

# APA Meeting Minutes

Wednesday, May 30, 2012

7-9 pm

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## **1. Welcome & Introductions – Current Chair, Lori Miller Pike**

Lori Miller Pike, co-chair, welcomed everyone to the meeting and invited everybody to introduce themselves. Lori thanked Mashu Mashu for the donations of food for the meeting.

## **2. Adoption of the Agenda and March Minutes — Chair, Lori Miller Pike**

**Motion:** Lori moved to accept the agenda as presented. Rochelle Fox seconded the motion. All in favour. No objections. Motion carried.

**Motion:** Lori moved to accept the minutes as presented. Lisa Spiegel seconded the motion. All in favour. No objections. Motion carried.

## **3. Principal's Report — Principal, Jennie Ucar on the 2012-2013 staffing model and an update on Safe Schools**

Doug Jones provided an update on Safe Schools. He explained that Allenby has been working with the TDSB Equity Staff and the Allenby staff. The school worked with the grades 3 & 4 students today to complete a School Climate Survey. This survey asks students their thoughts as to how they feel about the school, issues around bullying, etc. Parents have been requested to go online and complete the School Climate Survey. The parents should have received the link to the site through the classroom parent. A parent enquired as to whether parents will be informed about the results. Jennie explained that information will be shared once received.

Jennie shared that there has been discussion in the last few months about the demographics and the possibility of potential changes at Allenby. Jennie confirmed that Allenby's status as a dual track school will not change. Allenby will remain both an English and French school. Lori thanked Jennie for sharing this information.

Jennie presented the 2012/2013 Staffing Model. Jennie explained the

process and timelines around staffing. Jennie explained the Classroom Organization beginning with JK/SK English. There are two straight JK and five JK/SK splits. She proceeded to explain the grades 1 to 3. Of the ten classes running 5 are split and 5 are straight. A parent enquired about the numbers in grades 1 and 2 and Jennie explained that there is a cap of 20 students per class in grades JK through 3. In the 3/4 split class there is room to increase classroom size to 23.

Jennie then presented the numbers for the grades 4 through 6 English program. All grade 4 classes are split and the grades 5 & 6 are straight. Jennie explained that the grade 4/5 teachers will plan together and collaborate for science and social studies.

Jennie began by introducing the numbers and staffing in the French program. She explained that the grades are split and there were no other options. A parent enquired as to why there were no other options. Jennie explained that this allowed for teachers to collaborate and allow the Teacher-Librarian to support these classes.

A parent enquired that there was an allocation of only 4 teachers in the junior grades was appropriate when the number of students may change by September. She enquired as to why the TDSB did not allocate another staff. Jennie explained a situation in the past where the TDSB did allocate a teacher. She explained that another teacher may be provided by the TDSB depending on the numbers in September and when and if a 'reorganization' takes place at that time.

Another parent asked what number is too high. For example is 31 too high? Jennie explained that the board has a system average of 25 students in grades 5 & 6. A parent explained that the grade 5 is split five ways in the French program. Jennie explained that parents were involved with this and asked one of these parents to speak to this. The parent explained that the numbers for grade 6 were too large that this class had to be split, resulting in splits in the grade 5 program owing to the number of staff allocated. Jennie explained that the model put forth worked best for the staff.

A parent expressed concern about the model and felt that this was unfair to the students. Jennie explained that the grade 5 teachers will work together to allow opportunities for grade 5s to move to one class, leaving the other teacher to work with the grade 6s. Another parent

expressed concern about the gender split in the classroom. She explained that her son was the only boy in a recent split with 8 other girls. She felt this was unfair to her son.

Doug Scott explained that there was a need to have options for the grade 5 students.

The parent volunteer who was involved in the staffing process explained that last year the present discussion occurred prior to this date and the timing this year did not allow for much discussion.

Lori explained that during this process over the last four years the same issues keep recurring. She reiterated that the splitting keeps reoccurring.

A parent explained that her daughter was a student in a split with few girls in her class owing to a split. She enquired whether any thought went to allowing 9 girls in grade 5 to be together or 9 boys. Jennie stated that this could be a possibility, but did not confirm whether this would or would not occur.

Lori explained that she trusts the teachers to collaborate. A parent expressed concern that if groups are so split what can be done to ensure that the grades are provided with opportunities to be together.

Lori explained that the APA can help to integrate the grade levels.

A parent enquired about the organization of the lunchroom and socializing with friends. She explained that students are required to sit with their classmates. She expressed concern about students not being able to eat with friends given the splits. Jennie explained that in 2011 at the beginning the school year students were allowed to sit wherever they wanted. Students did not take responsibility during lunch around clean up. Students were then moved to their classroom groupings to ensure that each class was held responsible for clean up of their area. She suggested that the older students could be allowed to eat with friends in the fall if they agree to take responsibility for the cleanup; however, if they cannot pick up after themselves she will be forced to have the students sit with their classmates.

A parent enquired further about Jennie's statement around the grade 5s

being provided with the opportunity to work together. He explained that the numbers did not work as a teacher would be left with 43 students given this model. Jennie explained that the Teacher-Librarian will help to support the teachers at this time. A parent enquired as to whether teachers are experienced working with split classes and collaborating in this way. Jennie explained that the willingness to work together will be taken into consideration when placing teachers. A parent recalled that in the past a ½ teacher was assigned to help assist with the split. Jennie explained that this teacher was assigned given the large numbers at that point in time and an additional teacher probably will not be assigned this year.

A parent asked whether Jennie would be able to ensure that opportunities are provided for the grade 5s to work together. Jennie confirmed that opportunities would be provided.

A parent enquired about the teacher's opinion on the timetabling. Mr. Hussain explained that they were in favour of the team-teaching model. He explained that in the past that the teaching model has worked well.

A parent explained that sometimes models are chosen because some students need to be separated. Jennie reconfirmed that the teachers would collaborate.

A parent also explained that all scenarios have pros and cons and that hopefully this model would work best for the students.

Jennie continued her presentation and explained the following:

Gym: there will be two gym teachers next year. The gym will be divided into two sections. This means that all kindergarten through to grade 6 will be provided with gym. Most of the primary classes will receive a period of gym a cycle, and an additional one every five cycles – some of which will be the health cycle.

Swimming: will be provided to all students in grades 1 through 6, having 1 period per 5 day cycle. SK students will have 1 period every second cycle.

Music: will be provided to all students in grades 1 to 3, with 1 class per 5 day cycle. All grades 4 through 6 classes have 4 periods every 5 cycles. All JK/SK classes have 1 music/literacy/movement class once per cycle delivered by a junior grade teacher.

Math: 1 strand of math will be taught in all grades 1 to 3 classes and

2 strands will be taught to grades 4 to 6 in French Immersion.

Drama/Dance: 1 period per cycle for all kindergarten to 3 (including the 3/4 split) classes except the two 2/3 French Immersion split (see library for more details). All grades K to 3 will receive Drama/Dance in French.

Library – will support the classroom curriculum and book exchange.

The teacher-librarian will deliver prep to 2 French Immersion classes once per cycle. The Junior combined grades (i.e. split classes) will be given priority for support.

A parent enquired about whether the recorder is optional or mandatory. Jennied commented that this is optional. She will look into this.

Resource Program:

Grades 5/6 HSP will be offered in the mornings

Grades 2 through 5 HSP will be offered in the mornings

Bilingual resource: 0.5 teacher will be available in the morning and 0.5 teacher will be available in the afternoons.

English only resource 0.5 teacher will be available in the afternoon.

Jennie explained that there is a space issue at Allenby which means:

Drama/Dance and Core French will be delivered a la carte (i.e. these teachers will move from class to class and students will remain in their regular classroom when receiving instruction in these subjects).

Rotary Math will be taught in the classroom with occasional computer lab time.

Room 201- the Computer Lab will be collapsed and turned into grade 1 classroom. The computers from the lab will be redistributed to classrooms throughout the school. Pilot program with iPad cart will begin in September and run to October.

Specific locations and other space changes are to be determined.

A parent enquired whether IT would run next year. Jennie explained that there would not be an IT lab next year. A parent enquired as whether it will be up to the individual teacher how much time students will get with computers. Jennie explained that the school is working on a schedule to ensure that all students have access, but that there is no schedule set yet.

#### **4. Treasurer's Report — Treasurer, Stuart Baltman**

Stuart explained that the APA net revenues as of April were \$84176.18 on a cash basis. The net expense as of April was \$83872.05. Therefore, the forecasted net income is approximately \$304.13 to April. The forecast for the revenues of \$80389.00 is the result of the revenues generated at BNO and After4 (which bought in \$7,000 over what was planned for). Presently there is a projected net loss of \$47,000 (which is better than the \$65,000 loss that was originally projected. Stuart explained that to date only \$12,500 spent on enrichment grants (of the \$16,000 allocated) meaning \$3,500 has not been spent. Therefore, he is projecting a closing surplus of about \$45,000. This projection assumes that the Fun Fair makes the projection of \$11,000 net.

**Motion:** To accept the April 2012 financial statement as presented. Lori Miller seconded the motion. All in favour. No objections. Motion carried.

#### **5. Vote: New Technology Spending for year 2012–2013 – Stephen Dawang & Lisa Parker**

Lori explained the motions for the purchase of technology that were put forth at the last meeting and invited Stephen Dawang to further explain.

Stephen reiterated the presentation put forth last month. Stephen explained that there are presently 22 Smart Boards in the school. A parent asked for an explanation of the difference between the roving Smart Board versus a mounted one. She explained that her daughter is in a room with a moving Smart Board that is supposed to be shared; however, her daughter has not seen the Smart Board used in her classroom. Stephen explained that it is difficult to move the Smart Boards that were purchased in the past. He explained that the roving ones are a little smaller and could more easily be used with the kindergarten students.

The parent then directed her question to the teachers. She asked whether the Smart Boards are being used or whether they are being 'pushed into a corner'. Jennie explained the teacher-mentoring program around the Smart Boards. The parent enquired whether teacher interest exists. Stephen explained that the impetus for the program comes directly from the teachers. The parent asked whether there is teacher interest. Doug Jones explained that a survey of the

teachers was done and the teachers expressed interest.

A parent explained that he spoke to a teacher at another primary school. At this school, they have chosen to purchase projector, laptop, and a document camera. This teacher explained that this was working well. This parent enquired as to whether this was an option at Allenby. Stephen explained that the manipulation is a major component of the Smart Board. A parent explained that Mme Duncan has integrated the Smart Board and the software in her program and that her son is able to easily use the software. A parent explained that the software for the Smart Board can be downloaded for free.

A parent explained that she is not excited about the introduction of technology in the classroom. She is happy to have her child use manipulative and tactile devices.

A parent enquired about purchasing refurbished Smart Boards & iPads. Stephen explained that the TDSB must purchase through their computer catalogues. Mr. Hussain explained the Smart Board comes with a warranty and that the SM is only a tool to enhance teachers. The parent explained that a warranty would also come with refurbished technology. Stephen explained that he researched the cost of refurbished iPads. He explained that the cost of the iPads for educational purposes came with an educational discount making the new ones comparable to the refurbished prices. He explained that he is not aware of any refurbished Smart Boards available for purchase.

Another parent enquired as to whether the money could be spent to enhance the curriculum in other ways. Another parent seconded this idea. The history of the parent survey around what to spend money was explained. This survey was included in the April minutes.

Lori explained that a draft budget has been drawn up and presented in June and voted on in September. For example, different curriculum based programs, such as teacher grants, are added or deleted in this draft budget.

Discussion ensued about the yard conditions, heat/air conditioning, and health and safety at the school. It was pointed out that there is a committee presently working on the yard. Jennie explained that this committee was supposed to research and present information on ideas

for the yard. Lori explained that she has not recently heard from this committee and that she would follow up with this committee to determine ideas and suggestions. She further explained that the cost to deal with the yard would be in the 100,000s and thus targeted fundraising would be necessary, i.e. additional fundraising outside the usual that is done by the APA.

Stephen explained the technology was not a default or at the exchange of the yard. Stephen explained the TDSB's direction regarding technology and integration in the classroom. A parent explained that she was not necessarily in agreement with this policy. Another parent explained the APA's policy to collect and spend funds. She explained that the mandate of the APA is to collect and spend funds during the year that they are collected and not carried forward. Parents contribute money assuming that the money will benefit their child(ren) while at Allenby.

A parent explained that she was strongly against the motion for \$1000 on one monitor and two cameras. She felt that this does not enhance the curriculum. Stephen explained that the idea came from two places: a parent and the principal of another school who suggested this item.

Stephen explained the remaining motions as per the April minutes. A parent enquired about the move from netbooks to iPads. Doug Jones explained that the iPad and the netbook are different and that both have benefits. He explained that the iPad would be used with the primary grades, specifically with the HSP class.

Another parent enquired about the security of the electronic items. Stephen explained that all purchases made by the APA have been in partnership with the school and the school has been paying for the security devices.

**Motion:** To spend up to \$20,000 for four roving Smart Boards and 4 laptops with the understanding that the school will cover the costs of peripherals. Stephen Dewang moved to accept the motion. Andrew Heitelman seconded the motion. 21 In favour. 1 Objected. 0 Abstained. Motion carried.

**Motion:** To spend up to \$2,500 on up to 8 document cameras. Stephen Dawang moved to accept the motion. Paula Riczker seconded the



motion. 17 In favour. 4 Objected. 1 Abstained. Motion carried.

**Motion:** To spend up to \$1,000 on one monitor and 2 digital cameras with the school to cover the installation costs. Yvette Duffy seconded the motion. 6 In Favour. 14 Objected. 2 Abstained. Motion rejected.

**Motion:** To spend up to \$5,000 on up to 10 iPads. Rochelle Fox seconded the motion. 17 In favour. 5 Objected. 0 Abstained. Motion carried.

Stephen put forward two new motions for spending on technology as follows:

**Motion:** Spend up to \$5000 on up to 10 iPads.

**Motion:** Spend up to \$5000 on up to 10 iPads.

## **6. Open Positions: Lori Miller**

Lori explained that all APA executive positions are available in September.

## **7. Eco Schools & Greening: responsibilities include overseeing the current program at the school**

Lori pleaded with parents to come forward to help lead the following programs:

Kiss & Ride Coordinator: responsibilities include monitoring the schedule and ensuring the program runs smoothly.

## **8. Motion: For APA CPR Spending for teachers**

Lori explained that this is not allowed under the new fundraising guidelines. Therefore, it had to be removed from the agenda.

## **9. Community Awareness: Lisa Spiegel and Rochelle Fox on new Fundraising guidelines and TDSB budget update and other news**

Rochelle Fox explained that in last week's *Allenbeat* the TDSB budget process was outlined. She further explained that the school board is required by law to have a balanced budget. The TDSB presently has a shortfall of \$58 million. This figure includes a reduction of EAs for SK

in the English stream. Trustee Howard Goodman is holding a meeting on May 31st at North Toronto Collegiate to discuss the TDSB's proposed budget for 2012 2013. Please check out Goodman's site or the TDSB website for more information.

## 10. Committee Updates

### a. Communications:

Last Day of School Party will occur on June 28<sup>th</sup> at the end of the day. The APA traditionally provides freezies, watermelon, and licorice to the students. A call was made for volunteers to come forward to assist with this end of year celebration.

### b. Health and Safety: No updates at this time.

### c. School Programs: No updates at this time.

### d. Fundraising: Fun Fair!

Paula Riczker explained that the Fun Fair is scheduled for June 9<sup>th</sup>. Rain or shine the fair will go on. Sponsorship committee has brought in about \$13,000 to date in the form of donations/sponsorship. Paula thanked Irenke Payne for all her hard work in collecting donations and getting sponsorship. To date approximately \$8,500 has been raised through pre-ticket sales. Paula explained that there is still a need for 25 volunteers or the fair will potentially end at 2:45 p.m.

Paula requested a parent draw a name from an envelope for the "Early Bird Special Draw". Parents who purchased Fun Fair tickets or wristbands by the 'early bird date in May' were entered into a draw to win 50 Fun Fair tickets. The winner drawn was: Liv Hill.

## 11. Open Question Time

It was pointed out that the next APA meeting is scheduled for **Wednesday, June 20<sup>th</sup>**.

No questions posed at this time.

**Meeting adjourned.**