

# APA Meeting Minutes

## Thursday, February 28th, 2013

### 7-9 pm

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1. Welcome & Introductions – Chair, Lori Miller Pike

Lori welcomed everyone to the meeting and asked everyone to introduce themselves.

2. Adoption of the Agenda and January Minutes – Chair, Lori Miller Pike

Lori presented the following:

**Motion:** to accept the agenda as presented with an amendment to indicate that Audrey Amo from the TDSB will act as a facilitator for the PART process instead of Howard Goodman. Seconded by Andrew Heitelman. All in favour. No objections. Motion carried.

**Motion:** to accept the January minutes as posted on the Allenby website. Seconded by David Cherkassy. All in favour. No objections. Motion carried.

3. Principal's Report- Jennie Ucar

Jennie will present after the committee updates.

4. Treasurer's Report – Stuart Baltman & Andrew Heitelman

Andrew Heitelman presented the APA financial statement for the month ending January 31<sup>st</sup>, 2013 as \$96 224.16 in net revenues, with net expenses totalling \$33 763.07. Therefore, a net income of \$62 461.09. Based on these figures, the APA forecasts a closing surplus of approximately \$47K plus the additional \$10K that was set aside for field enhancements. Andrew explained that the final numbers for Big Night Out net income were approximately \$25K. Andrew pointed out that Note 8 was added

to the financial statement to reference money that was voted on at last meeting to reimburse expenses for the hockey of \$999.

Andrew Heitelman put forth the following motion:

**Motion:** to adopt the financial statements for the month ended January 31<sup>st</sup>, 2013 as presented. Seconded by Heather Stark. All in favour. No objections. Motion carried.

## 5. Committee Updates

School Programs – Shannon Philips

Winter After4 ends next week. Spring session of After4 begins the week of March 25<sup>th</sup>. Please take forms and cheques directly to the office. First come first serve. Deadline is Friday of next week. Four additional programs that involve physical activity have been added to the Spring After4.

Kids Kitchen – 68% of parents/guardians who completed the APA online survey wanted a hot lunch option. Kids Kitchen will be providing such an option on Wednesdays beginning Wednesday, March 20<sup>th</sup>. Hard copy of Kids Kitchen flyers/information in kids backpacks today. This is the only paper going home. Parents/guardians can check out the company online at:

<https://www.kidskitchen.ca>. The menu and orders can also be done online. If you do not want to give credit card over the internet, please call the company. All enquires are to be directed to the company.

Speaker Series – The next topic in the series is anti-bullying. Anthony from iEngage will present on Monday, April 15<sup>th</sup> at the Allenby library in evening. Babysitting is available.

APA Baseball – This is in progress. Presently, working out permit details with the TDSB. Baseball will ideally begin in May and run for six weeks. There is a need for volunteers once the program is running. Open to JK to grade 6 with teams grouped by age.

Health & Safety – Catherine Vivash

Kiss and Ride – Looking for volunteers to support this morning drop off program. Please contact Stephen Dawang if interested.

Greening Allenby - Looking for volunteers to help plant in the spring. Please contact Catherine Vivash if interested.

Co-Curricular – Christine Tekker

Elementary teachers voted today that they are not ready to return to co-curricular supervision/volunteering.

Lori thanked all the parents who were volunteering to run co-curricular programs, including the Glee Club, volleyball, hockey, and floor hockey.

Fund Raising - Paula Riczker

Lip Sync – Huge success. Paula thanked volunteers and the teachers who participated.

Fun Fair – Scheduled for June 1<sup>st</sup> – Call out for volunteers for the day of the event. Committee is underway and beginning to plan the event.

## **6. Program Area Review Team (PART) Process – Audrey Amo – Facilitator for the TDSB**

Lori introduced Heather Stark and asked that all people on the space committee stand. Lori thanked the committee for their commitment.

Heather began by explaining Full Day Kindergarten (FDK):

- Provincially mandated
- Coming to Allenby in 2014
- Allenby will remain dual track French and English
- Allenby population will increase from 690 FTE in 2012 to 797 FTE in 2014.
- FDK = Approximately 100 additional students in the school all day, everyday
- Allenby needs at least 2 classrooms for FDK
- Allenby needs 2 classrooms for increasing enrolment.

Heather introduced Audrey Amo – Facilitator for the PART.

Audrey introduced herself as a retired superintendent from the TDSB, who will assist Superintendent Jeff Hainbuch during the Ward 8 PART process.

She explained that she has been hired to work with Jeff Hainbuch on the Program Area Review Team (PART) process, i.e. the TDSB process that looks at accommodation and space. Normally this would only involve one or two schools at a time; however, in this area there are five schools that are facing the same issues. One of the challenges is that Wanless & Allenby are ahead the other three schools at this point. Therefore, there is an attempt being made to have local meetings at the other three schools to ensure that all five schools are on the same page.

Audrey explained that the PART consists of principal, superintendent, a teacher and two parents/guardians, and a day care representative. There are three jobs: review the relevant data to get a handle on issue; invite community to participate and consult in this process; and decision-making. Decisions will be made after each school puts forward their ideas. Jeff Hainbuch will write a report to present to the TDSB at the June board meeting. The Board of Trustees will make the final decision.

Audrey explained as to why this process is happening so quickly. She explained that if renovations, boundaries changes, programs have to be moved, grades have to be configured, then this has to happen to ensure that FDK can be running in September 2014.

Audrey explained that there are many possible outcomes in the PART process. She explained that the public process is key to the PART process. She explained that the Public Consultation has 3 parts:

1. Public Meeting #1 – TDSB planners and building facilitators will provide the data for all five schools communities at Lawrence Park on March 20<sup>th</sup>. A public Q & A session will occur during the presentation.
2. Public Meeting #2 – This meeting has been scheduled over two separate dates so that key TDSB staff can assist and listen to the suggestions and insights from each school community.

April 9<sup>th</sup> – John Ross Robertson & John Wanless will have an opportunity to meet to discuss the challenges and situation at these two schools. April 16<sup>th</sup> – Allenby, Armour Heights, and North Preparatory will have an opportunity to meet to discuss challenges and the situation at these 3 schools. This will be a working meeting where each school will meet in a separate room to discuss possible options, workable solutions and impacts of the implementation of FDK in their school.

3. Public Meeting #3 – May 15<sup>th</sup> – This meeting will allow for an opportunity for the PART committee to put forward their ideas and workable solutions. This will be the final opportunity for the community to voice ideas and/or opinions before the report is submitted.

The PART committee will meet privately before and after these public meetings to continue their work. Written submission to the PART committee can be made *after* the Public Meeting on April 16<sup>th</sup> but *before* 4:00 pm on Friday, April 26<sup>th</sup>.

There is a pot of money for FDK implementation; however, the monies are limited and can only be used for FDK and not on other parts of the school. All proposals for renovations and structural additions to the building for implementation of FDK are vetted and approved by the Ministry (not the TDSB).

Jennie Ucar presented that there have been Space Audits done at Allenby in the past as follows:

There have been 2 space audits at Allenby over the past 8 – 10 years. The latest one was in 2006.

Prior to 2000: Large classroom (original Library in old building) divided into 2 rooms, creating 2 classrooms 201 and 202 (a computer lab and classroom in 2005 respectively).

Classroom (room 209) divided into 2 small rooms, now 209a and 209b, to be used by Special Education programs. (2007)

Large kindergarten classroom (108) divided into 2 classrooms (now 108a and 108b). (2007)

Room 007, shared space with Day Care, used for rotary, turned into regular classroom (still shared space). (2008)

Large room (originally the gym in the old building), was used by Day Care, was official shared space, divided into 2 classrooms (now 004 and 005) – no longer shared space. (2008)

Room 205a, second floor, staff workroom turned into instructional space for the Resource program.

Room 201, former computer lab, now regular classroom as of September 2012.

Currently all rotary except gym and music is offered “a la carte” - including drama/dance, Core French, Math. Gym divided into 2 for K – 2/3 classes, almost half the timetable.

Jennie presented a following chart that summarized how Allenby space is used currently.

Program Area	Office/Desk Top	Teaching Space	Other
Drama Dance a.m.	Library	Lunch Room periods 1 & 2; Music Room period 3 once per cycle; in classrooms otherwise;	Rolling storage cart in Lunch Room with teaching materials; rolling easel ; Library sometimes used for K classes
Drama Dance p.m.	Room 105A	Classrooms; Lunch Room period 5; Music Room period 6 once per cycle	As above
Core French	Room 105A	Classrooms	Rolling cart <b><i>Room 105A also has a <u>staff washroom</u>, is a <u>French Resource Room</u> and houses a <u>networked printer</u>.</i></b>
Math a.m.	Room 105A	Classrooms	Rolling cart with chart paper, student work bins
Math p.m.	Room 205A	Classrooms, occasionally computer lab	Rolling cart with chart paper, student work bins; <b><i><u>math supplies</u></i></b> stored in 205A; <b><i><u>networked printer</u></i></b> as well
Gym (2 staff)	Gym Office	Gym, divided in half for part of the schedule. Team teaching of 2 classes simultaneously when appropriate.	
Music	Music Room	Music Room	Many ORFF instruments as well as Itinerant Music (Band and Strings) instruments
Library	Library	Library – lots of team teaching with classes concurrently with book exchange,	Library used for many additional teaching purposes (book exchange, computers, Smartboard lessons) and is a back up space for visiting professionals (Speech/Language, OT, ESL ) when other spaces are not available.
Special Ed Resource a.m.	205A	205A for bilingual, Grades 4 – 6, use of computers	Services support needs for 15-20 students
Special Ed Resource	209A	209A intensive support for 12 – 16 Grade 5-6 students am in math and	

		language; 12 Primary students in reading in the pm	
Special Ed Resource	209B	209B intensive support for 8-10 Grade 3 – 5 students in the am in math and language, and bilingual support for 15 – 20 students in the afternoons	
<b>Other Needs</b>	<b>Space</b>	<b>Frequency</b>	<b>Other</b>
Psychologist	Nurse's Office	1-2 days per week	Needs privacy
School Social Worker	Nurse's office	1 day per week	Needs privacy
Social Skills Group	Nurse's Office	1 day per week	Needs quiet space to minimize distraction of JK-Grad 1 students
Social Skills Group	Room 205A	1 day per week, but not all year long	Need larger space for older students, occasional access to Gym
Speech and Language Pathologist	Nurse's Office or Library Literacy Room	Varies	
Occupational Therapist	Nurse's Office or Library Literacy Room	varies	
ESL Teacher	Library Literacy Room	2.5 days per cycle	This is a teacher resource room. When it is used this much by visiting professionals, it is hard for them to access the resources.
Band	Lunch Room	2 days per cycle for over an hour	Displaces Drama Dance
Strings	Staff Room	2 days per cycle for over an hour	Staff Room also doubles as a staff work room, and houses a networked printer and a photocopier for staff use
Adult washrooms	4 total	1 basement, 1 office, 1 205A, one 2 <sup>nd</sup> floor	Over extended
Students washrooms	3 total for each gender	Basement old wing, first floor new wing, 2 <sup>nd</sup> floor new wing	There is 1 toilet in one of the change rooms – definitely over used.

Jennie then explained that there was a meeting held yesterday with the PART committee for 3 hours to discuss Allenby's space issue. She explained that the committee is far ahead of other schools at this point in time. She thanked the committee for their efforts to date.

Heather Stark explained the origins and make up of the FDK/Space Committee:

- Committee formed after the first FDK meeting on December 15<sup>th</sup>, 2011
- Committee represents a cross-section of Allenby population: English, French, Day Care parents, parents of younger and older children, and parents situated on all of the borders (NSEW)
- Committee met again in October and December of this school year. Meeting in December brainstormed several

potential scenarios and developed pros and cons for each scenario

- Committee met again on February 20<sup>th</sup> and looked at more potential scenarios and developed questions to enable a request for data from the TDSB

Heather explained that there are no solutions at this point in time, and all ideas are just ideas at this point in time.

Heather presented Potential Scenarios to Find Space:

- Build Classrooms – although whether money is available for this option is questionable.
- Re-purpose Space – this has been done in the past and there is little space to repurpose at this point in time.
- Share Space with other programs – however, what will happen to day care program is a question.
- Boundary Changes – school is at capacity and how boundary changes might look is a question; however, there is a need to get data to determine what the consequences of boundary changes might be.
- Grade configuration changes – ideas include moving a grade to an empty school, such as Bannockburn School.

Heather reiterated that these ideas are under discussion in the PART presently and that no decisions have been made. Until all schools in the process do their space review, Allenby cannot move forward. Heather explained that when Allenby moves forward, the APA will definitely have a voice in the process.

Heather welcomed questions. She explained that the questions will be placed in the minutes. All questions will be forwarded to Jeff Heinbuch's office and all questions will be answered. Heather indicated that a section for the FDK has been created on the Allenby Parents Association website.

Parents were given an opportunity to write their question on a cue card and PART committee members volunteered to read and respond to questions.



Lisa Speigel thanked Heather Stark on behalf of the parents at Allenby.

**Question 1: What is the situation with the day care space? Is it used for classes currently? If not, can it be shared?**

**Response:** Certain space is shared and certain space is leased. The lease is in effect until September 2015.

**Question 2: If boundaries change, are existing students grandfathered and do they keep their spots?**

**Response:** Both are options. The PART could potentially recommend either of these options. It would depend on how many spaces are required and how quickly these spaces are needed.

**Question 3: What are the current boundaries?**

**Response:** These can be found on the TDSB website.

**Question 4: Where is Bannockburn school?**

Jennie explained that this school is located in the Wilson Road and Avenue Road area.

**Question 5: Are there other outside possible locations that are being considered to house kindergarten classes? Is this something that might be considered.**

**Response:** Bannockburn School presently houses a Montessori school that is on a year to year lease. The school itself would need to be retrofitted to allow it to be used.

**Question 6: Can you please elaborate on the Bannockburn option. How realistic is the use of this?**

**Response:** This option is being explored; however, there are costs associated with this option. The committee is presently asking for data to consider this.

**Question 7: With Howard [Goodman] leaving does it change the fact that French Immersion will remain at Allenby? Is it still off the table?**

**Response:** Allenby will remain a dual track school. A reduction in French does not necessarily decrease the number of students at Allenby. The percentage of French Immersion (FI) students would be equivalent to a school closing program. The Ward 8 *Scattergram-Allenby Jr PS-French Immersion Program* was presented (from Ward 8 Program Review <http://www.tdsb.on.ca/site/ViewItem.asp?siteid=10118&menuid=41134&pageid=34496>). See Reference Documents 3.2). The overwhelming majority that attend FI at Allenby come from the Allenby English boundary area. Siblings in a program, such as FI, are also given a priority even if these students are outside a newly constructed boundary.

**Question 8: With a new school there is a review of the proportional square footage/facilities, such as number of washrooms to student. What is Allenby's maximum number of students based on square footage?**

**Response:** Data on this issue is not available at this time. The question will be noted and forwarded to Jeff Hainbuch for answer.

**Question 9: Does the day care lease have any options in it beyond September 2015? Is there an early termination right?**

**Response:** If Allenby was going to change the exclusive lease arrangements that would need to be a process with at least 365 days advance warning of this process. The lease can be changed to add shared space without such a process. A separate process from the PART could be potentially held to negotiate this change. A parent asked whether there are any other options to eliminate the lease before September 2015? After 2015, the lease will be renegotiated. The board has a commitment to support day cares and would need to determine next steps.

The parent asked whether the day care could move to another location. A parent asked for clarification as to when the space was created. It was explained that in 1995, the day care was funded by a third-party loan of approximately \$250,000.

**Questions 10 & 11: How many children at Allenby live outside the Allenby catchment area? On the Howard Goodman website, there's data on Allenby population by home address. This shows roughly 93 kids who attend Allenby from out of the 'home address' boundary. Could enforcing our boundaries be part of the solution?**

*Count of students attending a school by attendance area of home address-Allenby Jr PS was presented (taken from Ward 8 Program Review*

<http://www.tdsb.on.ca/site/ViewItem.asp?siteid=10118&menuid=41134&pageid=34496>. See Reference Documents 4.1).

According to this document 56 students currently reside outside the Allenby English and French catchment areas. Of these, there are 15 English students and 2 come to Allenby for the Special Education program. Question 72 from Howard Goodman's website

([http://www.tdsb.on.ca/wwwdocuments/Trustees/Ward\\_8/docs/fdk8%20qa2.pdf](http://www.tdsb.on.ca/wwwdocuments/Trustees/Ward_8/docs/fdk8%20qa2.pdf)) was read as follows:

*72: Families that have moved out of district are still attending Wanless and daycare, taking up available space. Can we conduct an audit to have these students located to their new home schools?*

*A: I discussed this at length with TDSB's lawyers last year related to other schools. It is their firm opinion that privacy and education law prevents us from undertaking this sort of audit effectively. I will explore this with them again during this consultation, but I suspect that they will arrive at the same conclusion. Should we receive information that a student may be in the school under false pretences, the Principal will certainly review the specific situation and take appropriate action.*

*I have noted, and will note again here, that such efforts to identify "cheats" have been done at schools in the past, and that these have turned up few "illegal" students while generating huge amounts of conflict and ill-will within the school community. For this reason, I advise against parents taking organized action along these lines.*

Jennie and Audrey were invited to speak to this question further. Jennie explained that within the PART process such issues are being explored. Jennie explained that that sometimes FI siblings

are at the school. Jennie explained that about 3 years ago there was an informal search and it was found that there were few people living outside the Allenby boundaries. The board has a process to register at the school that requires one to demonstrate their home address. A parent explained that if students move out of the FI program, students have been requested to return to their home school.

**Question 12: With the money that the Ministry has given and/or earmarked for FDK for the province, has it been divided up equally, and is there actually some left for this last wave of schools implementing FDK?**

**Response:** The board has been provided with certain amounts of money each year depending on how many schools still need to implement FDK. Money is provided annually, but not allocated to specific schools.

The TDSB cannot presently enter into capital funding without explicit Ministry permission; however, it is important to note that FDK money is separate funding.

A parent asked: if two classrooms were needed, would it be possible for these to be built.

**Response:** There is money for building additions onto schools.

A parent asked whether a bathroom could be built for the FDK classrooms.

**Response:** Yes. If these changes were necessary to support the implementation of FDK, then it would be acceptable to create a washroom.

**Question 13: Is it feasible to add an additional level to the school?**

**Response:** Ideas for adding a second and 3<sup>rd</sup> level will be forwarded to the building/planning department of the TDSB.

**Question 14: Are portables an option?**

**Response:** Portables are definitely an option.

A parent enquired whether there are space limitations for portables? Yes. There are space implications, as well as health & safety implications. There is no restriction as to the amount of space available for students in a playground.

**Question 15: What impact do non-boundary changes have on the safety and security of the students and staff? How will kids' shared space be impacted, i.e. playground, library, bathrooms, cafeteria, school programs (computer lab, music)?**

**Response:** The impact of increasing the number of the people in the building is being looked at by the PART committee. It is obvious that Allenby is full to capacity at this point in time. There would be increased stress on the facilities if there were an additional 100 students all day, every day. The space committee is attempting to determine what data is presently available. There are some non-negotiables, such as the fact that students need two physical education periods per week.

**Question 16: Could Marshall McLuhan Catholic Secondary School be purchased from the TCDSB? You cannot fundraise to buy the school.**

**Question 17: Can the boundaries for French Immersion change even though French Immersion is staying at Allenby?**

**Response:** Yes. The board is examining what other schools in the area have French programs. The committee has requested data on the boundary changes around FI over the last few years. In 2007 and 2009, there were boundary changes to the FI program. If there is a sibling in the FI program outside the current boundaries, the sibling gets priority, then Allenby families.

**Question 18: What if a good decision cannot be determined in this compressed timeline? Would the timeline be extended, or would a sub-optimal solution be imposed to hold to the schedule?**

**Response:** There will be some people who will be unhappy with whatever is decided by the PART process. FDK has to be in place by September 2014.

**Question 19: We have known about this [FDK] for years, why was this left until now to get public involvement?**

**Response:** The board has left the difficult areas to the end.

**Question 20: Is it possible to solve the problem, to get a solution, design and build by the due date of September 2014?**

**Response:** Yes. According to the PART committee, this is quite possible.

**Question 21: What if schools cannot meet deadlines? Will all schools be forced to meet the deadline of September 2014?**

**Response:** Yes. Everyone will be forced to meet the deadlines.

**Question 22: Since FDK will mean that students are in school during the day, will there be a need for day care? Will current day care space be available for classroom use?**

**Response:** If day care is taken over, there is not enough available space as four new classrooms are required in September 2014. Therefore, this is probably not the solution.

**Question 23: Bannockburn was mentioned as a possible space. Are there other closed/underused schools that are possibilities? Is Glen Park in use?**

**Response:** Glen Park is presently being used. Briar Hill is being sold and is presently falling apart.

**Question 24: It was mentioned that some potential FDK classrooms do not meet future requirements. Can you confirm again that this is the case and these rooms would be retrofitted and expanded to meet the FDK requirements?**

**Response:** If certain classrooms are to be used for FDK, these would need to be expanded and retrofitted. The classrooms need to be able to accommodate the FDK.

**Question 25: Would suitable space need to be a school? What if there was suitable space near by that could accommodate two classes? [Is it possible to have a satellite program off site?]**

**Response:** There are satellite programs within the TDSB, but this is a costly option for the board. The board would need to

renovate the space, rent the space, and supervise the space. If the space is located beyond the walking distance of 1.6 kilometres, then the board needs to provide bussing to students.

**Question 26: If the PART report is submitted in June, when will the parents have the information about the final decision?**

**Response:** Recommendations of the PART will be made at the TDSB board meeting in June. The decision will be made publicly immediately as such a meeting can be streamed live.

**Question 27: How would changes to elementary school boundaries affect secondary school boundaries?**

**Response:** These are two different issues. One does not automatically change the other. Secondary boundaries can be changed without consultation with the elementary schools.

If the elementary boundaries change, the secondary pathway can change automatically change as well.

**Question 28: What is the enrolment situation at the area middle school? Is there any way that Glenview could expand to grades 6, 7, and 8?**

**Response:** Money can be spent on a middle school, such as Glenview, if this means that space is freed up at an elementary school for FDK.

**Question 29: What is the probability of a boundary change relative to the other options?**

**Response:** This is one of many potential options at this time. Parents are requested NOT to mobilize at this point in time. For example, Wanless began to mobilize and then found space in their school when they did a space report. If space cannot be found, then this may impact boundary changes.

**Question 30: How can we more effectively rally as a community to avoid boundary changes? Should we begin a yellow sign campaign such as Wanless?**

Heather explained that Allenby needs to come up with viable solutions and begin the rally once a solution(s) has been decided on. Allenby needs to rally around the right issue as a cohesive group.

**Question 31: How can we best support the committee as a community prior to the decision?**

Come to the public consultation meeting scheduled for Wednesday, March 20<sup>th</sup> at Lawrence Park from 7:00 pm to 9:00 pm. Read the material that is posted on the TDSB website (Ward 8 Program Area Review

<http://www.tdsb.on.ca/site/ViewItem.asp?siteid=10118&menuid=41134&pageid=34496>), as well as the materials on Howard

Goodman's website (Making Room for FDK -

<http://www.tdsb.on.ca/site/ViewItem.asp?siteid=175&menuid=40749&pageid=34125>). Please check the Allenby Parents

Association website regularly for updates. Don't spread rumours.

Generate smart questions that can be forwarded to the TDSB for

answers. The information will flow from the Allenby Space Committee to the community through the APA website

(<http://www.allenbyparents.com>) and the Allenbeat.

**Question 32: How can people who do not have kids presently at Allenby, who will be affected in 2014, advocate or become involved?**

**Response:** The immediate neighbourhood will be informed of the PART.

A parent pointed out that even though we are all self-interested that the changes made to the school in 2014 is a larger community issue because this process will affect the community for many years to come.

**Question 33: Is there representation of people who are not presently at the school?**

**Response:** All members of the Allenby Space Committee are Allenby parents. There are members who presently have children whom are in Junior Kindergarten, and whom also have other younger children who will enter the school at a later date.



Heather reviewed that the dates for the next Public Meetings as follows:

March 20<sup>th</sup> at Lawrence Park from 7:00 pm to 9:00 pm. If you need childcare, please read the public notice and make the necessary phone call to Ona Eng at 416.394.7275 by March 18<sup>th</sup>.

April 16<sup>th</sup> – Allenby, Armour Heights, and North Preparatory will have an opportunity to meet to discuss challenges and situation. This is a good opportunity for Allenby parents to ask questions.

May 15<sup>th</sup> – Solutions will be presented. The PART meets right after this and attempts to tweak ideas based on the various recommendations.

Lori thanked Audrey Amo for attending the meeting and sharing her knowledge with the Allenby parents.

**Meeting adjourned.**