

Welcome to the 2017-2018 School Year

As we begin a new year, I would like to welcome all TDSB students and their families back to school. I'm looking forward to a fun and successful year ahead, and I hope that you are too.

At the TDSB, we are committed to supporting each and every student by providing conditions that encourage achievement and well-being for all. At your school, your principal, teachers and school staff are all there to support you and help you succeed.

Elementary school is an exciting time because it is the beginning of your educational journey. In elementary school, you will start to develop the literacy and numeracy skills that will be the foundation for your future learning. I hope that you will take advantage of every opportunity available to you, discover new interests and explore new ideas.

I wish you all the best in the year ahead.

John Malloy
Director of Education



Vision for Learning

As Canada's largest school board, we are always looking for ways to improve our system so that all students, staff, parents/guardians and members of the community feel connected, involved and supported. That's why we have a strategy to improve the effectiveness of our schools, make us more responsive to the needs of our communities, and increase student achievement and well-being. Learn more about the TDSB's Vision for Learning by visiting www.tdsb.on.ca/AboutUs/DirectorofEducation/VisionforLearning.

Integrated Equity Framework

Ensuring that we provide each and every student with the conditions that support achievement and well-being is a key part of the TDSB's Vision for Learning. With the Integrated Equity Framework, the TDSB has taken a great stride forward to support student achievement with a renewed, strategic focus on equity. This approach focuses on classrooms, schools and local communities where real change happens for students. To learn more, visit www.tdsb.on.ca/AboutUs/Equity.

Know what's happening at the TDSB!

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School Year Calendar

The first day of classes for all students is September 5, 2017.

The last day of classes for elementary students is June 28, 2018.

The last day of classes for secondary students in full year schools is June 26, 2018.

The last day of classes for secondary students in semestered schools is June 27, 2018.

Professional Activity Days

Elementary

- October 6, 2017
- November 17, 2017
- December 1, 2017
- January 19, 2018
- February 16, 2018
- June 8, 2018
- June 29, 2018

Secondary

- October 6, 2017
- November 17, 2017
- December 1, 2017
- February 1, 2018*
- February 16, 2018
- June 27, 2018*
- June 28, 2018
- June 29, 2018

Semester change: The first day of the second semester is **February 2, 2018.*

*Secondary school year calendar includes a PA Day for semestered schools only on **February 1, 2018** and a PA Day for full-year schools only on **June 27, 2018**.*

Statutory Holidays

Labour Day:	September 4, 2017
Thanksgiving:	October 9, 2017
Christmas Break:	December 25, 2017 – January 5, 2018 (inclusive)
Family Day:	February 19, 2018
Mid-Winter Break:	March 12 – 16, 2018
Good Friday:	March 30, 2018
Easter Monday:	April 2, 2018
Victoria Day:	May 21, 2018

Severe Weather

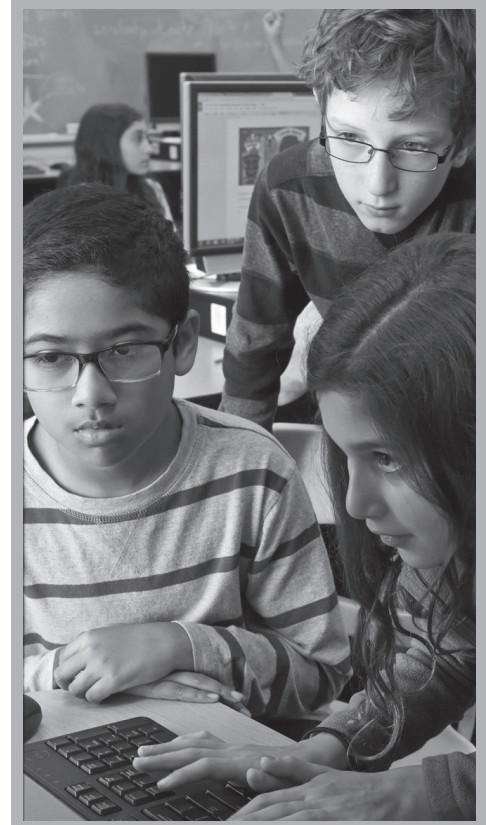
On rare occasions, severe weather conditions may require the TDSB to cancel student transportation, classes and/or programs or even close schools. Should a cancellation or closure be necessary, information will be posted on the TDSB website and social media profiles, and will also be provided to local media by 6 a.m.

In the event of severe or rapidly deteriorating weather conditions, please remain at home if possible. It is also important that your school has an emergency telephone number.

If weather conditions become extreme after students are in school, a decision to close schools will be made by 11 a.m. and broadcast by noon. In this case, students will remain supervised in the school until they are picked up by a parent or parent designate. If there is no announcement about school closing by noon, schools will remain open for the day.

For more information on our severe weather procedures, please visit:

www.tdsb.on.ca/AboutUs/SevereWeather



www.tdsb.on.ca

Caring and Safe Schools

The TDSB is committed to promoting positive school climates. School climate refers to the learning environment and relationships within a school community. A positive school climate exists when:

- All students, parents and staff members feel safe, comfortable and accepted;
- Healthy and respectful relationships are promoted among all members of the school community;
- Students are encouraged to be leaders and positive role models;
- Parent and community members are actively engaged;
- Positive behaviour is reinforced;
- Students are given opportunities to develop relationships that are free of discrimination and harassment;
- There is a culture of high expectations to help students reach their full potential; and,
- Diversity is respected and valued.

Creating Positive, Healthy and Accepting Schools

Creating positive, healthy and accepting schools requires a whole-school approach involving all members of the school community. All students, teachers, parents and other school staff have the right to be safe and to feel safe in their school community. With this right comes the responsibility to contribute to a positive school climate. Student engagement, participation in extra-curricular activities and character development are important in fostering a positive school climate that supports student achievement and well-being. It is also important that all members of the school community feel comfortable and confident in sharing their perspectives and identifying any issues or concerns that can be addressed to improve school climate.

Bullying

The TDSB takes bullying seriously. Bullying will not be accepted on school property, at school-related activities, on school buses or in any other circumstances where the behaviour will have a negative impact on the school climate.

The definition of bullying (including cyber-bullying) is aggressive and typically repeated behaviour (physical, verbal, electronic, written or by other means) by a pupil where:

- (a) the behaviour is intended by the pupil to have the effect of, or the pupil ought to know that the behaviour would be likely to have the effect of:
- (i) causing harm, fear or distress to another individual, including physical, psychological, social or academic harm, harm to the individual's reputation or harm to the individual's property; or,
 - (ii) creating a negative environment at a school for another individual; and,



(b) the behaviour occurs in a context where there is real or perceived power imbalance between the pupil and the individual based on factors such as size, strength, age, intelligence, peer group power, economic status, social status, religion, ethnic origin, sexual orientation, family circumstances, gender, gender identity, gender expression, race, disability or the receipt of special education.

Cyber-bullying is bullying by electronic means, including:

- (a) creating a web page or a blog in which the creator assumes the identity of another person;
- (b) impersonating another person as the author of content or messages posted on the internet; and,
- (c) communicating material electronically to more than one individual or posting material on a website that may be accessed by one or more individuals.

A key part of bullying prevention is educating students on responding in the moment should they be faced with harassment or bullying. Students are encouraged to stop the harassment, name the harassment, explain the impact, ask for a change in future behaviour and report it.

Gender-Based Violence

The Gender-Based Violence Policy (P071) states: "Gender-Based Violence (GBV) is any aggressive action that threatens safety, causes physical, social or emotional harm and denigrates a person because of his or her gender identity, perceived gender, sexual identity, biological sex or sexual behaviour."

GBV includes putting someone down because of what their body looks like, how they express themselves, how they identify, who they like or who they are attracted to, making homophobic comments, using sexist language or making comments that value one gender over another, or engaging in aggressive sexualized behaviour such as relationship violence and sexual assault.

All staff are required to respond to and report any gender-based violence. The Gender-Based Violence Prevention Office is available to staff and students and offers resources, intervention, school-based programming, education and referral support.

If you think you may have experienced or witnessed some form of gender-based violence or if you would like to see specific programming in your school, speak with your child's school Principal, teacher or guidance counsellor immediately.

Attendance

The Toronto District School Board recognizes that regular attendance and arriving on time at school contribute to academic success. The safe arrival, attendance and well-being of all students continues to be a priority and is everyone's responsibility. To this end, an Attendance Policy and Procedures for both elementary and secondary school students have been established that include the close tracking and monitoring of student arrival and attendance, as well as the implementation of timely interventions that comply with Ministry policies and follow best practices. The Education Act stipulates that all children from the age of six to eighteen must attend school.



Code of Conduct

The TDSB Code of Conduct sets out clear standards of behaviour. These standards apply to students whether they are on school property, on school buses, at school-related events or activities or in other circumstances that may have an impact on the school climate. They also apply to all TDSB staff, parents, volunteers and community groups. For more information about the Board Code of Conduct (PR585) or your school's Code of Conduct, please contact your school Principal.

In addition, the TDSB provides specific guidelines and expectations for the use of personal communication devices, school board computer systems and student behaviour on excursions and at athletic events.

Code of Online Conduct

The Code of Online Conduct (PR571) protects the rights and safety of students and staff who use online systems and resources, including all material that is accessed through a TDSB computer or telecommunications network. All TDSB rules apply when using its computers and connections, and the Board has the right to monitor their use.

Some important tips:

- Never give out information online that someone could use to find you in person.
- Never give out information about anyone else without their permission.
- Never share your personal password with anyone.
- Never try to impersonate someone else or use another person's account.
- TDSB computers are not to be used for any purpose that is illegal, pornographic, hateful, threatening or is obviously offensive to an individual or group. If a message, a picture or anything else you see on the computer makes you uncomfortable, tell your teacher immediately.
- Report any computer damage that happens by accident or on purpose.
- Misuse of computers, telecommunication equipment, and their connections can result in disciplinary action, which may include legal or police action.

The Student and School Codes of Conduct apply to social media. Always think before posting online. The digital footprint you leave behind can stay on the internet forever.

See the complete TDSB Code of Online Conduct (PR571) at www.tdsb.on.ca/Students

Technology in Schools

Technology is used in classrooms to engage, enhance and support student learning. The TDSB is focused on enabling more technology-based learning tools by adding Wi-Fi in schools to help improve student learning in the digital age.

Students may choose to bring their own devices to school (such as smartphones and laptops). This can be an important way for parents and caregivers to stay connected and engaged with their child's learning, as well as a way to connect, when necessary.

It is important to make sure that technology is used responsibly, does not interfere with learning, and respects the rights of others at all times. To learn more, speak to your teacher or Principal.

Social media can enhance learning and networking for the future when used in a positive way, but don't forget that online behaviour matters. As part of digital literacy, students will be taught strategies to engage responsibly on social media platforms.



Know Your Rights

Every student has the right to feel safe and welcome at school. Everyone has the right to be treated with respect, dignity and understanding.

If you hear, see or experience:

- name calling or threats;
- unwelcome remarks or slurs;
- obscene gestures or jokes;
- unwanted touching or sexual bullying;
- online harassment;
- derogatory or offensive materials;
- threats of outing someone;
- intimidation or physical violence; or,
- anything else that negatively affects an individual or group, call the Student Safety Line.

Religious Accommodation

Students needing accommodations for religious observances or spiritual practices should speak with their school Principal or Vice-Principal. Verbal or written communication from a parent/guardian/caregiver is required, specifying needs relating to religious or spiritual observances, including holy days the student is expected to be absent from school. Please provide this information early in the year to ensure that scheduling of tests, assignments or exams can take religious observances into consideration.

Incident Reporting

Recent changes to the Education Act require all school staff to report serious incidents that could lead to suspension or expulsion (see chart on following pages) to their Principal and that the Principal notify parents of victims and alleged perpetrators when a student has been harmed. Staff who work directly with students must respond to serious incidents and inappropriate or disrespectful behaviour among students.

Progressive Discipline

When dealing with inappropriate student behaviour, the TDSB promotes the use of progressive discipline. When inappropriate student behaviour occurs, schools should use a range of interventions, supports and consequences that are both corrective and supportive in nature. These should be developmentally and socio-emotionally appropriate and include learning opportunities for reinforcing positive behaviour while helping students to make better choices.

KidsHelpPhone.ca
1 800 668 6868

Kids Help Phone

Student
SAFETY LINE
416-395-SAFE(7233)
416-620-9711 (TTY)

www.tdsb.on.ca/safetyline



www.tdsb.on.ca

Chart of Consequences of Inappropriate Student Behaviour

SUSPENSIONS A principal shall consider in accordance with Section 306.(1) of the <i>Education Act</i>	Principal May Issue Suspension	Notify Police	
		May	Shall
1. Uttering a threat to inflict serious bodily harm on another person*	1–19 Days		x
2. Possessing alcohol or illegal drugs*	1–19 Days		x
3. Being under the influence of alcohol*	1–19 Days	x	
4. Swearing at a teacher or at another person in a position of authority*	1–19 Days	N/A	N/A
5. Committing an act of vandalism that causes extensive damage to school property at the pupil's school or to property located on the premises of the pupil's school*	1–19 Days		x
6. Bullying*	1–19 Days	x	

* Any activity listed in section 306(1) motivated by hate, bias or prejudice based on the prohibited grounds of the Ontario Human Rights Commission (OHRC) and gender identity and expression will be considered suspendable under section 310(1) of the Education Act.

SUSPENSIONS A principal may consider in accordance with Board policy and Section 306.(1) 7. of the <i>Education Act</i>	Principal May Issue Suspension	Notify Police	
		May	Shall
1. Willful destruction of school property; vandalism causing damage to school or Board property or property located on school or Board premises*	1–19 Days	x	
2. Use of profane or improper language*	1–19 Days	N/A	
3. Use of tobacco*	1–19 Days	x	
4. Theft*	1–19 Days	x	
5. Aiding or inciting harmful behaviour*	1–19 Days	x	
6. Physical assault*	1–19 Days	x	
7. Being under the influence of illegal drugs*	1–19 Days	x	
8. Fighting*	1–19 Days	x	
9. Possession or misuse of any harmful substances*	1–19 Days		x
10. Extortion*	1–19 Days	x	
11. Inappropriate use of electronic communications or media devices*		x	
12. An act considered by the school's Principal to be a breach of the Board's or school's code of conduct*	20 Days	N/A	N/A
13. Immunization			

* Any activity listed in section 306(1) motivated by hate, bias or prejudice based on the prohibited grounds of the Ontario Human Rights Commission (OHRC) and gender identity and expression will be considered suspendable under section 310(1) of the Education Act.



Chart of Consequences of Inappropriate Student Behaviour

SUSPENSIONS PENDING POSSIBLE EXPULSION In accordance with Board Policy and Section 310. (1) of the <i>Education Act</i> : Principal shall issue a suspension pending possible expulsion, and then conduct an investigation within five (5) school days. Following the investigation, confirm the suspension, shorten the suspension, withdraw the suspension, or refer to the Board for a hearing.	Principal May Issue Suspension	Notify Police	
		May	Shall
1. Possessing a weapon, including a firearm	1–20 Days		x
2. Using a weapon to cause or to threaten bodily harm to another person	1–20 Days		x
3. Committing physical assault on another person that causes bodily harm requiring treatment by a medical practitioner	1–20 Days		x
4. Committing sexual assault (refer to Board Policy P.045: Dealing With Abuse and Neglect of Students)	1–20 Days		x
5. Trafficking in weapons or illegal drugs	1–20 Days		x
6. Committing robbery	1–20 Days		x
7. Giving alcohol to a minor	1–20 Days		x
7.1 Bullying if, i. the pupil has previously been suspended for engaging in bullying and, ii. The pupil's continuing presence in the school creates an unacceptable risk to the safety of another person.	1–20 Days	x	x
7.2 Any activity listed in section 306(1) motivated by bias, prejudice or hate based on race, national or ethnic origin, language, colour, religion, sex, age, mental or physical disability, sexual orientation, gender identity, gender expression or any other similar factor	1–20 Days	x	x

SUSPENSIONS PENDING POSSIBLE EXPULSION In accordance with Board Policy and Section 310. (1) 8 of the <i>Education Act</i> : a Principal shall issue a suspension pending possible expulsion, and then conduct an investigation within five (5) school days. Following the investigation, a Principal may confirm the suspension, shorten the suspension, withdraw the suspension, or refer to the Board for a hearing.	Principal May Issue Suspension	Notify Police	
		May	Shall
1. Possession of an explosive substance	1–20 Days		x
2. Sexual harassment	1–20 Days	x	
3. Hate-motivated occurrences	1–20 Days		x
4. Distribution of hate material	1–20 Days	x	
5. Racial harassment	1–20 Days	x	
6. An act considered by the Principal to be a serious breach of the Board's or school's code of conduct	1–20 Days		x



Student Achievement and Well-Being

Homework

Homework is an important part of every child's school experience and encourages good study habits at an early age. School staff, teachers, students and families all play key roles in supporting homework. Positive and open school-home partnerships and communication ensure students have the support they need to be successful.

The TDSB Homework Policy (P036) is based on current teaching and learning practices, research, student census data and consultation with parents, educators and the community. The policy balances the time required to complete homework with extra-curricular activities and other activities that support personal and family wellness.

Kindergarten (guidelines from Homework Policy P036)

Homework should not be assigned to Kindergarten students; however, there is a strong connection between parental involvement and student achievement. As a result, families are encouraged to engage in early learning activities such as playing, talking and reading together in English or in the family's first language. Teachers may provide resources to support home-based early learning opportunities.

Grades 1 to 6 (guidelines from Homework Policy P036)

Homework assigned in the early grades (Grades 1 and 2) shall more often take the form of reading, playing a variety of games, having discussions and interactive activities, such as building and cooking with the family. In late Primary and Junior grades (Grades 3 to 6), homework may begin to take the form of independent work.

Virtual Library

Your school's Virtual Library provides 24/7 access to online resources (e.g., eBooks, videos, encyclopedias, databases, curated links) for all types of learning. Find the link at www.tdsb.on.ca/findyour/school on your school's website. Remote access passwords are available from your school's teacher-librarian.

Literacy and Numeracy Programs

Elementary students who require support with reading, writing or math can attend this program to build their skills and understanding. Occurring outside of the regular school day, classes are small and focus on acquiring the tools and confidence students need to be successful. Through the elementary summer program, all students from Kindergarten to Grade 8 can enhance numeracy and literacy skills through creative, active and locally-driven programming. For more information, please contact your child's school.

Character Development

Character development is about helping students learn and practice positive character attributes. In the school community, character development is woven into programs and practices and becomes a way of life. Student success is dependent on a safe, caring and inclusive learning environment where all students feel valued. This starts by teaching our students about the value of character – respecting themselves and each other, making positive contributions to their school and community and thinking critically and creatively.

Monthly Themes

September	- Respect	January	- Teamwork	May	- Integrity
October	- Responsibility	February	- Fairness	June	- Perseverance
November	- Empathy	March	- Honesty		
December	- Kindness & Caring	April	- Co-operation		



Field Trips and Excursions

Field trips are great learning opportunities. To ensure a safe, enjoyable experience for all participants, students need to follow the TDSB Code of Conduct and the expectations of their school while they are off school property during trips and athletic events.

For more information, please refer to the **Excursion Procedure (P033)**.

Code of Behaviour for Athletes

It is important for student athletes to promote positive social behaviours and attitudes. The Code of Behaviour for Athletes describes expectations for students who take part in TDSB-approved sporting events:

- Compete for the enjoyment of the game, and the pursuit of individual and team excellence;
- Strive to understand, respect and follow the rules of the game at all times;
- Demonstrate good sportsmanship and fair play;
- Conduct yourself with honour, dignity and self-control;
- Appreciate the efforts of your teammates and opponents;
- Be generous in victory and gracious in defeat;
- Show respect for authority and decisions of coaches, staff and officials;
- Respect athletic facilities and property;
- Respect the rights of opponents, teammates and spectators on both sides;
- Refrain from the use of profanity, taunting, threatening actions and violence at all times;
- Immediately report all suspected concussions to your coach/staff advisor; and,
- Behave in accordance with all TDSB policies.

Student Accident Insurance

The TDSB does not provide accident insurance coverage for student injuries that take place on school property or during school-approved activities. For information on how to purchase student accident insurance coverage, visit www.insuremykids.com.



www.tdsb.on.ca

Finding Help When You Need It

Research shows that as many as one in five children and youth experience emotional stress that can make it hard to focus on school work. Students struggling with feelings of depression, anxiety, anger or confusion are not alone.

Our Children and Youth Mental Health and Well-Being Strategy focuses on decreasing stigma, increasing understanding and awareness and providing students, parents and staff with the tools they need to identify concerns and know what to do when they, or someone they know, needs help.

Please visit www.tdsb.on.ca/MentalHealth for more information on our plan for building *Healthy Schools. Healthy Relationships*.

School social workers and attendance counsellors understand and are here to help students overcome obstacles to success. Whether personal, family or school related, concerns can range from bullying to substance abuse or from questions about sexuality to difficulty adapting to a new culture. We offer a wide range of services that include individual or group counselling, as well as helping students connect with community resources. In addition, we build on students' strengths to enhance their ability to live mentally healthy lives.

To connect with your school social worker, speak to a teacher, advisor, guidance counsellor or your Principal.

Create an Allergen-Safe Environment

For anaphylactic students, allergies to peanuts and peanut products can cause serious health concerns. Many schools are peanut-free zones to protect children with allergies. If you are allergic to something that may be present in the school, or if you need to be given special medication throughout the day, speak to your Principal to discuss arrangements.

Exposure to perfumes and other scented products can trigger serious health reactions in those with asthma, allergies, migraines or chemical sensitivities. Please be considerate of others who share the learning environment with you and reduce the use of fragranced products in your school.

Immunization for Students

Ontario children are required by law to be immunized against measles, mumps, rubella, diphtheria, tetanus and polio, as well as for pertussis (whooping cough), meningococcal disease before age six and chicken pox for children born in 2010 and later. Students between the ages of 14 and 16 require one needle for diphtheria, tetanus and pertussis. The TDSB provides student information, such as gender, grade and Ontario Education Number, to Toronto Public Health so they can successfully administer immunizations to students.

Learn more at Toronto Public Health at www.toronto.ca/health or call the Toronto Public Health Immunization Information Line at 416-392-1250.

Vision Testing is Important

Good vision and hearing play an important role in a student's ability to learn. Regular vision and hearing examinations are part of being ready for school. Vision testing is covered by OHIP to age 19 and hearing tests up to age six. Please contact your family physician or 211 Toronto to find an optometrist or audiologist.



www.tdsb.on.ca

Getting Involved in Your School Community

Parents, guardians and families play a critical role in their child's education at every age. Getting involved with the school community is a rewarding way to support your child's learning. There are many opportunities for parents and families to get involved, including:

Home and Classroom Participation

Connecting and communicating with the teacher is a great way to be engaged with the classroom and get information on teaching and learning strategies, curriculum and data on your child. Parents/guardians are encouraged to stay in regular communication with the teacher. Please contact the school/teacher to find out the most appropriate way to do so.

Participating in the Local School Council

All schools in the TDSB are required to have a school council. Parents/guardians are important members of the school council and may make recommendations to the Principal of the school or to the Board on any matter. Contact the Principal for information.

Volunteering Within the School

All volunteers must have a Police Records Check prior to volunteering. A request form for a volunteer police records check can be obtained from the Principal. The cost is \$20 and is paid for by the volunteer however, Principals and school councils also have the discretion to assume the cost from their budgets.

Taking Part in the Parent Involvement Advisory Committee (PIAC)

PIAC is a committee of parents who advises the board on any parent-related matter. Parents/guardians interested in getting involved in PIAC should contact their local Trustee or PIAC at www.torontopiac.com.

Supporting our Multi-Lingual Community

TDSB students speak over 80 languages and come from almost 175 countries. Our schools are responsive to the needs of students/families new to Canada who may require help adjusting to life in a new country. For information on settlement services or interpretation and translation supports, contact **416-397-3529**.

Communicating Concerns

The TDSB Parent Concern Protocol (PR505) is a tool for parents to address school and classroom concerns. The protocol confirms the responsibility of the Principal, Superintendent of Education and the Trustee in providing advice, direction or decision making when a parent has a concern. Visit www.tdsb.on.ca to view the protocol.

To learn about parent involvement opportunities, visit www.tdsb.on.ca/Community, call **416-397-3529** or contact your school.



www.tdsb.on.ca

Supporting Families and Communities

International Languages Elementary and African Heritage Programs

In an increasingly global world, learning languages and cultures benefits our students today and helps them build skills for the future. Through our International Languages and African Heritage programs, 30,000 elementary students learn in more than 50 languages. Join us!

For more information, please visit www.ILEprograms.ca or call 416-338-4100 for more details.

Adult English as a Second Language Program

TDSB is proud to be Canada's largest English as a Second Language (ESL) provider. Through our programs, in communities across the city, learners strengthen their English language skills, gain insight into Canadian culture, prepare for further education and learn about the settlement, employment and community services available to them. We also offer a certified training program for those who want to teach ESL.

For more information, please visit www.tdsb.on.ca/AdultLearners/LearnEnglish

Adult High Schools

TDSB's five adult high schools support more than 12,000 learners to find a career pathway and meet their academic goals every year in addition to offering a wide variety of credits for those who want to earn their Ontario Secondary School Diploma. Some adult high schools also offer credit programs during the summer.

For more information, please visit www.AdultSchoolsToronto.ca

Adults can also earn credits in night school. For more information, please visit www.CreditPrograms.ca

Learn4Life General Interest Courses and Seniors' Daytime

Take up a hobby. Hone a skill. Meet new people in your community. Through Learn4Life, TDSB offers more than 2,600 courses – ranging from dance, to bicycle repair, to languages – every year. Join the 30,000 adult learners in our daytime, evening and weekend classes.

For more information, please visit www.Learn4Life.ca or call 416-338-4111 for more details.

Language Instruction for Newcomers to Canada (LINC) Program

LINC helps newcomers learn English and assists them in the settlement process and integration into Canadian society. Classes are free and run throughout the year, part-time and full-time, and some locations offer evening and weekend classes. Most locations provide child care services.

For more information about LINC classes, visit www.LINCtoronto.ca and contact the location nearest you.

North: 416-395-4820 | South: 416-393-8268 | East: 416-396-7815 | West: 416-394-6232

Essential Skills Upgrading Program

This is a free non-credit, adult program that helps you improve your reading, writing and math skills, as well as your employability and workplace skills. Classes are available in many locations in Toronto from September to June, Monday to Friday, on a full-time or part-time basis, during the day or in the evening.

For more information, visit www.upgrademyskills.ca or call 416-396-6905.

TDSB Community Services

Reaching beyond schools to support the community, TDSB offers settlement, employment, language and skills development programs to support adults, youth, newcomers and people with disabilities. There are locations in Toronto, Mississauga and Vaughan.

For more information, please visit www.tdsb.on.ca/communityservices.



www.tdsb.on.ca

Our Mission

is to enable all students to reach high levels of achievement and to acquire the knowledge, skills, and values they need to become responsible members of a democratic society.

We Value

- Each and every student
- A strong public education system
- A partnership of students, schools, family, and community
- The uniqueness and diversity of our students and our community
- The commitment and skills of our staff
- Equity, innovation, accountability, and accessibility
- Learning environments that are safe, nurturing, positive, and respectful

Strategic Directions

- Make every school an effective school
- Build leadership within a culture of adaptability, openness and resilience
- Form strong and effective relationships and partnerships
- Build environmentally sustainable schools that inspire teaching and learning
- Identify disadvantage and intervene effectively

