



Zion is also trying to create more positive safe spaces, a wholistic approach that deemphasizes academics.

#### 5. Staff

- i. Mr. Kraczynski is currently replacing Chris (actual VP-on leave) until February. Mr. Kraczynski is a retired teacher and has been in the school for approximately 2 weeks.
- ii. Mr Ishmail Dialo to replace Ms Romaro for French
- iii. Mr Siberas to replace Mr Villa in art
- iv. Mr Secora into the 7/8 vacancy until end of year
- v. Ms Chang will fill in vacancy to cover preps
- vi. **We have 8 LTOs plus VP and Head Caretaker, 10 temporary staff.**
- vii. Total of 26 teaching staff (two are 0.5 positions)
- viii. Ms Chung, Mr Park, Ms Kwok among others are temporary.

#### 6. School/Classroom Needs

- i. Science lab is out of date. STEM related activities are requested. Stools need to be replaced.
- ii. Proposal from librarians. Last year, money was spent on computers. This is a continuing need. Another 40 computers to be replaced. Request to bring in Chrome books. This is in preparation for the move to inclusion.
- iii. Principal Le will email the list of school needs to Council.

Question from member: Two questions. Why the move to chrome books? Do computers need to be purchased from board?

Principal's Response: Schools are moving away from desktop stationary computers.

Yes, computers need to be purchased from the board for privacy etc reasons.

Question: What's the price and number of Chromebooks? Why not 40 Chromebooks?

Principal Le: Purchasing would offer some flexibility.

Question: The prices don't seem right. Maybe could you send us new numbers after teachers have a look?

Question: What can we do about table tops in the science labs?

Member: The teachers seemed very happy to have the existing cabinetry because to replace them would

lose the gas lines etc.

Question: Can we not simply have them re-laminated?

Question: [re: the equity goal of moving away from HSP]. At the lower school that feeds into Zion, over the last year or two, we have observed that some students who would usually be in HSP and have specific needs, when they are put in a regular class the support in the class is not there or provided by the Board, so when the teacher pays attention to them, the rest of the class waits. How do we make sure the kids are getting the proper resource and support?

Principal Le: We are looking at a Co-teaching model and access to resource.

If you look at a student who is working 2 grades below, but you take them to science, and they are more able, why don't we integrate them?

Trustee: Will there always be two teachers (in classrooms that integrate kids with needs)?

Principal Le: There will always be a special education teacher available. There will not be another teacher in music etc.

Trustee: So there will be a second teacher in English and Math?

Principal Le: We are exploring models. We were pretty successful at my other school.

Trustee: We are planning to implement next year?

Principal Le: Yes, we don't know what model, because it has to work with the staff and teachers etc. that is stopped right now for the strike.

Trustee: When will we know?

Principal Le: We don't know

Trustee: Are there alternate models?

Principal Le: Not yet.

Trustee: So you would need to plan in April for next year's planning, so you would need to know in a month or two.

Co-Chair: If this is not well thought out and there's a goal to just meet an imposed deadline, our kids will suffer.

Principal Le: They are suffering now.

Co-Chair: There is a minority of students in HSP and they are supposed to have support, so why are kids suffering? This new approach, without the support and resources, could cause difficulties for the entire school.

Member gave an example of situations that happened at elementary schools when students were badly behaved and pushed over a book shelf in class, because there was only one teacher with no support.

Member: We'd like to know if the school has any other back up plan/model? What happens if the resource support is not provided by the Board to the school? There will also be other issues – unknown to us now.

Co-Chair: We are interested in supporting all the students, but not without the resources.

Member: We don't want to jump if there is not adequate support for the kids who need it, and then make things more difficult for all students and the teachers.

Principal Le: As a parent community you can ask how you can support with fundraising etc.

Member: Decreasing the budget, the decreasing EAs for those working with physical difficulties etc, if there are kids in one class with people to help, if those kids are dispersed throughout 10 classes, there is not going to be the support in 10 classes, is there?

Principal Le: We can't speculate on the kinds of kids. They are not all behavioural issues.

Co-Chair: The data is usually at the macro level, but what happens in the classroom is micro level. We all agree that HSP kids should be well served in all respects, but punting and solving problems as they arise results in limited resources being taken away from the other kids.

Principal Li: I value the insights, but I'm telling you that this worked at another school. We looked at census data and got feedback from staff and getting staff on board. We did a lot of in house pd and gave teachers resources. Our staff is on board. Has anyone come to me and said that we are not on board? Not one.

Co-Chair: Is the forum available for the staff to speak openly?

Principal Le: Yes. Some are very vocal, some are saying "what would this look like?". The former system is removing the kid from the class. We are hearing that the HSP kids do not feel like a part of the school. There are kids that are stuck in a pathway. HSP has worked for the occasional kid, when it was temporary, but that is not usual. Are there kids stuck in there at our school? Yes there are.

VP Kraczynski: This program was meant as an intervention to catch kids up. It has evolved into a place

where they do not move up and self-esteem suffers.

Principal Le: We need to interrupt our own biases and I challenge our teachers too. What does an HSP kid look like? What does it take to achieve? We know that it affects certain groups in our board. For 25 years, we have not been able to move them. We are trying to interrupt that.

Trustee: Would it make sense to hear back when you have more info?

Co-Chair: The concern is that we all know the resources of the Board are limited, get taken away, and sometimes don't come at all. There is just not enough. What's the goal, is it a race to the middle? A third of our permanent teachers are not here, we have 8 LTOs. If all the teachers need to be on board for this to work and they're not here to contribute to the model, there is a weak link in the armour. If the resources are not coming, it is not fair to any of the kids. This shouldn't be about lip service it should be grounded in reality.

Member: Maybe we could get a list of all the resources teachers say that they would need for this to work. Are we going to be able to have the resources to support the list that teachers come up with?

I work in several schools. Everyday I see kids that are not getting the supports they need, so to say that they are going to get it is a dream. If the resources are not available, are we still going to go ahead with this proposal?

Principal Le: [The resources that teachers are looking for...] Teachers say they are looking for learning and training. [And] Tech. With the help of parent council, we were able to buy \$50 000 dollars in technology last year. The kids are already 50% integrated. The kids are saying that we don't want to be in those classes, because the others know, and to be honest, those classes are racialized.

Co-Chair: What are the metrics that will be used to evaluate the change and success of the model?

Trustee: Would it make sense of come back to the details of this idea? In one of our meetings, I heard the Director talk about lifting the bottom. However, math tells me that if we only focus on lifting the bottom and the metrics of measuring success remain constant, then the top has fallen. So we modified the perspective and message and talked about lifting all the students up. How do we make sure that everyone in the group moves up?

Principal Le: Other schools have already done this. Inclusion is on the table.

Co-Chair: No one is against inclusion and bringing up the kids that needs help, but we could potentially hurt

other kids. There is only so much that parent council.....

Principal Le: I can tell you that we have great staff, and I can tell you that they are 100% on board.

Co-Chair: OK let's move on for now. Based on previous experience, we understand that the class schedule for next year should be completed by February and it involved the permanent VP. Since he's not here, do you need support for scheduling the Rotary model for next year?

Principal Le: I need to get back with Council on the schedule. Please keep in mind that we scheduled a 75 minute meeting. My job is to explain the school goals, so please if you have a question, please go ahead.

Member: I started a book in the Theory of Inventive Problem Solving. Type TIRZ or TIPS into Youtube or Google, you can find almost 75minutes about the theory. My son could explain this at 8 years old. We have to use the whole humanity for how to solve this problem and need to change teaching to take this approach.

Principal Le: You and I could have a longer discussion.

Member: Thank you

Member: I have a question about the Phys.Ed program. Last year, at our last Council meeting [reference to last year's final meeting Minutes] when the Principal proposed a change and discussed Wellness, the Council members and parents in attendance were adamant that we didn't want the physical activity taken away. It was explained that there would not be a decrease in Phys.Ed, because we would be combine Health program in Phys.Ed within the Wellness program and class. We would reduce the Phys.Ed by one class per week, but no longer take time out of Phys.Ed for Health. But my daughter came home and she said that she was doing Health in gym.

Principal Le: There were changes to the curriculum, mental health, addiction etc. Ms Cattel was asked to take on the newer stuff. She needed help and to get through it all and so the Phys.Ed teachers are still teaching health, during those 4 traditional periods.

Member: So for two weeks per term, there is not gym again, even though we cut the number of gym classes?

Principal Le: No because there's now a Health and Wellness class.

Member: So from 4 periods of gym, were down to 3, and for two weeks, there is no gym at all.

Principal Le: There is dance and yoga in Wellness.

Member: Principal Le, I think that you are hearing from the parents at this table that this a problem and

needs to change. Is the problem facilities?

Member: No its resources.

Principal Le: There were 4 periods of gym and health, now there is 4 periods of gym and health. I was not here for that I will follow up on this matter.

Member: The decision is that there was going to be Wellness in lieu of Health. It would be good to hear this from the school instead of from our kids.

Member: Lack of transparency and decision making without consultation is not right. Sometimes there are two or three concurrent classes. If there are too many classes, they get bumped to health.

Member: If there are changes made the parents and parent council needs to hear about it.

Member: Last year, when this was discussed, I said that the principal would not want to see my kid with no gym, and the principal looked at me and said that my kid would not be without gym. I'm actually surprised that there haven't been more issues. This needs to change, pronto presto.

4. Treasurer's Report – (Key to discuss for Sylvia) (3 minutes)

Key: Sylvia could not be here. We have undertaken Pizza lunches. There is a bake sale tomorrow. We carried over \$4100 from last year. We will be at \$6500 by year end.

5. Co-Chair: Please let's welcome Trustee James Li (20 minutes)

Trustee: Thank you for inviting me, Thank you Principal Le. I'll give you some information on the Board first.

Principal Le: I knew that we run a little long, so I made the permit a little longer. We have 20 minutes on the permit.

Trustee: We are doing a comprehensive review of secondary schools

The budgetary concerns from last year, only impacted the gifted program [as opposed to the gifted and regular programs]. We have looked at changing the locations of the program. Then after parent consultation, they looked at the numbers with the perfect scenario, vs, the realistic scenario and decided not to change. There is a review of the French immersion Li program going on. There are always questions about whether the gifted program should exist. Once we make a decision, there is a cycle of 8-10 years before we look at it again. For the current cycle, we will not look at the question of the program's existence, however, they will be looking at how it is delivered and what schools will stay open. It was the case when

there were 22 students per class, it is more so now that there are 25 per class. We need about 1200 students in a school to offer the full slate of programs.

People were also asking, "Why are students in York regions not subject to the same restrictions as TDSB, eg. Why can we only apply to two schools for optional attention." When I asked, they said that it was because that is how they always did it. So we are looking at that.

Also, there shall not be a single student from out of Board accepted to a specialized program until all of Toronto student needs are met. At VPCI, Claude Watson, etc we were able to implement this last year, because it is our LC (Learning Centre). Next year, recruitment criteria and optional attendance will be centralized and will be the same at all schools. We will also be looking at the location of specialised programs. We are looking at duplicating programs. We are not looking at removing programs. Many programs are homegrown. If you take it away, we don't know what will happen there. If there is local demand for a specialized program, let's do it and stick with it [Zion Music Program].

Member: Do we know how many people are turned away?

Other Member: about 6% of those who apply to TOPS are accepted.

Member: So there is the desire. Maybe especially if it is more local.

Trustee: Yes, if there are 25 people, you can have a class. It will be up to teachers and principals to decide the criteria for acceptance to the local specialized program. Once it is decided, if you are going to have an exam, it has to be the same across the Board – standardization of criteria is the only fair approach. If there are programs moved, it will have more to do with which school have physical space. The gifted program might be moved. If AY cannot fit the number of students to come, some may be moved.

Member: I was part of a group that looked at the gifted program during the last program study and we all agreed on the best model. How will these changes be decided?

Trustee: This will not happen this year. The last number I heard was 5-10 years before we complete the move. I will hear about it next year. I don't want to scare, you, but I want to give you the info and be transparent about what is being reviewed.

Co-Chair: Is there a forum for parents to give input?

Trustee: I feel like it will be a mixture of both. TDSB will always ask for parent opinion, but they will not always listen because there is a budgetary consideration. Our programs are where they are because another group of parents and staff decided to put them there. Would it make sense in another future reality to put it elsewhere? Maybe. I can make sure that you are informed.



Co-Chair: Are there conversations about selling facilities? I can't understand how we have the facilities as they are unless the metrics have changed.

Trustee: This is partly from the three school boards from pre-GTA. For example, we have three schools on the same property, all are at 30% capacity, and we can't close them.

Co-Chair: There is a cyclical to population settlement and movement. And selling assets is enticing to fill budget holes, but it's a one-time fix and with sale of TDSB land that gets developed into residential, that has a double impact. Please keep us in the loop.

Trustee: I had a ward forum on the gifted program. I hope that parents gained a clearer idea of what the program offers. The purpose was not to say, "this is a great program so come", it was also not to say, "it is not a great program, don't come". The purpose is to educate the parent about what the program is. We can't look at the program again for another cycle, but to make sure that when a parent puts a child in the program, it is the right choice for that student. There's a misconception that the curriculum is different for gifted, but gifted is a classification of learning different, and we need parents to know the facts.

Co-Chair: How will this look year over year.

Trustee: Maybe next year, we will come here [have the ward forum hosted at Zion]. Knowing what happens in the classes would be helpful to parents.

Member: Has anyone considered changing the name of the program?

Trustee: The issue of that is that in our provincial designation for "giftedness", that is there. There is a "special need" for "giftedness". Let me take that forward. I think that there is a place for sending a letter to the province to say, can we change the name?

Principal Le: We now call it the special education program, at Zion. There is a lot of baggage with names.

Co-Chair: Thank you for coming to our meeting James.

## 6. Committee Reports

- a. **Fundraising** / Volunteering / Social
- b. Equity / Curriculum / Extra Curricular & Enrichment
- c. **Safe & Caring** / Communication / Community
- d. SIP / Facilities / Strategic Planning
- e. Staffing / **School Statement of Needs (SSON)**

## 7. Other Business

(20 minutes)

- a. Entrepreneurial Adventure at Zion: parent volunteers
- b. Follow up: what can we do about impact of social media & smartphone?
- c. Bake Sale & Pizza Lunch#2 this week
- d. Visit Science Lab

Co-Chair: I think we have covered most of the committee items with our discussions.

I do want to take a couple minutes to talk about a program that is coming in the January. It is called Zion Entrepreneurial Adventure.

The grade 8s are going to come up with a business plan. They are going to go through it across the entire program and it will be incorporated into the curriculum. The teachers are looking to weave this financial literacy learning into all the core concepts into their class. The groups will present and the school will choose one group to go forward and present in a bigger forum.

The school needs parent volunteers to help with certain aspects of the program. We want to take an approach similar the TV show The Profit – which is a collaborative business plan and execution strategy. We can cover 50 groups over the period of a week. If we can get 2-3 parents over a week, we can make setup support feedback and then follow up with judging. Then make another panel to choose from the 5 selected groups to go to the final competition presentation at Zion. We need some parents to do some workshops and help in the classes. We need to start recruiting for January. Starts first week of Jan. Parents would be involved during weeks 4 and 5. Showcase in mid-April. Please pass it on to other parents and we will be receiving an email about it in January. We would appreciate having speakers or panelists with business acumen or just common sense.

Meeting to adjourn.

Motion: Gayathri

Seconded: Aaron

Motion Carried. 8:08pm

8. Next Meeting: **January 22 @ 6:30PM**

PARENT/GUARDIAN NAME	Child's Name	Child's Grade	Parent/Guardian email address	Phone Number
Key Kasravi	Leila + Kayvon	7/8	KeyKasravi@gmail.com	416 907 9915
Dava Slater	Nbat Gerrard	8	davaandmichael@yahoo.ca	416 497-3427
Metwalli Abdelsalam	Mansour Abdelsalam	7/5	metwallius24.hoo.com	647 981 2357
Gayathri Samaroo	Lilye Kaye Samaroo	7	gayathri.samaroo@gmail.com	647-205-8363
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MARK KRACZYNSKI	VICE PRINCIPAL			
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