

BLAKE *BEAT*



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A Note From Our Blake Street School Council Chairs

Hello Blake Street Students and Parents,

It's amazing that June has now arrived, and the extended summer break is nearly within our reach!

As we have been noting for the past couple of months, spring is the busiest time of the year for the School Council. And May was no exception. During the month, we organized a Staff Appreciation Potluck, and offered the third installment of 'Blake Showcase', with a focus on storytelling for Asian Heritage month. To close the month, we had the ever popular Spirit Day, with the Crazy Hair/ Hat theme, and a Pizza Lunch.

The activity continues in June. We are days away from the Fun Fair. Our signature event of Saturday, June 6 will not disappoint, so please ensure that as many of your family and friends attend as possible. Later in the month we will celebrate the fourth and final installment of 'Blake Showcase', which will feature a summer Hoe-Down. If you have yet to participate in a 'Blake Showcase' event, please do so – these are great fun!

Our last School Council meeting of the year is on Tuesday, June 23 from 6.00 to 7.30pm in the school library. As some of you know, we will be stepping down as Co-Chairs. During our final meeting, we hope to be able to introduce you to the new Co-Chairs for the 2015/2016 academic year.

Serving as Co-Chairs has been a rewarding and inspiring experience for both of us. Blake is full of heart and character. Thank you for doing all that you can to make Blake the special place that it is. And, many thanks to Ms. Karaliadis for her unwavering leadership and support.

We wish you an amazing month, and a restful and relaxing summer!

Emma & Sean



Mission Statement and Philosophy

At Blake, our mission is to provide a caring, safe and bully-free environment that meets the intellectual, physical, social, and emotional needs of our students.

With the assistance of our families and greater school community, we are committed to supporting our students and leading by example so that they reach their full potential.

Our code of conduct clearly states that all students have the right to be heard and valued, must respect themselves, and also have the responsibility to follow staff directions.

Principal: Kiki Karaliadis

School Council Chairs: Sean Neeb and Emma Brejak

Superintendent: Mike Gallagher

Trustee: Jennifer Story

Newsletter Submissions

This newsletter is not possible without the hard work of the many hands who volunteered their time. We'd love to hear from you!

If you have a newsletter submission or idea, please e-mail it to:

blakeschoolnewsletter@gmail.com, or drop a copy in the School Council mailbox in the office, by the 25th of every month.

Items should be sent in Microsoft Word format if possible, but do not need to be formatted: Simply forward text and/or images.

Newsletter Team

Editing and Layout: Nicole Novakovics

June Contributors: Ms. Barr, Yosan Bihon, Emma Brejak, Ms. Church, Niomi Coultman, Ms. Dymont, Valerie Eisenhauer, Jamie Gillingham, Lily Jiang, Ms. Karaliadis, Elin Marley, Sean Neeb, Eric Novakovics, Kyle Ong, People for Education, and Danielle Stamatou.



BLAKE BEAT
ISSUE # 8, VOLUME 03

New 'Blake Beat' Editor Needed

The position(s) of editor and/or layout person for our beloved Blake Beat will be open as of September 2015. No experience necessary! I'm happy to help guide anyone interested in taking over the newsletter, and especially support any improvements you wish to make.

I am deeply grateful to all the contributors over this year's eight issues who made the Blake Beat such an amazing community publication, and I also thank our School Council for their unwavering support. I learned a lot, and had a lot of fun to boot!

Nicole

Fundraising for Nepal

With our "donate a loonie" campaign and two-day lemonade sale, Blake students raised a total of **\$337.45 for the Canadian Red Cross** to help people devastated by the earthquakes that took place in Nepal in April and May. Thank you to Blake families for your generosity, and a "Great Job!" to Blake students for organizing this fundraiser!



'Scientists in School' Visits the Kindies



Get kids
excited about
science.

By Ms. Church

On May 11 and 12 the Kindergarten classes at Blake Street were visited by the Scientists in School program. The students were engaged in a two-hour workshop using hands-on materials and teaching strategies. Each student was given the opportunity to work as a meteorologist, a paleontologist, an astronomer, a marine biologist, and a chemist!

In our class the five centres were run by Susan from Scientists in School and four of our very own, super talented, amazing parents!

The students worked with Scientist Susan at the weather centre. The students learned how to read a thermometer. They used sponges and water to make it rain in our classroom. They also held baby tornadoes in their hands.

At the paleontology centre the students worked with Wendy (Grace's Mommy) to create their very own dinosaur fossils. They also examined and compared shark teeth and dug in the sand for dinosaur "bones".

The students worked with Ryan (Zidra's Daddy) at the astronomy centre. Ryan taught the students all about the constellations and the North Star. The students were all very excited to connect this learning to our experience in the Star Lab earlier this year.

The children really enjoyed seeing the big dipper in the constellation tent.

Kerri (Jeanie's Mommy) worked with the students at the marine biology centre. The students made a beautiful Jack Fish print and had a great time sorting and classifying shells. They even got to see a jellyfish up close!

Jill (Elsa's Mommy) had a wonderful time with the students at the chemistry centre. The students used lab coats, goggles and test tubes. The students experimented with mixing water and sand and then water and brown sugar to learn about the concept of dissolving. They also made a little eruption using vinegar and baking soda!

Here is what some of the kids had to say about their Scientists in School experience:

I feel really happy. I like when I went to the lab with Jill. I liked it because it had big bubbles that came up really quickly. Poppy

I feel good about it. I liked making the bubbles go up. That was my favourite part. I wanted to go there for the whole day. I like digging for dinosaur bones too! Lloyd

I love it! I like the one with Elsa's Mom. I liked the explosion when it exploded. I liked wearing the goggles. I like when Zidra's Dad went in the tent. Daysean

I felt so excited about Scientists in School. I liked when we saw the dead things with Kerri. Kieran

Thanks again to the School Council for their generous support of the Scientists in School experience. We all had a wonderful time!



Chess in Rooms 106 and 206

By Ms. Barr

Over the past 8 weeks, students in Rooms 106 and 206 have enjoyed learning to play chess with Mr. Jen, our chess instructor. All of the students learned a lot and improved in their skills. We ended our lessons with a class tournament. Congratulations to David K. and Ezaam, who were their class champions, and Rayyan and Elle, who won the citizenship awards for showing great sportsmanship throughout the lessons and tournament. Well done, Rooms 106 and 206!



Blake Food Garden Update

By Elin Marley

Spring is here and the Blake garden is getting green again!

In April, many classes started seedlings, which are now growing in Mr Tsai's classroom – the grade 3/4s are taking great care of them. We planted many tomato varieties, hot peppers, okra, basil, and some edible flowers. We will plant them into the garden soon. But there is already plenty growing in the garden too: kale, lettuce, arugula, orach (which is similar to spinach), peas, radish, carrots... And garlic that we planted in the fall. As we were planting radishes and carrots a few weeks ago with Kindergarten students, I explained to them that carrots and radishes are companion plants – they help each other grow. A couple of Ms. Church's SK boys exclaimed, "Well, they should have won the cooperation award!" I wonder what other character traits we could apply to our garden plants...

Planning the crops for this year's garden was fun, with the input from the students during our winter garden planning lessons. We'll try sweet potatoes for the first time, and will grow some crops we haven't grown in a few years, like corn and pumpkins.

We also planted a whole plot of strawberries – thanks to everyone who supported the recent plant/bulb fundraiser! Strawberries and bush beans are companion plants, so we planted some beans among the strawberry plants too. I got a donation of shallots from some farmer friends, so we planted those with Ms. Molder's SKs (plants in the onion family are good companion plants too – lots of bugs don't like their smell). While planting the shallots, one boy in the class got really excited, telling us "I love these! When I ate them I ate all of them and wanted to keep eating more!" Hopefully we can get some other students just as excited about shallots when we harvest them.

Garden Club has been very active this spring, with around 12 members coming out each Wednesday at lunch. We've gotten lots of work done – watering, weeding, cleaning the garden, planting... It's nice to have a mix of new garden club members and those who have been in the club for a couple of years. It's nice to be able to give some bigger responsibilities to some more experienced members, while I have a chance to work a bit more closely with the newer ones.

In mid-May, we harvested worm castings (yes, that's worm poop – it's a great natural fertilizer!) from the worm compost bin in Mr. Tsai's classroom. Lots of love was shown to the earthworms, as students sorted them from the castings so that the worms could be returned to the bin and the compost added to the garden. In April, we also ordered some compost for the garden, which the students added to the garden beds. One girl from Ms. Yoannou's class was really excited: "I love this work! This is disgustingly awesome!"

Come and visit us at the School Garden table at the Fun Fair! We'll have free seedlings to take home, an activity with prizes, and you can help make smoothies using a bike blender!

We're looking for parent help in the garden over the summer. It's a shared job (so not a huge time commitment), and no gardening experience is necessary. If you're interested, please contact Wand at: wgeorgis@srhc.com.

To read more about the work I do with school gardens at Blake and at other schools, check out my blog: seedlingstories.wordpress.com or follow me on Twitter @seedlingstories.

Happy growing!

Vesey's Bulb and QSP Fundraiser Updates



Q: What did the big flower say to the little flower?

A: What's up bud?

Q: What kind of flower grows on your face?

A: Tulips!

Q: Why couldn't the flower ride her bike?

A: She lost her petals!



Thank you to everyone who participated in making the Vesey's Bulb Fundraiser a success! With your help we raised \$890 and ordered an array of flowers and herbs for our school garden.

If you purchased magazines from our QSP fundraiser please wait to renew your subscriptions through the school campaign, which is returning this fall.

If you can't wait until fall, you can order any time of the year at www.qsp.ca, school ID: 3958253, and all early renewals will count towards the student awards this fall.

Eco Adventure Day!

By Lily Jiang

Friday, May 8th was Blake Street's Eco Adventure Day! Students from JK to Grade 6 were divided into 11 teams, such as the Polar Bears, Brown Bears, Herons, Swans, Dragonflies, and Porcupines. Each group went to three activities in the morning. Some of the activities were animal survival with Mr. Pace, a water-saving sponge race with Mr. Stoch and Ms. Vlahos, nature art with Ms. Dymont, and reused paper airplanes with Ms. Davey. It was a fun and busy morning learning about the environment.



My Trip to Africa

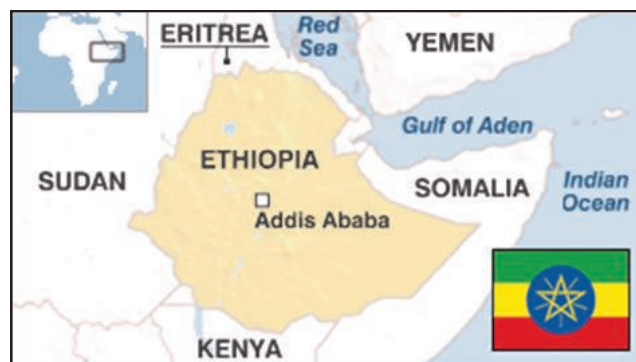
By Yosan Bihon

My trip to Africa was a great experience for me and my family. I learned things about Ethiopian culture, tradition, and my extended family. I even learned how to traditionally make cotton threads for Ethiopian clothes. But before I get into that, there are a few differences between Canada and Africa I want to point out. One difference you could easily spot is that the sheep, cows, chickens, etc. are sold on the street to buy. Another difference between Canada and Africa is the abundance of stray animals all around the city because there are no pet shops for all the stray animals. Last of all, the houses in Ethiopia are bigger than the houses here and instead of a low fence we have high gates.

Something I learned about my culture while I was in Africa is the activity of "boona", which is drinking coffee with your family and friends after a meal. One other thing that is an important part of my culture is a food called "injera". Injera is a popular cultural food among Ethiopians.

There are quite a lot of traditions for Ethiopians, and some are very common. One tradition that is common yet very special is the traditional dresses that Ethiopians wear when going to a special event. These traditional Ethiopian dresses are made from traditionally spun cotton turned into the thread they use to make the dresses. This is a skill I also picked up while I was in Africa where my grandma taught me. I'm not saying I was a natural because like everyone mistakes can be made, but over time I got better.

The final thing I learned about on my trip was my family. I found out that my uncles and aunts each had a special skill like drawing, engineering, math, and more. My trip to Addis Abba Africa is an experience I'll never forget, and that's taught me many things. I'm glad I got the chance to have the experience.



Blake Bobcats Play Soccer

By Jamie Gillingham

On May 1st, Blake hosted the junior boys' soccer tournament. Four other schools (Adam Beck, Balmy Beach, DA Morrison and Duke of Connaught) came to our field and played soccer the entire day. It was a great experience for our boys as we welcomed our neighbouring schools into our community.

Play started at 8:30am sharp and a new game began every forty minutes until the last game at 2:30 in the afternoon. The day ended with a close run between Adam Beck, Duke of Connaught and Balmy Beach, with 11, 10 and nine points each.

Mr. Pace used the day as an opportunity to develop teamwork among our students as well as respect for the opposing players and the officials. The team represented our school and community well.



Junior Grades Learn About Jazz

By Jamie Gillingham

One afternoon last week Grades 4, 5 and 6 students from our school walked up to Chester Public School and joined students from Wilkinson and William Burgess schools at Chester to listen to an awesome group of student musicians from Humber College. These students are from the first three years of Humber College's music and vocal programs and apply to join this band every spring. They spend the month of May every year visiting TDSB schools and playing music in order to show students the roots of jazz music and how it has changed over the years. I don't think anybody understood that jazz developed partly out of European marching band music!

The band played 'It Don't Mean a Thing' by Duke Ellington, 'Respect' by Aretha Franklin, and 'Sir Duke' by Stevie Wonder among other songs. Many of the kids didn't recognize the theme from 'The Flintstones'.

Among the feedback from the students, one Grade 5 boy described the field trip as 'beyond cool'.

Anyone interested in hearing more jazz should tune into FM 91.1, one of the sponsors of this program through TDSB.



SHORT STORIES

Flutter's Big Day (When the World Was Not Beautiful)

By Niomi Coultman

There once was a goddess named Flutter who was very excited. Flutter was a very shy girl who travelled on a cloud. She could talk to and transform into animals because she was the goddess of animals. Most of the time she was in her sunny cloud home, but on this day she had to go to earth: Flutter had to make the world beautiful. The only problem was that Flutter didn't know how.

Flutter went to Earth and tried and tried but nothing happened. She started to cry. Her tears turned into fairies and pixies. They introduced their queen Cleo and their king Leo. They asked Flutter why she was crying. Crying Flutter told them why and they said they would help, so the fairies started to make trees, ponds, flowers, and oceans. Flutter made the animals by turning into different things, the pixies judged the animals by their protection and camouflage, and the fairies used magic to make more of the animals. It took them all a long time, but they finished making Earth beautiful. Flutter rose into the air with the fairies and pixies and looked down at Earth. It looked so beautiful with animals, but Flutter wanted it to look amazing! Flutter took clay from the bottom of a pond and made people. She took tiny pieces of her cloud and put them on the people's chests. These tiny pieces of cloud became hearts. When she finished, Flutter went back to her cloud home with the fairies and pixies.

That's how the world became beautiful.

Multiplication Comes Back

By Kyle Ong

There was once a [being] named Unixia who was very mad and was usually very strict. Unixia was god of multiplication and wanted EVERYONE to know multiplication.

In the year 2061, everyone thought multiplication was becoming boring. This filled Unixia with rage. He suddenly thought of a plan. He set up a fake snack shack near a beach. A giant group of people went there. Unixia laughed at the foolish group of people because they fell for his plan! A giant hole appeared in the sand, and everyone fell in. Soon the people who had been captured were locked in individual rooms with a pile of paper that had the hardest multiplication questions as punishment. Unixia said these words to the captured people: "Math always comes back."

Since then, after the terrible punishment that Unixia gave, his words were passed on and everyone did multiplication for the rest of humanity.

Why Do We Fundraise At Our School?

By Jamie Gillingham

Fun fair, pizza lunches, take home orders... the calendar of activities at our school (both for purposes of fundraising and just for fun) is growing all the time. Since our school is a public institution, the question is why fundraising must be such a big part of what we do. Aren't the educational needs of the school fulfilled by government funding? Why do we need the money we are raising?

The answer to the first question of whether we need extra funds is both yes and no. The TDSB Model Schools program gave our school \$15,686 this school year, and without that funding many of the programs (snacks, field trips, Scientists in Schools, student workshops) would not have been possible. The basic budget to run our school only covers the costs of having a teacher/ECE in the classroom and keeping the school building running and clean; very little else would happen in the school without extra funding from that extra source. All the programs we are used to having are solely because of the Model Schools funding we receive from the TDSB. There is an additional grant for the snack program but Model Schools funding tops this up.

The next question, then, is why it is necessary to change this – we receive the funding to do the things we want to do and things are working well. Why add the stress of raising and managing money to our school community?

There are multiple answers to this question, the first of which is that ideally our school will be self-sufficient and will not rely on extra government funding which most schools do not get. We have a dynamic and active school community and if we get organized and act together, we can be independent.

A more important factor, though, is that the Model Schools funding will not necessarily last forever. It has decreased in recent years. We are now receiving half of what we received just a few years ago because the TDSB doubled the number of schools in the program but did not increase the budget. No one knows, with the financial problems the government has, whether any program will continue forever. As well, schools 'graduate' from the program – both Leslieville and Morse Street schools, which used to be Model Schools, will no longer be so as of next school year. They are now expected to be self-sufficient. We are not near that point yet at Blake, but it is important to keep in mind that this does happen.

The last question is around what exactly funds are being used for. All fundraising is reported back at School Council meetings and is fully accounted for. We are raising thousands of dollars every year. We raise far less what other schools raise from their communities yet we raise more money than other schools that do not have well-organized volunteers. An example of what we support is the Scientists in School program, which costs hundreds of dollars for a single day's workshop. Our last School Council meeting of the year in June will have a full summary of the items we have paid for as a group of parent volunteers this year, to celebrate the impact on the lives of Blake students.

Parent volunteers also contribute by applying for grants – such as the Ministry of Education's Parents Reaching Out Grant - so that we can offer family-focused events (drumming, Bollywood dancing, hip hop nights, etc). It is a good thing to question and discuss what all of the volunteers involved in our school are doing – conversation is always a good thing. The parent volunteers involved with the School Council discuss everything that is done and vote on whether it goes ahead. Some fundraising is not approved – it must fit into the culture and atmosphere of our school and work with criteria that are established by the School Council through discussion. School Council meetings are open to all parents and caregivers of students at Blake and the atmosphere is casual and welcoming. Everyone is welcome to come and participate in the discussion and the decision-making.

All parents and caregivers can give back to the school in ways other than paying money as well. All events require volunteers to organize and execute them and involve a lot of work – those involved are only doing this because they believe the work they are doing is making our school better, as awesome as it is already. Everyone in the school is welcome to participate!

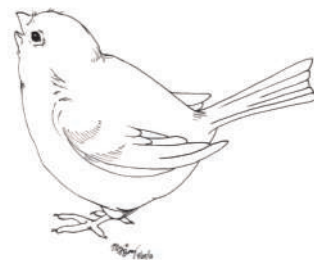
We Need You!

VOLUNTEER FOR BLAKE'S FUN FAIR

Saturday June 6, 2015

11:00am – 3:00pm

We need volunteers to work at the various stations, including rides, food, silent auction, raffle, ticket sales, clean-up, etc., throughout the day. Please invite friends and family to participate as well – our success depends on community involvement!



Let's pull together for this exciting annual event, and show our support for Blake Street P.S.!

Please e-mail us at: volunteeratblake@gmail.com if you can help.

Thank you so much for your time and effort!

Come One, Come All!
**BLAKE'S FAMILY
FUN FAIR**

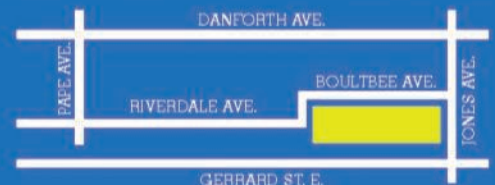
**SATURDAY JUNE 6, 2015
11:00AM - 3:00PM (RAIN or SHINE!)**



FOOD! ENTERTAINMENT! RIDES! RAFFLE! SILENT AUCTION!

BLAKE STREET PUBLIC SCHOOL

**21 BOULTBEE AVE.
JUST NORTH OF THE RAIL BRIDGE ON JONES AVE.**



WE NEED JARS!

(Please)



- 1) Fill a jar with unwanted toys (e.g., stickers, marbles, lego, action figures, craft supplies, rainbow loom bands, toy cars, etc.)

- 2) Donate the jar to the BLAKE FUN FAIR (Please drop off your jar in the “Jar Box” in the office)

Donations will be used for our “Jar Room”
Event: Draw a number and win a jar of toys!!



Tips for Parents

Sex Education In Ontario

Ontario's new Health and Phys Ed Curriculum has received a lot of attention over the past few weeks. This tip sheet will help to answer some of the questions that have been raised.



What is different in the updated curriculum being introduced in September 2015?

- Most of the material in the new curriculum is the same as the old curriculum. The new materials reflect changes in our society over the past 15 years, including increased access to online materials, cyber-bullying, sexting, and consent issues.
- The updated curriculum has more detailed information, more examples, and more 'teacher prompts' to help teachers respond to questions and issues that may be raised by students.
- For example, in the old curriculum, students in grade 1 were expected to be able to "identify the major parts of the body by their proper names". The new curriculum says that students should be able to "identify body parts, including genitals, using correct terminology". There is a teacher prompt that says "We talk about all body parts with respect. Why is it important to know about your own body, and use correct names for the parts of your body?"

Why is the curriculum so explicit and detailed?

- Curriculum documents are written for teachers, not for students. Teachers use their professional judgement to decide how the curriculum will be taught. They will not necessarily use the exact language of the curriculum in the classroom.
- The curriculum documents include overall expectations (for example, the grade 4 curriculum says that students should be able to "demonstrate an understanding of factors that contribute to healthy development") and specific expectations (for example the grade 4 curriculum says students should be able to "describe the physical changes that occur in males and females at puberty").

Examples illustrate expectations

- In grade 3, students are expected to learn how visible and invisible differences make each person unique, and identify ways of showing respect for differences in others.
 - Possible examples of visible differences: skin, hair, and eye colour, facial features, body size and shape, physical aids or different physical abilities, clothing, possessions.
 - Possible examples of invisible differences: learning abilities, skills and talents, personal or cultural values and beliefs, gender identity, sexual orientation, family background, personal preferences, allergies and sensitivities.
- The teacher prompts in the curriculum documents are NOT mandatory, and may never be mentioned in the classroom. They are there to help the teacher respond to questions that students may ask, but they are not required content, and teachers can adjust the language to ensure that it is age-appropriate.

What do students learn in Grades 1–3?

- From grades 1–3, the health curriculum focuses on teaching students how to take responsibility for their own safety, how to stand up for themselves, and how to get help in situations of abuse.
- In grade 1, students learn the names of all their body parts, and begin to learn how their bodies work and develop. Every other province in Canada has a similar learning expectation for grade 1 students.

- In grade 2, students learn the basic stages of human development (infant, child, adolescent, adult, older adult) and related bodily changes.
- In grade 3, children learn about visible and invisible differences and how to show respect for differences in other people. Sexual orientation is included as an example of an invisible difference, along with things like cultural values and beliefs and family background.

What do students learn in Grades 4–6?

Because students enter puberty between the ages of 8 and 14, the curriculum expectations from grades 4–6 focus on understanding the physical, emotional, and social changes that students are going through. The goal is to demystify the changes and sensations students may be experiencing.

- Along with learning about their bodies, they learn how to behave respectfully toward others, including appropriate online behaviour.
 - In grade 4, students learn about the physical changes that take place during puberty.
 - In grade 5, they learn about the parts of the reproductive system, menstruation, and spermatogenesis and how they relate to reproduction.
 - In grade 6, students learn about the effects of stereotypes, including things such as assumptions regarding gender roles, sexual orientation, gender expression, race, and mental health. They learn how to make decisions that show respect for themselves and others and help to build healthier relationships.
- If they ask about masturbation, the curriculum provides prompts for teachers to use in response.**

What do students learn in Grades 7–8?

At this age, students are developing their sense of personal identity (including sexual identity) and may be starting to develop relationships.

- In grades 7 and 8, students learn about sexual health and safety, the concept of consent, and how to make decisions about sexual activity. They learn about the importance of having a shared understanding with a partner about delaying sexual

activity until they are older, and they learn that “sex” doesn’t include only intercourse, so there are teacher prompts for answering questions about anal and oral sex. Students also learn about contraception and condom use for pregnancy and disease prevention.

Were parents consulted?

- Consultations on the new curriculum began in 2007. Curriculum writers consulted with education and health experts, parents, students, teachers and cultural and religious groups. Parent groups, including all school boards’ Parent Involvement Committees, were asked to get input from local parents about the new curriculum.
- The Ministry of Education held full-day consultations on the new curriculum, and over 70 health-related organizations and 2,400 individuals provided input on the draft curriculum.
- The Ministry of Education held another round of consultations in 2014 with students and parent groups, as well as providing opportunities for one parent from each of Ontario’s 3,900 elementary school to respond to a survey.

Does the curriculum encourage sexual activity?

No. In fact, research shows that students who get comprehensive sexual education are more likely to delay the onset of sexual activity, and have lower rates of abortions and teen pregnancies.

Can students be exempted from sex education classes?

Any time parents have a question or concern about what their child is learning, they should talk to the teacher or principal. School staff can address any concerns and provide more information about the curriculum content. Then, a determination can be made on a case by case basis regarding withdrawal from particular parts of the curriculum.



People for Education is your strong voice for public education.

We conduct vital research, answer parents’ questions, make policy recommendations and ensure there is broad coverage of education issues in the media. Together we make Ontario’s schools great!

People for Education

641 Bloor Street West, Toronto, ON
M6G 1L1 Tel. 416-534-0100
www.peopleforeducation.ca

JOB POSTING

Student Nutrition Program Co-ordinator

Casual Position - School Year (possibility of renewal depends on funding)

Name of School: Blake Street Jr PS

Hours: Flexible Mornings

Days per Week: Monday to Friday

Rate of Pay: \$750.00 per month

The Nutrition Program Co-ordinator is not a Toronto District School Board Position. The co-ordinator is to ensure that the nutrition program is universal and open to all students; that the program is non-stigmatizing; that students are made to feel welcome; that the program is delivered in a safe, clean environment that adheres to public health standards.

Duties:

The co-ordinator is responsible for the day-to-day operation and supervision of all activities for the nutrition program which include:

Menu Planning – which adheres to Canada’s Food Guide to Healthy Eating. Work in consultation with the school’s Student Nutrition Advisory Committee and Public Health to ensure dietary constraints due to cultural and allergy criteria.

Food Safety and Environmental Practices– ensure the highest sanitary practices for food handling and safety are maintained. The co-ordinator must be trained in safe food handling.

Food Shopping - purchase food according to menu that is nutritious, cost effective and culturally acceptable e.g. Halal foods.

Record Keeping - keep confidential records of volunteers and participants in the program, including registration forms, attendance, medical information regarding allergies, religious/cultural considerations.

Financial Accountability and Liability – in consultation with the Student Nutrition Advisory Committee, set up a system for collection of parental contributions. Keep financial records and complete monthly financial reports for the Toronto Foundation For Students Success. Prepare applications for funding and plan special fundraising events.

Volunteer Recruitment/Management - Recruit and register volunteers in accordance with the Toronto District School Board guidelines; schedule work and training periods; participate in volunteer recognition.

Qualifications:

The successful candidate should be able to work independently using a budget and follow simple and varied menus. They should have experience in purchasing and preparing large amounts of food on a daily basis. They must possess basic bookkeeping and record keeping skills. They must be comfortable working in a multi-cultural environment and as part of a team.

Definite Assets: previous experience in a nutrition program; safe food handling certification from Public Health; experience recruiting and working with volunteers.

If you are interested in this position, please submit your resume with a covering letter detailing your experience to the Student Nutrition Advisory Committee c/o of the school.

Applications may be dropped off at the school office or emailed to kiki.karailiadis@tdsb.on.ca.

Due date for applications is Friday June 12th, 2015.

Only those persons meeting the qualifications and experience will be contacted for an interview.

JUNE 2015

SUN	MON	TUE	WED	THU	FRI	SAT
	1	2	3 Eco Club (106) 11:30am—12:15pm	4	5 PA Day	6 FUN FAIR! 11am—3pm 
7	8 Moneyist\$ in the School— Grade 5 (201)	9 Trip to Riverdale Farm (Rm 101)	10 Eco Club (106) 11:30am—12:15pm	11 Trip to Pape Library (Rms. 106 & 206) 1:00pm—2:30pm Summer Hoedown 6:30pm—7:30pm	12 Freaky Friday—Lights Out 9:00am—10:00am PAN AM GAMES	13
14	15	16	17 Character Trait Assembly— Perseverance (10:10am) Eco Club (106) 11:30am—12:15pm	18	19 Freaky Friday—Lights Out 9:00am—10:00am Earl Grey Entrepreneur Market (Rm 201) 10:00am—11:00am	20
21 	22	23 Kindergarten Graduation 9:30am—10:30am Trip to the Book Bank (Rm 101) 1:30pm—2:30pm Volunteer Tea (3:00pm) SCHOOL COUNCIL MEETING 6:00PM—7:30PM	24 Eco Club (106) 11:30am—12:15pm Grade 6 Graduation Report Cards Go Home	25 LAST DAY OF SCHOOL!	26 PA Day	27
28	29	30				

FATHER'S DAY FUN PAGE



Father's Day Word Search

Can you find the word for "father" in all of these different languages?

B	P	A	T	E	R	W	S	O	N
A	P	B	C	R	V	A	D	E	R
B	A	B	B	O	A	L	P	A	M
A	I	A	T	T	T	I	E	P	D
G	U	E	A	O	E	D	R	P	A
X	C	V	T	S	R	Y	E	A	H
B	U	W	A	A	P	A	P	A	J
G	V	Y	A	N	O	K	S	T	Z

- | | | | |
|-------------------|-----------------|-------------------|----------------|
| Dad (English) | Babbo (Italian) | Otosan (Japanese) | Abba (Hebrew) |
| Vater (German) | Walidy (Arabic) | Pere (French) | Otec (Czech) |
| Vader (Afrikaans) | Papá (Spanish) | Pai (Portuguese) | Buwa (Nepali) |
| Bà ba (Chinese) | Appa (Korean) | Pater (Latin) | Tata (Quechua) |

Happy Father's Day!



FATHER'S DAY ACROSTIC

F _____

A _____

T _____

H _____

E _____

R _____

Father's Day Sudoku



Every row, column and mini-grid must contain the letters F A T H E R.
Don't guess - use logic

R				T
		T	E	
	R	F	T	H
	T	H	R	E
		E	A	
H				E