



## December 12, 2023 - Meeting Minutes

**Principal: Michael Kanalac**

**Voting Members:**

**Co-Chairs: Sara Chow & Japmeen Johal**

**Treasurer: Brooke Hilditch**

**Secretary: Shauna Stokely**

**Communications Coordinators: Christie Ginger-Carson & Jessica Kuhn**

**Equity Liaison: vacant**

**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 Myhall**

**Support Staff Representative:**

**Attendance:**

In-person: Sara Chow, Japmeen Johal, Jessica Kuhn, Jessie Singh, Alyssa Wenzel, Shauna Stokely, Lara Harris, Christie Ginger-Carson, Michael Christensen, Sarah Harwood, Melissa Bangma, Cori Muston

Online: Meghan Lau, Helen Kwan, Amanda Brown, Brooke Hilditch, Elaine Dibon-SMith, Scott MacLennan

**Land Acknowledgement**

**Approval of previous minutes:** Sara, Japmeen, Jessice, Jessie, Alyssa, Shauna, Lara, Christie, Meghan, Helen → **PASS**

**Approval of Agenda:** Sara, Japmeen, Jessice, Jessie, Alyssa, Shauna, Lara, Christie, Meghan, Helen → **PASS**

**Thank you** - poinsettia fundraiser, pizza lunch, parking lot safety, math night organizers

**School Improvement Plan (SIP) - Update**

**Update from Michael Christensen from information reviewed at the SIP meeting (November 27, 2023).** For his full notes, please refer to Appendix A

Core areas of the SIP: equity, literacy, numeracy, well being, EQAO scores

- EQAO scores: There was a significant dip. Reading was below provincial average and TDSB average. (reading is only tested for regular stream students, not FI students)
- Suggestion for kids to have optional homework IF they want the extra practice
- Important for teachers to provide students with reference materials. (document, link, location, etc. to refresh on foundation skills).
- Equity program: program for grade 3 around race and racism; grade 1 feeling explorers and emotional resilience; student leaders and students on the move; critical examination of IEPs - Individual Education Plan (when it's done it is justified)
- Reading goal: kids reading by the end of grade 1. Early identification for kids struggling/at risk. (TDSB goal)
- Numeracy - goal to increase EQAO numeracy score by 5%, replenish manipulatives in the classroom, and early identification of kids who may be falling behind.
- Wellbeing: safe space in every class. Also give support for parents and students for their personal well being.

Questions:

1. What is the process for kids who are struggling to read?  
 → M. Kanalac: Science of reading program. Teachers volunteered their own time to implement that program. Empowered Reading Program w Mme Rovas which has been expanded to three cohorts and there is a FI student in that program (although it is delivered in English). First step: don't panic! All kids are unique and hit milestones differently. Differentiate instruction to the students' levels. Second step: In school meeting where the teacher flags students. Third step: school support team meeting - specialists outside of school, 1x/month with SW, Psych, Spec Ed consultant, SLP. Outside interventions to support the child. Note that reading encompasses both pronunciation *and* comprehension.
2. School make up: 1/3 regular track; 2/3 FI.
3. Is there an option for after school volunteer drop-in for reading/math support?  
 Dependent on volunteers. There was a block of extra support previously offered only to students identified as at risk but that program has ended.

**Treasurer Report**

**Opening balance:** \$28,792

**Outstanding:**

- \$3000 teacher spend; \$4500 for field trip or class experience (\$250/class)
- \$500 for grade 5
- \$786 for Mad science experience
- \$2900 for Astronomy experience
- Pending pizza spend

**New funds:**

- ~\$612 gross from Pointsetta fundraiser

**AVAILABLE: ~\$6000**

**Vote:**

**Action Items:**

Review proposals and decide on spending Jan 2024 meeting

<b>Council Initiatives Update</b>		
<p>Poinsettia fundraisers: 83 orders placed, 102 plants. \$612 profit raised. → Lessons learned: start earlier for next year</p> <p>Math seminar: Grant application was successful. There were 49 parents who attended. School is processing grant money to pay Trevor Brown. → Extra math manipulatives were also purchased. Plan to distribute any extra materials to parents who are interested. → As Mike has left council, co-chairs have taken over correspondence with grant team</p>	<b>Vote:</b>	<b>Action Items:</b>

<b>Council vacancy - Diversity, Equity, &amp; Inclusion</b>		
<p>If there is interest in open position: Deadline to self-nominate is by the next meeting. Send applications and/or any questions to SAB council@gmail.com</p>	<b>Vote:</b>	<b>Action Items:</b>

<b>Spending Proposals for 2023-2024 Council</b>		
<p><b>~\$6,000 available. Deferring voting until next meeting and some time to think on proposals.</b></p> <ol style="list-style-type: none"> <li>1. Sara: <u>Presenter Catherine Little</u> - Proposed Week of Feb 5 to coincide with Lunar New Year. Can tailor presentation to math or reading; \$300/hr or \$500/half day. (Diversity, math)</li> <li>2. <u>Extra Ed</u> (not a proposal bc no money required): lunchtime programs that parents paid for. Extra Ed includes anyone that can't pay the full fees. Parents pay 'what you can'. Guitar and robotics. Offered to go from Jan 15-March break. Last year all programs were fully enrolled. Limiting factor on the school's end is space. Ideal is to use the school end of the library. Mr. Kanalac wants to only monopolize one room per day at lunch.</li> </ol>	<b>Vote:</b>	<p><b>Action Items:</b></p> <p>→ <b>Comms to put up a poll of facebook for parents to select Extra Ed options with the most interest.</b></p>

3. <u>Ozzy X</u> - out of budget. ?plan for 2024-25 school year.		
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<b>Fundraising Proposals for 2-23-2024 Council</b>		
<p>Reviewed possible fundraisers. Council to vote of which fundraisers to pursue.</p> <ol style="list-style-type: none"> <li>1. <b>Box of cards:</b> \$35 per box; profit of \$12/box. Previously was profit of \$6000+. Box goes home with one child per family. Prizes from the vendor depend on the number of total boxes sold by the school. Caution from Mr. Kanalac: Providers want to make money. There can be a pressure tactic from providers to sell. If possible, make it clear that parents can opt out!</li> <li>2. <b>Bake Sale:</b> Bake Sale cupcake vouchers. \$6 profit for half dozen and \$12 profit for full dozen.</li> <li>3. <b>Cobbs Bakery:</b> loaf of bread - price is consistent with standard pricing, so no mark up but school makes some money.</li> <li>4. <b>Movie Night:</b> Often done by grade 5s as fundraiser. Possibly Jan/Feb when there is not a lot of going on. Could have a focus on not making money but more on an activity and community building.</li> <li>5. <b>Art Show:</b> Kids make art, then parents could buy art, and council could sell refreshments during art show. Drawback is more planning for teachers. Gallery for education week - could piggy back when families are coming in for concerts.</li> <li>6. <b>SAB recipe book</b> - template, fill out google form. One fav family recipe, pic, printed and sell the books and minus the cost of getting them printed. Contest to draw front and back covers.</li> <li>7. <b>Alderwood themed clothing</b></li> <li>8. <b>Principals/teachers up for auction for special privliges or activities</b> (e.g., pie in the face, volunteer basis) → lunch w Mr. Kanalac, Phys Ed w Mr. Kanalac, VIP seating for concerts, etc.</li> </ol>	<b>Vote:</b>	<b>Action Items:</b>

**Executive Update (By Mr. Kanalac)**

**Reading supports - concern around secondary teacher not providing the same level of support as home room teacher**

Parents are encouraged to advocate for their child to their teacher, including teachers that may only have students for one subject, if there are learning concerns or additional support needed. Book parent-teacher interviews with any of the involved teachers.

**EQAO**

**Data:** Reading: 65% of students met the target of level 3 or exceeding the target (level 4). That is 7% below the board average and 8% below the provincial average.  
Writing: 71% met or exceeded the target (level 3 or 4)→ that is 4% above board and 6% above provincial averages.  
*The teachers have been stable, so the children are the variable.*

Action plan to target outliers in all areas:  
-No new support from the board to boost the kids who are struggling in reading/writing/numeracy. There has actually been an extraction of support.  
-Concern about lack of support for FI students. There is now an effort to hire teachers with French qualifications as well as spec ed certification to support those FI students.  
Goal to make sure that there is no gap in equity.

EQAO is not administered for French students because the Ministry of Ed makes the test for French Francophone students, not French immersion.

**Camera Updates**

Nothing further

**Swim Program**

Made contact w Samantha Digeorgio, who is enthusiastic about the return of the swim program. Leveled swim program for grades 3, 4, 5. This is a paid for program at a considerably reduced cost. Starting March 26-May 21. Six classes - cost outstanding. Samantha will submit to the budget department. Once cost is obtained, Mr. Kanalac will go through a process for high-risk excursion (superintendent and possibly associate/director). Last time (2019) - kids paid \$42.  
Pre-emptive ask for council to help support with Angel Fund to make sure that every child can participate.

**Following up on the TDSB's Policy for families making donations directly to teacher**

"It's never a good idea for families to give cash donations directly to teachers. How do the families know the teachers will use the money for the class? All donations should be made to the board if the parents want a tax receipt, and to the school council if they don't want a tax receipt." -As per Mr. Kanalac's budget contact with the board

<p><b>Staffing of an EA</b></p>	<p>-0.5 of an EA remains unstaffed - as per website.          -Unit C staffing - different from teacher staffing. Mr. Kanalac has a lot more control with this level of staffing.          -Job is posted          -In the interim: the job is posted on 'smart find' for supply and there has been one individual who has been covering for an ongoing basis but the person filling in at the moment does not have the job permanently</p>
<p><b>Question from a parent around anti-bullying and hands free environment</b></p>	<p>There is no hands-free policy. Kids have an inherent need to touch.          Bullying concerns are taken seriously and addressed as case-by-case          Bullying is a discrepancy in social power - clear divide between one individual of greater power that is repeatedly targeting an individual(s) over a significant amount of time. The term can be overused and this loses the real intent.          Progressive discipline - incidents are documented.          Repeated offenses are addressed with a sequential escalation.          Conflict happens and NEEDS to happen for learning and life skills. Students need to learn how to self-regulate.</p>
<p><b>Landscape quote</b></p>	<p>Michael to contact TDSB landscape architect for a quote for replacing kindergarten sandbox in the 'garden' (naturalized yard)</p>

## Appendix A:

Nov 27 SAB SIP Meeting

Michael Kanalec, Amanda Brown, Michelle Paul, Michael Christensen

Michael Christensen - SUMMARY NOTES:

- EQAO
  - Always want the scores to get higher
  - Coming out of pandemic
  - Staff development has been the focus
  - Brought up
    - Want EQAO to be better (~30% failing)
    - Give kids:
      1. Opportunity to practice, ie. optional homework
      2. Reference material: so they have instructions to review if needed.
  - Aside: Parents Math Workshop was done Dec 4
    - Materials are good as a starter visual way to appreciate base numbers

	SAB 21-22	SAB 22-23	Change vs Prev	SAB Fail Rate	TDSB Avg Score	SAB vs TDSB	PROV Avg Score	SAB vs PROV
READING	84.2	65	-19.2	35	71.7	-6.7	72.6	-7.6
WRITING	94.7	71	-23.7	29	66.8	4.2	65.4	5.6
MATH	76.6	67	-9.6	33	59.9	7.1	59.7	7.3
Average	85	68	-18	32	66.1	1.5	65.9	1.8

- Equity:
  - Ensure equitable access, experiences, outcomes for all
  - Gr 3: Colour of Skin: re race/racism
  - Gr 1: Feeling Explorers: re Emotional resilience
  - Student Leaders: Student leaders initiatives, example “Young Women on the Move”
  - Critical examination of IEPs
- Literacy:
  - **Goal: reading by end of grade 1** (what if targeted basic words up to 5-6 letters by end of SK?)
  - At-risk student identification
- Numeracy:
  - **Goal: increase EQAO 5%**
  - Manipulatives replenish
  - At-risk student identification
- Well being:
  - Calm safe-space in each class
  - School activities, walk to school, staff wellness

