



# The Humewood Howler

## Quarantine Edition

Web: <http://schoolweb.tdsb.on.ca/humewood/Home.aspx>

Twitter: [https://twitter.com/TDSB\\_Humewood](https://twitter.com/TDSB_Humewood)

J. Whitfield, Principal  
R. Najman, Vice-Principal

### Important Dates

#### Calendar

#### June 26:

Last Day of Classes

#### September 8:

First Day of School!

Have a safe, healthy, and  
happy summer!

See you in September!

## What a Year!

The 2019-2020 school year has ended in a way that no one would have thought possible back on September 3rd. We saw many challenges throughout this year, however we worked as a community to overcome them and have learned valuable lessons along the way. Students and their families, as well as staff, have discovered how to teach and learn in a digital landscape and we know that these skills will support education in the coming years. Although we don't know exactly what September 2020 will bring, we are confident that we will be able to provide rich learning opportunities for our students as well as meaningful social interactions.

Students' June Report Cards will be emailed or mailed to homes over the next week. These reports will include the class placements for 2020-2021. We work as a team to find the best possible placement for your child to learn, and classes are balanced based on a variety of factors.

Celebrate your young person's achievements and look forward to 2020-2021 with a positive attitude. We have all become more flexible and resilient in the last few months and these are lifelong attributes that will stay with us!

Enjoy the summer, stay healthy, see you in September!

## Staff Farewells & Welcomes...

We would like to wish a farewell and good luck to the following staff members who will be leaving us at Humewood CS:

- Sara Cameron, our grade 5 FI teacher, will be leaving us after completing two Long Term Occasional positions in the FI program.
- Ian Cook, our grade 3/4 teacher, will be leaving us after completing his Long Term Occasional position.
- Alana Evanowich, our grade 4/5 teacher, will be leaving us after completing her Long Term Occasional position.
- Monicke Hanson, our grade 7 teacher, has been promoted to Vice-Principal at Rose Avenue P.S. Congratulations!
- Eve Hoffman, our grade 6 teacher, will be going on Maternity Leave as she prepares for the arrival of her new bundle of joy in August.
- Gabriela Iglecias, our grade 5/6 FI teacher, has accepted a FI teaching position at Beverley Heights MS to be closer to home.
- Linda Vargabed, our FI ECE, has secured a permanent position at Broadlands PS in the FI program.
- Vlad Velici, our grade 4/5 teacher, will be leaving us after completing his Long Term Occasional position.
- Vivian Zimmerman, our grade 6 FI teacher, will be going on Maternity Leave as she prepares for her new arrival in July.

We would like to give a warm welcome to the following staff members who will be joining us at Humewood CS:

- Carlo Allarde, who will be our grade 2/3 teacher. He was a Long Term Occasional at Humewood CS a couple of years ago, so welcome back!
- Samuel Ludwig, who will be teaching the grade 4/5 class, is joining us from a neighbouring school, J.R. Wilcox.
- Jessica Kosonic, who will be teaching JK/SK. She is returning back to Humewood

## Report Cards and IEPs

This year Report Cards will be sent home between June 22 and June 26 electronically by the TDSB. Any families that had an incorrect e-mail on file will have their child's report card mailed to them through Canada Post.

Students' Individual Education Plans (IEPs) have been sent home electronically – they are encrypted and the password was sent separately.

## 2020-2021 School Year Calendar

The TDSB's draft 2020-21 school year calendar has been posted to the website at <https://www.tdsb.on.ca/About-Us/School-Year-Calendar/2020-2021-Calendar>.

Please note that the calendar has not yet been approved by the Ministry of Education. The Ministry has indicated that, due to the ongoing COVID-19 pandemic, school year calendars are not being considered for approval at this time. For the latest information, including any updates regarding the TDSB's 2020-21 school year calendar, please continue to check <https://www.tdsb.on.ca/About-Us/School-Year-Calendar/2020-2021-Calendar>.

## Daily Schedule

Humewood C.S. follows a Day 1-5 Cycle.

### Kindergarten

- Entry is at 8:48 a.m.
- Lunch is at 11:25 a.m. - 12:38 p.m.
- Dismissal is at 3:05 p.m.

### Grades 1-8

- Entry is at 8:48 a.m.
- AM Recess is at 10:10 - 10:25 a.m.
- Lunch is at 11:35 a.m. - 12:38 p.m.
- PM Recess is at 1:50 - 2:05 p.m.
- Dismissal is at 3:25 p.m.



## A Message from our School Council Chairs

It's been amazing to see and share all the great things this community has been doing to stay connected and support each other in these strange times.

Thank you to all Humewood teachers, admin, and staff -

We've all made it this far together!

Congratulations to our Grade 8's who go down in history as the COVID grads.

Parent council wishes you all a great summer!

Here is to a great 2020/2021 year of "doing more good at Humewood."

If you are interested in being part of a Humewood welcome back committee please email: [lorilitman@gmail.com](mailto:lorilitman@gmail.com)



Lori + Jordana  
parent council co-chairs

# TEACHING ASSISTANTS 2020-2021

<b>FRENCH</b>	<b>STAFF NAME</b>
FSK- A (Rm 106)	Mme Bechbach
FSK –B (Rm 105)	Mme Clark
1 (Rm 109)	Mme Heine
1 /2 A (Rm 111)	Mme Andrews
1 /2 B (Rm 112)	Mme Cumbaa
2 (Rm 207)	M. Finley
2 /3 (Rm 203)	Mme N. White
3 (Rm 208)	Mme Paraschiv
3 /4 (Rm 204)	Mme Castonguay
4 (with Core French) (Rm 206)	Mme Dyson
4/5 (with English for 4's from 3 /4) (Rm 205)	Mme Nocera
5/6 (Rm 215)	TBD
6 (with one Core French) (Rm 216)	LTO/Mme Riehle
7/8 A (with one Core French for Grade 7) (Rm 209)	M. Yanchyshyn
7/8 B (with one Core French for Grade 8) (Rm 211)	Mme Rodriguez
<b>ENGLISH</b>	<b>STAFF NAME</b>
JK (Rm 101)	Ms. Rodrigues
JK/SK A (Rm 102)	Ms. Kerins
JK/SK B (Rm 103)	Ms. Kosonic
1 /2 A (Rm 104)	Ms. Salamon
1/2 B (Rm 110)	Ms. Terenzio
2 /3 (Rm 201)	Mr. Allarde
3 /4 (Rm 202)	Ms. Watkins
4/5 (English to 1 French Immersion class) (Rm 214)	Mr. Ludwig
5 /6 (English to 1 French Immersion class) (Rm 217)	TBD
7 (English to 1 French Immersion class) (Rm 212)	TBD
8 (English to 1 French Immersion class) (Rm 210)	Mr. Singbeil
<b>PREP</b>	<b>STAFF NAME</b>
FI PHE &Integrated Arts/Core French (1.0)	Mme Acheampong
Music (1.0)	Mr. Polak
PHE (1.0)	Mr. Herman
Drama/Dance (1.0)	Ms. K. White
Kindergarten Prep (1.0)	Ms. Pearlman
<b>SPECIAL EDUCATION</b>	<b>STAFF NAME</b>
MART/Resource (0.5)	McNamara
HSP/Resource (1.0)	Duong
Resource (FI) (0.5)	Leung
<b>OTHER DEPARTMENTS</b>	<b>STAFF NAME</b>
Library (0.5)	Mr. McNamara
ESL (0.5)	Mme Leung
Native (Ojibwe) Language (0.5)	Ms. Toulouse

# Elementary Summer Programs

## Elementary Summer School

Our elementary summer school program focus is to close the achievement and well-being gap and to continue student engagement into July. Programs for students in Grades 3 to 8 will be delivered from July 6 to 31, 2020 from 9am to 12pm. French programs will also be available for students currently in a French Immersion or Extended French Program. Remote synchronous learning will be offered. There is a possibility that learning may move from remote learning to in-class learning environments in accordance with the ongoing guidance of the Ministry of Education. Registration is online and is currently open to the public. More information is available at [www.tdsb.on.ca/summer](http://www.tdsb.on.ca/summer)

## International Languages Elementary/African Heritage

The International Languages Elementary/African Heritage Program offers language classes to students Kindergarten to Grade 8. Classes will run from July 6 to 31, 2020 from 1:30 to 4pm. A minimum of 23 students is required to open a language class. Remote synchronous learning will be offered. There is a possibility that language learning may move from remote learning to in-class learning environments in accordance with the ongoing guidance of the Ministry of Education. Registration will be online and open on Monday, May 25, 2020. More information is available on [www.ileprograms.ca](http://www.ileprograms.ca).

## SUMMER DEVICE REQUEST DEADLINE

As we approach the summer holidays, we are cognizant that students may require a device so that they can complete their on-line learning over the summer. Please NOTE - the TDSB will no longer be accepting student device requests after June 30, 2020.

If parents/guardians need to request devices for their children, please email [julie.whitfield@tdsb.on.ca](mailto:julie.whitfield@tdsb.on.ca) and [rachelle.najman@tdsb.on.ca](mailto:rachelle.najman@tdsb.on.ca) by June 29th so we can

## EXCITING NEWS for one of our Grade 6 Students!

Nyra C. of Ms. Hoffman's class won The Meaning of Home writing contest that her class entered in February. Nyra was the Grand Prize Winner for all of Canada's Grade 6 students! She won an iPad and a \$30,000 grant to donate to a Habitat for Humanity House build in our community. CONGRATULATIONS Nyra on this momentous achievement! You can read her writing by clicking on the link [here](#).



# YEARBOOKS

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### 2019-2020 Yearbook – Reserve Your Copy!

This year will certainly be one to remember and Humewood's got it covered! It might not seem like it, but we did a lot before we left school on March 13<sup>th</sup>. This yearbook includes student photos from all the classes as well as photos from many special events, such as The Fall Fair, Terry Fox Run, Cross-Country, other athletics, clubs and many other candid photos! We even have special COVID-19 pages dedicated to our community building events during our time of isolation and the awesome work that students and teachers did from their virtual classrooms.

Our Yearbook is now ready to reserve at a cost of **\$20.00**. Sales open on Saturday, May 30<sup>th</sup> through Humewood's Cashonline store. Quantities are limited and we will not be reprinting. Families will receive notification when the books arrive at Humewood and we will make arrangement for pick up!

<https://tdsb.schoolcashonline.com/>

## Ministry of Education releases NEW Mathematics Curriculum for Grades 1-8 starting September 2020

*The Ontario Curriculum, Grades 1–8: Mathematics, 2020* focuses on fundamental mathematics concepts and skills, as well as on making connections between related math concepts, between mathematics and other disciplines, and between mathematics and everyday life. It also supports new learning about mathematical modelling, coding, and financial literacy, and integrates mathematics learning with learning in other STEM (science, technology, engineering, and mathematics) subjects. As well, this curriculum is designed to help students build confidence in approaching mathematics and acquire a positive attitude towards mathematics, cope with stress and anxiety, persevere and learn from their mistakes, work collaboratively with others towards a shared goal, value deep thinking and making connections, and become capable and confident math learners.

Learn more about Ontario's new elementary math curriculum for Grades 1 to 8 that was released. Teachers will use it in classrooms starting in September 2020.

Click [HERE](#) for the Parent's Guide to Mathematics, Grades 1-8 (2020)

Ontario



# SHOWCASING STUDENT REMOTE LEARNING

**Below are some samples of Humewood student work. We are so proud of all of the wonderful learning they have engaged in at home during these past few months...Go Huskies!**



**Mme Rodriguez' Grade 7 FI class recently completed a project. They compiled videos and articles based on key definitions in the BLM movement. Feel free to visit this [link](#) or click on the image to below see what articles and videos the kids found most helpful and beneficial to their learning.**



# SHOWCASING STUDENT REMOTE LEARNING CONT'D

Below are some more samples of Humewood student work. We are so proud of all of the wonderful learning they have engaged in at home during these past few months...Go Huskies!

**Michael's Structure**  
(Ms. Evanowich & Mr. Velici)



**Fara's Painting**  
(Ms. Evanowich & Mr. Velici)



**Sophia's Pulleys & Gears Project**  
(Ms. Evanowich & Mr. Velici)



**Ella's Pulleys & Gears Project**  
(Ms. Evanowich & Mr. Velici)



**Charlie's Pulleys & Gears Project**  
(Ms. Evanowich & Mr. Velici)



**Alice's Graffiti Name Art**  
(Ms. Evanowich & Mr. Velici)



## Adult Summer Programs

### Community Programs

Adult General Interest courses will be offered in July to continue to engage with existing learners, while increasing the presence and awareness of Learn4Life programs to new learners. Courses will be offered from July 6 to 31, 2020 through a synchronous online delivery model. Registration will be available through our website at [www.learn4life.ca](http://www.learn4life.ca).

### Adult ESL

Adult ESL is planning on delivering a remote synchronous learning model, with whole group and small group instruction, from July 6 to July 24, 2020 from 9:30am to 12:30pm. Classes will be five days a week for three weeks. We will also be implementing a modified Portfolio-Based Language Assessment program to include 1 to 2 assessments. The number of classes and levels will be based on student enrollment, interest and funding. More information is available on [www.ESLtoronto.ca](http://www.ESLtoronto.ca)



## **BICYCLE SAFETY**

With warmer weather approaching, children may be participating in more outdoor activities like bike riding. To help keep children safe while playing outdoors this summer please follow social distancing and all other guidelines provided by Toronto Public Health.

When children are riding their bicycles, parents and caregivers can take steps to protect them.

Here's how:

- 1.** An adult should always supervise children 10 years of age or younger when they are using a bicycle or other wheeled sports equipment. Even older children may need on-going supervision when riding near the road.
- 2.** Make sure children wear the correct helmet properly when they ride. Ontario's bike helmet law requires all children and youth under age 18 to wear an approved bike helmet when riding a bicycle.
- 3.** Keep children away from traffic when they use wheeled sports equipment. Make sure they ride in a safe place.
- 4.** Teach children how to:
  - a. steer, brake and ride in a straight line
  - b. wear the right safety gear, and
  - c. do a safety check every time they ride a bicycle, scooter, skateboard, use in-line skates or wear shoes with wheels.
- 5.** Be within arm's reach when your children are learning to ride any wheeled equipment.
- 6.** Always walk a bicycle, scooter or skateboard across a street intersection, instead of riding across.
- 7.** Tell children that you are happy when you see them riding safely.
- 8.** Remind children of the safety rules when they forget.
- 9.** Be a good role model - wear a helmet and safety gear yourself. Children copy what adults do.

## **PEDESTRIAN SAFETY - TIPS FOR PARENTS**

Children under nine should be accompanied by adults or older children when crossing the street. At this age, their judgment and perceptual skills are still immature, yet they often eagerly try to cross streets on their own in order to demonstrate some independence. Teach your children the rules of the road - start when they're young. Think of it as gradually training your children about safety until all the connections are in place. By the time your child reaches age nine, and can act independently, the road safety rules will be second nature.

- Teach children how to cross the street safely. Teach them to stop (before stepping onto the road), look left, right and left again, and listen for traffic before stepping out into the street. Teach children to wait until the street is clear and to keep looking until they have crossed the street. They should also look the driver in the eye before crossing.
- Teach children to recognize pedestrian crossing signals but not rely on them. Before crossing, children should also be sure the traffic has stopped. Remind them to continue across if the light changes to "Don't Walk" while they are in the crosswalk.
- Teach children to be extra alert when crossing at a corner with no traffic lights.
- Teach your children to stop at driveways, alleys and areas without curbs and to never run out onto the street.
- Teach children about the dangers of crossing the street between parked cars or when not at a corner. Children should cross only at corners and pedestrian crosswalks, not diagonally or between parked cars.
- Teach children to respect the role of the crossing guard and to understand his/her signals.
- Teach children that wherever possible they should walk on the sidewalk. In areas without sidewalks, teach children to walk as far away from the road as possible, facing approaching traffic (when there is no choice but to walk on the road).
- Teach children that playing games at railway crossings or around trains can be deadly. Teach children that the only way to cross railway tracks is to use designated railway crossings.

Follow the same rules that you want your child to follow. You may want to cut across the street in the middle of the block, but you want your child to learn to cross at the intersection. Be a good role model.





## SUN SAFE BEHAVIOUR

This spring and summer, the Toronto District School Board and Toronto Public Health want kids to be safe while playing outdoors.

As we continue to navigate the COVID-19 pandemic, please follow all guidelines from Toronto Public Health, including social distancing.

Getting students outside and active is good for their health but too much sun can have serious side-effects, including burns, eye damage, premature aging of the skin and skin cancer. We encourage all students to practice sun safety.

What exactly does sun safe behaviour look like?

- **Cover up:** Even on days with a moderate UV index students should wear a hat and sunglasses, especially if they'll be outside for over 30 minutes.
- **Stay cool:** Students should stay in shady areas, particularly at midday when the sun is strongest.

**Use sunscreen:** Choose sunscreens with SPF 15 or higher that include protection from both UVA and UVB rays.

## June is National Indigenous Peoples History Month

During the month of June, people across the country mark National Indigenous Peoples History Month in recognition of the rights, histories, contemporary realities and extraordinary achievements of Indigenous Peoples in Canada. The unique cultures and perspectives of First Nations, Métis and Inuit communities are celebrated nationally and locally.

On June 21st, the TDSB also recognizes National Indigenous Peoples Day. June 21st is a day of significance for many Indigenous Peoples in the country we call Canada today. It marks the day when the Sun is closest to the Earth. It is the longest day of the year and the shortest night. Many First Nations, Métis and Inuit peoples celebrate Summer Solstice. It is a time that reminds us to remain grounded, humble and appreciative. It is usually celebrated by coming together with family and community for a feast, although ceremonies and traditions are being marked in different ways this year due to the restrictions of the COVID-19 pandemic. Traditional foods are an important aspect of the feast as they signify connection to the land and animals.

## June is Pride Month

June is Pride Month at the TDSB! It's an opportunity to celebrate diversity and raise awareness among all staff and students about the rich culture and history of our LGBTQ2S community.

Please visit [www.tdsb.on.ca/pride](http://www.tdsb.on.ca/pride) to learn more about these activities and find out how you can get involved. Follow and join in the conversation on Twitter, #PrideTDSB!

## Congrats to our Grade 8 Graduates

### CLASS of 2020

We recognize that this year was a special year being the first graduation class of students from both the French Immersion and English programs. We also recognize that our grade 8 students missed several opportunities due to Covid-19, including their grad trip, as well as all of the year end of excitement of graduating from Humewood. Although we are planning to have a proper graduation ceremony, celebration, and legacy project in the fall of 2020, we wanted to arrange a special day for our grade 8 graduates, so with the help of our grade 8 staff, we planned a special day. On June 17th, we had a morning virtual Google Meet where we handed out various awards to students as well as shared a video compiled of well wishes and messages from staff and students as a send off to the graduating class of 2020. In the afternoon, students chose a timeslot to come to school to pick up their complimentary Class of 2020 graduation hoodie sweatshirt, which was designed by students. They then were cheered on by staff and had their photos taken by our school sign. The buzz of excitement was felt by all and it was a beautiful sunny day! Click [here](#) to watch a video of that captured this special moment! To our grade 8 graduating class...Hats off to you! We are so very proud of you and wish you the best of luck next year in high school!

## Grade 8 Graduation Celebration on June 18th

With a LOT of creativity and an enormous amount of love and excitement, the parents of the Class of 2020 pulled off an extraordinary event on June 18th. Honouring the grade 8's, giving them the proper sense of closure on their elementary education and celebrating the end of this chapter of their lives, the parents pulled off the ultimate surprise. Waking up to a video of congratulations from notable individuals, followed by a door drop of goodies from neighbourhood supporters, including a grad cap, they were asked to meet in the school field in order to shoot a class photo by DRONE! With lawn signs with their grad photos, posted around the fence of the school facing the street, graduates stood 10 feet apart as a car parade of friends, family and onlookers honked and cheered! The production company who captured the drone photos filmed the event in its entirety and donated their time to make a video for the class in return for charitable donations. It's an honour to share that the grad class, their parents and DMS Productions raised over \$700.00 to be donated to KIDS HELP PHONE. Kids helping kids, this class has certainly left a lasting legacy.

Written by: Marnie Adler on behalf of the Grade 8 Parent Grad Committee



Check out these cool  
aerial drone photos!





### **What is OPAL?**

“OPAL (Outdoor Play and Learning) is the first program in Canada that aims to make play an integral part of the school day. Children engage in self-directed play with “loose parts” (tools, boxes, spare tires, fabric, etc.), boosting their sense of agency and creating a more inclusive and reciprocal social environment.

OPAL is grounded in the child’s right to play and the UN Convention on the Rights of the Child, to which Canada is a signatory. In partnership with the Toronto District School Board (TDSB), the OPAL program will roll out to 42 schools by 2020. Our goal is to bring the program to schools across the country.” (From the Earth Day Canada website)

For more information on the OPAL program, check out: <https://earthday.ca/earthplay/schoolplay/>

### **Humewood’s Play Prompts**

**Is it safe enough for us, the environment and the equipment?**

**Is it fun for everybody?**

**Is it inclusive?**

**SAFE WORD: Respect.**

### **Humewood’s Play Policy**

At Humewood we recognise that all play is at the heart of healthy development for children. Play is self-directed, fluid, flexible and open involving experimentation and imagination.

We recognise that in order to learn, children must push the boundaries of what is already known and already easily accomplished and this requires children to experience risks and challenges.

We encourage children to understand and challenge their own limits and we provide a supportive environment for risk-taking. We teach and use a risk-benefit approach to manage our duty of care to protect and provide for children’s needs.

All students are provided with a range of choices and opportunities to play in order to build connections with and to care for their environment and community.

We believe it is our responsibility to safeguard and support all children’s right to play.





# Alarmed for Life

## Do You Know?

### The Main Causes of Fire

#### Experts point to three major areas:

##### 1. Carelessness

- Lack of attention when cooking; careless placement of items near the stove
- Inattentive or improper use of candles
- Incidents involving gas, propane and solvents

##### 2. Electrical equipment

- Short circuits, overloaded systems, over fusing
- Loose connections, frayed cords, improper use of extension cords

##### 3. Smoking or fire lighting materials

- Cigarettes (especially falling asleep while smoking or not properly extinguishing cigarettes)
- Children using matches or lighters

### About Carbon Monoxide

- Carbon monoxide is the number one cause of accidental poisoning deaths in North America. Carbon monoxide (CO) is a deadly gas that is colourless, tasteless and odourless. It is produced by cars, gas or oil furnaces and fireplaces as well as household appliances that run on fossil fuels (wood, gas, oil or coal) such as clothes dryers, ovens, and water heaters.
- The early signs of carbon monoxide poisoning resemble flu symptoms: headaches, fatigue, nausea, vomiting and dizziness. Fever is not a symptom of CO poisoning.





# Alarmed for Life Do You Know?

## Fire Myths

### What do you REALLY know about fire?

#### **MYTH 1:**

It won't happen to me.

#### **MYTH 2:**

Fire spreads slowly and takes a long time to get out of control.

#### **MYTH 3:**

Leaving the kitchen briefly while food is cooking is safe.

#### **MYTH 4:**

Most fires happen in industrial buildings and wooded areas.

#### **MYTH 5:**

Most children know not to play with matches.

#### **MYTH 6:**

Children will instinctively run from fire and escape a burning home.

#### **MYTH 7:**

Small, decorative candles do not pose a real fire risk.

#### **MYTH 8:**

In a fire, the flames are the greatest threat.

#### **MYTH 9:**

Water damage from a home fire sprinkler system will be more extensive than fire damage.



# Alarmed for Life

## Home Fire Safety Check

### Your “TO DO” List

- ☐ Ensure working smoke alarms are installed on every storey of your home and outside all sleeping areas.  
**It's the law and the responsibility of every homeowner and every landlord!**
- ☐ Install smoke alarms with a “hush” feature to silence nuisance alarms – never remove batteries or disconnect smoke alarms.
- ☐ For extra protection, install a smoke alarm in every bedroom.
- ☐ Ensure a carbon monoxide alarm is installed outside of sleeping areas in all homes equipped with fuel burning appliances and; in apartment buildings, in each dwelling unit, on the floor of and within two floors above or below a floor having a fuel burning appliance.
- ☐ Always follow the manufacturer's instructions for installing, testing and maintaining smoke and carbon monoxide alarms.
- ☐ Use the attached information and grid to develop a home fire escape plan and practise it with the entire family.
- ☐ Ensure that all matches and lighters are out of the sight and reach of children.
- ☐ Teach young children not to touch matches or lighters.
- ☐ Ensure that items that can burn are at least one metre away from space heaters or any ignition source.
- ☐ Ensure that you have no overloaded electrical outlets or circuits. Extension cords must be used only as a temporary connection.



# Alarmed for Life

## Home Fire Safety Check

### Your “REMINDER” List

- ✓ Test your smoke and carbon monoxide alarms at least once a month.
- ✓ Change smoke and carbon monoxide alarm batteries annually and whenever the low-battery warning sounds.
- ✓ Replace smoke alarms that are more than ten years old.
- ✓ Replace carbon monoxide alarms that are more than seven years old.
- ✓ You may have less than one minute to escape a fire in your home – practise your home fire escape plan at least two times every year.
- ✓ Keep all exits in the home clear and easy to use.
- ✓ Keep matches and lighters out of the sight and reach of children.
- ✓ If parents suspect their child is involved in inappropriate fire use, they can call Toronto Fire Services for information and assistance.
- ✓ Always stay in the kitchen when you are cooking.
- ✓ Keep children at least one metre from the stove.
- ✓ If you are sleepy or have consumed alcohol, don't use the stove.
- ✓ Always blow out candles before leaving the room.
- ✓ If anyone in the home smokes, smoke outside.



# Alarmed for Life Home Fire Escape Plan

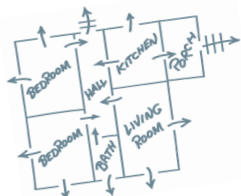
## Develop a Home Fire Escape Plan Today

**If a fire occurred in your home tonight, would your family get out safely?**

Everyone must know what to do and where to go when the smoke alarm sounds. Take a few minutes with everyone in your household to make a home fire escape plan, following the instructions below.



### ① Draw a floor plan of your home



Use the grid on the back to draw a floor plan of your home. You should draw a plan for each level of your home.

### ② Include all possible emergency exits

Draw in all the doors, windows and stairways. This will show you and your family all possible escape routes at a glance. Include any features, such as the roof of a garage or porch, that would help in your escape.

### ③ Show two ways out of every room, if possible

The door will be the main exit from each room. However, if the door is blocked by smoke or fire, identify an alternate escape route, which could be a window. Make sure that all windows can open easily and that everyone knows how to escape through them to safety. If windows have security bars, equip them with quick-releasing devices.

### ④ Does anyone need help to escape?

Decide in advance who will assist the very young, older adults or people with disabilities in your household. A few minutes of planning will save valuable seconds in a real emergency.



### ⑤ Choose a meeting place outside

Choose a meeting place a safe distance from your home that everyone will remember. A tree, street light or a neighbour's home are all good choices. In case of fire, everyone will go directly to this meeting place so they can be accounted for.

### ⑥ Call the fire department from outside your home

Don't waste valuable seconds calling the fire department from inside your home. Once you have safely escaped, call the fire department from a cell phone or a neighbour's home.

### ⑦ Practise your escape

Review the plan with everyone in your household. Walk through the escape routes for each room with the entire family. Use this walk-through exercise to check your escape routes, making sure all exits are practical and easy to use. Hold a fire drill twice a year and time how long it takes. In a real fire, you must react without hesitation as your escape routes may be quickly blocked by smoke or flames.

#### Remember:

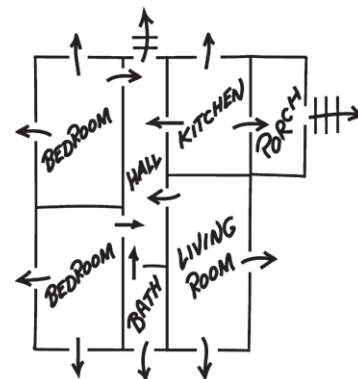
- Plan two ways out of every room, if possible.
- Once out, stay out. Never re-enter a burning building.
- Hold a fire drill twice a year.

**If you live in a high-rise apartment building, contact building management for information on your building's fire safety plan.**





**Post your home fire escape plan on your fridge or other clear location so you remember your plan and to remind you to practise your plan.**

[illegible]

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**TO ALL ASSIGNMENT EDITORS/EDUCATION EDITORS**  
***For Immediate Release***

Toronto, ON, June 17, 2020

## **TDSB Creates New Centre of Excellence for Black Student Achievement**

Trustees with the Toronto District School Board have unanimously approved funding to create a new *TDSB Centre of Excellence for Black Student Achievement*. It is the first of its kind in public education in Canada. It is one of TDSB's responses to dismantle anti-Black racism within the school board and improve both experiences and outcomes for Black students. The creation of the Centre is also responsive to the voices of the Black communities who consistently advocated for deeper systemic change from the TDSB.

Anti-Black racism is deeply entrenched in Canadian institutions, including TDSB schools, and many attempts to address it have fallen short of the expectations of students, staff, families and communities. Systemic and individual acts of anti-Black racism have become normalized and are therefore difficult to identify, address and prevent solely through policy changes.

The concept of a *Centre of Excellence for Black Student Achievement* was first proposed in TDSB over two years ago by the Enhancing Equity Task Force. This work involved extensive community consultation which surfaced systemic barriers that are experienced by many TDSB students and disproportionately impeded the academic success of Black students. The Task Force's recommendations led to a number of action plans in the Board's Multi-Year Strategic Plan focussed on specific ways to support Black students. These action plans have the goal of removing practises that stream students and decrease the educational opportunities of underserved groups of students, especially Black students.

While significant work has been done across the Board to support Black students, the report notes the "current rate of improvement in closing the achievement gap and enhancing school climate is ultimately insufficient. For Black families, present initiatives and newly developed policies and procedures need to promote faster positive change for the benefit of their children and all children to live in a more just world where everyone's human rights are respected."

The *Centre of Excellence for Black Student Achievement* will build on community voices as well as past and present efforts through a direct, multi-faceted strategy for meaningful and sustained change. The Centre will focus proactively on academic success and experiences of belonging of Black students. It will provide a more coordinated and well-resourced approach leading to systemic transformation. There will be enhanced support for impacted individuals and a forum to develop solutions that are authentic and relevant for Black students, families and staff.

The mandate of the Centre is to:

- Provide support to Black students in TDSB schools to combat racism, navigate complaint processes, identify barriers to success and access appropriate resources (e.g., scholarships, networking, mentoring);
- Use evidence to highlight promising practices and engage in meaningful research on topics relevant to Black students that are then integrated across schools and at the system level within the TDSB;
- Create professional learning in anti-Black racism and collaborate with other staff in facilitating learning in decolonization, Anti-Racism, Anti-Oppression & human rights recognizing the similarities and intersections of various forms of oppression;
- Identify, develop and facilitate culturally responsive and relevant healing practices for groups of students;
- Inform changes to policies and procedures so that all students may benefit from the learning and innovative practices developed by the Centre;
- Establish effective mechanisms for monitoring improvement in the achievement of Black students;
- Provide annual accountability reports and recommendations to the Board of Trustees and staff;
- Support meaningful engagement and advocacy of caregivers for their children in TDSB schools and programs and improve communication to them about Black student success, system navigation and complaint processes; and
- Engage in strategic community partnerships related to education within the annually identified approved budget for this purpose.

## Quick Facts

- The Centre for Excellence in Black Student Achievement would be supported by 20.5 staff positions, including a social worker, child and youth counsellor and five graduation coaches all focused on supports for Black students, improving students' experiences and identifying the ways in which anti-Black racism is operating in TDSB and offering possible solutions to eradicate it.
- Five action plans in the Multi-Year Strategic Plan titled *Toward the Excellence in the Education of Black Students: Transforming Learning, Achievement and Well-Being* currently support this work.

*"The TDSB has a number of supports and initiatives across the system focused on supporting Black students, however the existing efforts are not enough. We must continually reassess our progress toward the eradication of anti-Black racism and hold ourselves accountable for meaningful change."*

**- Robin Pilkey, Chair, TDSB**

*"It is critical that the Centre hold a mirror up to us as leaders about the ways in which anti-Black racism manifests itself in TDSB so we can become more responsive to and accountable for dismantling it while simultaneously providing a space of hope, agency and change for Black students and their families."*

**- Colleen Russell-Rawlins, Associate Director, Equity, Well-Being and School Improvement**

*“Though we have made changes in our structures, processes and system, it has clearly not been enough and we need to do more to support the achievement and well-being of Black students in TDSB. The new Centre of Excellence will provide another way for us to not only confront anti-Black racism, but to be more accountable to Black students and their families.”*

**- John Malloy, Director, TDSB**

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