

Trustee Update

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Happiest of Holidays to All!

Seasons' greetings to everyone! I know that my two young kids are counting down the days to the holiday break (and I am using it as yet another way to sneak in some daily math!) However you celebrate the holidays, I am wishing you nothing but the best for a season full of joy, relaxation and peace. Our house will be full of visitors and I am grateful

for the opportunity to share love, food and good cheer with everyone. I've noticed so many examples of giving back and a beautiful holiday spirit in our Ward 9 schools with countless food drives, collections and donations to help those in need. Thank you all for everything that you do every day to make our community more connected and our schools welcoming, safe and inclusive. You make a big difference in our community.

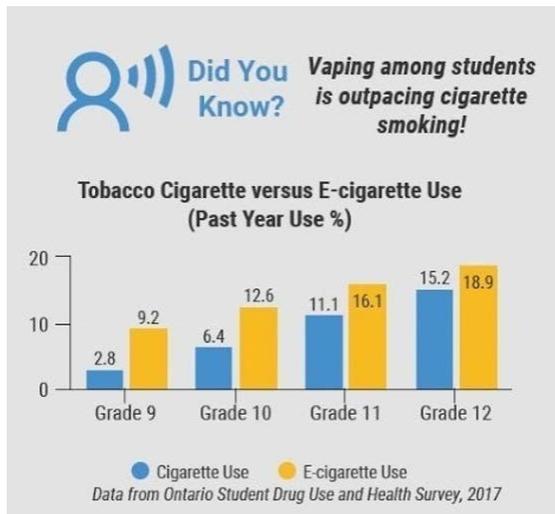
Taking Action to Support Free Access to Menstrual Products for Every Student in Ontario

On November 29th, I was honoured to join MPP Marit Stiles at Queens Park, along with two amazing equity advocates, TDSB student Maya Larrondo and Niagara's Red Box Project founder Hannah Legault. We spoke in support of Marit's motion in the Ontario Legislature calling on the government to provide FREE menstrual products in every school in every part of this



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their own steps to provide free products. More boards are working on this in an effort to provide equal access (regardless of gender) to education. I am proud and inspired by the students and trustees who are part of this growing movement to end period poverty, break the stigma, and break down the systemic barriers (even if they come in the form of tampons) that exist and prevent equal access to education. We continue to call on all of Ontario's legislators to support Marit's motion and fund access to these products for every student in the province.



Moving Forward to Regulate Vaping

In my last newsletter, I shared the work of the TDSB to raise the alarm on youth vaping. You can read the TDSB's letter to the Minister of Health [here](#). I have the privilege of serving on the Toronto Board of Health and I want to share that on December 10th, the [Toronto Board of Health voted unanimously](#) to strongly urge the Provincial and Federal Governments - who have jurisdiction over the sale and advertising of

vapour products - to regulate vaping just as we regulate smoking. The more we learn about the health consequences of vaping, the worse it gets. Thankfully, when it comes to regulating vapour products we don't have to reinvent the wheel – decades of tobacco control has worked. The Board has also directed that the City take action where we have jurisdiction, by working to amend existing City of Toronto by-laws that prohibit smoking, and to incorporate similar prohibitions on vaping. This is in addition to the [Board of Health taking a strong stand in 2014](#), making many of these same requests that went unanswered by Provincial and Federal governments.

While vapour products, also known as e-cigarettes, are considered by some health authorities to be less harmful than combustible tobacco cigarettes, Health Canada and other health authorities have concluded that the long-term health effects from the use of these products are not yet fully known. Vaping can expose the user to nicotine, an addictive substance which is associated with negative impacts on adolescent brain development, and to other chemicals that are harmful to health. Use of vape products has also been shown to lead to subsequent tobacco smoking among youth and young adults.

Without stringent regulation, vaping risks undermining decades of effective tobacco control. The Toronto Board of Health has voted to take stronger measures to reduce the prevalence of vaping. It's time for all levels of government to act.

Toronto Public Health has also created an important [Fact Sheet](#) about youth vaping that is worth sharing widely.

Construction Update: New Bloor CI/Alpha II

Despite tremendous and ongoing efforts on the part of the TDSB, I want to share that staff of the TDSB were recently asked to submit further revisions to the site plan for the new school by city staff. This process has been ongoing for 22 months with multiple resubmissions and, over the last couple of months, we believed we had been working towards a more expedited timeline. I am disappointed to report that, as it currently stands, we will not be considered for approval until January at the earliest. As a reminder, staff have always estimated that the build of the new school has a two year timeframe from the beginning of construction to completion. The TDSB also is required to seek and receive Ministry of Education approval, commonly referred to as "Approval to Proceed" with construction and the timeline on this approval is, of course, up to the Ministry. My commitment to share information as it becomes available has not changed, so I want to share immediately that given the fact that we are still awaiting approval to build from two levels of government, our original timing target for completion of the new school may be at risk. I have been in touch with the Toronto Lands Corporation (TLC) and will ensure that they keep me informed on the progress of Capital Development's project. Specifically, TLC will continue to assess the key milestone dates that impact the timing of our students remaining in their current building. I look forward in hope to bringing you further updates in the new year that contain news of our City and Ministry approvals coming to fruition.

New Crossing Guards for Jean Lumb Public School at CityPlace

I am happy to be able to confirm that, as a result of the collaboration of Councillor Joe Cressy, and Principal Judith Kramer, we have been able to secure new crossing guards to support the safety of students travelling to and from Jean Lumb Public School. Crossing guards will be in place starting on the first day of school in January 2020 at Spadina & Bremner/Fort York and Fort York & Brunel. The city has confirmed that once the schools are open and operating, there will be a study of student travel patterns in the spring of 2020 to determine how the location and number of crossing guards is effectively supporting school safety.

Rawlinson P.S. Playground Revitalization

Grateful to the Toronto Star's Donovan Vincent for reporting on the story of [Rawlinson P.S.'s playground revitalization](#). Please take a moment to read the article to learn more about how the parents and



THESTAR.COM

Parents' long fight to improve St. Clair West school park finally pays off | The Star

community mobilized to make this project happen with support from TDSB staff, successive Trustees and, Councillor Ana Bailao. The article contains some great information about the path and process that Rawlinson took to reach their goals. If you have any questions, please ask me!



Odgen P.S. Recess Rangers Program

Louise Brown's latest article for trending@tdsb tells the incredible story of Ogden's Recess Ranger's program - a peer mediator program that uses restorative practice to resolve conflict. Principal Miriam Zachariah describes the strategy as based

on the belief that "when something goes wrong in a community, it's not about who's to blame, but what harm has been done and how can we make it right." It's a form of progressive, positive discipline that lets each person have their say and be heard by the other parties, then talk together about how to restore their relationship. It holds students accountable for their actions, and gives a voice to those students who are victims. You can read more about the program here: <https://www.tdsb.on.ca/About-Us/Innovation/TrendingAtTDSB/trendingAtTdsb-Article12> I'm thrilled to also announce that Principals Miriam Zachariah (Ogden PS), Judith Kramer (Jean Lumb PS) and Scott Woolford (Island PS) will be joining our Ward Forum in January to talk about the programs and practices that they have in place at their schools that promote positive school climates and empower students and parents.

January Ward Forum - Join us!!!



Trustee Stephanie Donaldson
Ward 9, Davenport and Spadina-Fort York

Ward Forum

Building Positive School Climates

Thursday January 16, 2020, 6:30 pm - 8:30 pm



Ossington/Old Orchard Junior Public School

380 Ossington Ave, Toronto, ON

How can you help support learning environments where all members of the school community feel safe, included, and accepted? Ward 9 School Councils, Student Councils, Parents/Guardians, Community Members, and School Staff are invited to join the Ward 9 Steering Committee & Trustee Stephanie Donaldson for a presentation and facilitated discussion about how we can actively promote positive behaviours and interactions. Share your ideas and learn about what others are doing.

At this meeting we will also be holding an election for Ward 9 Alternate Representative for the Parent Involvement Advisory Committee (PIAC)

Light refreshments will be served. Childcare will be provided. For more information or to request any accommodation, including interpretation services, please contact Trustee Shared Services at (416) 395-8787 or Maxeen.Paabo@tdsb.on.ca or Ward 9 Trustee Stephanie Donaldson, Davenport and Spadina - Fort York, 416-395-8787 Stephanie.Donaldson@tdsb.on.ca. Hope to see you there!



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Parent Engagement Opportunities in Ward 9

PIAC Alternate Election: We are holding an election for the position of Parent Involvement Advisory Committee Alternate member at our January Ward Forum. Our current PIAC rep is D. Williams, who is also Co-Chair of PIAC. This is a great opportunity to engage in system-wide

issues, learn from an experienced parent representative, and provide valuable input into board-level issues, policies and procedures.

Ward 9 Steering Committee: We are so lucky to have such an engaged parent community here in Ward 9! I am fortunate to have the advice and leadership of a small group of volunteers who help provide input and guidance to me in communications to parents, setting topics for ward forums, and agenda-setting and chairing ward forums. If you interested in joining in, please get in touch with me. We typically meet at ward forums and do most of our work over email so the time commitment is fairly light!

Next Equity Committee Meeting: Save the date for February 4, 7-9pm at Oakwood CI for our second Ward Equity Committee meeting. At our first meeting last month we met and brainstormed a wide range of topics that the committee can work together on. I am in the process of booking TDSB staff from our equity and parent engagement office to join us at our next meeting. I am deeply grateful to all of the parents who joined us at our first meeting and so generously shared. I look forward to seeing you all again at our next meeting.

Congratulations to Alexis Dawson: Recipient of William P. Hubbard Award on Race Relations!



Our former Trustee and Rawlinson School Council Co-Chair Alexis Dawson was recently awarded the City of Toronto's Access, Equity & Human Rights, William P.

Hubbard Award on Race Relations! The Access, Equity & Human Rights Awards recognize people, organizations and programs that have created a more equitable city by addressing discrimination and working to eliminate barriers to equality. The Hubbard Award is one of 5, including The Mino Bimadiziwin Award (Indigenous Award), Disability Access Award, Constance E. Hamilton Award for Women's Equality and Pride Award. Alexis was nominated by MPPs Jill Andrew (St. Pauls), Marit Stiles (Davenport) and Nila Gupta. Thanks to the nominators for all you do in our community and your fierce pursuit of equity – and for helping our community honour Alexis Dawson!



Strong Support for Public Education

Recent polling results show investing in public education is a high priority for Ontarians

On November 25, the Ontario Public School Boards' Association (OPSBA) and Nanos Research released polling data regarding several public education issues ranging from student achievement and well-being, to curriculum, funding, and governance.

The results indicate that a majority of Ontarians agree that spending in public education is an investment in the future and they are twice as likely to say that spending on public education is more important than eliminating the deficit. Two-thirds of Ontarians oppose or somewhat oppose having larger average class sizes or less course selection in order to save money. Ontarians are also nearly five times as likely to say that trustees should be elected rather than appointed. When asked about a number of initiatives, expanding opportunities for students to learn skilled trades and earn apprenticeship hours garnered the highest intensity of support.

“These results validate the hard work and dedication of public school boards and our Association,” said Cathy Abraham, President of OPSBA. “Education is the second largest funding line in the provincial budget and it is our hope that these results can help inform decisions to ensure public education is supported by stable and predictable funding. Public education is an investment for the future and we must advocate for those conditions that will help all students succeed.”

Other Highlights:

Nine in ten Ontarians say it is important or somewhat important to invest in special education
Seven in ten Ontarians support or somewhat support having a mandatory Indigenous education curriculum

Nearly two-thirds of Ontarians think funding for education should be set based on number of students and inflation rather than overall provincial spending

Just over four in five Ontarians support or somewhat support school boards having more autonomy to ensure their budgets reflect local needs

Nine in ten Ontarians say it is important or somewhat

important to invest in school maintenance and repairs

About the Research:

On behalf of the Ontario Public School Boards' Association, Nanos conducted a representative online survey of 1,005 Ontario residents, 18 years of age or older, between November 8 and 12,

2019. Participants were administered a survey online. The sample is geographically stratified to be representative to the province of Ontario. No margin of error applies to this research. The research was commissioned by the OPSBA and was conducted by Nanos Research.

Complete poll results can be found at www.opsba.org and www.nanos.co

Human Rights Commission moving ahead with reading inquiry

The Ontario Human Rights Commission will hold a series of public meetings and survey students and parents as it investigates supports provided to students who have difficulty reading.

Public meetings start in mid-January in four cities across the province, London, Brampton, Thunder Bay, and Ottawa.

Another three cities, Hamilton, Barrie, and Kenora, will host community meetings.

The survey is for students with reading disabilities and their parents, while a separate questionnaire will start in the coming weeks for educators.

“Hearing the experiences of students with reading disabilities and those of their parents, guardians, and educators are crucial to our Right to Read inquiry,” said Renu Mandhane, the chief commissioner of the Ontario Human Rights Commission. “It will help us ensure students with reading disabilities get meaningful access to education.”

Since launching the Right to Read inquiry in October, the commission has heard from 300 people. It has also requested documents from eight school boards.

Five benchmarks will be used to measure those school boards, including mandatory early screening, universal design for learning, psycho-educational assessments, reading intervention programs, and effective accommodation.

The commission launched the inquiry after results from the Education Quality and Accountability Office showed more than a quarter of all Grade 3 students, and 53 per cent of Grade 3 students with special needs do not meet the provincial standard for reading.

Back in October, it said, “students who can’t read will struggle in all aspects of school and are more vulnerable to mental health disabilities, behavioural issues, bullying, and dropping out.”

A formal report on the IHRC's findings is expected next year.

Labour Negotiations Update

All updates will be posted on the TDSB website under [Labour Negotiations](#).

ETFO and OSSTF are in negotiations with the Government of Ontario and the Ontario Public School Boards' Association (OPSBA) to achieve new collective agreement.

Withdraw of Services continues for both Ontario Secondary School Teachers' Federation (OSSTF) Teachers and Education Workers and Elementary Teachers' Federation of Ontario (ETFO) Teachers

We will continue to update parents/guardians with new information as soon as it becomes available. For ongoing updates, please continue to check <https://www.tdsb.on.ca/About-Us/Labour-Negotiations> and follow [@tdsb](#) on Twitter

At this time, negotiations continue and we are hopeful that agreements can be reached soon.

School boards and unions share a commitment to public education and work together towards positive labour relations. The collective bargaining framework for the education sector features a two-tier bargaining process, involving both central and local bargaining. Learn more about the process <https://www.tdsb.on.ca/About-Us/Labour-Negotiations/The-Process>. For more information, visit the OPSBA website for the latest updates on central bargaining <https://www.opsba.org/advocacy-and-action/labour-relations>.



Being Clear...

The TDSB has developed an Exemption Procedure from Human Development and Sexual Health Instruction, Grades 1 to 8 to comply with the direction set out in the Ministry of Education's Policy/Program Memorandum (PPM) No. 162. This PPM requires school boards to develop a policy or procedure that allows for students to be exempted, at the request of their parents/guardians, from instruction related to the Human Development and Sexual Health expectations found in Strand D of the Ontario Curriculum: Health and Physical Education, Grades 1-8, 2019. The report can be found [here](#).

That said, the TDSB must continue to acknowledge the importance of a student's understanding of human development and sexual health and remains committed to building positive school cultures that support the mental health and overall well-

being (physical, cognitive, social, emotional and spiritual) of all students. Staff will continue to create inclusive environments where all students' identities and lived experiences are respected.

At the last Board we reviewed the staff procedure. In spite of the Ministry of Education requirement that we inform parents/guardians when instruction related to Human Development and Sexual Health will occur in the event that parents want to exempt their child from this instruction, our letters include unequivocal statements of support for all students' rights, as follows:

The Ontario Human Rights Commission has stated that all students deserve to see themselves and their families reflected in Ontario's mandatory curriculum, and should receive the information necessary to protect their health and well-being. We are committed to creating inclusive learning environments where all students' identities and lived experiences are respected and ensuring principles of safety, access, human rights, equity, acceptance, health and well-being. Education related to Human Development and Sexual Health is taught in a developmentally appropriate manner and delivered to meet the learning needs of students at different ages. The goal of this learning is to provide students with accurate information and to help them build the skills they need to develop personal responsibility for lifelong health, contribute to an inclusive school culture and make responsible choices that protect them from potential harm. Families are encouraged to have regular conversations with their children about healthy living and make discuss the topics listed below with their child during the period of instruction.

E-Learning Update



The Government of Ontario announced that beginning in September 2020, Ontario students will be required to take two online credits to graduate from secondary school - **that means it will affect the current**

cohort of Grade 8 students who graduate in 2024. It does not affect any current Grade 9-12 students. Before the launch of the new online learning program, the province has said it will be consulting with Ontarians to ensure our approach to online learning will meet the needs of students and educators even though they have not released the results of the previous consultation last May.

The government also speaks to exemptions being made for some students on an individual basis but provides no other details beyond what is in their news release here -<https://news.ontario.ca/edu/en/2019/11/ontario-brings-learning-into-the-digital-age.html>

It is important to note that in the announcement the Minister said this was a cut from 4 to 2 -but this is an increase of 2 mandatory on-line courses to graduate. Just like the average secondary school class size announcement was not reduced from 1:28 to 1:25 - it is being increased to 1:25 from 1:22.5 (provincial average - TDSB actually 1:23.6). It is critically important to ensure we all understand the present reality for students and insist the province bases policy on research and data to support student success and well-being. Neither of these policies do.

Chair Robin Pilkey provided comments - "the announcement of the reduction from four to two mandatory online courses is welcome, but still does not answer many of the questions we have around mandatory e-learning. We remain concerned about the mandatory nature of this plan, the timing and the general lack of information available for parents/guardians, students and staff. In addition to the consultation announced by the Ministry today, TDSB parents will also have the opportunity to provide feedback on mandatory e-learning this winter as part of a previously planned consultation." I will add my frustration that the province announced this as a "reduction" when, in fact, it is a new requirement to have 2 mandatory e-learning credits to graduate in 2023-2024. In other words, anyone currently in secondary school will not need this requirement to graduate but those currently in Grade 8 will. There is no research or data to support mandatory e-learning. Good policy should be based on actual evidence.



What Happens in Severe Weather?

Sometimes, when the weather outside is severe, the TDSB may decide to cancel transportation to schools and sometimes to close schools. This can occur before the beginning of the school day or, if conditions become severe after school starts, it may happen during the school day.

The Board has an [updated procedure](#) to guide decisions and operations in the event of inclement weather. If the weather is really severe, please keep your children at home if possible.

Decision to Close Schools - The decision to close schools is made by the Director of Education. School Closures and Cancellation of Transportation. Closure of schools or cancellation of transportation services will be announced from 6:30 a.m. onward on AM and FM Radio Stations as well as the Weather Network, and other local TV stations.

Go to <https://www.tdsb.on.ca/About-Us/Severe-Weather/Snow-Cold-Weather> for more information on what happens when weather conditions are severe and schools might close.

Student Discipline Committee: Podcasts for Families & Students (NEW)

The following information is provided in response to the request made by Trustees at the recent Program and School Services Committee.

The [Student Discipline Committee](#) recently launched a [PODCAST](#) that is intended to be a helpful resource for anyone involved in any of the boards adjudicative processes (i.e. expulsion hearings and suspension appeals).

This is part of our commitment to share relevant and accessible information, and to support parties who are engaged in the student discipline process.

Policy Consultations

We Want to Hear From You

The Toronto District School Board (TDSB) is committed to open and inclusive policy decision-making and values community input and participation through consultation. Consultation is a two-way communication process between the Board and external participants, including students and their parents/guardians, school councils, advisory committees, community members, different levels of government, service agencies, professional organizations and union partners. The objective of consultation is to gather public input regarding options, alternative courses of action, as well as to identify unintended effects for various participants and to find solutions.

Current Policy Review Schedule - <https://www.tdsb.on.ca/Portals/0/PolicyReviewSchedule.pdf>

Attendance at Schools Outside of Designated Attendance Area (formerly Optional Attendance) (P013) As per the Secondary Programs Review and the TDSB Policy Review Schedule, the Optional Attendance Policy is currently being reviewed. We are asking all members of the TDSB community for feedback on the proposed draft.

Closes - February 03, 2020

Draft Policy - <https://www.tdsb.on.ca/Portals/0/docs/Draft%20-%20P013%20-%20Post%20for%20Consultation.docx>

Survey - <https://surveys.tdsb.on.ca/index.php?r=survey/index&sid=556612&lang=en>

Email: secondaryreview@tdsb.on.ca

Objective: To provide policy direction about access to schools outside a student's designated attendance area. The Optional Attendance policy allows students to apply to schools other than their designated school by home address. This is possible because there is excess capacity at some schools across the system. This has afforded students choice of school and program as well as enabled students to remain with cohorts if a family changes residence. However, optional attendance has prevented equity of access and has created an imbalance of enrolment in our secondary schools (under and over-utilized schools). It has also created an environment where schools are forced to compete with each other to attract more students in hopes of increasing their enrolment.

Note: Please note that in the Review Work Plan that was approved in June 2019, it was recommended to separate and clarify provisions related to requests for Regular Schools vs. Specialized Schools/Programs. This working draft Policy would only apply to Regular Schools and schools with French programs. A separate draft Policy on Specialized Programs will be developed and posted in the coming months for feedback and comment.

Priorities in new Draft Policy -

6.1.7. If sufficient space is available at the requested school, spaces will be filled by grade according to the admission priorities below. For each of the admission priorities (in priority order),

the school principal will conduct a lottery if the number of applications exceeds available spaces:

Priority 1: Students who are attending another school as an Out-of-Area student at and who wish to return to their designated school by address.

Priority 2: Secondary students whose child/children is/are enrolled in a child care centre in the designated attendance area of the secondary school.

Priority 3: Students who have siblings currently attending the requested school and the siblings are expected to be at the requested school for the next school year.

Priority 4: Students currently attending a feeder school of the requested school.

Priority 5: Children enrolled after January 1 in the school-based child care pre-school program of the requested school (see 6.1.6).

Priority 6: Children attending child care programs in the designated attendance area of the requested school.

Priority 7: Current TDSB students.

Priority 8: Other students residing in the City of Toronto.

Priority 9: Students residing outside the City of Toronto.

Please note - The new draft policy on Specialized Programs will be coming to committee in January 2020.

.2020-2021 Optional Attendance

Information on Optional Attendance <https://www.tdsb.on.ca/Elementary/OptionalAttendance>

Please note that not all programs/schools are open to Optional Attendance if you do not live in the school's catchment area. Acceptance at these schools is subject to space availability and program suitability. The procedures, conditions and timelines relating to optional attendance are described in the Optional Attendance Policy and the Optional Attendance Operational Procedure. Each year in December, schools are classified as limited or closed to optional attendance based on the space they have available for the upcoming school year.

Elementary Schools (applying for September 2020 admission)

For the form, click here <http://ppf.tdsb.on.ca/uploads/files/live/91/2033.pdf> Applications must be received by **Friday, February 14, 2020**.

Secondary Schools (applying for September 2020 admission)

For the Form, click here <http://ppf.tdsb.on.ca/uploads/files/live/98/455.pdf> Applications must be received by **Friday, January 31, 2020**.

Note: It is the parent/guardian's responsibility to deliver this application (no faxed or scanned copies) to the school or schools of choice.

NOTE - the Optional Attendance Status for 2020 - 2021 has now been updated on the school websites. Find your school here - <https://www.tdsb.on.ca/Find-your/School>

French Programs

While admission to the Early French Immersion (SK entry)/Junior Extended French (Grade 4 entry) program is guaranteed at the entry points to all on time applicants, admission to a specific school is not guaranteed if the school reaches capacity.

Please Note: At the November Board Meeting, the Board of Trustees approved to leave transportation status quo for the 2020-2021 school year. Therefore, there will be no service changes for transportation in K-8 in French Immersion/Extended French programs for the 2020-2021 school year.

For families interested in the Toronto District School Board's French Immersion or Extended French programs, we offer an online process at this time, we guarantee an offer of placement in the program (not a specific school) to all on-time applicants. The application for Early Immersion has closed. **Applications for Junior Extended French which begins in Grade 4 must be completed online between January 6, 2020 and January 31, 2020. Please note that this will be the last entry class for this program as it will be transitioning out - Grade 4 Immersion Program will continue.**

Offers of placement within your chosen program will be made to all on-time applicants in the weeks following the close of the application window. Please click here for more information -<https://www.tdsb.on.ca/Elementary-School/School-Choices/French-Programs>.

And please click here for information on the French Review - <https://www.tdsb.on.ca/Community/Public-Consultations/French-Review>.

2019-2028 Long Term Program and Accommodation Strategy

On December 13th, the Board approved the TDSB's [Long-Term Program & Accommodation Strategy \(LTPAS\)](#).

The strategy, which outlines program and student accommodation studies to be conducted over the next ten years, allows the TDSB to develop plans to balance enrolment and increase access to programs and opportunities for all students.

Demographic changes and new developments have put substantial pressure on local schools in high-density areas across the city, forcing the TDSB to adopt different accommodation strategies for managing enrolment growth. These include redirecting students from new residential developments to other TDSB schools located outside the area, the use of portables, and program and school boundary changes.

Putting additional pressure on the TDSB is the fact that while other school boards in Ontario are allowed to collect Education Development Charges (EDCs), the TDSB does not qualify, which puts it at a disadvantage. The TDSB continues direct discussions with the Ontario Government as well as legal proceedings challenging the EDCs regulation (Ontario Reg. 20/98) which does not permit it to collect these critical funds.

In order to ensure all students have equitable access to programs and schools, the TDSB is also conducting a Secondary Program Review.

Secondary Program Review

The Toronto District School Board (TDSB) is undertaking a review of secondary schools to ensure all students have equitable access to programs and opportunities, as close to home as possible. As part of this review, modifications and updates to current policies and procedures will be required. This includes the Optional Attendance policy (P013) and its procedures (PR545 and PR612). Please note, however, there are no changes to the Optional Attendance Policy for September 2020. For more information, please visit <https://www.tdsb.on.ca/High-School/Secondary-Program-Review>

If you cannot make it to the public meetings, the presentation is available here - <https://drive.google.com/file/d/1mjGSiOT4Jb3v2e2DktbrTPS7cXdPTzSt/view>

School Year Calendar 2019-2020

The 2019-2020 school year at the TDSB begins on Tuesday, September 3, 2019 following the Labour Day long weekend. For more information about important dates and holidays for the upcoming school year, please refer to the 2019-20 School Year Calendar.

The official school year calendar for the Toronto District School Board runs from September 1, 2019 to June 30, 2020, inclusive.

The last day of class for elementary students is June 25, 2020

The last day of class for secondary (full year) students is June 23, 2020

The last day of class for secondary (semestered) students is June 23, 2020

PA Days & Statutory Holidays

Board-wide PA Day December 6, 2019

Winter Break December 23, 2019 to January 3, 2020 (inclusive)

Last day of school is December 20, 2019

School resumes January 6, 2020

Elementary PA Day January 17, 2020

Secondary PA Day (Semestered Schools only) January 30, 2020

Board-wide PA Day February 14, 2020

Family Day February 17, 2020

March Break March 16 to 20, 2020

Good Friday April 10, 2020

Easter Monday April 13, 2020

Victoria Day May 18, 2020

Elementary School PA Day June 5, 2020

Secondary School PA Day (Full Year Schools only) June 24, 2020

Secondary School PA Day June 25, 2020

Board-wide PA Day June 26, 2020

Also please note -

Hanukkah begins sunset of Sunday, December 22, 2019 and ends before nightfall of Monday, December 30, 2019

Passover begins sunset of Wednesday, April 8, 2020 and ends nightfall of Thursday, April 16, 2020

Ramadan 2020 will begin in the evening of Thursday, April 23, 2020 and ends in the evening of Saturday, May 23, 2020 (dates may vary)

Eid al-Fitr 2020 will begin in the evening of Saturday, May 23, 2020

EQAO

Gr. 9 Math: 1st Semester: January 13-24, 2020

Gr. 9 Math: 2nd Semester: June 2-15, 2020

OSSLT: March 31, 2020

Primary/Junior EQAO: May 19-June 1, 2020

Also please note [Days of Significance](#) - click for the complete list 2019-2020

You may also find this Days of Significance Resource Guide helpful



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