

# Welcome to the 2019-2020 School Year!

Welcome to another school year in the Toronto District School Board. I hope you're looking forward to an exciting and successful year ahead.

Elementary school is a wonderful time. It's the beginning of your educational journey where you not only build foundation skills such as literacy and numeracy, it's also a time to explore new ideas, ask big questions and discover new interests.

Our role is to make sure you have everything you need to succeed. Your school and classroom should be a safe and welcoming space where you feel you can bring your voice and ideas. Your learning should be fun, relevant and engaging. If you ever have any questions or concerns, your principal, teachers and school staff are here to support you. Never hesitate to reach out to them or another caring adult in your school.

I wish you all the best for a great year of learning.

Dr. John Malloy  
Director of Education



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## Helping All Students Succeed

Student success drives everything we do in the Toronto District School Board. Every student deserves a great education and student well-being and learning must be at the centre of every decision we make. Our focus is ensuring that all students can succeed by having equitable access to programs and resources and increased opportunities that lead to academic improvement, engagement and enjoyment of school.

Our Multi-Year Strategic Plan guides all of our work. We are empowering people – especially students and parents – to share their voice to help us identify, confront and eliminate barriers that will help all students succeed.

Read more at [www.tdsb.on.ca/mysp](http://www.tdsb.on.ca/mysp)

## Know what's happening at the TDSB!

Follow us at [www.tdsb.on.ca](http://www.tdsb.on.ca)



[toronto.dsb](http://toronto.dsb)



[@tdsb](https://twitter.com/tdsb)



[torontodsb](https://www.instagram.com/torontodsb)

## School Year Calendar

The first day of classes for all students is September 3, 2019.

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

The last day of classes for secondary students in full year schools is June 23, 2020.

The last day of classes for secondary students in semestered schools is June 23, 2020.

## Professional Activity Days

### Elementary

- October 11, 2019
- November 15, 2019
- December 6, 2019
- January 17, 2020
- February 14, 2020
- June 5, 2020
- June 26, 2020

### Secondary

- October 11, 2019
- November 15, 2019
- December 6, 2019
- January 30, 2020\*
- February 14, 2020
- June 24, 2020\*
- June 25, 2020
- June 26, 2020

\*Semester change: The first day of the second semester is **January 31, 2020**.

Secondary school year calendar includes a PA Day for semestered schools only on **January 30, 2020** and a PA Day for full-year schools only on **June 24, 2020**.

## Statutory Holidays

<b>Labour Day:</b>	September 2, 2019
<b>Thanksgiving:</b>	October 14, 2019
<b>Christmas Break:</b>	December 23, 2019 – January 3, 2020 (inclusive)
<b>Family Day:</b>	February 17, 2020
<b>Mid-Winter Break:</b>	March 16 – 20, 2020
<b>Good Friday:</b>	April 10, 2020
<b>Easter Monday:</b>	April 13, 2020
<b>Victoria Day:</b>	May 18, 2020

## Severe Weather

Regardless of the season, weather can have an impact on system-wide school board operations or individual schools, staff and students. Whether it's cold and snow or extreme heat, the Toronto District School Board has a number of practices and policies in place to manage the impact of this weather on the school board.

On rare occasions, severe weather conditions may require the TDSB to cancel student transportation, classes and/or programs or even close schools. Should a cancellation or closure be necessary, information will be posted on the TDSB website and social media profiles, and will also be provided to local media by 6 a.m. If weather conditions become extreme after students are in school, a decision to close schools will be made by 11 a.m. and broadcast by noon. In this case, students will remain supervised in the school until they are picked up by a parent or parent designate. If there is no announcement about school closing by noon, schools will remain open for the day.

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

[www.tdsb.on.ca/AboutUs/SevereWeather](http://www.tdsb.on.ca/AboutUs/SevereWeather)



## Caring and Safe Schools

Providing safe, inclusive and positive spaces accepting of all students, is a priority in the TDSB. Our schools should be communities where all students are respected, welcomed, nurtured, engaged and encouraged. Creating a positive school climate is essential to building a culture of trust between staff and students and peer-to-peer, high expectations and a sense of belonging.

The TDSB emphasizes programs that encourage and support positive behaviour allowing staff to better engage students and intervene early. From restorative practices to conflict resolution and peer mediation, a variety of supports are available to meet the diverse needs of students.

### Creating Positive, Healthy and Accepting Schools

Creating positive, healthy and accepting schools requires a whole-school approach involving all members of the school community. All students, teachers, parents and other school staff have the right to feel safe and be safe in their school. With this right comes the responsibility to contribute to a positive school climate.

What makes a positive school climate?

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

### Attendance

Regular attendance at school and arriving on time play a role in your academic success. Attendance Policy and Procedures for students includes tracking and monitoring of student arrival and attendance, as well as implementing timely interventions that comply with Ministry policies and follow best practices. In line with the Education Act, all children from six to 18 must attend school.

### Accommodation

We are committed to supporting all forms of accommodation requests to reduce or remove barriers faced by students as a result of disability, religious obligation and/or other protected characteristics under human rights legislation. Please speak with your child's Principal or Vice-Principal to discuss your particular needs.

### Know Your Rights

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

If you hear, see or experience:

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

**Speak with a caring adult • Talk to your Principal • Call the Student Safety Line**

## Communicating Concerns (parent concern protocol)

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

**1**

Step  
One

### Classroom Teacher

The first place to go about any classroom-related question or concern is your classroom teacher.

They can help you with:

- Any questions about the classroom
- Classroom rules and consequences
- Homework and assignments

**2**

Step  
Two

### School Principal

If you would like more information or if you have questions that are beyond the classroom, talk to your school principal. They can help with:

- Concerns about an individual school
- Student registration
- Student schedules
- Student suspensions
- Report card concerns
- Classroom concerns
- Code of Conduct
- Safety and security
- Budget and fundraising
- School Council

**3**

Step  
Three

### School Superintendents

Superintendents are responsible for a Network of Schools. They support school staff and can be contacted if you have questions that have not been answered or for help with:

- Alternate attendance request
- Suspension appeals

**4**

Step  
Four

### Trustees

Trustees are your elected community officials. They are available to help you with the following areas of the TDSB:

- Concerns about your community
- Ideas and suggestions for the Board
- Items on Board Agenda
- Board policies under review
- Board budget
- Collective bargaining

## Student Dress Policy

The Board-wide Student Dress Policy (P042) has been revised to further support learning environments that are safe, equitable, welcoming and inclusive and recognize that decisions about dress reflect individual expression of identity, socio-cultural norms, and economic factors which influence student's health and well-being. Students may attend school and school-related functions in dress of their choice that conforms to system standards that respect the Board's intent to sustain a community that is positive, anti-oppressive, equitable, accepting and inclusive of a diverse range of social and cultural identities.

Read the complete Student Dress Policy (P042), including the system standards, at [www.tdsb.on.ca/High-School/Your-School-Day/Student-Dress](http://www.tdsb.on.ca/High-School/Your-School-Day/Student-Dress).

## Bullying

The TDSB takes bullying seriously. Whether the bullying happened at school, between students off school property or online, if it impacts student safety or has a negative impact on school climate, the school must investigate and respond to any reports.

Be part of making our schools safer – report bullying.

- If you are a student who is being bullied, reach out
- If you are a parent/guardian and your child is being bullied, reach out
- If you want to make our schools safer, report bullying

As a system, we focus efforts on prevention efforts and creating a welcoming school community. Staff and students are educated on what bullying looks like and how to report. They are engaged through events, activities and prevention programming and encouraged to take on leadership roles to enhance the school community.

We also provide support for both students who have been bullied, students who have engaged in bullying behaviours as well as those who were not the target of bullying but have been impacted. These supports can include:

- support in the school
- youth workers, guidance counsellors, social workers
- closed groups
- specific skill building
- alternative programs

## Discipline and Reporting

The TDSB takes a whole school approach to promoting a safe, inclusive and accepting school climate. By working together with staff, students and community we are able to address inappropriate student behaviour and to build strategies that promote and foster positive behaviours.

When dealing with inappropriate student behaviour, the TDSB promotes the use of progressive discipline through a range of interventions, supports and consequences that are both corrective and supportive. Discipline is developmentally and socio-emotionally appropriate and reinforces positive behaviour and better choices.

All school staff are required to report serious incidents that could lead to suspension or expulsion to the school Principal or Vice-Principal. When a student has been harmed, the Principal must also notify the parents of all the students involved.

## School Bus Safety

During the school year, your child may participate in field trips and excursions by bus. Here are some safety tips for school bus safety:

- Be aware of how close you are to the bus. If you can touch the bus, you're too close. Take 10 giant steps back.
- Always cross the road in front of the bus, never behind.
- Never stop to pick up anything that you may have dropped near a bus. Ask an adult or the bus driver to help.
- Find a seat right away. Stay seated, facing forward at all times.
- Never distract the bus driver. Always follow his or her instructions.
- Do not eat or drink on the bus or yell, push or throw.
- Keep your arms and head inside the bus at all times.

For more information about transportation, visit [www.torontoschoolbus.org](http://www.torontoschoolbus.org) or [www.tdsb.on.ca](http://www.tdsb.on.ca)

**Student SAFETY LINE**  
**416-395-SAFE(7233)**  
**416-620-9711 (TTY)**  
[www.tdsb.on.ca/safetyline](http://www.tdsb.on.ca/safetyline)



**KidsHelpPhone.ca**  
**1 800 668 6868**

**Kids Help Phone**

## Chart of Consequences of Inappropriate Student Behaviour\*

<b>SUSPENSIONS</b> A principal shall consider whether to suspend a pupil if he or she believes that the pupil has engaged in any of the following activities while at a school, at a school-related activity or in other circumstances where engaging in the activity will have an impact on the school climate (Education Act s.306 (1)).	<b>Principal May Issue Suspension</b>	<b>Notify Police</b>	
		<b>May</b>	<b>Shall</b>
1. Uttering a threat to inflict serious bodily harm on another person*	1-19 Days		x
2. Possessing alcohol, illegal drugs or, unless the pupil is a medical cannabis user, cannabis	1-19 Days		x
3. Being under the influence of alcohol or, unless the pupil is a medical cannabis user, cannabis	1-19 Days	x	
4. Swearing at a teacher or at another person in a position of authority*	1-19 Days	N/A	N/A
5. Committing an act of vandalism that causes extensive damage to school property at the pupil's school or to property located on the premises of the pupil's school*	1-19 Days		x
6. Bullying*	1-19 Days	x	

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

<b>SUSPENSIONS</b> A principal shall consider whether to suspend a pupil if he or she believes that the pupil has engaged in any of the following activities while at a school, at a school-related activity or in other circumstances where engaging in the activity will have an impact on the school climate (Education Act s.306 (1)7).	<b>Principal May Issue Suspension</b>	<b>Notify Police</b>	
		<b>May</b>	<b>Shall</b>
1. Willful destruction of school property; vandalism causing damage to school or Board property or property located on school or Board premises*	1-19 Days	x	
2. Use of profane or improper language*	1-19 Days	N/A	
3. Use of tobacco*	1-19 Days	x	
4. Theft*	1-19 Days	x	
5. Aiding or inciting harmful behaviour*	1-19 Days	x	
6. Physical assault*	1-19 Days	x	
7. Being under the influence of illegal drugs*	1-19 Days	x	
8. Fighting*	1-19 Days	x	
9. Possession or misuse of any harmful substances*	1-19 Days	x	
10. Extortion*	1-19 Days		x
11. Inappropriate use of electronic communications or media devices*	1-19 Days	x	
12. An act considered by the school's Principal to be a breach of the Board's or school's code of conduct*	1-19 Days	x	
13. Immunization	20 Days	N/A	N/A

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

<b>SUSPENSIONS PENDING POSSIBLE EXPULSION</b> A principal shall suspend a pupil if he or she believes that the pupil has engaged in any of the following activities while at a school, at a school-related activity or in other circumstances where engaging in the activity will have an impact on the school climate (Education Act s.310 (1)). After the suspension is issued an investigation will be conducted by the principal within five (5) school days.	<b>Principal May Issue Suspension</b>	<b>Notify Police</b>	
		<b>May</b>	<b>Shall</b>
1. Possessing a weapon, including a firearm	1-20 Days		x
2. Using a weapon to cause or to threaten bodily harm to another person	1-20 Days		x
3. Committing physical assault on another person that causes bodily harm requiring treatment by a medical practitioner	1-20 Days		x
4. Committing sexual assault (Refer TDSB procedure PR. 608)			
5. Trafficking in weapons or illegal drugs	1-20 Days		x
6. Committing robbery	1-20 Days		x
7. Giving alcohol or cannabis to a minor	1-20 Days		x
7.1 Bullying if,	1-20 Days		x
i. the pupil has previously been suspended for engaging in bullying and,	1-20 Days		x
ii. the pupil's continuing presence in the school creates an unacceptable risk to the safety of another person.		x	
7.2 Any activity listed in section 306(1) motivated by bias, prejudice or hate based on race, national or ethnic origin, language, colour, religion, sex, age mental or physical disability, sexual orientation, gender identity, gender expression or any other similar factor	1-20 Days	x	x

<b>SUSPENSIONS PENDING POSSIBLE EXPULSION</b> A principal shall suspend a pupil if he or she believes that the pupil has engaged in any of the following activities while at a school, at a school-related activity or in other circumstances where engaging in the activity will have an impact on the school climate (Education Act s.310 (1)8). After the suspension is issued an investigation will be conducted by the principal within five (5) school days.	<b>Principal May Issue Suspension</b>	<b>Notify Police</b>	
		<b>May</b>	<b>Shall</b>
1. Possession of an explosive substance	1-20 Days		x
2. Sexual harassment	1-20 Days	x	
3. Hate-motivated occurrences	1-20 Days		x
4. Distribution of hate material	1-20 Days	x	
5. Racial harassment	1-20 Days	x	
6. An act considered by the Principal to be a serious breach of the Board's or school's code of conduct	1-20 Days		x
7. Trafficking in cannabis	1-20 Days		x

\*subject to change



## Code of Conduct

At the TDSB, we encourage a standard of behaviour for all students, employees, parents, permit holders and community members to:

- Ensure that all members of the school community, especially people in positions of authority, are treated with respect and dignity;
- Promote responsible citizenship by encouraging appropriate participation in the civic life of the school community;
- Maintain an environment where conflict and difference can be addressed in a manner characterized by respect and civility;
- Encourage the use of non-violent means to resolve conflict;
- Promote the safety of people in schools;
- Discourage the use of alcohol and illegal drugs; and
- Prevent bullying in schools.

Read the complete TDSB Code of Conduct (PR585) online.

## Code of Online Conduct

All students are expected to comply with the TDSB Acceptable Use Policy (P088) and the corresponding procedure, Code of Online Conduct (PR571), which protects the rights and safety of students and staff who use online systems and resources through a TDSB computing device or network. All TDSB rules apply when using TDSB computing devices and connections and the Board has the right to monitor their use.

The Student and School Codes of Conduct also apply to social media.

## Digital Privacy

All TDSB students are provided with an account that enables access to the TDSB's technology resources including wireless network access and a variety of digital learning tools including GSuite for Education, Brightspace and the Virtual Library. This account is intended for educational purposes only and is not to be shared with anyone.

When using digital tools or apps and working online students are reminded to take precautions to protect their privacy including:

- Never sharing your own (or someone else's) personal, identifiable information including your name, student number, address, phone number, etc.
- Never sharing your TDSB account password with anyone.
- Not sharing or using another person's TDSB account.

Additional rules and tips for working safely online can be found in TDSB's Code of Online Conduct.

## Technology in Schools

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

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

It is important, however, to ensure that technology is used appropriately and responsibly and does not interfere with learning. Social media can enhance learning and networking for the future when used in a positive way, but remember that online behaviour matters. As part of digital literacy, students will be taught strategies to engage responsibly on social media platforms.

To learn more about your school's rules around technology, speak with your teacher or Principal. Also, read the TDSB's Code of Online Conduct at [www.tdsb.on.ca/About-Us/Policies-Procedures-Forms/Online-Code-of-Conduct](http://www.tdsb.on.ca/About-Us/Policies-Procedures-Forms/Online-Code-of-Conduct).

## Student Achievement

At the elementary level, the focus within the classroom is on building a strong foundation in literacy and numeracy to help students succeed in school and in life. While student learning is based on Ministry of Education curriculum, there are many other elements of the school day that make the classroom an exciting and enriching place for students.

### Homework

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

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

**Kindergarten** (guidelines from Homework Policy P036) Homework should not be assigned to Kindergarten students; however, there is a strong connection between parental involvement and student achievement. As a result, families are encouraged to engage in early learning activities such as playing, talking and reading together in English or in the family's first language. Teachers may provide resources to support home-based early learning opportunities.

**Grades 1 to 6** (guidelines from Homework Policy P036) Homework assigned in the early grades (Grades 1 and 2) shall more often take the form of reading, playing a variety of games, having discussions and interactive activities, such as building and cooking with the family. In late Primary and Junior grades (Grades 3 to 6), homework may begin to take the form of independent work.

### Virtual Library

The TDSB Virtual Library provides online access to a collection of digital resources that support learning for all students from Kindergarten to Grade 12. Available 24/7 at school and home, it is a great starting place for any learning. Find eBooks for early literacy and independent reading, encyclopaedias for researching topics, videos to support curriculum, and research databases that provide in-depth information, and journal articles. Many TDSB Virtual Library resources include accessibility features, translation tools and are compatible with TDSB assistive technology tools. To access your school's TDSB Virtual Library, visit [www.tdsb.on.ca/findyourschool](http://www.tdsb.on.ca/findyourschool), select your school name, and find the link on the left-hand menu. Ask your teacher-librarian for home access passwords.

### Literacy and Numeracy Programs



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



## Building Global Competence

Global Competencies and deep learning through technology form a foundation of the TDSB's Vision for Learning and Multi-Year Strategic Plan. We believe that improving student achievement, equity and well-being, as well as strengthening literacy and numeracy skills, can be attained by changing the teaching and learning process to provide students with opportunities to build their global competence.

The TDSB's Global Competencies are: Communication, Collaboration & Leadership, Global Citizenship, Critical Thinking & Problem Solving, and Creativity, Inquiry & Entrepreneurship. These competencies foster deep learning through engaging learning experiences. For more information, visit [www.tdsb.on.ca/mysp](http://www.tdsb.on.ca/mysp).

## Field Trips and Excursions

Field trips are great learning opportunities. To ensure a safe, enjoyable experience for all participants, students need to follow the TDSB Code of Conduct and the expectations of their school while they are off school property during excursions and athletic events. For more information, please refer to the Excursion Policy (PO33).



## Mental Health and Well-Being

Student mental health and well-being is an important part of student success and a priority at the TDSB.

Mental health impacts us all. Just as we all have physical health, we all have mental health.

Our mental well-being includes our emotions, our thoughts and feelings, our ability to solve problems and overcome difficulties, our social connections, and our understanding of the world around us.

At school, feeling safe, engaged and included all contribute to having a positive sense of well-being. Students need our collective support to be healthy individuals and, the relationship that students have with each other and adults is an important part of that.

### Finding Help When You Need It

Children and youth can suffer from all of the same challenges that confront adults – anxiety, depression, eating disorders, mood disorders, substance abuse, and more. Research shows that one in five children experience mental well-being issues. This statistic translates into approximately 40,000 students in the TDSB. For students who need additional support, there are many resources available.

The first step is connecting with your child’s teacher or principal. They are a well-positioned partner who can share what they notice during the time your child is at school. If necessary, they can then connect you to the Professional Support Services team, which includes psychologists, social workers and attendance counsellors.

This team is here to help students overcome obstacles to success. Whether personal, family or school related, concerns can range from bullying to substance abuse or from questions about sexuality or adapting to a new culture. We offer a wide range of services that include individual or group counselling, as well as helping students connect with community resources. In addition, we build on students’ strengths to enhance their ability to lead mentally healthy lives.

#### Need Help Now?

##### Kids Help Phone

1-800-668-6868

[kidshelpphone.ca](http://kidshelpphone.ca)

##### Distress Centres of Toronto

@DC\_TO

[www.torontodistresscentre.com](http://www.torontodistresscentre.com)

##### What’s Up Walk-In

[www.whatsupwalkin.ca](http://www.whatsupwalkin.ca)

##### Mental Health Toronto

[www.mentalhealthto.ca](http://www.mentalhealthto.ca)

### Taking Part in Athletics

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

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

## Create an Allergen-Safe Environment

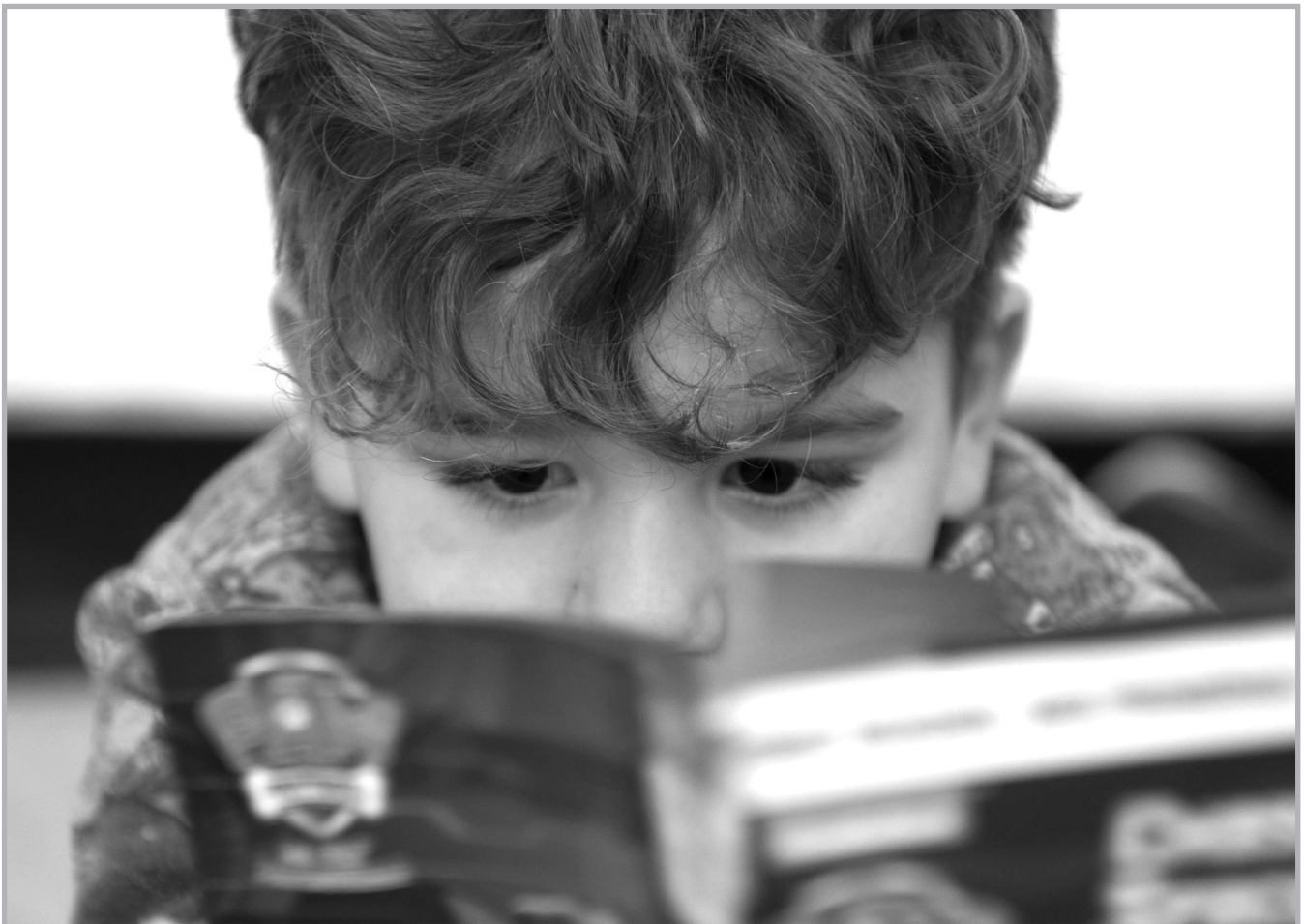
For anaphylactic students, allergies can cause serious health concerns. Many schools have, for example, peanut safe zones to protect children with this allergy. If your child has an allergy or if you need to be given special medication throughout the day, speak with your Principal about developing an anaphylaxis plan.

## Immunization for Students

Toronto Public Health needs students' vaccination records. By law, students need to be fully vaccinated to attend school. See your doctor for vaccinations. Report student vaccinations online at [toronto.ca/studentvaccines](http://toronto.ca/studentvaccines). Learn more at [toronto.ca/immunization](http://toronto.ca/immunization).

## Vision Testing is Important

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



## Getting Involved in Your School Community

Parent and caregiver engagement is an important part of student achievement and well-being. When schools, families and communities work together to support learning, children tend to do better in school, stay in school longer and enjoy school more.

There are many opportunities for parents and families to get involved, including:

### Home and Classroom Participation

Connecting and communicating with your child's teacher is a great way to be engaged with the classroom and get information on teaching and learning strategies and curriculum. Teachers, parents and caregivers are encouraged to stay in contact with each other. Please contact the teacher to find the most appropriate way to do so.

### Participating in the Local School Council

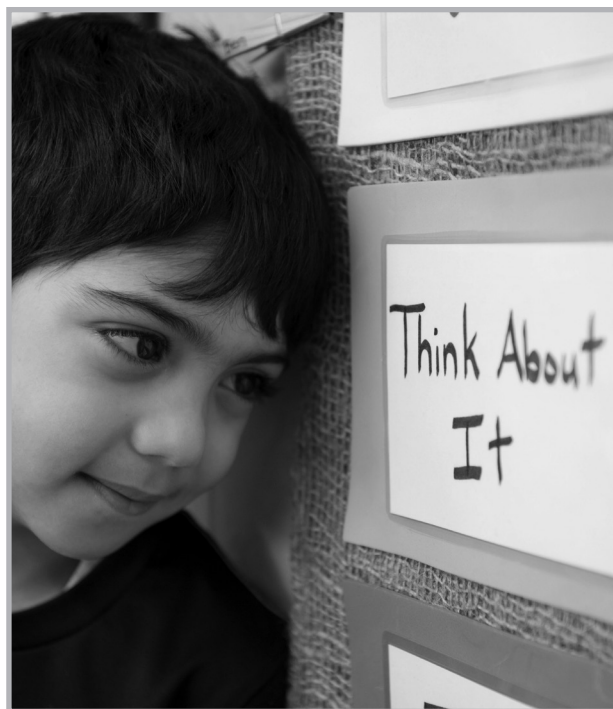
All TDSB schools are required to have a school council. Parents and caregivers are important members of the school council and may make recommendations to the Principal or the Board on any matter. Contact your school to find out how to get involved.

### Volunteering in a School

Volunteers are a welcome part of a school community and play a role in school events and programs. All volunteers must have a Police Records Check at their cost prior to volunteering. Speak with your Principal to learn more.

### Taking Part in a Community Advisory Committee

The TDSB has 10 Community Advisory Committees and two legislated committees – including Parent Involvement Advisory Committee (PIAC) and the Special Education Advisory Committee (SEAC) – to further parental and community input on policy and program issues. These committees advise the Board on its policies and programs, in addition to providing an advocacy role for parents and the community.



### Supporting Newcomer Students and Families

TDSB students speak over 80 languages and come from almost 175 countries. Our schools are responsive to the settlement needs of newcomer students and their families. For information on settlement services or interpretation and translation supports, contact 416-397-3529. To learn more about parent involvement opportunities, visit [www.tdsb.on.ca/community](http://www.tdsb.on.ca/community), call 416-397-3529 or contact your school.



## Supporting Families and Communities

The TDSB serves adults at all stages in their lives and careers through our credit programs, general interest courses and ESL classes.

### International Languages Elementary and African Heritage Programs

In an increasingly global world, learning languages and cultures benefits our students today and helps them build skills for the future. Through our International Languages and African Heritage programs, 28,000 elementary students learn in more than 50 languages. Join us!

For more information, visit [www.ILEprograms.ca](http://www.ILEprograms.ca) or call 416-338-4100.

### Adult English as a Second Language Program

TDSB is proud to be Canada's largest English as a Second Language (ESL) provider. Through our programs, in communities across the city, 20,000 learners strengthen their English language skills, gain insight into Canadian culture, prepare for further education and learn about the settlement, employment and community services available to them. We also offer a certified training program for those who want to teach ESL.

For more information, visit [www.ESLtoronto.ca](http://www.ESLtoronto.ca) or call 416-338-4300.

### Adult High Schools

TDSB's five adult high schools support more than 11,000 learners to find a career pathway and meet their academic goals every year in addition to offering a wide variety of credits for those who want to earn their Ontario Secondary School Diploma. Some adult high schools also offer credit programs during the summer. For more information, please visit [www.AdultSchoolsToronto.ca](http://www.AdultSchoolsToronto.ca). Adults can also earn credits in night school.

For more information, visit [www.CreditPrograms.ca](http://www.CreditPrograms.ca) or call 416-338-4222.

### Learn4Life General Interest Courses and Seniors' Daytime

Take up a hobby. Hone a skill. Meet new people in your community. Through Learn4Life, TDSB offers more than 2,600 courses – ranging from dance, to bicycle repair, to languages – every year. Join the 25,000 adult learners in our daytime, evening and weekend classes.

For more information, visit [www.Learn4Life.ca](http://www.Learn4Life.ca) or call 416-338-4111.

### TDSB Community Services

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

For more information, visit [www.tdsb.on.ca/communityservices](http://www.tdsb.on.ca/communityservices).

### Essential Skills Upgrading Program

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

For more information, visit [www.upgrademyskills.ca](http://www.upgrademyskills.ca) or call 416-396-6905.

### Language Instruction for Newcomers to Canada (LINC) Program

Language Instruction for Newcomers to Canada (LINC) provides language training classes and settlement services that assist adult newcomers to attain the English language proficiency needed to fully participate and succeed in Canadian community and economy. Classes are available in locations across the city of Toronto from September to June, Monday to Friday, on a full-time or part-time basis, during the day or in the evening. In addition, LINC provides support services including transportation assistance (based on eligibility) and onsite childcare.

For more information about LINC classes, visit [www.LINCtoronto.ca](http://www.LINCtoronto.ca) and contact the location nearest you.

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