



April 15, 2024 - Meeting Minutes

Principal: Michael Kanalec

Voting Members:

Co-Chairs: Sara Chow & Japmeen Johal

Treasurer: Brooke Hilditch

Secretary: Shauna Stokely

Communications Coordinators: Christie Ginger-Carson & Jessica Kuhn

Equity Liaison: Jessica Jagroo

Safe and Caring Schools Representative: Gina Vivian

Parent Liaison: Jessie Singh

Fundraising Chair: Alyssa Wenzel

Voting Members: Lara Harris, Helen Kwan, Megan Lau

Teacher Representative: Bev Myhal

Support Staff Representative: Linda Regan-Boriska

1. Opening

Attendance: In-person: Alyssa Wenzel, Japmeen Johal, Sara Chow, Shauna Stokely, Gina Vivian, Christie Ginger-Carson, Jessica Kuhn, Helen Kwan, Lara Harris, Bev Myhall, Jessie Singh, Brooke Hilditch, Melissa Bangma, Allaina Duncan

Online: Rebecca Papazian, Elaine Saliba, Sara Durbano, Amanda Montbleu, Karmen Pestotnik, Katherine McIvor, Lisa Lorefice, Michelle Paul, Megan Lau

Land Acknowledgement

Thank you to Kirsten Bouchee and Michael Kanalec for SLP literacy night for parents; Shauna for SLP literacy presentation to teachers; Big Crunch volunteers - Sarah and Amanda; Alyssa for spearheading the Box of Cards fundraiser and Maureen for her tireless efforts supporting this; thank you to teachers for accommodating the planetarium presentation (and Maureen for overcoming billing challenges); the safety volunteers - Gina, Ms. Myhall, Ms. Lortz; and to the Pizza Day volunteers.

Approval of previous minutes: Alyssa Wenzel, Japmeen Johal, Sara Chow, Shauna Stokely, Gina Vivian, Christie Ginger-Carson, Jessica Kuhn, Helen Kwan, Lara Harris, Bev

Myhall, Jessie Singh, Megan Lau

Approval of Agenda: Alyssa Wenzel, Japmeen Johal, Sara Chow, Shauna Stokely, Gina Vivian, Christie Ginger-Carson, Jessica Kuhn, Helen Kwan, Lara Harris, Bev Myhall, Jessie Singh, Megan Lau

2. Treasurer Report

Because of the card fundraiser, we have

→ **Available: ~\$6,000**

Bank statement says we have ~\$41,000 but we have a lot of outstanding payments and end of year reconciliation

Action Items:

Only ~50% of teachers have used the teacher spend so far. Ask for teachers to spend funds. Receipts must be submitted by **May 1, 2024** for teacher spend.

→ Reminder to be sent to teachers to submit receipts by deadline.

For experience/class trip spend: reconciliation will be left to the very end of the school year. Maureen to bill Council at the end of the school year.

3. Completed Council Activities

1. **Big Crunch** - success; school wide healthy snack was provided by council.
2. **Planetarium Visit** - Positive feedback from students and teachers about the experience.
3. **SLP Literacy Night** - Feedback that it was helpful to acquire the language of the science of reading to better figure out the area of breakdown. Some parents were still left with a question of, "What do you do as a parent when you notice there is a problem?" Some requests for slides or summary - Mr. Kanalec has that and will disseminate it to the council to more broadly distribute to interested parents/caregivers. There are barriers with training the whole staff in the Science of Reading because of turnover and training capacities, and so instead there is a reliance on the lunch and learn model.
→ Council members stated a goal to perpetuate training annually but this will depend on presenters' loads and abilities to give their time. Council will aim to incorporate this into the continuity plan and end of year budget.
4. **Math feedback night:** Parents were appreciative for the opportunity. Feedback that it would have been helpful to go through how to use the manipulatives, and to spend less time explaining the rationale for the shift of the curriculum and more time on how parents can support skill development at home.
→ Given the lack of instruction on using the manipulatives, there was a question of SAB-teacher-recommended videos that explain the manipulatives.

4. Dance Updates

<p>1. Planning meeting tomorrow night (April 15) → Spreadsheet will be sent out with volunteers and tasks, sponsors, and finalizing plans for next Friday.</p> <p>2. If you can volunteer leading up to or on the night of the event - please RSVP</p>	<p>Jessie: To send out a reminder in class chats for RSVP and Volunteer ask</p>
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<p>5. Grade 5 Committee</p>	
<p>1. Meeting coming up with Michael for the moving on ceremony</p>	

<p>6. Discussion of council fundraising and allocating funds</p>	
<ul style="list-style-type: none"> ● Preference for teachers to have funds earlier on for planning purposes. ● Lesson learned to do earlier fundraisers whenever possible. ● Feedback to be specific with the messaging to parents listing how council funds and fundraising activities have been spent to help gain support from parents/caregivers. ● Concern with being too specific and then being ‘locked in’ to how funds are used. → e.g., concerns with how much money is raised by the Grade 5 Moving on Dance. The event is well attended by all grades but all the money is locked into Grade 5 Moving On spending. → Suggestion: Specify a goal amount and any surplus would be donated or build something that contributes back to the longevity of the school (e.g., Buddy Bench, Butterfly Garden, etc.). The overall goal would be to teach the children generosity and giving back to the community. 	

<p>7. New Proposals</p>	
<p>1. Increase programming staff (teachers and ECE) from \$100 to \$200, which would result in an additional \$100 for 31 staff → \$3,100 Total</p> <ol style="list-style-type: none"> a. Receipts would be needed by May 15 given the tight turnaround. b. Some teachers submitted over \$100 spend, so plan would be to give an additional cheque for the other \$100 if their initial spend 	<p>VOTE: Sara Chow, Japmeen Johal, Jessica Kuhn, Lara Harris, Helen Kwan, Christie Carson-Ginger, Bev Myhall, Gina Vivian, Alyssa Wenzel, Jessie Singh, Shauna Stokely, Brooke Hilditch, Megan Lau → APPROVED</p>

<p>was \$200+. For smaller amounts, teachers would have to resubmit, or coordinate with Council treasurer.</p> <p>c. Concern that not all teachers take advantage of the council</p> <p>2. Playdate: Will vote at May meeting after proposal submitted (Bev Myhall)</p>	
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<p>8. Box Of Cards</p>
<p>-Most distribution is completed but some boxes are still outstanding. -May still have some additional funds coming as there are ~20 boxes that are not picked up and could be returned to the company and that would generate a few hundred dollars. -Alyssa working on reconciling the inventory and lists. -Prizes to be awarded. Some organizing work to be done because some parents divided their order between kids at the school so have to count for siblings' orders to determine the top selling class for the pizza party. Will use an online program to do a draw for the tablet.</p>

<p>9. Executive Update</p>
<p>1. Comments on Math Night: Trevor Brown also came to present to teaching staff for math curriculum. Ms. Harwood and Mr Breaw will be going to boardwide training and will then share that information with the rest of the staff. They would likely also be the staff to recommend manipulatives videos for parents to support math development at home. A full inventory of math manipulatives was completed and Mr. Kanalec is spending ~\$5,059 to replenish all manipulatives in every classroom.</p> <p>2. Thursday, May 16 from 6-7pm with council presenting at the beginning: Annual information Night for new FDK families. Invitation for Council Executive and request for 1 member to come and present at the beginning.</p> <p>3. Class Allotments Model:</p> <ul style="list-style-type: none"> • TDSB makes projections in Jan/Feb for the number of students which then determines the staffing levels for schools. Grades 1-3 (primary) there is a ministry cap of 20 students which is held pretty firm with an exemption for 10% of classrooms to pierce that cap up to 23 students. → SAB was given 8 teachers for grades 1-3 • Kindergarten is based on a ministry average of ~29.4 students per class. → SAB has the same allocation as the current year. 4 full classrooms with teacher + ECE and half a class (teacher only; 15 students) • Grade 4-8: System average for junior intermediate of ~26.7 students/class. → SAB will have 3 junior teachers (grades 4-5 for our school). • There is one specialized class that straddles the primary/intermediate line (grade ¾ split) which was specified by the board and subsequently the

remaining classes align with the prescribed split class.

- The model is based on theoretical numbers! In September there are two weeks of “count days” monitoring attendance. If there is a breach in the cap for a primary grade, advocate for an exemption. In cases with junior classes that are high to begin with, like SAB, reorganization occurs (in September) and may result with additional staff.
- Homeroom allocations are complemented by an allocation of 3.69 teachers released to the school to cover homeroom teacher prep.
- Concerns:
 - English Grade 4/5 split: 30 kids total and parents are concerned with the number of students in that group who have learning challenges necessitating a switch from the French to the English stream for increased support who may struggle to learn successfully with the larger class size and split grade makeup of the class. Also all students in this cohort were previously together for 3/4 and the teacher felt that it was very challenging. Is there any other structure that would allow for more separation time or any alternative model for instance with one grade being removed for a period (e.g. art/library) leaving the homeroom teacher with just part of the class for a period? What number would the class have to balloon to in order to warrant a reorganization. → Staffing is directly related to the ministry funding model. The only way change in public education will change is with change to the board of trustees and ministry of education. Staff are unable to sustain a split model of prep delivery. Where there is some flexibility is with the special education support and determining where the highest needs are school-wide to add additional support for the class.
 - French dual 4/5 split - Is there any option to have a model with a straight grade 5 and a ½ split instead of two ¼ splits? What was the rationale for choosing a model with more splits? → No, decision was finalized with the committee that included teachers, council, and administration. Teachers of the students gave input that students would benefit from being split instead of only with their cohort. Also, historically the experience with the Moving On Ceremony, the grade 5s in the split class felt isolated and lacked an equal experience.
 - The split model is consistently chosen, which speaks to the benefit of being able to split up the cohorts. Staff are asking for the classes to be split despite their teaching preference for straight grades. This was echoed by a teacher online.
- Staffing vacancies: Currently three areas of focus:
 - Mme Brown: started her maternity leave early so Mr. Kanalec is trying to cover that gap.
 - Mr. Breaw: got injured so Mr. Kanalec is completing preliminary interviews to fill that gap.
 - Special needs assistant is on leave until the end of the year. It is unclear if she will be back next year because SAB won't know it's special ed allocation until the end of June.
- Deadline for Thursday at noon to communicate with teachers their jobs for September. If teachers are not being given one of their three choices, they will meet with Mr. Kanalec to review the needs of the school. Mr. Kanalec strives for a balance between continuity of teaching the same grade and looping teachers

with a cohort for a couple of years for students to have continuity with a teacher, after which the loop resets and the teacher picks up a new cohort of students to loop with.

- For a new principal: School Statement of Need - council wrote this in September and the superintendents and board will use that to select the best fit for the position.
 - How is success measured?: Provincial decline in EQAO scores. Also considered students referred to the school support team, teacher reports - all are amalgamated and considered for class placements. Mr. Kanalec hypothesized that children in split grades achieve more than children in straight grades given the demands placed on students in split grades to complete independent work.
4. Next year: 5 retirements, plus parental leaves and leaves of other types. There will be a lot of changes to the staff. Mr. Kanalec will be hiring for September before the end of the year.
 5. Kindergarten Diagnostics Class: SAB will be welcoming a new intensive support program - Diagnostic Kindergarten Class - a program run out of Etienne Brulee but that school has become over capacity. As our school has empty rooms, and we have already welcomed an Autism Support Classroom and strengthened our special education support program, SAB was selected to receive that class. The program comes with a teacher, assistant, and a noon hour assistant (specialized support person for 2 hours daily instead of the usual lunch room monitor). A concern for a parent/caregiver of a child in a standard classroom was that any additional support available school wide through special education will be shifted to support one of the two specialized programs in the school. → There was no option to decline the program coming to the school. Needs for support are triaged daily. Triage is based on a full complement of staff, but there are daily staffing shortages that office staff are constantly trying to help.
 6. Playground: concern that equipment is rusting. TDSB inspects the playground twice/year vigorously and it has passed. The baseball diamond belongs to the school and not the city, but it is not being maintained by the board.