM  Z103.5 FM  CJCL 590 AM
CJKX 89.9 FM  95.9 FM  CFTO  CITY TV  Global News  A Channel

The Weather Channel

AT ALL TIMES students should be aware of an alternative place to go should bus service be cancelled or delayed, or should schools be forced to close due to an emergency.

For further detailed information on the York Region District School Board’s Transportation to/from Schools Policy and Procedure #680.0, please visit the Board’s website at: www.yrdsb.edu.on.ca.

BUS SAFETY

Students riding school buses must observe the following procedures:

1. Be at the bus stop five minutes before scheduled pick up.
2. Keep well away from the road until the bus has stopped. Do not move toward the bus until it has stopped.
3. Watch for the bus driver’s signal before crossing the road. Look both ways and then cross the road.
4. Board the bus quickly using the handrail and go directly to your seat.
5. Remain seated while the bus is in motion.
6. Do not eat or drink on the bus as these are prohibited.
7. Keep the aisle clear of books, knapsacks, lunch bags and other items.
8. Keep windows closed unless the driver permits you to open them and never put hands, arms, head or legs out of the window.
9. Never throw anything inside the bus or out of the window.
10. Talk quietly, so as not to distract the driver.

Shouting, horseplay and fighting are strictly prohibited; students engaging in these activities will have their bus privileges suspended.
CELL PHONES, PAGERS AND OTHER ELECTRONIC DEVICES
Each school has its own policies regarding cell phones, pagers and other devices such as iPods.
At a minimum, cell phones, pagers and other personal communications devices are to be turned off and kept out of sight during all instructional periods, except with the explicit permission of the classroom teacher. Infractions will be dealt with as student discipline, under the Board’s Safe, Caring and Supportive Schools Policy. **Cell phone camera functions are not permitted to be used on school property without explicit permission from the principal or designate.**
Check with the main office to determine whether students may bring these items into the classroom; use them in school; or must leave these items in their backpacks/lockers. Exceptions apply to students who require specific devices as per their Individual Education Plan. The school is not responsible for personal items that go missing at the school.

COMMUNICATION HOME
Communication with parents is important. A variety of resources are used to communicate with parents throughout the year, including:

- school and classroom newsletters;
- phone calls home;
- email;
- school and classroom websites;
- periodic announcements or letters; and
- the student agenda planner.

EMERGENCY RECORDS
Emergency forms are an extremely vital link for your child’s safety. Please advise the office if any of the following information changes on the emergency form sent home in September:

- work or home numbers;
- emergency contacts and telephone numbers;
- changes in custody agreements; and
- medical alert or changes in health condition (e.g. allergies, medications).

FIELD TRIPS
Field trips are an important part of the curriculum that extends learning beyond the walls of the classroom. They provide students with real life experiences and applications to support and enhance classroom learning. All students are expected to participate in field trips and other special events. Student who are unable to accompany the class on a trip are expected to be at school where they will be working on regular program work. It is our hope that no child will be excluded from a field trip. Please speak to your child’s teacher if you have a concern.

INFORMATION ACCESS AND PRIVACY PROTECTION
Personal information is legislated by a legal framework of laws, regulations and standards that include the Education Act, the Municipal Freedom of Information and Protection of Privacy Act, the Personal Health Information Protection of Privacy Act, and Ethical Standards for the Teaching Profession. In combination, this framework guides us in allowing appropriate access to information held by schools and directs us in protecting personal and confidential information. For example, your child’s identity and other information may be shared beyond the classroom and the school at special events such as Arts Night and seasonal celebrations. Please notify the school in writing if you wish to restrict the use of your child’s personal information (e.g. display of work in the hall, photos, interviews by news media). Schools will provide notification of any events occurring outside the school; events that result in your child’s personal information leaving the custody or control of the school will require your written permission.
HOMEWORK
Homework is described as those learning activities which are completed outside the normal classroom time and which purposefully support and provide practice with the in-school program. Each school has its own homework policy. Each school has the responsibility for determining the appropriate homework expectations for each grade level and communicating this expectation to students and parents.

Students are responsible for:
- making every effort to complete homework assignments to the best of their ability by the due date and submitting their homework to their teacher;
- recognizing that attention to homework is essential to academic success and will impact overall performance;
- establishing a homework routine;
- locating and organizing necessary materials and resources;
- requesting clarification or assistance when necessary;
- recording assignments daily; and
- accepting consequences if they do not complete homework.

ONTARIO STUDENT RECORD
The Ontario Student Record (OSR) contains vital information that helps schools monitor and improve how a student is doing in school. Each student file is maintained by the school in which the student is enrolled full time.

Access to the OSR is granted to the student; parents/legal guardians/parent designates of students under the age of 18; non-custodial parents (unless there is a court order to the contrary); educational personnel - limited to Board employees; and anyone who is approved in writing by parents/legal guardians/adult students to be allowed access. Any of these people retain the right to request a correction or removal of information from the official record. At age 18, students may provide consent for ongoing access by their parents.

Certain student information may be provided, as required by law, to:
- Medical Officer of Health;
- Child and Family Services;
- certain social assistance agencies;
- Law enforcement agencies; and
- the Ministry of Education.

PARKING LOT SAFETY
Parents are asked to be considerate and careful when using the school parking lot. Please do not park in the fire zone or bus loops for any reason. Please work with us to keep our students safe.

PEER MEDIATION PROGRAM
The peer mediation program is a means of improving the school climate by having senior students take on the responsibility for helping other students resolve issues. Peer mediators are senior students who have been trained by secondary school peer mediators in conflict resolution and the mediation process. Students may contact the principal or the vice-principal if they are interested in participating in this program or initiating one at their school.

PETS ON SCHOOL PROPERTY
A reminder to parents who walk their pets to school with their children, that all dogs must be on a leash, be kept outside the school, and that consideration should be given to leaving your pets at home. Larger animals sometimes intimidate smaller children. Fenced in Kindergarten play areas are off limits to pets. All excrement must be picked by pet owners. Please help keep our property clean and healthy for students.
RECESS
All children are expected to go out for recess and lunch hour, weather permitting. If a student is well enough to attend school, then s/he will benefit from short periods of outdoor exercise. The school does not have supervised health room facilities. Recess, entry and dismissal times, and lunch time are supervised.
Students should dress comfortably and appropriately according to weather conditions.

RECESS PLAYGROUND EXPECTATIONS
Each school’s code of conduct outlines acceptable behaviour for students. During playground time, the code of conduct applies and includes the following:
1. Harmful behaviour toward others is not acceptable (e.g. play fighting, piggybacks, pushing, rock/stone/sand/snowball throwing, etc.).
2. Show respect for fellow students, teachers, school assistants and administration.
3. Swearing is not permitted.
4. Spitting is not acceptable, whether playing sports or not.
5. All students are responsible for keeping school property clean and tidy.
6. Students should stay out of the swales (gullies) and away from the trees.
7. Only JK/SK students are allowed in the kindergarten play area.
8. Use common sense.
9. Students are to stay in the schoolyard.

STUDENTS LEAVING SCHOOL
If a student needs to leave the school prior to regular dismissal time, s/he must have a note.
No student will be permitted to leave without parental permission. Students who leave during the day must be signed out by the adult who picks them up.

TEXTBOOKS, SUPPLIES AND LIBRARY BOOKS
Respect for school property and materials is expected of students. Lost or damaged textbooks or library books are the responsibility of the student and restitution will be expected. It is the responsibility of the student, in conjunction with parents, to ensure these items are returned in the same condition in which they were issued. Textbooks, lockers, desks and chairs are to be kept “doodle free.”

VACATION
Before withdrawal for any vacation not on the school calendar, check with your child’s teacher to find out what effect a prolonged vacation may have on your child’s progress. Teachers cannot be expected to prepare special work in advance for individual students. You may ask the homeroom teacher to suggest educational activities. Children may be responsible for completing modified assignments upon their return to school. A prolonged absence of more than 15 days will require written notification to the principal.

VALUABLES
The school and the Board will not be held liable for loss, theft or damage to personal property. Parents and students are strongly encouraged to leave all valuables at home.

VISITORS TO THE SCHOOL
In keeping with our Safe and Supportive Schools policy and to ensure the safety of all our students and staff, all visitors including parents must check in at the school’s main office upon arrival (i.e. sign in and obtain a “visitor” or “volunteer” pass to wear while in the school). All visitors must use the main entrance of the school. The office staff can get important messages and materials to your children.
To view the full policy, related attachments and all Board policies please visit the Board’s website at: www.yrdsb.edu.on.ca

It is the policy of the York Region District School Board to promote safe and supportive school and work environments in order to optimize student and staff learning, safety and effectiveness. Specifically, York Region public schools and workplaces are directed to focus on safety, responsible citizenship and civility as defined by the standards of behaviour for the province of Ontario in the Provincial Code of Conduct, and the Board’s Respectful Workplace and Learning Environment Policy and Procedure. Safe and supportive learning cultures are at the heart of all of the Board’s efforts to promote student achievement and well being, and in turn, student success.

The Board recognizes that discipline of students begins at home with parents who are the first and primary educators for their children. This includes responsibility for social development, behaviour and discipline. The Board encourages a partnership with parents in the support of students’ social, emotional and academic growth.

For most students, effective school discipline is ensured through student engagement in interesting and challenging programs that meet individual needs. Clear behavioural expectations support student engagement and are based on meaningful communication between students, parents or adult students and the school. In reinforcing appropriate behaviour, the Board supports principals, teachers and support staff in the use of a continuum of positive practices that strive to teach, promote and reinforce positive and productive behaviours while providing predictable and supportive consequences to behaviours that are identified as being inappropriate. It is the intent in all situations involving aggression to achieve fairness in consequences for the aggressor and support for the victim. Information will be shared with the victim and parents of the victim to the extent that legislation allows.

The Board embraces a progressive approach to discipline in schools. In partnership with parents and the community, the development of good character, cultural proficiency, and appropriate social skills that build healthy relationships is the priority.

Where inappropriate behaviour persists, ongoing interventions may be necessary to promote and sustain positive student behaviour and address underlying causes of these behaviours. The Board recognizes that responses to inappropriate behaviours must take into account mitigating factors, the nature and severity of the behaviours, and the impact on school climate as required by the Education Act and set out in Ontario Regulation 472/07. The environment in which a child learns may change to meet the needs of the individual student and the school community where inappropriate behaviour persists. The Ontario Human Rights Code overrides this policy and procedure in all instances.

DEFINITIONS

Bullying

Bullying, as defined by the Ministry of Education 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, or reputation. Bullying occurs in a context where there is a real or perceived power imbalance.”

Students may attain or maintain power over others in the school through real or perceived differences. Some areas of difference may be size, strength, age, intelligence, economic status, social status, solidarity of peer group, religion, ethnicity, disability, need for special education, sexual orientation, family circumstances, gender, and race.

Bullying is a dynamic of unhealthy interaction that can take many forms. It can be physical (e.g. hitting, pushing, tripping), verbal (e.g. name calling, mocking, or making sexist, racist, or homophobic comments), or social (e.g. excluding others from a group, spreading gossip or rumours). It may also occur through the use of technology (e.g. spreading rumours, images, or hurtful comments through the use of e-mail, cell-phones, text messaging, Internet websites, or other technology).

Children who suffer prolonged victimization through bullying, as well as children who use power and aggression as bullies, may experience a range of psycho-social problems that may extend into adolescence and adulthood. (Ministry of Education, PPM 144)
Safe, Caring and Supportive Schools

Bullying:
• adversely affects a student’s ability to learn;
• adversely affects healthy relationships and the school climate;
• adversely affects a school’s ability to educate its students; and
• will not be accepted on school property, at school-related activities, on school buses, or in any other circumstances (e.g. online) where engaging in bullying will have a negative impact on school climate.

Consideration of Mitigating and Other Factors
The consideration of mitigation and other factors, as outlined in the Education Act, is part of a progressive approach to discipline in schools. Mitigating factors are circumstances that would lessen the responsibility of an individual for assuming the consequences of their actions and therefore lessen the severity of the disciplinary consequences flowing therefrom. They are of an explanatory or contributory nature which helps to understand the “interaction between students and the environment – on influences in the environment that may cause appropriate or inappropriate behaviour.” (Caring and Safe Schools in Ontario)

The following mitigating factors shall be taken into account regarding decisions to suspend and/or expel:
• the student does not have the ability to control his or her behaviour;
• the student does not have the ability to understand the foreseeable consequences of his or her behaviour; and/or
• the student’s continuing presence in the school does not create an unacceptable risk to the safety of any person.

The following other factors shall be taken into account if they would modify the seriousness of the activity for which the student may be or is being suspended or expelled:
• the student’s history;
• whether a progressive discipline approach has been used with the student;
• whether the activity for which the student may be or is being suspended or expelled was related to any harassment of the student because of his or her race, ethnic origin, religion, disability, gender or sexual orientation or to any other harassment;
• how the suspension or expulsion would affect the student’s ongoing education;
• the age of the student;
• in the case of a student for whom an individual education plan has been developed;
  • whether the behaviour was a manifestation of a disability identified in the student’s individual education plan,
  • whether appropriate individualized accommodation has been provided, and
  • whether the suspension or expulsion is likely to result in an aggravation or worsening of the student’s behaviour or conduct;
• whether or not the student’s continuing presence at the school creates an unacceptable risk to the safety of anyone in the school; and/or
• if the student’s continuing presence in the school creates an unacceptable risk to the safety of others in the school, then a progressive discipline approach may not be appropriate.

Progressive Discipline
The Board strives to provide responsive services that are developmentally and contextually appropriate with supports for each student.

Progressive discipline is a process which includes information gathering about the problem behaviour; and the consideration of mitigating factors and circumstances. Decision making follows about how to respond and support the student in a variety of ways, and in a manner that promotes and reinforces positive and productive behaviour.

Progressive discipline ...refers to a “whole school approach that utilizes a continuum of prevention programs, interventions, supports, and consequences to address inappropriate student behaviour and to build upon strategies that promote and foster positive behaviours.” Specifically, this means that “When inappropriate behaviour occurs, disciplinary measures should be applied within a framework that shifts the focus from one that is solely punitive to one that is both corrective and
supportive. Schools should utilize a range of interventions, supports and consequences that are developmentally appropriate and include learning opportunities for reinforcing positive behaviour while helping students to make good choices.” (Ontario Ministry of Education, 2009) (Caring and Safe Schools in Ontario)

Progressive discipline is a whole school approach that includes an assessment data gathering process about school climate. This process seeks to identify characteristics of problem behaviour in order to make decisions about whole school interventions, targeted group interventions, and resourcing with individual students.

Progressive discipline includes a tolerance for behavioural errors. It is intended to provide corrective responses for inappropriate behaviour in order to support the learning and reinforcement of positive behaviours. The underlying premise of any response to inappropriate behaviour in a progressive discipline framework is to develop appropriate alternative behaviours to those that are inappropriate, and then promote those behaviours. Consequences in response to inappropriate behaviours must be outlined ahead of time so they are understood by the student.

Progressive discipline includes a wide range of positive practices to teach, reinforce, and address behaviour. These span the continuum from universal to targeted and intensive interventions. The range of responses to behaviour at school will include:

- positive behavioural supports;
- peer mediation, counseling;
- withdrawal of privileges and/or withdrawal from class;
- detention;
- restitution; and/or
- restorative practices (along a continuum that might include restorative conversations, restorative circles, etc.).

**Suspension**

A student who is suspended from a school is not permitted to attend any York Region District School Board facility, including all school buildings, grounds, school buses, school functions, activities and trips, except for the purposes of attending an alternative to suspension program. A suspension may be for a period of up to 20 days.

A student only suspended from day school may continue attending Continuing Education classes. A student only suspended from Continuing Education classes may continue attending day school classes.

Where a student has committed one or more of the infractions outlined below on and/or off school property, during a school-related activity or event, and/or in circumstances where the infraction has a negative impact on the school climate, the principal may consider suspension as part of a continuum of developmentally sound and appropriate interventions.

These infractions include:

1. uttering a threat to inflict serious bodily harm on another person;
2. possessing alcohol or illegal drugs;
3. being under the influence of alcohol;
4. swearing at a teacher or at another person in a position of authority;
5. committing an act of vandalism that causes extensive damage to school property at student’s school or to property located on the premises of the student’s school;
6. bullying;
7. any act considered by the principal to be injurious to the moral tone of the school including the use of homophobic comments;
8. any act considered by the principal to be injurious to the physical or mental well-being of members of the school community; and/or
9. any act considered by the principal to be contrary to the School Code of Conduct.

A student may be suspended only once for an infraction and may be suspended for a minimum of one (1) school day and a maximum of twenty (20) school days.
Suspension and Possible Recommendation for Expulsion

An expelled student is expelled from all Board schools, including all Board facilities, grounds, school buses, school functions, activities and trips, except for the purposes of attending a program for expelled students. An expulsion may be for a period of at least 21 days and until such time as the student successfully completes the program for expelled students.

A principal shall suspend a pupil if he or she believes that the pupil has engaged in any of the following activities while at school, at a school-related activity or in other circumstances where engaging in the activity will have an impact on the school climate:

1. possessing a weapon or replica weapon, including possessing a firearm;
2. using a weapon to cause or to threaten bodily harm to another person;
3. committing physical assault on another person that causes bodily harm requiring treatment by a medical practitioner;
4. committing sexual assault;
5. trafficking in weapons or illegal and/or restricted drugs;
6. committing robbery;
7. providing alcohol to a minor;
8. an act considered by the principal to be significantly injurious to the moral tone of the school and/or to the physical or mental well-being of others;
9. 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;
10. 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;
11. 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;
12. the student has demonstrated through a pattern of behaviour that she/he has not prospered by the instruction available to him or her and that she/he is persistently resistant to making changes in behaviour which would enable him or her to prosper; and/or
13. any act considered by the principal to be a serious violation of the School Code of Conduct.

When a pupil is suspended for one of these reasons, the principal shall conduct an investigation to determine whether to recommend to the Board that the pupil be expelled. In considering whether to recommend to the board that the pupil be expelled, a principal shall take into account any mitigating or other factors. The principal shall make these decisions in consultation with the appropriate supervisory officer.

Responsibilities

The Board of Trustees is responsible for:

- establishing a Board Safe and Supportive School policy and ensuring that it is reviewed as required;
- ensuring that a Board Code of Conduct is developed and reviewed as required;
- considering the input from parents and community members in order to obtain their commitment and support regarding the policy;
- establishing a student discipline committee which conducts student hearings regarding suspension appeals and recommendations for expulsions from York Region District School Board schools and decision making thereon;
- supporting positive discipline practices, effective intervention strategies and appropriate responses to infractions of the standards of behaviour; and
- ensuring that opportunities are provided for all staff and related stakeholders to acquire awareness, knowledge, skills, and attitudes necessary to develop and maintain a safe and supportive learning and teaching environment, including an understanding of the use of mitigating circumstances and the tenets of progressive discipline.

The Director is responsible for:

- ensuring that the Safe and Supportive Schools Policy is reviewed and updated per the Board’s policy review cycle or as required;
- working with supervisory officers to ensure that appropriate training occurs for the Policy and for its implementation for all members of the community; and
Safe, Caring and Supportive Schools

• promoting the spirit and intent of Safe, Caring and Supportive Schools among internal and external stakeholders.

Superintendents are responsible for:
• ensuring that a training strategy is implemented regarding positive discipline practices for all administrators, teachers and school staff;
• engaging community agencies as appropriate;
• receiving and reviewing documents regarding suspensions, suspension appeals and expulsions; and
• ensuring that due process is fulfilled as per their duties under the Education Act.

Superintendents and principals are responsible for:
• maintaining safe and orderly school climates for learning, teaching and working;
• developing and maintaining school codes of behaviour that align with the Provincial Code of Conduct and the Board Code of Conduct;
• facilitating the collection and analysis of data relating to inappropriate or unsafe behaviour;
• developing and implementing programs which are geared to the prevention and intervention of disrespectful, inappropriate and bullying behaviour and promotion of pro-social behaviour in schools and off school property where the school climate may be negatively affected;
• implementing positive discipline practices, effective intervention strategies that take mitigating circumstances into account and appropriate responses, including those that are restorative in nature, to infractions of the standards of behaviour; and
• the application of fair and due process for all stakeholders involved in supporting student behaviour and student discipline.

Senior Manager of Administrative Services is responsible for:
• ensuring that school bus operators/drivers are aware of and compliant with the Board’s policy and procedure.

Principals are responsible for:
• developing school plans which address the social, emotional and academic development of its students including the prevention of and intervention in situations of respectful, inappropriate and bullying behaviour in schools and off school property where the school climate may be negatively affected;
• establishing a Positive Climates for Learning Team;
• consistently addressing behaviours that are contrary to the Provincial, Board and School Codes of Conduct;
• applying developmentally appropriate interventions, supports, and consequences including learning opportunities to reinforce positive behaviours consistent with School Codes of Conduct and help students make good choices;
• ensuring that student learning needs, appropriate accommodations, and modifications are being addressed for students with an Individual Education Plan;
• facilitating the development of a Safety Plan to address inappropriate or unsafe behaviour;
• for students with special education needs, applying interventions, supports, and consequences consistent with the expectations of the Individual Education Plan and/or Safety Plan and considering all mitigating and other factors;
• reviewing expectations and standards of behaviour with students and staff;
• sharing safe and supportive schools information with students, staff, parents, volunteers, and community members annually, at a minimum;
• providing opportunities for staff to build capacity in effective prevention/intervention strategies;
• facilitating the use of de-escalation strategies for all school staff to address inappropriate or unsafe behaviour (e.g. CPI – Crisis Prevention Institute training);
• developing approaches to student discipline which are restorative in nature to help students, staff and community members build strong relationships;
• attending to the needs and interests of those who have been harmed by inappropriate behaviour; and
• implementing a range of progressive discipline, including suspensions and recommendations for expulsion where appropriate.
**Teachers are responsible for:**
- developing inclusive, respectful, safe, caring and engaging learning environments;
- role modeling the positive behaviours expected in the classroom;
- positive, clear and regular communication regarding behavioral expectations with students and parents;
- using fair and progressive classroom management strategies;
- addressing student learning needs and appropriate accommodations and modifications as outlined in Individual Education Plans;
- working collaboratively with the school multi-disciplinary team to develop appropriate interventions for students as needed;
- supporting the collection and analysis of data relating to inappropriate or unsafe behaviour;
- implementing strategies to prevent disrespectful, inappropriate and bullying behaviour in schools and to intervene appropriately;
- using de-escalation strategies to address inappropriate or unsafe behaviour (e.g. CPI – Crisis Prevention Institute training); and
- using teaching and learning practices which are positive and restorative in nature and which promote strong student achievement and well being.

**Support Staff are responsible for:**
- working in partnership with teachers and principals to develop inclusive, respectful, safe, caring and engaging learning environments;
- role modeling the positive behaviours expected;
- positive and clear communication regarding behavioural expectations with students and parents;
- supporting the implementation of strategies to prevent disrespectful, inappropriate and bullying behaviour in schools and to intervene appropriately;
- supporting the collection and analysis of data relating to inappropriate or unsafe behaviour;
- using de-escalation strategies to address inappropriate or unsafe behaviour (e.g. CPI – Crisis Prevention Institute training);
- supporting the development of Individual Education Plans and Safety Plans; and
- supporting the use of teaching and learning practices which are positive and restorative in nature and which promote strong student achievement and well being.

**Students are responsible for:**
- their own behaviour and compliance with the School Code of Conduct;
- actively participating in prevention and intervention of disrespectful, inappropriate and bullying behaviour in schools and off school property where the school climate may be negatively affected;
- working in partnership with teachers and parents to maintain inclusive and engaging learning environments; and
- diligently working to achieve their academic potential through demonstrating positive, respectful, inclusive and responsible behaviour.

**Parents and Community Partners are responsible for:**
- their own conduct and adherence to the standards of behaviour as set out in the Provincial Code of Conduct and the Board’s Respectful Workplace and Learning Environment Policy and Procedure;
- role modeling positive behaviour for their children;
- working in partnership with York Region DSB staff to help students reach their academic and social potential;
- supporting the prevention and elimination of disrespectful, inappropriate and bullying behaviour in our schools and communities;
- reinforcing and supporting positive behavioural expectations for students in schools and in our community; and
- supporting school staff in the promotion of student achievement and well being.
The goal of the Student Success Strategy implemented by the Ontario Ministry of Education is to ensure that all students in Grades 7-12 have the learning opportunities and supports they need to be successful in high school and beyond. With a focus on student engagement, Student Success provides new and relevant learning opportunities that build on students’ interests, strengths as well as their learning needs.

By focusing on knowing each learner and providing differentiated learning opportunities and programming, teachers ensure that all students acquire the social, emotional and academic learning skills they need to succeed as they transition from elementary to secondary school and to post-secondary destinations.

Every secondary school in the York Region District School Board has a full-time Student Success Teacher who acts as a student advocate and mentor to ensure the success of all students, particularly those who may experience challenges as they transition from elementary to secondary school.

The Student Success Teacher:
- supports students through key transition points from elementary to secondary school, Grade 10 to senior level courses, and from secondary school to post-secondary destinations including college, the workplace, university and apprenticeships;
- works in partnership with classroom teachers to support students who are experiencing academic and social/emotional challenges; and
- keeps students on track for graduation through educational pathway and career planning, goal setting and ongoing monitoring of student marks, assignments, due dates, attendance and attitudes.

For more information about the Student Success program, please contact the Student Success Teacher and visit the Student Success website at www.yrdsb.edu.on.ca.

All students in our schools, regardless of background or ability, will have the opportunity to develop the skills, attitudes and knowledge required to live up to their full potential. Our classrooms and staff will assist them in growing into capable, caring, responsible and active citizens. The York Region District School Board is committed to providing the most appropriate educational opportunities for all students.

For students with special needs we are committed to:
- providing programs and services wherever possible in home schools;
- providing a range of placement options;
- providing a focus on inclusive practices in our schools as an integral part of school culture;
- believing all students can learn;
- providing appropriate accommodations and modifications as required;
- developing learning communities that promote respect for differences, diversity and inclusivity;
- recognizing, valuing and validating all children;
- inviting and supporting students to be active participants in all aspects of school activity; and
- creating environments for all staff, students, parents and other partners to focus on shared understandings of common goals.

For more information about available programs or services for your child, please contact your child’s teacher.

The York Region District School Board’s website contains information that can help you make decisions regarding the courses and the career path you would like to take.

CAREER CRUISING

Career Cruising is an interactive career guidance and pathways planning tool designed for people of all ages. The tool can help students to find the right career, explore different career options, manage
Planning for the Future

Pathways to Opportunity - Secondary School and Beyond

Which pathway will you choose?

In the not-too-distant future, you will have to make choices about what courses you will take in secondary school and what you want to do when you finish secondary school.

- Will you decide to pursue post-secondary education through apprenticeship, college or university?
- Will you enter the “world of work” directly after secondary school to build valuable employability skills?
- Will you seek out global learning opportunities?

You may want to consider “opening doors” to your post-secondary destination of choice while you complete your high school diploma. Consider:

- getting a head-start on an apprenticeship as a skilled tradesperson by participating in the Ontario Youth Apprenticeship Program (OYAP) reach ahead through the YRDSB Dual Credit program options;
- registering for the Specialist High Skills major (SHSM), gaining industry recognized certification and training; or
- participating in the International Co-op Program (ICE) to gain global experience.

Rewarding jobs awaits you in all sectors of our economy, no matter what path you choose. Ensuring you have the right skills is essential. Start yourself on your path now, by talking with your family, friends and teachers.

Follow your learning style, your interests, your abilities and your dreams!

Consider:

- your interests and abilities;
- the kinds of activities you enjoy;
- if you enjoy using your hands to make/create things; and
- which courses are best suited to your learning style.

Check out some of your dream jobs at:

If you or your parents would like more information about “Pathways to Opportunity”, visit our website at:  www.yrdsb.edu.on.ca

Community Involvement

Effective July 1, 2011, students will be able to start accumulating community service hours in the summer prior to starting Grade 9. As part of the diploma requirements, students must complete a minimum of 40 hours of community involvement activities during their secondary school years. This initiative is intended to encourage students to develop an understanding of civic responsibility and the role they can play in supporting and strengthening their communities. The requirement is to be completed outside the student's normal instructional hours. The activities are to take place during the student’s designated lunch hours, after school, on weekends, or during school holidays. Each student must submit to the school a record of his or her community involvement activities. Tracking forms and information guides are available through your guidance office and on our Board’s website. Before engaging in volunteer activities, students (and parents) are strongly advised to confirm the eligibility of all intended volunteer activities with their school's principal or guidance office.
ALLERGIES
We have a number of students and staff in our schools who have life-threatening food allergies. If some of these students or staff smell or come into contact with certain foods, they may go into “anaphylactic shock” - a potentially life-threatening condition. Medication must be administered by injection within minutes to those individuals in order to keep them safe. To ensure the health and safety of all of our students, please let the school know if your child has a life-threatening allergy. Your child’s principal will inform the parent community if there is a particular life-threatening allergy (e.g. nuts) at the school. We ask that all parents help to keep our school community safe. Ask your child’s school principal regarding the MedicAlert program.

To view both the Anaphylactic Reactions policy and procedure, visit the Board’s website at: www.yrdsb.edu.on.ca.

GROWTH AND DEVELOPMENT EDUCATION
Growth and development education is an integral part of the Kindergarten to Grade 8 Health Curriculum. Parents will be informed about the content of the curriculum and the time of delivery of the unit. Should you not want your child to participate in the Growth and Development Unit, please put your request in writing to your child’s teacher. An alternate program will be provided for your child.

HEAD LICE (Pediculosis)
Head lice or pediculosis is common in school aged children and is not a communicable disease. All families can contribute to the decrease of head lice in our school communities by performing regular head checks of their children and treating the head lice if found. Checking for lice takes patience, diligence and plenty of time. It is recommended that you always be sensitive to the child’s feelings around this topic. Head lice can happen to anyone regardless of social class or level of personal cleanliness. When head lice is identified at school, parents are contacted so treatment can start right away. Children are allowed to re-enter the class only when all of the lice eggs (nits) have been removed from the hair. Notices and an information pamphlet are also sent home with other students in class.

Effective treatment of head lice includes:
- checking all family members for lice;
- using the appropriate shampoo; and
- treating all family members that have lice;
- removing all nits (eggs).

Additional information about head lice is posted on the Board’s website and on the York Region Community and Health Services website (www.york.ca). York Region Health Connection information telephone line also provides consultation regarding the identification, prevention and treatment of head lice. If you have questions about head lice or any other public health-related topic, please contact York Region Health Connection at 1-800-361-5653, TTY 1-866-252-9933.

HEALTH CARD NUMBERS
In accordance with the Personal Health Information Protection Act, schools and school boards cannot collect and use health card numbers. Only those professions that are reimbursed through Medicare collect health card numbers.

Parents are contacted in any instance where a health card number is required. Medical attention will not be denied in the absence of a health card number.

IMMUNIZATION
Ontario law requires students attending school to be up-to-date with diphtheria, tetanus, polio, measles, mumps and rubella immunizations. Parents/guardians are required to provide this information to York Region Community and Health Services when your child receives an immunization from his/her family physician. Students who are not up-to-date may be suspended from school. Consult with your family physician to make sure your child’s immunizations are up-to-date. Some students may have an exemption from immunization based on medical, religious or conscientious reasons. Forms for these exemptions may be accessed at www.york.ca/immunization. All communication regarding immunization should be directed to York Region Community and Health Services, 1-877-464-9675 or by mail to: The Regional Municipality of York, Health Services Department, Public Health, Infectious Diseases Control Division, 17250 Yonge Street, Newmarket, Ontario L3Y 6Z1.
For more information, visit: www.york.ca
Canada's Food Guide: www.hc-sc.gc.ca

Dental Services in York Region

Dental screening is available to children in select grades in all York Region elementary schools and at Public Health Dental Clinics. Preventive services are also available to eligible children aged 0-17 at no direct cost.

York Region can help families access dental care and treatment for eligible children aged 0-17 through the Children in Need of Treatment (CINOT) and Healthy Smiles Ontario programs.

For more information or to book an appointment, call York Region Health Connection at 1-800-361-5653, TTY 1-866-252-9933 or visit www.york.ca/teeth

A healthy lunch challenge

Have 4 for Lunch, with foods from the four recommended food groups:

- Grain Products
- Vegetables and Fruits
- Milk Products
- Meat and Alternatives

For more information, call us! Health Connection 1-800-361-5653

Smoking is not permitted on school property at anytime by anyone (staff, students or visitors) including in any vehicle. This is in compliance with the Smoke-Free Ontario Act (SFOA) which is enforced locally by York Region Community and Health Services. A progressive form of discipline, involving suspension from school and fines, is in place for students who are not compliant with the law. The SFOA also prohibits supplying and sharing cigarettes to persons under 19 years and carries a fine for those not compliant. For more information please contact York Region Health Connection at 1-800-361-5653, TTY 1-866-252-9933 or visit www.york.ca/tobacco
**MEDICATION**

It is the responsibility of the parent of a child to administer medication. Treatment regimes should be adjusted to avoid administration of medication during school hours. When this is not possible, parents may request the assistance of school personnel. If your child requires medication during school hours, please leave it in the school office labeled with your child's name and the correct dosage. Parents must inform the school if their child is bringing medication to school (asthma puffer, EpiPen®, Tylenol®, etc.). Students are not permitted to carry medication with them unless the office is made aware of an ongoing emergency medical condition. Medication will be administered by school staff only after the parent completes the Board form for the administration of medication (Request for Administration of Medication or Self-Administration of Medication Form) that can be obtained through the school office.

**WEATHER CONDITIONS**

Students should be dressed appropriately for weather conditions. During the cold winter months, students can stay warm by wearing layers of loose-fitting clothing, a hat, scarf, mitts or gloves. If your children walk to school, bright-coloured and reflective pieces of clothing help make them visible to motorists and traffic. It is advisable for students to bring extra pants and socks in case they get wet.

During the hot sunny weather, students should protect themselves by:

- Seeking shade or creating their own
- Wearing a hat and suitable clothing to cover their skin
- Putting on sunglasses (that provide UV protection) to protect their eyes
- Applying sunscreen 20 minutes before exposure to the sun.

York Region Community and Health Services recommends using a broad spectrum sunscreen with Sun Protection Factor (SPF) of 30 or higher. The principal decides at the time of each recess whether students will remain inside or go out for shortened or full period recess by keeping a close eye on weather conditions, including temperature, wind chill, sun/cloud conditions and wind velocity.

We would ask that parents be sensitive to the demands placed on the school secretary and not call the school to inquire about indoor recess, but rather that parents send their children to school dressed for outdoor play. Students will be supervised in their classroom during recess and lunch hour whenever an indoor recess is necessary.

**WEST NILE VIRUS**

Children are at minimal risk of exposure during the daytime since mosquitoes are most active at dawn and dusk. If parents wish to apply repellent to their child, they must do so prior to the start of the school day.

The following information is provided by York Region Community and Health Services:

**Cover up:**

Mosquitoes are attracted to darker, more intense colours so wear light-coloured clothing when going outside when mosquitoes are active. It is recommended that you wear long sleeved shirts or jackets, long pants and tuck pants into socks for extra protection.

Consider using an insect repellent* as directed by the manufacture label.

*Please note that staff will not be applying insect repellents to students. Students will not be permitted to use spray or pump bottles. We encourage the use of lotions and creams.

More information is available at on Health Canada’s website: www.hc-sc.gc.ca/index-eng.php
To enhance learning and empower our students, we must all be skillful users of the tools related to information technology. Modern, responsive learning environments integrate technology seamlessly into all aspects of learning. Throughout our educational community, all users must recognize the strengths of technology and know when to appropriately use it for instruction both inside and outside of the classroom.

The following agreements are designed to ensure a safe and supportive school environment, and to protect our computer network. All students and their parents are required to acknowledge in writing that they have read, understand and will support the requirements/conditions/rules concerning the use of school/Board technology.

**Primary Students Information Technology Acceptable Use Agreement**

When using school technology (such as computers, printers, digital cameras, and other technology), I promise to:

- always ask permission before using school technology;
- treat all of the school technology with respect;
- only visit Internet websites that my teacher gives me;
- use good manners and respect when I write an e-mail, or write messages to anyone on the computer;
- tell a teacher right away if something is wrong with my computer;
- tell a teacher right away if something I see on the computer screen makes me uncomfortable;
- share the computer fairly if I am working with a partner; and
- only use my own login, unless my teacher tells me to use a different login.

**Junior Students Information Technology Acceptable Use Agreement**

It is exciting and challenging to use technology to complete our work, communicate with our friends, or share information. Technology is a powerful tool that comes with a large responsibility attached to it. Just like there are rules in the classroom for how to behave, there are also rules for how to use computers safely in your school.

**Students are accountable for:**

- following the Board’s Safe, Caring and Supportive Schools policy and the School Code of Conduct;
- respecting others’ privacy and personal information when using school/Board technology;
- keeping personal information private (e.g. not publishing photos, names, addresses, or phone numbers on the Internet);
- using school/Board technology responsibly for educational purposes as assigned by a supervising teacher;
- reporting known technical, safety, or security problems; and
- treating school/Board technology with respect.
Information Technology Acceptable Use Agreement

Intermediate Students Information Technology Acceptable Use Agreement

Information technology is an integral part of our literacy priority. It is a shared and valuable instructional resource and is made available in our schools for educational purposes. This agreement is designed to ensure a safe and supportive school environment and network integrity. All students and their parent are required to acknowledge in writing that they have read, understand and will support the requirements/conditions/rules concerning the use of school/Board technology.

Students are accountable for:

- adhering to the guidelines of the Board’s Safe, Caring and Supportive Schools policy and following the School Code of Conduct;
- respecting others’ privacy and personal information when using school/Board technology;
- keeping personal information private (e.g. not publishing photos, names, addresses, or phone numbers) on the Internet;
- responsibly using computer resources, Internet, and electronic communication tools for specific projects, research methods, or other educational purposes outlined by a supervising teacher or other designated staff member;
- treating school board technology with respect;
- reporting known technical, safety, or security problems to a supervising staff member; and
- respecting information obtained on the Internet by incorporating all references in a bibliography, footnote, or other form of citation.

The term “school/Board technology” as used in this section refers to, but is not limited to, computer networks, stand-alone computers, peripheral devices, digital media, and storage devices (floppy disks, CD ROMs, and mass storage devices).

Staff may access student work and communications for assessment purposes, to maintain system integrity, and to ensure that students are using the system responsibly and safely. As a result, students should not expect that stored files or messages are private.

Students and parents must be aware of requirements for the safe and wise use of the information technology resources in our schools. Actions that are not in accordance with the Board’s Safe, Caring and Supportive Schools policy and the School Code of Conduct may range from withdrawal of privileges to suspension from school.

For more information regarding the Board’s Safe, Caring and Supportive Schools policy and Internet safety, please visit the Board’s website at: www.yrdsb.edu.on.ca
To Be Signed And Returned to Your School

Primary Student Information Technology Acceptable Use Agreement

We have read and talked about this important information.

Printed Student Name: __________________________________________________________

Parent Signature: ___________________________________________ Date: ____________

Junior and Intermediate Student Information Technology Acceptable Use Agreement

Printed Student Name: _____________________________________________ Grade: __________

Homeroom Teacher: __________________________________________ Room: ____________

Student Signature: ___________________________________________ Date: ______________

I have read and understand the York Region District School Board Information Technology Acceptable Use Agreement.

Parent Signature: __________________________________________ Date: ________________

Safe, Caring and Supportive Schools Policy

We have read, understand and will abide by the York Region District School Board’s Safe, Caring and Supportive Schools Policy.

Printed Student Name: _____________________________________________ Grade: __________

Homeroom Teacher: __________________________________________ Room: ____________

Student Signature: ___________________________________________ Date: ______________

Parent Signature: __________________________________________ Date: ________________

THIS FORM MUST BE RETURNED TO YOUR SCHOOL.