

HAPSC
Jan 13, 2009

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Attendance: Adam, Brommersma, Calder, Fines, Johnstone-Hobbs, Oliver, Owens, Turnbull, Huang, Santor, Webster, Robin, Campbell, Blakeley, Turpin, MacDonald, De Grandpre, Daniels.

Regrets: Susan McDonald, Janet Jull and Jackie Nadia

1. 7:05 meeting called to order
2. Agenda and Minutes not approved as there was not quorum
3. **Guest speaker: Rob Campbell**, Trustee, Zone 9, Up-date to council:
 - a. MFI, consultation is now closed but there is still time to give feedback
 - i. Website open til end of Jan
 - b. Consultation tomorrow night. Gifted French Immersion from 1st Avenue and Hopewell and move to Fisher park. Driven by accommodation pressures at 1st Avenue. Options are being considered. Only programme decision that could be made by Sept. is the Consultation tomorrow night. Add to critical mass at Fisher Park. Comments are encouraged to the board. cc Rob Campbell
 - c. Report No. 08-251 to Business Services Committee
Re: Review of Accommodation Pressures at First Avenue Public School and Hopewell Avenue Public School

Looks at accommodation for Hopewell. By 2010/2011 we will have 1015 students (943 full-time bodies). If full-day SK/JK is brought in we will be at 1015. Movement of MFI and gifted would reduce numbers by 100. School was built to accommodate 800 students. Major review of downtown accommodation was to be carried out by 2009 but this major review has not been conducted. The board has avoided this review for a variety of reasons but this cannot be put off much longer.

Staff are saying they do not feel comfortable until some major questions are answered. What are we going to do strategically with alternative education. Chronic questions such as "what is a good school size?" "Are double track schools a good idea?" To be considered next month. Last year 's strategic plan included an important statement: " The OBDSB hasdecided to focus on building community schools".

Questions:

1. Q: My daughter is in a class of 35. Limited resources, declining EQAO scores. Is the board dithering?
A: Yes. we are making difficult decisions as we are under resourced. Accommodation planning resources have been focused on suburbs and new capital builds. Rob has been pushing regarding inner city schools to rebalance so we can have more community schools. This is a conversation on going at the board.

2. Q: How will these decisions affect classroom ratios?
A: We do not really know. Might remain at status quo
3. Q: Will we have more split classes in MFI?
A: There is speculation that MFI will increase. There will be MFI at Hopewell in the reduced catchment area. But there may be grade reconfiguration, catchment changes or some other possibility to reduce numbers
4. Q: children already in the MFI will they be grandfathered .
A: Typically this is what transpires. Not sure if will be until grade 6 or 8. Presently they are recommending no grandfathering or sibling grandfathering. Still being considered by the board. Specifics for this situation are not clear
5. Q: Is there a commitment if 100 spaces empties then will the space be left open?
A: No. I cannot guarantee that the spaces will be left open. At First Ave. parents are indicating they will leave the programme rather than the school.
In 2004/2005 pushed for 800 planning cap at Hopewell which was not honoured. But there is a general sense that we need to seek to lower the numbers.
A: What I mean to say is that people would like to have fewer programmes and fewer numbers. Board will be forced to reduce to 800 if have comprehensive review. Trying to bring this before people and put it in their face. Internal arguments about whether this will take place. There is a general view that the numbers are too high here and several other places. Can this wait? Decision being made now in this regard.
6. Q: Is the board planning to continue with congregated gifted?
A: There have been three reports on special education delivery setup. The reports have repeatedly indicated that our board is an anomaly. They advocated reducing number of congregated programmes but have been reticent to do this because of parents reactions. Calls for greater integration for all exceptionalities and redistribution for areas of over concentration to suburban/rural areas. Do not propose to get rid of all but we could do with fewer if we supported our students more. This is the current direction of the board.
7. Q: Can you give us a picture of enrolment across our zone and how shifting boundaries could affect Hopewell?
A: Hopewell catchment is all over the board depending on grade and programme. Hopewell, Rockcliffe Park, and First Ave are bursting, Muchmore is down a little, & Viscount is emptying (N=90 projected to be down to 70). So we have schools that are bursting and schools that are emptying. Also are bussing across the city. Need to revamp in some way.

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8. Q: You say want to reduce numbers but cannot commit to how many because cannot know what will happen the first day of school?
A: Also do not know what trends will be for EFI.
Q: Why don't you know and do you have any sense of who would stay?
A: Real world numbers are asked for but not often provided.

4. 7:40 **Guest speaker, Dr. Mary Lou McKinley**, a Literacy and Numeracy Consultant, and School Board English Coach Patricia who will be working with our children at Hopewell supporting teachers at the grassroots level.

This is an OFIP Initiative

Literacy support for teachers will be provided in both English and French.

The focus of the new Literacy programme will be:

- Capacity building.
- Supporting teachers
- Reaching all children through all teachers.
- Literacy acquisition in grades K-8
- Supporting teachers in capacity building –professional development
- Offering an opportunity to have conversations
- We want children to be problem solvers and thinkers
- Being able to think and to understand how you think the way you do.
- Very different from who, what, when and why questions.
- Working one on one or in small groups.

Patricia: In a teacher's classroom working with picture books. Focus on thinking, being concrete with teachers and based on student learning. What can we do to elevate vocabulary, learn to justify their thinking.

The focused will be on how to deploy the thinking curriculum.
We are encouraging excellence and what quality looks like.

Supporting children at home. Continue to read at home and have conversation that push thinking. Read and understand for meaning.

1. Q: Unclear what you mean by capacity building. I thought we were here to talk about test scores. If you want to bring up test scores you just teach to the test scores.
A: Capacity building, building of knowledge base of teachers. We go to the classroom and work with the teachers rather than offering teacher workshops where information is just thrown at the people. Two pronged approach: thinking and talking as well as skill development
2. Q: Is this a new approach to teaching?
A: Want kids to analyses and synthesize
EQAO is not a standardized test. We use criterion referenced evaluations. We describe what quality looks like
In the US standardized testing is more about right and wrong. Because we have a thinking curriculum so teaching to the test is not so bad. Looking

for thinking by asking open ended questions. They are snapshots in time on an international basis. We are teaching at a higher level than in other countries.

3. Q: The intervention is taking place is because of the declining EQAO scores. Is this a statistically significant decline?

Q: Because of a reported three year decline our school has been identified as requiring support. I want someone to tell me that we are dealing with a real problem and that this is a statistically significant difference.

4. Q: What is the goal? Where do you want the school to go to? How much has the school been adjusted for SES? Is Hopewell expected to do better because of the SES? What is the hard evidence that they are getting better? What is working, who is falling through the cracks and what needs to be done before the next testing at grade 6.

A: Will be using qualitatively based criterion-referenced rubrics. Looking at student's work. Formative assessment in the classroom.

5. Q: Should we be looking for better grades in the reportcards.

A: Can they talk about why they are in the building & what they are doing? Kids need to learn they can take risks and respectfully disagree.

6. Q: Critical thinking and decoding skills. Do you use proven techniques for teaching decoding skills?

A: Yes, what we are proposing is based on current research evidence.

7. Q: Do you bring new resources to the school?

A: No we do not provide resources?

8. Q: Can parent council pay for resources for OFIP?

A: Yes

9. Q: What is your assessment of the resources in this school?

A: We need more resources that are tied to the areas of study. Hopewell has a significant problem in the area of resources, particularly rich picture books.

10. Q: A gap analysis has been done. Do we have a big gap?

A: Of the QSP money raised \$6000 has been allocated for the purchase of resources. This is a drop in the bucket. French books are even more costly.

11. Q: Why are LD students not given accommodation on the EQAO.

A: They should be and see Nicole if this has not been the case.

12. Q: Hopewell has gone through a lot of principals in the last few years which probably accounts for some things but classroom management seems problematic so much so that learning is compromised.

I have asked for a syllabus asking for a weekly plan in order to break down the goal into manageable steps using a systematic approach. Every time I have asked for a syllabus I have been laughed out of the classroom.

A: I will give you what you need if you come to see me tomorrow.

13. Q: There is a place to convey information on the website but it is not used.

A: I disagree with your comment about the grade 7 & 8 class with lots of discussion and activity versus out of control classes.

14. Q: Is there any discussion in a school that is busting to reduce class size to help children learn. We have a class of 35 and that is a challenge. There are times when it is class control. I would like to see some money going to this issue.

A: They have capped at 20 up to grade 3 .

15. Q: Thank you for coming. Interested in emphasis on qualitative assessment. Our children should be outperforming given our educational and SES resources. What are the circumstances at this school that are contributing to these test results?

A: We continue to teach in the way we have been taught. We need to move to a depth of understanding. Not just learning content. Teachers need the opportunity to learn how to facilitate depth of thinking.

16. Q: I would like to know what this looks like on the ground in the classroom. I understand you are here until the end of the year.

A: Yes but may be longer.

Teachers meet with coaches on a regular basis. Focused on what teachers are working on in their instruction. Patricia will be in the school on a regular basis. Has been welcomed in the school from kindergarten to grade 8 by teachers and administration. Also have French coaches and the immersion teachers have welcomed them.

There are 5 coaches coming in on a regular basis, one French specialist, one numeracy specialist.

Also have math specialist who has focused on EQAO questioning and helping children understand writing EQAO questions. Teachers will now focus on EQAO type questioning and language.

17. Q; At Hopewell certain parents chose not to have their child complete the EQAO are they included as zeros.

A: Yes, but even if we statistically take out the non-writers we still have low scores.

18. Q: Is math included?

A: Board initiative to include math and numeracy.

19. Q: In terms of building schools resources. Board to release millions of \$\$ for libraries.

A: Money goes to the board. Library books are very different from these resource materials.

5. **Budget Report:** Sara Adam, Michelle Spratt,

Jan 6th meeting

Fund raising review

Outcome:

Shop Local

Have decided to support Shop Local. Council will sell coupon books for \$20 and we will receive \$10. Our goal would be to sell 700 booklets. Could potentially raise \$7000 but it is a bit of an unknown. Launch date in Feb.

Can only be done if we have one or two volunteer s to coordinator

Lucinda Brommersma will coordinate elementary grades

Claudia St Martin and Judy Calder will coordinate grades 7 & 8.

Would prefer an order form rather than sending the books home.

Could they hold off selling in the stores until after fund raiser?

Motion: To accept Shop Local as a fund raiser in consultation with the administration

First: Sara Adam

Second: Judy Calder

Passed

No opposition

Grocery Coupons

Steady decline in sales over the last few years.

We felt that rather than try to infuse life into this declining fund raiser we would try a new fund raiser.

Christy Oliver to be reimbursed for \$150 cards that did not work last year.

Read-a-thon

Budget committee feels it is an important programme that is in line with our focus on literacy.

Kelly Harrison has volunteered to coordinate this project.

\$4000 dollars raised would be allocated to teacher resources for OFIP.

Teachers are showing some reticence to have Read-a-thon this year.

Have asked to cancel it this year.

Need to meet with teachers to discuss how we could make it less demanding for teachers.

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1. Q: I do not want to pay my children to read
A: Can you take it out of the classroom? The idea to have them read for money contradicts what teachers believe philosophically.
R: Not just about raising money, have speakers, book drives. Very adaptable programme and can be flexible. Add a celebration of reading and literacy and fun to the school.
Read-a-thon committee to be established. Anyone is welcome to join.
Would like to meet with staff to talk about this.
As a dedicated fund raiser for books.
New theme: "Reading for Books."
Will continue discussions with administration and staff

Band Trip

Anticipating a substantial request to council for funding for the band trip.
Hope to use some of the funds from Shop Local for this event.
Potential Costs \$53,000 for 250 students
In the past \$2500 was raised by 2 concerts

QSP has been given to the school so our budget is down by that amount (\$10,000 plus)

Motion; Sara Adam
To extend the meeting by 10 minutes
Second: Michelle Spratt
Passed

Allocations:

Enrichment:
It was recommended by budget committee that \$6000 be allocated for Divisional Enrichment (\$2000 per division).
In the past this money has come from QSP but now that QSP is a school (not council) fundraiser the money will go to OFIP resources this year.

Motion: Sara Adam
To allocate \$6000 to enrichment
Second: Karen Goodrich
In favour
None opposed
Decision: passed

Space Camp:

\$100 subsidy for each child
85 students going
Second allocation of \$3500 (\$5000 was paid last spring)

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First: Sara Adam
Second: Tina Daniels
All in favour: passed

York Street

We received a letter from Melissa Kirkwood at York Street indicating that was great need and wondering if we could provide any support.

Motion: Sara Adam
\$500 for York Street
Second: Michelle Sprott
All in favour
Passed

Council Operating Budget

Motion: Sara Adam
\$1500
Second: Karen Goodrich
Passed

Interest expressed in a request going to budget to fund teacher resources for OFIP needs.

Promoting school safety is another issue. Need for camera. Safe and Caring committee needs to meet and bring a request to budget. Numbers are not yet ready regarding price of a camera.

Principal and teacher's reports waived
Chairs report waived

Meeting Adjourned at 9:20