

Welcome from the Principal

Dear Denison Families,

Welcome to all our new and returning families. I hope you all had a safe, healthy and enjoyable summer. Our school team has been working hard to prepare to welcome your children back to school.

We have a dedicated staff with a strong commitment to student learning, achievement and well-being. We are committed to supporting our students' transition back to school, and to providing a learning environment where everyone feels safe, valued, welcome and respected.

There are some important things we want to share at the start of the school year:

- This **Start-Up Package** includes important information about our school, and I encourage you to review it.
- The [Guide to the School Year](https://www2.yrdsb.ca/school-year-guide) has been moved online. We encourage families to review this guide, as it includes important information you may need to access throughout the school year. You can use the translation feature on the website to translate this content. It is available at <https://www2.yrdsb.ca/school-year-guide>.
- Each year we ask families to complete **important Start-Up Forms**. You will receive an email in the coming weeks with a link to the online forms. Please review and complete the forms. If you prefer to receive and complete a paper copy, please let us know.

We value the relationship and partnership we have with families, and look forward to speaking and working with you in the months ahead. Please do not hesitate to contact the school if you have any questions. We welcome the opportunity to connect with you.

There are many ways to stay connected with what's happening in our school:

- Visit our school website for up-to-date information about events.
- Guidance Google Classroom, Denison Twitter ([@DDenisonSS](https://twitter.com/DDenisonSS)), Student Council Instagram
- You can also find updated information about the Board at www.yrdsb.ca, Twitter [@YRDSB](https://twitter.com/YRDSB), Instagram [@yrdsb.schools](https://www.instagram.com/yrdsb.schools), or the Board podcast, [TuneIn YRDSB](https://www.tunein.com/r/YRDSB), wherever you listen to podcasts.

We wish you all a happy, safe and successful school year.

Sincerely,

Seiji Ishiguro, Principal,
Deborah Astring, Vice-Principal
Corey McArthur, Vice-Principal
Dr. John M. Denison Secondary School

Information Package and Form Checklist

This package includes important information about the school. Please review this information. You will also receive **an email/link with a number of forms** that you need to complete for each child. If you prefer to receive a paper copy, or if you did not receive the forms, please contact the school office.

Please complete the electronic form ASAP.

Contact Information

For Ministry and Board compliance purposes, **please ensure that the school has your up-to-date contact and emergency information.** Please contact the school's Main Office to review or update your information, including:

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

If your child has a medical condition that requires emergency intervention, an essential routine health care plan, or any of the following medical conditions - [Anaphylaxis](#), [Asthma](#), [Diabetes](#) or [Seizures](#) - you must contact the school's Main Office to ensure all information is up-to-date and accurate.

Our School

Our focus at Dr. J.M. Denison is to provide a learning environment that will stimulate thinking, curiosity and well-being.

To improve student achievement and well-being, we will:

- Continue building safe, healthy and inclusive learning and working environments where our school community can thrive (Mental Health).
- Prioritize and promote the dignity of students through the creation of an inclusive and caring school community (Equity and Inclusivity).
- Continue building trust and collaborative relationships within our school (Build Relationships).

Denison Timetable for 2024-2025

Period	Time
Homeroom	8:20 a.m.
Period 1	8:25 – 9:40 a.m.
Period 2	9:45 – 11:00 a.m.
Period 3	11:05 – 12:20 p.m.
Period 4	12:25 – 1:40 p.m.
Period 5	1:45 – 3:00 p.m.

Office Hours: 8:00 a.m. – 4:00 p.m.

Principal: Seiji Ishiguro **Vice-Principals:** Corey McArthur (A-L) and Deborah Austring (M-Z)

Academic Honesty

Students are expected to provide original evidence of their learning and appropriately acknowledge the work of others. Plagiarism refers to representing someone else's ideas, writing or other intellectual property as one's own. For more information, please see the [Academic Integrity and Assessment](#) policy.

New this year - please see Denison's [missed and late assignment policy](#) which is based on the YRDSB's Assessment and Evaluation policy

Additional Information

You can find information on topics covered in this package and more in the **Guide to the School Year** on the board website at www.yrdsb.ca/familyresources.

Attendance

Regular and punctual attendance affects school success and is expected of all students.

Late Arrivals

If a student arrives at school after the entry bell, they **must report to the Main Office** as soon as they enter the building.

Reporting Attendance

Parent(s)/guardian(s), students aged 18 and older, and students who have declared their independence **must report all absences, late arrivals and/or changes to departure plans to the school in a timely manner**. Where possible, notify the school in advance by calling the school at (905) 836-0021 and leaving a message on the answering machine, or emailing the school at dr.j.m.denison.ss@yrdsb.ca.

Safe Arrival and Departure Program

The safety of our students is a priority. Our [safe arrivals programs and safe departures protocols](#) are in place so that we can account for the whereabouts of absent students. **Please provide the school with complete and current emergency contact information.**

1. If you have not informed the school of your child's absence in advance, the school will inform parents/guardians through the automated school attendance system when their child is identified as being absent without explanation.
2. If you receive a call that your child is absent and you report back that your child should be in attendance, the school will take the following steps to ensure that your child is safe:
 - We will call emergency numbers on file.
 - We will speak to a sibling if one is in the school.
 - If we are still unable to get information, we may check with a friend of your child and other staff members.
 - If we are still unable to get information, we will consider your child missing and we may contact York Regional Police.

Morning Opening Exercises

Students are expected to be in their first period class at 8:20 a.m. If in the hall, students are expected to stand still and remain silent for the Land Acknowledgement, National Anthem, and Announcements. Important information is shared with students during the morning announcements, for which students are asked to listen attentively and respectfully.

Arrivals and Departures

Families who live within walking distance are encouraged to use **active travel, including walking or rolling** (cycling, scootering, skateboarding) to and from school. Choosing [active travel](#) can improve physical and mental health, and helps students start the day alert and ready to learn. It also helps to protect the environment and reduce traffic, making school zones safer for everyone. **There are bike racks for securing bicycles around the back (west side) of Denison by the entrance to the track.**

School Bus/Taxi

Students who are **eligible to take the school bus** will be dropped off and picked up at the front of the school. More information about bus routes and times can be found at www.schoolbuscity.com.

School Bus Safety

When riding school buses, students must:

- Be at the bus stop five minutes before their scheduled pick up.
- Keep well away from the road until the bus has stopped. Do not move toward the bus until it has stopped.
- Watch for the bus driver's signal before crossing the road. Look both ways and then cross the road.
- Get on the bus safely by using the handrail and go directly to their seat.

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- Stay seated while the bus is in motion.
- Do not eat or drink on the bus.
- Keep the aisle clear of books, knapsacks, lunch bags and other items.
- Keep windows closed.
- Never throw anything inside the bus or out of the window.
- Talk quietly so as not to distract the driver.
- Use respectful language.

Shouting, rough play and fighting are strictly prohibited. Students engaging in these activities will have their bus privileges suspended. We expect that all students will treat buses as an extension of the school, and follow school rules and policies.

Cycling or Rolling to School

Students who use bicycles, rollerblades, skateboards or scooters to travel to school:

- Must wear a helmet.
- Must walk while on school property.
- Should lock bicycles on the bike rack, and store rollerblades, skateboards or scooters in their locker or backpack. Students are not permitted to take these items into classrooms, the gymnasium, cafeteria or library. The school is not responsible for any lost or damaged personal items.

Driving to School

Families who choose to drive their child(ren) to school are asked to consider parking a block or two away from the school, and students can walk the rest of the way. Families can **drop off their children around the back of the school**, where there are additional entrances and parking spaces. Please do not park in the bus areas or fire zone at the front of the school, including the bus loop (near the east side of the front of the school) and bus lane. Please be considerate and careful when using the school parking lot. Please work with us to keep our students safe.

Weather Conditions

Transportation will be canceled by 6:00 a.m. if conditions are unsafe or are expected to deteriorate significantly by the time students are to be transported home. Schools will remain open unless otherwise stated. For more information, visit the [Student Transportation section of the Board website](#).

To find out if transportation is canceled, check: the @YRDSB Twitter account, the YRDSB website, school websites, the Student Transportation Services' (STS) website at www.schoolbuscity.com or hotline 1-877-330-3001, radio and television media outlets.

There may be rare occasions when unprecedented **winter weather events** occur and we need to close all schools and Board locations. For more information, please see the [Severe Weather policy and procedures](#). At all times, students and families should be aware of somewhere else they can go or someone to contact if bus services are cancelled or delayed, or if schools are forced to close due to an emergency.

Accessibility

The Board is [committed to providing accessible programs, services and environments](#) that support the four core principles of the Accessibility for Ontarians with Disabilities Act (AODA): integration, equality of opportunity, dignity and independence. If you need assistance accessing Board services, speak to a staff member in the school about how they can help or support you. If you require any information or materials on the Board website in an alternative format, please contact Corporate Communications at communications@yrdsb.ca.

Accident Insurance

Student accident insurance provides coverage for injuries due to accidents not covered by government or private health plans (e.g., the cost of expensive dental work as a result of an accident). It is strongly recommended that parents/guardians of students involved in athletics purchase this insurance. If your child is involved in an accident, whether at school or during non-school hours, insuremykids® protects your family from the resulting expenses, which are not normally covered under your government health and group insurance plans. For more information, visit insuremykids.com or call 1-800-463-5437.

Allergies/Medical Conditions

There are students and staff members in our school who have life-threatening allergies to nuts and other allergens. If they smell or come into contact with these allergens, they may have an anaphylactic reaction. To help create an allergen-safe environment, please refrain from bringing peanut or nut products into the building. Peanut products are not sold in school vending machines or the cafeteria. Many staff members and students are also sensitive to perfumes, colognes, aftershaves and other scented products. By choosing to use unscented personal care products, we can make our environment a safer place to work and learn. For more information on helping to create an allergen-safe environment, please see [information on allergies](#) on the Board website.

If your child has a serious or life-threatening allergy or prevalent medical condition, such as [Anaphylaxis](#), [Asthma](#), [Diabetes](#) or [Seizures](#), **please let the school administration know immediately** and speak to the school office staff about completing the appropriate health care plans i.e., please complete and submit the forms as soon as possible to the main office.

Caring and Safe Schools

Every student has a right to learn in a safe, caring and supportive environment. We ask all students and families to review our [Caring and Safe Schools policy and procedures](#), which address a number of topics including:

- student progressive discipline
- bullying prevention and intervention
- student suspensions and expulsions

Students will review this important information during the Caring and Safe School start-up and mid-year presentations.

To enhance caring, safe, and inclusive school climates, positive student behavior supports are provided and inappropriate behavior is addressed using a **bias-aware progressive discipline** approach that takes into account mitigating factors.

We use a bias-aware progressive discipline approach when inappropriate behavior occurs. This means we consider a range of options to determine the most appropriate responses to each situation to help students learn from their choices. In some cases, suspension or expulsion may be necessary. [The Ontario Education Act](#) and our Board's [Caring and Safe Schools Policy](#) outline the situations in which suspension and expulsion must be considered. When inappropriate behavior occurs, information will be shared with the victim(s) and their families to the extent that legislation allows.

Report It

[YRDSB's online Report IT](#) button lets you share information about inappropriate behavior or incidents of hate or discrimination. It is available on both the YRDSB and school websites.

Code of Conduct

A positive school climate is essential for students to succeed in school, as it promotes a safe, respectful and welcoming learning environment. YRDSB's Code of Conduct sets standards of behavior for students and members of the school community that support a caring, safe and inclusive school environment. All school members must respect and treat others fairly, regardless of race, ancestry, place of origin, colour, ethnic origin, creed, sex, gender identity, gender expression, sexual orientation, age, marital status, family status or disability.

The Code of Conduct applies to all members of the school community, including students, parents or guardians, school bus drivers, volunteers, school staff and community groups. The code applies whether on York Region School Board property, in a virtual learning environment, on school buses, at school-authorized events or activities, in before- and after-school programs including co-curricular activities and field trips, and may be applied to any other circumstances connected to the school that may have an impact on the school climate.

The [Board Code of Conduct](#) is part of the Caring and Safe Schools Policy.

School Code of Student Conduct

It is important that all students are able to learn, grow and achieve their goals while at Dr. J.M. Denison Secondary School. We encourage exploration, critical thinking, problem-solving, creativity and cultivating curiosity. We are also aware that, at times, student behavior needs to be checked in order to ensure a respectful, inclusive and productive learning environment. As such, we will hold students accountable for their words and actions. Our focus is to repair harm, take ownership for choices and impact, learn and grow from digressions, and correct disrespectful, discriminatory and unproductive behavior. Restitution and appropriate disciplinary consequences will occur before being welcomed back to the Denison community of learners.

Communication between School and Home

Parents/guardians/families are our most important partners in educating children. We communicate with you in a variety of ways throughout the year. **It is important that the school has your correct contact information. Please contact the school if your contact information has changed/changes throughout the school year.**

Canada's Anti-Spam Legislation (CASL)

Canada's Anti-Spam Legislation (CASL) prohibits the sending of any type of electronic message that is commercial in nature (e.g., registration fees, pizza days, field trips, fundraising, etc.), unless the recipient has provided specific and informed consent. CASL does not apply to electronic information messages or to hard copy formats. To subscribe or unsubscribe to commercial electronic messages, visit the school website or Family Resources page at www.yrdsb.ca/familyresources and, using the link provided, submit a valid email address.

Email

To improve communication between home and school and reduce paper use, we coordinate an email distribution list. The list will be maintained and used only by school staff to communicate electronically to parents/guardians/families. Your email will not be sold, distributed or publicly posted. Please ensure that we have your correct and current email address and you will receive regular update emails from the school which includes timely announcements and upcoming events.

Texts

Families can now receive text messages in emergency situations only, such as in the rare occasion of schools being closed due to [emergency winter weather](#). Ensure that the school has your correct cell phone number captured to participate. Families can opt out at any time.

Stay Connected Online

You can also stay connected online through our school website and Instagram [@DrDenisonSS](#). Some teachers also use Google Classrooms, blogs, Twitter feeds, YouTube channels or Instagram accounts to help you stay connected. Your child's teacher will provide more information.

In addition, you can follow Board news and updates through:

- www.yrdsb.ca
- Instagram [@yrdsb.schools](#)
- X (formerly Twitter) [@YRDSB](#)
- [YouTube channel YRDSBMedia](#)
- [TuneIn YRDSB](#), the Board's podcast, available on most podcast platforms

Consent for Information Sharing – Students at the Age of Majority

Once a student reaches the age of majority (18) all communications regarding their school matters (e.g., absences, etc.) will cease to go to the parents/guardians/families, as the student is deemed an adult for the purposes of the Education Act. A student may complete the [Consent for Information Sharing – Students at the Age of Majority Form](#), available through the school, to provide express approval for the school to contact parent(s)/guardian(s)/families.

Dress Code

For more information, see the [Student Dress Code Policy and Procedure](#).

Emergency Preparedness

The Board has a number of policies and procedures in place to address emergency situations if normal school operations cannot continue, or where student and staff member safety may be at risk. This could include a fire, flood or acts of violence. All schools have individual plans and conduct drills throughout the year. There will be six fire, one hold-and-secure, and two lockdown drills annually so students become familiar with emergency preparedness procedures. These drills are important so that in the case of an actual emergency, students and staff members know what to do to be safe.

Excursions/Community Walkabouts

Our outdoor spaces are learning spaces. We recognize that playing and learning in the outdoors supports cross-curricular connections as well as students' holistic well-being through the seasons. Opportunities for students to build connections to the land have meaningful, long-term, positive health implications, especially on mental health and well-being. Community walks are not field trips. They are defined as community excursions that take place off school property, which last less than one day and do not require transportation.

Family Resources

Visit www.yrdsb.ca/familyresources or click on the link from the Board's homepage to access a variety of resources for families, including [Start-Up Forms](#) (when available), IT support for families, translation tools, links to community resources and student supports, assistance accessing online tools like Google Classroom, School Cash Online, and more. Click on the "Need Help?" link for access to tips and resources.

Guidance

The Guidance Department offers a number of services, including direction for academic and career planning, personal counseling, referrals to community resources, and support for developing of study habits and life skills. For more information, contact the Guidance Department.

Homework

The Board has a homework policy that supports student learning and recognizes the importance of personal and family well-being. The amount, frequency and nature of assigned homework will vary depending on the student's strengths and needs, well-being, grade, subject and other factors. For more information about time guidelines and how parents can provide support, please see the [Board Homework Policy and Procedure](#). **For homework help**, visit the [Online Student Tools and Resources](#) page for links to homework tips and learning resources, including Mathify Homework Help.

How Can We Help You?

Most concerns can be resolved with dialogue and cooperation. We are committed to addressing concerns in a fair, equitable and timely manner. If you have a school-related question or concern, please follow these steps:

1. Arrange a meeting with your child's teacher or the appropriate school staff member.
2. If you need further assistance, the school principal or designate may be contacted to review the matter, mediate and help facilitate the process.
3. Contact the superintendent for our school if the matter remains unresolved.

You can also [contact your local trustee](#). Trustees are committed to open dialogue with the community. You are encouraged to share your views on policy issues and Board governance with your local trustee. You are also welcome to attend and observe any [public Board, Advisory or Board Committee meeting](#). Meeting information is available on the Board website.

If you have a human rights related concern and/or complaint, the first step is to engage with the school or the superintendent. If your concern and/or complaint remains unresolved, your matter can then be referred to the Board's [Human Rights Commissioner's Office](#) (HRCO), or you can contact the HRCO directly. The Independent Office of the Integrity Commissioner may also be engaged to address concerns related to trustee behaviour. Contact information can be found on the Board website, or by contacting the school.

More information is available [on the Board website](#).

Personal and School Property

The school and the Board are not responsible for lost, damaged or stolen personal items. You can reduce the risk by leaving valuable items at home. Always secure items.

Students are expected to show respect for school property and materials at all times. Students, together with their parents/guardians, are responsible for ensuring that school items are returned in good condition. Textbooks, lockers, desks and chairs should not be vandalized (e.g., writing inside school books, torn pages, holes in desks, etc.). Lost or damaged textbooks, library books or other school materials are the responsibility of the student. Restitution will be expected and outlined by each school.

Requests for Faith Accommodation

There may be circumstances where students and families request accommodation for religious beliefs in curriculum areas including the Arts and Physical Education. Accommodations may include different instruction and assessment opportunities, or full withdrawal. If you are interested in discussing an accommodation based upon your religious beliefs, speak with your child's teacher and the school principal, or complete the **Faith Requests for Curriculum Accommodations Form** available through the school and in [Start-Up Forms](#). By providing a range of accommodations, we are building a sense of community and belonging for all students. For more information, see [Board Procedure on Equity and Inclusivity: Religious Accommodation](#).

School Council

There are [many ways you can be engaged in your child's learning](#) at home and at school. This includes getting involved with the School Council. The School Council provides advice on school matters and helps to strengthen the important relationship between schools, families and their communities. The council includes family members, school staff and community members.

How do I join?

At the beginning of the school year, all parents/guardians/families have the opportunity to become a voting member of council. If you are interested, or would like to nominate someone, fill out the **School Council Nomination Form that will be part of your [Start-Up Forms](#) by Friday, September 12, 2025**. Elections shall occur within the first thirty days of the start of each school year. All family members (voting member or as an attendee) are encouraged to attend School Council meetings.

Significant Faith Days

York Region is rich in culture and diverse in religious beliefs and practices based on faith. The dates listed below are some faith holidays of particular significance to members of the major faith communities in our Board. We affirm and value equally the faith diversity in our schools; therefore, events such as field trips, school concerts, conferences, meetings, workshops, other professional events, co-curricular activities and exams/tests will not be scheduled on these dates:

2025-2026	Faith Day	Faith
September 23-24, 2025	Rosh Hashanah ²	Judaism
October 2, 2025	Yom Kippur ²	Judaism
October 20, 2025	Diwali	Hinduism
December 25, 2025	Christmas	Christianity (Western)
January 7, 2026	Christmas	Christianity (Eastern)
February 17, 2026	Lunar New Year	Buddhism
March 20, 2026	Eid-ul-Fitr ^{1 2}	Islam
April 2, 2026	Pesach/Passover ²	Judaism
April 3, 2026	Good Friday	Christianity (Western)
April 10, 2026	Holy Friday	Christianity (Eastern)

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April 14, 2026	Vaisakhi	Hinduism, Sikhism
April 21, 2026	Ridvan	Baha'i
May 27, 2026	Ed-ul-Adha ^{1 2}	Islam

¹ Dates are subject to the sighting of the moon each month

² All Jewish and Islamic Holy Days commence on the preceding evening at sundown or sunset.

Please note that in addition to the above listed dates, we will take reasonable steps to accommodate students and staff members of a faith group for whom the Board's and the school's operations or requirements create undue hardship and interfere with their ability to exercise their religious beliefs and practices.

Student Personal Information

Schools routinely collect, use and release student personal information, in keeping with the Education Act and other laws. Whenever your child's personal information is collected, its use will be explained to you. Parents/guardians/families, please see the **Student Personal Information Consent Form** in the Start-Up Forms for more information. If you have any questions about your child's privacy protection, please contact the school principal or the Information Access and Privacy Office at 905-727-0022 ext. 2015.

Technology Use

All students and their parents/guardians are expected to read the [Use of Technology Agreement](#). They are also required to sign the [School Start-Up Permissions Form](#) to acknowledge that they have read, understand and will support the conditions/rules concerning the use of school/Board and personal technology as it supports learning. This agreement is designed to ensure a safe and supportive school environment and network integrity.

We believe the classroom is the ideal place to teach students how to use digital tools effectively and responsibly, and how to stay safe online. Google Suite for Education is one of the tools educators may use to engage students in online learning, and teach students how to stay safe and be responsible using technology. Through Google Suite, students have access to a Google Suite Gmail. This Gmail access is customized for appropriate age levels. We have also put strict measures in place to prevent SPAM and block inappropriate language and websites for students using email through the Google Suite. For more information, please visit the Board website or speak to your child's teacher about the tools they are using in the classroom.

We all have a role to play in helping students to become responsible digital citizens. [Digital citizenship at home resources](#) are available on our Board website.

Use of Non-Board Electronic Devices

We recognize that learning can be enhanced by technology and we have created opportunities in our classrooms to leverage digital tools to enhance teaching, learning and communication. Students may not use personal mobile devices (including cell phones) during instructional time except under the following circumstances: for educational purposes, as directed by an educator; for health and medical purposes; and to support special education needs.

Discussions will take place in our classrooms throughout the year about the impact of digital footprints and how a positive attitude towards using technology supports collaboration, learning and productivity. Camera and/or video functions on mobile devices are not permitted for use on school property without clear permission from the principal or teacher. Infractions will be dealt with as student discipline, under the [Caring and Safe Schools Policy](#) and its related procedures. At no time may electronic devices be used in washrooms or changerooms.

Students are responsible for the care and security of their personal devices. The school is not responsible for any damage, loss or theft. There are exceptions for students who need specific devices as per their Individual Education Plan, such as voice recorders and other mobile technology. Board staff manage the use of these tools.

Visitors

All visitors (including parents/guardians/families) must:

- Use the main entrance of the school.
- Check in at the main office upon arrival.
- Only visit classrooms or other locations within the school with permission from the principal or their designate.
- Follow the direction of the principal at all times.

The office staff will get important messages and materials to your child.

Volunteering in the School

We welcome and encourage the important role that parents/guardians/families and community members play in education. There are many opportunities for you to get involved at the school. For more information, contact the school office staff or review [Volunteers in Our Schools Policy and Procedure](#). If you are interested, please complete the **Volunteers in Our Schools Form** and return it to the school office.

Fair Notices

Reporting Children And Youth In Need Of Protection

All school board staff have a legal responsibility to notify a child protection agency if there are concerns for the well-being of students under the age of 16 years. Staff may report suspicions of a protection concern to a child protection agency for youth aged 16 and 17 years. Any suspicions of physical or sexual abuse, neglect or lack of care by a parent/guardian/family member must be reported immediately to an administrator for all students under the age of 18 years. Parents/guardians/families will not be consulted in these situations.

Student Threat-Risk Assessment Protocol: Fair Notice and Process

Threat Assessment and Intervention

The well-being and safety of members of the school community are a shared responsibility. This includes preventing and responding to the risk of violence.

Our Student Threat-Risk Assessment Protocol was developed with community partners to respond to behaviours, including actions, statements and other indicators that suggest that a student may be “at risk” of harming others. To keep school communities safe and provide support to everyone, staff, families, students, and community members must report all threatening situations to the school administrator or police as soon as possible. Note – other procedures and protocols are in place to deal with threats from adults in the school community.

What is the purpose of the Threat Assessment Protocol?

- Ensure the safety of students, staff, parents/guardians/families, and other members of the school community
- Ensure an effective and timely response when there is a threatening situation
- Understand the factors that contribute to a threatening situation
- Assist in the development of an intervention plan
- Promote the emotional and physical safety of everyone involved

What is a threatening situation?

A threatening situation is defined as an indication of impending harm or violent acts against someone or something. Threats may be implied, verbal, written, drawn, posted on the internet, sent electronically or by information technology of any type, made by gesture or reasonably inferred from the surrounding circumstances of events. Threats may be direct, indirect, conditional or veiled.

What behaviours activate the Threat Assessment Protocol?

The protocol will be initiated when behaviours include, but are not limited to:

- Serious violence with intent to harm or kill
- Verbal/written threats of serious violence to harm or kill others (clear, direct and plausible)

- Use of technology to communicate threats to harm/kill others
- Possession of weapons (including replicas)
- Bomb threats (making and/or detonating explosive devices)
- Fire setting
- Sexual assault
- Criminal harassment
- Gang-related occurrences

What happens when a threatening situation is reported?

All threatening behaviours by a student shall be reported to the school administrator, who will activate the Threat Assessment protocol. Once a threatening situation has been reported to a school administrator, interviews will be conducted. These interviews may include students, staff, family members and/or others as appropriate. This will be done to determine the level of risk, and develop an effective and timely response to the incident. After the immediate safety risk has been addressed, support and intervention plans will be developed with input from parents/guardians/families.

Who is a member of a Threat Assessment team?

Each school will have staff trained in the Threat Assessment protocol. A multi-disciplinary Threat Assessment team will assess the situation and support the development of an intervention plan. The team includes a School Administrator, a School Social Worker and/or a Psychological Services staff member, a York Regional Police officer, and appropriate members of the student's circle of care.

Is parental/guardian or student consent required?

Consent is not required to respond to an emergency situation. When there is a risk that someone may be harmed, it is important that the incident be addressed as quickly and effectively as possible.

Fair Notice

Please consider this as "fair notice" to all members of the school community that any report of a threatening situation will be investigated. The Threat Assessment protocol is part of our strategy to create a safe, secure and supportive school environment for everyone.

YRDSB Student Suicide Intervention Protocol Fair Notice

York Region District School Board is committed to student well-being and mental health. YRDSB has developed a Student Suicide Intervention Protocol to help keep students safe in the event of suicidal thoughts or actions. Youth suicide is a complex, emotionally-charged and sadly real problem in Canada. It is the second leading cause of death amongst young people. It's important to recognize that those who struggle with mental health have personal strength and resilience, and the potential to overcome difficulties to ultimately thrive. The YRDSB Student Suicide Intervention Protocol is designed to address the six steps involved when responding to current and present thoughts of suicide, as well as actions related to suicide. In addition, the Protocol is governed by a set of guiding principles which are underpinned by a culturally responsive and reflective practice.

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Suicide is not culturally neutral. Our cultural and ethnic backgrounds will inform how each of us understands suicide. To see all the guiding principles, see the Student Suicide Intervention Protocol on the Board website, or request a copy through the school office.

Given the urgent need to help keep students safe from suicide, each school has access to Board staff trained in suicide intervention. In the urgent situation of suicide intervention, staff trained in suicide intervention do not require parental / guardian consent to intervene. However, we do make every effort to contact parents / guardians to apprise you of your child's situation and the assistance provided. Parents/guardians are an integral part of keeping their children safe. In the event that the intervention protocol is used, a record of the intervention will be shared with you (student consent to share information is required for those over the age of 18 years) and a copy will be created and stored in a private and confidential on-line records management system. In accordance with privacy and health records legislation, a copy will be retained for one year plus a day following the intervention. As per the protocol parental/guardian (student if 18 or over) consent will be sought to share the intervention plan with those members identified in the record. If you have any questions about the Student Suicide Intervention Protocol please contact your school principal.