

APA General Meeting Minutes
Wednesday, January 31, 2018
Allenby Library, 7-9 pm

1. Welcome, Adoption of Jan 2018 Agenda Lisa and Nov 2018 Minutes Parker

- Motion to adopt agenda: Lisa Parker
- Seconded by Meredith Palmer
- Motion passed.
- Motion to adopt minutes: Lisa Parker
- Seconded by Gillian Uy
- Motion passed.

2. Treasurer's Report Sarosh Nanavati

- Still early in year so many events haven't happened yet
- Financial position is In line with expectation or slightly better
- Family Night Out and Pizza Lunch were very successful; contributions from parents very generous, After 4 and Spirit Wear revenue is in line with expectation
- Events to come include Lipsync (Feb 22 & 23); baseball in May, Fun Fair on June 2
- Surplus as of August 31; this year's budget proposes running a deficit to bring down our surplus
- This is good news – children get more resources in classroom this year
- Actuals are up to Dec 31 so are a bit behind; some spending looks low but this is normal given the time in the school year
- Next meeting, numbers will be much closer to budget as we encourage teachers to use their allocations for their classrooms
- Motion to adopt Treasurer's report: Sarosh Nanavati
- Seconded by Gillian Uy
- Motion passed.

Update from Lisa Parker:

- Executive talked about needing to spend the surplus to benefit students
- APA will be asking parents for ideas on how we can spend approximately \$35k to \$40k
- Examples include spending on playscape for primary/junior playground
- Will start to collect ideas at next meeting, through email, etc., and will prioritize the ideas and how we will spend the money.

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3. Committee Updates

Fundraising

- Family Night Out was a huge success; goal is to capture the imagination of the children
- Lipsync – Feb 22 and 23; over 200 kids involved, mark your calendars and join us
- Need volunteers to help with the event
- Expected that one parent per group will take a volunteer shift
- Fun Fair planning underway; committee will meet beginning in March; some committee members are “graduating” so lots of opportunity for new people to get involved

Safety

- Working on petition to offer earlier parking on St. Clements for before 8:30am
- Improving Drop Zone and safety around the school
 - Drop Zone is important – keeps cars moving, keeps student safer
 - Globe and Mail reporter and photographer at Drop Zone today
 - City council passed request to change signage on St. Clements in drop zone; issue is that city signage says 10-minute parking, can't have parking in Drop Zone; pylons are helping
 - Drop Zone is only a short window of time - 8:40 to 8:55
 - Having a hard time staffing Drop Zone; used to have a dedicated committee but it wasn't working; went to classroom schedule model but not as effective
 - With surplus, can we pay for a parking attendant? Cost prohibitive - \$60 per hour, minimum 3 hours
 - Can grade 6 students help? Yes, but need to have an adult there; if no adult, they come to the office; they can't do it on their own
 - Not just parents parking, but contractors who are doing work at various houses on the street
 - Can staff volunteer for this position to oversee grade 6s, make it cool for grade 6s?
 - Grade 6s have a lot of leadership opportunities; peer helpers every recess; Me to We, spirit; expand to grade 5 students
 - Are Staff able to participate? In addition to teaching time, staff have 80 minutes of supervision per week; can't make it part of their duty; lots of rotation; can ask if they are interested but unlikely that we'll get it; shared spaces with daycare; can't have classes afterschool so only have it in morning; teachers can't do drop zone at this time
 - Can we make it a contest; if your class fills up their slots, give them an ice cream

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party or their class room gets extra funds for enrichment, etc.

- Can parents volunteer for it with their children? Note that it can be fun but can also be very frustrating where people are rude and get yelled at
- Feels like last year's system worked better; people aren't stepping up; freed up morning attendance staff
- Kindergarten drop off is moving back to normal drop off gate. There are three different entrance gates and the eastern gate will open again. Tracey will send out a letter through School Connects to notify impacted families.
- Thanks for work on signage from parents on Briar Hill – seeing a huge difference now that cars are no longer able to cross Avenue Road.
- Shortage of crossing guards; still waiting for one at Castlefield
 - This is organized through Toronto Police Services; they don't notify us if they don't have a crossing guard; we've asked for it, but they won't – if someone is not there, please contact Toronto Services (53 division, Constable Wei)
 - Leaside put boxes and flags on either side of the street for self-regulated crossing. Sponsored by Real Estate agents, so people can take the flag and use it when crossing, leave on the other side of the street in the box
- Jennifer Arp (Trustee) arranged School Safety Zone Ward Forum to discuss on February 27 at Ledbury Park

Health and Wellness

- Lice checks
 - Happen three times per year
 - Can we do it more often; seems like daughter's class getting notes home regularly
 - The last lice check had 17 cases out of approximately 800 students
 - Tend to hold checks after break periods because of travel
 - Dates are linked to Friday or Thursday before a long weekend
 - Key is for parents to notify us when a child has lice
 - In terms of prevention, what about lice in pillows in classrooms, etc – so would be gone over a weekend
 - Caretakers notified when a class has lice to do extra vacuuming
 - Can we add link to a video to show parents how to check for and remove
 - If there is a case where we have lots of letters going home we will check the class
- School Programs
 - Meeting next week for after 4 programming for spring so let Lindsay or Jen Bain known

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- Starting some kindergarten classes in After 4 in the spring; in these sessions participants are from kindergarten only; time is from 3:20-4:20; participants must be 4 years old and able to toilet themselves
- Reviewing hot lunch; please share feedback; looking at our numbers
- Will the robotics club happen again at lunch?
 - Teacher who supported Robotics club is managing a different club this year
 - Could be an after 4 idea

Communications

- Looking for a volunteer to assess capabilities to stream or conference meetings to allow parents to attend remotely – please reach out to Lisa

Community Awareness

- Director's report on equity came out
- Not changing congregated gifted programming
- Streaming issue in grade 9
- Integrate HSP in classrooms; this has already happened at Allenby
- Has allowed to free up more support people and do more early reading intervention

4. Principal's Report Tracey O'Toole

Early Reading Intervention

- Lots of money – parent and school – put into leveled libraries in grade 1 & 2 classes; teachers send home leveled books
- Work in classrooms done around leveled reading; where teacher reads with groups of students in certain level; read same book together to talk about decoding, fluency, comprehension (predictions, setting, connections)
- Have book room at back of library with files for guided reading; leveled books are in classroom
- Last year, developed a digital data wall, which has every student's name and the level they are reading at in sticky note; see where they move; allows administration to see whole school and understand which students are making progress, which students are not and what supports are required in different areas
- Now we have a google doc, to facilitate a digital data wall
- Every student from kindergarten to grade 4 is listed; highlighted exit levels to see how students are progressing at any point in time and to be able to provide support to the students
- Provide support isn't just special education; it doesn't mean something is wrong if your

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child isn't reading at a certain level

- It's about giving extra support early on so they can close gaps early/quickly
- Empower Reading Program
 - Developed at Sick Kids Hospital, training is \$5k, only developed in English
 - Talk about making it available in French in future, but not there yet
 - Designed for grade 1 & 2; when Tracey came to Allenby, almost all students in the program were in grade 3 & 4
 - Exit for program is beginning of grade 2 – if you're getting it in grade 3 or 4, it's too late as you'll be two years behind; Empower focus is on decoding; grade 4 focus is on reading for meaning
 - Every student in Empower this year is in grade 2
 - Intern students coming in to read and volunteer with grade 1 English students
- Same experiences in French Immersion
 - School was only giving support in grade 2 & up; as a result, we wind up with exodus from French Immersion, only becoming aware at end of grade 2
 - Students then move to English but are further behind because English expectations are higher; then French students transitioning to English go into Empower program in English, but too late and still behind
 - Now we have a French Immersion 0.5 teacher reading with grade 2
 - EA supporting grade 1 French Immersion – this has never been done before at Allenby; we are giving intensive short bursts of support and seeing the results
- Goal is to understand where students are reading at and give those little bursts of support early on; we know that when students graduate at Allenby they are doing well (EQAO)
- Target reading levels published by Board:

Grade	Progress Report	Report Card 1	Report Card 2
SK English	N/A	2	6
SK French	N/A	Letters and letter sounds	2
Grade 1 English	6	12	20
Grade 1 French	2	5	9
Grade 2 English	20	22	30
Grade 2 French	9	12	16

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Grade 3 English	30	34	40
Grade 3 French	16	20	24

- The Board hasn't provided progress markers for grade 1 French Immersion – means that we have conversation at end of grade 1 and lots of support needed in grade 2; now focusing on getting measures and support into grade 1 French Immersion
- Levelled readers are very prescribed text; DRA in English and Alpha Jeune in French
 - Student reads text, we score with running record; every time child says word correctly they get a check mark and every time they don't self-correct or skip a word, they don't get a check; at the end of the text they get a percentage, which determines if they move to the next level
 - How long does it take to assess reading? With DRA and Alpha Jeune – 1-1 approximately 20-30 minutes; ask very prescribed questions about the text; scoring fluency, very intensive
 - Tracey's ask to teachers is to not just base assessment on DRA and Alpha Jeune; you get a sense in group reading; do it in natural rate guided reading; use running record (more organic; reading a few pages ongoing); doesn't need to be the full Alpha Jeune and DRA every time
 - As a result, seeing more movement of students with their reading
- Extra support is happening outside of the classroom; kids who are at or above level, they are in the regular classroom
- Teacher needs to differentiate during guided reading; for kids who are ahead, look beyond decoding to making connections, building fluency; every student should be part of guided reading; starting in SK at this point in the year; JK expectation is letter and sound, sight words
- How often should a student be reading with a teacher? weekly
- Are teachers responsible for what readers are coming home?
 - Teachers are supposed to oversee this but we have had to work with teachers to make this happen
 - Teachers must be at the exchange twice per week; one book Tuesday, one book Friday
 - Sometimes teachers who have a guided reading session where the group doesn't finish the text because it's on a certain level, teacher may send the guided reading book home too so students can finish book.
- What kind of interaction is there between the teacher and support teacher? Digital data wall; can't do 1-1 interaction between teachers because there just isn't the time
- If a student is going out twice a week for extra guided reading, it is not replacing the

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regular guided reading in the classroom

- How do exit levels impact the child's grade at the end of the year? Disconnect is what we're working on and why we're putting energy into early reading with French Immersion
- Exit levels are at expectation, which is a B
- Leveled readers are unique to Allenby; Thank you from parents for providing the leveled readers; a few years ago we were printing off our own books
- We don't mark on effort or progress; we mark on where student is now against the benchmark to see real reflection of where child is
- Leveled books – need to be a home/school partnership; carve out the time to read with your child; read to mirror; stuffies; ipads; it's ok to read the same text multiple times
- Students can make gains in a very short period; difference between levels is small
- How can we access additional books at the right level, especially in French?
 - Teachers hand out virtual library book card and other resources;
 - Will put resource info in next letter;
 - Don't suggest purchasing the books, as they are expensive and only used for a short period of time; focus on building vocabulary in French; read with expression
- If any parents want to volunteer we will train you on how to do guided reading (title, author, picture walk)
- Read together at home; parents don't realize how much we're supporting students when we're reading with them
- Do reading buddies still happen? This is a highlight for kids, but not effective reading support; it only works if older students are trained to support
- What links are there for reading in English and French, especially if parents aren't fluent in French; suggest reading at home in the language that is most comfortable

STEM:

- Great work happening
- Superintendents coming to Allenby to see the work going on
- Work with PORs with innovation lab continues
- Will start to see things on our TV outside the office
- Dance and coding happening in pilot project
- Not just focus of school, but Tracey's focus as an administrator – how would someone walking into the school know that STEM is a focus for us

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5. Motion to Increase Literacy Budget by Lisa \$4,500 Parker /

- Budget would increase from \$5,500 to \$10,000 to match school funding; will be spent right away; already spent at school level
- APA has helped fund all the leveled libraries Tracey is talking about
- Increase needed for levelled libraries (primary) and guided reading sets (junior)
- Motion to adopt literacy budget increase: Lisa Parker
- Seconded by Gillian Uy
- Motion passed.