

2016-2017 Student Handbook

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Mission and vision

Our mission and vision outline what we do and what we want to achieve, and provide direction for the board's strategic plan. For more information, visit www.scdsb.on.ca under 'About Us' and 'Mission, Vision & Character'.

Mission Statement

We inspire and empower learning for life.

Vision Statement

A community of learners achieving full potential.

Character Education

Character development is the intentional modelling, teaching and practicing of positive character traits. Character development includes respecting individual differences by listening to others' ideas and opinions, promoting an optimistic outlook and honest interactions, working cooperatively and showing empathy towards others, and being responsible in learning. Board and school initiatives are designed to teach and encourage students to be positive, productive members of our classrooms, schools and surrounding communities.

The SCDSB's character education program is a deliberate effort to nurture universal attributes that transcend racial, religious, socio-economic and cultural lines.

10 traits we model and teach

Integrity
Responsibility
Cooperation
Caring
Respect
Optimism
Honesty
Empathy
Courage
Inclusiveness

SCDSB STARs

The SCDSB STAR program is designed to recognize SCDSB staff in our schools or education facilities who have gone above and beyond to inspire a positive change for students, staff or parents. If you know an outstanding SCDSB staff member who has done something wonderful to support students in our system, nominate them for a SCDSB STAR. Visit www.scdsb.on.ca under 'Staff' and 'SCDSB STAR'.

Connect with the SCDSB

Website: www.scdsb.on.ca

Blog: www.sharingsimcoe.com

Emergency Information Line: 1-877-728-1187

Facebook: www.facebook.com/SCDSB

Twitter: @SCDSB_Schools

Subscribe to receive board and school news

To subscribe to SCDSB news releases, visit www.scdsb.on.ca and click 'Subscribe' at the top of the homepage.

All elementary schools and most secondary schools have websites that allow families to receive updates about school events and activities. You can subscribe by clicking "Subscribe" on the top right corner of the webpage.

Addressing your concerns

If you have a concern, please follow these steps in order:

1. Gather as much information as possible, then call the school to arrange a meeting with the teacher. Most concerns can be resolved through dialogue and co-operation.
2. If you're not satisfied with the outcome of your meeting, call the school to arrange a meeting with the principal. With open communication and collaboration among those involved, your concern should be resolved at this point.
3. If your concern has not been resolved, contact the Superintendent of Education for your school. The Superintendent of Education will assist you by acting as a facilitator in attempting to resolve your concern. You may wish to put your concerns in writing at this time.
4. If you feel strongly that the situation requires further consideration, you may contact the Director of Education. At that time, your concern will be reviewed and may be directed to another staff member for action.
5. If you feel your concern has not been addressed, please contact your Trustee. Trustee contact information is available from your principal or on the board website www.scdsb.on.ca.

You can contact your superintendent, the Director of Education or your trustee by calling the SCDSB Education Centre at 705-728-7570 or 905-729-2265. Additionally, please don't hesitate to communicate appreciation or your positive feedback to teachers, school staff, school administration, your superintendent and your trustee!

Code of Conduct

The SCDSB recognizes that all members of the school community have the right to be safe and to feel safe in their school community. With this right comes the responsibility to contribute to a positive school climate. The SCDSB Code of Conduct supports and enhances the Ontario Code of Conduct by setting clear standards of behaviour. These standards apply on school property, on school buses and at all school-related activities.

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 disagreement
- respect and treat others fairly, regardless of their race, ancestry, place of origin, colour, ethnic origin, citizenship, religion, gender identity, 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
- dress in a manner that is appropriate to school activities with regard to exposure, cleanliness and/or message
- 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:

- be in possession of any weapon, including firearms
- utter a threat or use any object to threaten or intimidate another person
- cause injury to any person with an object
- be in possession of or under the influence of alcohol and/or illegal drugs
- provide others with alcohol or illegal drugs
- be under the influence of a noxious substance, such as glue or gasoline
- be in contravention of the Smoke-free Ontario Act and SCDSB Policy 4471 Smoke Free Learning and Working Environments
- inflict or encourage others to inflict bodily harm on another person
- engage in bullying behaviours
- commit sexual assault
- traffic weapons or illegal drugs
- give alcohol to a minor
- commit robbery
- engage in any activity that is motivated by bias, prejudice or hate
- commit an act of vandalism that causes extensive damage to school property or to property located on the premises of the school

Student discipline procedures

Prevention and Early Intervention

Prevention and early intervention strategies help students achieve their potential and support a positive school learning and working environment. School programs and activities focus on building healthy relationships, character development and civic responsibility, and encourage positive participation of the school community in the life of the school.

Progressive Discipline

Progressive discipline is a non-punitive, whole-school approach that uses a continuum of interventions, supports and consequences to address inappropriate behaviour and to build upon strategies that promote positive behaviours. Consequences include learning opportunities for reinforcing positive behaviour and assisting pupils to make good choices.

For more information on student discipline, visit www.scdsb.on.ca and select 'Programs' then 'Safe and Healthy Schools'.

School year calendars

The SCDSB school year calendars are published in this agenda and are available at www.scdsb.on.ca under 'Schools' and 'School Year Calendars'.

Holy Days and Holidays

The students and staff of the SCDSB represent a rich diversity of faith traditions. The Holy Days and Holidays calendar helps identify some important days of commemoration. The expectation is that SCDSB schools and worksites not schedule events on significant holy days (marked in bold in the calendar) that would exclude observing staff and students from participating. For further information, visit www.scdsb.on.ca, then select 'About Us', 'Equity & Inclusive Education' and 'Holy Days and Holidays Calendar'.

Religious Accommodation

We acknowledge each individual's right to follow or not follow religious beliefs and practices, free from discriminatory or harassing behaviours. We are committed to taking all reasonable steps to provide religious accommodation to students and staff. Students may speak to their teacher or provide a note from their parent(s)/guardian(s) specifying their accommodation needs relating to religious observances, including holy days on which they will be absent from school.

Student learning

Assessment, evaluation and reporting

The main purpose of assessment, evaluation and reporting is to improve student learning. Staff use their professional judgment to assess how students meet curriculum expectations and provide feedback to improve learning. Assessment methods include:

- projects
- presentations
- observing students complete tasks
- tests and exams
- conversations with students about their learning
- written and oral feedback on student work

Reporting to parents through report cards provides information about:

- student achievement of curriculum expectations
- student demonstration of specific learning skills
- student attendance including times late and days absent, if applicable
- second language programming and special learning needs

Reporting periods

Elementary school progress reports are sent home in November. The focus is on learning skills and work habits. Report cards are sent home in February and June.

Student/teacher/parent conferences are held in the fall.

Secondary school progress reports are sent home in October and March prior to student/teacher/parent conferences. Secondary mid-term reports are sent home in November and April. Secondary final reports are sent home in February and July.

Homework

All SCDSB schools follow the board's homework policy, which can be viewed online at www.scdsb.on.ca under 'Board' and 'Policies', Policy 4106 Homework. Homework is a range of activities completed outside of school that support learning.

Homework should:

- be planned by the teacher to directly support classroom instruction
- be an engaging and relevant learning activity that can be completed by the student independently
- be planned to meet each student's strengths and needs
- include feedback from the teacher

Teachers will avoid giving homework during holidays and days of significance.

Provincial assessments

Provincial assessments are developed and scored by the Education Quality and Accountability Office (EQAO). Each student who completes a provincial assessment receives an Individual Student Report (ISR) which outlines the student's overall achievement. School and board achievement data is used to support student learning. School-by-school results are available at www.eqao.com.

Supporting learning at home

There are many ways parents can support and encourage their children's learning, including:

- lead by example - be a lifelong learner yourself
- look for ways to "bring the lesson home" by connecting school lessons to everyday experiences
- remind your child that they are capable of learning
- encourage your child to seek help when they don't understand something
- share suggestions and input with your school council, school principal and child's teachers
- talk to your school principal or vice-principal to find out about more involvement opportunities

Voluntary self-identification of First Nation, Métis and Inuit students

First Nation, Métis and Inuit students are invited to participate in our voluntary, confidential self-identification process. The SCDSB collects First Nation, Métis and Inuit self-identification data to

support student success and reduce gaps in student achievement. Information that is collected is used to inform program planning and services that are relevant for First Nation, Métis and Inuit learners. Disclosing First Nation, Métis and Inuit ancestry is completely voluntary and confidential. No proof of ancestry is required. Please contact the school office if you wish for your child to self-identify.

Student success

Student success teams work together to ensure smooth transitions for students between grades, from elementary to secondary school and after graduation.

In elementary school, students in Kindergarten to Grade 6 develop an *All About Me* portfolio. This portfolio helps students understand their strengths, interests and aspirations as they set goals for the future. It also helps students reflect upon their learning as they work toward their goals.

The development of Individual Pathway Plans in Grade 7 to 12 encourages students to set goals, discover and identify skills and abilities related to future interests and plan for both secondary and post-secondary education. Through the myBlueprint education planner, students and parents can plan and revise Individual Pathway Plans.

Secondary school programs such as Specialist High Skills Majors (SHSM) are designed to prepare students for sector-specific career destinations. Job-related activities and experiential learning opportunities are explored in Grades 7 to 12, and opportunities for more in-depth exploration through the Cooperative Education Program (co-op) are available in Grades 11 and 12. Dual credit courses enable students to gain a secondary school credit while completing a college course and earning a college credit. The Ontario Youth Apprenticeship Program (OYAP) allows students in trade-related co-ops to begin working towards apprenticeship requirements.

More information about student success initiatives is available at www.scdsb.on.ca under 'Students' and 'Secondary Program Info'.

Special education

Students learn in many different ways. Students may need different supports and programs beyond the accommodations provided in the classroom to reach their full potential.

These may include any or all of the following:

- additional support provided by the Special Education Resource Teacher (SERT)
- an Individual Education Plan (IEP)
- assistive technology (SEA)
- a special education class placement

Information about the SCDSB's special education programs and services, as well as the Special Education Advisory Committee (SEAC), is available on the board's website, www.scdsb.on.ca, by selecting 'Programs' and 'Special Education' or by calling 705-734-6363, ext. 11729. The SCDSB's Special Education Plan (also available online) has information about the Identification, Placement and Review Committee (IPRC) process, IEPs, programs and services for exceptional students as well as contact numbers for SEAC members.

Mental health

The SCDSB recognizes the importance of mental health as it is linked to overall well-being, achievement and positive outcomes for youth. We are committed to improving the quality of mental health support available to our students. We provide training for school staff to help them recognize signs that a student may need additional support. We also rely on the help of community agencies.

Community supports

24 hour mental health crisis line 1-888-893-8333 or 705-728-5044

Canadian Mental Health Association 1-800-461-4319

Kids Help Phone 1-800-668-6868

Kinark 1-888-454-6275

Mobile Crisis Line 1-888-893-8333 or 905-310-COPE

Newpath 705-725-7656

Access the 211 directory by phone (dial 2-1-1) or at www.211ontario.ca for information on community resources related to a specific concern.

Safety

School safety practices

We'll always take whatever precautions are necessary to keep our schools and students safe. Our safety practices include:

First aid equipment and training

Each school has a minimum of one staff member who is trained in first aid. Additionally, all schools are equipped with Automated External Defibrillators (AEDs).

Sign in at the office upon arrival

All visitors are required to sign in at school offices and wear visitor identification. Even regular visitors, like school volunteers, must sign in. Elementary school doors are locked during the school day, so visitors must use the intercom system to gain entry to the building.

Safe Arrival program

All parents are asked to contact their school when their child will be absent from school. When schools do not hear from a parent/guardian, and a student who is enrolled in the Safe Arrival program is absent, the school will call home to find out the reason for the absence.

On days when buses are cancelled due to inclement weather, calls are not made to families whose children ride school transportation. Families of walking students should call the school if their children are not attending on an inclement weather day.

Criminal record checks

All staff and volunteers are required to complete a criminal record check with vulnerable sector screening working with students.

Police partnerships

The SCDSB has positive relationships with local police forces. Each school's School Resource Officer is an important part of the school team. School Resource Officers help our schools be proactive by presenting at assemblies, working with classes and groups of

students, being available to answer questions and providing guidance and acting as a liaison with the local police if an issue comes up.

Safe Schools Reporting Tool

The SCDSB has an online Safe Schools Reporting Tool. It is available on school websites and on the SCDSB website on the homepage or under 'Programs', 'Safe and Healthy Schools' and 'Safe Schools Reporting Tool'.

Students and parents can use this tool to submit a report online if they witness a student engaged in inappropriate behaviour such as bullying, drug use or vandalism. Students are still encouraged to speak to a trusted adult at school or home if they have any concerns. This form isn't a substitute for having a discussion with your teacher or principal, but provides another avenue to start that conversation.

Emergency procedures help keep students safe

Drills and evacuation plans

All schools have evacuation plans, which include a designated evacuation site. Schools practice their evacuation plan throughout the year during regular drills.

Shelter in place

Shelter in place is used when there is an environmental or weather-related situation, like a chemical spill outside the building or a major storm. During a shelter in place, activities will continue inside the school, but students and staff will not be allowed to leave the building. In some cases, the ventilation system may be shut off.

Hold and secure

A hold and secure is used when there is a situation taking place in the community that is not related to the school, like a bank robbery nearby. A hold and secure is usually initiated by police. During a hold and secure, activities continue inside the building, but all doors are locked and no one is allowed to enter or exit the school.

Lockdown

A lockdown is used when there is a major incident or a threat of violence related to the school. A lockdown can be initiated by police or by school staff. During a lockdown, students and staff will go to secure areas, away from doors and windows. Doors are locked, lights are shut off and blinds are drawn. Students and staff stay quiet.

Schools practice lockdown drills at least twice per year. In the unlikely event of an actual lockdown, police ask that parents do not go to the school. Information will be communicated through the school board social media sites (www.facebook.com/SCDSB and www.twitter.com/SCDSB_Schools), on www.scdsb.on.ca, and through local police and local media.

If you have any questions about safety procedures, as always, please contact the school office.

Bullying prevention and intervention

Bullying is typically a form of repeated, persistent, aggressive behaviour that is directed at one or more people. Bullying is intended to cause - or should be known to cause - fear, 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.

Bullying is not accepted on school property, at school-related activities, on school buses, or in any other circumstances that could impact the moral tone of the school, including online and via other forms of technology. Staff, students and parents work together to implement bullying prevention and intervention plans in their schools. Schools use a progressive discipline approach and may use a range of interventions, supports and consequences when bullying behaviour happens, with a focus on improving behaviour.

Bullying is on the list of infractions for which suspension must be considered. More information can be found at www.scdsb.on.ca under 'Parents' and 'Safe and Healthy Schools'.

Reporting child abuse and neglect

The Ontario Child and Family Services Act (CFSA) provides a range of services for families and children, including children who are, or may be, victims of child abuse or neglect. The Act promotes the best interests, protection and well-being of children. The Act states clearly that members of the public, including professionals who work with children, have an obligation to promptly report to a Children's Aid Society if they suspect that a child is or may be in need of protection. For more information, visit the Ontario Association of Children's Aid Societies online at www.oacas.org.

Parent involvement

Parents play a key role in their children's education. You were your child's first teacher. Your attitude about learning can influence and shape how your child views education, as well as their own ability to learn. There are many valuable ways for you to participate in your child's education.

Volunteering

The SCDSB encourages parents to volunteer in schools. Volunteers are asked to complete an information form, provide an original copy of a Criminal Record Check which includes Vulnerable Sector Screening and go through an orientation program to become familiar with the school and its daily routines. Volunteers work under the direction of the principal and staff. Please contact the school office to join our team of volunteers.

School councils

School councils are a vital link between schools and the community. Each school council serves as an advisory group and provides input to school administrators about a variety of school-based topics and issues. Although membership may vary slightly from school to school, school councils consist of parents as well as the school principal or vice-principal, a teacher, a non-teaching school employee, a student (required at the secondary level) and a community representative. New school council members are recruited and elected on an annual basis. All school council meetings are open to the public, so parents can attend even if they are not formal members of school council.

Parent Involvement Committee

The SCDSB's Parent Involvement Committee (PIC) works collaboratively with stakeholders in our school system to develop strategies to enhance parent engagement and outreach, particularly through workshops, conferences and inter-school communication.

The mandate of the PIC is to:

- support, encourage and enhance parent engagement at the board level in order to improve student achievement and well-being
- provide information and advice on parent engagement to the board
- communicate with and support school councils
- undertake activities to help parents support their children's learning at home and at school
- identify and reduce barriers to parents who find involvement challenging

The PIC recruits members every spring. Information about the PIC is available at www.scdsb.on.ca under 'Parents' and 'Parent Involvement Committee'.

Technology

Technology in the classroom

Today's students have grown up with technology—it's a regular part of their daily lives. By bringing educational technology into the classroom, we can tap into our students' interests and build on their developing skills to create vibrant learning environments that are innovative, creative and engaging.

The SCDSB believes that technology and technological devices play an important role in learning and teaching. The proper use of technology is expected of all students and staff. As part of a technology-enabled learning environment, the SCDSB has created guidelines regarding technology use in schools and SCDSB facilities. These guidelines allow our staff to support technology-enabled learning environments while protecting student privacy and personal information. The Appropriate Use Guidelines can be found online at www.scdsb.on.ca under 'Board' and 'Procedures', A1300 – Information and Computing Technology – Appropriate Use Guidelines for Students.

Digital citizenship

Teachers integrate digital citizenship into the curriculum to assist students in developing the skills required to navigate the online world. Parents are vital partners in supporting students to become responsible digital leaders.

Social media extends learning to spaces beyond the classroom, supports real-world problem solving and provides an authentic audience for learning. It's important that staff and students use proper digital citizenship at all times online, and recognize that the Internet is a public forum—what goes online, stays online and may never be fully erased. Students are encouraged to protect their privacy, safety and reputation and consider ways to enhance their digital legacy through proactive use of these tools.

Your child's classroom teacher will provide you with information on how social media is being used in the classroom. If you have concerns, express these to the teacher and principal. If you do not want your child to participate in social media based lessons, a suitable educational alternative will be found.

The SCDSB has a digital citizenship resource, Engaging Parents in Technology. It can be found on the SCDSB website under 'Parents', 'Programs', 'Safe and Healthy Schools' and 'Online Safety'.

Appropriate use of technology

Student use of technology is subject to the SCDSB Appropriate Use Guidelines. Misuse and/or abuse of board and school facilities and resources is subject to consequences as defined and explained in the SCDSB Code of Conduct.

While teachers do supervise the use of devices, students are expected to access sites in a responsible way. Students in the SCDSB have access to the Internet to support their learning goals, to access curriculum-related materials and to research reference materials. The SCDSB uses filtering software to guide, and in some cases restrict, access by students to the Internet. No software can be completely effective in blocking unacceptable websites.

Student guest wireless network

Students and teachers can connect their personal devices to our guest wireless network. Devices are used during class for learning. The use of online collaboration tools such as blogs, social networking sites, wikis, Google Apps for Education (GAFE) etc., may be enhanced with wireless access. Students will require parent/guardian permission to access the network. When granting permission, parents/guardians should consider that:

- the decision to allow a student to bring a personally owned device to school rests with the parent and the student
- the SCDSB is not responsible for devices that are lost, stolen or damaged in any way (devices should be easily identifiable, clearly labelled and, where possible, registered with the manufacturer)

Students' access to the guest network is not limited to instructional time. Parents should discuss appropriate guidelines for personal use of the Internet with their children and determine if their child can responsibly manage their device at school.

Students do not have permission to connect to the local area network (LAN) using a cable of any sort. Access to the guest network is a privilege. The SCDSB may deny guest network access at any time.

Google Apps for Education and Office365

The SCDSB provides all students and teachers with Office 365 for Education, Google Docs, Sheets and Slides, Google Apps for Education (GAFE) and the Ministry of Education's Desire to Learn (D2L) program for educational purposes. These tools and applications meet the privacy and security requirements of the Municipal Freedom of Information and Privacy Act. It is important for you to know that these accounts differ from publicly available accounts in that the security and privacy settings were negotiated by the Ministry of Education.

All students are provided with @scdsb.on.ca email addresses, which are also the email addresses used to access both GAFE and Google Drive.

Use of recording equipment

The use of recording equipment (audio, video, digital or photography) must be authorized by the teacher or staff member before any recordings are made. Such equipment includes, but is not limited to, cell phones, smartphones, iPods, iPads, computers, personal digital assistants (PDAs), MP3 players, tape recorders, video-recorders or digital audio recorders. This is to respect the privacy and ensure the safety of all students and staff. If recordings

are taken without permission, it may result in confiscation of the equipment and appropriate discipline. Confiscated equipment may be returned to the parent or guardian, or in the event of suspected illegal or inappropriate activity, it may be forwarded to the appropriate law enforcement agency.

Transportation

The Simcoe County Student Transportation Consortium (SCSTC) coordinates the safe and efficient home-to-school transportation for more than 34,000 students—21,000 from the SCDSB. The role of the SCSTC includes contracting bus and vehicle operators on behalf of the SCDSB and the Simcoe Muskoka Catholic District School Board.

SCDSB transportation policies are available online at www.scdsb.on.ca under 'Board', 'Policies' and Policy 2410 Transportation of Students. For SCSTC policies and procedures related to student transportation eligibility, stop locations, bus cancellations and more, please visit www.simcoecountyschoolbus.ca.

Pick up/drop off location change requests can only be made through your school. The school principal will contact the SCSTC regarding change requests.

Rider safety

All students need to be safe while riding school vehicles. The bus driver has full charge of the vehicle and students must follow their instructions. For discipline issues, school vehicles are considered an extension of the classroom. Students are responsible to the school principal, through the driver, for their behaviour on a school vehicle. If students don't follow safety guidelines and/or listen to the driver, they may not be allowed to ride the bus.

In some situations, the board may put video cameras on school buses. These systems are installed in accordance with the SCDSB Surveillance Guidelines to enhance the safety and security of students and staff, to protect property against theft and vandalism and to aid in the identification of individuals who endanger the health, well-being or safety of school community members. For safety and insurance reasons, students are not permitted to ride on school vehicles other than the vehicle they have been assigned.

Weather-related school vehicle cancellation procedures

Student safety is always the priority. During pre-dawn hours, the SCSTC and their contracted school vehicle operators review weather and road conditions throughout Simcoe County to determine if school vehicle cancellations are required. School vehicle cancellations are confirmed and communicated between 6 and 6:30 a.m. School vehicle cancellation information is:

- posted on the SCTSC website www.simcoecountyschoolbus.ca
- announced via the SCSTC Twitter account @SCSTC_SchoolBus

Additionally, local radio stations and other media outlets are notified.

When school vehicle service is cancelled in the morning, the decision remains in effect for the entire school day. Schools remain open for student learning.

Please be aware of your school's weather zone, as well as your child's bus number and bus company name. School vehicle cancellations may:

- be specific to a single weather zone
- include multiple weather zones, or
- apply to all Simcoe County weather zones

On rare occasions, transportation may be cancelled mid-day due to rapidly deteriorating road and weather conditions. In this situation, students will remain supervised at school until it is safe for parents to pick them up. At all times, the safety and well-being of your child is our main priority.

School closures are rare. This decision is made by the Director of Education in consultation with school and board staff. Any closures of this nature will be posted online at www.scdsb.on.ca and sent to the local media.

Health and wellness

Food allergies

To ensure a safe environment for all students, please do not send any peanut or nut products to school. Read ingredients carefully and check with teachers before sending treats for any special occasions. Please be aware that there may be different allergies in a classroom which might mean other items may not be brought in. Your classroom teacher will make you aware if this is the case. Many schools implement “Reduce the Risk” programs to support students with potentially life-threatening food allergies. Your co-operation is essential and greatly appreciated.

Prevention of illness at school

Sicknesses can spread quickly at school. If your child is sick, please keep them home. To help stop the spread of illnesses, staff and students are advised to cough or sneeze into their arm or a tissue and wash their hands before eating and after using the washroom and coughing or sneezing. Notify the school when your child is absent due to a communicable disease. Some of these illnesses must be reported to the Simcoe Muskoka District Health Unit. Fact sheets and brochures are available at www.simcoemuskokahealth.org.

Hand hygiene

The single most important thing anyone can do to control infections is to keep their hands clean. Students and staff should:

- wash hands with soap and water for at least 15 seconds
- rub all parts of the hands and wrists with soap and water including in between fingers and under the fingernails
- use alcohol-based hand rubs when access to running water is limited

Medication in school

Requests for school staff to give medication to students must be made through the principal. A special form is needed and is available at the school office. Parents must take the form to the doctor for authorization of the medication and the dosage to be given. Parents are required to sign the form and bring it to the principal to discuss the procedure. Administration of short-term medications such as cold remedies, antibiotics and pain relievers is also governed by this procedure. All medication, with the exception of EpiPen and asthma inhalers, will be kept locked

in the office, and must be in its original labeled container. Please notify the office of any changes in the dosage, which your doctor has authorized.

Smoke-free school grounds

Tobacco products are not permitted on school grounds by anyone, anywhere, anytime. Schools and school boards are required by law to ensure that school property is 100% smoke free 24 hours a day, 7 days a week, 365 days a year. The SCDSB has extended this ban to include smokeless tobacco, e-cigarettes, vaping devices, smoking alternatives and all other tobacco industry products. More information is available at www.scdsb.on.ca, under 'Board', 'Procedures' and 'A1140 Smoke Free Learning and Working Environments'.

Immunization

Vaccines are a safe and effective way to prevent many life threatening diseases. It is important to get all vaccines in the recommended schedule to provide the best possible protection. When registering for school, parents are required to provide the health unit with proof of completed immunization against tetanus, diphtheria, polio, measles, mumps and rubella, or with the appropriate documentation if they choose not to have their child immunized.

It is important to contact the health unit each time your child receives immunization(s) from your health care provider so their record at the health unit can be updated. Students who do not have up-to-date immunization records or a valid exemption on file at the health unit may be suspended from school.

Update your child's record using the secure online form at www.simcoemuskokahealth.org/immsonline or call the Simcoe Muskoka District Health Unit at 705-721-7520 or 1-877-721-7520.

Dental care

The Simcoe Muskoka District Health Unit has two no-cost dental programs for eligible children 17 and under—the Children in Need of Treatment (CINOT) program and the Healthy Smiles Ontario (HSO) program. CINOT treats the urgent dental needs of children and youth whose families cannot pay for a dentist. HSO offers a full range of dental services, including checkups, cleaning, fillings and more. To find out more about the programs, eligibility requirements and how to make an appointment, call the health unit at 705-721-7520 or 1-877-721-7520 or visit www.simcoemuskokahealth.org.

Head lice management

The SCDSB has a common procedure for all elementary schools to follow in the management of head lice—see A7210, Head Lice (Pediculosis) Management on www.scdsb.on.ca under 'Board' and 'Procedures'.

Parents of a student with head lice are required to complete a form to confirm their child has been treated and is free of lice before the child is allowed to return to the classroom. The school will provide this form.

Checking your child's head on a regular basis (weekly is best) or more often during an outbreak will prevent the spread of head lice.

Please notify the school when you identify that your child has head lice. Schools will provide parents with an information sheet to help with the management of head lice. For more

information about identification, treatment and prevention, contact your family doctor, local pharmacist or Your Health Connection (Simcoe Muskoka District Health Unit) at 705-721-7520 or 1-877-721-7520 or www.simcoemuskokahealth.org.

Student accident insurance

All students must have one of the following before being permitted to participate in extra-curricular activities:

- Student accident insurance - this can be purchased through Reliable Life Insurance Company. The minimum plan, Bronze, offers 365 days of 24 hour coverage.
- Extended health and dental plan (i.e. employer group benefits).

All students participating in a field trip outside the province or country must purchase student accident insurance or be covered by an extended health and dental plan. The Platinum travel plan through Reliable Life Insurance Company would meet this requirement.

Reliable Life Insurance Company contact information: 1-800-463-5437 or www.insuremykids.com

Community involvement hours

As part of the Ontario Secondary School Diploma graduation requirements, students must complete a minimum of 40 hours of community involvement activities. The aim of this requirement is to encourage students to develop both civic responsibility and a desire to play a role in strengthening their community. Students may begin to accumulate community involvement hours in the summer before they enter Grade 9. For a list of eligible activities, and for the community involvement hours form, please visit www.scdsb.on.ca under 'Students' and 'Community Involvement'.

Student fees

Students are not charged fees to participate in the regular school program. Students enrolled in the SCDSB are provided with basic classroom learning resources required to complete course expectations.

There may be fee-based resources and opportunities offered to students designed to enhance their program (e.g., field trips, visiting artists). Elementary schools will provide support to students and families when there is a situation of financial need.

Beyond the cost of field trips, students involved in some extracurricular opportunities (e.g., string instrumental programs or music clubs) will be made aware of any additional cost obligations or participation/equipment rental fees prior to making a commitment to participate.

For athletic teams, some schools request a deposit cheque from parents when a uniform is being loaned for student use. This cheque will be held until the end of the season and will only be cashed if the loaned uniform is not returned in good condition for future use.

No exclusion due to inability to pay

No student will be excluded from a field trip or school activity because they can't pay. Parents should notify the school office if support is needed.

Personal information

Notice of routine collection and use of student personal information

The purpose of this notice is to make you aware of how the SCDSB and your school use the personal information you provide to us, in accordance with the Municipal Freedom of Information and Protection of Privacy Act (MFIPPA). The MFIPPA is a law that sets guidelines that schools and district school boards must follow when collecting, using and/or disclosing students' personal information. Under this Act, personal information refers to recorded information about an identifiable individual.

The Education Act sets out duties and powers of the board. It authorizes school boards to collect personal information for the purpose of planning and delivering educational programs and services which best meet students' needs and for reporting to the Minister of Education, as required. In addition, the information may be used to attend to matters of health and safety or discipline which best meet student needs and for reporting to the Minister of Education, as required. The Act requires that the school principal maintain an Ontario Student Record (OSR) for each student attending the school. The OSR is a record of a student's educational progress through school in Ontario, and follows students when they transfer schools. The Ontario Student Record Guideline sets out how OSRs are to be managed and the SCDSB adheres to the OSR Guideline.

Under the MFIPPA, personal information may be used or disclosed by the SCDSB:

- for the purpose for which it was obtained or a consistent purpose (a purpose consistent with the reason collected)
- to board officers or employees who need access to the information in the performance of their duties, if necessary, and proper in the discharge of the board's authorized functions
- to comply with legislation, a court order or subpoena or to aid in a law enforcement investigation conducted by a law enforcement agency
- to report to the Children's Aid Society regarding child protection matters, in accordance with the law in compelling circumstances affecting health or safety of staff or students

For further details, go to the SCDSB website, then select 'Board' and 'Access & Privacy'.

Student agenda cover art: Doodle4SCDSB contest

During the 2015-16 school year, the SCDSB held a [Doodle4SCDSB](#) contest, modelled after the popular Doodle 4 Google competition. Kindergarten students to adult learners were encouraged to create a doodle that told the world "What makes me unique" using the letters SCDSB. The doodles could be made from any material: crayons, clay, graphic design, even food and video games. The submissions included an artist's statement that explained the art piece. We received over 1,000 entries.

First place artwork from each grade grouping is featured on the cover of this student agenda. They also received \$1,400 to support the arts in their classroom. Here are the first place winners:

1. Kindergarten to Grade 2

Nathaniel Peters, Grade 2, Maple Grove Public School

Artist Statement:

I used Lego because I like to play with it. I like to build stuff and play with it afterwards. I used snowflakes because I love winter. I used Wii remotes because I like to play Wii with my dad. I used hot wheels because I like to play with them. I used markers and other things on the second S because I like to do crafts. I used a canoe paddle, rope and a canoe because I love camping. At school I like to play in the gym and play outside.

2. Grades 3 to 5

Christina Butac, Grade 5, Mapleview Heights Elementary School

Artist Statement:

My art is made of acrylic paint, modelling clay and paper. I didn't have any water colour around so instead I mixed acrylic paint with water, which worked pretty well. I had to plan it out and sketch a picture first to make sure I knew what I was doing. I made this when my teacher showed me the Doodle 4 SCDSB contest and I thought, "I have to enter!" I thought it would be pretty fun and when I worked on it, it was! The first S stands for nature, and I love animals and plants, so I decided to try to make the S look like a tree. The C stands for art, and I love art, so I added a paintbrush. The D stands for snacks, and I love food! Food is like your best friend! The other S stands for cats, and I love cats! The B stands for math, and math is one of my favourite subjects! Making this was kind of hard, since I had to watch my little brother while making it at the same time. Even though I kept hiding it from him, he kept finding it! It's like he had superpowers, though it's not that surprising. He is a super brother! My family and I are going on a trip for a month which means I have a month less of time to work on it. Luckily, I got it finished in time! I think it looks pretty good! At my old school, during art class, almost everybody would ask me to draw things for them. Then my teacher would get my classmates in trouble not staying in their seat. Almost every month I would win an award for art at our assemblies too. These things would happen over and over again! Eventually, we moved to Barrie, which I'm happy about because I went to an awesome new school, made lots of new friends, and if we didn't move, I wouldn't have been able to enter this contest either! I really enjoyed making my art and writing this statement as well!

3. Grades 6 to 8

Sophia Vermilyea, Grade 6, Clearview Meadows Elementary School

Artist Statement:

Art is a passion of mine, I've always loved it! When my teacher told me about the contest, I was extremely excited and couldn't wait to start. For days I struggled with the design, each idea was unique and different. I was doing to do a wordle with all these words that showed who I am but then I realized what better way to do it then to doodle, every individual doodle you see somehow symbolizes me. So I grabbed all the materials I needed and got to work. Like all my art pieces, I started with a basic pencil outline of all the details. I did the bubble letters and the patterns, making sure that every individual thing represented me and what I like. After a careful examination of the outline, it was time to start tracing. For the tracing, I used a thin tip sharpie, which lasted about halfway through before needing to be replaced, since it ran out of ink. For the blue I used an oil pastel; the idea came from my mom. I would now like to draw attention to the unfinished B and the girl in the corner. The young girl is myself, she isn't quite finished drawing the B, meaning I'm still writing my life's story, it isn't done yet and it won't be for a long time.

Inside of the D I put the national anthem, because I am Canadian, a free Canadian, free to stand up for what I believe right, free to oppose what I believe wrong, free to choose those who shall govern my country, and not afraid to celebrate my differences. I made this to have fun and to show people who I am as a person through my art, I wanted to reach people of all ages, and I hope that's what I've done.

4. Grade 9 to 10

Johnny Earle, Grade 9, Banting Memorial High School

Artist Statement:

I created my artwork with a pencil, some pencil crayons, and paper. I also made a version of it out of clay but I personally prefer the piece drawn on paper. I made each letter out of its own sea creature. I made the S out of a kind of mysterious sea serpent slithering through the water. Beside the serpent I drew a bright and colourful sea horse in a position similar to that of the letter C. In the center of my doodle is a rather large turtle with an exceptionally large shell representing the D. The pattern on the turtle's shell looks similar to a brick wall which I decided to draw because it symbolizes the safe and secure environment that the schools within the Simcoe County District School Board provide. For the second S in SCDSB I decided I would create it out of a school of fish leaving bit of a gap within their school to create the S. I did this for 2 reasons. One was simply because the fact that this is a school doodle and part of it is a school of fish so there is a bit of pun hidden within the artwork. The Second reason is that the fish represent the students being protected and kept safe by the large turtle as the schools do. The B is the final letter in SCDSB and I decided to represent it with a squid. The squid is reaching out with its tentacles to create the curves in the B. All the tentacles that the squid is reaching out with also symbolize all the helping hands the teachers in SCDSB provide. Aside from having a lot to do with the Simcoe County District School Board my doodle also has a lot to do with my life and family. The crazy variety and chaos of sea creatures does not only symbolize the huge variety of students that attend the schools with SCDSB but also symbolizes my crazy, chaotic and awesome family. I also decided to do a sea creatures theme because of all the fun times my family and I had on our vacations to areas where we saw and swam with many different fish, whenever I look at this piece of art it brings back many memories of all the fun times we had.

5. Grade 11 to Continuing Education students

Mathew Lim, Grade 11, Bear Creek Secondary School

Artist Statement:

This artwork was made with Photoshop CS6, and it contains various source images from free stock images websites. When I started to brainstorm the ideas for the Doodle4SCDSB, I sat down in front of my desk and drew a lot of different sketches and mindmaps of what represents "me." Then, I realized in all of a sudden, that I should look at myself right now to start thinking of who I am. I found myself sitting in front of my desk, jotting down different things on my journal book, and planning the materials and resources needed for the artwork, all with earbuds in my ears. Then I thought "Because the topic is to illustrate who I am and what represents me, why don't I just draw the desk that I do all my work on in this exact condition right now?" So I started to gather all my ideas and material resources to put in the doodle, which did not take a lot of time

because all the materials were right in front of me on my desk already; all I had to bring was my laptop from downstairs. I started to put the images together and add some extra components, and after that, this precious piece of artwork was born (at least it is precious for me)!