

# Kanata Highlands Public School

## School Council Meeting

### Minutes of Meeting – January 9th, 2018

Location: KHPS Library

Time: 7:05 – 9:15 pm

<b>MEETING CALLED BY</b>	Spencer Callaghan & Shari Fisher Co-Chairs School Council
<b>TYPE OF MEETING</b>	KHPS School Council Meeting
<b>SECRETARY</b>	Collette Twyford and Aiza Saqalain
<b>ATTENDEES</b>	Parents of students attending KHPS Shannon Jorgensen - Teaching Staff Representative Pauline McKenna – Principal

#### Parent Members Present

Anna Cole	Fiona Pingyin	Meghan Schuler
Anthony Rumsey	Jason Sadrian	Shari Fisher
Catherine Birch	Jen Chandler	Spencer Callaghan
Blair Yakimovich	Jessika Mears-Mason	Trina Simmonds
Collette Twyford	Katie Robb	

#### Regrets

Aiza Saqalain	Dana Platias	My-Lien Bosch
Bushra Fazal	Jihane Hoummady	Minzah Rizvi
Devinder Kaur Trehan	Mary Falzon-Sultana	Shannon Clarke
Orma Courtney-Taylor		

#### Item 1 – Meeting called to order at 7:05 pm

Spencer Callaghan

#### Item 2 – Approval of January 9, 2018 agenda

Spencer Callaghan

DISCUSSION	<ul style="list-style-type: none"> <li>• <b>Item 7</b> Hot Lunch- No Updates for this meeting.</li> <li>• <b>Item 8.3</b> Future Events- My-Lien not present for discussion</li> <li>• Spencer moved to approve the agenda as amended; seconded by Shari Fisher.</li> </ul>
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#### Item 3 – Acceptance of December 5, 2017 Minutes & Action Items

Spencer Callaghan

DISCUSSION	<ul style="list-style-type: none"> <li>• Spencer moved to approve the minutes and action items as presented; seconded by Anna Cole.</li> </ul>
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## Item 4 – Principal’s Report

Pauline McKenna

<p>DISCUSSION</p>	<p><b>1. Happy New Year to all!</b></p> <p><b>2. Email</b> going out to all families - pizza/milk order sent yesterday; orders due Friday Jan. 19th - school math learning goal and how parents can support their children going out next week</p> <p><b>3. Budget Update</b> - see attachment</p> <p><b>4. Homework at KHPS or not?</b></p> <ul style="list-style-type: none"><li>• Homework is intended to be practicing of skills already learned at school.</li><li>• Most teachers are suggesting students read aloud at home with someone. This is very important for building their literacy skills.</li><li>• Some classes use a ‘home reading program’; where students are bringing home a book to read several times, before exchanging it at school.</li><li>• Other homework ideas might include some research on a topic or finishing up of work that the student did not get done during class time.</li><li>• Teachers are not expecting parents to be teaching new information/skills rather practicing ones they have learned</li><li>• Teachers understand that students have busy lives involved in other community activities which in fact support their cognitive and social development ie. music lessons, sports, swimming lessons, etc.</li><li>• If students do have time, reading is always a good option along with writing in a journal.</li><li>• Often teachers will have posted on their website/blog/google classroom extra work students can do it if they choose.</li><li>• Work completed at home is not assessed and is not included as part of the evaluation process.</li><li>• Evaluation of student learning needs to be done at school where teachers can be the observer/facilitator of the learning.</li></ul> <p><b>French Homework</b></p> <p>In a French immersion school, it is the norm that parents might not speak French at home and therefore, French homework is something the child can do.</p> <p>Parent support looks like,</p> <ul style="list-style-type: none"><li>• having a designated spot for your child to do their homework</li><li>• encourage them to do their best</li><li>• ask about what they are learning</li><li>• support them in having them talk to their teacher if they do not understand the learning expectations</li></ul> <p>Parent communication is also critical for your child. Feel free to reach out to your teacher and ask questions, seek information about your child’ learning. We all need to be in engaged in order to support the child’s learning.</p> <p><b>Parent comments:</b></p> <ul style="list-style-type: none"><li>• Anna Cole mentioned her daughter had a lot of homework this year which she was happy about. Through conversation it was established this work was voluntary.</li></ul>
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- Pauline mentioned the importance of encouraging students at home and supporting them to follow up on classroom activities and encourage students to ask the teachers if they need help or information.
- Also teachers have Google apps and websites for their classes which parents can access to follow up on current curriculum covered in the class and projects carried out so they can support their child's learning at home.
- Extra activities and websites on curriculum in the classroom can also be found on the teachers Google Apps and websites. These are enrichments opportunities for students to do at home.
- Evaluations are always carried out during class time by the teachers. Take home work is enrichment and not evaluated.

## 5. Library Book Fair

**Successful book fair!** \$5056.90 in total sales which gives our school \$2821 worth of Scholastic credit. There are a few piles of books on our desk here tonight (using that credit!) - the parents are welcome to browse them (They're labelled)

**Forest of Reading** beginning next week (samples are also on Maker Space desk to review):  
**About the Forest of Reading**

[http://www.accessola.org/web/OLA/Forest\\_of\\_Reading/About\\_the\\_Forest/OLA/Forest\\_of\\_Reading/About\\_the\\_Forest.aspx?hkey=1eb8d37c-613b-4111-a940-d1eee01979ed](http://www.accessola.org/web/OLA/Forest_of_Reading/About_the_Forest/OLA/Forest_of_Reading/About_the_Forest.aspx?hkey=1eb8d37c-613b-4111-a940-d1eee01979ed)

The Forest of Reading® is Canada's largest recreational reading program! This initiative of the Ontario Library Association (OLA) offers eight reading programs to encourage a love of reading in people of all ages.

The Forest helps celebrate Canadian books, publishers, authors and illustrators. More than 250,000 readers participate annually from their School and/or Public Library. All Ontarians/Canadians are invited to participate via their local public library, school library, or individually.

### Goals of the Forest of Reading

- Love of reading: Create a meaningful experience for your readers and create exciting opportunities for reluctant readers to create lifelong readers.
- A proven head start: The results are in! Children who read for fun have higher literacy scores, have more success in science and math, and are more socially and civically engaged (Reading for Joy, P4E, 2011).
- Libraries at centre stage: With fun activities, prizes and more, the Forest of Reading puts libraries at the heart of the action!
- Reading Canadian: Help support and celebrate Canadian books, publishers, authors and illustrators by taking advantage of the Forest's curated, all-Canadian reading lists for all ages and levels.

For students in Grades JK-2 - Blue Spruce titles.

Books are read to the students, we chat about the books then, at the end of April, vote on our favourite. Last year's winner was "The night gardener" by the Fan brothers.

Also, Prix Peuplier titles - Natasha and I are working on a strategy to read/promote these books.

For Grade 6 students - Silver Birch titles.

Students from grade 6 will be invited to join a reading club if they promise to commit to reading a minimum of 6 chapter books between now and end of April. Each week they will have some recess time to visit the Makerspace and read. Books will be discussed and they too will vote on their favourite.

## **6. Radon Gas**

The District has proactively undertaken testing for radon gas in our schools and buildings over a 5 year period. This testing is a voluntary exercise to determine if any of the District's facilities have elevated levels of radon present. This is done in keeping with Health Canada's guidelines and recommendations.

Radon is a gas that forms naturally by the breakdown of uranium in soil, rock and water. It cannot be detected by the senses. It is colourless and odorless; however it can be identified with specialized monitoring devices.

Radon usually escapes from the ground into the outdoors where it mixes with fresh air resulting in levels too low to be concerning.

However, when radon enters an enclosed space, such as a building, it can accumulate resulting in higher concentrations. This can become a health concern to the occupants of the building.

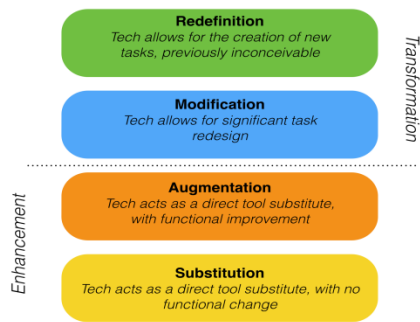
- We will be implementing Phase III of our testing at 35 schools this year, with 2 schools being re-tested from Phase II.
- Monitoring devices will be placed in high occupied areas within the school including classrooms, main office and staff rooms.
- Testing takes place for four (4) consecutive, winter months and adheres to Health Canada's Guidelines.
- The District has engaged the services of 3 environmental consulting firms, CM3, EHS Partnerships Ltd & Greenough Environmental (certified).
- The firms will work with school custodians to arrange suitable times to install the devices. This work is currently scheduled to take place when the schools are closed during Christmas break.
- Results are expected to be received in June and will be distributed to the schools at that time.
- Results will be shared with members of the school community and should also be posted on the H&S bulletin board. A copy will be provided to the Chief Custodian for inclusion in the schools DSR inventory binder.

## **Regarding Facilities, Design & Construction Services**

- Please see attachment for further details about Radon testing and district process.

**Item 5- Teachers Report**  
Shannon Jorgensen

DISCUSSION	<b>Over View of Technology in KHPS</b>															
	<table border="1"><thead><tr><th>Grade Level</th><th>Chromebooks (Per Class)</th><th>Ipads (Per class)</th></tr></thead><tbody><tr><td>Kindergarten</td><td>1</td><td>2</td></tr><tr><td>Grade1 -2</td><td>2</td><td>4</td></tr><tr><td>Grade 3-4</td><td>3</td><td>3</td></tr><tr><td>Grade 5-6</td><td>4</td><td>2</td></tr></tbody></table>	Grade Level	Chromebooks (Per Class)	Ipads (Per class)	Kindergarten	1	2	Grade1 -2	2	4	Grade 3-4	3	3	Grade 5-6	4	2
	Grade Level	Chromebooks (Per Class)	Ipads (Per class)													
	Kindergarten	1	2													
	Grade1 -2	2	4													
	Grade 3-4	3	3													
	Grade 5-6	4	2													
	<b>Maker space</b>															
	<ul style="list-style-type: none"><li>• <b>2 TV</b> for broadcasting announcements and slide shows of recent school activities, visitors and events.</li><li>• <b>Snap Circuits:</b> Create working electronic circuits and variety of electronic projects, no soldering required.</li><li>• <b>Maky Maky (14 units):</b> an electronic tool and toy that allows users to connect everyday objects to computer programs.</li><li>• <b>Ozbots (14 units):</b> is a little toy ball shaped robot that blends the physical and digital worlds. Students can write a code to direct the Ozbot to complete an activity which helps students explore coding and programming. The company bills the <b>Ozobot</b> as the world's tiniest robot!</li><li>• <b>Bee-Bots (2 units):</b> Bee-Bot® is an award winning programmable floor robot, perfect for teaching control, directional language and programming to young children.</li><li>• <b>3D Printer</b></li><li>• <b>DASH and mini robot:</b> teaches students to code and control these robots via apps. Students can code Dash to move, dance, light up, make sounds and avoid obstacles.</li></ul>															
	<b>Board Plan</b>															
Objectives for our board are to have fully mobile and user-accessible technology available for students and staff of each school. Shannon mentioned there is a five year commitment to having a 1:4 technology to student ratio, which KHPS was well on the way to achieving.																
<b>Staff Use Of Technology</b>																
Ruben Puentedura <b>SAMR</b> model for the integration of technology into schools																
<ul style="list-style-type: none"><li>• <b>Redefinition.</b></li><li>• <b>Modification</b></li><li>• <b>Augmentation</b></li><li>• <b>Substitution</b></li></ul>																



### What do students need to be taught prior to having them in small groups?

- Chromebooks are the first steps to technology. Often it begins with teaching respect and the importance of communicating respectfully. Review the importance of Internet safety rules and guidelines when using the Internet.
- Explicitly teach how to research, complete tasks using Chromebook.
- Critical thinking, questioning the material content and sources i.e. Is what I'm reading true?
- Content first putting together the information for the activity, leave the "final touches" for last steps of editing i.e. avoid time wasting choosing fonts and backgrounds
- How to work collaboratively, in partners i.e. when one is typing what should other students be working on?

### What are the conditions of learning for purposeful integration of technology?

- Contract with students and staff on proper use of hardware and software i.e. I will be kind to technology
- Job chart/check list to follow correct procedure i.e. are all wires correctly plugged in
- Teacher supervision and training i.e. how to care for devices have clean hands, no food or liquids nearby etc.
- Putting the tech tub back to its place when your time is finished.

### How can we equitably share technology tubs through google calendar?

- Be more aware of how often you sign up - weekly five day block project
- Specify when you book it on the calendar and explain use ; be flexible
- Ask check in with colleagues about their plans for tech.
- Be open to be asked to juggle times or uses ; be flexible
- Centre approach to projects, try to be reasonable with time
- Teaching students to ask respectfully to other classes/ teachers for technology when needed
- Keep in mind your timing for asking for technology, try not to do so in middle of lessons, choose a proper time.
- Share Chromebooks equally amongst the tech tubs.

Shannon mentioned she is using QR cards in class: students can answer questions in the class room by holding up their QR cards; Shannon then scans the class to see the overall answers, if there are incorrect answers there is follow up discussion about the topic to clarify.

A parent asked if this gave a good idea of how an individual student is doing in the class. Shannon said it was a useful tool to give a fast check on answers during the class time but individual students would not be highlighted by the QR code as that would be for the teacher to monitor and address via classroom observations and evaluations. QR cards are simply another way to implement technology into the class room experience and while fast and useful in obtaining responses they are not a 'go to' on assessment.

Spencer asked if teachers could recommend technologies to parents for example RAZ Kids Apps. Perhaps these recommendations could be put on to our social media platforms for parents to access?

## Item 6 - Treasurer's Update

Jason Sadrian

DISCUSSION	1) TD Account Balance	\$9533.44
	Services Fees are reimbursed	(\$1.95)
	Annual charge remains	(\$1.50)
	2) School Cash Online Balance	\$9869.00
	3) December 8 Movie Night	\$1,355.00
	<b>Revenue</b>	
	Cash Collected	637.50
	Online Orders	<u>1377.50</u>
	Total Revenue	2015
	<b>Expenses</b>	
	Pizza Order #1	347.02
	Pizza Order #2	90.00
	Costco Supplies	121.10
	Popcorn + tickets	<u>226.22</u>
	Total Expenses	784.00
<b>Total Profit</b>	<b><u>\$1,231</u></b>	
<ul style="list-style-type: none"><li>• Note there are no cheque deposit charges to date as deposits are kept to minimum thanks to School Cash Online.</li><li>• Popcorn on movie night was a little more expensive but less mess at the end of the event</li><li>• Less money was made due to lower numbers in attendance, greater expenses but profit still reasonable</li><li>• Some parents voiced lack of interest in the movie choice however it was pointed out that choice of movie is limited to a Board approved list.</li><li>• Jason estimated a total of \$20,000 in cash available to Council.</li></ul>		
<b>6.1 Allocations</b>		
<ul style="list-style-type: none"><li>• Snow Toys have been purchased for the playground as requested in the previous meeting; receipts given to Jason.</li><li>• Shannon mentioned that students would like to present their suggestions and ideas for the school playground to KHPS council meeting.</li></ul>		

## Item 8 - Fundraising Updates.

Katie Robb & Trina Simmonds

DISCUSSION	<p><b>8.1 Movie Night</b></p> <ul style="list-style-type: none"><li>• Ran much smoother</li><li>• Pre-prepared envelopes containing tickets for online purchases made processing much easier on the night.</li><li>• A second order of pizza was required on the night (\$90). Katie remarked this was the same amount as the previous movie night and perhaps the allowance of 30% for pizza should be reviewed for the next event.</li></ul> <p><b>8.2 Feb 9<sup>th</sup> Bingo</b></p> <ul style="list-style-type: none"><li>• Event now canceled due to age restriction issues ☹️. There are suggestions of replacing with a Valentine's Day dance and /or cupcakes sale?</li><li>• Shari recommended postponing the event altogether as there were already workshops arranged for Jan and Feb and perhaps too many activities could be too stressful on our volunteers and parents. It was agreed by those present to free up Feb 9<sup>th</sup> and Pauline confirmed that she would make the board aware this date was open now for community use.</li><li>• Trina suggested the following for future events:<ul style="list-style-type: none"><li>○ a Cake sale would be something to consider as an event in the school during the year as cupcakes seems to be very popular among the student body and also a great fund raiser.</li><li>○ Zumba night is a possible event she is currently negotiating for the school no fixed details yet.</li></ul></li></ul> <p><b>Other</b></p> <ul style="list-style-type: none"><li>• Spencer raised the previously proposed idea of having an event at a local restaurant and proposed to follow up with Boston Pizza or other restaurants</li></ul> <p><b>Action Item:</b> Spencer to follow up with Boston Pizza on fund raising events possibilities and update at the next meeting.</p>
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## Item 9 - Communications Update

Jihane Hoummady

DISCUSSION	<ul style="list-style-type: none"><li>• Jihane sent regrets</li><li>• Spencer asked if anyone had any changes or comments to make regarding the letter for Marianne Wilkinson and Traffic Coordination on Terry Fox Road.</li><li>• Spencer confirmed he will send KHPS letter to Marianne Wilkinson regarding the traffic and signals in front of the school on Terry Fox Road.</li></ul>
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## Item 10 Learning together Initiatives

Shari Fisher

DISCUSSION	<p><b>10.1 Learning Styles Work Shop</b></p> <ul style="list-style-type: none"><li>• Event to take place Learning Styles<ul style="list-style-type: none"><li>○ Date January 25<sup>th</sup></li><li>○ Time 6:30pm</li><li>○ Costing \$500</li></ul></li><li>• A Google Form will be sent out to parents to sign up for the event approximately 50 places Shari mentioned perhaps more may come on the night if so they will be accommodated as confirmed with the presenters.</li><li>• Volunteers are needed for the night. Meghan Schuler volunteered and two other parents' said they would get back to Shari during the week.</li></ul> <p><b>10.2 Other Initiatives</b></p> <ul style="list-style-type: none"><li>• <b>Scientists in the school-</b> Scientists in the School is a Canadian non-profit, charitable organization that offers science education and STEM workshops aligned with the curriculum – concern that it was too pricey for this year (\$1250) but to consider for future</li><li>• Meghan suggested that perhaps funds could be put into building a <b>Math Games Resource Center</b> for students and parents to borrow games to use at home as enrichment opportunities.<ul style="list-style-type: none"><li>○ Examples of games were shown to the parents at the meeting such as Tenzi, Sumoku, mobi</li><li>○ There was some discussion around costing of such a venture and numbers of games involved per grade. Most agreed this would be something to consider for KHPS going forward and warrant further discussion and costing</li><li>○ Ideas were discussed concerning how to convey information to parents including possibility of involving journalism club</li><li>○ There was discussion about how to catalogue and lend the games – suggestions of using similar process as books; going through students / teachers<ul style="list-style-type: none"><li>▪ A parent suggested a bar code for signing out a game which Pauline said might prove to be complicated.</li></ul></li><li>○ A proposal will be put together for next meeting addressing<ul style="list-style-type: none"><li>▪ Game costs, replacement costs and strategies</li><li>▪ type / numbers of games involved for different grade levels.</li></ul></li><li>○ Further suggestion was students could make informational videos with QR codes for families to learn how to play the games.</li><li>○ Parents game night proposed where parents could come try them and learn about the games with their kids</li></ul></li></ul> <p><b>Action item:</b> Meghan to compile a list of games and prices for February meeting.</p>
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## Item 11- New Business

Shari Fisher

### 11.1. Parent Workshop and School Council Training Day.

Shari attended this Training day and spoke about the workshops she attended

*Website link to Conference :*

<https://ocdsb.ss13.sharpschool.com/cms/One.aspx?portalId=55478&pageId=2596065>

#### 1. Key Note: Building Confidence in Kids & Teens – Dr. Karyn Gordon

Confidence is an attitude related to how we think about ourselves

There are basically 3 types of attitudes (represented by chairs) and your attitude, or where you sit, impacts your behaviour and responses

- Blind attitude – acts inferior to others, discounts positives
- Disguised attitude – acts superior to others, arrogant, cocky
- Confident attitude – acts equal to others

Every decision we make is filtered through where we sit.

Which chair the student sits in when approaching a situation may be impacted by the person or situation the child is dealing with (may sit in a different chair with friends than with teachers).

Self-esteem is highly correlated to depression. One of the first signs of depression is lack of motivation at school

Confidence is part of emotional intelligence – the biggest predictor in how successful a child will be is his or her emotional intelligence. Includes characteristics such as:

- Is the child a self-starter
- Passionate about things
- Communicate assertively
- Are they confident
- Can they manage their emotions

The best predictor of where our children sit is by looking at the same gendered parent and seeing where they sit.

**To get children to the confident chair, parents are encouraged to A.C.T.**

- **A**ffirm our children: affirm their character / behaviour, not the end result (work ethic, courage, focus, effort, motivation, etc); always affirm their feeling while challenging their toxic thoughts; focus on what they can control (anxiety is caused by focusing on what they cannot control)
- **C**ommunicate respectfully: keep lines of communication open and model positive behaviour, communicate respectfully with your child teaching them to respond in kind. Focus on what you are saying and, more importantly, on how you're saying it.

Use the hamburger technique

Positive: I appreciate that you.... (I'm proud that you....)

Improve: I'm feeling... because... (I'm concerned because.....)

Positive: I'm bringing this up because.... (what do you think?.....)

Get feedback from your children to understand how to improve communication with them – children will tell you how you're doing if you ask!!

DISCUSSION

- **Teach responsibility:** the best builder of confidence is responsibility – think of a teeter-totter: the more a parent over functions, the more the child will under function!

Make a list of everything you are doing for your child that should be their responsibility! Slowly shift those tasks to your child (on or two at a time!)

Listen to your kids and be there for them - don't be afraid to give yourself time to digest things your children have told you: "give me 10 minutes and I'll come back to you" - take time to consult an expert or resource and be honest if something throw you off balance: "that's scary for me to hear"

## 2. Growth Mind Set

### Ted Talk: The Power of Belief - Eduardo Briceno

- Fixed mindset = intelligence and abilities as fixed vs growth mindset = intelligence and abilities can grow
- Fixed – do I look smart?; Growth = how can I learn?
- Children with a fixed mindset crumble in the face of adversity
- Pay attention to how you talk to yourself! (kids pick up on this)

### Ted Talk: Mindset and Mistakes - Jo Boaler

- There is no mind growth if we don't make mistakes. Studies have shown that there is a lot of activity in the brain when a mistake is made but very little growth or activity in the brain when one is correct i.e. no mistake made.
- Let kids make mistakes and learn by working through them

## 3. Supporting Exit Outcomes – Jane Alexander

- Geared to higher level (ie highschool) but concepts still relevant in setting our kids on the right path from JK
- Exit outcomes = A set of key characteristics and skills that our students are expected to have when they complete secondary school – development starts in JK
- Curriculum is more than just textbooks and course outlines, it is everything in the school environment (KHPS is well positioned in this respect with the open, curious, kind motto encapsulating many of the exist outcomes and being reflected in all aspects of school life)
- Igen / genz is the most sophisticated/connected/educated generation ever; they are brand influencers and will create their own future
- Stop asking kids what they want to be when they grow up; instead ask them what problem they want to solve and what they need to learn to build knowledge, skills and abilities to solve that problem! : how do you want to change the world?
- Kids seeking connection in their work: what do you care about and how can you turn that into work?

### 11.2. Zone meeting with Christine Boothby- December 7, 2017

- School Bus updates: in the event of weather or other issues there should be updates by 5:30 am of the day involved, it should be up dated and current; also can sign up to receive emails. One parent also pointed out the bus companies sent out text messages if requested.

	<ul style="list-style-type: none"> <li>• there is land allotted for a future high school next to KHPS.</li> <li>• EDP fees will remain \$22.50 for next year</li> <li>• There will be a survey related to expansion of childcare at schools to include infant and toddlers – proposal 3<sup>rd</sup> party only; board only; or mixed board and 3<sup>rd</sup> party - seeking parent feedback from new registrations on the type and age group of child care they are currently using and or would like to have or need – survey to be sent mid-late Jan.</li> <li>• Shari raised questions about fundraising (what and how often they have activities) with the other attendees: <ul style="list-style-type: none"> <li>○ John Young has a monthly movie night (\$5 / family + pizza and concessions)</li> <li>○ South March – 2-3 per year; Halloween dance they used ticket leap - only allowed in if you had registered and paid online and ticket was scanned at entry so no need to have cash</li> </ul> </li> <li>• Shari also raised the traffic signal issue with Christine who said she would speak to Marianne</li> </ul>
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**Item12. Adjournment and next meeting date**  
**Spencer Callaghan**

DISCUSSION	<ul style="list-style-type: none"> <li>• next meeting is February 6, 2018</li> <li>• Meeting adjourned at 8:45pm; seconded by Anne Cole</li> </ul>
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**ACTION ITEMS – 2017-2018**

	<b>DESCRIPTION</b>	<b>PERSON RESPONSIBLE</b>	<b>DEADLINE</b>	<b>STATUS</b>
1	Purchase of Gloves and Napkins for Hot Lunches program	Anna Cole and Fiona Pingyin	December	CLOSED
2	Set up email volunteering forms for future events	My-Lien Bosch	December	CLOSED
3	Prepare a letter from School Council to Marianne Wilkinson regarding safety concerns at crossing on Terry Fox	Spencer Callaghan	February	OPEN
4	Prepare a template letter to be shared with parents to email to Marianne Wilkinson regarding safety concerns at crossing on Terry Fox	Spencer Callaghan	February	OPEN
5	Get more information on a fundraising event at McDonald's or another restaurant in the area	Minzah Rizvi	February	OPEN
6	Get more information about tailoring learning styles to lower grades and on paint night costs and logistics	Shari Fisher	December	CLOSED
7	Get more information on whether additional insurance is necessary and if so, how much	Spencer Callaghan	December	CLOSED
8	Confirm availability of Learning Styles present for Jan 25	Shari Fisher	January	CLOSED
8	Information on Boston Pizza Fund Rising Event	Spencer Callaghan	February	OPEN
9	Compilation of games list and costs for games library	Meghan Schuler	February	OPEN