

## RCMP MUSICAL RIDE DELIGHTS STUDENTS

Close to 10,000 Lester B. students had the pleasure of watching the RCMP Musical Ride on September 16<sup>th</sup> and 17<sup>th</sup>. The Musical Ride made a stop at the George Springate Community Centre in Pierrefonds and performed two shows for the students and two for the public. The students were delighted by the sight of the 32 horses and Mounties who performed a variety of intricate choreographies.

The horses and officers arrived two days before their first show and 40 students from Terry Fox Elementary were on hand to welcome them to Pierrefonds. The students also got to meet the beautiful horses and some even got to feed them!



## PROFESSIONAL DEVELOPMENT IN JERUSALEM, ISRAEL

It was a typical weekday morning when I sat at my computer and clicked on my inbox. As a teacher, we often get inundated with emails from colleagues, students and parents. As I glanced at what message I would read first, an email from



Stephanie McMahon-Kaye, Donna Friedman-Perlin, Debi Dixon, Gail Jebson, Ephraim Kaye - 2010 International Seminar of Holocaust Studies, Yad Vashem, Jerusalem

my principal caught my eye. The short message simply read, "I'm passing this on to you because you have done work in this area." Curious, I opened the attachment to see what he was sending to me. It was a brochure entitled "The teaching of the Holocaust for Educators." My interest was sparked so I continued to read about a scholarship program offered by the Riva and Thomas O. Hecht Foundation that provided an opportunity for educators to spend three weeks at Yad Vashem, the International School for Holocaust Studies in Israel, to learn about teaching of the Holocaust and Anti-Semitism in their respective classrooms.

I was immediately interested because this was a topic I covered in my grade ten class as part of the Ethics and Religious Culture program. Last year, my students had the privilege of being part of the Intergenerational Program under the direction of Myra Giberovitch, Supervisor of Services for Holocaust Survivors and their families at the Cummings Jewish Centre for Seniors. In this program, the students were paired with

last year, once in the spring and a second time in the fall. In total, over eighty students had the opportunity to interview a Holocaust survivor. As I reflected on the two times we engaged in the program, I have to admit that it was the fall visit that affected me the most. I was deeply unsettled as I listened to the feedback of the students. Some said they were unable to sleep, some said they were so captivated by the stories that they were oblivious to what was going on in the room and one simply said, as tears ran down his face, that he did not like the visit. It was simply too much for him to handle. Hearing his response was almost too much for me to handle. I was at a loss as to how to effectively take what the students were hearing and cement it in such a way where it would make a lasting impression on their lives. I did not want them to just look at the visits to the Cummings and Holocaust Memorial Centre as just another "field trip" or a chance to get out of the classroom. I wanted them to walk away with a resolve to make a positive difference in their interactions with each other and especially

Holocaust survivors to listen to their stories of what happened to them during the war.

We participated in the Intergenerational Program twice

towards those who differed from them. When I saw the brochure describing the trip to Yad Vashem, I realized that it was the answer to what I was looking for. The lectures and professional development activities would surely change the way I would teach about the Holocaust in the future.

I applied for the scholarship and was one of three fortunate educators (two from the English Montreal School Board) to be chosen by Riva and Thomas Hecht to attend this incredible professional development journey. We left for Israel on July 8th with the promise from our sponsors that we would come back changed. Their words proved to be true.

How could one not be changed after sitting and listening to lectures from educated scholars and teachers who spoke on a variety of topics having to do with what the Jews faced in the past. At times it was



overwhelming to take in and digest. Many of us needed space to make sense of what we were hearing and time to reflect on what

**CONT'D ON PAGE 13**

## PROFESSIONAL DEVELOPMENT IN JERUSALEM, ISRAEL - CONTINUED

it meant for us.

I wondered how I would translate the information to my students in a way that would be sensitive and appropriate. One of our speakers, Shulamit Imber, who serves as the Pedagogical Director of the International School for Holocaust Studies, said it well when she said we needed to know what it was to bring our students safely in, and to lead them safely out when teaching about the Holocaust. That statement resonated with me because it was what I wanted to learn. We were told to give the Holocaust a face when teaching it and do it through stories; stories of life, struggle, and even death. We were also encouraged to finish it with courage and hope because that is what the Jews showed when they emerged scarred and homeless from the war. Since my return, I have been asked countless times what was the most memo-



orable part of my journey. It is difficult to answer because so much of the trip was memorable. There were many highlights which included being warmly received and well treated by our hosts, Ephraim and Stephanie Kaye, receiving practical teaching tools and lessons to use with my students, swimming in the Dead and Mediterranean Seas, meeting two of Oskar Schindler' survivors and visiting the grave site of this famous hero, touring the many places

throughout Israel that I have read and heard about in the Bible, and having the absolute joy and privilege of experiencing it all with thirty-four other educators from Canada, the United States and Eastern Europe. It was an intense and emotional journey which affected each of us differently. In many ways it is still too early to say what the implications will be for my students and myself, but for now it is enough to remember the words of Shulamit Imber, "as educators, we are not to be historians where we simply talk about the past, our job as teacher is to give meaning to the past." What a beautiful legacy to pass on to my students. Thank you so much, Riva and Thomas for helping make this a reality.

*Deborah Dixon - Teacher, Beurling Academy*

## UNOFFICIAL NOTES—SEPTEMBER 27, 2010 MEETING OF THE COUNCIL OF COMMISSIONERS

### Videotron Agreement

Council approved an agreement between Videotron Ltée and the LBPSB for specialized equipment and teacher PD to ensure the most up-to-date standards are taught in Electricity and in Installation and Repair of Telecommunication Equipment.

### Education Committee Mandate

Council approved that the mandate of the new Education Committee will be as follows:

- A. To oversee the development and management of educational and complementary services in the daycare, kindergarten (4 & 5), youth, adult, and vocational sectors of the LBPSB.
- B. To study, develop and evaluate policies, programs and facilities in the daycare, kindergarten (4 & 5), youth, adult and vocational sectors of the LBPSB in cooperation with other standing and advisory committees of Council, and to make appropriate recommendations to Council.
- C. To undertake any other tasks assigned to it by Council.
- D. To report to Council on a monthly and annual basis.

### BICSI Agreement

Council approved an agreement between the Building Industry Consulting Services International (BICSI) and the LBPSB to allow the Pearson Electrotechnology Center to offer additional internationally recognized credentials to students as they enter the workforce.

### CCQ Agreement

Council approved the renewal of the agreement between the *Commission de la construction du*

*Quebec* (CCQ) and the LBPSB.

### Maimonides Agreement

Council approved the renewal of the agreement between the *Maimonides Geriatric Centre* and the LBPSB regarding the *Assistance in Health Care Facilities* program with the addition of the Health, Assistance and Nursing Care program.

### CSC/SNAC/CPC/PC and Governing Board Funding

Council approved the following:

- The designation of a grant of \$2,000 for the LBPSB Central Students' Committee.
- The designation of a grant of \$1,000 for the LBPSB Special Needs Advisory Committee.
- The 2010-2011 operating grant of the Lester B. Pearson School Board Central Parents' Committee in the total amount of \$2,000.00 and \$4,000.00 for the operation of Regional Parents' Committees to be divided equally according to the number of Regions established by the parent groups, for a total of \$6,000.00 transferred to comprise the 2010-11 annual grant.
- Funding for the Governing Boards of the Board based on the enrollment figures as of September 30, 2010, according to the following formula:  
 Schools \$230.00 per school plus .50/ student  
 Adult & Voc Ed Centres \$230.00 per centre plus .50/FTE

### Bill 100

Council approved that the LBPSB administration forward its plan created to reduce administrative expenses to the Minister of Education, Leisure and Sport in order to conform to Law 100.

### NSBA Conference 2011

Commissioner Marcus Tabachnick and Barbara Freeston were named by Council to represent the LBPSB at the 2011 National School Boards Association (NSBA) conference being held in San Francisco, California from April 9<sup>th</sup> to April 11<sup>th</sup>, 2011.

### Snow Removal

Council awarded the following contracts to the lowest tendered bids for snow removal during the 2010-2011 school year:

Contractor	Sector	Total Price
Canbec *	2	\$11,500
Canbec *	3	\$16,000
Canbec *	4	\$33,000
Canbec *	5	\$22,000
Canbec *	6	\$25,692
Canbec *	7	\$23,034
Canbec *	8	\$23,034
Landcare Independent	9	\$22,400
Canbec *	10	\$13,289
Canbec *	11	\$16,832
Canbec *	12	\$17,541
Canbec *	13	\$27,021
Canbec *	14	\$37,209
Canbec *	15	\$7,353

**Grand Total: \$295,905**

\*Les Entreprises Canbec Construction Inc. (plus taxes)