Feb. 25th 2025

SAC MEETING

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| ***Discussion Items*** | ***Minutes*** |
| *Membership 2023-24*  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*  *Dawn Jenkins- Community member (Chair)*  *Heather Sullivan- teacher*  *Parent: Katelyn Kennedy*  *Regrets:*  *Parent: Alice Miller*  *Folashade Akintola- Parent*  *Community member: Naomi Starratt*  *Parent: Ashley Dando*  *Community member:vacant* |
| *Call to order 6:00 pm* | *6:08pm* |
| *Approval of the agenda* | *Agenda -*  *Review January Meeting Minutes*  *Principals Report*  *Finances*  *SSP*  *Innovation Fund*  *Other Business*  *Motion to adjourn* |
| *Approval Jan. Meeting Minutes* | *Approved: Heather Sullivan*  *Seconded: Dawn Jenkins* |
| *Principals Report and Student Success Planning* | *School Summary*  *African Heritage Month- Celebrating Black Excellence*   * *Teachers have been using read alouds, research projects and educational videos to celebrate black excellence. The diversity library is available for teachers to use to help with lessons. At staff meetings Tina and Nick try to highlight examples of how teachers are using these resources.* * *We had two days of drumming workshops. Every class had a session and there was a drum (Djembe) available for each student. This was amazing for engagement. African Nova Scotian musical specialist Gail Teixeiwra from* **Halifax Regional Arts- gave the workshops and taught students about** Drumming, movement and Culture. Every child had a drum to be able to participate. She taught us about drumming, movement and culture. She will be back again in the spring to do steel drumming workshops. * **Africa Festival of Arts and Culture Society** (AFACS) came as part of the 2025 Black History Month School Tour . We had Master Drummer Amadou Kienou and the Djeli Sira group perform one-hour cultural activities. They talked about the different instruments they had and they asked for student volunteers. Mr. Mac Donald took some pictures and video of the event.     *School Spirit*   * *We have recently had the Wanderers come and give workshops to all the classes. PLES is a huge soccer school and this was great for school spirit!* |
|  | *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 continue to work on the relationship between reading and writing.*  *We are focussing on building positive teacher efficacy. Which means having a shared vision and shared strong practices and* ***belief of teachers in their ability to positively affect students. As administrators we are seeing strong collaboration amongst teachers.***   * ***Teachers in 3 and 3-4 worked collaboratively with our literacy support teacher and resource teacher to improve practice in UFLI. Working together twice a day to deliver a whole class lesson and following up with intervention and practice in small groups with multiple adults. The classroom teachers are now delivering the UFLI lessons and continue to collaborate with literacy support teachers to the benefit of their students.*** * ***This term resource and literacy support will be working with the two grade 4/5 classes. They will be using words their way to work on spelling patterns and rules and be able to form groups based on where students are at in their learning.*** * ***Data is back on how our grade 6 and 3 students did on the writing assessment that was completed in the fall. Tina shared the data with us and said that future PD for teachers will be based on the areas of concern that were highlighted in the results.*** * ***The innovation grant could help us with creating buy in for writing. It is too late to apply for this year but Tina would like to start the application for next year to help support finding ways to increase engagement. This might look like using funds to pay for author visits, supplies to support a class with supplies for writing about a recipe or an experiment, letters written to a group that will come to do a presentation after letters are written. Doing class interest inventories to select a grade level focus for using the funds based on interests.***   ***We discussed many ideas for increasing engagement for writing and are excited about getting the grant to put these idea into action!***  ***Math- Continue***   * ***End of this term teachers will be collecting data on whether students are meeting or not meeting in terms of fact fluency.*** * ***We currently have 4 kits that teachers can use to assess students' fact fluency and Tina would like to spend some money to buy some more kits.*** * ***Math coaches will be coming in working with teachers to aid teachers to pinpoint the areas of instruction for students who are not yet reaching bench mark and help to group and provide instructional supports.***   ***Well Being-***  *> After building relationships and creating a sense of community and collecting data with our school wide survey we decided to focus on one area for term 2. The focus has been on belonging. Classes have used various activities and discussions about belonging to help develop an understanding of what it means to belong and how we can foster a sense of belonging in our school. The social emotional library is available for teachers to use to help with lessons. At staff meetings Tina and Nick try to highlight examples of how teachers are using these resources.*  *> Announcements - The news crew with Ms. Halloran’s support has been doing announcements on Friday’s that include pictures of the students at PLES engaging in various activities.*  *We watched a video of the weekly announcements.*  *>* To continue our focus on student well-being over the next month or so we would like to have classes consider weekly focus questions with students. These questions will relate directly to our well-being data collection. We would like to have each class consider the questions with students over the course of the week. Of course, conversations will look different depending on age level.  Once classes have had the opportunity to consider the questions Ms. Halloran will work with the PLES News Crew to conduct some interviews with students regarding the topic. These interviews will then be shared in the Friday video announcements.  The first question to consider is:  *What can you do to help others feel like they belong?* (Please discuss by Thursday, February 27th)  Possible Discussion prompts:   * Can you think of a time you felt that you did not belong? * What was that experience like? * How does feeling like you belong impact you? * What keeps people from feeling like they belong?   There are also many texts in the diversity library that would lend themselves well to initiating conversations. |
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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.* |
| *Policy Input* | *Cell phone- School Policy has been implemented*   * *If it is seen and off, verbal warning to put away in backpack*   *1st time phone out and used, turned into the office and phone call home*  *2nd time - turned into the office and phone call home for parent to pick up the phone*   * *Exceptions - if a child has Diabetes and uses the phone to check blood sugar levels.*   *We have only had four incidents so far this school year and parents have been very supportive.* |
| *Other* | **We have a new teacher teaching grade 5/6. She has a lot of experience and a wealth of knowledge to share. She also brings more diversity to our school.** |
| *Adjournment* | *7:12pm* |
| *Upcoming Meetings* | *Meeting #5- April 29th*  *Meeting #6- June 17th* |

