June 17th, 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*  *Parent: Katelyn Kennedy*  *Dawn Jenkins- Community member (Chair)*  *John Fry- Incoming Principal September 2025*  *Regrets:*  *Parent: Ashley Dando*  *Heather Sullivan- teacher*  *Parent: Alice Miller*  *Folashade Akintola- Parent*  *Community member: Naomi Starratt*  *Community member:vacant* |
| *Call to order 6:00 pm* | *6:00* |
| *Approval of the agenda* | *Agenda -*  *Review April Meeting Minutes*  *Principals Report*  *Finances*  *SSP*  *Other Business -*  *Motion to adjourn* |
| *Approval April Meeting Minutes* | *Approved: Dawn Chambers*  *Seconded: Katelyn Kennedy* |
| *Principals Report and Student Success Planning* | * **On Monday May 5th- We recognized Red Dress**   **Lower elementary**  **LINK -** [**Red Dress Slideshow Lower Elementary**](https://docs.google.com/presentation/d/1Qj-2d5qCfUYUGWsPLUWLbVu-WOPKC_yiI1Algd0eN6I/edit?usp=sharing)  Primary- three) we shared the story [Read Aloud - Berry Song](https://www.youtube.com/watch?v=AvvpBZb46oE) with lower elementary students. It highlighted Indigenous women's connection to one another and taught the importance of being connected to the land.  **Upper Elementary**  We shared the following video done by our students in the upper elementary (4-6) today in honor of Red Dress Day. Done by three of our very own students.   * Grade three teachers, Early Literacy Support and Resource teachers spend the end of April and the beginning of May preparing students for Provincial Grade three Literacy assessment. There was a focus on Writing with the literacy team. Math coach Paula Follett also assisted classroom teachers to prepare students for the Math portion of the assessment. * On May 13- PLES 5-6 teacher Dave Greene presentation for his latest adventure: 12:05 He shared his experiences completing a 543km ski expedition from Akulivik across the Ungava Penninsula, from west to east, over the course of 25 days. He showed students the equipment he used, shared pictures of the journey, including pictures of animals and answered questions about how to train for and complete this type of outdoor adventure. * On June 7th we had our annual Spring Fair, it was very well attended. We had bouncy castles, games, cake walk, cotton candy, a silent auction and a BBQ. The excellent turnout of students and family members made for an eventful day. For the first time in many years the PTO made a profit on this event, which will assist to fund further enrichment activities for students in the fall. * Students did two days of Steel Pan Drumming- Gail Teixeira Fine Arts Specialist who specializes in African Nova Scotia culture. All students took part in the workshops from Pre- Primary to Grade six. * *Neptune theater performance "Emilio's A Million Chameleons", Grades 3-6.* * We celebrated Black Excellence Day with a musical performance by Owen Lee, and we were entertained by many original recordings. Students sang along with Owen to the Black National Anthem, “Lift Every Voice and Sing”. Mr. Lee was very impressed that students knew all the words. |
| *SSP:* | ***Literacy-*** *Focus on the reciprocal relationship between Reading and Writing*  What is the evidence of impact/gains for student achievement/well-being? How do you know?   * Teachers are noticing some transfer of skills, specifically teachers have noticed students showing phonics concepts in writing, as well as more improvement in structure of sentences and paragraphs. * Teachers continue to notice 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).   **Math**- Focus was applying computational fluency strategies during fact fluency and to solve problems with increasing confidence and success.  What is the evidence of impact/gains for student achievement? How do you know?   * More students are moving towards showing their thinking in more than one way. * Students are more often using strategies from fluency in problem solving.   The two 4-5 teachers and the 5-6 teachers worked with Math coach Paula Follett to focus on planning lessons using the three part lesson. There was also a focus on purposefully collecting evidence of student learning during fact fluency to guide both full group and small group instruction.  **Well Being - The goal was to improve students' sense of belonging.**  What is the evidence of impact/gains for student achievement/well-being? How do you know?   * Teachers are observing student sustained participation during class meetings, with more students willing to share their thoughts and ideas. * By using sticky notes and surveys teachers are able to hear the voices and concerns of more students. * Based on a June Check-In survey with grades 3-6, 78% of students feel they usually, mostly or really belong in their classroom. * In the same survey students indicated that they appreciated such things as flexible seating, the opportunity to take part in clubs/intramurals, and the guest speakers who visited PLES. * Students were very engaged in the virtual announcements where student belonging was highlighted weekly. |
| *Finance*  *SAC Grant: Ideas must be aligned with SSP goals* | *We ordered on: Ergotron YES36 charging and storage cart is $2,500 plus tax- total with tax is $3 162.20*    *We ordered Five of the Apple iPad 11-inch, 128GB is $470 plus tax and the iPad 11-inch case is $79.95 plus tax.*    *$632.44 per IPAD with a case and taxes. ($632.44 x 5= $3 162.20)*  *$2 875 for the IPAD cart with taxes.*    *That would be a total of - $3 162.20 + 2 875= $6 037.20*      *There was $5 304.00 in the SAC fund, all the SAC funds money were spent to help to pay the IPAD cart and the IPADs*  *-----------------------------------------------------------------------------------------------------------------*  *The reason behind this spending was that IPAD technology is mainly used in the lower elementary to support both literacy and Math development. There was a class set of IPADS but they are currently very outdated, and students are not able to use them because they can not be updated or have current educational software installed.* |
| *Other* | **Introduced the SAC to the Draft(s) of the School Wide behaviour Matrix and the school wide mission statement and had them give their opinions. SAC gave input into both.** |
| *Adjournment* |  |
| *Upcoming Meetings* |  |