

**GLENVIEW SENIOR PUBLIC SCHOOL,
School Council**

Minutes – September 23, 2021 Council Meeting

Attendance:

Dayne Parker (Principal), Deanna Cape (Vice-Principal), Robin Conliffe (Co-Chair), Marni Shulman (Co-Chair), Beata Golec (Former Co-treasurer), Deb Levy (Co-Secretary), Rohanna Edwin (Co-Secretary), Sandra Gonsalves (Communications), Mary-Jo Mancuso, Lana Sheinbaum (Member at Large)

Participants/ Parents:

Wen Chingsung , Ali Dolatabadi, Robert Ursini, Sophia, Tal Spalter, Sarikaya, Michelle Levine, Aurora, Melanie van de Water, Rosanra, Meredith Lamb, Pinar, Victoria Townsend, Roxana Nagra, Robert, Ally H, Katia Ivanova, Jill Yetman, Julie Davidson, Kristina Bosnar, Brian Mark, Catherine Romano, Yvan Tulupinikov, Christina Wolff, Brian Mark, Wynsome Walker, Tal Spalter, etc -- about 75- 78 Parents joined the call.

Meeting began at 6:30pm EST

1. Review and approved Sep 23rd, 2021 Agenda: Motion passed (Beata)
2. Approved June 8th, 2021, Council Meeting Minutes: Motion passed (Rohanna)
3. Introduction and Welcoming Remarks
Co-Chair Marni opened the meeting and welcomed executives, Mr. Parker, Vice-Principal Ms. Cape as well as new and returning parents.
4. Co-Chair Address (Presented by Co-Chairs Marni Shulman & Robin Conliffe)

Structure of School Council and Elect Position

- Marni and Robin were nominated to remain as Co-Chairs. All in favor, and they were re-elected.
- Marni nominated Deb Levy and Rohanna Edwin to remain as Co-Secretaries. All in favor and both were re-elected.
- Sandra was nominated and re-elected to remain as Communications Lead.
- Pinar and Rui expressed interest in the Ward Representative role. Both spoke for a few minutes, and were elected as Co-Ward Representatives.
- Marni mentioned that we need two new Co-Treasurers. If anybody is interested to please reach out to council at sc.glenview@gmail.com
- Lana was nominated and elected as Member at Large

- Council always looking for additional Members at Large, as well as parent volunteers,

School Council Communications:

- It is important that School Council has a way to communicate directly with the Glenview parent community. We no longer use Constant Contact, so this year, we will be sending out a Google Form requesting that parents share their contact information (name, email, phone numbers).
- The information will be used strictly for Council related communication and will not be shared with anybody else.

Fundraising & Donation Drive:

- Council generally starts the year with a request for donations. Council is looking for \$50.00 per family but not mandatory.
- We will be sending out our formal fundraising letter in the coming weeks.
- Parents can use the online tool to contribute – Sagoto. Council does not use the TDSB Online Cash Portal.
- For any amounts, more than \$25, a formal Tax receipt is provided. The donations are used towards Student-body, Administrations needs. Glenview council is a registered charity, Dollar matching will be available for businesses as well.

Upcoming Events/Initiatives:

- Guest Speaker, Paul. Davis, Digital Citizenship, Oct 5th, 2021
- **October 5th** – Cyberbullying and social networking workshop (kids during the day, parents in the evening).
- October 5th, School council meeting will be combined after finishing off the Paul Davis’s talk.
- Teacher Appreciation- Likely pre-Thanksgiving - October, “Grab&Go”, Planning for parents/ volunteers to help out with baking.

5. Co-Treasurer’s Report: (Presented by Former Treasurer, Beata Golec)

Final report for year end August 31, 2021:

- Donations deferred from previous year (2020): \$6246.23
- Total current year revenue 2021: \$4148
- Total current year expenses 2021: \$9396.62
(Includes donation to Glenview School of \$4800, grad hoodies \$3836
Leaving \$997.61 in the account as cash available for the next year)

6. Principal’s Report: (Presented by Mr. Dayne Parker)

Welcomed returning parents and new parents. Mr. Parker is working to bring some normalcy to be returned to Glenview and ensuring that students well-being is closely monitored and prioritized.

Mr. Parker initially hoped to meet with parents prior to the start of school to discuss COVID protocols and safety measures that would be in place specifically at Glenview.

Unfortunately, the information from TDSB came later than expected and didn’t provide the Glenview team enough time to accurately and properly present the relevant information to

parents. That is why the information session had been cancelled. If parents feel they would still like to have that info session, Mr. Parker is happy to look at rescheduling the session in the near future.

Students are doing sensational job by abiding by the COVID protocols including masking, cohorts, social distance, use of washrooms, lunch procedures, etc. Some areas for improvement including some of the behaviours inside the classrooms during lunch, but all in all, the protocols in place are working well. This year, one change that was made was enlarging the outdoor “zones” to accommodate student requests for more space when they are in the yard during lunch times.

Mr. Parker noticed that students are excited to be back in-person and are really trying to focus on inclusivity (ie: everyone participating and/or playing together as a class). Many students/ Parents asking for return of co-curricular activities which will be addressed shortly.

On the academic side, in-class assessments are still underway. The teachers are taking a gradual approach, they don't want to just “jump right in”. They are trying to take into account the learning gaps that may be present as a result of the pandemic. Teachers have also been advised to observe and assess student well-being – to ensure students have a sense of belonging, and to ensure they know how to seek support not just from their friends, but from the adults in the classroom and around the school. It appears students are adjusting well.

There were many requests from parents about placing their child with their friends. Mr. Parker would like Ms. Cape to talk a bit about the ‘placement’ process the school goes through so that parents can try to understand why the school makes the decisions that they do make.

As information, our previous VP Mike Smith has retired. Our new VP Monica MacGillis is on short leave, so we have an Interim Vice-Principal Mr. Kraczynski was not able to attend tonight's council meeting.

Vice Principal Deanna Cape addresses the class placement process. She had a pleasure in meeting with many parents with the individual perspectives. Questions for class placements was brought up as she says, it's a collaborative process for the new and returning students. Transition meetings are held with feeder schools to share and gather information about all incoming students. The Glenview team than works to balance the classes in terms of learning styles, learning needs, gender, academics in an effort to optimize well-being and achievement. Very similar process is done for Students going from grade 7 to grade 8.

Questions Posed to Mr. Parker

Q) Are there any class size caps this year?

A) System average for Junior/Intermediate of 24.5. For example, in Intermediate, what happens at a system level is they look at all classes and average out 24.5. That means you may have a class of 32 kids in a particular setting in one school, and another class of 20 kids in another school, so they look at the average across all Intermediate classes in the system is 24.5. There aren't any caps per se. People have asked if the 'caps' are the same as last year. Last year, it was a target to get 27 students per class because there was funding available to do so. There is not that funding available this year. Operating as non-pandemic business as usual. Mr. Parker has voiced this as a concern to TDSB Staffing Officer and Superintendent. Glenview has been allocated one teacher to help offset larger class sizes until the reorganization process takes place.

Reorganization Process is when the school provides their population numbers to the Board who then sends the numbers off to the Ministry. Then a reorganization takes place based on what the numbers are. Back in March, each school is allotted a certain number of teachers based on projected student population. On Sept 30th, each school provides their actual student numbers and then the school is told if they can reorganize or must keep things status quo.

Q) Are the current student counts similar to the anticipated numbers. Do you think we will lose/gain teachers?

A) Looking only at Glenview (vs taking a whole Board view) Mr. Parker's opinion is that we will get another teacher to help offset class sizes. Because we have the added complexity of French and English streams, it will be interesting to see if Glenview receives a French allocation and a teacher allocation, or if we have one allocation that is directed to be used in one stream over the other.

Q) Could we have an idea of when FE7A (extended French, grade 7) will have an assigned teacher and a timetable?

A) On Monday FE7A did get a teacher, Ms Economou who will be with the school for as long as we need her. In terms of timetable, Mr Parker believes one was sent home today, but he will need to double check.

Q) Is there parity among the 5 English home room classes in terms of class size?

A) We have some classes that are at 28, 29 and some at 32. The whole reorganization exercise is to try to better balance the classes.

Q) Are there plans to allow locker use in the near future? Same question on lockers - it's hard for kids to carry so much to school every day. Or need space in class to keep shoes with winter weather coming. Why can't there be any storage options in the classroom?

A) According to current recommendations from TPH, there are no lockers at this time because we have a population of 650 students and having all those students in the hallway at one time could increase the possibility of spread for COVID. However, TPH is going to be revisiting at which point Glenview staff will have a conversation about what they can do. In the meantime,

there have been some discussions with individual teachers about “lightening the load” and making sure it’s more manageable for students.

Q) Why can’t there be any storage options in the classroom? Can parents not provide their kids with a storage bin to keep under their chair?

A) Mr. Parker will bring that idea up for conversation. One concern is that some kids go to different classrooms on different days but he will discuss with staff.

Q) What’s the logic for students not being able to be on their laptops during lunch to stay occupied, especially when they aren’t able to do other things like talk to each other?

A) Students are allowed to use their laptops during lunchtime. What the school is asking is that the students eat first and after they eat, they can access their laptops. Other rule is they can only use their computers for quiet activities. They are also not allowed to use laptops while eating.

Q) If there are confirmed Covid-19 cases at schools nearby, including Blythwood, NCTI, Davisville, Leaside, and Earl Haig. What would be the protocol if there were confirmed cases at Glenview?

A) First, parents would be called and informed of the situation. What would happen is the cohort/class would be sent home. TPH would be contacted and informed there is a case and then they would guide the Glenview administration on the next steps in the process. If students are vaccinated they can return within 24 hours as long they don’t have any symptoms. If students are unvaccinated, they are to stay home for 10 days because they are considered a close contact. There is deep cleaning that takes place in the class and a lot of communication that goes back and forth.

Q) Middle school kids are vaccinated. Are they under the same strict rules as K-6? Will we ever find out the vaccination rates at Glenview? Is this information going to be shared from TPH to TDSB to Glenview?

A) Guidelines are put out for all K-8. So there isn’t really any delineation between younger kids who are not/cannot be vaccinated and the middle school kids who can/are. There aren’t any specific rules/differences for kids 12 and older with the exception of co-curriculars. 12 and up can participate in co-curriculars but in terms of day to day procedures there is no delineation.

Parent Follow up) That’s a shame. The schools that are K-8, I get that because the kids are all together. But when you have middle school, like we do in Toronto, there should be some different rules than the K-6 or K-8 schools. We are just a 7 & 8 school. K-6 I understand. K-8 I understand. But 7 & 8, there’s got to be a different set of rules for these kids. There’s different rules for high school kids. Middle school is a beast that we have here in Toronto so surely that TDSB has to deal with that as an issue in the Board. I don’t know how many other schools in the province have middle school 7 & 8 but we sure do and it’s unfair to the kids that they are lumped in with the K-6 or K-8 schools. I don’t know where to take that – to the Ward Rep, to who?

A) We also have to look at TDSB as a whole. There are some middle schools that are in hot spot areas so we're really trying to make sure there's the balance there. In Glenview, I can only assume that the majority of our students are vaccinated, but I don't know that for sure. So I think that from the Board perspective what they're doing is looking at it from a very conscious perspective but I understand what your saying, this has an effect on our students especially if you have a high vaccination rate.

Parent Follow up) I mean we could have chosen Ledbury but we chose Glenview because it's a middle school. So it's a shame these kids are getting the benefit and the experience of a middle school. Shame the Board isn't seeing that as an exception. They say it's all about the kids, but then the kids are the ones missing out on everything.

Q) Where can we as a community go to make our voices heard?

A) Through me (Mr. Parker) we are making our voices heard. We should definitely bring it up to Trustee Laskin. A lot of the policies and procedures that are in place are in consultation with TPH and other agencies. Certainly for Glenview specific, where the assumption is that a majority of kids are vaccinated, speak to Mr. Parker and Trustee Laskin.

Parent Follow Up) Is there someone specific at the TDSB to speak to? We know for a fact that the community that feeds Glenview has very high vaccination rate (parent worked at vaccination center).

A) It should probably Trustee Laskin. Also please sign up for her news letter if you haven't already.

Q) Do we have online textbooks? Are they kept at school? What textbooks are the kids using now? Can we just buy the textbooks ourselves? Will the kids receive agendas?

A) We do have them online textbooks for certain subjects, last year we got some French, history, geography online textbooks. We are in discussions with publishers to get some more online textbooks. We do have actual textbooks in school as well. The goal is to get more online resources. The problem is that they're extremely pricey. I'm looking into a multi-year subscription rather than paying a lot of money for one particular year. We are in the works at looking at online math books, English, history, geography and science. For both French and English. We have to make sure the material is relevant to the curriculum. Many publishers are just providing year subscriptions and for us, spending or \$10-15,000 each year is absolutely ridiculous, so we're trying to see what we can do in terms of reducing the costs and getting more bang for our bucks.

As for parents buying books directly for their kids, leave it with me to look into. My immediate thought is that we are the Board and we are supposed to be supplying those books, but leave that with me to investigate.

Q) What percentage of the school budget would you be looking at spending on electronic books?

A) Right now I don't have the answer, I'm still waiting for the budget to be sent down, but that's something that we will have some more conversations about. Right now I'm trying to get a sense of what resources are need, what are the most important ones that we need to pick up immediately understanding that there's probably going to be a 2 or 3 year plan.

Q) What textbooks are the kids using right now?

A) They are using different types of textbooks depending upon the subject and depending upon whether it's French Immersion or English. What I'd ask you to do is send an email to your child's teacher and they would be able to provide you with the specific textbooks being used.

Q) Staffing Model of two teachers implemented last year for COVID. In Council meetings at the end of last year, most of the discussion was about parents/kids who didn't have the best experience with the 2 teacher model. Some teachers are being asked to teach something they haven't taught before for a grade. I was under the impression that this year it was going to return more to the traditional rotary model employed by Glenview in the past – for example in French the French teacher would cover the French subjects but they would have additional teachers for each other subject (ie: science, math, gym and technology). All of the other non-academic subjects at Glenview that is part of the draw for our kids – the cooking, the sewing, the tech, the swimming pool – so just want to understand why we went back to the 2 teacher model and if the kids will be exposed to any of the extra, “cool” classes that Glenview is known for.

A) What you're talking about is what we call the Rotary System which really allows for students to go to specialized subjects/teachers (ie: phys ed, dance, arts). Originally back in March, the plan was to go back to the rotary system and we had started putting that plan together, however, once TPH examined the landscape the procedures changed. So opposed to having kids travel – because they would have to leave one class and travel to another class – cohorts needed to stay together and the teachers needed to go to the classes/cohorts as opposed to the students going to the teacher. As a result, we had to change our model back to a 2-teacher system. It was really based on operational procedures which said that there needed to be a cohort that stayed together and there should be minimal movement.

Parent Follow up: I guess I understand your hands being tied to COVID but are they going to get to do the tech – sewing, cooking, woodworking – that whole section of courses at Glenview this year.

A) If I'm being honest, I'd say probably not. Part of the reason is that we'd have to reorganize the whole school and then re-assign teachers. That's probably not going to happen.

Parent Follow up: Why is it not consistent? As an example, my son is in 8E – he doesn't even have 2 teachers, he has 1 teacher, 1 classroom. Whereas certain other grade 8's

happen to be lucky enough to be physically near the woodworking room and therefore they get to do some woodworking. So why is it not consistent?

A) Using the Grade 8's as an example, there are 5 grade 8 classes. In order to have a 2 teacher system, you'd need 6 classes. When we are doing the schedule/staffing model, there are a lot of different components. In French, the instruction model is designed differently because 50% of the teaching has to be in French so you'll see one teacher as example is teaching grade 7 in the morning and grade 8 in the afternoon. But if it's odd numbers, there is most likely going to be one teacher because of the pairing up of the teachers.

Parent Follow up: I get it but as a board, as a school, as a community we always talk about the fact that everything we do is meant to be in the best interest of, for the enrichment of and the betterment of our kids, but yet these poor kids who came into Glenview last year and will be leaving after this year will never get the benefit of the true middle school experience. Middle school is supposed to be a transition to prepare the kids for the high school model, but they are not getting any of that preparation and it's disheartening.

Q) Similar to earlier concerns about current non-rotary model where the second child isn't getting anywhere near the same, enriched experience as the first child had going through the school. My child is a grade 8 class that isn't going anywhere. They are in the same room, same seat all day everyday except when they go outside (which isn't a great grade 8 experience). This week they heard that other grade 8 classes are getting to go to the science lab and doing science there, or going to the music lab and doing music there, but my kid is in the same seat all day long.

A) I will take a look at that. We do have the library that's accessible. Kids are not going to woodshop to do woodshop. There's not to be any rotary. There's times where there might be some movement to get a break but for the most part the cohorts are to be remaining in their classrooms and the teachers are to move forward.

Parent Follow up: It's also about having all those extra non-academic options to create a fuller experiences. I will say this feels like an opportunity, or in some ways a challenge to think out of the box to find a way to make this the right experience or the best possible experience under the circumstances for our kids.

Q) Will the pool be open and what's happening with gym class?

A) In terms of the pool, we are still waiting for some guidance around the pool. As you know the pool is closed right now, the Board in consultation with TPH will let us know when it's open. I spoke to the classes on the second day of school, one of the things I'd ask them once the pool is open, how would you like to learn your lessons? Would you like to have a block of time where you're swimming for 3 weeks, or would you like to run it once or twice on a 10 day cycle. Many wanted the latter. Many are very excited about swimming. I had a conversation with swim instructors about some of the things we can start doing in anticipation of when the pool might be open, but again we have to wait for guidance from the Board in terms of when we can open.

Parent follow up: Interesting, since public pools were open throughout the summer in Toronto...

Q) Will there be a curriculum night for parents to get to know their children's teacher? Coincidentally, LPCI is having their virtual curriculum night tonight.

A) I've left that question with Superintendent Howard. I think it's really important for parents to meet the teacher and to have conversations and to learn about what's happening. So the last communication with Andrew was that Board was still looking into allowing Curriculum Night. Thanks for letting me know the LPCI is having theirs because it allows me to have some more conversations. But the messaging I received is just wait for the Board.

Q) For high school's modified semesters would be just for the first 4 months of the year, then around February it would move to regular semesters – once we are out of the 4th wave, we know more, more people have been vaccinated, maybe even boosters by then, - just wondering if there is any contingency model in Middle School (similar to high school) to open up some of the scheduling, etc. Maybe more movement among classes....

A) There's a whole process when we are looking at the movement of a whole system which includes many conversations including with the unions and all of those pieces because teachers are assigned for a particular year. It's really the whole staffing process that we would have to go through first, then based upon that we take a look at the modelling and put things together. That also may mean there might have to be a shift, I'm sure we could keep the classes together, but does that mean for example, if we move to rotary, does that mean that some kids from one class would be mixed in with some kids from another depending on how the scheduling is going forward. What I do know about high school the models they have is a little easier to navigate because of the programs they actually have and how high school is operated on, whereas with Middle School is in between high school and the K-6 model, so we're bringing in some of both elements and that's where some of the complexities come in.

Q) Are we going to have extra curriculars at Glenview this year?

A) Yes. Staff are very excited to run it. We are going to have conversations next week just in terms of protocols. As I said to students, the most important thing is safety. The number one priority for us making sure school remains open for 188 days – no days off. I know we are really excited, but I am going to be very conservative around safety. We know the kids trying out, we know where they are trying out. There's enough space so that all safety protocols are being followed. But yes, we are going to be doing some co-curriculars and the students are coming up to me daily basis asking when are we going to start. So, don't worry, we are going to start. The other piece to be considered is whether there is going to be the varsity type of model where we are playing against other schools. Right now I don't know about this season, but it's all being looking at for age 12 and up.

Parent follow up: Will it follow the vaccine model where a child needs to be turning 12 in the year, or do they need already be 12 to participate in co-curriculars?

A) To be honest, I don't know the answer, but I'm going to say if you're at Glenview you're going to be participating. If it changes, it changes.

Q) Wonder if there is some flexibility between extra curricular and co-curricular. So for students who haven't had the opportunity to experience some of the tech subjects mentioned earlier can the extra curricular time be used to give them some opportunities at the end of the day that would have traditionally been done during the day.

A) A lot will be based upon staff volunteers and what they would like to do. Depending on what they offer, we can do certain things. I'm already thinking about certain activities that I would like to run. But it will all depend on the staff and what they decide to do.

Q) Will we ever be told the Glenview-specific vaccination rates?

A) I've seen the rates as a city but I haven't seen it broken down to the school itself. The rates come from TPH and then passed onto the board. I'm going to speculate, but I think you can access vaccination rates for a specific area and then make assumptions based on that. But I'm not sure if the TDSB would accumulate the numbers. I think it's more about area than the school itself.

Q) Why are mobile phones not allowed during lunch but laptops or tablets are?

A) Right now we are revising our tech policy. My understanding is that in the past there were some issues involving the use of phones and phones were being used inappropriately in terms of taking pictures, posting certain things that were happening inside the classroom. So the general consensus, if allow the use of laptops it may alleviate some of the issues that were being encountered but again we need to have more conversations.

Parent Follow up: I wonder why we would want our children using technology over lunch. They've had a whole year being on screens. As a parent and administrator, I would think we'd want our children outside playing as opposed to sitting on another piece of electronics. I'd be surprised that parents would want this.

A) The lunchtimes are broken up into small sections, For example one class will eat for 30 minutes then go outside to play for 30 minutes (lunch is an hour). For many of our students, they may finish eating in the first 5 minutes so the expectation is that they have a quiet activity. Some will read, some will write, some will go on their computer. The problem is that it's not like a natural lunch like we'd normally have, so one of the ways we want students to remain quiet is to figure out what activity will help them remain quiet. So if there's tech it will be for a short period of time until they go outside. But understand what you are saying in terms of the promotion of tech.

Q) Back to rotary, could we get creative? I know teachers have to teach I think it's 300 minutes a day with restrictions around certain breaks, but if we took a 10 day cycle, where we doubled up the periods and had teachers teaching those 5 groups during week 1 and then in week 2 they would teach the other 5 groups? If you have 8 math periods in 10 days,

you'd have all those math periods in the first week and then no math in second week. Then the kids maybe could rotate with their cohort/class.

A) Part of it is also looking at how students learn. I'm thinking you are referring to more high school model (ie: where they are with teachers for a longer period of time for a particular subject and then rotate to another teacher for a different subject). So part of it is that in Middle School and especially at this time of the year, kids are still in grade 6 mode and grade 8 are still in grade 7 mode. So for some of our learners, it becomes problematic in terms of them retaining some of the information they are learning. So they'd have to wait lets say a week before they are back to review the subject and/or learn new material. At a high school level, it might work a bit better because they are more mature. I'm sure there are some issues, but I'm also thinking about our learners and most need that instruction on a daily basis.

Q) Would there be a difference between vaccinated or unvaccinated kids with regards to field trips or other activities?

A) We don't know who is vaccinated or not. What we do say is regardless of your status that you follow the measures that are in place – making sure you are masked, following social distancing, etc – so it wouldn't be one of those things that if you're unvaccinated you won't be allowed to go on a field trip. All students will be allowed to be engaged in the activities of their class. We wouldn't hold students back because of their vaccination status.

Q) Concerns about communication between teachers and parents. Will there be a regular communications channel between the school and parents. Something like a weekly newsletter or email in which school can inform the parents on current issues and progress on ongoing items like the ones raised in tonight's meeting (locker situation, curriculum night, etc.)? At this point I'd take any communication we can get. I don't understand how we are already into the new year with no welcome or introductory email from teachers or no clarity on a lot of these questions. Why aren't these things sorted before the start of the school year? Also, what is the issue with holding a virtual curriculum night?

A) I will address the lack of communication with teachers. I think it's very important especially since usually at this point we've had the Meet the Teacher event which wasn't able to happen this year. As for curriculum night, certain restrictions are there. Yes, it's virtual and teachers can do it from their home, but then there's that mandate. Normally what happens is that at the end of the school year there is an understanding in consultation with the unions that curriculum night will take place. So if we are doing it, we want to make sure all parties are there and I receive support. So I can say I want to do Curriculum Night, and the response can be we are not mandated to do it, so that can become problematic. That's why I am waiting for a response from the Board in terms of whether we can do it. Saying that, we can/will brainstorm some options in terms of additional forms of communications which I will take away.

Weekly communication will probably change to bi-weekly newsletter.

Q) Will kids receive agendas this year?

A) Last year we spoke about moving more towards Google Classroom. At other schools, teachers were finding the agendas weren't be used as much or the way they should be. Students were using electronics to track their schedules and work. Since the expectation is that students do access Google Classroom, it can also work to assist with organizing them and for those students who do require an agenda because of a learning need or preference we would look to see if we could provide one for them.

Q) Do you have a sense of when we might have some kind of storage option or way to reduce the physical load (ie: backpacks) on the kids. This is a timing question.

A) I will mention in the update I sent to teachers. First staff meeting will be first Tuesday in October so that we can have a more rich conversation about it.

Q) Is there some instruction on how to connect to school WIFI for class use?

A) Passed onto Mary Jo Mancuso – there can be some instructions. All teachers have access to the instructions but some may feel more comfortable than others to go through them. Since day one I have been trying to help kids log onto the WIFI. If your child continues to have issues, please tell them to let their teacher know and if teacher can't help them, they will be directed to me. Could be as simple as student not punching in the right number.

Q) Has the TDSB considered outdoor sports such as ultimate, soccer, baseball cross country first and indoor sports such as volleyball, badminton and basketball in winter? When do we expect to find out more information about sports? When will they start & what will be available to the kids this year?

A) Right now we don't have any pre-direction on what sports will be offered in the fall vs the winter. Students have asked that question as well. Also thinking that TPH has spoken about gradual introduction of co-curricular activities. So going to wait for some more guidance, but will also take a look as a school to make sure we can provide some of these activities.

Q) Do we have a sense of timelines for sports – what will be offered and when? Available this year?

A) First part is meeting with teachers next week to discuss protocols and what they are interested in doing. Based upon that we'll see if we can put a plan together. Don't want to put a long timeline in place because we don't know what will happen in the spring. But if we can at least talk about what's happening over the next couple of months seeing if everything is doable, that might help with the communication. Going to look at what we can do over the next couple of weeks and then what can happen as we move indoors.

Q) Students are not allowed in the school early. However, if it rains as it has these past few days is there a dry area students can wait? What time they can get in? during raining days

A) Has been some discussion about that. Tough one to consider. One the one hand you want the students into the building but we do have 650 students. So bringing that many students into the building during a pandemic creates additional problems. Trying to think about where can

students go during the rain, but there's the issue of mixing of cohorts and higher probability of virus transmission. So, settled on asking students to come as close to the 9:01 entry time as possible to minimize their waiting outside and screening on rainy days will take place in the class.

Parent follow up: Again this about the dichotomy between elementary and high school. A lot of us have kids in both and the high school they can go into the school whenever they want. They can wait in their class or in the hallways. I understand that in elementary they have to be supervised but again, these are kids in middle school who are probably vaccinated so it would be nice if we were closer to high school than elementary school.

A) My concern is to be very cautious because we want the school to remain open. But having over 200 kids in one particular area – it's a little different than high school. High schools are a lot bigger, hallways are a lot wider. I will rethink it. I think it's important to look at all factors but for me it's important that we are not in a position where we have to send students home due to a mixing of cohorts.

Q) Anti-Semitic incident, the email was sent to students and parents. Why was it not announced to students earlier? to address the issue?

A) The incident involved racial slurs that were said to a student. We take it very seriously. Allowed us to reflect on what we need to do a school and parent community. We have to start having more conversations. There are students in the school who are Jewish who are afraid to be themselves and freely express who they are. Very troubling to me. This has really opened up the discussion around as a school what are the learning conditions put in place which is not allowing students to really express how they feel and what do we need to do about that? We are having someone coming into talk to students about her father who is a Holocaust survivor. It will be very emotional and sensitive for some. We are in communication with our social workers to make sure they are present for it and conversations with staff to make sure they are prepared for it. We do have some staff that will be affected by it. But it's important that we have these tough conversations. It's important that we work on ways that all our students can express themselves and see themselves in the curriculum. Final piece, some of the parents have said, people don't learn about the Holocaust or what happened in Rwanda and yes that's true. We have to set the work in our building to allow for courageous conversations. We don't have conversations about indigenous people or black people. So how do we learn about others? Mostly from the media. We are in a city that is one of the most multi-cultural cities in the world as a board I want to ensure that we look at those learning conditions where students don't feel free enough to wear what they want to wear, or talk about their religious celebrations. We have to look at that and that is going to take a little bit of time.

Parent follow up: What is happening immediately to encourage inclusivity and celebrate diversity?

A) We have our Truth & Reconciliation knowledge week taking place next week. We were going to start the Holocaust presentations on Monday but what I realized was that we have to provide some background. We can't just have someone come in and start presenting without

providing some understanding some of the key pieces that need to be in place. So we've decided to hold off until the following week, that also give teachers some time to really understand a little bit more and ask questions about it because they also need to be prepared. I've also reached out to the equity department at the TDSB to find out how we can engage in more of these conversations in the upcoming weeks.

Parent follow up; That's a great start but I wonder if you are looking at a more ward-wide picture. It's great that Glenview is addressing it and trying to be more inclusion, but we draw from 9 schools. The kids are just coming in and all of a sudden feeling it or saying it. I'm wondering if we're able to have it as a Ward issue and bring down to both the younger grades and up higher through the older grades. Have you had that conversation with Andrew Howard, or whoever is the right person. I think it needs to be bigger picture than just Glenview.

A) As a Board we are focusing on equity, that's one of the key pieces. To have conversations in our schools along equity and inclusivity and unconscious bias and how that plays into the decisions that we make. And this is a conversation that we have with the staff. Many of our staff know exactly what I'm saying. What we're doing right now as a school is having the conversation about how our own identities have an effect on educational decisions that we make. For example, I may have an unconscious bias towards girls in certain fights. For example, if 2 boys come in and they're punching each other, the consequences may be harsher than 2 girls who come, because in my mind girls don't really do those kinds of things. So, it's really important that we take a look at some of those unconscious biases that we have as educators and how that impacts the decisions that we make. In terms of the Ward aspect, the Board is really clear about ensuring that equity conversations are happening and that we do examine the processes in all of our schools, whether looking at our students who are marginalized, our students who are in special ed programs, our black and indigenous students who are struggling – and what can be done to move them up instead of keeping them going on a [straight trajectory.]

Q) Has there/will there be any survey or temperature taking regarding how safe kids feel in school around their identities cultural or otherwise?

A) That's one of the pieces we are going to look at it. We do need to have data on that because otherwise how do we know where we're doing a good job. So, that's something that we're looking. But there's so many pieces that we're trying to put in, but as was said earlier on the call, it's 2 years, so we have to move really fast in that particular time, but at the same time we have to make sure that we move in a strategic way. So, yes, we are going to be looking at some data and getting students to fill [surveys] out and definitely involving our students because it's our students living this reality.

Q) The email was sent out to students and parents, why wasn't it sent to students earlier to address the issue?

A) When the incident happened there was a whole bunch of conversations with our Superintendent, with our equity department, with a whole bunch of other departments to figure out what the next step was. We thought that it was important to make sure that a letter goes out

as soon as possible. If you notice, I think the letter went out around 6:30-7:00 and that was after a lot of consultation. We figured it should go out sooner rather than later so we sent it out. It was done in a manner where we felt it was important that everybody knew what was happening.

Continuation of Principal Report:

- Photo day will be happening on Tuesday Sept 28th. It will be socially distanced. So no class group shots. We will do a composite.
- Will try to see if we can schedule grad photos in February, but trying to move that up earlier just in case something happens.
- Having Terry Fox Walk & Spirit Day tomorrow. Hoping for donations of \$2 per students to go towards cancer research. There is a donation link that was sent out. Other activities also taking place tomorrow as part of our Spirit Day.
- Truth & Reconciliation Week:
 - o Sept 30th is Orange shirt day
 - o All week school will be observing Truth & Reconciliation with activities that will be embedded into the curriculum.
 - o A Truth & Reconciliation Committee has been started and is open to students as well.
 - o Also on Sept 30th art activities that focus around a mural at Glenview that was created in consultation with the Urban Indigenous Education Center.
 - o Guest speaker Phyllis Webstat, the Indigenous woman who started Orange Shirt Day will be speaking to students on Oct 5th, 2021

7. Closing and Thank You.

Question about who this year's teacher representatives will be. Mr. Parker to find out.

Marni thanked Mr. Parker, Ms Cape, for all the information and accommodating all our questions. Further thank you's to the Parent Council and all the new and returning parents that joined the meeting.

8. Motion to adjourn: Carried. Meeting adjourned at 8:50 pm

Next meeting: October 5th, 2021