



Lanor Junior Middle School School Council

Minutes of the Meeting on Tuesday, November 21, 2023

Place: Zoom

Time: 7:00 p.m.

Attendees:

Voting members present:	Andrea Makowiecka	Admin:	Bill Mah
	Gladys Jekecha	Staff:	Amanda Ulisse
	Karmen Pestotnik		Mike Samotowka
	Natasha Mistry	Guests:	Carolyn Whidden
	Terri F - <i>Treasurer</i>		Vasyl Popov
	Patricia Ocampo - <i>Secretary</i>		Chayne Japal
	Sarah Marriott - <i>Chair</i>		
	Sonia Mistry		
	Stacy Laliberte		
	Rebekah Warner		
	Jaclyn Carere		
Voting members regrets:	Tonya Belle		
	Steve F		
	Michaela Evans Pilipovic		

1. Introduction, Welcome, Land Acknowledgement

Sarah Marriott welcomed everyone to the meeting and read the land acknowledgement.

2. Nomination & Election of Voting Member

Since the last meeting, Jaclyn Carere has put her name forth as a voting member. She is acclaimed as such.

3. Chair Report

Approval of Minutes of October 16, 2023 Meeting

- **ON A MOTION duly made, seconded, and carried unanimously, it was resolved that the minutes of the SAC meeting held on October 16, 2023 be approved.**

Bylaws

- Sarah submitted the School Council bylaws, adapted from previous versions sent to the TDSB's Parent and Community Engagement Office (PCEO). They returned a clean version, which she distributed (see Appendix).

School Statement of Needs

- Thanks to everyone who completed the survey to help identify the prioritization of the school and community needs. Sarah reminded everyone that this is an evergreen document, so if there are any changes we might want to make, which can happen if stuff happens at the school and we shift priorities, then we can alter our statement of needs.

School Council Innovation Grant

- Sarah submitted the School Council Innovation Grant application, proposing a multifaceted parent engagement evening that would include workshops and sessions on drumming, self-defense, art therapy, coding, hip-hop, and yoga/mindfulness. The goal is to try to get a diverse, broad group of parents in the building and engaged together.
- The grant is for \$1500. Sarah flagged that if we get a lot of parent/caregiver interest, the evening might end up costing closer to \$1800. Just something for us to keep in mind.
- Rebekah Warner noted that it's been hard to get parents to come out to events and wondered if there's something fun that kids can enjoy as well, though acknowledged that this is focused on bringing out parents/caregivers only.
- Sarah reminded everyone that this would be free to all participants and the idea would be to assess the desire before considering costs. So perhaps do a registration in advance to see if all of those activities would be of interest. Ideally, we would also link some of that to workshops in the day for students, like the Rhythm Works drumming. We could have parents and students participate in something like that to try and have a shared community experience.

- **NEXT STEPS:**

- ▶ **Wait for confirmation of funding before moving forward.**

- ▶ **Sarah to confirm if the date of the event can be moved from late January/early February when the weather is better to encourage participation.**

Spirit Wear

- The company suggested we open online ordering for 2 weeks only because if you leave it too long people forget about it. We would get the orders delivered to the school in January.
- The company has been given a class list, so when you order you pick your class, you put in your student's name, and the orders are delivered to the school – bagged with the student's name to take home.

- **NEXT STEPS:**

►Sarah to give the company the go-ahead to open Spirit Wear ordering.

Pizza Lunches

- So far this year we've run the pizza lunches from September every two weeks, which has been a great cadence so we'll continue that for the next few months. Payment was with a lump sum payment.
- Steve shared (in absentia, reported to Sarah) that the lump sum payment for January to March will come up in December. He is lowering the price from \$3.00 per slice to \$2.50 per slice. Although it is a lump sum payment (i.e., parents/caregivers pay for all pizza orders up front), Steve shared that he always accommodates anyone who doesn't want to or cannot pay the full order as a lump sum, offering instead month by month or other payment options that the parent/caregiver prefers. So note that there is always that accommodation.

4. Fundraising Report

Halloween Dance

- A successful event. We made about \$900. Lots of great feedback about the decorations and lighting.

Purdy's Chocolate

- So far there is slow uptake with about 28 orders in total. The current profit is sitting at \$800. There was some feedback that the ordering wasn't easy, so we'll send out instructions soon. We'll distribute the orders the night of the school play on December 13.

5. Treasurer's Report

Terri F did an overall projected budget for the year (see Appendix), using actual numbers from events that have already occurred this year and projected numbers based on previous years. We had an opening balance of \$5,812.16.

For Curriculum Night in September we originally reported a profit of \$215.35, but we had a lot of leftover things that were used toward the Halloween Dance, so we actually bumped up the profit from Curriculum Night and moved some stuff into the Halloween Dance as costs.

The current profit from pizza lunches is sitting at \$9,251, but that will come down as we pull out some money for paying for the pizza as we go.

For upcoming events like graduation events and upcoming fundraisers like Purdy's, Terri estimated the amounts based on previous years or educated guesses.

We have a bank balance of \$16,352.02. We've done really well with the events we've had in the opening months of the school year.

A reminder that we've approved spending \$104 for the K-3 bus expense to the Carnival of Munsch, which will be paid out in December. We are also waiting to hear about technology repairs or needs from the school as well as sports uniforms and pinnies. At last month's meeting it came up that the library could use some more comfortable furniture. There was an idea for providing \$100 per class and seeing what the teachers were interested in spending that money on, and later in tonight's meeting there will be a discussion about money for the music program. So right now we don't have a plan for the money, but at this point we have about \$13,000 available for spending.

Normally, at the start of the school year, when we come up with a plan for what we're doing in the year we should be allocating the monies raised toward categories. Categories for which we could allocate money might be:

- Co-curricular, which is kind of a bucket for everything, including events like field trips, including bussing for it, or guest speakers like Scientist in the School.
- You could have a STEM category to cover Chromebooks and iPads.
- Outdoor Improvement could be a category for toys and outdoor play, which Terri suggested pinnies go under.
- Parent Engagement could be another category.

So when we have an event, we want to determine what it's going toward. We can get the spending and the quotes later, but we want to apply the funds we're gathering into one of these buckets. Terri noted we should come up with an allocation plan as a group and suggested that we'd best be guided by what the school's needs are.

Terri suggested that the pizza lunch funds should go toward STEM needs, since Chromebooks and iPads are expensive and the pizza funds look robust. And if we have \$5,000 plus leftover from last year, we could put that toward Co-curricular, which means that the school could allocate that to events or classroom spending. Then for fundraisers like Curriculum Night, Halloween Dance, and Purdy's Chocolate, we could put those things toward pinnies and outdoor improvement. The Purdy's alone is probably half of what the cost would be for outdoor toys. We're doing really well this year so far.

Sarah noted that the school play concession/Grade 8 grad came from Ms. Donna Lillie's report last year, but that was actually where the School Council had approved an expense toward graduation. We didn't fundraise at Grade 8 graduation; it was just an expense. So we should put that as a spending line item.

Rebekah supported Terri's suggestion to allocate funds and asked Principal Bill Mah to share the school's greatest needs. Terri asked Bill to encourage teachers to come to School Council meetings with a proposal, outlining their needs and the costs required to cover those needs.

Bill confirmed that he will bring this up at tomorrow's budget meeting with senior staff and Donna. They will begin the discussion and roll out a plan for the rest of the staff to come to School Council with more formalized asks – a proposal with costs, reasons, and photos.

On behalf of librarian Amy deVerteuil, teacher Amanda Ulisse shared that Ms. deVerteuil wants to replace the uncomfortable, dated chairs in the library. She needs 32 chairs and has costed it at \$41.85 per chair, coming to roughly \$1,340. The School Council noted the suggested chairs didn't look like an improvement, but Ms. Ulisse noted that Ms. deVerteuil said the comfortable ones are too expensive, since they are limited to buying from TDSB-approved vendors. Ms. deVerteuil also wants lounge seating for group work.

Patricia Ocampo wondered if Ms. deVerteuil was being too conservative, since she worried about the expense of the more comfortable seating. Patricia suggested Ms. deVerteuil put together an ideal wish list and a conservative wish list for her library furniture, and the School Council consider the ask in conjunction with other teachers' asks so we can balance everyone's needs.

Jaclyn shared a link in the Zoom chat for an approved TDSB vendor of comfortable, durable seating.

Carolyn asked if we should gift the teachers \$100. For 17 classes that's \$1,700.

• **ON A MOTION duly made, seconded, and carried unanimously, it was resolved to donate \$100 per classroom – for a total of \$1,700 – for teachers to use for general classroom supplies.**

Rebekah suggested we invest in more and new school team uniforms. Sarah spoke with Mr. Heim and Ms. Perestrello who suggested we get 40-50 pinnies (for sports you don't need numbers, such as cross country, track and field, Ultimate frisbee) and about 40 jerseys (for sports where you do need numbers, such as basketball, volleyball, soccer) that can be shared among the teams. Natasha suggested we think about using them for field trips as well, not just for sports teams.

• **NEXT STEPS:**

- ▶ **Bill to coordinate teacher requests for School Council funding.**
- ▶ **Sarah to get a quote from the spirit wear vendor for Lanor team clothing.**
- ▶ **Stacy to go through team clothing in school storage for possible use in younger grades' field trips.**

6. Committee & Initiatives Update

Safe and Caring Schools

- Sonia M reported on the November 20 meeting. They discussed Lanor's visitors policy, wherein visitors must sign it at the office and wear a name tag. Visitors must stay by the office. This hasn't been enforced in awhile. Bill will start enforcing it. For one-off volunteering we don't require police check paperwork, but if a parent/caregiver is regularly in the building then they must provide a copy of their Vulnerable Police Record Check (VPRC) and, thereafter, provide an annual declaration to the office.
- Student cell phone use was also discussed. Bill shared the school's policy is that, upon arrival, phones should be powered down and put out of sight. Students have access to them at lunch and recess, though they are not allowed to take photos or videos of others. Student education about cell phone use started from the first day of school and has been ongoing and will be ongoing. Various council members expressed a desire that phone use be banned on school grounds but allowed when students move off school grounds. Bill will continue to think about this along with staff and the Safe and Caring Schools Committee.
- The school parking lots are still a safety concern, especially now that it's dark so early. A reminder to parent/caregivers that the parking lots are not a dropoff area. Bill did ask Superintendent Donsky and Trustee Nunziato to look at the traffic in the area.
- There have been 30 violent incidents – which Bill defined as any aggressive physical interaction – since September. Bill will remind staff to engage with students, continue to look around, and keep staff informed of the number of violent incidents. Some of the common conflict themes are over soccer, some are self-regulation challenges. The top three grades with conflict are Grades 7, 1, and 4.
- **NEXT STEPS:**
 - ▶ **Bill to communicate the visitors policy and the expectations around VPRCs to the school community.**

Parent Survey

- Rose Butler and Tonya Belle will report on this at the next meeting.

Clubs

- Patricia shared that she is starting a speech and debate club at Lanor for Grades 6–8 to help foster leadership, public speaking, and conflict resolution skills. Three teacher supervisors have volunteered: Ms. Wilson, Ms. Brar, and Ms. Ulisse. Patricia is working with two nonprofits – Speech and Debate Canada and the Ontario Student Debating Union (OSD) – that will provide resources and support. The OSD requires a fee (still to be confirmed but estimated at \$50 or \$100) for membership, allowing us to participate in competitions and receive support.
- **ON A MOTION duly made, seconded, and carried unanimously, it was resolved to approve \$100 for the OSD membership fee.**

Sport Teams

- Andrea Makowiecka reported that we did get teacher volunteers for girls' sports teams, so we have a Grade 5–6 basketball team and Grade 7–8 basketball team. There were a lot of girls trying out, which is exciting.
- There's also a boy's volleyball team happening right now.
- Andrea asked Bill to comment on what's being done about some of the issues brought up at the last meeting, specifically on ways the School Council can support a strong sports culture at the school, whether that be through parents coaching and thus relieving the pressure from teacher supervisors, who can just commit their presence, or through parents encouraging their children to try out and commit to practices (in which case, the school needs to communicate tryouts and practice schedules more clearly).
- Bill had shared with the staff the upcoming sports teams needing teacher supervisors, and the teachers volunteered in good numbers.
- Bill shared that Mr. Heim is Lanor's Toronto District Elementary School Athletic Association (TDESAA) contact. When he gets the message from TDESAA about the upcoming sports for the next season, Mr. Heim shares that message with staff. Bill encourages parents/caregivers to let Mr. Heim know if they're willing to coach a sport and for which gender and what grade.
- Andrea suggested Bill let the School Council know if there are sports team opportunities but there isn't a teacher supervisor. Then we could find a parent/caregiver volunteer and perhaps that would make it more appealing to a teacher.
- Jaclyn shared a report on Lanor's extracurriculars and their demographics. She suggested there is a correlation between poor student behaviour and a lack of extracurricular opportunities. She also noted that we shouldn't assume there is a lack of interest from females but perhaps the opportunities are not communicated to them in a way that is welcoming.
- Rebekah suggested that the ask for teacher volunteers be framed differently. Instead of asking for a boy's soccer coach and girl's soccer coach separately, we tie their importance together. If there is a coach for boy's soccer but not girl's soccer, then the staff should be told there will be no boy's soccer team unless a girl's soccer team is also run. At that point, if a staffer can't be found then this should be shared with the School Council to try and find a parent/caregiver volunteer. It should be framed as building inclusiveness for students and also building skills long-term at Lanor. Even if a teacher doesn't feel equipped to teach this year, perhaps by watching a parent/caregiver run it they will feel more confident next year.
- Intramurals and co-ed teams were also put forth as ways to offer more extracurriculars.

7. Principal's Report

Events

- We've had several successful school events, including the Halloween Dance and parade. Thanks to Stacy and team. Thanks to Ms. Saskin and her Waterfall Chorus for singing at the Remembrance Day assembly and to three student presenters. Thanks also to the classes that created a meaningful wreath for the ceremony.

- This week we had a tree planting ceremony. Mr. McConnell has three children at Lanor and was also a former student. His father supplied and help plant a tree at Lanor, which unfortunately had to be cut down because it wasn't healthy. So Mr. McConnell donated a sugar maple, and we had a ribbon-cutting ceremony.

Parent/Caregiver Questions

- How can parents learn about sports teams? We'll work on better communication.
- Are there overnight trips for other grades besides Grade 6? There's discussion for a Grade 8 graduation trip and discussion for a Grade 7 trip. It comes down to staff organizing it.
- Can other parents join the Safe and Caring Schools Committee? We've allowed caregiver reps (Sonia and Sarah) but are capping it to keep numbers down and meetings manageable.
- Sarah asked for people's thoughts on doing a student survey, asking them for feedback on extracurriculars. She suggested a paper one that she could help administer. Bill supported this idea.

- **NEXT STEPS:**

- ▶Sarah to draft a student survey for Bill to review.

8. Teacher & Staff Reports

Music

- Mike Samotowka, band teacher, noted that he and music teacher Ms. Saskin are sharing space so after each use they have to put away music stands. He presented a proposal of needs – a music stand cart, which would cost \$672.35, for the music room – and, if possible, a second cart and 24 stands for Ms. Boutz, the strings teacher, in the PLASP room. Ms. Boutz's needs would cost \$672.35 for a dedicated music stand cart plus \$1,320.00 for 24 more stands.
- Bill shared that running a band and strings program is expensive. Mr. Samotowka, Ms. Saskin, and Ms. Boutz share a budget of \$950 from the TDSB to teach music at Lanor. Mike noted that our instruments are old and keeping them in good shape is costly. But Mike noted, in comparison, a TDSB Chromebook lasts three years while the instruments can last for four decades so it's a worthy investment.
- Rebekah suggested we cover the immediate need for one music stand cart but wait to consider the secondary ask after we've received the rest of Lanor staffers' asks.
- **ON A MOTION duly made, seconded, and carried unanimously, it was resolved to donate \$672.35 for a music stand cart.**
- **NEXT STEPS:**
 - ▶Mike will bring a proposal for more needs to Bill. Bill will gather staff's needs and share with the School Council.

9. Any Other Business

Patricia announced her resignation as secretary but will be staying on as a voting member. She invited anyone interested in taking on the role to contact her.

10. Next Meeting

See everyone in person on **Thursday, January 25.**

Minutes reviewed by:

Bill Mah

Sarah Marriott

Lanor JMS School Council By-Laws

Preamble

School Councils are legislated bodies, governed by Regulation 612 of the Ontario Education Act. School Council and all of those who attend School Council meetings and activities shall adhere to these regulations, as well as the policies and the procedures of the Toronto District School Board, including but not limited to P031 – Human Rights Policy, P037 – Equity Policy, P034 – Workplace Harassment, Prevention for Non-Human Rights Code Harassment Policy, P051 – Caring and Safe Schools Policy and PR585 – Board Code of Conduct.

Indigenous Peoples are self-determining nations with distinct and inherent rights and laws. These inherent rights and laws govern the relationship between Indigenous Peoples and institutions will be guided by the Truth and Reconciliation Commission and the United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP). The School Council will work to dismantle TDSB’s colonial structures, practices, and impacts of colonization by actively engaging in alliance with Indigenous Elders, students, parents/guardians/caregivers, and the community in developing a governance model that honors Indigenous knowledge, sovereignty, and self-determination as per P023-Parent/Caregiver Engagement Policy.

It is recognized and acknowledged that many members of the TDSB community continue to experience exclusion and marginalization, including racism, anti-Indigenous racism, anti-Black racism, anti-Semitic, Islamophobic, ableism, sexism, transphobia & cissexism (discrimination and prejudice based on gender identity), homophobia, and other forms of marginalization and prejudice.

TDSB recognizes that sustained measures, both proactive and reactive, are required to eradicate discrimination and to ensure that all members of the TDSB community are included, welcomed and feel valued in all TDSB environments. (as per P031 - Human Rights Policy).

The School Council shall:

- create, maintain and contribute to a climate of understanding and mutual respect for the rights and the dignity of each person;
- identify, confront and eliminate barriers to engagement and participation;
- examine biases and reflect on the impact that power and privilege have on parents/caregivers and their engagement;
- support individuals who are, or have been, targets of discrimination and harassment;
- work to prevent discrimination and harassment;

take all allegations of discrimination and harassment seriously and respond promptly by reporting them to the Principal.

Name of School Council

The name of this organization shall be Lanor JMS School Council and referred to as the School Council. Please note: the term, “parents/caregivers”, includes the parents, caregivers, guardians and families of students, as shown on the school registration.

Purpose

Regulation 612/00 of the Ontario Education Act states that “the purpose of School Councils is, through the active participation of parents, to improve student achievement and enhance the accountability of the education system to parents.”

A School Council’s primary means of achieving its purpose is by making recommendations on any matter to the Principal of the school and to the Board that established the School Council.

Membership

An effective School Council relies on the contributions of the broader school community. The School Council will work to elect/acclaim members who are representative of this school’s community. To this end, eligible candidates will be encouraged to seek office regardless of their race, colour, creed, culture, ethnicity, linguistic origin, disability, level of ability, socio-economic class, age, ancestry, nationality, place of origin, religion, sex, gender identity, gender expression, sexual orientation, body image, citizenship, immigration status, family status, marital status or as First Nations, Metis or Inuit.

School Council composition will include 25 parents/caregivers (as defined in Ontario Regulation 612/00), the Principal, one teacher, one non-teaching staff, one community representative and a student representative at the secondary level, to be appointed by the Student Council or elected according to School Council By-Laws if no Student Council is active.

Election of Parent/Caregiver Members

Elections will be inclusive, transparent and accountable, ensuring that all members of the school community are included, welcomed and feel valued.

Elections of parent/caregiver members shall be held during the first 30 days of the school year on a date that is set by the School Council Chair/Co-Chairs in consultation with the Principal.

The Principal, on behalf of the School Council, shall give written notice of the date, the time and the location of the election, to every parent/caregiver of a student enrolled in the school, at least 14 days before the date of the election.

Any parent/caregiver of a student in the school, who is seeking election, must be nominated or self-nominated in writing. A person is not qualified to be a parent/caregiver member if they are employed at the school. If employed by the Board but not at the school, they must take reasonable steps to inform those qualified to vote in the election of their Board employment status.

The election of a parent/caregiver member shall be by secret ballot and neither proxy nor absentee voting is permitted.

A person is eligible to vote in an election of parent/caregiver members of a School Council if they are the parent/caregiver of a student enrolled at the school.

Elections for teaching and non-teaching staff representatives on the School Council will be held during the first 30 days of each school year. The teaching representative shall be elected by those individuals at the school qualified to be the teacher representative in any method they determine. The non-teaching staff shall be elected by those individuals at the school qualified to be the non-teaching staff representative in any method they determine. Community members shall be appointed by the members of the School Council. When applicable, the student representative shall be elected by the student council, if one exists, or appointed by the Principal.

If positions are not filled during an election, the School Council may fill them via appointments throughout the school year. (see Vacancies)

Nominations

If the number of declared candidates is less than or equal to the number of positions, no vote is required and the candidates will be acclaimed, notified and communicated to the school/community. If the number of declared candidates is higher than the number of positions, then a vote will be held on the date set by the Chair/Co-Chairs, in consultation with the Principal. Elections for the School Council shall be supervised by the Principal (or designate) and at least one parent/caregiver, not seeking election.

Nominations will not be accepted from the floor on the evening of the elections.

The school (Principal or designate) will receive and file all nomination forms.

Written information (picture not required) about each candidate, supplied by the candidate, shall be made available to the school community at least one week prior to the election.

Candidates may not engage in campaigning on or off school property or use any School Council social media or other tools to promote their candidacy.

Term of Office

School Council members, elected or appointed, hold office from the latter of,

(a) the date that they were elected or appointed; and

(b) the date of the first meeting of the School Council after the elections held in the school year, until the date of the first meeting of the School Council after the elections held in the next school year.

Vacancies

A vacancy in the membership of the School Council shall be filled by election or appointment. A vacancy in the membership of the School Council does not prevent the School Council from exercising its authority,

- if an election is held to fill a vacancy in the membership of a School Council, the School Council's elections' process will apply;
- if an appointment is held to fill a vacancy, the School Council may request that interested parents/caregivers submit their name for consideration. The School Council shall then vote to appoint candidates to fill the vacancy/vacancies.

Executive vacancies will be opened to nominations from the voting members.

Executive Officers

All members of the Executive must be elected from the voting members of the School Council.

School Council will elect:

- a Chair, or
- two (2) Co-Chairs

who must be a parent/caregiver and cannot be a TDSB employee.

The School Council may also elect other Officer positions (i.e., Secretary (Recorder), Treasurer), as deemed necessary.

Remuneration (payment)

No person shall receive any remuneration for serving as a member or Officer of the School Council. Members shall be reimbursed for pre-approved expenses that they incur as members or Officers of the School Council, as per Board procedures.

Consultations

The School Council shall consult with parents/caregivers of students enrolled in the school about matters under consideration by the School Council.

Official TDSB Land Acknowledgement

The Toronto District School Board (TDSB) is situated on the ancestral, treaty and title lands of the Mississaugas of the Credit, the Anishinaabe, the Chippewa, the Haudenosaunee and the Wendat peoples. It is covered by Treaty 13 with the Mississaugas of the Credit.

Meetings

The first meeting of the School Council will take place within the first 35 days of the start of the school year after the election, on a date set by the Principal, in consultation with the Chair/Co-Chair(s).

A School Council shall meet at least 4 times in the school year.

The dates for School Council meetings will be set at the first meeting, in consultation with the Principal. The Principal, on behalf of the School Council, will give written notice of the dates, the times and the location(s) of the meetings to every parent/caregiver of a student enrolled at the school.

An official meeting of the School Council cannot be held unless a majority (51%) of the current members of the School Council are present at the meeting, including the Principal or their designate. The majority of those present must be parents/caregivers.

A member of a School Council who participates in a meeting by phone or virtually shall be deemed to be present at the meeting.

Voting

Each member of the School Council is entitled to one vote in votes taken by the School Council. Each committee/sub-committee member is entitled to one vote in votes taken at the committee/sub-committee level. All School Council votes/decisions will be recorded in the School Council minutes. The Principal is not entitled to vote in votes taken by the School Council nor by a committee/sub-committee of the School Council. Voting cannot occur outside of official School Council or committee/sub-committee meetings.

Virtual Voting

Virtual voting may take place using Google forms, ZOOM or other voting tools and neither proxy nor absentee voting is permitted. Voting cannot occur outside of official School Council meetings or committee/sub-committee.

Minutes and Financial Records

School Council shall keep accurate minutes of all meetings and accurate financial records/transactions for four (4) years on the school premises.

Minutes and financial records shall be available at the school for examination by any person, without charge.

Quorum

An official meeting of the School Council cannot be held unless a majority (51%) of the current members of the School Council are present (in-person or virtually) at the meeting and a majority (51%) of the members who are present are parents/caregivers of students who attend our school.

Finances

All expenditures of the School Council require prior approval of the School Council and will be reported in a financial statement to be made available at each School Council meeting. Funds will not be used to support staff appreciation events or gifts. The School Council will not borrow funds nor enter into any financial commitment for which funds are not already in hand. The School Council budget includes the funds provided to School Councils by the Board and the Ministry of Education, as held in the school's non-board accounts.

School Council will consult with the Principal to access and to confirm funds and usage of funds held in the school's non-board accounts (General Ledger 41500) assigned to the School Council provided by TDSB (\$1.25 per student to a minimum of \$300 and to a maximum of \$1000) and the Ministry of Education (\$500, Parent Engagement funds).

The School Council must approve and must document, in meeting minutes, the intended purpose of a fundraising activity before commencing. All expenditures from the School Council account must be approved by School Council prior to disbursing the funds. All School Council collections and all disbursements should be captured in their financial statements. The financial statements should be shared with School Council members and the Principal and should be presented at each School Council meeting.

The School Council will maintain funds in the School's non-board account. Approval from the School Council's designated signing officers is required before the school issues any payments on behalf of the School Council. The

Principal will also provide the School Council with regular statements of the account for presentation at School Council meetings

School Councils may not enter into long-term agreements, loan arrangements or other contractual agreements under the name of the school or the School Council.

Fundraising

All proposed School Council fundraising activities will take into consideration the ability of our parents/caregivers to contribute and/or to raise funds. As per P037 – Equity Policy, events will reflect the ideas, traditions, cultures and strengths of the parents/caregivers represented in the school. Monetary and non-monetary contributions will be valued equitably.

The School Council may fundraise and must adhere to the P021 - Fundraising Policy and PR508 - Fundraising Procedures. School Councils shall not engage in fundraising activities unless the activities are to raise funds for a purpose approved by the Principal or authorized by any applicable policies established by the TDSB. The School Council is required to:

- consult with the Principal;
- include a list of planned fundraising activities and expenditures for the year;
- create an annual financial plan using the TDSB's forms, School Generated Funds Financial Plan (SGFFP) and School Needs Assessment Form;
- submit as a separate School Council report or as part of the school's SGFFP, each October. The plan may be adjusted throughout the year and must be resubmitted.

Fundraising activities may include but are not limited to, funfair events, product sales, requests for donations from parents/caregivers, grant applications, donations (in-kind or monetary) and sponsorships.

Fundraising proceeds must not be used for expenses required for completion of the curriculum nor for capital infrastructure improvements funded through renewal grants from the Ministry of Education.

School Council must use the Board-approved vendors when available to ensure compliance with health and safety. Where approved vendors are not available, School Councils shall work with the Principal to find an appropriate substitute. The School Council can access the up-to-date list of approved fundraising and fun fair vendors at: <https://www.tdsb.on.ca/Community/How-to-Get-Involved/Fundraising/Fundraising-Guide>.

All School Council disbursements must comply with the Boards' P017 - Purchasing Policy and must be approved by the school Principal and the School Council in advance of incurring the expense.

Conflict of Interest

1. A conflict of interest may be actual, perceived, or potential.
2. Members of the School Council shall declare a conflict of interest in matters that they, members of their family or business entities in which they may have an interest, stand to benefit either directly or indirectly by decisions of the School Council.
3. A member shall exclude themselves from discussions in which:
 - a) a conflict of interest is likely to result;
 - b) the member's ability to carry out their duties and responsibilities as a member of the school council may be jeopardized;
 - c) the School Council member, their relatives, or a business entity in which the member may have an interest, may gain or benefit either directly or indirectly as a result of actions that may be taken by the principal or board in response to advice that the council provides to the principal or to the Board.
4. A member shall not accept favours or economic benefits from any individuals, organizations, or entities known to be seeking business contracts with the school.

Conflict Resolution

School Council shall establish a Conflict Resolution process for internal School Council disputes that is in accordance with any applicable policies established by the TDSB.

Conflict Resolution Process

Conflicts and disputes that occur within the School Council will be facilitated by the following:

- conflict between the Chair/Co-Chair(s) and School Council, will be facilitated by an Executive Officer (Secretary/Treasurer) of the School Council;
- conflict between the Principal and the School Council, will be facilitated by the Superintendent in collaboration with the Chair/Co-Chair(s);
- conflict between the Chair/Co-Chairs(s) and the Principal, will be facilitated by the Superintendent;
- conflict among the Executives (Chair/Co-Chairs(s), Secretary, Treasurer, etc.) will be facilitated by the Principal in consultation with the Superintendent;
- if the conflict occurs at a School Council meeting (attendee becomes disruptive during a meeting), the Chair/Co-Chairs(s), after three attempts of unsuccessfully
- asking for order, shall seek School Council approval for removal of the conflicted parties from the meeting, citing reasons for the request. This does not prevent the
- conflicted School Council member(s)/attendees from participating in future meetings of the School Council. The incident shall be recorded and submitted to the
- Superintendent within one week of the meeting, by the Principal. The School Council Chair/Co-Chair(s), in collaboration with the Principal, shall request that the disputing
- member(s) participate in a private meeting, the purpose of which will be to arrive at a mutually acceptable resolution to the dispute. Such a meeting will be a private
- meeting and shall not be construed as a meeting of the School Council. The meeting will result in clear steps to be taken by each party to resolve the conflict. The

- Chairs/Co-Chair(s) will provide an update of the resolution at the next formal meeting of the School Council;
- if a resolution was not possible, the Chair/Co-Chairs(s) may call for a special meeting of the School Council to review the conflict/dispute and to explore options that may include suspension of the member/attendee.

Conflicts and disputes that occur within the School Council will be addressed using the following steps:

- the parties to a dispute must attempt to resolve the dispute between themselves within 5 days after the dispute has come to the attention of each party;
- if the parties to the dispute are unable to resolve the dispute between themselves within the time required, any party to the dispute may start the conflict/dispute process by giving written notice to the relevant facilitator of the conflict outlining the parties to the dispute and the matters that are the subject of the dispute;
- within 10 days after the facilitators have been given the notice, a meeting must be convened by the appropriate facilitator to consider and to determine the dispute;
- the facilitator must give each party to the dispute, written notice of the meeting at least 3 days before the meeting is held.

The notice given to each party to the dispute must state:

- when and where the committee meeting is to be held; and
- that the party may attend the meeting and will be given a reasonable opportunity to make written and/or oral submission to the committee about the dispute.

At the meeting at which a dispute is to be considered and determined, the facilitator must;

- give each party to the dispute a reasonable opportunity to make written and/or oral submission to the committee about the dispute;
- give due consideration to any submissions;
- determine the dispute;
- give each party to the dispute written notice of the committee's determination and the reasons for the determination, within 7 days after the committee meeting at which the determination is made;
- a party to the dispute may, within 5 days after receiving notice of the committee's determination, give written notice to the facilitator accepting the recommended resolution or requesting the appointment of a mediator;
- if a mediator is requested by one or more of the disputants, or the facilitator deems a mediator is required, the facilitator will secure a mediator and each party to the dispute is a party to the mediation;
- appropriate facilitator will secure a mediator who may be a Board official or independent party identified by the Board and be mutually agreed on by the parties involved in the dispute;
- if a mediator is not supported by one of the disputants, another mediator will be secured;
- if a disputant fails to participate in the mediation called by the facilitator, the disputant will adhere to all recommendations of the mediator.

The mediation process must entail the following:

- the parties to the mediation must attempt, in good faith, to settle the matter that is the subject of the mediation;
- each party to the mediation must give the mediator a written statement of the issues that need to be considered at the mediation at least 3 days before the mediation takes place;
- in conducting the mediation, the mediator must:
 - give each party to the mediation every opportunity to be heard; and
 - allow each party to the mediation to give due consideration to any written statement given by another party; and
 - ensure that natural justice is given to the parties to the mediation throughout the mediation process.
- the mediator cannot determine the matter that is the subject of the mediation;
- the mediation must be confidential and any information given at the mediation can be used in other proceedings that take place in relation to the matter that is the subject of the mediation;
- the costs of the mediation are to be paid by the party or parties who appointed the mediator;
- the recommendation of the mediator is final and cannot be appealed.

Definitions

Conflict: A strong disagreement or a dispute between School Council members; or School Council members and Staff; or School Council members and non-member parents/caregivers due to:

- differences of opinion, beliefs, understanding, and/or
- differences of personality or behaviour, and/or
- violations of School Council by-laws/ the school's Code of Conduct.

School Council member: Any parent/caregiver of the school who has been elected/identified as a member of the School Council.

School Council Chair/Co-Chairs(s): Members of the School Council elected by the membership as Chair/Co-Chair(s) of the School Council.

Principal: The Principal of the school or their designate.

Mediation: A process where a neutral third party assists two conflicting people to come to an agreement. This could involve the mediator speaking individually to the two people, but ultimately must include the mediator facilitating a meeting between both conflicting people(s).

Facilitator: A person (Principal, School Council Chair/Co-chair(s)) who helps a group of people to work together better, to understand their common objectives and to plan how to achieve these objectives, during meetings or discussions. In doing so, the facilitator remains "neutral", meaning they do not take a particular position in the discussion.

Resolution: An agreement by parties that solves the conflict.

General Principles

- it is in places of conflict that the potential for change exists. Conflicting ideas, beliefs and values may provide great learning and growth opportunities for everyone within an environment that nurtures respectful dialogue;
- there are many forms of oppression that are not always easy to recognize, therefore, it is imperative that we acknowledge and take responsibility for the biases, conscious and unconscious and the expectations that we hold;
- we all bear a responsibility in upholding a safer space and we are all accountable to each other. We are not here to exclude each other nor abandon each other. If we are willing to learn, we are here to help each other through the process of unlearning oppression and changing any structures which perpetuate it;
- this process is intended to work in tandem with existing TDSB policies, including the Human Rights Policy, Equity Policy and shall not supersede any policies, or procedures of the TDSB;
- School Council shall have the authority to enter conflict resolution with any member from School Council using the outlined procedure;
- in instances of discrimination or harassment, School Council members in consultation with the Principal or Superintendent, shall pursue resolution using Policy P034 - Workplace Harassment, Prevention for Non-Human Rights Code Harassment rather than the internal conflict resolution process with these By-Laws.

Suspension of a School Council Member

If the School Council is unsuccessful in its attempt to resolve a conflict that is impacting the effective operation of the School Council or is impeding the safe and the healthy engagement of all members using the Conflict Resolution process and/or the Suspension Process or is unable to use either of the processes, the Principal, in consultation with the Superintendent or Executive Superintendent may suspend a member(s) of School Council who:

- violates the school/School Council's or the Board's Code of Conduct, the Ontario Human Rights Policy and/or the TDSB's P031 - Human Rights Policy and any other relevant policies and procedures of the school and of the Board;
- chooses not to participate in a resolution meeting or a resolution mediation;
- participated in a resolution meeting or a resolution mediation process but failed to change behaviour(s);
- acts detrimental to the interests of the School Council.

Annual Report

School Council will annually submit a written report of its activities to the Principal and include any fundraising activities. The Principal will, on behalf of the School Council, give a copy of the report to every parent/caregiver of a student who is enrolled in the school, either by giving the report to the student for delivery to their parent/caregiver and/or posting the report in the school in a place that is visible to parents/caregivers and/or online.

By-Laws' Amendments

School Council will review these By-Laws every three to four (3-4) years to ensure that they reflect the current makeup and the needs of the school community.

Date

The Lanor JMS School Council By-Laws were created on (2023-10-17):

Principal First Name: Bill

Principal Last Name: Mah

Principal Email Address: Bill.Mah@tdsb.on.ca

Principal Phone Number: 416-394-7800

School Statement of Needs – Section 1

Name of School: Lanor Junior Middle School

Family of Schools: LN19

Superintendent: Debbie Donsky

Trustee: Patrick Nunziata

School Council Chair/Parent Representative: Sarah Marriott

The parent section of the School Statement of Needs document is to be developed annually in the fall by the parent representative in consultation with the school community and the trustee (when available). The superintendent will complete his/her section when it becomes known that there may be a principal vacancy. The School Statement of Needs document shall reflect needs that are specific to the school and community. Please see the attached SSON Parent User Guide which is also found at www.torontopiac.com.

Parent Rep(s) input:

School & Community Needs
(placed in rank order)

Comments

1. Caring Leader committed to student well-being

We need a principal committed to the physical, mental, and emotional well-being of students, demonstrating this by:

- Creating a safe and positive atmosphere where children can learn and grow without discrimination or prejudice; actively fostering a culture of belonging for all staff, students, and parents/guardians
- Understanding how to identify, interrupt, and address bias, barriers, privilege, and power to address excellence for all students
- Ensuring equity across genders and grades for sports teams and other extracurricular teams
- Engaging in prevention and intervention of issues in the school community through communication of expectations and consistent follow-up
- Regularly assessing and identifying general facilities improvement needs and advocating for their repair to the Ward Rep, Trustee, and TDSB, understanding how this contributes to student safety and well-being and community pride
- Understanding and supporting professional learning development in inquiry-based learning and higher order thinking skills
- Supporting staff to plan trips/excursions for all grades and support students with financial needs
- Having a strong background in special education to support the Gifted Program, with a philosophy of inclusion and integration, ensuring all students feel they are a part of the Lanor community
- Ensuring parents have ready access to support and information for Special Education assistance/programs that are available for students
- Promoting technology use and investing in equipment
- Educating staff, students, and community to encourage social justice leadership in students; engaging students in leadership opportunities

<p>2. Community Builder</p>	<p>Our principal must build a respectful, engaged, collaborative caregiver/staff/student/neighbourhood community by:</p> <p>a) (with respect to caregivers)</p> <ul style="list-style-type: none"> ● Communicating clearly and regularly with families (e.g., weekly emails) ● Actively engaging caregivers as partners by finding multiple ways to engage families (including and beyond School Council) ● Being highly visible and available to meet with caregivers, staff, and students ● Communicating School Improvement Plans, school budget, school safety plan, and school staffing proposals to families ● Asking caregivers what their needs are and engaging in creative, effective ways to reach out in the different languages represented in the community (e.g., Ukrainian, Spanish, Tibetan) <p>b) (with respect to staff)</p> <ul style="list-style-type: none"> ● Recruiting teachers who respect the importance of clear, regular communication with student caregivers at all grade levels ● Motivating and supporting staff, especially administrative staff, to create a positive work environment for other staff and a welcoming and communicative one for families <p>c) (with respect to students)</p> <ul style="list-style-type: none"> ● Promoting a variety of co-curricular and extra-curricular activities (whether they be athletic, musical, creative, or social) to meet the needs of all students ● Creating an equitable and inclusive school environment where students feel safe and respected <p>d) (with respect to the neighbourhood)</p> <ul style="list-style-type: none"> ● Creating enriching community partnerships ● Elevating Lanor JMS in the Alderwood community ● Committing to Lanor involvement in community events and giving back to the community
<p>3. Visionary Educational Leader committed to educational excellence</p>	<p>We need a principal who is committed to educational excellence, demonstrating this by:</p> <ul style="list-style-type: none"> ● Having a clear and inspiring vision for Lanor ● Creating a meaningful and attainable School Improvement Plan, and communicating this plan to the school community ● Supporting enhanced and enriched learning opportunities that contribute to the well-being and enjoyment of all students ● Providing opportunities for staff to engage in professional learning, including development and effective implementation of IEPs ● Establishing clear expectations for all staff and conducting frequent reviews of teaching practices and assessment techniques ● Seeking ideas for best practices from other educators and keeping apprised of new models and approaches to delivering curriculum from across the TDSB, Ontario, Canada, and the world, then adapting and supporting those ideas for Lanor ● Advocating for resources, support, and funding and embracing technology needed to enhance student success ● Support tech-learning on staff and ensure there are experts on staff who can share resources and ideas ● Recruiting teachers who have the interest and capacity to further the school's vision and goals

4. Progressive Leader committed to understanding school and community nuances

Our principal must understand the nuances of the differing needs of the varied communities represented at Lanor and commit to addressing them by:

- Having a vision and creating a plan for advancing initiatives
- Understanding Special Education needs of various learners and all exceptionalities, and ensuring relevant staffing, supports, and resources are in place for all
- Being aware of the diversity of families with respect to socio-economic status and culture
- Understanding the unique nature of Lanor, specifically the addition of gifted students in grade 4 and middle school students in grade 6.
- Seeking out guest speakers, workshops, presentations who can support diversity, equity, inclusion, and positive climate

Nov 21, 2023 Meeting Minutes

Category	Event	Date	Credit (Income)	Debit (Costs)	Profit	Bank Balance	Projected	Actual	Allocation To
Opening Balance		2023-08-01				\$ 5,812.16			
Fundraising	Curriculum Night	2023-10-05	\$ 2,060.90	\$ 1,745.55	\$ 315.35		\$ 200.00	\$ 315.35	
	Halloween Dance	2023-10-27	\$ 1,169.00	\$ 309.64	\$ 859.36		\$ 800.00	\$ 859.36	
	Lunch Lady	ongoing	\$ 113.75		\$ 113.75		\$ 100.00		
	Pizza	ongoing	\$ 12,183.55	\$ 2,931.95	\$ 9,251.60		\$ 17,000.00		
	Purdy's Chocolate						\$ 200.00		
	Spirit Wear						\$ 350.00		
	School Play Concessions/Grade 8 Grad						\$ 250.00		
Fundraising Total			\$ 15,527.20	\$ 4,987.14	\$ 10,540.06	\$ 16,352.22	\$ 18,900.00	\$ 1,174.71	
Spending	K-3 Bus to Carnival of Munsch	2023-12-05					\$ 104.00		
	Gr 4-8 Chromebooks						TBD		
	Gr K-3 iPads						TBD		
	Gym Pinnies						TBD		
	Library Furniture						TBD		
Spending Total			\$ -	\$ -	\$ -				

Total Monies Available for Spending is approximately \$13,000

2023-2024 Lanor Extracurricular Activities

Team/Club	Number of participants	Male	Female	Gr 8	Gr 7	Gr 6	Gr 5	Gr 4
Grade 7/8 Boys' Volleyball team	11	X		8	3			
Grade 8 Girls' Basketball team								
Grade 5/6 Girls' Basketball team	15		X			13	2	
Speech/Debate club								
Student council								
Eco Team								
Cross country								
Grade 5/6 Boys' soccer team	18 (30 tried out)					13	5	
Grade 7/8 Boys' soccer team	20	X		11	9			
Knitting/crocheting club	4-10 (at lunch)	X	X	X	X	X	X	X
Music Drop in	20	7	13					
Waterfall Chorus (Gr 3-6)	55	23	32					
Drama Club (Gr 3-6)	33	11	22					
Musical Soloist Club	7	2	5					