

**SCHOOL COUNCIL MEETING**  
Cootes Paradise Elementary  
(Remote via MS Teams)

November 28, 2023

**MINUTES**

In attendance via MS Teams: Jennifer Hogan (Principal), Sara Alves (Vice Principal), Matt Lindo (2023-2024 Chair), Rosalee van Staalduinen (parent member), Lily Huang (parent member), Lisa Feinberg (Secretary), Anneli Thomson (Treasurer), Kara Jessop (Home & School Representative), Natalia Gonzalez, Heather Ricks (parent member), Jong Peng, and Nikol Piskuric.

Regrets:

Agenda Item	Comments	Person Responsible
1. Welcome, Introductions, and Land Acknowledgment	<p>Meeting starts late due to technological issues. Called to order at 6:42 p.m.</p> <p>Mr. Lindo presented the land acknowledgement.</p> <p>Ms. Jessop has an ongoing disclosure that she is an employee of the HWDSB.</p>	Mr. Lindo
2. Notice of Minutes from September 26, 2023 Meeting	The minutes from the meeting on September 26, 2023 have been approved by email and were shared virtually.	Mr. Lindo
3. Review of Agenda	The agenda for this meeting has already been approved by email and was shared virtually.	Mr. Lindo
4. Chair's Report	<p>Mr. Lindo presented the Chair's report, noting that he was appreciative of the help getting him oriented to School Council from various members of the administration and executive. The Chair attended an orientation for School Council on October 11, 2023.</p> <p>Mr. Lindo reviewed School Council's mandate. To meet this mandate, School Council is trying to reach a broader caregiver population. School Council was present at the October Meet the Educators Night, sharing brochures and information about School Council. Interested caregivers were able to sign up to connect with School Council. School Council has connected with these caregivers by emails.</p> <p>School Council has committed to the following two main priorities this year:</p>	Mr. Lindo

	<ol style="list-style-type: none"> <li>1. Growing the collaboration among School Council, HSA, and School Administration</li> <li>2. Facilitating improved communication between the School and parents/caregivers</li> </ol> <p>Mr. Lindo received information about the Parents Reaching Out (“PRO”) Grant (\$1000), which he will be forwarding to School Council members. Applications for the PRO Grant are due January 26, 2024. The Parent Involvement Committee is hosting a networking event for School Council executive members on January 9, 2024.</p>	
5. Treasurer’s Report	<p>The \$500 fund is still intact.</p> <p>However, School Council may be seeking to recover some expenditures made with respect to the Meet the Educator night in October.</p> <p>School Council still needs to identify our fundraising goals together with administration.</p> <p>Ms. Thomson has been sourcing different fundraising options, which need to be discussed with the School Administration to determine needs and capacity.</p>	Ms. Thomson
6. Principal’s Report	<p>In response to questions raised in the Treasurer’s report, Ms. Alves addressed current fundraising priorities at the School. Specifically, the School is looking at creating a “maker’s space” with stem kits, coding stations, etc. The School is looking at imbedding other subjects (such as language and arts) together with math and sciences.</p> <p>Ms. Hogan clarified that nothing that is publicly funded will be fundraised by the School. The goal is to provide stem kits.</p> <p>The School is using pizza lunches to fundraise. Pizza lunches bring in about \$7000-\$8000 per term. This is the only fundraising project right now, as staff were concerned about provincial or local bargaining. Now that bargaining is completed, the School can look at other options.</p> <p>The School is initiating a pilot project that will involve two teachers and other support staff to create a stem classroom accessible to all students. In January 2024, the School will be getting more specific about what this classroom will look like. The School Improvement Plan runs from January to January. While total costs are not known, Ms. Hogan stated that the School will need to purchase new laptops that are compatible with stem products. Estimated costs are \$15,000-\$20,000. A request was made by a parent member for the School Improvement Plan and Fundraising Plan to be shared with School Council, so that feedback can be provided in fulfillment of School Council’s mandate.</p>	Ms. Hogan and Ms. Alves

	<p>Ms. Alves reported that the School is hoping to get student feedback by creating a grade five leadership team. In reference to a question about the grade 5 leadership application process, Ms. Alves stated that the School is hoping to encourage grade 5 students to independently complete the application form without parents completing it with or for them. Parents expressed interest in communication of this and other initiatives. We also discussed the plan for encouraging students to apply and supportive ways to address those who do not make it on the team.</p> <p>Ms. Gonzalez offered to investigate into whether HSA can contribute funds to the stem classroom. This offer was welcomed by School Administration.</p>	
7. Home and School Association's Report	<p>Home and School Association has grown, with 21 members this year. Trustee Danko met with HAS members and was very supportive of all the parents' involvement. There was a discussion about the need for the Board to update a flowchart for parents describing who to contact when. Trustee Danko also explained the background behind the outdoor playground project at Cootes Paradise. HSA will be donating fundraising funds to Food for Kids. HSA expressed gratitude to Christina Cote and parent volunteers who assist with its initiatives.</p>	Ms. Jessop
8. Business form Previous Meetings	<p>Last school year, parents had asked for more clarity on how EAs are allocated to schools within the Board.</p> <p>On behalf of School Council, Ms. Feinberg made a FOI request last year, requesting documents pertaining to this issue. One document that was provided was the Matrix (or Rubric) that the Board uses to allocate EAs to schools. School Council was seeking to append this Matrix/Rubic to the meeting minutes to make it accessible to all parents. Ms. Feinberg offered to share the entire FOI package (which was too lengthy to append to the minutes) with any interested parents.</p> <p>Ms. Feinberg moved to append the EA Matrix from FOI Request to the November meeting minutes. Ms. van Staalduinen seconded this motion. Motion was approved.</p>	Ms. Feinberg
9. New Business	<p>a. Strengthening Community Involvement and Engagement</p> <p>i. Communication</p> <p>There was a discussion around communications from the School to parents and the need to increase involvement of the parent community. Ms. Alves reported that the School has a new Instagram account. Parents expressed privacy concerns regarding a public Instagram account. Ms. Alves addressed this by discussing the need to blank out students' faces, even though many students have their photo consent forms submitted to the board. A suggestion was made for monthly newsletters and calendars in paper form. Another suggestion was made for emails where the text is immediately accessible (e.g. there is no requirement to click to access a</p>	Mr. Lindo

	<p>PDF). Ms. Hogan suggested that the School would survey parents about their preferred method of communication.</p> <p>ii. Resource Fair (Winter 2024) &amp; Talent Show (Spring 2024)</p> <p>Mr. Lindo made a motion for committees to plan the Resource Fair and the Talent Show. Ms. Jessop seconded the motion. Motion was approved. Ms. Ricks and Ms. Jessop offered to volunteer on the Resource Fair committee.</p> <p>iii. Engagement Committee (School Council on Social Media)</p> <p>The members of the School Council agreed that parent engagement is the collective responsibility of School Council and a committee is not necessary.</p> <p>b. SC Food4Good/Pita Pit Initiative</p> <p>Ms. Thomson reported both groups are interested in working with the School. School Council members agree that we should have a better sense of our fundraising plans and goals before committing to this.</p>	
10. Next Meeting Date	The next meeting is scheduled on February 8, 2024 from 8-9 pm and will take place virtually.	Mr. Lindo
11. Adjournment	Motion made by Mr. Lindo to adjourn the meeting. Ms. Jessop seconded the motion. Motion approved. Meeting adjourned at 7:54 pm.	

**Appendix – Independence Rubric Domains**

In its FOI response, the Board stated as follows with respect to the rubric:

*“We have included the rubric that was mentioned by Supt. Smith. However, the rubric is only one piece of information that is considered when assigning support staff to a school. HWDSB offers a myriad of supports and services to students from classroom-based staff to system staff such as Autism and Neurodevelopmental service personnel. Educational Assistants and Child and Youth Workers are just two types of support staff.*

*Additional information helps inform decisions. Such information may include,*

*Assessments*

*Reports*

*Observations*

*Safe Intervention or other plans*

*Community or board support services such as Social Workers, Board Certified Behaviour*

*Analysts, Nursing*

*School-based programs such as the AIM CYCP Program*

*School Staffing”*

## Independence Rubric Domains

Health and Medical					
<b>Lifting/Transitioning Positioning</b>	Not Applicable	High Degree of Independence	Considerable Independence	Some Independence / Some Assistance	Limited Independence / Significant Assistance
<b>Catheterization</b>	Not Applicable	High Degree of Independence	Considerable Independence	Some Independence / Some Assistance	Limited Independence / Significant Assistance
<b>Nursing Care</b>	Not Applicable	One Visit or Less per Day	Two Visits per Day	Full Time Nursing	Full Time Nursing with Transportation
<b>Seizures</b>	Not Applicable	Rarely	Monthly	Weekly	Daily
Safety and Planning					
<b>Injurious to Self</b>	Not Applicable	Behaviour Rarely Impacts Safety, 1x per Month	Behaviour Seldom Impacts Safety, Up to 4x per Month	Behaviour Usually Impacts Safety, Up to 4x Weekly	Behaviour Almost Always Impacts Safety, 1 or More Daily
<b>Injurious to Others</b>	Not Applicable	Behaviour Rarely Impacts Safety, 1x per Month	Behaviour Seldom Impacts Safety, Up to 4x per Month	Behaviour Usually Impacts Safety, Up to 4x Weekly	Behaviour Almost Always Impacts Safety, 1 or More Daily
<b>Supportive Intervention</b>	Not Applicable	Rarely Requires Verbal or Gestural	Sometimes Requires Verbal or Gestural	Usually Requires Partial Physical	Almost Always Requires Full

		Prompts	Prompts, Up to 4x per Month	Prompts, Up to 4x Weekly	Physical Prompts, 1 or More times Daily
<b>Use of Alternative Environment</b>	Not Applicable	0-4 per Month	0-4 per Week	1 or more Daily	Exclusively in Alternative Learning Environment
<b>Self Help Skills</b>					
<b>Toileting</b>	Not Applicable	High Degree of Independence	Considerable Independence	Some Independence / Some Assistance	Limited Independence / Significant Assistance
<b>Feeding</b>	Not Applicable	High Degree of Independence	Considerable Independence	Some Independence / Some Assistance	Limited Independence / Significant Assistance
<b>Mobility</b>	Not Applicable	High Degree of Independence	Considerable Independence	Some Independence / Some Assistance	Limited Independence / Significant Assistance
<b>Dressing</b>	Not Applicable	High Degree of Independence	Considerable Independence	Some Independence / Some Assistance	Limited Independence / Significant Assistance
<b>Personal Hygiene</b>	Not Applicable	High Degree of Independence	Considerable Independence	Some Independence / Some Assistance	Limited Independence / Significant Assistance
<b>Social, Communication &amp; Future Planning</b>					
<b>Communication</b>	Not Applicable	Independently engages in conversation	Learning to use communication systems to communicate	Communication skills are developing, learning to use communication system to label single words	Nonverbal

<b>Social &amp; Emotional</b>	Not Applicable	Demonstrates skills across environments, always appropriate and interacts with people	Some guidance to access opportunities, and demonstrates skills, often appropriate with others	Modelling and partial prompting, seldom acts appropriately with others, reciprocal interaction	Modelling and full prompting, rarely acts appropriately, little or no social interaction
<b>Academics</b>	Not Applicable	IEP modified curriculum expectations exclusive, or modified and accommodated	IEP includes mostly modified curriculum expectations, some alternative curriculum expectations	IEP includes mainly alternative curriculum and some modified curriculum expectations	IEP includes only alternative curriculum
<b>Co-op / TWEP</b>	Not Applicable	Independently accesses co-op activities	Requires support for access to community, independent participation in activities	Requires support for access to community, adult monitoring for activities	Fully dependent on adult access to community
<b>Community / Leisure</b>	Not Applicable	Independently accesses local community activities	Requires support for access to community, independent participation in activities	Requires support for access to community, adult monitoring for activities	Fully dependent on adult access to community
<b>Academic Pathway</b>		Not Applicable / Undecided	OSSD	OSSC	C of A
<b>Post Secondary Destination</b>	Not Applicable / Undecided	University	College	Workplace	CICE Supported Life Program