

# MEETING MINUTES

Thursday, October 12, 2023 (6:30 PM – 7:45 PM)  
In Person



ZION HEIGHTS MS  
**SCHOOL COUNCIL**

## ATTENDANCE:

**School Staff:** Principal Le, Ms. O, Mr. Dykshoorn (via mobile phone)

**Elected School Council Members (13 Voting Members):** Aaron Iravani (Co-Chair), Key Kasravi (Co-Chair), Carrie (Treasurer), May Mark (Vice-Treasurer), Aarthi Vesva (will volunteer for Secretary)

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**LAND ACKNOWLEDGEMENT:** “We acknowledge we are hosted on the lands of the Mississaugas of the Anishinaabe, the Haudenosaunee Confederacy and the Wendat. We also recognize the enduring presence of all First Nations, Métis and the Inuit peoples”.

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## AGENDA ITEMS

### 1. **Principal’s Report** – Mr. Le:

- Main caretaker is on leave of absence. Arial is acting caretaker. There is an ongoing staff shortage in this area. Parent (Key) expressed concern regarding school safety and making sure the front doors are locked after school starts; Ms. O confirmed that acting caretaker(s) are familiar with school procedures and protocols such as locking the school doors at end of day.
- School is fully staffed with teaching and support staff complements.
- Facilities – PA system and fire alarm system are being upgraded. 2 out of 3 fire drills completed in Fall; one more planned for Nov. 3; and additional drills will be completed next term.
- Indigenous elder came from North made a presentation at school.
- School improvement plan –
  - Indigenous education – accumulating more resources and texts
  - Student achievement – staff-wide learning happening with new language and math program
- Wellness – student surveys being sent out to students and parents; a team of lead teachers working with admin

### 2. **Teacher’s Report** – Mr. Dykshoorn:

- Mr. Le called Mr. Dykshoorn and asked him to share his thoughts about the new Language/Math combined program
- His opinion is that there are 3 advantages to this combination based on his personal observations:
  - I. Transition – with previous model, students were in complete isolation from other teachers; teachers were not clear about other teacher’s concerns about students. With current model, with all teachers teaching lang/math and one other subject, teachers are with students 3 out of 4 periods, and able to transition from one subject to other seamlessly.
  - II. Tailoring – teachers are able to tailor to students’ learning needs; 25-28 students in a class; teachers now have an advantage to catch a gap in particular student skill and have time in the longer period to work with students.

- III. Student forum – He stated that literature shows that students strongly identify with a teacher; consistency in teacher means they are better prepared to cater to students; and students are better prepared to transition to next teacher. If an incident happens in first period, other teachers not aware; but current system gives one teacher chance to deal with incident; can advocate and judge at the same time. Works better when you have one teacher consistently, based on experience through pandemic.

>>> Noted by Co-Chairs: Mr. Dykshoor was on a call and not in attendance in person and given the noise level in the room we were not able to have a dialogue with him. There was no data presented to accompany his presentation, and although he is undoubtedly an experienced educator, there was no other information presented from the teaching staff<<<

### 3. Discussion Period Regarding Change to the Rotary Model & Class Time:

- Changes to the school's full-rotary model this year & plans for 2024-2025
- Changes to class time allocation from 50min to 40min/30min periods
- Changes to the music program from 2x50min per week to 40min/week

Parent Voices:

Co-chair/Key's feedback:

About 6-7 years ago, a new principal was assigned to Zion with a Secondary background and brought in some new teachers and restructured the school to establish a model that could take advantage of teachers' focus on certain subjects. The academic performance of the kids at the school improved as measured by EQAO and the admin received feedback from AYJ and parents of kids who moved on to secondary school that the transition was very smooth into high school. These results were shared at School Council meetings and discussed. When the tenure of the previous principal was ending the SSON document prepared by the School Council reflected the desire to maintain the full-rotary model.

What parent council is looking for:

want to preserve the rotary program; scores for kids have come up; exp. when transitioned to high school - feedback received, students were better prepared. Rotary program changed this year. This change was not discussed with parents nor was the school council consulted. When parents approached the principal, the administration did not have time to discuss near end of school, even though the School Council requested a meeting.

Petition was signed to keep rotary at school. Kids were involved with petitions (copy available). Asking the Principal to give parents the rationale for change. Where is the data that supports this change vs. anecdote provided by Mr. Dykshoorn. Not disputing Mr. D's experience or opinion, but his statement that "we have the ability to stretch some classes" is concerning because it means that those types of decisions are made by each individual teacher and it is not uniform across all students. How are we tracking this approach? We cannot regulate how much time a teacher is spending in various subjects, because it sounds like teachers may be running out of time for one subject and then have to "stretch" the time into the next period. We have teachers teaching science that have never taught science before. If you are a math teacher, then you are passionate about math... Is there data available to support one model is better than the other?

In the previous model, there were 6 x 50-min classes. Currently, 6 x 40-min classes and 2 x 30 min. Certain classes are held only once a week (e.g., music). Want middle school to be a transition period; getting used to 45-50 min classes now would prepare kids for high school, where they will have 75 minute classes and may result in lack of preparedness in attention span requirement.

Aaron's feedback – school can still accommodate the change through rotary system. Some teachers are transitioning from teaching gym for 15 years to now teaching science, over a Summer; might not be good experience for teacher.

If there is any conflict or student issue, it's resolvable between teachers and parents through office times etc. Better communication should be a goal if lack of communication between teachers is the problem. Not necessary to have longer periods with one teacher to accommodate.

Zion's experience provides a strong background transitioning to high school; significant change from middle to high school may be hard for student.

Parent X – Mr. D specializes in math/sci; taught English last year for daughter. Teachers qualify to teach different subjects. Almost 60% of daughter's classes taught by same teacher. Daughter loved it; but how do we support the transition? Can we accommodate students' exposure to different teachers teaching different subjects?

Parent Christine – concerned about having only 2 mins to transition from one class to another; and shorter 30-min classes

Parent Gerald? – what data/outcome measure are we looking for? What are we measuring post change to gauge success of change?

What are the constraints that stimulated this change / made this change necessary?

Have friends who are teachers... require hard work upfront to come up with a new quality curriculum.

With multiple teachers teaching same subjects, can we standardize what's / how being taught?

Math/science; history/geography/social science groupings require different skill sets.

Takes 45-60min to add value to class; suggest having 2 30-min classes back to back so have 1 hour.

Parent Aaron – wants to come up with a doable program for the school while preserving the rotary model.

Parent x – combination of subjects given to teachers to teach should have been thought through; students can take advantage from teacher who is a subject matter expert, whether by background or their personal interest and passion.

Parent x – what were the constraints / pressures from external that forced this change? Walk us through the process.

Principal – acknowledged communication breakdown; parents want the best for their kids which is part of school council objective. Challenged with how we best serve students with the resources we have.

Parent Key: If there are constraints and pressures, the purpose of school council and the requirement for consultation is to address such challenges.

Parent Jenny – shared she was trained for high school teaching math and science; aware of the school system. Elementary and Middle school teachers are supposed to be able to teach any subject. Son wasn't happy with system last year. Now in grade 8 – Ms. Cattel's class. She taught gym before, now teaching Math/English International teachers are qualified but not given opportunity to teach here; teachers are capable of teaching different subjects. Other factors that help kids are (social) environment/home. Didn't hear any objection from Chinese parents about the change; value mental health more than marks. Son did not connect well with teacher last year.

Parent Key – anecdote/experience is different for every person; if a system is working, and there is no data to show deficiency, then why change for the sake of changing? Did previous system not work? What were the constraints?

On the flip side, what if you are stuck with a teacher that you are not getting along with? There are always 2 sides. Previous model was giving students ability to interact with different teachers. Need to learn how to interact with different people in life and learn in different settings.

How do we measure that this change is working well? What are the metrics and goals?

Is there a more optimal way of preparing kids for high school?

Previous Principal, interviewed and hired teachers with a focus or passion in each of the subjects and assigned them to classes to maximize the value that we draw from the teachers.

Zion was the only school that did not miss a beat when the pandemic started; teachers & students transitioned well to virtual learning within a week because each teacher continued and did not have to teach every subject.

Parent x - curious to get honest opinion from teachers.

Several parents expressed that teachers they've spoken with were not happy with this change.

Parent x – (spoke to both pros and cons).

Students are exposed to different teaching method this year; feel like we are going back to elementary style; classes are very short. But son not able to focus for long, so good with short classes; now teacher able to balance work.. not load up homework... used to have homework time/extra time. Feels Zion prepared kids well for high school previously; feels need a balanced system with teachers communicating more on workload.

Parent x – questioned about reduction in time for music. Zion had good reputation; opportunity to join band, learning trombone. 30-min, after getting instruments and sitting down, is not enough. Zion has been strong; after school music practice was good; too bad to let that tradition go and the learning stop.

Parent x – teachers qualify to teach core subjects; there is a minimum standards to be met for core subjects, but other subjects like music etc. gets cut; need to prioritize areas that most need attention. Is minimum standard what is best?

Parent Key – 4-5 yrs ago Zion's music program was challenged; parent council and the community raised \$15,000 to buy instruments. Last year, he invited the Superintendent to music night at AYJ so she could see how great and strong that program is. Zion program is very unique and prepared the kids for music in high school. Teacher that retired is hard to replace. Parents who don't have time or money – less privileged and have no access are at disadvantage (no equity) now that we have cut music.

Parent x – Middle school teachers are capable of teaching majority of classes; did we lose any teachers with this change? Are there other schools who we can draw some data from?

Parent x – former Principal was also a Secondary school principal in past; she set up a system that she felt was best within what Ministry allowed. North York historically had junior high school - grade 7 and 8 transitioned to grade 9 in same physical space. Model was maintained up until this year with no problems. This discussion should have happened last year before a change was made. Majority of school council this year was also last year's school council and asked for a meeting when this topic came up in the community. School council exist to provide feedback to school administration and TDSB to support uniqueness of community. School administration is required to consult with the school council. What we can do is have meaningful discussion going forward.

Analogy of parenting as gardening... optimize conditions for growth... one approach is to say: I know what's best for you (this doesn't work) vs. community trying to cultivate this 'garden'. There should have been a notice of the upcoming change, and an invitation sent to the community/parents for discussion. Important to get all teacher's feedback, not one selected to speak. Can we invite teachers/community to give feedback to current model for change for next year? Is there a potential fear of reprisal? One teacher challenged the model last year, and it was taken down. The majority were on the side of not changing the system last year. Students surveyed about changes to rotary and ~90% said not to change. Many parents said they were concerned but were afraid to raise the issue with the principal in community conversations.

Parent x – Appreciate 1 teacher spending majority of time with kids. Is any change possible at this time, or for next year?

Parent Key – part of the reason for this discussion is to have the conversation that did not happen last year. How do we optimize? We don't have a voice to ask the government why they are taking away resources from schools and from classrooms. Some classes have 31-34 students. Some smaller (gifted capped at 25)...is it equitable? Regular track students are from the local community. How do bigger classes affect those kids?

How do we create an environment that is optimized for school and children?

Principal, Mr. Le – shared that he was here to listen to learn. In discussion, heard concerns about timetable, scheduling, programming and bad communication.

Regarding timetable, school start time is 8.45 AM and end time is 3.05... Principal is responsible for timetable. When received allocation, invited cochairs to discuss. 26.5 teachers. 400 plus kids. How do we break them into classes? Time tabling, teaching model are not part of parent consultation.

Budget cuts – 0.5 secretary etc. consultation pertained to how we reorganize the classes. Split classes were consulted with Council? Teaching model was consulted with teachers. In hindsight, we understand how important rotary was for this school community.

Vice-Principal, Ms. O: shared about meeting with students leadership group. Asked about what's impacting school and students responded: 'we are stressed, we feel very pressured, doing extracurricular, homework...'. Students are over-tired. Mental health and wellness is one of the pillars. Need to focus less on quantity of assignment and focus more on quality of what they were producing; giving them more time on what they were working on. Mental health activities were well received last year. Another survey devised by outside company to be sent out to students parents etc. Want to get feedback on what worked well last year. what to start, stop and continue. Need the data.

Parent Key: How do you measure the quality of assignments and I dispute the validity of consulting kids and not parents, regarding their workload. Which kid doesn't want less homework?

Principal, Mr. Le – Voiced about 10 different google classrooms; does it serve kids well? Or the admin? First time we have homeroom. Elementary teachers need to be competent to teach math/lang. Specialists, need to have specialty on their qualification. The rotary model was very unique – 10 teachers, no one is really a home teacher. After pandemic, 240 min prep mandated by Ministry for teachers to prepare; 150 lost instruction hours, with this built in prep time. I was too eager to go back to normal. Some teachers were good, not necessarily specialist. Cannot do 50-min period (Ministry). I pushed back; after doing our staff model for last year, went and asked for that 50-min model back; was approved. This year, Year 2, didn't have full staffing. One teacher teaching full set of kids, back to back... how well do they know the kids?

Other piece is Safety – Homeroom teacher built relationship with kids. Acknowledged not everyone is happy with current model. 250 IPs to finalize etc. I ran out of time.

Vice-principal, Ms. O – mental health issue is in media; lots of parents' voices are not represented here; parents voicing that they can't get their kids to get to school etc. Social Workers' perspective is missing here.

Principal, Mr. Le – had 50 supply-teachers last year due to staffing shortages; better this year. Pandemic affect is not over; goal is to support all kids. Acknowledged parents want the best school for kids... want best math/lang program for kids; parents want to hear from teachers.

Willing to continue this discussion in next meeting.

Staffing model will be brought forward to the full community in March 2024. Acknowledged parents' voice; school got ESL etc. back... parent groups brought them back.

Parent, Key – spoke to Mr. Le in past about transparency. Great that school admin spoke to kids, but parents need to know what's going on. Parents need to advocate for kids but school needs to tell parents what they need support with. Asked for transparency and good/open communication. You don't make complete change without telling the stakeholders first. We need to know if kids are having issues and how many? If some kids need support, let's get them the support they need without taking away the learning model that has been very successful, year after year at this school

Vice-principal, Ms. O – commented on 2-min transition time.

Need to accommodate 300-min of instruction time; then transition/travel time.  $8.45 - 3.05 = 300$  min. If want more travel time, then may need later dismissal time from school. Can change for next year if wanted.

Parent council asked principal to let council know how he plans to measure the new model this year.

Parent x – voiced about not having overnight trip for gr 8 last year; but gr 6 had --- Mr. Le asked parent to send email to Principal for further discussion.

Parent X – I suggest we submit some of these questions to Mr. Le and get answers, because we appreciate that you have listened to this discussion but we have not heard any answers and how we can go back to full-rotary.

Council Co-Chairs will submit some questions to Mr. Le so he can provide answers.

#### **4. Financial report – (Carrie)**

School Council upcoming fundraising events and activities:

- October Pizza lunch (needed more volunteers to sign up)

Motion to adjourn: Meeting adjourned @ 9PM. Motioned by Aaron, seconded by Key

#### **School council meeting dates:**

Thursday, November 9, 2023 – 6:30 - 7:30 PM (In person)

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Follow up letter with questions sent to Mr. Le attached to meeting Minutes.

October 24, 2023



ZION HEIGHTS MS  
**SCHOOL COUNCIL**

To: Principal Chi Le (via email: [Chi.Le@tdsb.on.ca](mailto:Chi.Le@tdsb.on.ca))

**Re: Discussion at Zion School Council regarding changes to the full-rotary model and class schedule structure**

Dear Principal Le:

We collectively thank you and Ms. Monica O for taking the time to diligently listen to the concerns of the parents during our first School Council meeting this year.

As noted during the meeting, there were many comments from the attending parents pertaining to the two main topics of (1) changes to the ZHMS rotary model and shortened class times; and, (2) the lack of consultation and communication regarding the intent to make changes in a transparent manner, both of which resulted in the meeting running out of time and thus we were not being able to fully hear from you regarding the concerns. The suggestion was to provide you with written questions and seek your input prior to the next Council meeting so that we can have a more effective and efficient discussion. As such, we kindly request your review and responses to the following questions within the next 10 days to allow for the parent community to review the responses prior to the next Council meeting (November 7, 2023).

As a background, our school's SSON that has been prepared by different School Councils each year insisted on preserving the rotary model that our school has had for many years. The reason behind this is the notably higher academic preparedness that our students exhibited when attending high school in comparison to other non-rotary schools. Some families have moved to our community because of this and the positive reputation of ZHMS and hence the insistence on preserving the model. You may recall that the same request was even communicated to the school admin team, the TDSB, Trustee Li and the Minister of Education during the return to school planning for September 2021 [SC communication of July 2020].

The School Council members and the parent community at large would like to share the following questions with you in order to establish a basic understanding of the circumstances and rationale for the deviation from the in place full-rotary model, changes to instructional time and changes to class schedule.

1. What factors/metrics were considered, reviewed and evaluated as the basis for the decision to move away from the full-rotary model, and change class schedule and instructional time for classes and how are they going to result in a more effective learning, benefit our student body as a whole, and continue to generate graduates that are able to transition and perform at a higher level in high school in comparison to non-rotary models (as data has shown)?

2. What feedback have you received from all the teaching staff with respect to the changes and how was their input considered for the decision to make the changes?
3. What steps can be taken to have a structured and transparent consultation with all the stakeholders to (1) address concerns that led to the consideration and implementation of the changes to the school model (including class time); and, (2) determine the most effective model for ZHMS based on the history of success and to ensure that the student body as a whole can continue to benefit the most from the extraordinary group of teachers with proven track record? And if there are instances where other resources and support can benefit some students with unique needs, how can we work together to advocate for that support without a complete change?

We look forward to receiving your responses to the above questions, and we hope to continue with our discussions on these topics in a more efficient and timely manner.

Sincerely,

  
Key Kasravi

  
Aaron Iravani

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(Co-Chairs Zion Heights MS School Council - 2023/2024)



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**RE: Follow up questions from the first School Council meeting**

1 message

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**Le, Chi** <Chi.Le@tdsb.on.ca>

Mon, Nov 6, 2023 at 3:51 PM

To: aaron Iravani &lt;airavani@uwaterloo.ca&gt;, Zion School Council &lt;zionheights.council@gmail.com&gt;, "O, Monica" &lt;Monica.O@tdsb.on.ca&gt;

Cc: Nitin Narad &lt;nitin\_cad@yahoo.com&gt;, Asli Ozbek Figueroa Orta &lt;drantora@yahoo.com&gt;, Ken Ng &lt;ken.ng11@gmail.com&gt;, Jenny Zeng &lt;JENNYGIANNA@gmail.com&gt;, Kalan Chung &lt;jkfanmail5@gmail.com&gt;, Carrie Jiao &lt;jiaocarrie@yahoo.com&gt;, Aarhi Visva &lt;aarhiit@yahoo.com&gt;, Vince To &lt;tovinnie@gmail.com&gt;, Philip Wood &lt;Philhwood@gmail.com&gt;, May Mark &lt;123mnm123@gmail.com&gt;, Christine Tom &lt;csptom@gmail.com&gt;, Tajel Mody &lt;tejpat@gmail.com&gt;, Aaron Iravani &lt;aaron.iravani@gmail.com&gt;, Key Kasravi &lt;keykasravi@gmail.com&gt;

Good afternoon,

Please see our answers below in bold. Thank you for your patience.

Looking forward to our next meeting this week,

Chi & Monica,



**CONFIDENTIALITY NOTICE:** This transmission contains personal or confidential information. It is intended only for use of the addressee(s) named above. If you are not an intended addressee, any disclosure, copying or distribution of this information, or action taken in reliance on this information, is strictly prohibited by the Municipal Freedom of Information and Protection of Privacy Act and/or the Personal Health Information Protection Act. If you have received this transmission in error, please notify the sender immediately at the phone number listed above to arrange for the destruction/return of the information. Thank you for your cooperation.

1 - What factors/metrics were considered, reviewed and evaluated as the basis for the decision to move away from the full-rotary model, and change class schedule and instructional time for classes and how are they going to result in a more effective learning, benefit our student body as a whole, and continue to generate graduates that are able to transition and perform at a higher level in high school in comparison to non-rotary models (as data has shown)?

***The following items are reviewed every year as part of the school staffing process (which includes the teacher consultation process). During the staffing consultation process, the school model and teacher allocation are discussed with the school council. Other items of community concern are brought up by the admin and/or the ZHMS school council and are also discussed at meetings between the admin and co-chairs and school council consultation meetings. The school council or parent consultation only concerns itself with the teacher allocation.***

***The teacher consultation with admin includes the school/teacher allocation as well as the following items as they relate to staffing:***

- ***Timetabling***
- ***Prep allocation***
- ***Recess***
- ***Teaching assignments including subjects***
- ***Other items brought up by staff***

***The admin meets with a staffing committee within the school comprised of admin and contract teachers and these items are brought to the table and considered at staffing committee meetings. The whole staff is then brought together at a whole staff meeting for consultation on staffing items.***

***Parent and staff consultations are required as part of the staffing process and do not always lead to a consensus among all stakeholders. Ultimately, it is the school admin's responsibility to make the final decision on staffing matters related to school allocation and teacher assignments.***

***When looking specifically at a change in the timetable and teaching model, aside from professional observations from staff and admin, last year we also looked at the feedback from a student leadership group who were tasked to examine how teachers can better support their learning and achievement. This data was reviewed by the admin as well as the school leadership team including the admin team and three lead teachers. This data was also presented to staff before our staffing consultations and also used to come up with our school improvement plan.***

***What admin took from these meetings was that to better support student achievement and student wellness, teachers needed more classroom time with their homeroom students to form stronger and more caring student-teacher relationships within the building and in the classroom. This information was shared with teachers and the staffing committee during the staffing consultation process as well as whole staff meetings.***

***The previous timetable was unbalanced as some homeroom teachers saw their classes more often than others, this was also brought up by parents throughout the school year. This information was also shared with staff during the staffing consultation process and staff meetings.***

***Additional Data to support the need for caring adults within the junior and intermediate divisions: TDSB's response to 2017 Student Census data (<https://acrobat.adobe.com/link/track?uri=urn:aaid:scds:US:c8aefbcb-10cc-49b0-92d8-30433de92e68>) calls for all students to have a Caring Adult at school. Our model supports this by giving HR teachers more time to form those relationships.***

2. What feedback have you received from all the teaching staff with respect to the changes and how was their input considered for the decision to make the changes?

- ***Input from staff was considered throughout the staffing process and from staff who were a part of the staffing committee as well as teachers who attended the whole staff consultation***
- ***Staff were able to consult the following ways***

- *Via the staffing committee*
- *Via the staffing meeting consultation (in-person) - staff spoke in smaller groups and then returned to the larger group to discuss feedback*
- *Were offered opportunities to speak to admin after the consultation for staff who did not feel comfortable speaking in the larger setting or who missed the meeting*
- *Were able to email admin directly*
- *Were able to contribute to a virtual document that was shared with the staff*

3. What steps can be taken to have a structured and transparent consultation with all the stakeholders to (1) address concerns that led to the consideration and implementation of the changes to the school model (including class time); and, (2) determine the most effective model for ZHMS based on the history of success and to ensure that the student body as a whole can continue to benefit the most from the extraordinary group of teachers with proven track record? And if there are instances where other resources and support can benefit some students with unique needs, how can we work together to advocate for that support without a complete change?

***Continue to communicate with the School Council and parent community during the staffing process as it becomes available. Last year, all concerns from stakeholders were responded to via a phone call or in-person meeting in addition to email responses - feedback from our first school council meeting has been noted and will be ongoing throughout the year as the need arises. In addition, we will:***

- *Continue to seek feedback from stakeholders where and when it is appropriate*
- *Continue to seek clarity from stakeholder questions and concerns when appropriate*
- *Continue to keep communication open, transparent and respectful among all stakeholders*
- *Continue to help stakeholders understand the staffing process*
- *Continue to operate from a model in which changes in structures that benefit a few, will be beneficial to all. The needs of all students are thereby met with this tiered approach.*

***In addition, following the first ZHMS School Council meeting admin also had a meeting with staff to listen to teacher concerns regarding last year's consultation as well as to discuss how to improve the staff consultation process moving forward. Teacher feedback has been noted and will help the admin to make tweaks and changes where needed to improve teacher input and engagement in this year's staff process***

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**From:** aaron Iravani <[airavani@uwaterloo.ca](mailto:airavani@uwaterloo.ca)>

**Sent:** November 3, 2023 5:51 PM

**To:** Le, Chi <[Chi.Le@tdsb.on.ca](mailto:Chi.Le@tdsb.on.ca)>; Zion School Council <[zionheights.council@gmail.com](mailto:zionheights.council@gmail.com)>; O, Monica <[Monica.O@tdsb.on.ca](mailto:Monica.O@tdsb.on.ca)>

**Cc:** Nitin Narad <[nitin\\_cad@yahoo.com](mailto:nitin_cad@yahoo.com)>; Asli Ozbek Figueroa Orta <[drantora@yahoo.com](mailto:drantora@yahoo.com)>; Ken Ng <[ken.ng11@gmail.com](mailto:ken.ng11@gmail.com)>; Jenny Zeng <[JENNYGIANNA@gmail.com](mailto:JENNYGIANNA@gmail.com)>; Kalan Chung <[jkfanmail5@gmail.com](mailto:jkfanmail5@gmail.com)>; Carrie Jiao <[jiaocarrie@yahoo.com](mailto:jiaocarrie@yahoo.com)>; Aarthi Visva <[aarthiit@yahoo.com](mailto:aarthiit@yahoo.com)>; Vince To <[tovinnie@gmail.com](mailto:tovinnie@gmail.com)>; Philip Wood <[Philhwood@gmail.com](mailto:Philhwood@gmail.com)>; May Mark <[123mnm123@gmail.com](mailto:123mnm123@gmail.com)>; Christine Tom <[csptom@gmail.com](mailto:csptom@gmail.com)>; Tajel Mody <[tejpat@gmail.com](mailto:tejpat@gmail.com)>; Aaron Iravani <[aaron.iravani@gmail.com](mailto:aaron.iravani@gmail.com)>; Key Kasravi <[keykasravi@gmail.com](mailto:keykasravi@gmail.com)>

**Subject:** Re: Follow up questions from the first School Council meeting

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Resending with corrected email address for Key.

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**From:** aaron Iravani <airavani@uwaterloo.ca>

**Sent:** Friday, November 3, 2023 5:49 PM

**To:** Le, Chi <Chi.Le@tdsb.on.ca>; Zion School Council <zionheights.council@gmail.com>; O, Monica <Monica.O@tdsb.on.ca>

**Cc:** keykasaravi@gmail.com <keykasaravi@gmail.com>; Nitin Narad <nitin\_cad@yahoo.com>; Asli Ozbek Figueroa Orta <drantora@yahoo.com>; Ken Ng <ken.ng11@gmail.com>; Jenny Zeng <JENNYGIANNA@gmail.com>; Kalan Chung <jkfanmail5@gmail.com>; Carrie Jiao <jiaocarrie@yahoo.com>; Aarthi Visva <aarthiit@yahoo.com>; Vince To <tovinnie@gmail.com>; Philip Wood <Philhwood@gmail.com>; May Mark <123mnm123@gmail.com>; Christine Tom <csptom@gmail.com>; Tajel Mody <tejpat@gmail.com>; Aaron Iravani <aaron.iravani@gmail.com>

**Subject:** Re: Follow up questions from the first School Council meeting

Hi Chi,

Thanks very much. If it can be provided on Monday it would be appreciated. This allows for the Council members to read the responses before attending the next week's council meeting.

Have a great weekend.

Best,  
Aaron

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**From:** Le, Chi <Chi.Le@tdsb.on.ca>

**Sent:** Friday, November 3, 2023 5:08 PM

**To:** Zion School Council <zionheights.council@gmail.com>; O, Monica <Monica.O@tdsb.on.ca>

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**Subject:** RE: Follow up questions from the first School Council meeting

Hi Aaron and Key,

Just an update that we will be including some additional teacher feedback in some of the responses from a recent staff meeting and will be forwarding the responses to the questions to the ZHMS School Council early next week.

Thank you for your patience and understanding,



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**From:** Zion School Council <[zionheights.council@gmail.com](mailto:zionheights.council@gmail.com)>

**Sent:** October 24, 2023 11:27 AM

**To:** Le, Chi <[Chi.Le@tdsb.on.ca](mailto:Chi.Le@tdsb.on.ca)>

**Cc:** Aaron Iravani <[airavani@uwaterloo.ca](mailto:airavani@uwaterloo.ca)>; [keykasaravi@gmail.com](mailto:keykasaravi@gmail.com); Nitin Narad <[nitin\\_cad@yahoo.com](mailto:nitin_cad@yahoo.com)>; Asli Ozbek Figueroa Orta <[drantora@yahoo.com](mailto:drantora@yahoo.com)>; Ken Ng <[ken.ng11@gmail.com](mailto:ken.ng11@gmail.com)>; Jenny Zeng <[JENNYGIANNA@gmail.com](mailto:JENNYGIANNA@gmail.com)>; Kalan Chung <[jkfanmail5@gmail.com](mailto:jkfanmail5@gmail.com)>; Carrie Jiao <[jiaocarrie@yahoo.com](mailto:jiaocarrie@yahoo.com)>; Aarthi Visva <[aarthiit@yahoo.com](mailto:aarthiit@yahoo.com)>; Vince To <[tovinnie@gmail.com](mailto:tovinnie@gmail.com)>; Philip Wood <[Philhwood@gmail.com](mailto:Philhwood@gmail.com)>; May Mark <[123mnm123@gmail.com](mailto:123mnm123@gmail.com)>; Christine Tom <[csptom@gmail.com](mailto:csptom@gmail.com)>; Tajel Mody <[tejpat@gmail.com](mailto:tejpat@gmail.com)>

**Subject:** Follow up questions from the first School Council meeting

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Hi Mr. Le -

We received a number of questions following our meeting and selected the more overarching ones to share with you. Please find attached.

regards,

Aaron & Key

ZHMS 2023-2024 Co-Chairs