

Sir William Osler High School

Soaring Eagle Update

17 January 2025

Dear Osler Community,

We have had another great week at Osler! Students are finding their school routines again and are happy to be back with their friends. This week was our last Swim Day until Semester 2 – the start date will be confirmed soon. We also celebrated Thai Pongal on Thursday with some fruits and sweet rice, shared by staff at lunch outside the library. Thai Pongal is a Tamil harvest festival which is akin to Canadian Thanksgiving. Tamil people give thanks to the sun, the earth and other natural elements for a good harvest. Thank you to staff for preparing and sharing this celebration with our community!

We continue with our IPRC meetings, and it is a real pleasure to connect with families and discuss supports for students. More information about this process is on the next page.

Semester 1 will be ending on January 29th, and Thursday, January 30th is a PA Day. Semester 2 will begin on Friday, January 31st.

We wish you a great weekend!

Ian Bain
Principal

Jennifer Rochon
Vice-Principal

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schoolweb.tdsb.on.ca/sirwilliamosler



@OslerHS



Sir William Osler H.S. -TDSB

Monday	Tuesday	Wednesday	Thursday	Friday
Jan 20	Jan 21	Jan 22	Jan 23	Jan 24
IPRC Level 1 Meetings				
				Spirit Day: Superhero Day
Jan 27	Jan 28	Jan 29	Jan 30	Jan 31
	Student of the Month Assembly	Last day of Semester 1	PA Day (no classes)	First Day of Semester 2
Monday, February 3 rd : 1pm Dismissal (Staff Meeting/PLC)		Monday, February 17 th : Family Day holiday (no school)		
Wednesday, February 12 th : School Council Meeting – 7pm		Friday, February 14 th : PA Day (no classes for students)		

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 Osler Learn to Swim Program is not scheduled for the next few weeks. The swim program will resume in Semester 2.

Upcoming School Council Events

Please see the attached flyer regarding upcoming events organized by Osler's School Council. All parents/caregivers/guardians are welcome to attend.

Reduce the Spread of Respiratory Infections

Respiratory infections can be caused by different viruses and bacteria and can cause illness along the respiratory tract (e.g., nose, mouth, airways and lungs). They include viruses like influenza, respiratory syncytial virus (RSV), and COVID-19, and bacteria like pertussis. Respiratory infections can cause illness beyond the respiratory system, and can make people very sick, especially those with weakened immune systems and seniors, infants and young children, and people who are pregnant. They can spread easily and their spread often follows seasonal patterns, with more people becoming sick with respiratory infections in the fall and winter.

Everyone has a role to play to reduce the spread of respiratory infections. The actions you take will protect you, loved ones and those most vulnerable in our community.

FIGHT THE FLU & COVID-19 ★

STAY HOME IF YOU HAVE SYMPTOMS:

- Fever $\geq 38^{\circ}\text{C}$ and/or chills
- Cough
- Trouble breathing
- Sore throat
- Headache
- Feeling very tired
- Decrease or loss of taste/smell
- Runny nose/nasal congestion
- Muscle aches/joint pain
- Nausea, vomiting or diarrhea
- Abdominal pain/decreased or no appetite

Stay home until your symptom(s) are improving for at least 24 hours (48 hours if nausea/vomiting/diarrhea) & you do not have any new symptoms.

Toronto Public Health toronto.ca/immunization

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.

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.