

# SMBE SAC Meeting #3 Minutes

Date: **February 18, 2025**

Format: Virtual

**Present:** Shauna Murray, Lynn Wyatt-Reichheld, Kelly Joy, Kirk Campbell, Katie Foley, Harmonie Chafe-Webber, Ashley Hurshman, Kelly Joy

**Regrets:** Roberta Inglis,

- **Welcome and call to order.**
- **Minutes:** January minutes approved by Kirk and seconded by Ashley.
- **Reports**
  - **Principals Report**

Lynn provided the following update on behalf of Kelly as she had been off on medical leave:

- ❖ Kelly ended up being out 5 weeks but we're very happy to have her back and we appreciated Jessica Ledroit stepping up.
- ❖ We had Family Literacy Day and for the rest of that week we had a point in the day where we went over the PA and said "It's time for everyone to Stop, Drop, and Read!"
- ❖ February is African heritage Month. Our person from HRCE Arts hasn't come in yet to do a workshop with some of our classes.
- ❖ We had our Scholastic Book Fair last week and staying open Wednesday from 3- 6pm did see some families pop in. With our early dismissal and school cancellation on Friday meant we extended the book fair into this week, so all students can still shop.
- ❖ The Sock Hop was rescheduled to this Friday the 21<sup>st</sup>.
- ❖ Since returning after the holiday break, staff have been working hard at making changes to their rooms to meet the fire code regulations.

➤ **Student Success Report**

Lynn shared the following for Kelly as she was off on medical leave:

- ❖ No new data on how students are doing but teachers continue to engage with our SSP goals; learning more about building learning partnerships, using the context of our literacy and math short-cycle goals.

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- Teachers have been participating in professional learning activities and have conversations designed to develop their understanding of building learning partnerships with each other, mainly bridging the professional practice between our P-2 and 3-5 teachers.
- The PD has been happening every two weeks and it is helping build efficacy and professional practice.
- Teachers will learn more about how to use culturally responsive practices to choose instructional resources for their students. For example, choosing reading material that has content that reflects learners in the class, for example, using the EagleCrest books more intentionally with students.
- Teachers are using criteria such as their observations and anecdotal notes, curriculum outcomes and specific “Look Fors” in the Curriculum Documents, NS Assessment Rubrics, Writing and Math Exemplars, collaborating with grade level partners or colleagues to help look for strengths and next steps of instruction for the student(s) in question.
- Teachers continue to grow their repertoire with finding multiple ways of gathering evidence of student understanding. For example, whole class tracking sheet, small group sheet, whole class observation sheets, whiteboards, exit slips, self-assessment, Math/Literacy Running Records and interviews.

### ➤ **Financial Report**

- ❖ No new spending has taken place over the last month, so we are still at the \$1500 being spent on literacy resources as discussed last month.
- We wish to make a motion to spend \$800 on professional resources to support the SSP goals (one example would be Shifting the Balance 3-5) **Called for motion- All in agreement.**

### • **New Business**

- Revisions made to the School Food Policy- highlights include:
  - Applies to all schools and students PP-12
  - New Food and Beverage Standards
  - Water is the main beverage
  - All foods to be served must meet the requirements (can veer away from the requirements at different times of the year but there is a set limit)

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- Updates around bringing in Guest Speakers- Highlights Include:
  - All guest speakers must be approved in advance by the Principal, and all aspects of the presentation must be vetted by the Principal. This means the school needs a copy of the presentation/speaking notes prior to the presentation happening).
  - Ensure the guest speaker's topic, content and use of language are aligned to **specific curriculum outcomes** and the [Inclusive Education Policy](#), and has been reviewed for potential biases. This will be done by reviewing content in advance of presentation to students.
  - Confirm that teachers have plans for pre and post work with students to ensure a strong understanding of the connection between the speaker's presentation and their current learning.
- **Any Other Business**
  - Referring to the Lost and Found discussion from last month, Ashley will be in on Thursday or Friday to take photos of the lost and found and get it posted to the PTC Facebook group.

**For our next meeting, it was agreed to have it on April 8<sup>th</sup> at 6pm.**

- **Meeting Adjourned at 6:51pm**