

# Rockford School Council

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## **Minutes for Wednesday, November 11, 2020**

Time: 6:30-8:00pm

Attendees: 22 virtual participants including Thane J, Monica O, Delia J, Anna K, Ivana LM, Kate B, Carmit G.

### **1. Welcome**

Message from Delia, chairperson: We are trying to find out what we can do this year, virtually or in person! We are all in this together and we will get through this.

### **2. Introduction of 2020-2021 Executive**

Delia Jarczyn – Chairperson

Kate Borg – Fundraising

Carmit Gonen – Treasurer

Ivana Lukic-Miloloza – Member Without Portfolio

Alissa Park - Member Without Portfolio

Natashia Anderson - Member Without Portfolio

Anna Kornits - Member Without Portfolio

Delia, Kate, Carmit, and Ivana introduced themselves, Alissa, Anna and Natashia were not in attendance.

### **3. Approval of Minutes from October 14, 2020 meeting**

Motion – Kate Borg, Seconded – Beverley Fortune – All in Favour - Approved.  
Minutes will be posted on Rockford website.

### **4. Principal/Vice-Principal's Report – Mr. Jovanovich and Ms. O**

#### **Elementary Progress Report Card**

Elementary Progress Report Card captures general progress in working towards achievement of curriculum expectations and your child's development of Learning Skills and Work Habits on November 19

On the first page, a report on your child's development of Learning Skills and Work Habits occurs from September to November, in the following:

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- Responsibility
- Organization
- Independent Work
- Collaboration
- Initiative
- Self-Regulation

To report on students' development on Learning Skills and Work Habits teachers will use:

- E - Excellent
- G - Good
- S - Satisfactory
- N - Needs improvement

On the second page teachers will highlight your child's general progress towards the achievement of curriculum expectations in all subject areas.

Elementary Provincial Report Card captures achievement of expectations at two points in the school year. There are two terms in the school year for reporting achievement of expectations. The two periods are September to February and February to June.

The progress report cards are intended to become a central part of rich discussions with students and their parents in the context of proactive interviews or conferences that will help to establish a positive tone for the remainder of the school year

## **Bullying Intervention and Prevention**

The TDSB recognizes importance of Bullying Prevention and Awareness. During the month of November, Bullying Awareness and Prevention are emphasized.

At Rockford, we highlight strategies that promote a positive school climate and celebrate the Character trait of empathy.

A caring, safe, inclusive and accepting school climate is essential for student well-being. For students to reach their full potential, students must feel safe, included and engaged in schools.

The whole school community works together to provide a learning environment that are caring, safe, accepting, respectful and inclusive.

## **Bullying - Understanding the Problem for Parents – TDSB Guidance Department**

### **What is Bullying?**

Bullying is a behaviour where an individual purposefully and deliberately hurt others. This can be done through physical, verbal, or social means. These acts of aggression or manipulation are repeated over time and are usually related to power and social hierarchy.

Bullying can be:

- Premeditated or spontaneous
- Behind your back or "in your face"
- Obvious or hidden by supposed friendship involving one person or a group

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## Key Elements

- Bullying is not about conflict. In conflicts, two or more individuals disagree on a specific topic. People who are in conflict do not intend to harm others, but rather to uphold their own opinion.
- The individual exhibiting bully behaviour tries to control and dominate others. There is intent to harm and the use of fear and intimidation is common.
- Both boys and girls are involved in bullying incidents.
- Bullying incidents are usually not a one-time event, but are often continued harassment over an extended period of time.

## Types of Bullying

1. Physical: accounts for less than 1/3 of all bullying. More boys than girls tend to display these behaviours – kicking, punching, spitting, and destroying property
2. Verbal: accounts for 2/3 of all bullying - name-calling, put-downs, “dissing”, belittling
3. Social: more common with girls and often “invisible” – excluding, ignoring, manipulating, use of body posturing, facial expressions and eye contact to humiliate or rejecting – rolling of the eyes
4. Cyber: using electronic means to intimidate, harm, exclude or ruin a reputation – includes the use of emails and instant messaging, text or digital imaging sent on cell phones, web pages and web logs (blogs), chat rooms and discussion groups

## What to do if your child is being bullied?

- Ask your child directly
- Help them in being specific about the details
- Assure that you are there to listen; not judge; victim not to blame
- Believe and validate feelings
- Applaud the reporting of the incident
- Encourage your child to continue to speak with you about any other incidents
- Do not advise your child to physically fight back
- Do not confront the bully or his/her family
- Involve them in social activities outside of school
- Treat the school as an ally and establish a plan with the school

## What do to if your child bullies?

- Keep lines of communication open
- Do not accept excuses or blame
- Affirm that bullying will not be tolerated
- Teach empathy through modeling; discuss how the victim must feel
- Arrange for an effective non-violent consequence
- Unplug the drug; supervise the amount of violent TV/video/computer games that are being watched
- Help the child feel successful; praise efforts at pro-social, responsible behaviour
- Be a positive role model
- Cooperate with the school - speak to teachers and administrators about how your child is doing in changing the behaviour
- Seek partnerships if necessary (social worker, school psychologist, outside agencies)

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The preventive approach is comprehensive and multifaceted. It takes into consideration all parties to support and teach our students to create a better environment.

## **Rockford PS Information Guide 2020**

### **Expected Practices For Understanding, Addressing And Preventing Discrimination**

Rockford is committed to an inclusive and positive learning and working environment which actively promotes and supports human rights and social justice. Rockford is committed to teaching and supporting the Canadian Charter of Rights and Freedoms and the Ontario Human Rights Code by providing a safe school that respects the rights of every individual. Every student, employee, parent and community member have the right to learn and work in an environment free of discrimination and harassment.

Discrimination is when people are treated unequally and unfairly based on their race, disability, sex, creed, sexual orientation or any other personal characteristic (“ground”) protected by the Ontario Human Rights Code. This includes actions that occur when we act upon our biases, hate, stereotypes and prejudices about another group of people in our schools and workplaces.

Toronto District School Board condemns and will not tolerate any expression of hate based on race, age, ancestry, colour, race, citizenship, ethnic origin, place of origin, citizenship, creed (religion), disability (includes mental, physical, perceived), family status (includes child, adoptive, elder relationships), marital status (including single, separated, widowed, common law and covers same and opposite sex relationships), gender identity, gender expression, receipt of public assistance (in housing only), record of offences (in employment only), sex (including pregnancy and breastfeeding), sexual orientation, and the TDSB Human Rights Policy (031) also includes the ground of socio-economic status. Confronting discrimination is everyone’s concern. Discrimination and harassment based on legislated prohibited grounds will not be tolerated and such behaviour will be addressed.

PR728 Reporting and Responding to Racism and Hate Incidents Involving or Impacting Students in Schools details steps and processes for responding to racism incidents, hate/bias incidents and hate crimes involving students in TDSB schools/learning environments. This includes incidents that take place at a school or school related activity, and incidents involving a TDSB student, parent/guardian, staff person, or TDSB community member that impacts the school/learning environment.

### **November is Indigenous Education Month**

November is Indigenous Education Month at the TDSB

In November, we honour Indigenous Education Month at the TDSB. This month reminds us to centre First Nations, Métis and Inuit perspectives, histories and contemporary realities. In classrooms across the TDSB, it is an opportunity to learn about treaties, Indigenous leadership, achievements, and resistance.

Over the course of this month, students, staff and community members recognize a number of important days to deepen knowledge, to learn together about our shared history, and to build stronger relationships between Indigenous and non-Indigenous peoples in Canada. Learn more at <https://www.tdsb.on.ca/News/Article-Details/ArtMID/474/ArticleID/1551/November-is-Indigenous-Education-Month-at-TDSB>.

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## **Remembrance Day**

Students and staff at our school marked Remembrance Day today. There were classroom and school activities as a TDSB video and school-wide moment of silence. One class had a virtual meeting with a veteran. During Remembrance Day, our teachers make connections by promoting remembrance and peace within our school community.

## **French Programs Application Deadline**

For families interested in the Toronto District School Board's system-wide French Programs, we offer an online process to apply for Early French Immersion (begins in Senior Kindergarten) and Middle French Immersion (begins in Grade 4). An offer of placement in the program (not a specific school) is guaranteed to all on-time applicants. The timelines for applying for these programs for September 2021 are:

Early French Immersion: Applications must be completed online between November 2 and November 27, 2020.

Middle French Immersion: Applications must be completed online between January 4 and January 29, 2021.

Offers of placement within your chosen program (not a specific school) will be made to all on-time applicants in the weeks following the close of the application window. Families with an older sibling currently in a French program are still required to complete an online application for the new student.

Virtual Web-Chat Information Sessions (for the Early French Immersion (SK) application and placement process):

- November 2, 2020, 7 p.m.
- November 12, 2020, 7 p.m.
- November 19, 2020, 10 a.m.

For more information about the Virtual Information Sessions, please visit [www.tdsb.on.ca/Elementary-School/School-Choices/French-Programs/Information-Sessions](http://www.tdsb.on.ca/Elementary-School/School-Choices/French-Programs/Information-Sessions).

For more information about French as a Second Language programs, the application process and important dates, please visit [www.tdsb.on.ca/french](http://www.tdsb.on.ca/french).

## **5. School Council Update**

1. PIAC Virtual Conference is being held the weekend of November 21-22 from 10:30am to 2:30pm on both Saturday and Sunday. Delia will e-mail out more details for anyone interested.

2. Fundraising was put on hold until November 1<sup>st</sup>. The guideline now is to use online or remote forms only – in-person still on hold.

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3. Suggestion about running an outdoor dance party while the weather is still nice – students would be separated into 8-10 zones by classroom. Response was positive, Delia will look into getting this organised.

4. Flag was replaced at the school – the old flag was damaged, and was brought to Thane’s attention and the new caretaker, Matt, had it replaced promptly.

## 6. Questions & Answers

1. Q: My child in French immersion SK informed me the teacher does not check their health pass. I sign it every day and put it in their backpack. The other teacher checks before he lets the children in the gated area. What is the point of me signing if the teacher is not checking?

A: Ms. O will follow up, will remind them.

2. Q: Could you please advise on what if child forget the water bottle? Are there any options available so the child does not go 7 hours without any water?

A: Ms. O - We gave them a paper cup- they are told to throw it out. No glass water bottle- please (child smashed a bottle that was glass and it was unsafe to others)

3. Q: Could you please also redirect me on rules for recess outside. Are the kids allowed to play tag/Etc. if they sanitize their hands, in masks?

A: Ms. O - Tag only if one class- if they are playing a game under 2 meters- have to wear a mask, and when they go back indoors, they wash and use hand sanitizer.

4. Q: The girl’s bathroom on the second floor has been out of order for a long time -why is this and when will it be fixed?

A: Ms. O- It’s unsafe, the sink was broken and now in the boy’s bathroom too. The new caretaker (Matt Beckford) is making sure that the school gets what it needs and fixes as fast as they can (windows, solar panels, have done the walkway around for trip hazards and cracks, fanbelts on the air circulations.

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5. Q: How are water bottles refilled in the kindergarten class? Is tap water from the bathroom safe to drink? Teacher and ECE fill the bottles in the bathroom.

A: Ms. O - don't drink from the bathroom- they will ask them not to do this.

6. Q: Every week RECE in Ms. Omar's JK/SK class is absent at least 2-3 days. Each time there is a different or no supply teacher. There is no consistency for the kids. We understand there are emergencies, illnesses, family issues, ECT, but there is no consistency which is crucial for JK/SK.

A: Mr. J - Ms. O is trying to find the staff they can- they have a shortage because so many teachers are away at the virtual school, and they don't have anyone to replace them. ECE - they have a small group that can come in.

7. Q: Children don't have books, so it is very hard to follow what they are doing in school every day. Can we mandate that teachers post schoolwork in google classrooms?

A: Mr. J - they do post online, can the person specify what books they are talking about?

8. Q: My kids were saying that the classroom floors are filthy. What happened to additional cleaning procedures- are they at the expense of the floor?

A: Ms. O- We would like to know which classroom because we think they are being cleaned a lot, thanks to the new caretaker. Kids can change shoes for winter - they can use the coat rack only if they are 2 meters apart.

9. Q: I would like to see teachers send feedback on homework- so far this year's homework was sent (virtually) but not acknowledged or marked.

A: Mr. J - Teachers should be giving feedback verbally when in the classroom, during the day-to-day work. The day-to-day work isn't always

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assessed daily and homework isn't graded. Performance based tasks is how they are graded.

Carmit adds - is it being looked at? Not just what they did in class. I would like to see some feedback, it's a problem because I don't want them to work for nothing. Mr. J - 20 years ago teachers would give marks for homework- but not anymore. They should be getting feedback in some sort - they don't give checkmarks for homework. Ms. O - because of COVID, we aren't sending home papers and aren't asking for it back. Homework is done online- they look at it and take it up in class- it is a tool to see where the students might need more help.

10. Q: My kids has a test yesterday. There was no practice sheets sent home or notice that the test was coming. So, it is a missed opportunity to practice

A: Ms. O – they should always be told that there will be a test, so you should contact the teacher

11. Q: Are children allowed to go to the washroom during recess?

A: Ms. O - Yes, they are allowed to go in - straight from the field.

12. Q: I hear there was a problem with kids fighting in other zones last week. Why were teachers not watching them?

A: Mr. J- teachers are watching them, but we keep getting students that cross zones and we are asking them to stop. We tell them to stay in their zone. Talked about the 3rd positive test and we don't want it to be spreading.

13. Q: Who will do the parent interviews for Ms. Kaufman's? No letter from the school to advice of the change. To date the replacement did not provide any homework.

A: Mr. J - We will provide a letter and there will be interviews.

14. Q: My child's teacher has not sent any messages to parents from the google classroom. It is quite difficult not having information on what my child is learning.



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A: Mr. J - you can call any time, or email - contact the teacher first or contact the school if the teacher will not respond.

15. Q: What is your expectations on how often teachers should communicate with parents?

A: Mr. J - The teacher will call or email the parents if there are any questions and one day is the turnaround for that.

## 7. Other Business

Comments from parents:

Chris M - I think staff are doing a great job.

Coleen R- My son's teacher is amazing and available for questions.

## 8. Next Meeting Date

Next meeting is set for Wednesday, December 9, 2020.

**Meeting adjourned: 8:07pm.**



ROCKETS

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