



PRINCIPAL'S MESSAGE

February is always a short but busy month! As always, please send your child with layers and extra clothes for the rollercoaster weather we are having. With all that we have been through this year, it is great to be able to report that we continue to document student growth in look for ways to improve instruction and assessment. I'm also glad to say as a school everything we go through has built resilience and that the teachers and staff are still smiling and working hard. We recognize that the winter and the pandemic can make us all feel down or low. What I hear over and over is that the joy of teaching children brings a light and often humor to these hard days. I encourage you to read to your child or have them read to you as an antidote to the stress of the world.

In this newsletter I will share with you our school goals in three areas: Equity, Well-Being and Achievement. We hope that you can look at these goals so that you can see what areas of focus we will have over the next few years. We will be using data in various forms to continually measure our progress in these three areas. Over the next few days students from grades 2-6 will be receiving their results from the CAT-4 (Canadian Achievement Test) assessments that were held at the beginning of the year. These assessments provide a useful snapshot of students' basic skills in reading, writing and mathematics. At the school and classroom level, we use this data as a tool to guide instruction and support student strengths and needs. The parent report that you will receive, and Term 1 report card can be used as a guide to support children at home. If you have not received your Term 1 report card, please contact the office.

Continue to visit our Cornell Website (<http://schoolweb.tdsb.on.ca/cornell>) and follow us on Twitter (@CornellTDSB) for all the up to date information.

GOOD NEWS STORY

Early literacy skills are the roots of reading success. This year, the Cornell grade 2 Team created a plan to focus on the development of early literacy skills. Through a 12 week reading intervention program, students were taught to read with confidence, fluency, understanding and enjoyment. This reading program included focussed lessons on phonics, reading strategies, guided reading and using levelled books from PM E-Collection to challenge students. Students were withdrawn daily for 25 minutes and worked

individually with a teacher, outside their classroom. The results were amazing! Grade 2 students showed huge improvement throughout the 12 week block. In October 2020, the reading levels started at 45% at grade level. Assessments were completed in February 2021 and now 78% are at grade level and we continue to improve. This is very exciting and we are very proud of the accomplishments of these students!

Grade 2 Reading Scores (Oct - Jan. 2021)	Group 1: % at Level 1 (DRA 6-below)	Group 2: % at Level 2 (DRA 8-14)	Group 3: % at Level 3-4 (DRA 16 and above)
October 2020	30%	24%	45%
November-December 2020	14%	33%	45%
February 2021	5%	16%	78%

100th Day of School – Tuesday Feb. 23, 2021

The 100th day of school is more than just a milestone worth noting – it's a rich learning opportunity where all the core competencies can come into play. Celebrating the 100th day has become a classroom tradition in many schools, especially in the primary grades. Teachers and students in classes all over the province, perhaps the country, celebrate their 100th day at school.

What is the 100th Day of School?

The 100th day of school is literally the 100th day of the school year. From the very first day of school, many classes keep track of the number of days they've been in school in anticipation of the 100th day.

Days are often kept track of by counting straws, or any item for that matter, ten of which become a "ten bundle," providing ongoing opportunities for counting by tens and ones and developing number and place value concepts. Throughout the day, students work on a variety of engaging math, art, and thinking activities that focus on different concepts of the number 100. The 100th day has become a vehicle to invite children to think, communicate, make choices, problem solve, reflect on their strengths and abilities, and feel good about learning and challenging themselves; in addition, the core competencies can be embedded naturally in the curriculum.

By the time a child reaches grade three, he or she has conceivably celebrated three consecutive school years of his or her 100th day at school. These children will have been engaged in developmentally appropriate activities that have them working with the number 100, counting by 100, and making and sharing collections of 100, and other meaningful connections. By the time they enter grade three, children are ready for new challenges.

(<https://kellivogstad.com/2018/02/18/happy-100-days-and-the-core-competencies/>)

SCHOOL COUNCIL

WHY JOIN CORNELL CARDINALS SCHOOL PARENT COUNCIL?

The Council Needs  YOU!



1. CHILDREN BENEFIT
Research shows that participating in your child's school and showing engagement helps them perform better academically



2. THE SCHOOL BENEFITS
Council provides support for school teachers and administration which in turn creates a positive & caring atmosphere in the school



3. MAKE CONNECTIONS
Get to know the teachers & staff better and make life-long friends with other parents at the school!



4. IT'S GOOD FOR YOU
Socializing with other parents and volunteering to do good for your child's school is fun, healthy and rewarding!

READY TO HELP OUT?



Join the next Council Meeting On:

Tue, March 30th at 5pm

Message from Toronto Public Health

COVID-19 Update – School Screening



To add protections for our school communities from COVID-19 and its variants, Toronto Public Health has made some important changes. As schools in Toronto re-open for in-person learning on February 16th, 2021, we want you to be aware of changes that have been made to the school screening tool for staff/visitors and students JK-12.

Make COVID-19 symptom screening part of your morning routine. Everyone in your household must complete the screening before school every day.

Changes to the school screening tool include the following:

Household member has symptoms: If anyone in your household has one or more COVID-19 symptoms, all children and adults who attend a school setting must stay home from school until COVID-19 has been ruled out. If the household member with one or more symptoms does not go for testing, the children and adults in the home who attend a school setting must stay home for 10 days.

Household member has travelled: If anyone in your household has travelled outside of Canada in the last 14 days, all children and adults who attend a school setting must stay home from school until the person who travelled completes the federally-required 14 days of self-isolation. If the individual is exempt from this self-isolation because they perform an essential job (e.g. truck driver, pilot), the rest of the household can still attend school.

Close contact of someone who had COVID-19: If anyone in your household is self-isolating at home because they were a close contact of someone who had COVID-19, all children in the household will need to stay home from school until the person who was a close contact completes the 14 days of self-isolation.

Symptoms on the screening tools that remain the same:

If students or staff/visitors have one or more new or worsening symptoms they must stay home, self-isolate and arrange to get tested. Please see Follow-Up Instructions for School Students, Staff and Visitors tested for COVID-19 for more information.

Adults who do not attend a school setting:

Adults in your household who do not attend a school setting can continue to go to work as long as they do not have symptoms of COVID-19, are not a close contact of a positive case, and have not travelled outside of Canada in the last 14 days.

Thank you for all that you are doing to keep our schools and communities safe. Please continue to visit our website at: www.toronto.ca/COVID19 to stay up-to-date. Information specific to school communities is available at: COVID-19 school information for parents & caregivers.

Yours truly,

Nicole Welch
Director
COVID-19 Liaison
Chief Nursing Officer



If your child was born in 2017 they are eligible to attend Full Day Kindergarten commencing September 2021. Registration is completed online. Please visit the TDSB website at www.tdsb.on.ca and click on Kindergarten registration.

Mental Health and Well-Being Resources During Covid-19

Join us for our Virtual Drop-Ins!

Connect directly with staff from TDSB Professional Support Services. Join us to explore ideas regarding your child or youth's mental health and well-being.

- [Tuesdays, 10 a.m. - 11 a.m.](#)
- [Thursdays 7 p.m. - 8 p.m.](#)

Need immediate help?

- If you or someone you know is experiencing a mental health or substance use emergency, call 9-1-1 or go to the emergency room of your local hospital.
- If you are not sure if it is an emergency, or just need to talk through the situation, consider reaching out to:
 - [Telehealth Ontario](#) at 1-866-797-0000
 - [Kids Help Phone](#) at 1-800-668-6868 or texting CONNECT to 686868
 - [Mental Health TO](#)
 - [211](#) – community supports such as food banks, housing and more.
 - [Toronto Public Health](#)
 - [Distress Centres of Greater Toronto](#)
 - [Assaulted Women's Helpline](#) 1-866-863-0511 or text #SAFE (#7233)
 - [Black Youth Helpline](#)
 - [Indigenous Youth Helpline](#)
 - [Muslim Youth Helpline](#)
 - [What's Up Walk-In® | Mental Health Counselling](#)
 - [Lesbian Gay Bi Trans Youth Line](#)

Severe Weather Procedure

With the colder weather upon us, and the likelihood of severe weather conditions, we want to take this opportunity to review the Toronto District School Board (TDSB) Severe Weather Procedure with our schools and families.

From time to time it is necessary to cancel school buses, classes and/or programs due to severe weather. On rare occasions, severe weather makes it necessary to close schools, administrative offices or sites. These decisions can have a significant impact on thousands of families across Toronto and are not taken lightly.

If Environment Canada forecasts poor weather conditions (including ice and significant snow), the Toronto Student Transportation Group (TSTG), the TDSB and Toronto Catholic District School Board (TCDSB) teams will assess and monitor the

situation overnight and into the early morning in order to determine any necessary bus cancellations and school closures.

- **If Busses are Cancelled:** As more than 93% of TDSB students who are currently attending in-person school do not use a school bus, schools will remain open. Families must make alternative arrangements to transport their children to school. Students who receive bus transportation receive updates regarding their transportation via TSTG.
- **If Busses are Cancelled and Schools are Closed:** The decision to close schools (which would include child cares and Extended Day Programs) will be determined by the TDSB and the TCDSB by 6 a.m. in order for families to make alternative arrangements. In addition to updates being posted on the TDSB [website](#) and on [Twitter](#), families will receive a notice from School Messenger **only** if schools are closed. **Please note that Virtual Schools will not operate and we will not be providing remote learning on days when schools are closed due to severe weather.*

It's important to note that when schools remain open on days with severe weather, parents/guardians make the final decision on whether to send their children to school and they can keep children home from school if they choose. While the Severe Weather Procedure remains the same as it has in previous years, the current COVID-19 pandemic will be an important factor in any decision we make and we will ensure that all necessary health and safety precautions are being followed. With that in mind, staff will continue to closely monitor severe weather impacts on TDSB students, families, staff, and operations, and adjustments will be made if necessary. Please know that the safety and well-being of all students and staff is deeply important to us at the TDSB and we will continue to consult with Toronto Public Health regarding any necessary changes that be needed.

We encourage you to keep this information for your reference at home.

Thank you for your ongoing support



Character Development: A Partnership with Families

We continue to develop character in all students and this is a shared responsibility between home and school. There is a need for family, community and schools to engage cooperatively to encourage students' learning and maturing as social beings.

Throughout the year, we will continue to focus on the 10 attributes identified at the TDSB and we encourage parents to reinforce these attributes at home whenever possible: Respect, Responsibility, Empathy, Kindness and Caring,

Teamwork, Fairness, Honesty, Co-operation, Integrity and Perseverance.

Some tips for supporting Character Development in the Home, include:

- Use the language of character development and be clear about your values
- Model and teach respectful manners
- Listen to your children and spend time with children in shared activities
- As a family, take part in community service projects or civic activities
- Establish family traditions and enjoy family celebrations together

- Teach your children to be responsible and discerning with their choices in media and entertainment and online activities
- Teach your children how to resolve conflict in a peaceful, respectful way
- Become involved in your child's school life from Kindergarten to Grade 12
- Live character every day

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

Fairness

February's Character Trait is Fairness.

Your child is involved in learning activities designed to develop good character and help children make good choices. Our focus this month will be on FAIRNESS.

What does Fairness mean to you?

Your child can show fairness by:

- playing and working fairly with others in the family
- treating family members with respect and without prejudice
- treating others in the family in the way that they would like to be treated

Questions to discuss with your child:

- What is fairness, and what does it mean to be fair?
- Do you treat others the way you would like to be treated?
- When someone is unfair, how does that make you feel?
- Does equality mean that everyone gets the same, or that everyone gets what they need?

Projects to do together:

- Watch a television program together. Talk about the various ways in which certain characters acted unfairly toward each other. Discuss how the situation could have been avoided.



- Think about something unfair that is happening at home, at school, or in the community. What might be done about it? What would your role be?

Encouraging fairness in your child:

- Listen to your child if he or she has a concern or request. Engage in fair discussion to resolve the issue.
- Show that fairness is important, and that it is crucial to treat others with respect and without judgment.
- Share a situation in which you felt you were treated fairly or unfairly, and describe how that impacted your day.

Thank you for supporting our Character Development program.

Traffic Safety Tips: Help Make this a Safe Winter Season

We know that severe weather will be part of our daily lives for the next several months. While traffic safety is an important matter all year long, this is a particularly good time to review what we can do to keep students safe.

The need to be aware and alert at all times, on any road, and even in the most routine circumstances is key to traffic safety. This applies to students and drivers alike. Road conditions can be challenging in the winter months. So to those of us who drive, please take extra care on the roads and in parking lots, especially in areas where children might be present.

School staff periodically review street and traffic safety with students. Parents can help reinforce these safety messages with children at home. Below are some tips that might be helpful to review.

- Stop, look, and listen for traffic.
- Only cross at corners and crosswalks.
- Make eye contact with drivers.
- Walk on the right side of the crosswalk.
- Wear appropriate footwear to reduce the chances of slipping.
- Never run into the street.
- Obey crossing signals.
- Cross only if clear.
- Walk on sidewalks.
- Where there are no sidewalks, walk as far away from traffic as possible, facing traffic.



WEATHER GUIDELINES AT SCHOOL

Children need an opportunity to get exercise and free play time outdoors, however, weather conditions sometimes warrant that indoor recesses, lunch periods and pre-entry periods be considered necessary for student and staff safety. Conditions warranting indoor recesses (a) Rain, thunderstorms, lightning, hail, extreme winds and extreme cold. (b) Cold weather: When temperature and/or windchill factor indicates -28C or lower children will remain indoors due to risk of frostnip and frostbite.

When an extreme cold weather alert is issued or when temperatures and/or windchill factor indicates -20 to -28C, recesses may be shortened to 10 minutes and lunch recess be 20 minutes depending on local conditions. Children should be monitored closely for signs of frostnip, frostbite or difficulty breathing. (c) Humidity, Heat and Smog Alerts: The City of Toronto issues heat alerts and heat emergencies based on the daily forecast from May to September. Alerts are posted on the Web site www.toronto.ca/health or available by calling (416) 338-7600.

Staff and students should be vigilant about their level of activity and should take frequent breaks for water in order to remain adequately hydrated. Other conditions: Weather conditions change during the day. When necessary and if the weather is questionable, the school principal will consult the Environment Canada's www.weatheroffice.ec.gc.ca or Toronto Public Health Web sites for information. During the winter months, children are encouraged to bring an extra pair of gloves and indoor shoes



RETURNING TO SCHOOL

Daily Checklist for Elementary School



This year, we have new health and safety measures in place to help keep students and staff safe from the spread of COVID-19. Everyone, including families, plays a critical role in supporting health and safety in our school communities.

Every day, please:

Screen your child for symptoms of COVID-19 and keep them home if they:

- Feel sick or have symptoms of COVID-19
- Have been in close contact with someone who is sick or has confirmed COVID-19 in the past 14 days
- Have returned from travel outside of Canada in the past 14 days

Have multiple snug and comfortable **masks**, so you can wash them daily and have back-ups ready. Pack a few masks each day and a bag for soiled masks to go in during the school day.

Review and practice proper **hand washing** techniques at home, especially before and after eating, sneezing, coughing, and adjusting a mask or cloth face covering.

Pack a **full water bottle** and **litterless lunch** and snacks daily. Sharing of food is not allowed and all garbage will be sent home to help keep our schools clean.

Pack school supplies, such as crayons and scissors, your child may need to avoid sharing.

Dress your child in **weather appropriate clothing**; they may be spending more time outdoors.

Make sure your information is current at school, including **emergency contacts** and individuals authorized to pick up your child from school. And, pick up your child promptly when they are sick.

Follow your school's **local protocols**, including drop off and pick up protocols and using the designated entry doors.

Remind your child of **physical distancing** and following the flow of traffic and other measures in place at school.

Be patient and flexible as we adjust to these new measures to help keep everyone safe.

Whether you choose online virtual learning or in person learning, please contact the school if you have any questions.

Continue to visit our Cornell Website (<http://schoolweb.tdsb.on.ca/cornell>) and follow us on Twitter (@CornellTDSB) for all the up to date information.

Cornell JPS School Improvement Plan

2020-2021

“...Improve student achievement and well-being for each and every student in the TDSB.” *A Vision for Learning p. 2*

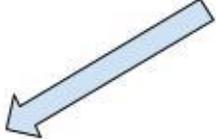
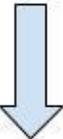
3 FOCI for Cornell JPS School Improvement Plan
Equity, Well Being, Achievement
 Goals include: Students, Parents, Staff and Data

Who has most of the voice & choice in our classroom? Why might that be? Does it need to be more balanced? How might we do this?

Equity

Implicit Bias - subconscious perceptions of the world around us and is built up over time.

Adult Learning = By using Culturally Relevant and Responsive Pedagogy (CRRP) and examining individual biases and privileges, we will create a safe and welcoming school environment that will value student voice as measured by our School Climate Survey.

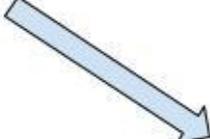


Well-Being

Student Well-Being

- Self regulation, and resiliency skills to our students and staff

Student Learning = The students will implement mindfulness techniques and focus on self-care strategies into their program so that students can internalize strategies to assist with self-regulation and anxiety.



Who are our struggling readers? Why? How do we know? What are we doing to support them?

Achievement

Math scores continue to be low. In conjunction with our focus on Math/Problem-solving, explicit literacy instruction is a focus with students.

- **GRADE 1 READING**
- Continue school focus on guided math.
- ALL grades to have intentionally planned literacy blocks
- Classroom environment as third teacher

What is going well at Cornell? What needs to be improved so that ALL students feel safe, welcomed and heard?

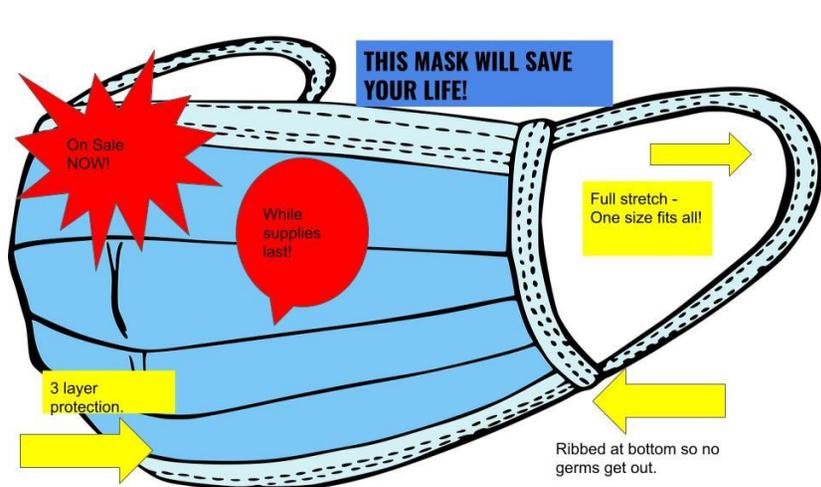
Student Learning = By creating optimal learning conditions (UDL and Differentiated Instruction) at all grade levels, students will improve their communication, achievement and engagement in Mathematics. They will demonstrate improved academic success through literacy (K-2 reading), as measured by achievement data and attitudinal data.

Media: Mask Poster

(Grade 3, Ms. Ross)

Create an advertisement for wearing a mask. Think about the audience and what are you trying to get across.

Focus on: Appropriate picture, Colourful, Big letters, A caption that makes people want to buy the masks (It can be made up)





From TDSB Psychological Services to Your Family

Because we can all use
a reason to celebrate,

but we don't need a reason
to share our love.

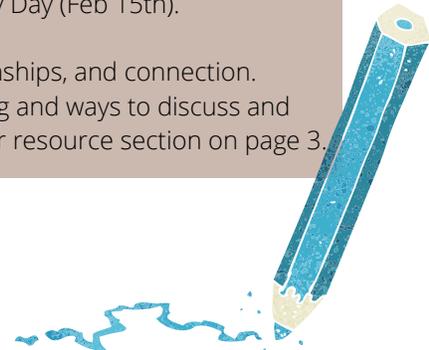


In February we acknowledge several celebrations:

Black History Month
Chinese Heritage Month

This month we also celebrate Lunar New Year (February 12th),
Valentine's Day (February 14th), and Family Day (Feb 15th).

This issue will focus on the theme of love, relationships, and connection.
You can find resources to encourage further learning and ways to discuss and
celebrate these important events with your family in our resource section on page 3.



LEARNING CORNER

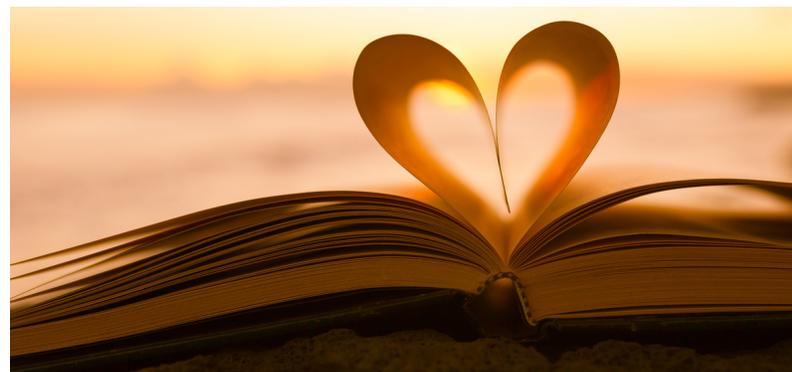
Encouraging a Love of Writing at Home

by Gillian Jackson, C.Psych. Associate

It is possible for children to have FUN writing when they have the means to let their creative imaginations run wild. Parents can help by providing support and direction: showing them how to write, using models and examples of completed works; then adding a touch of art by giving them colourful, appealing materials to work with; and, motivating them by introducing interesting and weird themes that will "tickle" them. By making the purpose for writing clear, allowing creative means, and engaging their natural curiosity, they might just end up having some fun!

Here are some ideas for writing projects your kids can do at home:

- Make a scrapbook and let them fill it with drawings, words, and even small objects you collect on your walks, so they have a record of their experiences during this unique time.
- Take a look through some [story starters](#), and let them choose one that they find exciting, interesting, or fun.
- Challenge them to write a persuasive essay, using [prompts](#), like "Which would you rather battle: 1 horse-sized duck, or 100 duck-sized horses?" Or "You can choose one superhero power to help others: fly or stop time. Which one do you choose and why?"
- Themes such as love, friendship, family, or courage can be developed using a collage. Images can be drawn or cut from old books, magazines and catalogues.
- Story narratives can be created in [comic strip format](#), using drawings along with words.



Whether it's a drawing, a card, or a story, children can enjoy original and imaginative ways to convey their thoughts and ideas. So, grab some pens and markers, stickers, pictures, and coloured paper and find something they enjoy talking about. Then sit down together for some fun times!

OUR ARTICLES, TIPS, AND SUGGESTIONS DO NOT CONSTITUTE TREATMENT ADVICE.

IF YOU OR A FAMILY MEMBER IS IN CRISIS, PLEASE CONTACT [KIDS HELP PHONE](#): 1-800-668-6868 OR THE DISTRESS CENTRE: 416-408-4357



Languages of Love

by Victoria Orekhovsky, M.Ed.

We may have heard the phrases “Love is all you need”, “Love conquers all”, or “Healing power of a mother’s love”, but do we stop to think what they mean? We hear about unconditional love, but do we know what kind of love our children need? Research has shown that kids need and respond to certain ‘love languages’ better than to others.



Some children, regardless of their age, need to hear “I love you”, and be praised and recognized for what they do well as they crave **Words of Affirmation**. Others love being hugged, cuddled, and kissed since they long for **Physical Touch**. Some children love playing board games, watching TV, and going for walks with their families as they need a lot of **Quality Time Together**. Words of Affirmation, Physical Touch, and Quality Time together are often considered primary languages. The other two, that are often seen as secondary, are **Gifts**, and **Acts of Service**, such as getting a ride to a friend’s house or getting help with a school project.

Research suggests that children need to receive love in all 5 languages but they usually “speak” one of the languages better than others.

This means that we, as parents, need to pay special attention and do certain things to make our children feel truly loved. For example, “Who doesn’t love gifts?”, you might ask. Believe it or not, not all kids do. Some kids could feel guilty for receiving things they don’t need because they may feel privileged. Parenting is one of the biggest challenges that we face in life, but there is no preparatory school that teaches us how to do it. We assume that parenting and loving is a natural process that we figure out as we go along. So when it comes to love languages, we most often give the one that is most natural for us, which is also the one we need from our significant others to feel loved. However, there may be another language that each of our children “hear”. We can observe our interactions with them and become mindful of what they might need from us. It may not feel natural but it can feel very rewarding. It will feel like love.



[Learn more about the Languages of Love](#)



Boosting Your Happiness, Love, and Brain Chemistry

By Dr. Dessy Marinova, C.Psych.

Did you know that you can naturally change your brain chemistry and boost your level of happiness by creating simple daily habits? Two hormones help humans feel good and emotionally connected with others.

Learn more about **Love and Brain Chemistry** by TDSB Psychologist Dr. Dessy Marinova [here](#).

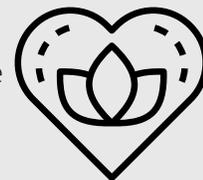
How the Loving-Kindness Meditation Can Improve Your Body and Brain Health

Dr. Andrea Adams, Ph.D., C.Psych.

February is often thought of as the Month of Love, since Valentine's Day is celebrated during this month. For many years now, the symbol for love has been a heart. People experience the feeling or sensation of love (and a number of other positive emotions, such as gratitude and compassion) in the physical area of the heart. Research has shown us that the heart is not a simple pump. The human heart has an electromagnetic field that can be measured up to a distance of several feet from the body, and this field can change according to your emotions. Research shows that when we experience positive emotions, such as love, kindness, and compassion, these positive emotional states send signals to our brains. These signals reduce reactions to stress and create physiological benefits for our bodies and brains, including a strong immune system, creative problem-solving, good decision-making, and an overall sense of well-being.



The daily practice of the Loving-Kindness Meditation has been shown to increase the experience of positive emotions, such as joy, gratitude, and love.



[Here](#) is a guided Loving-Kindness Meditation for you to enjoy.



ASK THE PSYCH EXPERT: SECURE ATTACHMENT

By: Lori Schofield, M.A., C.Psych. Associate



How do I help my child form loving relationships with others?

Children learn how to interact with others through their relationships with their primary caregivers. When children form trusting, loving relationships with their primary caregivers, they are able to go out into the world and form loving relationships with others.

This trusting, loving relationship between a caregiver and a child is referred to as a *secure attachment*.

A secure attachment provides a solid base that allows a child to explore the world and have a safe place to come back to.

Children who have a secure attachment to their caregivers view themselves as worthy of care and they trust that others are reliable.

As a result, they are more likely to develop closer friendships in middle childhood and adolescence.

The following are ways to foster a secure attachment with your child:

- ♥ Be aware of your child's emotional needs, and respond promptly and sensitively to meet those needs. For example, if your child is upset, take time to listen to your child and communicate to them your understanding of what they have said.
- ♥ Give your child some undivided attention each day. Follow their lead as to what they would like to do with you (like playing a game, reading a book together, or snuggling on the couch).
- ♥ Establish a goodbye routine when leaving your child with someone else. Since your child will look to you for cues on how to react to the separation, be confident and show your child that it is not upsetting.
- ♥ Give yourself and your child time to reconnect following a separation before getting distracted with other activities. The amount of time your child needs to reconnect with you may vary day to day. Be attuned to your child's changing needs for autonomy, particularly as they move into adolescence, and allow them appropriate levels of independence.
- ♥ When you make mistakes, apologize to your child. All parents make mistakes; the important thing is to repair trust with your child when things go wrong.

Resources

Check out our new [Psychological Services website!](#)

[School Mental Health Ontario](#)

[Ainara's bookshelf](#)

[Don't Call me resilient \(Podcast\)](#)

[National Film Board of Canada celebrities Black History Month](#)

[TDSB Chinese Heritage Month Guide](#)

[Government of Canada: Black History Month](#)



CONNECT WITH US

If you are looking for support from TDSB Psychological Services for your child, please contact your school's administration.



[@TDSB_Psych](#)
[@TDSB_MHWB](#)



[tdsb_psych](#)