

SCHOOL YEAR CALENDAR 2016-2017

SCHOOL BREAKS AND HOLIDAYS	
Sept. 1, 2 2016	Board-designated holidays
Mon. Sept. 5, 2016	Labour Day
Wed. Sept. 7, 2016	First Day of Instruction
Mon. Oct. 10, 2016	Thanksgiving Day
Mon. Dec. 26, 2016 to Fri. Jan. 6, 2017 (incl.)	Winter Holiday Break
Mon. Feb. 6, 2017	First day of Semester Two
Mon. Feb. 20, 2017	Family Day
March 13-17, 2017	Spring Break
April 14, 2017	Good Friday
April 17, 2017	Easter Monday
Mon. May 22, 2017	Victoria Day

PROFESSIONAL ACTIVITY DAYS (NO CLASSES FOR STUDENTS)	
Tues. Sept. 6, 2016	Elementary & Secondary
Fri. Oct. 7, 2016	Elementary & Secondary
Fri. Nov. 25, 2016	Elementary & Secondary
Fri. Feb. 3, 2017	Elementary & Secondary
Fri. March 10, 2017	Elementary & Secondary
Fri. April 28, 2017	Elementary & Secondary
Fri. June 2, 2017	Elementary
Fri. June 30, 2017	Secondary
Secondary Exams	
January 26 – Feb. 1, 2017	
June 22 – 28, 2017	

September 2016

TEACHING, LEARNING AND REPORTING

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 1 – 8, 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. Reading at home each evening with their children, providing encouragement at home for writing opportunities 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.

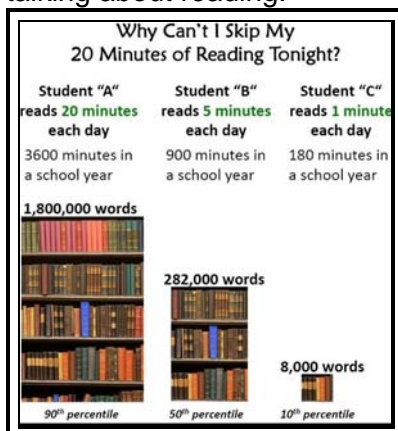
The Ontario Curriculum documents are available electronically at: www.edu.gov.on.ca.
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HOMEWORK

Homework is a planned part of the education process designed to enhance student learning, and is directly connected to The Ontario Curriculum Learning Expectations, Learning Skills, and the Ministry of Education Curriculum Guidelines. The Halton District School Board believes that homework provides students with opportunities to apply learning and experience necessary practice, and that it is an aid in developing life-long learning skills such as self-discipline, task commitment, time management, responsibility, independence, initiative, and problem solving. Research indicates that regularly assigned homework, conscientiously worked on by the student, contributes to improved student achievement from Grade 6 on. Finally, homework is one means of demonstrating and building the partnership between home and school that leads to more consistent academic success.

Homework, like any successful instructional practice, is differentiated by grade, age, developmental stage, course, interests, and individual student needs. Effective homework is meaningful to the student, intentionally integrated with ongoing classroom instruction, and appropriately differentiated to support student learning.

"Reading is the single most important thing a parent can do with their child to enhance their opportunities for success." We encourage families to develop a daily culture of reading in the home by ensuring time is spent by children, and with children, reading and talking about reading.



Which student would you expect to have a better vocabulary? Which student would you expect to be more successful in school...and in life?
(Source: Nagy & Herman, 1987)

Additional information can be found at www.hdsb.ca > Parent Info > Homework Guidelines.

MINISTRY RESOURCES TO SUPPORT PARENTS AND STUDENTS

The Ministry of Education provides tips on a variety of ways to help your child at home. These multilingual resources are available at <http://www.edu.gov.on.ca/abc123/eng/tips/>

Doing Math With Your Child (K - 6) – Available in many languages Website: http://www.edugains.ca/newsite/math/offeredotherlanguage.html
Reading and Writing With Your Child (K - 6) Website: http://www.edu.gov.on.ca/eng/literacynumeracy/parentGuideNum2012.pdf
Supporting Your Child’s Success in French Immersion and Extended French http://www.edu.gov.on.ca/eng/literacynumeracy/parentGuideFrench.pdf
Math website for parents/guardians of students grades 1 – 12 Website: http://oame.on.ca/mathies/parents.html
Grade 7 - 10 Mathematics Homework Help Line Website: https://homeworkhelp.ilc.org/secure/login.php

WHAT ARE THE TYPES OF HOMEWORK?

TYPE	PURPOSE
Completion	To keep up-to-date with classroom work
Practise and Application	To develop, review and reinforce learning as well as transfer skills/concepts to new situations
Preparation	To prepare for the next day’s class work or upcoming lessons
Extension/Creative	To deepen understanding through the integration of skills through opportunities to problem solve and think critically

HOW MUCH TIME, PER NIGHT, SHOULD BE SPENT ON HOMEWORK?

Teachers will use their professional judgment to determine the quantity and time requirements of homework to meet individual student learning needs. The following are general guidelines only.

GRADE	TIME	GRADE	TIME	GRADE	TIME
JK-1	5-10 minutes (including home reading)	4	20 - 40 minutes	7	35 - 70 minutes

GRADE	TIME	GRADE	TIME	GRADE	TIME
2	10 - 20 minutes	5	25 - 50 minutes	8	40 - 80 minutes
3	15 - 30 minutes	6	30 - 60 minutes		

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.

Teachers/administrators, parent(s)/guardian(s) and students are partners in the completion of homework and the development of sound homework habits. Each member of the partnership has specific responsibilities. Successful homework practices help ensure that homework is a valuable tool for enhancing student achievement.

HOMework PARTNER	RESPONSIBILITIES
Principals Vice Principals Teachers	<ul style="list-style-type: none"> ▪ promote a culture of reading: students should read at home nightly ▪ establish school homework guidelines ▪ offer information to assist parents in helping their child learn at home ▪ provide clear, purposeful, and developmentally appropriate assignments (e.g., what has to be done, how is it to be done, when is it to be done, and why is it to be done) ▪ establish a partnership with parents and students that promote timely, regular communication (e.g., monthly calendar, communication booklet/log, etc.) ▪ monitor homework and provide regular feedback ▪ summarize and report on homework completion in the Learning Skills section of the Report Card ▪ teach skills necessary for successful homework completion (e.g., materials organization, time management, problem solving)
Students	<ul style="list-style-type: none"> ▪ read at home nightly, talk about what you read with parent(s)/guardian(s) ▪ make sure you understand the homework (e.g., seek clarification/support) ▪ complete all homework to the best of your abilities ▪ manage your time and materials (e.g., bring home necessary materials, bring homework back to school at appropriate time)
Parent(s) Guardian(s)	<ul style="list-style-type: none"> ▪ read with your child nightly; discuss what has been read ▪ provide a suitable environment for working at home ▪ participate appropriately in homework experience (e.g., clarify expectations, establish homework routines, provide guidance as needed) ▪ communicate regularly with teacher(s) ▪ monitor and encourage student's progress and homework completion ▪ establish a balance between homework and other activities

CONFERENCES AND REPORTING

Communicating with parents regarding student progress and achievement occurs through a variety of means, including the use of agendas, phone calls, emails, teacher websites, meetings, and conferences, as well as formal reporting. Progress Reports and Provincial Report Cards provide a record of the learning skills and work habits demonstrated by the student. The report card grades represent the student's "most consistent level of achievement" with respect to the curriculum expectations.

There are three official reporting periods:

November, February and June for Grades 1 – 8
Fall, Spring and June for Junior and Senior Kindergarten

REPORTING TIMELINES:

REPORT PERIOD	KINDERGARTEN	GRADES 1 - 8
1	Senior - in class observation and goal setting	Progress Report Card and conference to discuss progress
2	Junior - in class observation Senior - written report and conference upon request	Semester 1 Provincial Report Card and interview by request of teacher/parent
3	Junior - conference and goal setting Senior - written report and statement of grade placement for the following year	Semester 2 Provincial Report Card and statement of grade placement for the following year

Actual dates will be noted in the school newsletter and/or posted at 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.

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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.**

September 2016

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).

For a more thorough description of our work,
please visit www.hdsb.ca (Special Education)

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.

September 2016

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 and the School Council Handbook, go to the board website at www.hdsb.ca.

September 2016

PROCESS FOR PUBLIC CONCERNS

It is the practice of the Halton District School Board that public concerns and questions should be dealt with at the level closest to the issue. Therefore, the following guidelines have been set out to help members of the public, staff and trustees expeditiously deal with questions and/or concerns.

Parents/Guardians should follow the guidelines for addressing questions or concerns.

- Where a member of the public has a concern about a school or Board related matters, and the issue is addressed with the local trustee, the trustee will redirect questions accordingly, depending on the nature of the issue.
- Where a parent/guardian has a concern about his/her child's classroom or program, the issue should be addressed with the teacher.
- Should the parent/guardian not be satisfied by the teacher's response, then the parent/guardian should address the concern to the school principal.
- Should the parent/guardian not be satisfied with the principal's response, then the parent/guardian should address the concern to the Superintendent responsible for the school.
- If the Superintendent is unable to satisfactorily resolve the matter, the parent/guardian should address the concern to the Director of Education.
- If the Director of Education is unable to resolve the issue, then the parent/guardian may ask his/her trustee to meet with the Director of Education to attempt to bring closure to the matter.

September 2016

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

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

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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

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 for further details about volunteering in HDSB schools.

September 2016

ATTENDANCE REPORTING: Absence Check System

The Halton District School Board uses an automated attendance reporting system called the Student Attendance Reporting system (by Synrevoice/SchoolConnects). Absences and late arrivals must be reported using the [1-877-409-6310](tel:1-877-409-6310) number, the web portal (hdsb.schoolconnects.com) or through the 'Get Safe Arrival' mobile apps from either Google Play or Apple App Stores.

Same day absences or late arrivals for elementary schools can be reported within 15 minutes of your school's morning entry bell. Secondary school parents have until the start of period 5 for their school. 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 your confirmation number will the absence be reported to the school. To report multiple students in the same grade, please ensure you call from your primary telephone number (home or unblocked mobile).

When a student is marked absent from school and there is no absence or late arrival reported through this system, the school will launch an automated call out using the Home Notification system resulting in a call and/or email to parents informing parents 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.

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.

September 2016

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

Activities leading to a possible suspension*:

- Uttering (verbalizing, writing or sending) 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 student's school or to property located on the premises of the student's school.
- Bullying (physical, social, verbal or cyber)
- 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
- Possession or use of explosive devices, including fireworks
- Fire setting, initiating a false alarm, making a bomb threat, or an act that places individuals, property or community at risk

- Extortion
- Harassment
- Hate crimes
- Smoking on school property
- Theft
- Vandalism of school or Board property
- Reckless or dangerous use of a vehicle (e.g., car, motorcycle, bicycle, etc.) on school property

Activities leading to suspension and possible expulsion*:

- Possessing a weapon, including possessing a firearm
- Using a weapon to cause or to threaten bodily harm to another person
- Committing physical assault on another person that causes bodily harm requiring treatment by a medical practitioner
- Committing sexual assault
- Trafficking in weapons, illegal or restricted drugs
- Committing robbery
- Giving alcohol to a minor
- Bullying if the pupil has previously been suspended for engaging in bullying and the pupil's continuing presence in the school creates an unacceptable risk to the safety of another person
- Any activity listed in the *Education Act*, 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
- 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

****Activities leading to a possible suspension and those leading to a suspension and possible expulsion are currently under review. A revised list of activities will be in place for the 2015-2016 school year.***

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

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.

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

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 of 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.

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.

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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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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:

<ul style="list-style-type: none">• Citizenship• Race, culture and/or language• Age• Sex• Sexual orientation• Gender identity or gender expression• Place of origin / ethnic origin or ancestry	<ul style="list-style-type: none">• Ability (including physical, intellectual, social/emotional, health, accessibility, and mental health)• Colour• Marital status• Religion, faith and / or creed• Receipt of public / governmental assistance / socio-economic status• Record of offence
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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** .

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 HSTS General Manager 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: the full version of the Administrative Procedure is available on the Halton District School Board website: <http://www.hdsb.ca/Policy/InclementWeather.pdf> and includes activities during inclement weather, communication of procedures and school closures during the day.

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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 on Form TF017 which can be downloaded from the HSTS website at haltonbus.ca. Courtesy seat applications must be handed into the student's school, schools will accept applications from June 1st through September 30th annually. Commencing October 1st HSTS will start the allocation process. 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 to implementing and coordinating transportation services 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 the HSTS website at haltonbus.ca

HSTS contact information:

Phone: 905-637-4009 or 1-888-803-8660 (toll free) Email :
transportation@haltonbus.ca
Fax: 905-637-4023

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Active Kids Learn Better



Encourage Walking and Wheeling to School

For more information please visit www.hdsb.ca

Halton District School Board

Administrative Procedure

TOPIC:	Acceptable Use Procedures for Information and Communication Technology (ICT)
EFFECTIVE:	March 2013
CROSS-REFERENCE:	Bullying Prevention Freedom of Information and Protection of Privacy Act Progressive Discipline and School Safety Website Procedure Bring I.T.! Ontario College of Teachers Professional Advisory Innovation Procedure Copyright: Fair Dealing Procedure
REVISION DATE:	March 2018
RESPONSIBILITY:	Superintendent of Education, Information Services Superintendent of Education, School Program Services

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.

Appendix A - “Approved HDSB Internet Tools and Resources list”

All internet websites that end **hdsb.ca** are approved HDSB Internet tools and websites. These include but are not limited to:

- Capital Renewal <https://inside.hdsb.ca/CapitalRenewal/logon/login.asp>
- Elementary internet tool pages
<http://www.hdsb.ca/library/pages/elementaryinternettools.asp>
- Employee Self Service ess.hdsb.ca
- ESAT <https://esat.hdsb.ca/>
- ESS <https://ess.hdsb.ca/>
- Facility Work Orders <https://eworkorderrequest.hdsb.ca/Login.aspx>

- Halton Google Cloud <http://cloud.hdsb.ca>
- SmartFind
<https://hdsb.eschoolsolutions.com/logOnInitAction.do>
- HESOS <http://hesos.hdsb.ca/>
- Halton Incident Tracking <https://hits.hdsb.ca/>
- IEP Engine <https://sped.hdsb.ca/iep900/login.aspx>
- Secondary internet tool pages
<http://www.hdsb.ca/library/pages/secondaryinternettools.asp>
- SKOPUS <http://skopus4.hdsb.ca/>
- Special Education Engine SEE <https://sped.hdsb.ca/lite/>
- Store <https://store.hdsb.ca/>
- Student Profile <https://profile.hdsb.ca/>
- School Profile <https://sp.hdsb.ca/>
- PD Place https://hdsb.pdplace.com/index.php?show_main
- Trillium Web <https://trilliumweb.hdsb.ca/twebea>
- WHMIS <http://www.hdsb.ca/eLMS/Login.asp>

All websites ending .myhdsb.ca including but not limited to

- myHDSB <https://www.myhdsb.ca>
- OSBIE <http://osbie.myhdsb.ca/>

Other approved Internet tools and websites include:

- Cashless School <https://sparc.cashlesschools.com/>
- Dreambox
- Ebase <http://hdsb.ebasefm.com/login>
- Edge 4 <https://www.edge4.ca/?HDSB>
- E-Learning - Desire to Learn (D2L)
- Home Notification System
<https://www.schoolconnectsweb.com/default.asp?halton>
- Material Safety Data Sheets <http://www.msdsforschools.ca/>
- Media X- mVAL <https://mxweb2.media-x.com/home/hdsb/>
- My Blueprint <http://www.myblueprint.ca/halton>
- Overdrive <http://hdsb.lib.overdrive.com/>
- Purchasing Cards <https://access.usbank.com/>
- Sirsi Dynix <http://199.235.122.43/ipac20/ipac.jsp?profile=edu#focus>
- Tell Them from Me <https://www.tellthemfromme.com/>
- Workplace Safety Inspection <http://haltonsb.esolutionsgroup.ca/>
- All websites mentioned on student internet tool pages
 - Elementary
<http://www.hdsb.ca/library/pages/elementaryinternettools.asp>
 - Secondary
<http://www.hdsb.ca/library/pages/secondaryinternettools.asp>

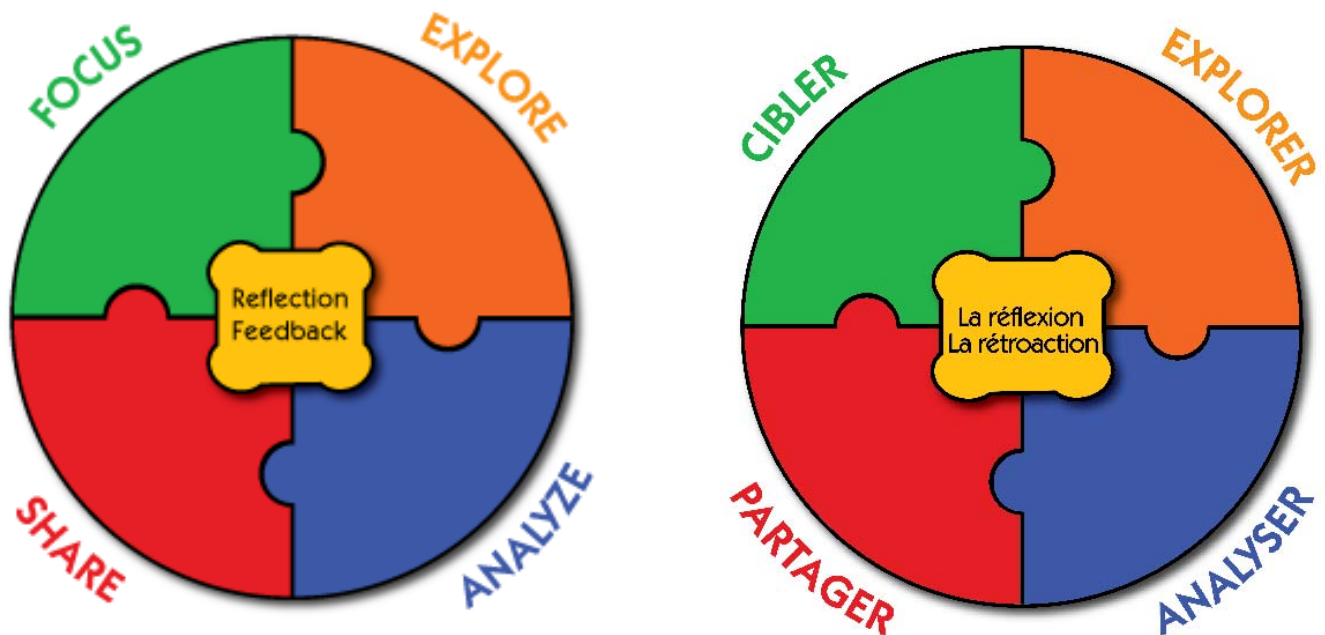
Inquiry Process = Le processus d'enquête

This is the Halton District School Board's model for research and inquiry. You can access the model in English or French at

inquiry.hdsb.ca

Here you'll find templates, videos, tools, and explanations to support the steps of research and inquiry.

If you need help with projects or assignments, remember that your Teacher-Librarian is a great resource.



For more information or assistance, please contact Library Services at the J.W. Singleton Education Centre. Phone: 905-335-3665 x3312 or x3322. Email: wisniewskil@hdsb.ca or weatherillj@hdsb.ca

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