



## Weekly Update – May 3, 2015

### Items of Interest

The Elementary Teachers' Federation of Ontario (ETFO) will be in a legal strike position as of May 10, 2015. It is important to note that while ETFO is legally permitted to strike as of that date, there has been no formal notice given that they plan to do so. Should the situation change, we will provide more information. In the meantime, negotiations may still take place and we remain hopeful that an agreement can be reached. Please note that TDSB high schools are not affected by labour disruptions involving the Ontario Secondary School Teachers Federation (OSSTF) that are currently impacting other school boards in Ontario. At this point in time, we have received no indication with regards to a possible strike date for the TDSB.

### TDSB Excellence Awards – Congratulations all Nominated from Ward 11

Last week I was pleased to announce that **Pat McCarthy, Head Caretaker** from Davisville Public School will be one of the Recipients at Wednesday's Excellence Awards. I am pleased to let you know that a few others were also nominated for their excellent work – congratulations.

**Coleen Viera**, Teacher, Elementary, McMurrich Jr Public School

**Keverne Cenac-Lopes**, Chair, Elementary, Davisville Jr Public School

**Leonila Liko**, Curriculum Leader, Secondary, Northern Secondary School

### Jewish Heritage Month

In April 2012, the Ontario Legislature unanimously passed legislation naming May as Jewish Heritage Month to “remember, celebrate and educate future generations about the inspirational role that Jewish Canadians have played, and continue to play, in communities across Ontario.” (Jewish Heritage Month Act, 2012). At the Toronto District School Board, schools participate in activities, research, and discussions about Jewish culture, identity, history and heritage. Schools also use this month as an opportunity to build understanding and awareness of notable Ontarians of Jewish heritage and identify how they have contributed to our city, province and country. This year, students are encouraged to participate in a [short biography contest](#) by writing about a significant Jewish person who they feel has contributed to Ontario or has inspired them to contribute to others in some way.

<http://www.tdsb.on.ca/Portals/0/docs/jewishHeritageMonthPoster.pdf>

### Asian Heritage Month

The month of May is Asian Heritage Month – a month that acknowledges the tremendous history of Asian Canadians, and their contributions to Canada and the world. Since its inaugural celebration in Toronto in 1993, and the official passing of the motion in The Senate of Canada in December 2001, cities across Canada including Halifax, Montréal, Calgary, Edmonton and Vancouver, have been holding annual festivities during the month of May to recognize Asian Heritage Month. This year's Asian Heritage Month theme at the Toronto District School Board is *Aspire. Act. Achieve.* Throughout the month, the TDSB will be holding Asian Heritage Month celebrations featuring student and parent workshops, culturally-related curriculum, performances and a community festival.



**TDSB's Renewal Needs Backlog (Excerpt from Report to be presented at Finance & Accountability Committee on May 6 at 5pm) For full report click on [Renewal Backlog Report](#)**

The TDSB presently operates 558 active schools which represent 11.4 % of the provincial total. The Condition Assessment Program for education facilities in Ontario was initiated by the Ontario Ministry of Education (EDU), the school boards and school authorities to assess the condition of schools in the Province of Ontario. A Facility Condition Assessment (FCA) is conducted for every eligible school in Ontario. An FCA involves a team of one or more specialists inspecting each system in a building to understand its condition. Systems include all mechanical, electrical, plumbing and architectural elements in a building. The FCA includes both a desktop and physical assessment of the building components. Unfortunately the physical assessment is limited to a visual inspection and rarely involves any destructive or intrusive testing to make a better determination of the state of the building component. Summing up the condition of each system provides the overall facility condition, allowing building managers to target the proper level of investment based upon the function of the facility. **The renewal needs backlog for the TDSB is presently \$3.31 billion (based on the latest validation conducted by VFA and a 4% increase for inflation as directed by the EDU).**

A report entitled "Reversing the Cycle of Deterioration in the Nation's Public School Buildings" (RCD), issued in October, 2014, is the culmination of two years of work by over two dozen American school facilities and finance executives which reviewed the impact of deferred maintenance in American public school buildings. The major finding of the report is that "... school districts, financially squeezed over long periods of time, made economic decisions that reduced the most cost - effective types of maintenance work. The results of those decisions 'to save money' will, in the long term, actually increase the amount and frequency of much more expensive breakdown repair and replacement work." The RCD report suggests that between 2% and 4% of the total re-placement value of all schools should be set aside annually for the replacement of capital systems and facilities. The percentage set aside is dependent on the life expectancy of the capital system or facility. **The total replacement value for the 558 TDSB schools is estimated to be \$7,391,968,250 as calculated by the EDU. If a value of 3% of the total replacement value was set aside annually for the 558 TDSB schools, that amount would be approximately \$221,759,000. In 2014/15, the TDSB received EDU funding of \$75 million to support the replacement of facilities, a shortfall of approximately \$147 million below the recommended amount in the RCD report. In 2015/16, the TDSB will receive EDU funding of \$156 million, a shortfall of approximately \$66 million below the recommended amount in the RCD report.**

As stated earlier, the current renewal needs backlog is approximately \$3.31 billion. **Due to the lack of appropriate funding, the renewal needs backlog is projected to grow to approximately \$4.36 billion in 2017.** As the renewal needs backlog continues to grow and the appropriate funding to address it is not available, Facility Services staff is forced to do less preventative maintenance and more triaging of reactive work orders based on emergency situations.



**Long-Term Strategy to Manage Change: The-Long Term Program and Accommodation Strategy  
(Excerpt from report to be presented at Planning & Priorities Committee Meeting Wednesday  
Report -**

[http://www.tdsb.on.ca/Leadership/Boardroom/AgendaMinutes.aspx?Type=A&Folder=Agenda%2f20150506\(1\)&Filename=150506+Long+term+Strategy+2554.pdf](http://www.tdsb.on.ca/Leadership/Boardroom/AgendaMinutes.aspx?Type=A&Folder=Agenda%2f20150506(1)&Filename=150506+Long+term+Strategy+2554.pdf)

**Appendix -**

[http://www.tdsb.on.ca/Leadership/Boardroom/AgendaMinutes.aspx?Type=A&Folder=Agenda%2f20150506\(1\)&Filename=LTPAS+App+A.pdf](http://www.tdsb.on.ca/Leadership/Boardroom/AgendaMinutes.aspx?Type=A&Folder=Agenda%2f20150506(1)&Filename=LTPAS+App+A.pdf)

The Long-Term Program and Accommodation Strategy 2015-2024 and Annual Planning Document 2015-2016 is coming through the Planning & Priorities Committee (May 6) to Board (May 13) for approval.. This ten-year strategy will be brought to the Board for approval on an annual basis to reflect the refreshed system inventory (detailed system data such as operational, planning and program data for every school), program and accommodation drivers and studies as well as program priority areas. The program and accommodation drivers developed last year have been reviewed to ensure they are still relevant.

TDSB continues to emphasize equal access to quality programming for all students in support of student achievement. As such, accommodation and program issues are considered together to ensure strong programming across the district. The Long-Term Program and Accommodation Strategy with a ten-year timeframe as it has helped focus valuable resources and assist in the development of an Annual Planning Document and Capital Budget. It has also ensured all decisions include a system perspective and has enabled proactive rather than reactive responses to program and accommodation issues.

Each year, following Board approval of the updated strategy, staff will move forward with the implementation of the reviews identified in the Annual Planning Document. As a first step, staff conduct Local Feasibility Studies to examine the feasibility of preliminary accommodation and program concepts. These Local Feasibility Studies could lead to other processes such as Pupil Accommodation Reviews, Program Area Reviews or Boundary Reviews. There are opportunities for community engagement as per our policies and procedures for each process. Final decisions including Board approval, if required, will be made only after completion of the processes.

To manage change that affects accommodation, 198 studies are planned over the next ten years.

The following studies/projects are planned:

- 17 Emerging capital priority projects (see Tab 3)
- 23 Pupil accommodation reviews (see Tab 4)
- 60 Boundary change studies (see Tab 5)
- 28 Grade change studies (see Tab 6)
- 9 Redirections of residential development studies (see Tab 7)
- 15 Program relocation studies (see Tab 8)
- 25 New program studies such as French and Gifted (see Tab 9)
- 21 Non-operating school site studies (see Tab 10)

Below is a summary of studies/projects for Ward 11:

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## Ward 11 – Description of Proposed Study

### Underway

- Boundary Change Study – Explore a review of the shared attendance area that is currently directed to either Northlea E & MS or Eglinton Jr. PS to assign a single home school. This review will coincide with a larger study of accommodation pressures in the Yonge-Eglinton community.
- Boundary Change Study – Explore a boundary change review between Oriole Park Jr. PS and Davisville Jr. PS. This review is only required if enrolment at Davisville Jr. PS increases to a point where the proposed capacity of the new school is likely to be exceeded and alternative solutions are required.
- Boundary Change Study – Explore a boundary change between Eglinton Jr. PS and Northlea E & MS to provide further enrolment relief to Eglinton Jr. PS. This potential boundary change would extend beyond the existing shared area currently under review. Both boundary changes will be considered as part of the Yonge-Eglinton LFT.
- Emerging Capital Priority – Explore the construction of a new 668 pupil place (or larger) JK-6 elementary school on the Davisville site, including the Grade 7-8 Spectrum program, to address overcrowding within the Yonge-Davisville community, to support the growth of the French Immersion program introduced at the site to relieve other programs in the area, and to address the inadequate learning environments within the existing building.
- Emerging Capital Priority – Explore the construction of an addition at Hodgson Sr. PS to accommodate a grade change from a Grade 7-8 school into a Grade 6-8 school. This addition is contingent upon the conclusion of the Yonge-Eglinton review and a board-approved grade change.
- Grade Change Study – Explore a grade change at Hodgson Sr. PS to expand from a Grade 7-8 program into a Grade 6-8 program. The Grade 6 students could be moved from Eglinton Jr. PS, Davisville Jr. PS, Maurice Cody Jr. PS and Oriole Park Jr. PS to relieve existing and future enrolment pressures at those sites. This will be investigated as part of the Yonge-Eglinton LFT.
- New Program Study – Explore the introduction of a pathway for the Extended French program at Forest Hill Jr. & Sr. PS into Winona Drive Sr. PS. The program at Forest Hill Jr. & Sr. PS will begin in 2015, and could grow to Grade 6, feeding into Winona Drive Sr. PS at Grade 7. The reason for exploring a pathway change is due to space constraints and significant capital costs to continue the program at Forest Hill Jr. & Sr. PS.
- Non-Operating School Site Study – Explore re-opening the Bannockburn school site as an SK to Grade 6 Early French Immersion centre to relieve current and future enrolment pressures at surrounding programs. This is being considered as part of the Yonge-Eglinton LFT.
- Program Relocation Study – Explore the pathway for the existing French Extended program operating at Eglinton Jr. PS. Currently this program feeds into Hodgson Sr. PS. This review will be included as part of the larger Yonge-Eglinton LFT, which is currently underway.
- Pupil Accommodation Review – Explore a review with Vaughan Road Academy, York Memorial CI, Oakwood CI, John Polanyi CI, Forest Hill CI and George Harvey CI to address low enrolment, underutilization and secondary program viability at Vaughan Road Academy.

### 2015-16

- Boundary Change Study – Explore a boundary change review to address overutilization at Brown Jr. PS, which is situated on a constrained school site. This review will examine a boundary change with Cottingham Jr. PS.



- Boundary Change Study – Explore a review of shared attendance areas that are currently directed to either Northern SS or York Mills CI to determine a single home school. The impacted feeder schools are St. Andrews JHS, Bedford Park PS and Glenview Sr. PS.
- Boundary Change Study – Explore a boundary change review involving Deer Park Jr. & Sr. PS and Jesse Ketchum Jr. & Sr. PS to establish an appropriate middle school pathway for Cottingham Jr. PS. Note that this review will coincide with the boundary change study of Brown Jr. PS and Cottingham Jr. PS.
- Grade Change Study – Explore a review of introducing a grade expansion to JK-8 at Whitney Jr. PS, to which Rosedale Jr. PS could become a feeder school. Currently both schools feed into Deer Park Jr. & Sr. PS for Grades 7 and 8.

#### **2017-18**

- Boundary Change Study – Explore a review of shared attendance areas that are currently directed to either Northern SS or Lawrence Park CI to determine a single home school. The impacted feeder schools are Ledbury Park E & MS, St. Andrews JHS and Glenview Sr. PS.
- Boundary Change Study – Explore a review of the junior and middle school boundaries of Oriole Park Jr. PS, Forest Hill Jr. & Sr. PS and Hodgson Sr. PS, specifically the divided junior attendance area of Oriole Park Jr. PS. The timing of this review is subject to enrolment increases at either middle school and/or the impacts of other studies on area schools.

#### **TBD**

- Grade Change Study – Explore the merger of school administrations at McMurrich Jr. PS and Winona Drive Sr. PS, which share the same building.

#### **EDuTECH Strategy**

The EDuTECH strategy document provides the framework of how the Board, supported by modern information technology systems will meet the goals and challenges of global learning. It was approved by the Board at its last meeting. A key component of the strategy will be to bring decisions down to the school level.

#### **Goals of the Strategy**

- Global Learning – Promote adoption of new pedagogical practices that are focuses on developing students into Global Learners with 21st Century skills and competencies
- Equity – Provide equity of accesses to core technologies to all students across TDSB
- Professional learning – Promote high quality professional learning to ensure educators have the required skills for effective instruction in the Digital Classroom
- Technology Integration – Support integration of high quality educational technology in the Digital Classroom environment to promote increased student success rates
- Modern Infrastructure – Modernize TDSB's IT infrastructure to ensure that it is robust, stable, dependable, highly available, efficient and secure
- Policies and Procedures – Ensure required policies and procedures are in place to promote a safe and secure digital learning environment that is used responsibly
- Innovation – Implement an end-to-end process for nurturing, discovering, selecting, enabling, using, communication and managing innovations at TDSB
- Collaboration – Build collaborative relationships with external technology organizations, educational institutions, parents and community to improve the teaching and learning environment at TDSB



### Infrastructure and Support Plan – Devices

- BYOD (Bring Your Own Device)
  - Initiate Board-wide BYOD program to allow students to bring in personal devices
  - Build improved support and management environment
  - Ensure robust network in place and sufficient Wi-Fi access point to support devices
  - Define BYOD and AUP policies and procedures
  - Improve device options in Pricebook
  - Work with vendors to provide TDSB device pricing to families
- School Owned Devices
  - Review allocations for classroom technology and increase strategically
- Other Options
  - Loaner devices, donations, central purchases for special programs, parent council sponsored purchases, ministry or vendor support
- Guidance and Best Practices
  - Develop central Guidebook with best practices for device selection and technology usage

To read the complete report, click on

<http://www.tdsb.on.ca/Leadership/Boardroom/AgendaMinutes.aspx?Type=A&Folder=Agenda%2f20150325&Filename=150325+EDuTECH+2548.pdf>

### TDSB Launches Board-Wide Fundraising Appeal for Nepal

On May 1, the Toronto District School Board launched tdsbCARES: Nepal Region Earthquake Relief — a board-wide fundraising appeal to help with the relief effort in Nepal following last weekend's powerful earthquake. With millions of people affected and the death toll continuing to rise, the TDSB is actively supporting the Canadian Red Cross, which already has teams on the ground providing assistance. As the need is great, the Board is encouraging its 250,000 students and more than 36,000 staff to take part in fundraising efforts where possible. Eligible donations will be matched by the Government of Canada up until May 25th. For those wishing to donate, please visit the TDSB website at [www.tdsb.on.ca](http://www.tdsb.on.ca)

### PRO Grants

A reminder that applications for the 2015-2016 Parents Reaching Out Grants program are now open. **The last date to apply is Tuesday May 19, 2015.** Please read the program guidelines and terms and conditions prior to submitting your application. Apply online for a [School Council grant](#)

### Reminder – Consultations on the Toronto District School Board

“We want to hear your ideas and input on ways to improve the governance structure at the Toronto District School Board (TDSB)”... as so it begins... again. Individuals can attend public sessions or share their thoughts online. For more information, please click <http://consultationsontdsb.ca/consultations-on-tdsb>. necessary. Check the website [www.tdsb.on.ca](http://www.tdsb.on.ca)

### Upcoming Events

- **On May 9, 2015, the first annual Mental Health and Well-Being Parent Symposium, “Parents as Partners – Taking Action Together”** will take place at Earl Haig Secondary School, 100 Princess Avenue, from 8:30 a.m. to 2:45 p.m. The day will feature workshops for parents that will:

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- Increase parent engagement in supporting mental health and well-being of their children
- Raise awareness regarding mental health issues
- Provide an opportunity for parents to gain an understanding of what mental health and well-being supports are available within the TDSB and the community

To register please [click here](#) or visit [www.tdsb.on.ca/mentalhealth](http://www.tdsb.on.ca/mentalhealth).

- **Registration is now open for the 2015 TDSB Healthy Schools 5k Run/Walk Saturday May 23, 2015, Downsview Park** –Register at [www.tdsb.on.ca/5k](http://www.tdsb.on.ca/5k)
- **E-Summer School** provides flexibility by being available 24/7 to fit students' schedules. Get the details at: <http://www.tdsb.on.ca/eLearning> and check out this video on YouTube <https://www.youtube.com/watch?v=Ftk7oRjdbI>
- **Legislative Page Program – Apply before June 15** The program is open to students who are in Grade 7 or 8, have very good grades (80% or higher), are involved with their school or in their community, have an interest in current events and get along well with other students and adults E-mail: [page\\_program@ontla.ola.org](mailto:page_program@ontla.ola.org).

#### Hold the Dates for Future Ward Forums

- **May 21 – Topic TBC**

#### 2014-2015 School Year Calendar

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

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

Victoria Day May 18, 2015

Elementary School PA Day June 5, 2015

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.

Before scheduling events, please check the TDSB Days of Significance Calendar

[2014 - 2015 Days of Significance](#)

#### 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](mailto:shelley.laskin@tdsb.on.ca)**