April 29th, 2025

SAC MEETING

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| ***Discussion Items*** | ***Minutes*** |
| *Membership 2024-2025*  The Advisory Council shall include the following members:  ▪ the principal, who is a non-voting member  ▪ three parents/guardians  ▪ two teachers  ▪ one member of the school’s support staff  ▪ three community members | *Members:*  *Tina Waterhouse-Campbell- Principal*  *Nick MacDonald- Vice Principal*  *Guest Speaker: Jessica Layton*  *Parent: Katelyn Kennedy*  *Regrets:*  *Dawn Jenkins- Community member (Chair)*  *Heather Sullivan- teacher*  *Parent: Alice Miller*  *Folashade Akintola- Parent*  *Community member: Naomi Starratt*  *Parent: Ashley Dando*  *Community member:vacant* |
| *Call to order 6:00 pm* | *6:00* |
| *Approval of the agenda* | *Agenda -*  *Review Feb. Meeting Minutes*  *Jessica Layton to present to SAC about Roots of Change- Food Forest*  *Principals Report*  *Finances*  *SSP*  *Other Business*  *Motion to adjourn* |
| *Approval Feb. Meeting Minutes* | *Approved: Nick MacDonald*  *Seconded: Kaitlyn Kennedy* |
| *Roots of Change* | *Jessica Layton to present to SAC about Roots of Change- Food Forest*  [*Roots for Change Website*](https://www.rootsofchange.org/)  *> Food systems that go alongside garden beds. It is called a food forest. In Scotsburn there is already an example.*  *> Guild is an intentional group of plants, planted together, the diversity is interconnected.*  *> Guild is made by the community for the community.*  *> Idea to create a sense of community, love of the environment, instill social responsibility. Teaching about local resiliency, celebrating generalization learning.* |
| *Principals Report and Student Success Planning* | *School Summary*  **VTRA Training**  Principals recently did Level Two Violence Threat Risk Assessment and Vice Principals will be completing the training this week.   * Risk and threat assessments are used when there is worrisome, at risk and/or threatening behaviours reported or observed. * Training is focussed on identifying if there is a risk and if the risk is SOS- self, others or system. * The training reflects trauma informed and human systems assessments and interventions. * The focus is on recognizing the actual dynamics that contribute to risk and how to intervene with students and families to lower the risk. * This is accomplished by having more diverse teams and perspectives that represent the communities that we serve.   ***School Lunch Program-*** *We reached out to the HRCE school lunch program to give feedback about the outsourcing of the lunch program earlier in the school year. We made a request to have our site looked at for preparation of healthy lunches onsite. We also shared that the SAC was in support of this request.*  *Andrew McNeil Coordinator, of System Services and Swales, John*  *Manager, Occupational Health & Safety came and did an on site inspection of the kitchen and cafeteria to explore our request.* ***Our request has been granted, the program will happen onsite, with a projected date of September 2025.***   * *Selecting the vendor is a provincial process. The evaluation panel to select the vendor will have representation from the province and members of HRCE healthy schools. The school should have a decision by June and the province will be issuing the contracts to the vendors.*   **Discovery Centre**   * The lower elementary students went on a field trip to the Discovery Centre, the PTO helped with the money for the bus to make the trip more affordable for families. Students had a great time.   April 30th PD will focus on -  Safe Schools Strategy  Professional Development for School-Based Staff   * All 50 staff members are included, teachers, admin. Assistant, custodian, YCCW, specialist and EPAs are invited in the process. * After the staff does work on the vision for the school, we will be sharing with the SAC and students, looking for input. * The idea is having a safe, caring school is a shared responsibility, involving the whole school community, the SAC and the students.   **PD focus on:**   * Overview of the Provincial Safe Schools Strategy * Appreciation for where the new Provincial School Code of Conduct is positioned within the Safe Schools Strategy * Understand important, foundational, school-wide strategies that will support successful launch of the School Code of Conduct   **Three Big Ideas for School Wide Strategies:**   1. Schools will have **Rules**- rules are for safety and safety only. 2. **Expectations** are for student success. ( We will be co-creating a matrix of expected behaviours for various areas of the school.) 3. **Norms** are for creating a positive classroom climate. |
|  | *SSP- focus on students of African Canadian and Indigenous descent to improve in all areas, Math, Literacy, and Well Being*  *Literacy- As a staff we are continuing to work on the relationship between reading and writing.*  *Effect on Student Learning:*   * Teachers are noticing some transfer of skills, specifically teachers have noticed students showing phonics concepts in writing. * Teachers are noticing mentor texts allow students to see a variety of examples of a learning target- (easier for them to connect when they see books they know and/or like).   Effect on Teaching:   * Teachers are linking learning targets in reading and writing, intentionally in their planning. * Teachers are more intentional with decoding and encoding connections throughout the day. * Teachers are more intentional with mentor texts they are using.   ***Math- Continue***   * ***Teachers continue to focus on fact fluency.***   *Effect on Student Learning:*   * Fact Fluency strategies are being applied in curriculum units being taught (for example, double double, squares, etc.) * Similar language being used through grade 3-6 allowing students to share their strategies. * Increased engagement in fact fluency activities * Stronger number flexibility relates to less dependence on aids such as number charts, lines, times tables, etc.   *Effect on Teaching:*   * Fact fluency games are becoming automatic, which allows for classroom teachers to do small group or individual intervention. * Using progression charts to see where each student is being implemented by some teachers. * Teachers are adding more information to their anecdotal notes to determine next steps.   ***Well Being- This term we noticed the following about our work with belonging.***  Student Learning:   * Students in lower elementary are sharing more and specifically problem solving on what to do if someone does not want to play or how to respectfully tell someone you don’t want to play, with a sense of belonging still intact. * All teachers are seeing more students participating in class meetings and willing to share more. * Teachers are observing more thoughtful and deeper level thinking in responses.   Teacher Learning:   * Teachers are more intentional with class meetings, discussions are more focussed around well being focus (belonging). * Teachers use modelling and examples to help students understand how to make others feel like they belong. * Teachers are learning more about students from the virtual announcements (students interests, friend groups, etc.) * Virtual announcements are helping teachers to guide the next conversation about well being based on student responses.   ***We continue to have a focus on student belonging. We are going to explore the work we have done with announcements and class meetings as a staff at the April 30th PD. We will decide on an action plan for the third term following a staff discussion.*** |
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| *Finance*  *SAC Grant: Ideas must be aligned with SSP goals* | *> The Apple iPad 10.2-inch 64GB is $420 plus tax. Each =$463.00*  *We have $ 5310.00 in SAC money. Therefore we can purchase 11 IPADS.* |
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| *Other* |  |
| *Adjournment* |  |
| *Upcoming Meetings* | *Meeting #6- June 17th* |