



Weekly Update – June 21, 2015 – LAST UPDATE FOR 2014-15

Items of Interest



Thank you... as this year comes to an end I want to say thank you to parents and guardians for supporting your child and working in partnership with the admin and all school staff; to school council members for your leadership and to all who volunteer, you lighten the load and improve the experiences of students – we cannot do it without you; to community members for supporting public education; to our administration teams who understand the value of engaged and empowered students, staff and communities in safe and nurturing environments; to teachers and early childhood educators and all education workers for making a difference for students in and out of the classroom – especially in these uncertain times, thank you for all you do in support of student achievement and well-being... wishing everyone a wonderful summer.

PIAC and FSLAC Representatives for Ward 11

Sincere thank you to **Rania Saleh** (saleh_rania@hotmail.com) our Parent Involvement Advisory Committee Representative for Ward 11 who will carry on into the 2015-16 school year. Thanks also to Ali York, our alternate. For information on PIAC, please click on [Parent Involvement Advisory Committee](#). And again, sincere thank you to **Betheny Maheu** (maheube@gmail.com), representing Ward 11 on the French as a Second Language Advisory Committee and to Steph Rickard Chadda, our new alternate. To receive FSL news or to get in touch, please email: fsfactoronto@gmail.com. Click on [FSLAC Summer Newsletter](#) for great summer program ideas. Should you wish to contact either, please feel free to do so directly. Please also do not hesitate to invite them to your School Council meetings to update you directly.

Capital Planning Process

At the last Board Meeting on June 17, 2015 we approved a Three-Year Capital Budget that includes priority projects and priority expenditures to address urgent capital needs. The approved Capital Plan includes:

- revenue from previously sold sites;
- community consultation to address the sale of closed schools that have been already sent to Toronto Lands Corporation (TLC) to administer;
- capital grants provided by the Ministry to renew and renovate 2 school sites; and
- a plan to renew and renovate previously approved priority projects and identified future projects.

Summary of Plan to Address Capital for the Next Three Years

On [February 10, 2015](#), in response to the [Wilson Report and Directive #9](#), the TDSB approved staff to undertake community consultations with the on previously decommissioned sites that are with the [Toronto Lands Corporation](#) (TLC). The Board and TLC staff will begin consultations in the fall of 2015 and early 2016. Prior to community consultations, staff will meet with city planning and community agencies to consider other uses for these buildings. The decommissioned sites are Bridgeport, Brookbanks, Burnett, Buttonwood Hill, Cartwright, Castlebar, CB Parsons, Champlain, DB Hood, Earls court, Glen Rush,

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Gooderham, McCowan, McNichol, Old Orchard, Queen's Court, Silver Creek, Sir Sandford Fleming, Thistletown and Whitfield – field only.

The boards' capital priority projects to address enrolment growth in future years are identified through the annual planning process. These projects listed below include required new school builds and school additions to accommodate growth. The board will submit business cases for each of these projects to the Ministry.

Growth Related Capital Priority Projects for the 2015-2018

- Banting & Best PS: Replace portables with 4 classroom addition.
- Bedford Park PS: Addition 4-6 classrooms.
- Broadlands PS: New addition.
- Courcellette PS: Replace portables with 4 classroom addition.
- David Lewis PS: New 6-8 classroom addition to replace portables.
- Davisville Jr PS: Toronto Lands Corporation (TLC) reviewing redevelopment options.
- Kingsview Village JS: New addition to create six classrooms and replace six instructional portables.
- Norseman JMS: New 8-10 classroom addition to reduce portables.
- Terry Fox PS: New addition with between 8-13 classrooms to replace portables pending further study.
- Runnymede-Annette Area Elementary Schools: Capital investment pending Local Feasibility Study (LFS).
- Yonge-Eglinton Area Elementary Schools: Capital investment pending Local Feasibility Study (LFS).

While the Board will continue to invest in schools that are in urgent need of school repairs, we will continue to push for equal access to Educational Development Charges (EDCs) to address the impact of growth on schools in City's designated growth areas. Read our fact sheet for more information about the sources of revenue for the TDSB <http://www.tdsb.on.ca/AboutUs/StrategyPlanning/CapitalPlanningProcess.aspx>. While our school repair backlog has exceeded \$3.3 billion, the Board will continue to utilize the additional \$112 million in funding received from the Ministry to repair and modernize our schools. Read our fact sheet that explains how we plan to use this money to repair our schools. More information will be available as we move through this process and as community information meetings are scheduled. Follow [@OurSchoolsTDSB](https://twitter.com/OurSchoolsTDSB) on Twitter or visit www.tdsb.on.ca/ourschools for additional information. You might also want to follow [@Fix_Our_Schools](https://twitter.com/Fix_Our_Schools) or visit <http://fixourschools.ca> "Parents Advocating for Safe, Well-Maintained Schools in the TDSB".

Exploration of a Community Commons Model for the Rebuild of Davisville

The rebuilding of Davisville School, a board priority, is now with the Toronto Lands Corporation (TLC) to determine how to move forward. It is seeking ways to extract the equity in TDSB lands (as per Board direction to sever .98 acre on the Davisville site) in order to replace an aging school that is under accommodation pressure. As well, TDSB transferred responsibility to develop and pursue the community hub concept in all operating schools (including Davisville) to the TLC. Given the Board direction, TLC is also identifying community needs through the City's lens to find ways to satisfy these community and TDSB needs through cooperative partnerships with the City, Community agencies and residential development. Davisville JPS has the potential to be explored along with the Bloor-Dufferin site. We expect the TLC to continue to review and develop plans over the summer. We hope to have a clearer approach and plans on how to achieve our mutual goals sometime in the Fall.



Thank you to Councillor Josh Matlow for his support on exploring this option originally conceived as part of the Local School Community Design Team concept back in 2011-12. Thanks also to the involved and active parents of Davisville who are also supporting this concept. They are independently exploring the possibilities. Visit their website <http://davisvillehub.ca>.

TDSB Proposed Roof Replacement Schedule

FHCI's roof replacement is almost complete. Humewood's should be starting shortly as will Forest Hill Jr./Sr. The following Ward 11 schools have also been identified for roof replacement in July, August and September – JR Wilcox, West Prep, Brown and Deer Park. This is a proposed schedule that will be affected by emergencies and weather as Angelos Bacopoulos notes: *"Projects in past months have been delayed due to emergencies created by many factors, including severe weather conditions. We are trying to catch up but we prioritize solar suitable roofs as we need to complete them before solar mobilization dates. The roof replacement schedule is very aggressive and we are trying our best to keep it up. Please note that some projects have moved ahead of schedule to accommodate roof projects that are also receiving solar panel installations. For this reason some not so urgent roof projects have been rescheduled to a later date. We will attempt to provide updates every 2 months to keep you informed."*

Staff Changes for Ward 11 Schools

At the Board Meeting on the 17th, the following transfers and promotions were approved:

Leave of Absence:

- Joe Leibovitch, Principal of Winona Drive Senior Public School (Thank you Joe!)

Transfers:

- Belinda Longe transferred as Principal from leave to Principal of Winona Drive Senior Public School
- Josie Lombardi, Principal of Cottingham Junior Public School transferred to Principal of Fairbank Memorial Community School
- Gina Christakis, Principal of Brown Junior Public School transferred to Principal of Cottingham Junior Public School
- Susie Stamatopoulos, Vice-Principal of Regal Road Junior Public School transferred to Vice-Principal of McMurrich Junior Public School (this is a new position!)

Promotions:

- Janice Lewis, Vice-Principal of Hodgson Senior Public School promoted to Principal of Fairmount Public School (Congratulations!)

Letters were sent to the affected communities. Please note, at a Special Board Meeting in the early summer, there will be recommendations for the new Principal for Brown and Vice-Principal for Hodgson. We know this is coming at the end of the school year, but you have our assurance that we will move as quickly as possible to ensure the best possible transition and support to your new administrative leadership. **Should you wish to review the Policy and Procedures for the Selection, Promotion and Placement Process for School Principals and Vice-Principals** click on [Policy 052](#) and [Procedure 705](#).

Summary of Decisions – Regular Meeting June 17, 2015

Please see below for highlights – for the complete summary, click on [Summary June 17, 2015](#)

- **Development of Ethics Policy and Procedures: Revisions to Policy P075, Board Member Code of Conduct (Formerly Code of Conduct and Ethics for Trustees) and New Procedure,**



Complaint Protocol for the Board Member Code of Conduct The Board decided that policy, P075, Board Member Code of Conduct and the Complaint Protocol for the Board Member Code of Conduct, as presented in the report, be approved.

- **PIAC Survey**... that the Director conduct a survey of members of the Parent Involvement Advisory Committee to determine the following, and present a report to the Program and School Services Committee in the October cycle of meetings, on the results of the survey:
 - (i) the level of administrative support currently being received,
 - (ii) what further support is necessary for the committee, in its own opinion, to be fully supported in carrying out its mandate.
- **Development of a Multi-language Program** The Board decided that the Director present a report by October 2015 on the development of a multi-language program.
- **Rotman and Roots of Empathy Partnership Agreement** The Board decided that a partnership agreement with Roots of Empathy and Rotman I-Think be approved
- **Reporting of Suspected Wrongdoing (Whistleblowing) Policy** The Board decided that revised policy, P066, Reporting of Suspected Wrongdoing be approved.
- **Replacement of Avondale Public School and Avondale Elementary Alternative School Incorporating Child Care Facility** Program and Sketch Plan Approved
- **Partnership With City of Toronto re Infrastructure Funding for School Grounds Update** The Board decided that the matter be referred to the City-School Boards Strategy Workgroup for further discussion and additional action
- **Schools Within Mixed Use Buildings: Commercial and Condominium Buildings** The Board decided that the Director:
 - (i) Investigate the matter further with participation from all departments;
 - (ii) continue to review case studies;
 - (iii) hold discussions with the Toronto Lands Corporation on an appropriate process for engaging with the development community;
 - (iv) hold discussions with the City on a development application process;
 - (v) develop a template of TDSB criteria for schools in mix-use developments;
 - (vi) present an update on the matter by the February 2016 cycle of meetings.
- **Review of Policy P067, Learning Opportunities Index** The Board received the report
- **PARC** The Board decided that a Pupil Accommodation Review Committee (PARC) be established for Forest Hill Collegiate Institute, George Harvey Collegiate Institute, John Polanyi Collegiate Institute, Oakwood Collegiate Institute, Vaughan Road Academy and York Memorial Collegiate Institute.
- **Program Area Review Team Report: First Nations School of Toronto** The Board decided:
 - (a) That the work of the Aboriginal communities that have contributed to the report, as presented be acknowledged;
 - (b) That the First Nations School of Toronto be expanded to serve students from Junior Kindergarten to Grade 12;
 - (c) That the First Nations School of Toronto be relocated to the site of Eastern Commerce Collegiate Institute at 16 Phin Avenue, Toronto, as early as September 2016, pending securing of funding sources to Indigenize and refurbish
- **Policy Overview** The Board decided that a presentation on policy and policy review be presented to the new board of trustees every four years, following a municipal election and



(a) That the revisions to policy P001, Policy Framework be approved, including the provision of a cyclical review of policies.

(b) That the revisions to the procedure, PR501, Policy Development and Management be brought back to the committee.

- **City-School Boards Strategy Workgroup Report No.01 May 19, 2015** The Board received the report
- **City of Toronto Developers** The Board decided that the Director present a report on guidelines, policies, practices and any accountability mechanisms in place for dealing with developers
- **2018 Municipal Elections: Use of Ranked Ballots** That the Chair write a letter to the Minister of Municipal Affairs and Housing requesting that school boards also be given the option of adopting ranked ballots for the 2018 Municipal elections and that the Director present a report on the use of ranked ballots.
- **Changes to Operational Procedure 582(b) – Trustee Expenditure** Guidelines The Board decided that the revisions to operational procedure, PR582(b), Trustee Expenditure Guide-lines, as presented in the report be approved.
- **Changes to the Governance Budget** The Board decided: (a) That a \$110,000 annual allocation for all trustees from the Governance budget for shared services expenditures be approved; (b) That individual trustees shall not exceed \$5000 in expenditure from this allocation.
- **World Sickle Cell Day, June 19, 2015** Be it resolved that June 19 be declared World Sickle Cell Day in the Toronto District School Board.
- **Special Education Advisory Committee Membership** Be it resolved that the Chair of the Board write to the Minister of Education to recommend that eligibility to be appointed as a community representative on a Special Education Advisory Committee not be restricted to Canadian citizens.
- **Police Carding** The Board decided whereas, youth living in Toronto's inner city communities are disproportionately affected by the practice of police carding and whereas, the Inner City Advisory Committee opposes carding that the Chair write a letter to the Toronto Police Services Board to request that existing carding data be purged and that any new policy require that all persons stopped by a police officer be informed of their rights and receive a receipt of the interaction.

National Aboriginal Day June 21, 2015

Every year, people across Canada mark June 21 as a day to recognize the rights, outstanding contributions and achievements of Aboriginal peoples. The dignity and unique diverse cultures of First Nations, Inuit and Métis peoples in Canada are celebrated. The Canadian Constitution recognizes these three groups as Aboriginal peoples. Although these groups share many similarities, they each have their own distinct cultures, languages, and spiritual beliefs. TDSB schools honour this day through activities that promote understanding and mutual respect for all staff and students. June 21 often coincides with the summer solstice, the longest day of the year and a day of spiritual significance for many people.

What led to the creation of National Aboriginal Day?

National Aboriginal Day was announced in 1996 by then Governor General of Canada, Roméo LeBlanc, after consultations and statements of support for such a day were made by various Aboriginal groups.

- In 1982, the National Indian Brotherhood (now the Assembly of First Nations) called for the creation of National Aboriginal Solidarity Day.



- In 1995, the Royal Commission on Aboriginal Peoples recommended the designation of a National First Peoples Day.
- Also in 1995, The Sacred Assembly, a national conference of Aboriginal and non-Aboriginal peoples chaired by the late Elijah Harper, called for a national holiday to celebrate the contributions of Aboriginal peoples.

For a full listing of National Aboriginal Day events taking place in Toronto and across Canada, visit the [City of Toronto](#) and [Aboriginal Affairs and Northern Development Canada](#) websites, or see the TDSB's [June 2015 Aboriginal Community e-bulletin](#).

PRIDE Parade 2015 – Sunday, 28 June @ 2:00 pm

Our TDSB community has a rich culture and history of celebrating diversity and our LGBTQ community every day. All members of the TDSB community (staff, students and families) are invited to join us at the Toronto PRIDE 2015 Parade on Sunday, June 28th, to march or ride on our float as part of the TDSB PRIDE Parade contingent. We are asking everyone to gather at **Asquith Green Park at 12.45 p.m.** TDSB Pride t-shirts and drinking water will be available there, and we will then travel as a group to our mustering location. Please note that we will not be advised of the exact TDSB mustering location until early in the week. If you cannot make it to the Asquith Green gathering location, but would like to join us enroute, please watch for updates on [Facebook](#) or follow us on [Twitter](#), #TDSBPride. Further details will be provided as they are made available by Parade organizers. For more information, click on [TDSB PRIDE](#).

TDSB Museum Officially Opens

The TDSB Fine Art, Archival and Artifact Collection, the TDSB Museum, located at Eastern Commerce CI, 16 Phin Avenue, officially celebrated its grand opening on Thursday. The TDSB Museum, which was given the honorary Indigenous name “Debwemowin Lodge” (“House where the Truth resides”), is the largest public education collection in Canada. It contains over one million objects reflecting a range of media and practices, from natural history and archaeological objects, to photographic archives, paper based archives, First and Second World War memorials, decorative arts and paintings, prints, sculpture, and drawings. The Collection’s inaugural exhibition and program, curated by Aboriginal Elder Dr. Duke Redbird, features Aboriginal artwork. The timing of the opening also coincides with National Aboriginal Day on Saturday, June 20. New displays in the museum focus on the history of the TDSB viewed through artifacts and documents from schools throughout the 19th and 20th centuries.

Quick Facts

- The Toronto District School Board has been a collecting institution since it was founded in the mid-19th century.
- From the Board’s early years of documenting its history and collecting both fine and decorative arts, a forward looking and thought provoking museum collection soon developed.
- Today the Toronto District School Board, inclusive of East York, Etobicoke, North York, Scarborough, Toronto and York, now holds an enormous wealth of material in trust for the communities it serves.
- **The museum will be open to schools for class visits. The public is welcome to visit the Museum by appointment – please call 416-397-3682.**



Elementary Report Cards – Yup, the situation changed!

The Director determined we will be providing a summary of marks for students amid the ongoing province-wide strike action by elementary teachers. It's important to remember why we are here — the Elementary Teachers' Federation of Ontario (ETFO) are in a legal strike position and directed its members not to input marks for the purposes of producing report cards – and with that in mind, TDSB staff reviewed all the options and realized that we did not have the capacity to have provided all report cards by June 26 and hiring and training external staff would have cost more than \$1 million. At the time it was our understanding teachers would still discuss marks with students. We know that our elementary teachers are skilled professionals and we are confident that throughout the school year they would have kept parents well informed on the progress of their child. But then ETFO directed teachers to refuse to discuss marks in progress discussions with students and their parents. Although many Principals were figuring out ways to get marks to parents, they cannot replace teachers – we have always said that – and depending on the school have a number of different obligations especially these last few weeks. When it became clear that some parents might not receive marks for a number of months, staff began looking at alternate options. Senior staff at the Board are now taking additional steps to ensure all parents and students get those marks because that's what they want (thank you to all who e-mailed and to the students who protested!) and that's what they deserve even though it will take some additional time. TDSB is deploying teams comprised of senior staff and business/operational staff to schools that require additional assistance. By deploying central staff to assist and providing marks via mail, we are ensuring that all — not some — parents and students have access to marks in an equitable and timely manner. This summary of marks for students in Grades 1 to 8, which will also contain information with regards to attendance and grade placement for the upcoming school year, will be mailed to parents/guardians during the week of July 13. As Kindergarten students do not regularly receive grades/marks as part of their report card, those students will receive letters confirming their placement for the upcoming school year. This will also be mailed during that same period. For students with an IEP, the IEP will be filed in the student's OSR. The IEP can then be reviewed in the fall. It will still be up to the individual schools whether or not the next year's teacher will be named on the Summary. For more information there are Frequently Asked Questions on the Website

<http://www.tdsb.on.ca/AboutUs/Labournegotiations.aspx>

To remind you, School Boards are represented by the Ontario Public School Boards Association (OPSBA) for Central Collective Bargaining. OPSBA believes that teachers and support staff deeply influence a positive and productive learning environment for students and are supported in this role through the peace and stability engendered by successfully negotiated collective agreements. There is a common purpose to our collective efforts – to maximize the opportunities for success for each and every student. (OPSBA)

OPSBA, our designated bargaining agent has clearly stated that we will not negotiate through the media. We must find a negotiated collective agreement that puts student achievement and wellness first and is fair to all of our employee groups, while staying within the framework set by the province, the funder of the whole process. For information, check <http://www.opsba.org/>.

The Truth and Reconciliation Commission (TRC)

After six years of research and testimony from thousands of residential school survivors, the [Truth and Reconciliation Commission of Canada](#) (TRC) released its findings. Underscored by the recommendations



of the TRC, the Aboriginal Education Centre is developing the framework for an Indigenous Protocol of Engagement, along with curriculum that addresses this from K-12.

Below is a statement provided by Tanya Senk, Program Coordinator Aboriginal Education Centre. The Toronto District School Board and the Aboriginal Education Centre honour the resilience, strength, and courage of the survivors of Indian Residential Schools. “The residential school experience is clearly one of the darkest, most troubling chapters in our collective history...Canada clearly participated in a period of cultural genocide,” stated the Honourable Justice Murray Sinclair, Ojibwe, Chair of the Truth and Reconciliation Commission (TRC). This was Canada’s effort to assimilate First Nations, Métis and Inuit children into the body politic of Canada.

The findings of the TRC were presented at the final gathering in Ottawa on June 2, 2015 after six years of research, gathering documents, and witnessing the testimonials of thousands of residential school survivors. “We heard the impact of over 100 years of mistreatment. We heard from the families and loved ones connected to survivors for whom the effects had been deeply damaging and still felt today...We heard about survivors, who as children were unable to answer the simple questions of, ‘Who am I? Where did I come from? Where am I going? Why am I here?’” Sinclair said. The legacy of residential schools left First Nations, Métis and Inuit children, and generations that followed, wounded (spiritually, emotionally, physically, and culturally), adrift and isolated...as they were taught to believe that their cultures, knowledge(s) and spiritual beliefs were inferior.

The TRC report articulates 94 recommendations, including incorporating Indigenous histories and residential school experiences into the school curricula. The Assembly of First Nations (AFN) National Chief, Perry Bellegarde calls for a commitment from the Federal Government to act on the Truth and Reconciliation Commission’s Calls to Action. **Following in the footsteps of the Assembly of First Nations, previously known as the National Indian Brotherhood’s call to action in their report Indian Control of Indian Education in 1972, Trustee Gershon passed a motion on December 17, 2014 - that the legacy of residential school be taken up as mandatory curriculum within the TDSB. The TRC report also articulates that residential schools not be taught in isolation from understanding treaty relations.**

This is the time for teaching all Canadians about the truth, the truth that Aboriginal peoples have been stating all along. It is about creating an ethical and Indigenized space, in which to learn *from* and *with* Indigenous knowledge(s) and Indigenous peoples of Turtle Island, in the process of decolonizing and Indigenizing systems of public schooling. The Aboriginal Education Centre, in collaboration with Aboriginal and non-Aboriginal peoples, will be developing a framework for an Indigenous Protocol of Engagement, underscored by the recommendations made in the TRC report, as well as developing curriculum that addresses this from K-12.

The Honourable Justice Murray Sinclair, Chair of the Truth and Reconciliation Commission (TRC) states that the legacy of residential schools “is not an Aboriginal problem. This is a Canadian problem.” The TRC offers a framework for reconciliation that calls on all of us to work together in respectful ways and offers an opportunity to promote and endorse the United Nations Declaration on the Rights of Indigenous Peoples, Free Prior and Informed Consent, and the right of dignity and the diversity of Nations.

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Education is foundational to the project of reconciliation and increasing awareness on working on the relationship based on the principles of respect and reciprocity. Reconciliation is not a noun, it is a force and a life-long process. We are not reconciling the issues if Aboriginal children are not getting the same education as the rest of Canadians, due to significant underfunding. We cannot avert discomfort at the sake of telling our truths, although it is difficult to hear... Education is the key to reconciliation, but we must know what it is being reconciled in order to reconcile... Reconciliation is meaningless without action and the free, prior and informed consent of Aboriginal peoples.

Bonnie Johnston, Community Liaison, Aboriginal Education and I, Tanya Senk, Program Coordinator, Aboriginal Education (both intergenerational survivors of the residential school system), attended the TRC on behalf of the TDSB. It was difficult, extremely emotional and inspiring. We can now turn our eyes to the same horizon, in relationship, to create a more just society based on the principles of peace, friendship, mutual respect, and action. Chii Miigwetch.

In the News

[“We can’t just say: ‘We can’t do it.’”](#)

Globe and Mail (June 19)

Summary: The board’s decision to issue limited report cards by mid-July, after teachers refused to write them as part of their strike action, means enlisting not only administrative staff but superintendents who manage dozens of schools. But that last-minute effort is still a minor hiccup compared with the magnitude of adjustments the board could have to make next fall, when elementary, high-school and support workers could all be holding different labour protests at overlapping times. The kaleidoscopic of options have the board making complicated contingency plans more than two months in advance.

[TDSB deserves an ‘A’ for issuing report cards: Editorial](#)

Toronto Star (June 18)

Summary: Much-criticized Toronto District School Board officials deserve an “A” for effort for committing to get report cards out to elementary students by mid-July. Parents were heard — loud and clear — complaining that a plan to issue “placement letters” rather than traditional report cards just wasn’t good enough.

[Teacher union demands](#)

Toronto Star (June 16)

“There’s been a lot of misinformation and assertions with the negotiations process, and certainly we felt it was time to ensure the public understood both sides,” said Michael Barrett, president of the Ontario Public School Boards’ Association, of the move to disclose its estimates of a proposal from the 76,000-member Elementary Teachers’ Federation of Ontario (ETFO). Read full text of [OPSBA's Media Release](#).

[OPSBA recognizes outstanding contributions to public education](#)

June 10, 2015 - The Ontario Public School Boards' Association (OPSBA) Awards Program recognizes outstanding contributions to public education made by individuals from across Ontario. There are so many dedicated people who make a difference for students every day and the recipients of these awards represent
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all those who work tirelessly and unselfishly to make our schools and education system world-class. **The Dr. Harry Paikin Award of Merit for outstanding service as public school trustee was awarded to Howard Goodman, former trustee with the Toronto District School Board.** Howard Goodman has made significant contributions to public policy and has been an unwavering champion of children and youth. As one nominator put it: "Howard embodied the public school trustee through his passion and belief in students' success and the role of school boards in supporting students not only in their academics, but also in their health and wellness." (Note: I was proud to be among several key nominators of Howard's and thrilled that the same week he was vindicated in the courts.)

Next TDSB Board Meeting

Aug 26 Regular Board Meeting 7pm Boardroom

2014-2015 School Year Calendar

TDSB's school year calendars are on Google Calendar (add to yours!).

Elementary: <http://t.co/SRsxJzPYgL> + Secondary: <http://t.co/s1sWVP0naB>

Secondary School PA Day June 24*, 25, 2015

Board-wide PA Day June 26, 2015

* High School Semester Change: The first day of second semester is 30 January 2015. The seven days noted for secondary school include a PA day only for semestered schools on 29 January 2015 and a PA Day for full-year schools only on 24 June 2015.

For Next Year's Planning...

Days of Significance 2015-16

<http://www.tdsb.on.ca/AboutUs/Calendar/SchoolYearCalendar20152016.aspx>

School Year 2015-2016 Dates to Remember - School Year Holidays (as per Ministry of Education)

Labour Day: September 7, 2015

First Day of School: September 8, 2015

Thanksgiving: October 12, 2015

Christmas Break: December 21, 2015 – January 1, 2016

Family Day: February 15, 2016

Mid-Winter Break: March 14-18, 2016

Good Friday: March 25, 2016

Easter Monday: March 28, 2016

Victoria Day: May 23, 2016

Last Day: June 29, 2016 (Elementary) June 27, 2016 (Secondary)

If you no longer wish to receive these weekly e-mails, please let me know at shelley.laskin@tdsb.on.ca