



2021-2022

# PARENT/GUARDIAN STUDENT HANDBOOK



# Connect with us!



## Facebook

Trillium Lakelands District School Board has a number of Facebook pages based on the communities you're interested in. Like us today!

[www.facebook.com/TLDSB](http://www.facebook.com/TLDSB)



## Twitter

Follow us on Twitter. We tweet about interesting stories from our schools and classrooms, important dates and events, parent resources, and more.

[www.twitter.com/TLDSB](http://www.twitter.com/TLDSB)



## Instagram

We're constantly sharing compelling and authentic photos of how TLDSB learns! Get an inside glimpse into our classrooms, our student population, and our great backyard. [@Trillium\\_Lakelands\\_DSB](https://www.instagram.com/Trillium_Lakelands_DSB)



## YouTube

Discover, watch, and connect with us through a number of informational videos.

We share videos about parent tips, program opportunities, board initiatives, school events, and more. [www.youtube.com/TLDSBcommunications](http://www.youtube.com/TLDSBcommunications)



## Website

Follow our blog to learn about unique stories from our schools, and the impact our students are having on local communities and the world.

[www.tldsb.ca/blog](http://www.tldsb.ca/blog)



## Peachjar

Each school has its own Peachjar webpage. Parents can view by clicking on the Peachjar button on the school website homepage. This gives you access to school and community information easily, with the option to receive email alerts.



## SchoolMessenger

Receive information when you want, and how you want through SchoolMessenger. Download the app and receive notification about school news and events, and important or urgent news from our Board.

# 2021-2022 Parent/Student Handbook

**Please note: This handbook is a companion document to any COVID-19 pandemic school information provided by your school or the school board.**

At Trillium Lakelands District School Board (TLDSB) we want to provide a safe and caring learning environment in each of our schools and buildings. There are many supports/resources available to our school communities to ensure all students can embrace learning as part of our commitment to high levels of student achievement. This handbook will provide important elements to help make your journey through the elementary and secondary school systems. Within these pages you will find:

2	Embrace Learning - the TLDSB Strategic Plan	3	TLDSB Digital Library School Cash Online
4	SchoolMessenger Notification System	5	Programs in TLDSB
6	Feed All Four Indigenous Education in TLDSB	7	Privacy and Information Management Community Information
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We hope you will find this handbook a useful tool throughout the school year. If you think we've missed something important or would like to provide some general feedback, we'd love to hear from you.



# EMBRACE LEARNING

## Our Strategic Plan

We are committed to high levels of student achievement.



### Innovation and Collaboration for All

#### We accomplish this by...

- Identifying the strengths and needs of each student to provide appropriate programming
- Supporting innovation in the classroom
- Advancing new technologies for learning
- Providing relevant and timely learning opportunities
- Learning in the natural environment
- Enhancing the arts in our schools



### Supporting the Well-being of All

#### We accomplish this by...

- Embedding Feed All Four (our body, mind, spirit, and emotions) as our way of being
- Growing and improving students through intentional assessment and evaluation
- Using physical activity to improve our bodies and brains
- Providing safe, caring, and inclusive learning environments
- Increasing mental health understanding to reduce stigma



### Valuing the Strength of Everyone's Voice

#### We accomplish this by...

- Seeking student perspective and responding to what we hear
- Working alongside parents as partners in programming and learning
- Strengthening a focus on being in service to our community
- Welcoming collaboration with our community partners
- Sharing our stories

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Get started today at [tldsb.ca/ereads](http://tldsb.ca/ereads)

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## **Available now: Online Payments!**

Now you can pay for all of your child's school fees with the click of a button. Never worry about sending cash with your child again. With School Cash Online, you can easily manage all of the items and activities your child needs - 24/7, anytime, anywhere.

School Cash Online is a secure, convenient way to pay for your child's school expenses. When you use School Cash Online, you can feel confident that your information is secure, and that your payment will go directly to the school for processing. Moving forward, online payments will be the preferred method of payment. Ready to sign-up now? Go to [tldsb.schoolcashonline.com](http://tldsb.schoolcashonline.com)

**For more information, visit [tldsb.ca/epayments](http://tldsb.ca/epayments)**

Safe.  Fast.  Convenient. 

# Your Guide to School-to-Home Communication



Receive information *when* you want, and *how* you want through **SchoolMessenger**.

**SchoolMessenger** is a parent notification service that lets us communicate easily with you about the things that matter most. School news and events, and important or urgent news from our Board. **New users will need to opt-in to receive text messages.**

## Here’s how to opt-in for alerts from your school and TLDSB:

- First, ensure that your school has your preferred contact number(s) on file. Once your cellphone number has been entered by the school, they will keep it on file.
- You will receive a text from **978338** requesting you opt-in to receive important information from your child’s school. Reply ‘Y’. (For next school year registrations, expect to receive the message in early August.)
- If you wish to opt-in at any point after this, **text ‘Y’ to 978338**.

If you have done this correctly, you will receive the following message:

*“You’ve registered 4 SchoolMessenger. Txt STOP to quit, HELP for help. Std msg/data rates apply. Freq varies. [schoolmessenger.com/smsca](http://schoolmessenger.com/smsca).”*

Any text messages from your school will come from the number **978338**.

## Setting your preferences:

Using the **SchoolMessenger** app or website, parents can determine how they would like to receive messages via any combination of:

- Phone
- Email
- Text
- SchoolMessenger app/website

For each of the following message types:

- Attendance
- Commercial (school yearbook, lunches)
- General (message from principal)
- Non-School Hours Urgent/Important Communication
- School Hours Urgent/Important Communication
- Survey
- Teacher Messaging

## Follow the steps below to create an account and set your preferences:

1. Download the **SchoolMessenger** app or visit [go.schoolmessenger.ca](http://go.schoolmessenger.ca).
2. **Create an account** (preferably using the email address you have on file with your child’s school).
3. Once you are logged in, go to **Preferences** on the left-hand menu and turn on/off phone, text, or email for each message type.

### Good to know:

- The phone number registered at your child’s school will be used for any School Hours and/or Non-School Hours urgent/important communication.
- If you wish to receive messages on the app only, you can turn off phone, text, and email options for message types.

If you have any questions please call 1-800-920-3897, or email [support@schoolmessenger.com](mailto:support@schoolmessenger.com).



Take Tech is increasing exposure of technological education classes in high school and promoting valuable opportunities for students to gain real world skills and experiences in the skilled trades.

Grade 9 and 10

Co-operative Education integrates classroom learning with practical experience in the workplace setting. Experiential learning is a component of SHSM and OYAP.



## Co-operative Education

LEARNING TO WORK, WORKING TO LEARN

TRILLIUM LAKELANDS DISTRICT SCHOOL BOARD

Grade 11 and 12



OYAP is a cooperative education placement in a skilled trade. A student can become a registered apprentice and work towards becoming a journeyman while completing their OSSD.

Grade 11 and 12

SHSM allows students to focus their learning on a specific economic sector while meeting program requirements: a bundle of 8-10 courses, reach ahead, certifications, and experiential learning.



Grade 11 and 12



Dual credits assist students in completing their OSSD (earn a high school credit and a college credit at the same time) and promote a seamless transition to post-secondary education.

Grade 11 and 12

For more information visit TLDSB Pathways and Programs at [tldsb.ca/pathways](http://tldsb.ca/pathways)  
Follow @TLDSB Pathways on social media

# FEED ALL FOUR

it's our way of being.

You may have heard from your child about Feed All Four and are wondering what it's all about. Feed All Four was developed in Trillium Lakelands District School Board to help us align teaching and learning with safe and accepting schools, mental health, healthy active living, and student well-being.

We know from research that supporting the body, mind, spirit, and emotions of an individual increases a sense of well-being, connectedness and resilience, and improves student achievement. The body, mind, spirit, and emotions need to be fed each day for better achievement and well-being.

Feed All Four has a positive impact on our school communities and can change school culture, impact teaching and learning, and enhance well-being and achievement. Feed All Four also enhances and encourages parent and community engagement.



[feedallfour.ca](http://feedallfour.ca)




## Indigenous Education in TLDSB

Welcome · Aaniin · Tansi · Shé:kon  
Kwey · Tungasugit · Wachiye


Trillium Lakelands District School Board is committed to building meaningful relationships with Senators, Community Stakeholders, and Indigenous families. We are committed to further support our students and staff as they learn the rich and vibrant cultural traditions, histories, and contributions of Indigenous Peoples of Turtle Island.

Did you know?

**100%** All TLDSB secondary schools offer Indigenous Studies Courses



**162%** Over the past 10 years, TLDSB self-identification numbers have grown.



For more information about Indigenous education visit [tldsb.ca](http://tldsb.ca) or call **1.888.526.5552**  
Follow us on Twitter @TLDSB\_FNIM

Parents, guardians, and students are encouraged to voluntarily and confidentially disclose Indigenous ancestry. No proof of ancestry is required and it is for anyone with status and non-status Indigenous ancestry. Complete form at [bit.ly/TLDSBselfID](http://bit.ly/TLDSBselfID)



# Privacy and Information Management

Trillium Lakelands District School Board is committed to protecting privacy and developing technology that provides a safe online experience for students and staff.

## Policy BD-2120 Privacy, Information Management and Access to Information

Trillium Lakelands District School Board collects, uses, retains, and discloses personal information in the course of meeting its statutory duties and responsibilities. The Board recognizes and acknowledges its responsibility regarding access to records and information and the protection of privacy and complies with all applicable regulations in the Education Act, and Regulations, the Municipal Freedom of Information and Protection of Privacy Act (MFIPPA), The Personal Health Information Protection Act (PHIPA), Personal Information Protection and Electronic Documents Act (PIPEDA), and any other applicable legislation.

### Notice of Collection

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

- For the purpose for which it was collected or a purpose which is consistent ( 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;
- In compelling circumstances affecting health, safety or discipline providing notice of disclosure to the individual;
- In accordance with MFIPPA and the Education Act releasing personal information for any other purposes requires the informed consent of:
  - The parent/guardian for children under 16 years of age
  - The parent/guardian and the student where the student is 16 and 17
  - The student where the student is over 18 or is 16 or 17 years of age and has withdrawn from parental control

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## Community Information

Information about events taking place in our communities may be found on your school website through the community information hub called Peachjar. Non-profit organizations may share information by registering online at Peachjar.com. Instructions are found under the community section of the TLDSB website at tldsb.ca.

**eFlyers direct to parents with**



**an easy way to find, view, and share information!**

# Safe and Accepting Schools

## Safe and Accepting Schools in TLDSB

TLDSB is committed to supporting school environments where all individuals feel safe, accepted, and supported, and where students are provided with equitable access to healthy educational, physical, and social opportunities.

## Expectations for our School Communities

All members of our 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 their opinions.
- Treat one another with dignity and respect at all times, and especially when there is 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 needs of others to work in an environment that is conducive to learning and teaching.

## Code of Conduct

At all schools in TLDSB, we believe relationships are the key to safe and accepting communities. We also know certain behaviours are never acceptable, and it is our commitment to support prevention, intervention, and response to any unacceptable behaviours. TLDSB OP-6021 Code of Conduct Procedure outlines the conduct expectations for students, staff, and the community.

## Promoting Positive Student Behaviour and the Use of Progressive Discipline

The promotion of positive student behaviour is a primary goal of educators. It is the responsibility of all staff to build a supportive learning environment through appropriate interaction between all members of the school community. Employees have a duty to respond to incidents of inappropriate and disrespectful behaviour and report any incident for which suspension or expulsion can be considered using the Safe Schools Reporting Form.

Responses to and/or consequences for behaviour will be dependent on the type of incident, circumstances, frequency, severity and consideration of mitigating factors, and will be responded to through the consistent use of progressive discipline.

## Consequences for Behaviour

Consequences will focus on helping students to develop appropriate social skills, self-discipline, and learn to accept responsibility for personal actions. School staff will provide a fair process in establishing the credibility of information. The age and grade level, the previous record of conduct and where the student is in a progressive discipline process will be considered when assessing appropriate disciplinary consequences. The range of consequences may include but is not limited to:

<ul style="list-style-type: none"><li>• Counselling</li><li>• Reprimand</li><li>• Notification to parents/guardians</li><li>• Restorative action</li></ul>	<ul style="list-style-type: none"><li>• Loss of privilege</li><li>• Detention(s)</li><li>• Restitution</li><li>• Restorative circle or conference</li></ul>	<ul style="list-style-type: none"><li>• Involvement of community or school resources</li><li>• In school suspension</li><li>• Police contact</li></ul>	<ul style="list-style-type: none"><li>• Discretionary or mandatory suspension or expulsion from school</li></ul>
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## Restorative Practices

Trillium Lakelands District School Board (TLDSB) is committed to building safe and caring school communities through the use of Restorative Practices. Restorative Practice seeks to foster healthy behaviours and strengthen relationships. This is best achieved when teachers, students, and parents/guardians learn to engage with one another in restorative ways. Restorative Practice has two main goals:

- 1. To strengthen and build relationships.** This can be achieved through regular classroom circles that teach students to share feelings and opinions and empower students to self-advocate and ensure their voice is heard.
- 2. Manage conflict and tensions by repairing harm as a way of building community.** Restorative Practice puts a premium on fair process through the use of the restorative questions to resolve conflicts:
  - Restorative questions allow us to focus on the past (what happened), the present (who has been affected), and the future (what do you think needs to happen).
  - Students are held accountable for their actions while the harm is repaired and relationships are re-established.

### Restorative questions that help to guide discussion include:

- What happened?
- What were you thinking at the time?
- What have you thought about since?
- Who has been affected?
- In what ways?
- What do you think needs to happen to make things better?

## Bullying Prevention and Intervention

TLDSB is committed to the development of positive school climates in all schools to ensure environments where students and staff can feel happy, comfortable, welcome, and safe. Schools work to build capacity on an ongoing basis to help students deal with difficult situations.

One of the strategies to assist students in learning how to deal with difficult situations includes helping students to understand the difference between bullying, teasing, and aggression.

## How to identify Bullying, Aggression and Teasing

CRITICAL QUESTION	TEASING	AGGRESSION	BULLYING
Is this behaviour reciprocated?	<b>Usually</b> The teasing is shared equally.	<b>Usually Not</b> There is usually only one aggressor.	<b>No</b> There is a person who bullies and a person who is victimized..
Do both people look like they are having a good time?	<b>Usually</b> It takes place within a strong, positive, relationship.	<b>No</b> One person is the aggressor.	<b>No</b> One person is in distress or being harmed.
Is the behaviour fun?	<b>Usually</b> Both people enjoy the banter.	<b>Usually Not</b> It can alienate and be embarrassing.	<b>No</b> The person bullying intends to cause fear.
Has this happened before with these individuals?	<b>Yes</b> It occurs when there is a familiarity.	<b>Possibly</b> It may be a one-time event.	<b>Yes</b> Bullying is typically repeated behaviour.
Is there a power differential?	<b>No</b> It illustrates closeness and affection	<b>Possibly</b> It can happen within a weak relationship.	<b>Yes</b> There is always a power imbalance.

Tool has been developed by PREVNet, [www.prevnet.ca](http://www.prevnet.ca)

Whenever a student feels they are in any type of difficult situation, they should tell an adult in their school, their parent/guardian, a friend, or report the incident using the online reporting tool which can be accessed at [tldsb.ca/students/safe-school-report/](http://tldsb.ca/students/safe-school-report/). It is important for the student to tell someone so that school personnel can take steps to assist all individuals involved to repair the harm and restore the relationship.

All schools have a formal Bullying Prevention, Intervention, and Response Plan in place. The school's response to bullying will typically involve the TLDSB five step framework for responding to reporting of bullying behaviour: reporting, investigation, communication, intervention, and monitoring.

## Suspension and Expulsion

### Suspensions

Principals may consider suspension for the following:

- Uttering a threat to inflict serious bodily harm on another person.
- Possessing alcohol, non-medically prescribed cannabis or restricted drugs.
- Being under the influence of alcohol or non-medically prescribed cannabis.
- Selling or supplying tobacco, cannabis or alcohol.
- Smoking (including e-cigarettes) or vaping on school property or at school events.

- 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.
- Any act considered by the principal to be injurious to the moral tone of the school.
- Any act considered by the principal to be injurious to the physical or mental well-being of any member of the school community.
- Any act considered by the principal to be contrary to the board or school Code of Conduct.

## Suspensions Pending Expulsion

### Suspension pending expulsion must be considered in the following cases:

- 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 or illegal or restricted drugs.
- Committing robbery.
- Selling or supplying tobacco, cannabis or alcohol.
- Giving alcohol, cannabis, or illegal or restricted drugs to a minor.
- An act considered by the principal to be significantly injurious to the moral tone of the school and/or to the physical or mental well-being of others.
- 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 causes 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.
- The student has demonstrated through a pattern of behaviour that they have not prospered by the instruction available to them and that they are persistently resistant to making changes in behaviour which would enable them prosper.
- Any act considered by the principal to be a serious violation of the board or school Code of Conduct.
- The student has engaged in conduct which is so refractory as to demonstrate that the student is unwilling to respect or respond to authority and/or to respect the rights or dignity of other members of the school community, despite having been given a reasonable opportunity to do so.

### Attendance:

School attendance is critical to a student's academic success. The best choice a student can make for their future is to show up to school every day. School absenteeism from a young age has significant negative consequences that can last a lifetime. Ontario elementary schools have 194 days of instruction for students. A student who misses 19 days of school is deemed persistently absent. School absenteeism rates in elementary years can predict secondary dropout rates.

Parents can improve school attendance rates by helping their children arrive at school on time every day, following school timetables, locating sources of school anxiety that may make their children want to skip school and planning ahead to minimize absences. If your child is having difficulty getting to school every day, please contact your school's principal to work on a solution together. If further support is necessary, your school principal may involve the Student Services Attendance Counsellor.

## **Suspension/Expulsion Process, Appeals, Hearings**

Further detail about suspensions, the suspension pending expulsion process, about expulsion hearings and about appeals to suspension or expulsion decisions can be found in TLDSB OP-6021 TLDSB Code of Conduct Procedure.

### **Mitigating factors**

Mitigating factors will be considered in reaching a decision regarding consequences for student behaviours. Mitigating factors include:

- The student does not have the ability to control his or her behaviour.
- The student does not have the ability to understand the foreseeable consequences of his or her behaviour.
- Despite either of the above being true, the student's continued presence in the school does not create an unacceptable risk to the safety of any person.
- The student's history.
- Whether a progressive discipline approach has been used with the student.
- Whether the activity for which the student may be or is being suspended or expelled was related to any harassment of the student because of his or her race, ethnic origin, religion, disability, gender or sexual orientation or to any other harassment.
- How the suspension or expulsion would affect the student's ongoing education.

## **Legalization of Recreational Cannabis**

You may be concerned about the impact the legalization of cannabis may have on our schools. The following information and resources will help you to understand how Trillium Lakelands District School Board (TLDSB) is addressing the cannabis legislation.

### **Cannabis is not to be used, possessed, bought, or cultivated by individuals under 19**

All existing rules about recreational cannabis use by students remain in effect:

- While cannabis is no longer classed as an illegal substance, possession is still illegal for students under the age of 19.
- Students may not vape, smoke, buy, sell, or be under the influence of recreational cannabis on school property.
- The TLDSB Code of Conduct will apply for the use, possession, purchase, selling, or being under the influence of recreational cannabis during the school day.

### **Cannabis is not to be used by members of the public on or near school property**

The Ontario government prohibits cannabis consumption at schools and places where students gather.

- Smoking or vaping cannabis will not be permitted for any member of the school community at school, on school grounds, and all public areas within 20 metres of these grounds.
- The TLDSB Smoke-Free Environment Procedure has guidelines in place in accordance with Ontario Bill 174: Ontario Cannabis Act 2017, Ontario Cannabis Retail Corporation Act, 2017, Smoke Free Ontario Act, 2017.

### **Resources for parents/guardians:**

**Ministry of Education** - information and helpful links related to the legalization of recreational cannabis: [www.edu.gov.on.ca/eng/healthyschools/parents-resources.html](http://www.edu.gov.on.ca/eng/healthyschools/parents-resources.html).

**Government of Ontario** - Information and rules around legalization of cannabis: [www.ontario.ca/page/cannabis-legalization](http://www.ontario.ca/page/cannabis-legalization).

**Simcoe County District Health Unit** - information on the health impacts of cannabis use: [www.simcoemuskokahealth.org/Topics/Drugs/Marijuana.aspx](http://www.simcoemuskokahealth.org/Topics/Drugs/Marijuana.aspx).

# Medical and Health Management in Schools

Trillium Lakelands District School Board (TLDSB) is committed to working with parents/guardians, students and staff to develop and maintain a safe and welcome environment for all students and to support students who require assistance with medical or mental health needs in order to attend school.

## Mental Health

Mental Health can be reflected as a positive state of wellness and the ability to flourish despite adversity. At TLDSB, we incorporate everyday wellness practices through our Feed All Four approach. Research indicates that supporting the body, mind, spirit, and emotions of an individual increases a sense of well-being, connectedness and resilience, and improves student achievement. Feed All Four is based upon Maslow's Hierarchy of Needs and the First Nations medicine wheel. Classroom teachers can incorporate Feed All Four into classroom activities and a whole school approach may be utilized by school communities. When caregivers are worried about early signs of mental health concerns, they can incorporate intervention strategies by working with their teacher or principal. If further intervention or linkages to community resources are needed, the principal and yourself can discuss whether or not a referral to a Student Services Counsellor would be beneficial. At TLDSB, we work closely with School Mental Health Ontario and you can learn more about how Ontario's schools support mental health by visiting their website.

## Medical Needs

If your child has a medical condition or a prevalent medical condition (diabetes, anaphylaxis, asthma or epilepsy) we ask that you immediately contact the main office at your school to provide information about your child's needs. With your collaboration we will create an appropriate Plan of Care to support your child at school.

## Medication

Should your child require medication stored and administered at the school during the school day, please contact the school principal to discuss next steps.

As a best practice and to support your child, please let the school know if your child is diagnosed with any type of medical condition or if their medical needs change throughout the school year so that the school is aware and can keep this information on file.

Please see TLDSB Policy OP 6602 Medical and Health Management in Schools Policy and OP 6603 Medical and Health Management in Schools Procedure for further information about support in schools for student medical and health needs.

# Notice of exemption option for the Health and Physical Education

## Grade 1-8: Human Development and Sexual Health topics

Trillium Lakelands District School Board respects the parent/guardian role in their child's learning and understands that families may choose to approach or teach topics related to Human Development and Sexual Health in a manner or at an age that differs from what is outlined in the Health and Physical Education Curriculum. Parents/guardians are therefore provided with the choice to exempt their child from participation in all instruction related to the Human Development and Sexual Health expectations for their grade.

Families will receive notice from their child's school at least 20 days in advance of the instruction start date advising when the Human Development and Sexual Health expectations will be taught in their child's class and next steps should a parent/guardian wish to exempt their child. Please note that this exemption option applies only to the entire Human Development and Sexual Health expectations of the Ontario Health and Physical Education Curriculum Grades 1-8, Strand D: Healthy Living-Human Development and Sexual Health and not for instruction related to a group of expectations, a single expectation or a specific topic. The key topics for each grade related to Human Development and Sexual Health include:

Grade	Understanding health concepts	Making healthy choices	Making connections for healthy living
1	<ul style="list-style-type: none"> <li>Body parts</li> <li>Senses and functions</li> </ul>	<ul style="list-style-type: none"> <li>Hygienic procedures</li> </ul>	
2	<ul style="list-style-type: none"> <li>Stages of development</li> <li>Body appreciation</li> </ul>	<ul style="list-style-type: none"> <li>Oral Health</li> </ul>	
3	<ul style="list-style-type: none"> <li>Healthy relationships, bullying, consent</li> <li>Physical and social-emotional development</li> </ul>		<ul style="list-style-type: none"> <li>Visible and invisible differences, respect</li> </ul>
4	<ul style="list-style-type: none"> <li>Puberty- changes; emotional, social impact</li> </ul>	<ul style="list-style-type: none"> <li>Puberty- personal hygiene and care</li> </ul>	
5	<ul style="list-style-type: none"> <li>Reproductive system</li> <li>Menstruation, spermatogenesis</li> </ul>	<ul style="list-style-type: none"> <li>Self-concept, sexual orientation</li> <li>Emotional, interpersonal stresses- puberty</li> </ul>	
6	<ul style="list-style-type: none"> <li>Sexually explicit media</li> </ul>	<ul style="list-style-type: none"> <li>Understanding of puberty changes, healthy relationships</li> <li>Decision making, consent</li> </ul>	<ul style="list-style-type: none"> <li>Visible and invisible differences, respect</li> </ul>
7	<ul style="list-style-type: none"> <li>Delaying sexual activity</li> <li>Sexually transmitted and blood-borne infections (STBBIs)</li> <li>STBBIs and pregnancy prevention</li> </ul>	<ul style="list-style-type: none"> <li>Sexual health and decision making</li> </ul>	<ul style="list-style-type: none"> <li>Relationship changes at puberty</li> </ul>
8	<ul style="list-style-type: none"> <li>Decisions about sexual activity; supports</li> <li>Gender identity, gender expression, sexual orientation, self-concept</li> </ul>	<ul style="list-style-type: none"> <li>Decision making considerations and skills</li> </ul>	<ul style="list-style-type: none"> <li>Relationships and intimacy</li> </ul>



# Emergency Response in TLDSB Schools

TLDSB is committed to providing a safe environment for all members of our school community. Although unlikely, the possibility of a major threatening incident in our school must be considered. The level of preparedness to deal with such an incident by the school staff, students, police, and parents/guardians will have a major impact on the outcome of the incident. Our goal is to ensure the safety of all of our community members in a coordinated, effective and expedient way.

## **Below are some frequently asked questions by parents and guardians:**

### **How does my child's school handle emergency situations?**

Every school in TLDSB has an Emergency Response Plan which is based on the OP 6520 Emergency Response Plan- Schools and Worksite Procedure and the OP 6540 Emergency Response Plan – Lockdown Procedure. Each school has a set of unique circumstances which necessitates specific items to be included. A copy of each school's Emergency Response Plan is located in the school office and accessible by board staff at the central office.

### **How does my child know what to do in an emergency situation?**

Much the same way that schools practice fire drills, lockdown drills are also practiced in an age appropriate manner. As part of the TLDSB Emergency Response Plan- Lockdown Procedure, lockdown drills are required to be held a minimum of three times per school year.

### **How do I get information in emergency situations?**

During a lockdown, hold and secure or shelter in place situation, students are not encouraged to use electronic devices, such as cellular phones, as their use may impede the ability of the police and school staff to respond to the situation at hand. It may also result in the dissemination of inaccurate information. In the event of an emergency at a TLDSB school, the board will inform parents/guardians by using a number of communication formats including, but not limited to:

- TLDSB social media accounts and websites.
- Local media.

### **Am I allowed to pick up my child if there is an emergency situation in or around the school?**

In the case of an emergency, the school's intent is to ensure that students remain in a safe location until there is no longer a threat to their safety. Although some parents/guardians may wish to pick up their child during an emergency, allowing anyone to enter or exit the building during an emergency situation could expose the students, staff and visitors inside the school to further danger. The school board and emergency services personnel will determine when it is safe to pick up students, and parents/guardians will be informed of the reunification instructions.

### **What is the plan to reunite parents/guardians and children?**

In the case that the students are still in our building following the conclusion of an emergency response, students will be reunited with parents/guardians in alignment with a Reunification Plan. If public safety officials require a school to be evacuated as part of an emergency situation, students, staff and visitors will be safely directed to the designated evacuation site. Parents/guardians will be informed of the evacuation/reunification location(s) using a number of communication formats, including, but not limited to:

- TLDSB social media accounts and websites.
- Local media.

### **Who (else) can pick up my child(ren)?**

Child(ren) will only be released to individuals who are authorized to pick the student up per what is listed in the student's emergency contact information. Parents/guardians are asked to ensure that all contact information, including emergency contact information, on file at the school is accurate and up to date at all times.

### **What if my child is on the bus at the time of an emergency situation?**

Our Transportation Department will be in contact with the Board and the school for instructions in the event of an emergency situation while the students are in transport. Bus drivers will be given an alternate safe drop off location if necessary. The Board will inform parents/guardians of this location by using a number of communication formats, including, but not limited to:

- TLDSB social media accounts and websites.
- Local media.

### **What if my child is on a field trip at the time of an emergency situation?**

School Administration will communicate with any staff supervising classes that may be off-site at the time of an emergency situation. Staff and students will not return to the school until it has been determined by administration and emergency services personnel as safe to do so.

### **What about my child's medication?**

In the event of an emergency situation staff and students have an obligation to follow emergency procedures. Schools will plan for continuity of care in emergency situations and emergency services personnel will be notified of any individuals with specific medical needs as outlined under a Plan of Care or on an Authorization for Storage and Administration of Medication form. Student medical or health needs will be responded to as soon as it is safe to do so.

## **Reunification Plan**

Reunification is an organized process that ensures students are safely reunited with parents/ guardians following an event.

An emergency incident that may require a reunification process may include:

- Major fire.
- Natural disaster (earthquake, flooding).
- Environmental incident (hazardous materials incident, gas leak).
- Threatening incident (a situation involving a potentially armed individual or individuals posing an immediate threat to life; i.e. has or may have a weapon) or terrorist attack.
- Pandemic.

In a Reunification Plan, the objective is that:

- Every student has been accounted for.
- Every staff member has been accounted for.
- Every student still in the school's control is reunited with their parent/guardian.

# Threat Risk Assessment Fair Notice and Process

Trillium Lakelands District School Board (TLDSB) recognizes all members of the school community have the right to be safe and feel safe in the school community.

Under certain conditions, students may undergo a “Threat Risk Assessment”. This assessment determines the level of risk to others and themselves.

*\*All Trillium Lakelands District School Board policies and procedures align with the Safe Schools Act.*

*\*The model presented in this document reflects the work of Kevin Cameron, Director for the Canadian Centre for Threat and Risk Assessment.*

## What behaviours initiate a Threat Risk Assessment?

A student threat risk assessment will be initiated when behaviours include, but are not limited to:

- Serious violence with the intent to kill or harm.
- Verbal/written threats to kill or seriously harm others (clear, direct and plausible).
- Internet/website/social media threats to seriously harm or kill others.
- Possession of weapons, including replicas.
- Bomb threats (making and/or detonating explosive devices).
- Fire setting.
- Gang related intimidation and violence.
- Significant worrisome behaviour.

Initiation of a Threat Risk Assessment may occur depending on the context of the incident or worrisome behaviour.

## Duty to Report

To keep our school communities safe, all stakeholders must report all threat related behaviours. In Trillium Lakelands District School Board, we have an expectation that staff will report any acts of violence or threats that they are privy to, to their school administrator.

## What is a Threat Assessment Team (TAT)?

Each school has a multi-disciplinary team. The team consists of an administrator, a police officer, a school support person (psychologist, student services/attendance counsellor, guidance counsellor) and additional people that may include community resources.

## What is the purpose of a Threat Risk Assessment?

- To ensure the safety of students, staff and parents, and school community.
- To understand, based on the data gathered, the factors which contribute to the threat maker’s behaviour.
- To develop an Intervention Plan that addresses the emotional and physical safety of the threat maker and others.

## What is the process?

- All threat making behaviours are reported to a school administrator who may activate the protocol.
- A team is formed and team members will gather relevant data.
- Information will be obtained from multiple sources which may include:
  - Teachers, students, targets, threat makers.
  - Parent/caregivers.
  - Current and previous school records.
  - Law enforcement.
  - Support groups/agencies.
  - Online sites-Facebook, Twitter, Instagram, etc.
  - Locker and backpack search, home search.
- The team will share data and determine a current level of risk.
- A comprehensive intervention plan will be developed.

# School Emergency Information Guide

## The parent/guardian's role...

In a school emergency, the first instinct a parent/guardian may have is to pick up the telephone and start calling the school, or to rush to the school and get your child/children. In doing so, this may only complicate matters from a safety and security standpoint.

## In case of a school emergency...




- DO** keep your phone close by for notifications from TLDSB.
- DO** tune into local radio and TV stations for alerts, but rely only on official communications from TLDSB or public safety officials.
- DO** ensure you have current photo identification if you are picking your child up from the reunification site.

- DO NOT** call or attend your child's school.
- DO NOT** phone your child or your child's school.
- DO NOT** send an individual that is not listed as your child's emergency contact to pick up your child.



## TLDSB safety terms and procedures

A school crisis can take a number of different forms, including an environmental event, a weather emergency, or a threatening incident in or outside of the school. It is important you know the following terms:

- 
**Hold and secure**  
 Is used in response to a threat of danger **outside** the school.
- 
**Lockdown**  
 Is used in response to a threat of danger **inside** the school.
- 
**Bomb threat**  
 Is used in response to a bomb threat.
- 
**Shelter in place**  
 Is used in response to environmental danger.



## Reunification

It is an organized process that ensures students are safely reunited with parents/guardians. In certain situations, students, and staff may need to be relocated to a reunification site if the TLDSB site is not safe.

- Parents and guardians will be directed by TLDSB via electronic school notification system to the reunification location.
- Students will **ONLY** be released to parents/guardians who are on file as emergency contacts.
- The reunification process can take some time so parents are urged to be patient.

# EMERGENCY PROCEDURES



## HOLD & SECURE

To be used in response to a threat of danger outside of the school.



## LOCKDOWN

To be used in response to a threat of danger inside of the school.



## SHELTER-IN-PLACE

To be used in response to environmental danger (e.g. weather).



## BOMB THREAT

To be used in response to a bomb threat.

### GOALS FOR STAFF

To ensure all students remain calm inside of the building, and stay away from all exterior doors and windows.

### GOALS FOR STAFF

To ensure all staff and students get to a secure location and make the location appear deserted (as quickly as possible).

### GOALS FOR STAFF

To ensure all instructions specific to the environmental hazard are followed.

### GOALS FOR STAFF

To ensure all instructions for the bomb threat response are followed.

Close the classroom door.

Close the blinds and keep everyone away from the windows.

Take attendance.

Continue classroom routines/lessons.

Do not change classes, go to the bathroom, or go outside unless specifically approved by the school administrator or the Hold and Secure is lifted.

Staff and students in portables may be relocated into the school in consultation with board emergency services personnel.

### R - REMAIN CALM S - SECURE

If safe to do so:

- gather everyone in immediate area into the nearest securable classroom/space
- lock doors and barricade if possible
- turn off the lights
- close blinds and cover windows

### A - ALL QUIET

Tell everyone to remain absolutely quiet.

### F - FIND THE SAFEST SPOT

Move everyone to a pre-determined safe area in the room.

In a portable, move to the middle of the room and turn tops of desks outward, with all staff and students inside of the circle.

### E - ELECTRONIC DEVICES OFF

Tell everyone to turn off and put away all cell phones.

Follow the instructions for a **Hold and Secure**, unless given directions specific to the environmental hazard.

### For example:

Hurricane/Tornado: move away from outside walls and windows, take cover under desks or in the hallway.

Earthquake: move away from windows and possible falling objects; drop, cover, and hold (drop under your table or desk, cover your head and body, and hold on to what you are under to remain protected from falling objects).

If directed to do so, conduct a visual scan of the immediate area for a suspicious package/device. Staff or students should never touch a suspicious package/device.

If a suspicious package/device is located, inform Administration immediately so evacuation decisions can be made.

If directed to do so, follow evacuation instructions. Evacuees should take personal belongings from the immediate area to assist the police search.

Turn off and put away all cell phones.

### In the event of a fire alarm during any of these situations:

- Remain in position until directed by emergency personnel, unless there is an obvious and imminent risk of fire.

The termination of a Lockdown, Hold and Secure, Shelter-in-Place, or Bomb Threat will be announced over the P.A. or ended on a room-to-room basis by Police or Administration.



# Appropriate Use of Technology

## Appropriate Use of Digital Technology, Content, and Services

Users of technology, content, and technology services will follow the procedures outlined in the Appropriate Use of Digital Technology, Content, and Services Policy BD-3035 and Procedure BD-3036, available at [tldsbc.ca](http://tldsbc.ca).

### Users will access school board digital technology, content, and services for educational purposes by:

- Observing standards of courtesy and behaviour consistent with the practices and policies of TLDSB when sending or publishing messages or other information on the Internet.
- Using the digital technology, content, and services in a responsible manner consistent with the educational, informational, and recreational purposes for which they are provided.
- Using TLDSB's digital technology, content, and services to support the user's education, communication, and research needs only.
- Only using the login and password assigned to them, and refrain from providing their login credentials to others.
- Accurately citing information from the Internet. Students will not plagiarize.

Whenever a student feels they are in any type of difficult situation online (e.g. cyberbullying), they should tell an adult in their school, their parent/guardian, a friend, or report the incident using the online reporting tool which can be accessed at [tldsbc.ca/students/safe-school-report/](http://tldsbc.ca/students/safe-school-report/). It is important for the student to tell someone so that school personnel can take steps to assist all individuals involved to repair the harm and restore the relationship.

### No user may disrupt other users or compromise the functionality of the school board network by:

- Using the school board technology or services for illegal or unethical purposes.
- Seeking unauthorized access to, or seeking to damage/alter, or knowingly use any methods to bypass any of the Board's digital technology, content, and security services.
- Sending, receiving, storing, downloading, posting, publishing, or displaying any defamatory, abusive, obscene, profane, sexually orientated, threatening, or racially offensive messages, pictures or graphics from any source.
- Transmitting or downloading information or software in violation of copyright laws.
- Transmitting or knowingly receive software or other files which could damage computer systems or software.
- Attempting to harm, destroy, alter, copy, or gain access to digital content of any person, digital service, or technology.
- Damaging or altering software components of any school board network device.
- Impersonating other users by any means or through using their login credentials.

## Digital Safety

- To ensure the online safety of all users, students will not share personally identifiable information about themselves or others. Personally identifiable information includes, but is not limited to, last name, age, gender, location(s), home address(es), telephone numbers, pictures and videos with location information and other identifiable data.
- Students will promptly inform school staff if accidental access to inappropriate materials occurs or if contacted by unacceptable users.
- Students will report cyberbullying concerns to an adult in their school, their parent/guardian, or a friend even when it does not have a direct impact on them.

TLDSB technology including, but not limited to, desktops, laptops, chromebooks and ipads, may only be used by those with a TLDSB account. To maintain security and safety, personal accounts may not be used. Content filters are in place to protect students from unacceptable material.

### **Student Guidelines for the use of 1:1 devices (where issued):**

1. I understand that my 1:1 device has been issued to me for educational purposes only.
2. I will use my time wisely to get the most out of the digital resources I am provided with. It is my responsibility to keep my device charged and ready for use at school.
3. I will carry my device with care at all times.
4. I will be the primary operator of my device.
5. My online communication will be respectful and kind.
6. I will only download content to support my learning and which has been authorized by my teacher(s).
7. I will respect copyright agreements.
8. I understand that my teachers have the right to take the device away if it is being misused.
9. I will give parents/guardians full access to my Chromebook to review my work.
10. I will return the Chromebook, and power cord at the end of the school year.
11. I understand I will be responsible for paying for any damage to my device caused by purposeful abuse.
12. I will follow the BU-3036 Appropriate Use of Digital Technology, Content, and Services Procedure at all times.

While TLDSB endeavours to maintain the efficient operation of the district digital network and resources, outages and equipment failures may occur.

## **School Bus Safety**

Co-operation and consideration are the keys that make travel on the school bus safe and comfortable. The following conduct is required:

- Follow the school bus driver's instructions.
- Remain in your seat while the bus is in motion.
- Respect the safety and property of others on the bus.
- Speak quietly and use acceptable language.
- Do not eat or drink on the school bus.
- Keep all parts of your body inside the bus at all times.
- Do not smoke or hold any lighted medical cannabis or lighted tobacco product including e-cigarettes or vaporizers on the bus

The school bus is considered to be an extension of the classroom and students are responsible to their school principal for conduct on the bus. The first time any rules are broken, the bus driver warns the student and contacts the principal. For a second infraction, the Principal is notified, discipline is undertaken, and the student's parents will be notified. For a third infraction, the Principal will be notified, the student's bus riding service may be suspended and the student's parents will be notified.

### **What about bus cancellations?**

In case of unsafe road conditions, cancellations are reported on the Board website ([tldsb.ca](http://tldsb.ca)) or [mybustoschool.ca](http://mybustoschool.ca), social media, and local radio stations. The decision to cancel buses is made in conjunction with bus operators as soon as road conditions are known in the morning, for each area of the Board independently, as weather conditions vary. If buses are cancelled in the morning, they will not run in the afternoon. Therefore, if you drive your child to school on a bus cancellation day, you must also pick up your child. You may view transportation arrangements and subscribe to receive email notifications for delays more than 15 minutes and cancellations due to inclement weather by using the parent login [mybustoschool.ca](http://mybustoschool.ca).

## **Video Surveillance Systems on Buses**

Video surveillance systems are sometimes placed on buses and are used to complement other means to promote and foster a safe and secure environment. These systems are used to provide for the safety of students and protect property against vandalism and theft.

A video surveillance system may be a video, physical or other mechanical, electronic, wireless or digital surveillance system or device that enables continuous or periodic video recording or monitoring on school busses transporting TLDSB students.





## Do You Have a Concern About Your Child's Education?

Education is a shared experience involving the home and the school and it can be strengthened by open communication between the two. Follow these steps if you have a concern about your child's education:

**FIRST:** Contact the classroom teacher and discuss the situation.

**THEN** – *if the situation has not been resolved:*

Contact the Principal and request help in dealing with the matter.

**THEN** – *if necessary:*

Contact the Superintendent of your child's school. Call 1.888.526.5552 and ask for the name of the Superintendent for your child's school.

**THEN** – *if necessary:*

Contact the Director of Education who is the Chief Executive Officer through the school board office at 1.888.526.5552.

**THEN** – *if necessary, and if the situation has not been resolved:*

Contact your local trustee. Contact numbers can be found on our website.

Concerns pertaining to things other than your child's education may be directed through TLDSB Corporate Services at 1.888.526.5552.

# SCHOOL YEAR CALENDAR 2021-2022



- Professional Activity Day (Elementary and Secondary)
- Professional Activity Day (Elementary only)
- Professional Activity Day (Secondary only)
- First Day of School for all Students: September 7
- Statutory Holiday
- Board-Designated Holiday
- Board-Instructional Holiday for Students, Teaching Staff, EAs, DECEs

Last Day of School for Elementary Students: June 29  
Last Day of School for Secondary Students: June 29

Bus cancellation notifications are listed on [tldsb.ca](http://tldsb.ca), [mybustoschool.ca](http://mybustoschool.ca), social media, and played on local radio stations.



If you require this information in an accessible format, contact Communications Services at [info@tldsb.on.ca](mailto:info@tldsb.on.ca).

## TRUSTEES

- Don Alton 705-438-3656
- John Byrne 705-879-9203
- Bruce Reain 705-783-2336
- Steve Binstock 705-644-3783
- Louise Clodd 705-394-8260
- Judy Saunders 705-328-5616
- Gary Brohman 705-457-2143
- David Morrison 705-879-8475
- Colleen Wilcox 705-340-8977

See corresponding coloured dots below for your school trustee.

## 2021-2022 CONTACT INFORMATION

**Website:** [www.tldsb.ca](http://www.tldsb.ca)  
**Telephone:** 1-888-526-5552



Trillium Lakelands District School Board encompasses the City of Kawartha Lakes, the County of Haliburton, and the District Municipality of Muskoka.

# SCHOOLS

- |                       |                                       |   |              |
|-----------------------|---------------------------------------|---|--------------|
| <b>ELEMENTARY</b>     | Alexandra PS                          | <span style="color: orange;">●</span>     | 705-324-3313 |
|                       | Archie Stouffer ES                    | <span style="color: pink;">●</span>       | 705-286-1921 |
|                       | Bobcaygeon PS                         | <span style="color: cyan;">●</span>       | 705-738-5105 |
|                       | Bracebridge PS                        | <span style="color: lightgreen;">●</span> | 705-645-5209 |
|                       | Cardiff ES                            | <span style="color: magenta;">●</span>    | 613-339-2351 |
|                       | Central Senior School                 | <span style="color: orange;">●</span>     | 705-324-4352 |
|                       | Dr. George Hall PS                    | <span style="color: purple;">●</span>     | 705-786-1915 |
|                       | Dunsford District ES                  | <span style="color: green;">●</span>      | 705-793-2088 |
|                       | Fenelon Township PS                   | <span style="color: cyan;">●</span>       | 705-359-1366 |
|                       | Glen Orchard PS                       | <span style="color: blue;">●</span>       | 705-765-3144 |
|                       | Grandview PS                          | <span style="color: green;">●</span>      | 705-277-2322 |
|                       | Gravenhurst PS                        | <span style="color: blue;">●</span>       | 705-687-2011 |
|                       | Honey Harbour PS                      | <span style="color: blue;">●</span>       | 705-756-1071 |
| Huntsville PS         | <span style="color: yellow;">●</span> | 705-789-2318                              |              |
| Irwin Memorial PS     | <span style="color: yellow;">●</span> | 705-635-2232                              |              |
| J. Douglas Hodgson ES | <span style="color: pink;">●</span>   | 705-457-2922                              |              |
| Jack Callaghan PS     | <span style="color: purple;">●</span> | 705-324-9931                              |              |
| King Albert PS        | <span style="color: purple;">●</span> | 705-324-3702                              |              |
| KP Manson PS          | <span style="color: blue;">●</span>   | 705-689-2612                              |              |

## ELEMENTARY

- |                       |   |              |
|-----------------------|---|--------------|
| Lady Eaton ES         | <span style="color: green;">●</span>      | 705-799-5292 |
| Lady Mackenzie PS     | <span style="color: red;">●</span>        | 705-438-3371 |
| Langton PS            | <span style="color: cyan;">●</span>       | 705-887-2001 |
| Leslie Frost PS       | <span style="color: purple;">●</span>     | 705-324-5602 |
| Macaulay PS           | <span style="color: lightgreen;">●</span> | 705-645-5410 |
| Mariposa ES           | <span style="color: purple;">●</span>     | 705-953-9740 |
| Monck PS              | <span style="color: lightgreen;">●</span> | 705-645-9986 |
| Muskoka Beechgrove PS | <span style="color: blue;">●</span>       | 705-687-2162 |
| Muskoka Falls PS      | <span style="color: lightgreen;">●</span> | 705-645-2463 |
| Parkview PS           | <span style="color: orange;">●</span>     | 705-324-4558 |
| Pine Glen PS          | <span style="color: yellow;">●</span>     | 705-789-4791 |
| Queen Victoria PS     | <span style="color: orange;">●</span>     | 705-324-3162 |
| Ridgewood PS          | <span style="color: purple;">●</span>     | 705-454-3351 |
| Riverside PS          | <span style="color: yellow;">●</span>     | 705-789-2282 |
| Rolling Hills PS      | <span style="color: green;">●</span>      | 705-277-9515 |
| Scott Young PS        | <span style="color: green;">●</span>      | 705-799-5133 |
| Spruce Glen PS        | <span style="color: yellow;">●</span>     | 705-789-4591 |
| Stuart Baker ES       | <span style="color: pink;">●</span>       | 705-457-1342 |
| VK Greer Memorial PS  | <span style="color: yellow;">●</span>     | 705-385-2200 |
| Watt PS               | <span style="color: blue;">●</span>       | 705-769-3643 |
| Wilberforce ES        | <span style="color: pink;">●</span>       | 705-448-2421 |
| Woodville ES          | <span style="color: purple;">●</span>     | 705-439-2427 |

## SECONDARY

- |                         |   |              |
|-------------------------|---|--------------|
| BMLSS                   | <span style="color: lightgreen;">●</span> | 705-645-4496 |
| Fenelon Falls SS        | <span style="color: cyan;">●</span>       | 705-887-2018 |
| Gravenhurst HS          | <span style="color: blue;">●</span>       | 705-687-2283 |
| Haliburton Highlands SS | <span style="color: pink;">●</span>       | 705-457-2950 |
| Huntsville HS           | <span style="color: yellow;">●</span>     | 705-789-5594 |
| IE Weldon SS            | <span style="color: lightgreen;">●</span> | 705-324-3585 |
| Lindsay CVI             | <span style="color: purple;">●</span>     | 705-324-3556 |

### ADULT & ALTERNATE EDUCATION CENTRES

- |                           |   |              |
|---------------------------|---|--------------|
| Bracebridge AAEC          | <span style="color: lightgreen;">●</span> | 705-645-2646 |
| Fenelon AAEC              | <span style="color: cyan;">●</span>       | 705-887-3083 |
| Gravenhurst AAEC          | <span style="color: blue;">●</span>       | 705-687-5422 |
| Haliburton AAEC           | <span style="color: pink;">●</span>       | 705-457-3745 |
| Huntsville AAEC           | <span style="color: yellow;">●</span>     | 705-789-4764 |
| Lindsay AAEC              | <span style="color: lightgreen;">●</span> | 705-324-5280 |
| Virtual Learning Centre   | <span style="color: blue;">●</span>       | 705-328-2925 |
| Yearley Outdoor Ed Centre |   | 705-685-7922 |

Stay connected with us:

