

Sir William Osler High School

Soaring Eagle Update

10 January 2025

Dear Osler Community,

It has been a wonderful first week back – we were all so happy to see our students again!

We were happy to be able to add two January swim days to our calendar. Wednesday, January 15th will be the last swim day until Semester 2.

Please note that Monday, January 13th is a 1pm Dismissal, for our monthly staff meeting/PLC. We will soon be holding our IPRC Level 1 meetings, and we look forward to meeting with many members of our Osler parent/caregiver community during this process. If you are involved in a Level 1 IPRC this year for your child, please see the next page for some helpful information about the process and what to expect.

This time of year presents many health challenges due to cold and flu viruses. We ask families to please keep students home if they are sick, as that helps prevent the spread of these illnesses.

We wish you a great weekend!

Ian Bain
Principal

Jennifer Rochon
Vice-Principal

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@OslerHS



Sir William Osler H.S. -TDSB

Monday	Tuesday	Wednesday	Thursday	Friday
Jan 13	Jan 14	Jan 15	Jan 16	Jan 17
1pm Dismissal (Staff Meeting/PLC)		Swim Program (last day until Semester 2)		
Jan 20	Jan 21	Jan 22	Jan 23	Jan 24
IPRC Level 1 Meetings				Spirit Day: Superhero Day
Friday, January 24 th : Spirit Day – Superhero Day		Thursday, January 30 th : PA Day (no classes for students)		
Wednesday, January 29 th : Semester 1 ends		Friday, January 31 st : First day of Semester 2		

Calendar dates may change due to unforeseen circumstances, please see website for up-to-date events.

The Soaring Eagle Updates are all archived on our Osler school site:

<https://schoolweb.tdsb.on.ca/sirwilliamosler>

Learn to Swim Program

The last Osler Learn to Swim Program for Semester 1 is scheduled for next week, on January 15th. The swim program will then resume in Semester 2.

IPRC Meetings: What to Expect

We are currently conducting our IPRC Annual Reviews. You may have been contacted regarding a review for your child.

An IPRC meeting is held annually for each student with special needs to determine if the support as originally outlined is still needed. Parents can also request a review any time after a student has been in a special education program for three months.

What does a Review IPRC consider and decide?

The IPRC conducting the review will consider the same kinds of information that were originally considered by the previous IPRC. It will also consider the progress your child has made in the special education program. The IPRC will review the placement and identification decisions and decide whether they should be continued or whether a different decision should now be made.

Where will the meeting take place?

IPRC meetings are held virtually or in person at a TDSB school site.

Who attends the IPRC meeting?

An IPRC must have at least three people, one of whom must be a Principal or Board Supervisory Officer. Other members of the committee may include:

- Parents/guardians/caregivers and student (students are welcome to attend as appropriate and students 16 or over are entitled to attend and participate in discussions);
- Principal/Supervisory Officer of the child's school;
- The teacher(s) who know the student best, other resource people such as special education staff, Board support staff, or an agency representative who may provide further information or clarification;
- Additional resource people if needed, arranged by the school principal or parents (e.g., Special Education and/or Professional Support Services staff such as a special education coordinator or a psychologist);
- An interpreter (when needed);
- An advocate, if invited by the parents, to provide support or speak on their behalf.

During the IPRC Meeting

The Chair of the IPRC will start the meeting by welcoming parents and introducing the committee members. Parents will then have the opportunity to introduce themselves and their guests. The IPRC Chair will outline the purpose of the meeting.

The committee will:

- review all relevant information about the student;
- consider an educational assessment of your child;
- consider a health or psychological assessment of your child, if required;
- consider any information you or your child (if over 16) submit; and
- discuss your child's strengths and needs.

Statement of Decision

A Statement of Decision will be completed at each IPRC meeting. The IPRC's written Statement of Decision will include:

- your child's strengths and needs;
- the categories and definitions of any exceptionalities identified;
- the IPRC's description of the student's strengths and needs;

- the IPRC's placement decision;
- the IPRC's recommendations regarding a special education program and special education services; and
- if the IPRC has decided that the student should be placed in a special education class, the reasons for that decision.

Parents will be asked to sign the IPRC Statement of Decision, indicating agreement with the identification and placement decisions made by the IPRC. The Statement of Decision may be signed at the IPRC meeting, or taken home for further consideration and then returned to the child's school principal.

For more information regarding special education processes and policies, visit:

[Special Education Information for Parents/Caregivers/Guardians](#)

Special Education & Inclusion Guide for Parents/Guardians

This month, many students and their families will participate in IPRC meetings. We are happy to share some resources for parents and caregivers regarding Special Education processes.

The [Special Education & Inclusion Guide for Parents/Guardians](#) contains information about programs and services for students with special education needs provided in the Toronto District School Board (TDSB) and includes information regarding IEPs, and Identification, Placement and Review Committee (IPRC) procedures. Translated guides of this document are available on our [website](#).

Other Guides:

[Guide to The Referral Process for Parents/Guardians/Caregivers](#) (w / Audio)

[Guide to The Referral Process for Parents/Guardians/Caregivers](#) (MS Word Download)

[Guide to Individual Education Plans \(IEPs\) for Parents/Guardians/Caregivers](#) (w / Audio)

[Guide to Individual Education Plans \(IEPs\) for Parents/Guardians/Caregivers](#) (MS Word Download)

[Guide to Identification, Placement and Review Committees \(IPRCs\) for Parents/Guardians/Caregivers](#) (w / Audio)

[Guide to Identification, Placement and Review Committees \(IPRCs\) for Parents/Guardians/Caregivers](#) (MS Word)

Special Education and Inclusion Transitions Supports Website for Educators and Families

We are pleased to share a new [Transitions Supports website](#) with information and resources to assist students, families, and educators in navigating transitions for entry to school, from grade to grade, from elementary to secondary, and from secondary to post-secondary (and post-21) pathways.

Pathway To Care for Mental Health with the TDSB Mental Health and Well-Being Parent Committee

Date: January 15th, 2025

Time: 7:00pm-8:00pm

Please join us for an engaging presentation titled "**What Is Mental Health?**" designed specifically for parents, guardians, and caregivers.

This session will provide a comprehensive overview of mental health, helping participants better understand its importance, recognize signs of mental well-being, and learn practical strategies to support children and youth.

The presentation will be co-facilitated by members of the TDSB Mental Health and Well-Being Parent Committee, alongside TDSB Professional Support Staff and TDSB Mental Health Leads. Together, they will share valuable insights, resources, and tools to empower families in fostering positive mental health and resilience. More information is available here for [Virtual Office events](#).

For further information please contact Imani Hennie at Imani.hennie@tdsb.on.ca and Annette Grossi at annette.grossi@tdsb.on.ca.

Need Support for Your Child with ASD During March Break?

The March Break Reimbursement Fund is available to Ontario families of children or youth with ASD who retain the services of a one-to-one support worker OR who have paid for their child to attend a March Break camp or program. More details are available in the attached flyer.

Maximum reimbursements of \$350 per child or youth (up to 18th birthday) will be made to subsidize services purchased during the March Break Week.

A minimum of 1,007 families, from across Ontario, are expected to receive reimbursements. Reimbursements will be provided based on a random selection made from all eligible applicants who apply between December and January.

<https://www.autismontario.com/marchbreak>

Winter Weather & Student Transportation

It's sometimes necessary to cancel student transportation, classes and/or programs because of [severe weather](#). On rare occasions, it may be necessary to close schools, administrative offices, or sites and when schools are closed, there will be no staff (such as principals and teachers) on-site to supervise students. Any decision to cancel buses, classes and/or programs or to close sites is not taken lightly and when this happens, information will be posted on the [TDSB home page](#) and on TDSB social media by 6 a.m.

Applying for Wheel-Trans

Wheel-Trans provides a safe and reliable transportation option for persons with disabilities to travel with freedom and dignity. Applicants may be eligible for Wheel-Trans service if their disability prevents them from using TTC's conventional transit for all or part of their trip.

The TTC requires eligible customers to submit a completed application to use the Wheel-Trans service. The application is available at <https://portal.ttc.ca/>.

More information about Wheel-Trans is available on the [Wheel-Trans website](#).

Access 2 Entertainment Card

Easter Seals Canada's award-winning Access 2 Card program was launched in 2004 with support from Cineplex Entertainment and a group of national disability organizations. The Access 2 Card program helps to ensure that entertainment, cultural and recreational opportunities are more available and accessible to all. Managed and administered by Easter Seals Canada (located in Toronto), the Access 2 Card program has grown to reach over 100,000 Canadians who are living with disabilities and includes over 500 participating partner venues across the country.

To be eligible for the Access 2 Card, you must:

- Live with a *permanent disability*, as defined below.
- AND**
- The nature of your disability requires you to have the assistance of a *support person*, as defined below, when visiting participating venues.

Permanent Disability

A permanent disability means any impairment (physical, mental, intellectual, cognitive, learning, communication, sensory) or functional limitation that:

- Restricts the applicant's ability to attend participating venues by themselves.
- Remains with the applicant for the rest of their life.

Support Person

A support person is an individual who accompanies a person with a disability to provide services that are not provided by employees of the participating venue. Examples include assisting the person with eating, administering medication, communicating, using washroom facilities, etc.

The support person:

- Must be 18 years of age or older.
- May be related to the applicant.
- Does not need to be a registered personal support worker (PSW) unless otherwise stated by the participating venue.

Age

The Access 2 Card is for people of all ages and types of permanent disabilities who require the assistance of a support person.

For more information and to apply for a card for your child, please visit <https://access2card.ca/get-your-card/>.

COVID Self Screening

The Toronto Public Health COVID Screening tool [can be found here](#). Students are reminded to self-screen for symptoms and stay home if they feel ill. We are following Provincial and Public Health guidance. If students are absent, they should contact their teacher to find out about missed work.

COVID-19 Health and Safety Measures and Practices

Over the past 3+ years, TDSB staff and students have been diligent in following the health and safety directions provided by the Ministry of Education and Toronto Public Health to manage COVID-19 and keep our schools and sites as safe as possible. We continue to follow the Ministry of Education guidance for this new school year. We continue to take our health and safety direction from the Ministry and Toronto Public Health, and it is important to note that this is the current information and can change based on a change of guidance.

Screening – Students and staff should continue to do a daily self-assessment before entering school or Board buildings and stay home if they are sick.

Masks – The TDSB continues to be a mask-friendly environment inclusive of all staff and students. While the Ministry of Education and public health officials are not mandating the use of masks, Toronto Public Health strongly recommends wearing a well-fitting, high-quality mask, especially in indoor public settings. The TDSB will continue to provide medical masks for staff and students who request them.

Vaccines – The TDSB will continue to work closely with Toronto Public Health to support their vaccination efforts for COVID-19 and other illnesses. School-based clinics may continue to operate to support local communities and we will share any information with our community about possible clinics at Osler.

Cohorting – Cohorting classes is no longer required for health and safety reasons.

Ventilation – More than 16,000 institutional-grade HEPA filters are in the TDSB with at least one in every occupied classroom. Caretakers will continue to increase ventilation in schools and classrooms with mechanical systems by adjusting the air exchanges and running them before and after class as well as increase natural ventilation by opening windows for short periods of time.

Enhanced Cleaning – Caretaking staff will continue to perform routine cleaning of general facilities throughout the day and enhanced cleaning of high touch surfaces such as light switches, handrails, door handles, etc.