

Africentric Alternative School News

Newsletter April 2022

Volume 1, Issue 13



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Principal's News

Dear Africentric Families,

Spring is in the air, and Africentric school is looking forward to a busy 3rd term.

As you are aware, there have been changes in our operations guidelines based on recommendations from the Ministry, Toronto Public Health and TDSB policies. Masks are no longer required for students, staff and visitors in schools, school board offices and on student transportation. Daily on-site confirmation of screening for all students and staff will no longer be required. This means that the hard copy screening tool previously required should no longer be sent to school. Staff and students should continue to self-screen every day before attending school.

We are implementing measures to allow students to congregate, including removing cohorting/zoning at recess, reconfiguring learning spaces to allow students to sit in groupings and/or circles, and to facilitate peer conversation and collaboration, both during class and lunch periods. Cohorting and physical distancing is no longer required in schools.

Please join us on April 13, 2022 at 6:30 p.m. for School Council meeting.

We are hoping to start our Steel Pan (grade 4-8) and African Drumming (grade 1-3) programs during the week of April 6th.

Our school is still accepting registrations (K-8) for September 2022. Please call our school office at 416-395-5251 for more information.

We are in the process of finding solutions to increasing enrollment at our school. Please stay tuned for more information regarding this initiative while you share all your great experiences with close contacts.

Please keep in mind that our school improvement achievement goal for this school year is focused on Guided Reading. You are encouraged to read with your child as often as you can. This will reinforce what is being done at school.

We are asking our Africentric families to continue to support the efforts of the school as we continue to provide a safe work and learning environment for our school community.

Please ensure that students are dressed appropriately for the weather as there is usually temperature fluctuation during Spring.

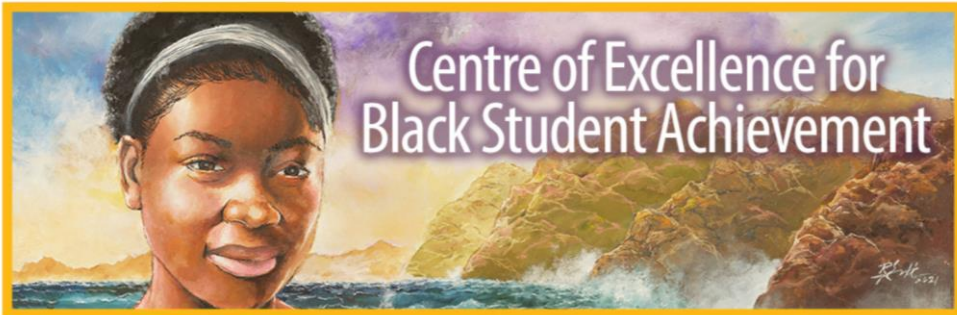
In Partnership, Hugh Reynolds, Principal

Upcoming Events

- **April 14, Spirit Friday - Favourite T-Shirt Day**
- April 13 - May 11 Ramadan
- Good Friday is April 15 (no school)
- Easter Monday is April 18 (no school)
- Earth Day April 22



School Council



The Centre of Excellence for Black Student Achievement is the first of its kind in public education in Canada. The Centre of Excellence is dedicated to improving the experiences and outcomes for Black students and aims to be responsive to the voices of Black communities who continue to advocate for systemic change within educational institutions and for dismantling anti-Black racism at the TDSB.

Programs

The Centre of Excellence for Black Student Achievement offers a variety of programs, initiatives and engagement opportunities for students and families. Program offerings are designed to fulfill the mandates of the Centre and are in alignment with the TDSB's Multi-Year Strategic Plan Towards Excellence in the Education of Black Students: Transforming Learning, Achievement and Well-being.

Programs, initiatives and opportunities are focused on honouring Black students' experiences and strengths and ensuring their needs are met.

Learn more about our program: [Programs \(tdsb.on.ca\)](https://tdsb.on.ca/programs)

Resources

The Centre of Excellence for Black Student Achievement, in partnership with students, families, community, Elders and staff, shares resources that support Black student achievement, well-being and belonging. Additionally, in collaboration with various TDSB departments, and community organizations, the Centre of Excellence will offer resources aimed at dismantling anti-Black racism and supporting students and families.

Learn more about our Resources: [Resources \(tdsb.on.ca\)](https://tdsb.on.ca/resources)



Getting Involved

Our Meeting Dates

School Council will meet on Wednesday nights @ 6:30 -7:30 pm (1 hour)

unless extra time needed for planning special events

Upcoming Meetings

◆ Wednesday April 13, 2022

6:30 -7:30 pm via zoom

◆ Wednesday June 15, 2022

6:30 -7:30 pm via zoom

Save the dates we would love to see all our parents there.



School Council Meeting Minutes [School Council \(tdsb.on.ca\)](https://tdsb.on.ca/school-council)



Food Bank

Central T.O. & East York
Etobicoke & York
Scarborough - Google Docs
North York Area

☞ [Culturally Responsive & Relevant Resource Lists - Google Slides](#)



Culturally Responsive & Relevant Resources

- Black, Caribbean & African Diaspora Community Support and Resources
- Additional Resources from the City of Toronto

☞ [Culturally Responsive & Relevant Resource Lists - Google Slides](#)



Thank you so much
to the AAS

Parents/Guardians, students, teachers,
support staff, volunteers for all your
patience and perseverance in getting us
through the worst of the COVID

Pandemic

We are safe and sound thanks
to all of you!



MY FAVORITE T-SHIRT

Favourite Shirt Day

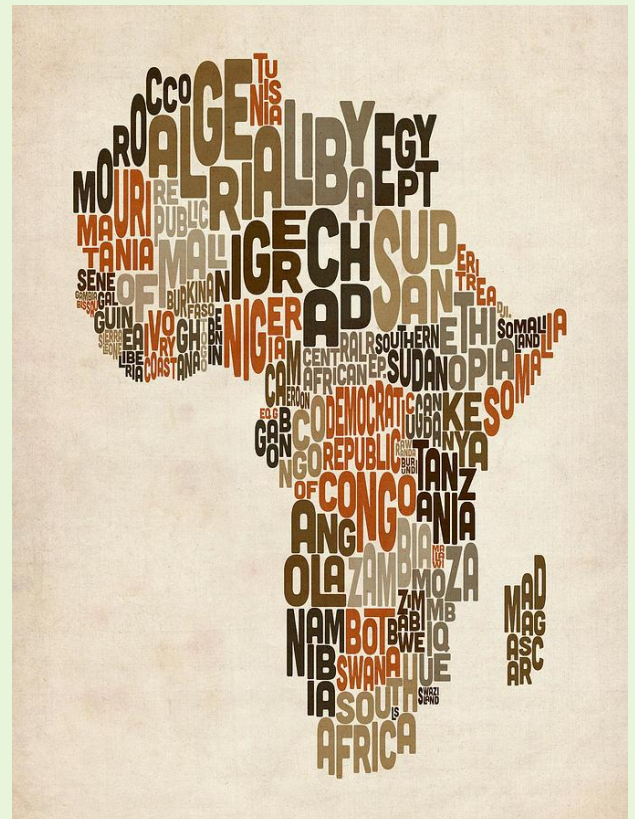
Africentric Spirit Day!
Thursday, April 14

Wear your favourite (not offensive) shirt to school!

(Please note that uniform must be worn if you are not observing Spirit Day)

Africentric Alternative School 2021-2022 Daily Schedule Have a Happy Day!

Entry Time	8:50 - 8:55 a.m.
Period 1	8:55 - 9:25 a.m.
Period 2	9:25 - 10:05 a.m.
Recess	10:05 - 10:20 a.m.
Period 3	10:20 - 11:00 a.m.
Period 4	11:00 - 11:40 a.m.
Lunch	11:40 - 12:30 p.m.
Entry Time	12:30 - 12:35 p.m.
Period 5	12:35 - 1:15 p.m.
Period 6	1:15 - 1:55 p.m.
Recess	1:55 - 2:05 p.m.
Period 7	2:05 - 2:45 p.m.
Period 8	2:45 - 3:15 p.m.



Study Tips for Students

1. Make your studies a priority.
2. Work honestly.
3. Stay focused - Don't multi-task.
4. Set a Schedule.
5. Find a quiet place to study, with few distractions - turn off the cell phones, turn off the headphones, shut down the videos, disconnect from social media.
6. Manage your time. Work steady. Keep up with your homework. Review periodically.
7. Whenever possible, work with a friend who can keep you focused. We learn a lot when we talk to others. Make up questions and test each other.
8. Spend at least one hour per day studying.
9. Think critically about what you are learning.
10. Rehearse and remember.
11. Test yourself.
12. Believe in your ability.
13. Relax. Get enough sleep.
14. Don't compare yourself to anyone else.

Remember, the teacher starts you on a path. To have a good journey, you need to stand up and walk it by yourself. (J. D. Hancock – Global Cognition)



The Benefits of Being on Time - Punctuality

Punctuality is a habit of:

- Attending a task **on time**.
- Doing things at the **right time**.
- Not missing parts of the lesson and school routines
- Managing your work and personal life

Punctuality is one of the keys to a successful life.

The following are a few reasons that prove why punctuality is important for life:

1. Punctuality and time management **affects the process of learning**.
2. **A key to success...** Being punctual gives you a sense of stability, security and self-confidence.
3. **It divulges your integrity and demonstrates respect for others...** being late affects those around you by interrupting other students and teachers in the class

THE SNACK PROGRAM!

Thank you to our school's Nutrition Program supporters.

We would like to acknowledge and thank President's Choice for the President's Choice Children's Charity School Nutrition Grant. Our Nutrition Program is supported in part by President's Choice Children's Charity and the Toronto Foundation for Student Success (TFSS).

THANK
YOU



Sample Snack Menu:

Monday	Tuesday	Wednesday	Thursday	Friday
Clementine	Red apple slices	Carrots & Ranch dip	WW Veggie samosa (Delivered on the morning of serving)	Red apple slices
Organic Granola Bar	Blueberry Muffin	WW Carrot muffin	Yogurt drink	Breton Crackers
White milk		Yogurt drink	Yogurt drink	Cheese string
Monday	Tuesday	Wednesday	Thursday	Friday
Fruit Cups	Apple Snax	Apple Sauce cups	Hummus	Fruit Cups
Melba Toast	Whole Wheat Cheerios with Milk	Whole Wheat Bagel	Bretton Crackers	Banana Muffin
Cheese String		Cream Cheese	Cheese Strings	

We are **grateful** for the support of the following organizations:

Angus Systems -

a very substantial donation to assist classroom technology needs

Barilla Canada -

donated cooking demonstration, pasta, and a very substantial financial contribution for Chromebooks and music program supplies

Moez and Marissa Kassam Foundation and TFSS - (Toronto Foundation for Student Success)

Morning Meal/Snack Program Freezer donation

Shutterstock -

Donated books and puzzles created by black authors and illustrators

Starbucks Coffee Canada -

Employees donated hats, mitts, scarves, socks

Turner Consulting Group Inc. -

Tana Turner, Principal Consultant generously donated books and resources for our library





Narrative: MYSTERY

The Mysterious Disappearance of the Two Talking Drums

By: Andwele Osbourne James, AAS Student



Once upon a time, there was a magical land called Deakinain, The Magic Domain, this land was very magical they had fairies and spirits and all types of magical creatures and things.

Now in Deakinain, there was a village called Brimley. This village was known for having a society where everyone had supernatural powers, but one boy, in particular, had none. *Shoot late again!* This was the fifteenth time I had been late while attending Brimley high school. My name is Kimani and I am 16 years old. I also surprisingly don't have any powers, and I get bullied for it. My mom and I have to switch schools a lot because of the bullying.

I walk into the building and the first thing I hear is "Kimani the useless" chants flooding the hallways. Before I can break down and give up, my best friend Kambui pushes through the crowd and drags me out to the safety of our lockers. Kambui says to me "Hey, you okay bro?" I say, "I'm fine man!" overwhelmed by everything going on. I've known Kambui since we were born, we have always been there for each other, but mostly he protected me. He always protected me with his Hypnosis power when others bullied me.

When I get to training class where everybody shows off their powers and pretend it's training, it's just relentless bullying I try to take notes on peoples powers in my trusty notebook that my dad gave me before he passed away I get hit with an explosion *BAM BAM BAM*. Laughter echoes throughout the training room. My biggest bully, Barron Bakugo, used his powers to throw explosions to hit me and pretend it was an accident. Barron and his squad come up to me and Barron says, "oh sorry useless, oh my bad I mean Kimani." He and all his goons proceed to laugh like he said the funniest thing in the world.

Finally, the end of the day is here. I run home as quickly as I can to avoid more ridicule from my schoolmates. I arrive home and see my mom making dinner. My mom who is always worried about me says "Are you okay Kimani?" before she could see my miserable and angry face, I run upstairs and yell "I'm fine!"

I'm now at the worst place in the world for me. Endless talking about the boy with no powers rings throughout the village market. I hear one of the villagers say, "I heard his dad ran away because he was useless." Tears flood my eyes. The harshness of the villager's words finally got to me even though I try to be strong and ignore.

I *dash* off into the forest nearby not even thinking about my surroundings just wanting to get away from all the hate. While I'm making my way back home from the creepy forest, I hear voices that almost sound like music. They're saying "Come get us. We've been in this forest for years. Let us out!" I go toward the voices and find what looks like two drums but before I can do anything, the darker drum says, "Nice to meet you, I'm Melody." Then the lighter drum says, "And I'm Rhythm." I run and scream but the drums follow me all the way home, I turn around and face the drums and scream "**WHAT DO YOU WANT?**" The drums say synchronizing "Take us in, we'll give you powers." I think the offer over. I really do want powers, so I take the drums in. (see page 8 for more of this story)

Page 2 - TITLE: The Mysterious Disappearance of the Two Talking Drums

By: Andwele Osbourne James, AAS Student

The next morning, I hear my alarm **BEEP BEEP BEEP**. Fearing I'll be late, I rush out of my bed and trip over my clothes but something weird happens when I tripped, I slapped one of the drums by accident and I floated off into the air on music notes. I played the drums and flew all the way to school and wasn't late. I enter school but I don't let the pathetic chants hurt me. Instead, I battle back by playing my talking drums as loud as I can, and everyone just walks away mumbling in disgust under their breath. When training class rolls, I show off my powers. "I didn't even know that the drums could sting you with a certain beat and those stings hurt?" asked Barron Bakugo.

After 2 months I had gotten very acquainted with the drums. They were like my best friends. Melody, Rhythm, and I would watch movies and play games, like who can sing the best. One day they just disappeared. I looked everywhere. The marketplace, the school, I searched the whole village, but I couldn't find them. I searched for days until I remembered the forest where I found them. I looked through the forest and saw a castle and from that castle, I heard a voice loud as a firework "I AM YOUR KING AND YOU SERVE ME YOU GOT THAT?" Then I heard Rhythm and Melody's scared voices saying, "yes sir". I'm frozen in terror. My heart drops. After I collect my thoughts, I run back home with fear pushing me like roaring winds pushing a windmill.

For the next 3 weeks, I plan my attack to get Melody and Rhythm back. I worked out at the gym and strategized how to get them back all the while trying to be a good student. I strut toward the forest with a spear and my dad's armour from when he was a warrior but surprisingly, I see the king waiting for me. He says "Kimani James how unexpected of you to come and face me like this. My head is flooded with thoughts like *how does he know my name?* And *how did he know I was coming?* But before I can even answer those questions the evil king is already dragging me to his castle by force and I try to fight back, but he's strong as a bull, I guess that's his power. He throws me on the ground in front of his castle. He then tells me his plan for my best friends Melody and Rhythm. He says, "I'm going to use your precious drums to take over the village and soon after that I'll take over all of Deakinain!"

I dash forward in rage trying to hit the king and take him down but without my drums. I'm just a guy without powers and I really start to feel like Kimani the useless. The king grabs me and throws me into the castle. I bang my head against the castle door. As I fly through the entrance I yell "WHAT'S YOUR NAME" the evil king says, "A peasant like you doesn't deserve to hear my name." Then he kicks me again. It's been 30 minutes of endless beating. I'm tired and bruised but then he kicks me into a room full of inventions and then I saw the key to my victory: the incinerator-3000. It turns things to dust. I turn it on but for some reason, it has a 5-minute timer. The king walks in and I'm ready to incinerate him but there is an unwelcome surprise; **HE HAS THE DRUMS**. I panicked. I jumped at the king to grab the drums, but the incinerator went off. I'm dusting away like I'm being vacuumed. This is the end of me for sure, I thought.

This is the end of Kimani's story, but it is said that if you go into that forest you can still hear Kimani and the talking drums. This story is told around Brimley as a myth.



Change

By Ahkeel Barrett

Change is a challenge
Change is a fear
Change is the change of mind
Change is change of word, of life.
A Change to know the real self
A change in time, a change in place
A change of jobs, a change of pace
A change your style or change your friends.
We got into this mess with a certain mindset
And in embracing change, you can change your mind.
Out of this mess we can then climb
Climb out of this darkness, this darkness.
For Change begins with me.

The life that I have is all that I have and the life that I have is yours
The love that I have of the life that I have is yours and yours and yours only.
A sleep I shall have. Rest I shall have yet peace death will be but a pause.

THE POWER OF POSITIVITY

By Jordana Mark

Being positive means that you change
Change the way you think and act.
To change what that little voice inside your head
That little voice inside your head keeps repeating
A million times over "I CAN'T, I CAN'T DO THIS.

Then you make poor choices
NEGATIVE of course, but you keep hearing
It's okay, you just CAN'T do it.
Then you give up and you make poor choices.

BUT

We want to say kind words
To encourage and help others,
To look for new ideas
To continue learning.

What a struggle.
But did you know?

That

When that voice is not helpful
It is you that is not helpful.
Sometimes negative things really happen.

What does it mean to be Positive?
At school our biggest job is to learn.
Learning especially something new
Can be very challenging and stressful.
When our brain is feeling these things,
sometimes it starts to think

That *I CAN'T DO THIS*,
That voice inside our head comes to life
Keeps saying over and over and over
WE ARE NOT VERY SMART or worst yet,
WE CAN'T DO THIS.

You don't get it. You can't do it
It's too hard.

I don't remember this.
Then you are not learning,
Your brain closes down, shuts off,
Really?

Here comes stress like a thunderbolt
Unfortunately, you still have not LEARNED anything.
Those thoughts in your head are not really true.

WHAT CAN WE DO?

We need to train our amazing brain
To stop limiting our beliefs.
We need to train it to think more POSITIVELY.
To change our Mindset.



School Procedures

What to bring to school?

Label all items that come to school with the child's name and grade.
Every day the child needs the following items:

1. Lunch & snack
2. Re-usable water bottle
3. Facemasks (minimum 2) Please note: Face masks are required for grades JK/SK to grade 8. Please send more than one labelled mask each day; practice wearing the mask at home to build stamina.
4. Clothing for the weather; cold weather gear i.e. coat, mittens, hat, scarf, winter boots/indoor shoes, etc. We need to have our students out often to allow for "mask breaks". Please ensure your child is dressed for the weather.
5. **School Uniform is black pants/skirt, white shirt (not a t-shirt) and black shoes.**
6. Kleenex and hand sanitizer. There will be Kleenex in the classroom and hand sanitizer for students to use, however, having a small (unscented) hand sanitizer and a small Kleenex package in the lunch bag would be very helpful
7. Indoor and outdoor shoes – this will ensure hallways and classrooms stay clean
8. JK/SK students please bring a change of clothes as well as the above

We will be focusing on outdoor education and daily physical activity this year to allow for "mask breaks" for our students and staff.

Lockers

Students will not be using lockers at this time. Please keep in mind that students will be keeping their backpacks, sweaters, etc. at their desk. Try to keep that in mind while shopping!

Cell Phones

If a student has a cell phone, please remind him/her that it must be turned off during the **entire school day** and it is his/her responsibility to take care of it (without a locker) this year. Please discuss if your child can handle this responsibility. **Our school does not take responsibility for any lost or stolen items.**

School Parking Lot

A reminder that we share the building with another school. Please park in the designated parking lot and not in the bus route. Please support us with this again and allow us to use our supervision allocation on our students rather than parking lot expectations.

Dress appropriately for the weather - cold weather gear (i.e. coat, mittens, hat, scarf, winter boots/indoor shoes). We need to have our students out often to allow for "mask breaks".
Please ensure your child is dressed for the weather.

Thank you 😊

TDSB Health and Safety Guidelines

It is more important than ever for families and the school to align and share responsibility for public health and safety. Thank you in advance for being strong allies and advocates for our students, the community, and our staff. Here's an update: We have installed hand sanitizer stations at all our main entrances for students and staff, installed directional arrow decals on the floors of the school to direct traffic and keep everyone safe, prepared protocols for any suspected COVID-19 cases and implemented cleaning procedures that will ensure everyone's safety. In addition to all the safety protocols we mentioned above, here are a few great things we have done at the school level to help keep everyone safe.

Cohorts

Students in Kindergarten to grade 8 will remain with students in their own classes for the entire day. We will not be combining any classes for gym, reading buddies, library time, etc. and hence reduce the contact of your child to students in their classroom only while indoors. They will also be strongly encouraged (please help us with this) to play with students in their classroom while they are outside on the playground.

Late arrivals

Due to new policies mentioned above, late arrivals will be lining up on marked spots outside the school building and checked in by our school office staff. Please lineup with your child if you are late until they have formally been checked in with the office staff. We do not have supervision available once the instructional day has begun at 8:55 am. PLEASE BE ON TIME as this will be a much longer process this year and will impact the flow of the school and the instructional day.

Appointments

Please try to avoid scheduling appointments (i.e. dentist, doctor) during the school day. If it is unavoidable, **call the school when you arrive**, and we will call your child down to meet you outside of the school. This will be a longer process than usual as we can't have students waiting in the office. Students will be walked out to meet their parents outside our front doors.

Dropping things off

Please send your child to school with everything they need to avoid the need for drop off. **Please send all lunches to school with children in the morning.** We are unable to have a drop-off table for school lunches any longer and hence every dropped off item would mean a disruption to the entire class. For health & safety reasons, families are encouraged to not come and drop off anything during the day! Students are expected to take a packed lunch and snacks from home.

Lunch at School

We are **STRONGLY** encouraging parents to allow students to stay in their routine for the whole day. Students are expected to stay at school for lunch. Not only is this crucial for their social wellbeing during nutrition breaks, but it is safer for everyone when no one is leaving and returning to the building. No student can leave school property during lunch hour.

Themes of the Month - March

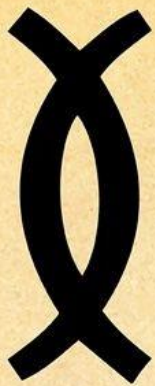
Co-operation - Ujamaa

*Theme for the
Month of April is
Ujamaa
(Co-operation)*



“No matter what accomplishments
you make, somebody helped you.”
(Althea Gibson)

Althea Neale Gibson (August 25, 1927 - September 28, 2003) was an American tennis player and professional golfer, and one of the first Black athletes to cross the color line of international tennis. In 1956, she became the first African American to win a Grand Slam title (French Championships).



Ujamaa
(oo-JAH-mah)

“To build our own businesses, control
the economics of our own community
and share in all its work and wealth.”



Africentric Alternative School Parent Council Members:

Co-Chair	Maureen Burbick
Co-Chair	Howard Ford
Treasurer	Robert Griffiths



Adinkra
symbol,
meaning Love,
Faithfulness &
Harmony



Sinkofa: A symbol of the wisdom of
learning from the past to build for the
future.



ODO NNEW FIE
KWAN

Odo Nnew Fie Kwan
meaning...Love does
not lose its way home.
Those led by love
always end up in the
right place.

Adinkra symbol, in
the Akan language,
which means – None
is greater than God,
the Creator.
The symbol is called
Gye Nyame
(pronounced Gee-Nah-
May)



Adinkra
symbol,
meaning
adaptability



Nguzo Saba

The Seven Principles

Umoja

Kujichagulia

Ujima

Ujamaa

Nia

Kuumba

Imani

Umoja ▲ Unity
To strive for and maintain unity in the family, community, nation and race.

Kujichagulia ▲ Self-Determination
To define ourselves, name ourselves, create for ourselves
and speak for ourselves.

Ujima ▲ Collective Work and Responsibility
To build and maintain our community together and make our brother's
and sister's problems our problems and to solve them together.

Ujamaa ▲ Cooperative Economics
To build and maintain our own stores, shops and other businesses
and to profit from them together.

Nia ▲ Purpose
To make our collective vocation the building and developing of
our community in order to restore our people to their traditional greatness.

Kuumba ▲ Creativity
To do always as much as we can, in the way we can, in order to leave
our community more beautiful and beneficial than we inherited it.

Imani ▲ Faith
To believe with all our heart in our people, our parents, our teachers,
our leaders and the righteousness and victory of our struggle.

Dr. Maulana Karenga
Creator of Kwanzaa
©1965

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TORONTO DISTRICT SCHOOL BOARD Africentric Alternative School 2021 - 2022

H	Statutory Holiday
B	Bd. Designated Area
PA	PA Day

S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

Respect

S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

Responsibility

S	M	T	W	Th	F	S
31	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

Empathy

S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

Kindness & Caring

S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

Teamwork

S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

Fairness

S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

Honesty

S	M	T	W	Th	F	S
				1	2	
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

Co-operation

S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

Integrity

S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

Perseverance

Professional Activity Days:
Thursday, September 2, 2021
Friday, September 3, 2021
Wednesday, September 8, 2021
Friday, November 19, 2021
Friday, January 14, 2022
Friday, February 18, 2022
Friday, June 3, 2022

First Day of School:
Thursday, September 9, 2021

Last day of school for Elementary students:
Thursday, June 30, 2022

Dates to Remember:
Labour Day: September 6, 2021
Thanksgiving: October 11, 2021
Winter Break: December 20, 2021 - December 31, 2021 (last day of school December 17, 2021; school resumes January 3, 2022)
Provincial Family Day: February 21, 2022
Mid-Winter Break: March 14 - 18, 2022
Good Friday: April 15, 2022
Easter Monday: April 18, 2022
Victoria Day: May 23, 2022

Total Instructional Days: 187



Africentric Alternative School School Pledge

Today I pledge to be the best possible me.
No matter how good I am, I know that I
can become better.

Today I pledge to build on the work of
yesterday which will lead me into the
rewards of tomorrow.

Today I pledge to feed my mind
knowledge, my body strength, and my
spirit faith.

Today I pledge to take my education
seriously and I will always do my best, at
school, at home, and in my community.

Today I pledge to be focused, self-
disciplined and ready to learn
Today I pledge to believe in me.

Ashe



Your child's safety is very important to us.

To keep your child safe the TDSB requires that parents advise the school of a child's absence or lateness. This is done to ensure children arrive to school safely and are accounted for accurately. If you do not advise the school, you will receive an automated Safe Arrival Call and/or a call from the school.

If your child is going to be absent or late for school - please call the school at 416-395-5251.

Please call the school office - 416-395-5251, for the occasional instance that you are going to be late picking up your child at the end of the day. This allows the school to plan proper supervision for your child.

If you need to pick up your child early, please give the school office a call and give us sufficient time to call down your child.

We truly appreciate your help to ensure the safety of the students at Africentric Alternative School.



GENERAL HOUSEKEEPING ITEMS



NO SMOKING

TDSB Policy PR502 prohibits smoking on school property. Please help us keep a healthy learning environment that is free from smoking.



Student Pick up and Drop off

We are reminding you that the bus loop at the front of our school should not be used for student drop off or pick up. To ensure the safety of all students, please park in the designated parents'/visitors' parking area at the side or back of the building. Thank you for helping us to keep our students safe.



Access to Building

Reducing the number of people in the building is crucial to our success during this critical time. Only students and staff may enter the building. Essential visitors (i.e., maintenance) will be allowed into the building during the school day; however, parents and visitors will not be permitted in the school. Any parent meetings will take place virtually or over the phone. Please call the school if you would like to schedule an appointment with administration or staff.





COVID-19 Screening for children/students/adults

Please complete before entering the child care/JK-12 school setting. A parent/guardian can complete for their child.

Updated March 14, 2022

Name: _____ Date: _____ Time: _____

1. A) Do you or anyone in the household have 1 or more of these new or worsening symptoms, today, or in the last 5 or 10 days*?

Yes ☐
No ☐



Fever > 37.8°C and/or chills

Yes ☐
No ☐



Cough

Yes ☐
No ☐



Difficulty breathing

Yes ☐
No ☐



Decrease or loss of taste/smell

B) Do you or anyone in the household have 2 or more of these new or worsening symptoms today, or in the last 5 or 10 days*?

Yes ☐
No ☐



Sore throat

Yes ☐
No ☐



Headache

Yes ☐
No ☐



Feeling very tired

Yes ☐
No ☐



Runny nose/
nasal congestion

Yes ☐
No ☐



Muscle aches/
joint pain

Yes ☐
No ☐



Nausea/vomiting/
diarrhea

- If the symptom is from a known health condition that gives you the symptom, select "No". If the symptom is new, different or getting worse, select "Yes".
- If there is mild tiredness, sore muscles or joints within 48 hours after a vaccine, select "No".
- Anyone who is sick or has any symptoms of illness, should stay home. Seek assessment from their health provider if needed.



If "YES": Stay home & self-isolate.



Your household must self-isolate*

If you have one symptom from Part B, stay home until symptoms improve for at least 24 hours or 48 hours if nausea/vomiting/diarrhea.

2. Have you or anyone in the household had a positive COVID-19 test in the last 5 or 10 days*, or been told to stay home and self-isolate?

Yes ☐

No ☐

- If you had a positive test or live with someone who is isolating or awaiting test results select "Yes"



If "YES": Stay home & self-isolate.*

3. In the last 14 days, have you travelled outside of Canada?

Yes ☐

No ☐



If "YES": Follow federal quarantine [travel rules](#) including required measures for quarantine exempt travellers.

*You or household members do not need to self-isolate if no symptoms and not had a positive test and either: had a confirmed COVID-19 infection within 90 days***; OR are 18 + and boosted****; OR are 17 years or younger and fully vaccinated**.

**Use 5 days: If the person is fully vaccinated or 11 years or younger. Use 10 days: If they are 12 years or older and not fully vaccinated; or immune compromised; or at a high risk congregate setting

***Fully vaccinated means 14 days or more after a second dose of a COVID-19 vaccine series, or as defined by the Ontario Ministry of Health.

****Confirmed COVID-19 infection within 90 days means: if tested positive within 90 days on a Rapid Antigen, or a PCR test AND completed self-isolation. Then, do not need to self-isolate if someone in the home has symptoms.

*****Boosted means received a booster dose 3 months or more after a primary vaccine series.





HOW LONG SHOULD YOU SELF-ISOLATE FOR?

You have symptoms⁺ of COVID-19 or tested positive

If:

- Fully vaccinated^{**}, OR
- 11 years or younger, regardless of vaccination status

Stay home & Self-isolate:

- Must self-isolate for at least 5 days from the day symptoms started and until symptoms have been improving for 24 hours (or 48 hours if nausea/vomiting/diarrhea), whichever is longer
- Use test date if no symptoms
- Wear a mask in public places, including while exercising, and do not visit people or settings at higher risk from days 6 to 10⁺⁺

If:

- 12 years of age or older AND not fully vaccinated^{**} OR
- Immune compromised OR
- At a high risk congregate setting

Stay home & Self-isolate:

- Must self-isolate for 10 days from the day their symptoms started, or longer if symptoms last longer than 10 days
- Use test date if no symptoms

Someone in the household has symptoms⁺ of COVID-19 or a positive test

If you:

- Had a confirmed COVID-19 infection within 90 days^{***}; OR
- Are 18+ and boosted^{****}; OR
- Are 17 years or younger and fully vaccinated^{**}

You do not need to self-isolate

- Wear a mask in public places, including while exercising. Do not visit people or settings at higher risk for 10 days⁺⁺

If you don't meet the above criteria

- You must self-isolate for the duration of the household member's isolation period (see below)

If the household member is:

- Fully vaccinated^{**}, OR
- 11 years or younger, regardless of vaccination status

Stay home & Self-isolate:

- You must self-isolate for at least 5 days from the day the household member's symptoms started and until their symptoms have been improving for 24 hours (or 48 hours if nausea/vomiting/diarrhea)
- Use test date if no symptoms
- Wear a mask in public places, including while exercising. Do not visit people or settings at higher risk from days 6 to 10⁺⁺.

If the household member is:

- 12 years of age or older AND not fully vaccinated^{**}, OR Immune compromised

Stay home & Self-isolate:

- You must self-isolate for 10 days from the day symptoms started, or longer if symptoms last longer than 10 days. Use test date if no symptoms

You were notified as a close contact of a positive case

If:

- No symptoms

Do not need to self-isolate

- Monitor for symptoms for 10 days and self-isolate immediately if symptoms develop
- Wear a mask in public places, including while exercising, and do not visit people or settings at higher risk for 10 days from last exposure⁺⁺
- If exempt from masking (e.g. under the age of 2 yrs) may return to public settings without masking⁺⁺



⁺Symptoms include 1 or more symptom from 1.A or 2 or more symptoms from 1.B on the screening tool

- If you have one symptom from 1.B, other household members do not have to self-isolate.
- If you have one symptom from 1.B AND were a close contact, then self-isolate consistent with a COVID-19 infection.
- If you/your household member's symptoms are improving for 24 hours AND the person with symptoms never had a positive test AND tests negative on a PCR test OR 2 rapid antigen tests taken 24 to 48 hours apart, self-isolation ends.
- When the person with symptoms completes their self-isolation, they do not need to self-isolate again if other household members become ill.
- Clearance testing is not required. A positive test requires completion of the isolation period even if symptoms are improving.
- For counting isolation days: the day symptoms start (or test date if no symptoms) is Day 0.

⁺⁺Continue to wear a well-fitted mask in all public settings. Do not visit people or settings at higher risk including where there are seniors or those who are immunocompromised. Avoid activities where you need to remove a mask with reasonable exceptions such as when eating (e.g., when eating in shared space at school/work and maintaining as much distancing as possible). Avoid activities where mask removal would be necessary. If exempt from masking (e.g. under the age of 2 yrs) may return to public settings without masking.



If you travelled outside of Canada in the last 14 days:

- Follow federal [requirements](#) for quarantine and testing after returning from international travel.
- Fully vaccinated travellers may be **exempt** from quarantine but are still required to wear a mask at all times when in public spaces, including schools/childcare, and monitor for symptoms.

This tool is consistent with provincial guidance: [COVID-19 School and Childcare Screening](#) and [COVID-19 Integrated Testing & Case, Contact and Outbreak Management Interim Guidance: Omicron Surge](#) (gov.on.ca)