

Trustee Update

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Hi Everyone,

I hope this newsletter finds you well and that you and your family have been managing to enjoy the summer amid these uncertain times. I'd like to start by apologizing for not being in touch sooner. The pandemic has stretched us well beyond our limits and, like so many of you, I am a working parent with two young kids attempting to balance my family, community duties, and work. I know how important communication is and especially now that we are moving quickly into September, I will be communicating more frequently with you. Although I have not been reporting out to you on all of the work of the board recently, I want to assure you that trustees and staff have been working constantly (sometimes around the clock) to create a plan for a safe September that ensures that no student's learning and well-being is left behind. It is not an understatement to say that what we are undertaking is nothing short of the greatest "overnight" transformation of public education that has happened in our lifetime.

In my role as the TDSB's representative on Toronto's Board of Health, I have also been working hard to ensure that the work and advice of Toronto Public Health (TPH) is highly coordinated with the TDSB. I truly cannot say enough about the incredible staff of TPH and how confident I am in their ability to ensure that Toronto's students are safe.

In addition, in my role as TDSB's representative on the Ontario Public School Board's Association Board of Directors I have continued to strongly bring forward the unique needs of Toronto students in this pandemic and the funding and resources and flexibility that our board needs to ensure a safe and successful re-opening as well as seek unity and coordination with other school boards to call on the province to adequately fund and resource a safe school re-opening.

I don't think there has ever been a more important for us to all stay as connected as possible. I am concerned about our collective emotional well-being, and I am making it a priority to find ways that we can build resilience in our school communities to help us more cohesively move back into school (remotely or in-class) in September. This week I will be meeting with our Ward 9 PIAC representatives to discuss how we can support school councils to help facilitate important school-level communication this fall.

I also know how quickly information has been moving and I suspect it will continue at a rapid pace until September and beyond. To this end, I'd like to share that for more immediate and up to the minute information, if you are on social media, I post videos and updates on my Instagram [@steph4schools](#) and my Facebook [@stephaniedonaldsonTO](#). In addition, you can follow [@tdsb](#) on all platforms and on Instagram [@torontodsb](#). Finally, two of my colleague trustees [@shelleylaskin](#) (TDSB trustee for Ward 8) and [@normsworld](#) (TCDSB trustee for Ward 9) are prolific Twitter users and often live tweet board deliberations and details of staff presentations that you may find helpful.

This week, you will be hearing directly from the TDSB about the parent registration survey that we are all being asked to respond to and indicate our intentions to send our children back to school in person or to choose remote learning. I want to acknowledge how difficult this decision is and say that I am thinking of you and your family as you face so many very difficult decisions. But I also know that we are a very strong community that has already courageously weathered the storm of this pandemic for the 150 days it has been since our schools closed in March.

I know that we will get through this, that we will continue to do it together, and that we will all strive to do it very safely.

As always, if you have any questions or concerns about anything please let me know and I will work together with your Principals, Superintendents and staff to help. Please also scroll down to read many of the Questions and Answers about school re-opening that staff are continuing to respond to.

All my very best to you and yours.

In community, Stephanie

TAKING CARE OF YOURSELF DURING COVID-19

Move: Go for a walk or workout at home.

Nourish: Drink water, have a nutritious meal.

Connect: Get support from a friend or loved one.

Check in: Reflect on your thoughts & feelings.

It's OK not to feel OK. Contact 211 for support.

TORONTO.CA/COVID19

TORONTO Public Health

Wash Hands.
Physically Distance.
Wear a Mask.
Save Lives.

Please wash your hands.

Keep physical distance. Wear a mask. Save lives. Stay safe and protect each other.

Please continue to #DoYourPart to reduce the spread of #COVID19 & keep everyone in our city SAFE. This means practising #PhysicalDistancing, washing your hands often, wearing a mask in indoor public settings & staying home when you are sick, even with mild symptoms.

Other Important Links:

canada.ca/coronavirus

ontario.ca/coronavirus

toronto.ca/home/covid-19/

<https://www.toronto.ca/home/covid-19/covid-19-latest-city-of-toronto-news/covid-19-status-of-cases-in-toronto/>

For up-to date information on **Returning to School** click <https://www.tdsb.on.ca/returntoschool>.

Returning to School - A Guide to

the Safe Reopening of the TDSB

The [staff report](#) has been discussed at a Special Committee Meeting on Tuesday, August 4 with discussion continued at the special meeting on August 6. Trustees will be meeting on August 18th for another COVID-19 specific special meeting.



Thank you for your continued advocacy, very helpful input, patience and trust in the staff of our Board who have been working tirelessly to create a plan that keeps our students and staff safe and learning.

The TDSB has been working with Toronto Public Health since the beginning of the pandemic and has incorporated their suggested public health measures into our return to school plans. Recently, TPH expressed concerns specifically with regard to full size elementary classes, which were prescribed by the Ministry of Education. Currently, we are working with the Ministry to explore options to lower elementary class sizes. As we explore these different options, it's important to note that, depending on funding, other strategies may have to be considered, such as shortening the school day, reassigning teachers from non-classroom roles and lowering class sizes only in areas deemed at risk by TPH. While school boards, including the TDSB, have received additional funding for staff, this limited funding is not enough to cover the requirements in a system our size, let alone the entire province.

TDSB Trustees Approve Budget for 2020-21

School Year

On Thursday's meeting Trustees approved the 2020-21 operating budget, which includes additional investments to support the safe and effective return to school in September.

Given the uncertainty around how the pandemic will progress, COVID-19 budget impacts have only been included for the first four months of the school year. The total impact (to both expenditures and revenues) for September to December 2020 is projected to be \$22.5M.

The TDSB's 2020-21 operating budget is projected to be approximately \$3.4B. School boards are required to pass a balanced operating budget each year. This year, the deadline has been extended to August 19, 2020 due to the COVID-19 pandemic and the late release of Ministry funding.

On July 30, the Ministry of Education announced \$309M of additional COVID-19 funding across the province. **While this funding helps offset some COVID-19 costs, the TDSB continues to request that the Ministry provides the additional funding required to support all costs of re-opening safely next year.**

As per *Ontario Regulation 280/19*, school boards can have a deficit of up to the lesser of 1% of the school board's operating revenue or the accumulated surplus from the previous year. As the TDSB's projected deficit (\$29.3M) is primarily due to additional COVID-19 costs, the budget plan uses reserves to offset the deficit and balance the budget. As required by the Ministry, a deficit recovery plan has been developed. Click here <https://www.tdsb.on.ca/About-Us/Business-Services/Budgets-and-Financial-Statements/2020-21-Budget>.

Join the Conversation!

TDSB Summer Conversation Series

As we approach the return to school, PIAC and the Parent and Community Engagement Office have partnered to continue the Conversation Series with a number of online sessions for parents and caregivers.

- **Restore Calm**, weekly Mondays and Wednesdays, August 12-26, 7:30 – 8:30 a.m.
- **Safe Reopening of Schools**, August 13, 6:30-8:30 p.m.
- **Fathering/Grandfathering/Caregiving in a Heightened Racialized Environment**, August 18, 6:30-8 p.m.
- **Talking Teens: Getting Them Out of Bed and Ready for School**, August 20, 6:30-8 p.m.
- **Healing from Racialized Trauma**, August 24, 6:30-8 p.m.
- **Supporting Mental Health and Well-Being during the Transition Back to Learning**, August 27, 6:30-8 p.m.

Visit <https://www.tdsb.on.ca/Community/How-to-Get-Involved/Conversations-Series> to learn more about each session. Hold the dates for now. Web links for access will be added closer to the date of each session.

Questions and Answers

During the course of the last few weeks, many of you have sent in questions - staff are doing their best to answer - please see below for the ones that have been answered - more will come.

How will recess period be managed in elementary school? Are the students going to have any outside time to get fresh air? Yes, students will have time to go outside to get fresh air. Recess times may be staggered to minimize mixing of cohorts.

What will happen to JK/SK DECE's? If we have cohorts of 15, DECE's are not required to be in the classroom with a teacher? Can DECE's take a cohort without a teacher? At the current time, the Provincial government has confirmed that Elementary students will attend school full time (ie five days a week) in regular class sizes. We will be analyzing current class sizes as projected for September, 2020 so that some reorganization may occur prior to school opening to address the largest class sizes. Given this information, the class size regulations for Full Day Kindergarten will apply. Classes with 15 or fewer students do not require a DECE. Further, a DECE cannot be independently responsible for a class of students, regardless of the size.

For a student electing to take an adapted or full return model 1A, will it be possible to switch to a complete remote learning after school starts? We want to ensure that there is flexibility in the models to allow parents to make a new decision based on updated information. However, students in the secondary model will need to commit to a full quad-mester before moving to fully remote from face to face.

Why is there no option for full time high school? Does this mean high school won't be in-school full time again until a cure or vaccine is found? The secondary model was created to honour and support the guiding principles for a return to school in September, including maintaining the highest level of health and safety for students and staff and maximizing in person teacher instruction time for each course per quad.

Accordingly, the proposed quadmester models are intended to reinforce physical distancing through the creation of student cohorts and smaller class sizes (up to 15 students). This model allows us the most flexibility to pivot to full school days should restrictions be eased, so that every student can attend school for more classes, every day. This model also allows students to see their teacher from both classes every day.

The secondary model has students receiving in-person instruction for up to 2½ hours on alternate days using a

Four Day Cycle. Students also receive live, interactive synchronous virtual learning and have time built in for independent, asynchronous learning. We have also built in time each day with the teacher and both cohorts through live interactive synchronous virtual learning.

In order to run an everyday model with 15 students per class, we would need double the number of teachers. Unlike elementary school, there are no “prep teachers” to redeploy, as each secondary school teacher delivers credit courses.

Why is there no synchronous learning for high school in the hybrid model? The adapted model allows for two opportunities for live interactive synchronous learning in the secondary adapted model. Students will have a 75 minute synchronous learning class with the teacher on alternate days (when they are not in school). Students will also have a second 75 minute live synchronous period with both cohorts of the course together for large and small group instruction. This time is designed to support student success initiatives, support for students with IEPs, gap closing for students needing support, and opportunities for credit rescue

What grades will be applied to university applications under the quadmester system? When and how will choices of classes be made to accommodate programme admissions (so for sciences, for example)? Grades are submitted to the Ontario Universities’ Application Centre (OUAC). We are waiting for information from the OUAC about how we would proceed for Quad 4 results. Currently, the latest date for all high school applicants to expect a response from an Ontario university (acceptance, refusal, deferral) is the end of May. As no marks for Quad 4 would be available until the end of June, this would need to be modified. If the same submission dates are used for 2020-21, the following chart shows the differences between the current system and the proposed quadmester format.

	Semestered School	Full Year School	Quadmester
November	Deadline for the OUAC to receive all electronic student data files from Ontario high schools.	Deadline for the OUAC to receive all electronic student data files from Ontario high schools.	Final marks for Quad 1 could be submitted, as well as electronic student data files.
Mid-February	Deadline for the OUAC to receive all final first-semester grades for 4U/M courses from Ontario high schools.	Deadline for the OUAC to receive all current full-year grades for 4U/M courses from Ontario high schools.	Final marks from Quad 1 and Quad 2 would be provided.
End of April	Deadline for Ontario high schools to report midterm grades for second-semester courses.	Deadline for Ontario high schools to report interim grades for full-year courses.	Final marks from Quad 3 could be provided.

Early July	Deadline for the OUAC to receive final grades for current semester/year courses from Ontario high schools.	Deadline for the OUAC to receive final grades for current semester/year courses from Ontario high schools.	Final marks for Quad 4.
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Specialized Programs

What support will students in the IB program get? Will they get more in class time or more synchronous learning? We are looking at ways to support IB programs in a quadmester model. Central staff have connected with each IB school to address timetabling so that all IB courses are completed ahead of the IB May/June examination schedule. Schools will utilize asynchronous and synchronous learning opportunities to support students with required components of the IB diploma. As each school has unique scenarios, central staff will continue to work with schools to find solutions on a school-by-school basis. All 5 school coordinators and admin teams are in regular contact to share best practices and ideas. For example, prior to IB examinations, targeted review sessions and support will be offered for students who completed coursework earlier in the school year.

How will specialized programming be provided in schools such as Claude Watson and Don Mills CI's cyberarts program? Will the same programming be available for remote learning? Our Central Arts team is working on both adapted and fully remote learning options that can be utilized by our specialized arts schools to support programming. We are using the comprehensive documents created by the subject-specific organizations, such as The Council of Ontario Drama and Dance Educators (CODE) and the Ontario Music Educators' Association (OMEA); as well guidelines from Sick Kids Hospital and Toronto Public Health to create our own guidelines and protocols for Arts education (music, visual arts, and drama).

In spite of the government providing funding for additional caretakers, each caretaker would need to thoroughly clean multiple classrooms during the 43 minutes between classes. If you factor in time for kids to exit the classes, the next class to enter the classes and the caretakers to move between rooms, and if you assume 4 classes per caretaker, it leaves them well under 10 minutes to clean each class. Can you provide or find out any information on how they are expected to thoroughly clean a class in less than 10 minutes? Caretakers would only be required to perform the cleaning of high touch surfaces between cohorts, not the entire cleaning regime.

School pools - are they open? For public, gym classes, swim teams? At the present time, we are only looking at pool use by the City of Toronto. School pools will be open for student use, but there will need to be time allotted between users.

Special Education

Will students with ISPs be able to elect full remote learning? How will that be carried out? An ISP is an Intensive Support Program (a class placement offered through IPRC). Yes, students will be able to elect full remote learning if they are in an ISP class. Schools will follow the Individual Education Plan (IEP) requirements.

Teachers will work collaboratively with families and the IEP team to ensure the IEP reflects learning goals, updates, assessment and evaluation that reflects the remote learning environment.

Is fully remote learning available for gifted programs in elementary? Yes, students will be able to elect full remote learning if they are in an ISP for Giftedness. Schools will follow the Individual Education Plan (IEP) requirements. Teachers will work collaboratively with families and the IEP team to ensure the IEP reflects learning goals, assessment and evaluation that reflects the remote learning environment.

Secondary students with special education needs following the adapted model will attend daily; during asynchronous periods, resource support will be available.” (pg. 29, Aug slide deck) – does this mean they stay at school and get resource help if they have in-class in the morning, or come early when they have class in afternoon? Or does this resource help happen from home? Yes, asynchronous periods will allow students to access resource support remotely to ensure student’s bussing time is respected.

What happens to students who are in HSP (Home School Program)? My daughter was typically in that room for half a day and half a day with her cohort. How will this be addressed in the school year? Students will be able to leave their classroom to receive additional support and will be limited to approximately 50 students in Elementary and 100 in Secondary. TDSB continues to move toward inclusive practices where Resource Teachers work collaboratively with classroom teachers.

Will students with complex medical needs be able to transition back at any time?; Does this mean that students with complex medical needs and special ed will have the option to fluctuate between remote and in-person learning interchangeably on a daily/weekly basis? How will that work? We are reviewing the protocol for students to transition from face to face to remote learning. Typically students with complex medical needs are supported in an ISP class and are a cohort on their own. Consideration will need to be given for bussing and programming as they transition back.

What about students with “informal IEPs”? Many students have specific strategies informally in place to manage ADHD for instance. How will those be continued remotely?” Informal IEPs do not exist. All IEPs are formalized as per Ministry expectations. Any student on an IEP will be supported. Teachers will work collaboratively with families and the IEP team to ensure the IEP reflects learning goals, updates, assessment and evaluation that supports the remote learning environment.

Remote Learning

How will parents be supported if they are unable to facilitate remote learning but have to keep their child home? The school will work with families on a case by case basis to support families who require remote learning support and need to keep their child at home, such as providing non digital resources specific to their IEP (if a student has an Individual Education Plan).

What accommodations will be made if families do not have access to or understanding of technology? Schools will work with parents/guardians around accessing learning resources and/or support non-digital learning resources.

How and who will ISP classrooms be cohorted with, and how will home school programs (HSP) operate in the cohort system? Students with special education needs in special education classes Intensive Support Program (ISP) both elementary and secondary will be cohorted as one group (class size varies from 8 to 16 students) and can attend school daily. Students in the HSP program, whether they choose to attend face to face or choose remote learning will receive special education support from special education teachers in collaboration with classroom teachers as per our model of inclusive classrooms. Students with special education needs in regular class will attend school and be in cohorts with their peers. Students will continue to receive special education as per their IEP.

How do students get outside of classroom support while maintaining the cohort and social distancing? Students who receive special education support from professional support services (e.g., speech and language, OT/PT psych), Itinerant teachers (e.g., BLV, DHH) and/or regional support services (e.g., ASD

and BLV Teams) will continue to receive support face to face or remotely depending on student needs. Students are often supported based on Tiered approach and on student needs. We are making arrangements to schedule Itinerant staff to limit daily contact with multiple cohorts of students.

For students with behaviour management issues, what is the protocol for managing unsafe behaviour in class? Teachers will continue to work with families and the School Support Team to address student behaviours using the Tiered Approach. If the student is on a Safety Plan, it will be reviewed and updated as required by the school and in consultation with families. The Safety Plans will be shared with families and staff.

How will staff continue to support students with special education needs. Are teachers expected to return to work and what if they do not want to return to work? As students are returning to school, teachers are also expected to return to school. The Board will continue to work with staff around discussions and approaches to meet the needs of staff considering, medical accommodations (e.g., disability, illness, etc.), self-isolation, accommodation for family status needs (e.g., child care, elder care, vulnerable family members at home, etc.) and mental health and well-being needs and support.

Are teachers creating their own e-learning content or will there be something developed and delivered for each subject to be used consistently? The content for e-Learning courses (traditional TDSB e-Learning Program) is provided provincially. Individual teachers have the option to adapt the content and resources to be more responsive to and reflective of the students in their courses. Teachers with a cohort of students opting for fully remote will create their own remote learning content in collaboration with other teachers. We continue to work centrally to share resources and content across schools with educators.

How will exams be delivered for online learning? Assessment is determined by the Ministry so we are waiting for direction on final evaluation policy. In our current summer e-Learning courses, there are no final exams. Instead we have online culminating activities not to be weighted at more than 30% of the entire course assessment.

If a student is suspected to be COVID-19 positive and is prevented from entering school. Will remote learning be arranged? Remote learning will be available.

French

Will French qualified teachers who have not taught French in many years be called back to teach French Immersion? How will the TDSB ensure that all teachers are still proficient? Question also applies to the potential of moving core French teachers to a French immersion program. We may need to look into this after we confirm how many French teachers are available.

Are French Immersion and Extended French available for those who have/choose to do full remote learning? Yes, it is.

When will the parents know which school their children will be attending and under which model? This will be determined once we make a final decision about the model for Return to School and after parents complete the Pre-Registration form.

With the survey going out on August 10, will there be a hotline or place for parents to ask clarifying questions? We will provide FAQs for parents once the Pre-Registration Survey is completed. We will also have information about the models for Return to School posted on our website. Parents will also be able to ask the Principal of their child's school, or Superintendent, toward the end of August.

Facilities and Cleaning

Regarding the slide that says windows will be open for extra ventilation—The windows in our school only open a few centimeters inward and don't allow much airflow. In the heat of September and June it is unbearable and a health hazard at the best of times (you've heard me rant about this in the past!). Relying on windows open for airflow is not a realistic health and safety plan. What is the plan at these schools? The building code has restrictions on how much a window can open to prevent the potential for

occupants to fall out. This limits our ability to open windows any further. We will review where operable windows don't work or have been permanently closed to determine if we can make these operable.

We know that high touch surfaces will receive enhanced cleaning. How will classrooms be cleaned? Classrooms will be cleaned daily as part of the Caretaking staff's regular cleaning assignment. This includes floor sweeping, emptying garbage containers and mopping as required.

Will learning materials still be shared in class? What will cleaning policies be for these materials be? Especially when it comes to computers and tablets? What about textbooks and learning utensils? Wherever possible, we will limit the sharing of learning materials and manipulatives. If a learning material is required to be shared between users, they must be cleaned prior to sharing. Classrooms will have hand sanitizer and other products available to assist in this cleaning. The cleaning of shared materials may differ depending on local circumstances (e.g., the types of materials shared, access to areas for cleaning throughout the day, etc.). Principals and other school staff, as well as BASP operators/staff, will need to work together to determine the best approach to facilitate the required cleaning of any shared materials.

How will enhanced cleaning be facilitated at the end of the school day and before after-school programs access and use shared space? Toronto Public Health requires play equipment and large play structures be cleaned and disinfected between cohorts of children. To enable the required cleaning of shared spaces after use in the before school program, and after the instructional day /before the after school program begins, BASP programs will spend the last/first 15+ minutes outside, weather permitting, to allow caretaking staff the opportunity to clean program space. If inclement weather prevents outdoor play during these times, alternate space such as a gym or library will be made available to these programs. This process may differ depending on location and local circumstances. Principals and other school staff including caretakers, as well as BASP operators, will need to work together to determine the best approach to facilitate transitions and ensure the required cleaning takes place between school and BASP use.

Can fans still be used in classrooms? Current advice from health authorities is that fans should not be used as they increase air currents and have the potential to spread respiratory droplets further than the 2 metre distance. We are checking this.

Permits for the fall will be restricted to those programs that we are obligated to provide (e.g. Before and After School Programs, programs operated by lease holders as part of their Lease, and City of Toronto community centres and swimming pools). Question: If you are a community organization that doesn't fall into this category, and the school is not in use by one of these groups, will permitting be allowed? Or are we simply not issuing permits to non-profits or other groups that fall outside the outlined groups? We are not supportive of additional community use of schools by other groups as we have limited ability to provide enhanced cleaning between cohorts.

HVAC Systems

Who assessed these HVAC systems for the purposes of COVID transmission prevention? These systems were only reviewed to determine if they are operating as required.

Does every school's HVAC system meet the level of ventilation requirement recommended by ETFO and SickKids (not just "operating as designed")? Ventilation systems can only operate as they were designed. Should the recommended levels be higher, we would be unable to meet that standard without significant retrofitting of equipment.

Are we clear on what specifically their recommendations mean (are THEY even clear on their recommendations?)? Discussion with TPH indicated that operable windows would suffice for ventilation.

Do all schools equitably meet the requirements? No, most TDSB schools were built during a time when mechanical ventilation was not common. As a result, we have a mixture of schools with no ventilation other than exhaust fans, schools with limited ventilation systems and schools with full ventilation systems including air conditioning.

Do windows open sufficiently and safely in every single classroom? As per the building code, for safety, windows can only open to a set limit.

Is proper ventilation reliant on open windows and doors? If the school is equipped with mechanical ventilation systems, doors can be open or closed. If the school does not have mechanical ventilation, opening the windows is more effective if the classroom door is also open. This allows for more complete airflow with cross ventilation.

Health & Safety

Will the TDSB be working with infectious diseases experts who have planned safe hospital settings to ensure safe school settings? We take direction and advice from TPH on all issues related to safe school settings.

What is the clean water plan for schools of TDSB to reduce the chance of students be affected? Will water fountains be sealed off? During the shutdown, Caretaking staff have continued to flush water lines as required to ensure compliance with lead testing results. Water fountains will be closed off and covered to prevent use. The only exception to this will be dedicated bottle filling stations, which will be available for use.

In the event that a positive case is reported at a school, how and when would that information be shared with the school community? In the event of a positive COVID-19 case, the primary communications to the broader school community would be led by TPH, as they undergo contact tracing. Principals/Site Managers will communicate directly with the staff to inform them that a positive case was identified at the school/site. In addition, the Principal will work with Communications staff to develop a communication for the school community, updating them on the issue and next steps.

In suspected cases of COVID: - if negative test, return 24h after symptoms are gone - if positive test, return 14 days after symptom onset if symptoms are "mostly" gone? Not sure I understand... can staff elaborate on this and confirm this is what TPH has advised? This is the standard advice given by TPH when someone suspects or is confirmed to have COVID.

Protocols around parents/extended family members testing positive. Kids are to be screened daily, but will schools be providing directives to families beyond that? Families should be self screening prior to leaving for school each day, and if they fail this assessment, they should remain home. This would include situations where they were in close contact with individuals who test positive.

Will every School office have a touchless thermometer? No, we will not be using thermometers. This was discussed with TPH, who indicated that they are not very effective as a screening tool for young children, as fever is often not present in infected children,

What happens when a student or teacher tests positive in terms of the rest of their class and school at large. Does that entire class stay home as a precaution until they test negative? How many children/classes before that school would need to revert back to remote learning (temporarily)? These protocols are currently being worked on provincially, and we will follow whatever direction comes from that discussion, or in the absence of any direction, we will consult with TPH on a TDSB protocol.

Mask Requirement

Now that masks will be required in some grades, will TDSB ensure there are masks with clear windows available for any classrooms with deaf or hard-of-hearing students? We are currently working with MGCS to source appropriate masks for these types of situations

International Languages

How will international languages programs be delivered? Will it still be available in the evenings and weekends? Or online? Our plan is for the International Languages-African Heritage program to be offered

online only, beginning in September. Our registration for these programs will also be online. The program will still be offered after school throughout the week and on weekends. The main reasons for moving the program online is due to the challenges of maintaining cohorts and the cleaning of classroom spaces to be ready for after school and weekend instruction. We feel that providing online instruction will be the safest and best method of delivery for both staff and students at this moment.

School Year Calendar 2020-2021

The official school year calendar for the Toronto District School Board runs from September 1 to June 30, inclusive and has now been approved by the Ministry.

- First day of classes for all students is September 8
- The last day of class for elementary students is June 29
- The last day of class for secondary (full year) students is June 25
- The last day of class for secondary (semestered) students is June 28

PA Days & Holidays

Board-wide PA Day	September 1, 2020
Board-wide PA Day	September 2, 2020
Board-wide PA Day	September 3, 2020
Labour Day	September 7, 2020
Thanksgiving	October 12, 2020
Board-wide PA Day	November 20, 2020
Winter Break	December 21, 2020 - January 1, 2021
Elementary PA Day	January 15, 2021
Secondary PA Day	February 2, 2021 (Semestered Schools Only)
Board-wide PA Day	February 12, 2021
Family Day	February 15, 2021
March Break	March 15 – 19, 2021
Good Friday	April 2, 2021
Easter Monday	April 5, 2021
Victoria Day	May 24, 2021
Elementary School PA Day	June 4, 2021
Secondary School PA Day	June 28, 2021 (Full Year Schools)
Secondary School PA Day	June 29, 2021

EQAO

Gr. 9 Math: 1st Semester: January 11 - 22, 2021

Gr. 9 Math: 2nd Semester: June 3 – 16, 2021

OSSLT: April 8, 2021



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