



Holy Family School Council

Meeting Minutes

November 28, 2023

6:00PM - 7:30PM

In Attendance: Kim Spencer, Jenna Dierick, Cheryl Szombati, Ashleigh Spong, Laura Ferren, Shelley Vlasic, Ainsley Amalfa, Kylee Janisse, Shelby Anderson, Marie Teskey

Regrets: Rachael Morton, Stella Sousa, Brittney Espinola, Mitch/Brielle Ross, Breanna Meza

~Feeding the mind, body, and spirit of our children~

1. Call to order
2. Prayer
3. Welcome and introductions
4. Additions and Approval of the Agenda
5. Approval of the Minutes from October 2023
 - Ainsley motioned minutes, Kylee seconded, all approved
6. Treasurer's Report (Mitch):
 - Mitch was absent and no update as no significant changes/event had occurred
- 6.1 New Receipts
 - \$147.07 Rachael receipt for Meet the Staff evening (pop, juice, water, chips)
- 6.2 Report financials for recent events/council activities
 - PIC Grant (Parent Involvement Committee Grant) \$400
- 6.3 Financial update/account balances
 - Unspent ProGrant from 2021-2022 - \$217.00
 - General Balance - -\$479.93

- Technology Fund - \$2,500
- Pancake Day - \$277.45

TOTAL: \$2,514.52

7. Standing Items:

7.1 Receive Principal's Report (Kim)

- Whole school focus on attendance & engagement
- Student achievement plan to try to engage students/families more
- Kim engaging with families to reach out to determine what type of support they may require, what support systems are in place in the district (i.e. social workers, child support, etc.) or community resources that may be available to struggling families
- Advocacy to let parents know the school is there to support anyone struggling

7.2 Receive Teacher's Report (Jenna)

- Scientist in classroom
- Rocks & Rings curling event was a success – all positive responses to the program
- Sending out soon will be countdown to Christmas and advent celebration
- Author Michael Wade coming to Holy Family January 24/2024 for grades 3-6
- Dufflebag Theatre will visit in the Spring

7.3 Receive Regional Council Meeting Report (Cheryl)

- Cheryl Szombati and Marie Teskey - Attended Virtually – Cheryl's notes attached below

8. Business Arising:

8.1 Decide/Discuss/Finalize CHRISTMAS JINGLE MINGLE - Dec 14/2023

- Santa: Joseph Dubois booked, Cost \$200 for evening and \$20 for police check; confirmed to arrive at 6:45pm (Laura)
- Photographer – Hope from Blackmore Photography: Confirmed by Shelby

- Food: discussion regarding difficulty for cookies for event (Cheryl to figure out); order letters for No Frills & Sobeys donations to be finalized; Ainsley to confirm Starbucks coffee donation to be put together
- Decorations: Stage decorations/Santa backdrop to occur on the Wednesday before Jingle Mingle; Thursday for remainder of decorations in gym and hallways
- Decision made that all food at event will be Donations only – place donation jars at all stations
- Classroom Themes/Activities confirmed:

Reindeer Food
Colouring pages
Dough Ornament Painting
Bingo
Dance Party/Karaoki
Trivia

- Parent Council Stations Confirmed:

Tickets	Mitch/Jim/Mme Valletta
Parent Council Goals/Raffle Baskets	Shelley/Rachael
Popcorn	Stella/Marie
Hot Chocolate/Cider	Breanna/Ashleigh/Ashleigh's Mum
Cookie Decorating	Cheryl/Brittney
Photo Booth	Kylee/Shelby
Santa	Laura/Ainsley

- Reminder to send Thank You notes/emails to the organizations that donated to the Christmas Mingle Jingle

8.2 Update - School COMMUNITY EVENTS:

- Professor Jamz – Wed Mar 6/2024
- Syl Apps – Spring Fling - May 4/2024
 - Group asked to think about ideas for a theme for this event

8.3 Fundraising Focus/goal:

- Update on playground painting plan
 - Painters will be contacted in new year for site visits

9. New Business

9.1 Update: Boundary Review meeting

- Holding zones were to be proposed
- Some Sacred Heart students would move to St. Theresa's

9.2 Decide and Discuss Pro-grant applications due Dec 15/2023 – any ideas?

- Social Media event proposed to think about

10. Items for Next Agenda

- Jingle Mingle wrap-up discussion/reflection
- Brainstorm ideas for Spring Event Theme
- Pancake day
- Reallocation of unspent technology fund surplus

11. Adjournment

OTHER NOTES:

- Cheryl Szombati paid personal cash \$15 to babysitters for this meeting

Next Meeting – Tuesday January 30, 2024 at 6:00PM

2023/2024 Holy Family School Parent Council		
Name	E-mail	Role
Kim Spencer	kspencer@bhncdsb.ca	Principal
Jenna Dierick	jdierick@bhncdsb.ca	Teacher Representative
Rachael Morton	rachael_little@hotmail.com	Vice-Chair
Shelley Vlasic	shelleyleck@gmail.com	Co-Chair
Cheryl Szombati	cherylszy@gmail.com	Co-Chair
Mitch Ross	mitch.ross14@gmail.com	Treasurer
Brittney Espinola	brittney_espinola@hotmail.com	Secretary
Stella Sousa	stellajsousa@hotmail.com	Member at large
Marie Teskey	marieteskey@gmail.com	Member at large
Ashleigh Spong	a.spong@rogers.com	Member at large
Breanna Meza	breannameza@hotmail.com	Member at large
Laura Ferren	laura_gracef@icloud.com	Member at large
Ainsley Amalfa	ainsleyamalfa@hotmail.com	Member at large
Kylee Janisse	kyleejanisse@outlook.com	Member at large
Shelby Anderson	shelby.tate.90@gmail.com	Member at large
Brielle Ross	mitch.ross14@gmail.com	Member at large

RCPIC
Wednesday October 25, 2023 - 6:30PM - 8:30PM
Cheryl Szombati and Marie Teskey - Attended Virtually

New Math action plan

Lorrie Temple presenter

- 4 focuses: Curriculum fidelity, math content knowledge, knowing your student, measurable results (EQAO but other items as well)
- Math achievement action plan: priority schools (Note Holy Family was not on the priority school lists)
- focus on belonging, wellness, and teaching/learning for the 12 schools and every school, build foundational skills and learners in life, goal for all students to be able to see themselves as mathematicians
- Ministry reporting dates Nov 15, Mar 15, Jul 15
- “in order to develop a strong understanding of mathematics, all students must feel that they are connected to the curriculum. They must see themselves in what is taught, in why it is taught, and in how it is taught. They must also see how their learning applies to their own context to the world”
- groups working specifically with grades 3 & 6: 2 elementary math facilitators, 2 transition teachers and destreaming coaches in grade 9 (NOTE no more streaming in grade 9 math)
- monitoring their goals: pretest with the students, what are the children’s responses about their confidence in math, reviewing what is happening in the classroom by teachers (are teachers confident, using different tools), and data
- what they want to see: increase in EQAO scores, educators and students are self reporting they are more confident with math both in teaching and learning, increased in monitoring and increase in educators taking math courses
- resources and tools slide (see picture)

“Special Education”

Katherine (Katie) Barron

- came from Toronto school board
- worked with many children with various disabilities
- seen harm with many special education policies and practices
- “Understanding and working with your Child’s IEP”
- passionate about how to improve these programs for all students
- where do we go wrong with some of the decisions we make
- create more awareness around some of the issues – how can parents advocate for their children
- in the US an IEP is a signed contract but not in Canada
- IEP is formal opportunity to contribute to the plan – it is a working document and can be edited at any time of the year
- what is the tool in my toolbox for this particular child – and this may take time – and want to document what is working and what is not working
- IEP’s are notoriously opaque – parents find it hard to understand the ‘jargon’
- meat and potatoes of an IEP is on the 4th page (page #s won’t be same): “Program Type” is most important to understand: (documents on ministry website to assist/explain many of the definitions)
 - Accommodations: changes that are made to the environment, teaching strategies, or evaluation strategy in order to reduce barriers so that the student can meet learning expectations from the Ontario curriculum (i.e. text to speech, graphic organizers, fidget toys, adaptive seating, noise cancelling headphones, changes to testing environment (unlimited time, spell check, etc.) NOTE that here the curriculum expectations stay the same, students can still have these in secondary school and college
 - Modifications: actual changes are made to the learning expectations (i.e. student may work at a different grade level but this may change) Page 5 of the IEP

NOTE: this is when the curriculum expectations are lowered, issues here with letter grades given but flags are provided for families

NOTE: sometimes provided in secondary school

Note: modified students moving to secondary school in a grade 9 destreamed situation will prove difficult as they may not have been exposed to grade 7/8 curriculum *this is going to be very problematic

Note: Toronto school board struggling with who to put in a 'modified' program as they have long term consequences for a student in elementary and what may happen when highschool comes around or even beyond highschool

- Alternative Expectations: learning goals that are not in the standard Ontario curriculum (i.e. self-regulation skills), begin after page 5 and outline exactly what they are going to teach and how
 - Some students in intensive support programs have alternative goals that replace the Ontario curriculum
 - Progress is reported on in an addendum to the report card

Questions to Ask the school regarding "Accommodations":

Which accommodations are essential for my child?

Which accommodation are used daily? Weekly? Monthly?

What are the risks of over-under accommodation?

What skills do these accommodations compensate for?

Questions to ask your child:

What do you need your teacher to do to help you in the classroom?

How do you feel about your 'accommodation'?

Do you understand why you are entitled to having this support?

*NOTE many students arrive at University/college and don't even know that they had an IEP?

Questions for parent to ask the school:

- Why is my child on a modified program? What assessments is this based on? Why were these assessments done? By whom?
- How/when/who will help my child learn the skills they need to improve and close the gaps towards grade level?
- How will a modified program help my child? What are the long-term consequences?
- Will my child get a chance to learn all the concepts they need before Grade 9?
- Will my child be able to graduate if this subject area is modified?

Great question asked about 'when to use an IEP'?

If you are unsure, is an IEP the appropriate form to address the student and their needs?

Would holding a child back a grade be more beneficial in the long run compared to a modified curriculum?

Failing a grade does a lot of harm

Having an IEP can also harm....which is why parents and teachers have to make sure they are on track.

Questions I thought about asking:

- Long term implications of de-streamed grade 9.....?
- They mentioned the de-streaming in grade 9 and just wondering how does the de-streaming affect students who have been in gifted IEPs in elementary grades leading up to grade 9?