

SMBE SAC Meeting #4 Minutes

Date: **April 15, 2025**

Format: Virtual

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

Regrets:

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

Kelly provided the following update:

- ❖ We recognized St. Patrick's Day and saw lots of green when we came back after March Break.
- ❖ We recognized Downs Syndrome Day by wearing odd socks as a way for people to embrace the concept of differences and celebrating that it's okay to stand out and be unique.
- ❖ We recognized World Autism Day by wearing blue.
- ❖ For both the Autism and Down's Day there was relevant information sent home to the families so that they too might want to participate and can learn more about the conditions that affect some of our school population.
- ❖ Parent- Teacher for second term was conducted through the lens of student led conferences and though each teacher may have done something a little different the outcome was the same where the students took the lead on sharing their learning with their families. We heard only positives from the families, either as they left or via email to admin.
- ❖ Planning for next year has begun in terms of what next year will look like, though nothing gets sent out to schools in terms of allocations until May.
- ❖ PTC will be hosting their Spring Bingo in May and the planning has begun for that. More information will be going home to families likely by the end of this week so keep your eyes peeled for that information to come.
- ❖ Kelly and Lynn will be getting some additional VTRA training (Violence Threat Risk Assessment) at the end of the month.
- ❖ Our Professional Development Day on April 30th is looking at school safety/the provincial code of conduct and student success planning.

SMBE SAC Meeting #4 Minutes

- ❖ The school continues to work on their SSP goals with more information in the student success report

➤ Student Success Report

Kelly shared the following:

Literacy:

Reading - Primary - Not YET Meeting			# of students in grade
	NOV	MAR	
INS			
ANS			
ANS + INS	1	1	1
OTHER Ancestry	20	6	48 all Ps

Reading - Grade 1- Not YET Meeting			# of students in grade
	NOV	MAR	
INS	2	1	4
ANS	1	1	3
ANS + INS			
OTHER Ancestry	7	22	53 all 1s

Reading - Grade 2- Not YET Meeting			# of students in grade
	NOV	MAR	
INS	1	1	3
ANS			1
ANS + INS			
OTHER Ancestry	17	13	65 all 2s

Reading - Grade 3 - Not YET Meeting			# of students in grade
	NOV	MAR	
INS			2
ANS			2
ANS + INS			
OTHER Ancestry	16	21	68 all 3s

SMBE SAC Meeting #4 Minutes

Reading - Grade 4 - Not YET Meeting			# of students in grade
	NOV	MAR	
INS			1
ANS	3	3	6
ANS + INS			
OTHER Ancestry	18	15	67 all 4s

Reading - Grade 5 - Not YET Meeting			# of students in grade
	NOV	MAR	
INS			3
ANS			3
ANS + INS			
OTHER Ancestry	13	14	79 all 5s

- ❖ Our SSP has been primarily focused on **professional practice** and using **qualitative data** to confirm our observations, identify strengths and next steps of instruction.
- ❖ Teachers are more open to share about students who are meeting and not **YET** meeting, and what we can do to support teachers/students.
- ❖ Part of the PD in Writing and Math was Monitoring Student Progress, shows teachers how to use criteria and exemplars for Writing and Math and set goals for students. This practice is helping our staff engage in the Disrupt Inequities Process, develop cultural competence and to be culturally responsive to our students.
- ❖ We, as a TST, have reviewed school data in Reading, report cards in Reading, Writing and Math and our LM3 data. We have also desegregated the data on our school data wall, so we can analyze how our students with Indigenous and African Nova Scotian ancestry are doing in Reading, Writing and Math. We then make a support plan for the students, usually tier 2 support from ELST or Resource. Desegregating data is one of the ways that is helping us in our roles in the Disrupting Inequities Process.
- ❖ Part of our PD in both writing and math has *Building Learning Partnerships* weaved in to support teachers in learning more about being culturally responsive practitioners.
- ❖ Also working with grade 3 classes to allow time to work with students on targeted areas of need prior to the grade 3 assessment which is coming up in the latter part of May.

SMBE SAC Meeting #4 Minutes

Mathematics:

- ❖ After conversations with P-2 teachers, we needed to meet teachers where they are at, and P-2 teachers needed to have a deeper understanding of what fact fluency is and what we mean when we are talking about it.
- ❖ Building Learning Partnerships between the 3-5 and P-2 teachers help support collaboration with developing a common understanding of fact fluency.
- ❖ Staff meetings were used along with developing Math SSP google slide deck, so teachers have a resource to locate resources to support their instruction (pacing guides, instructional materials on fact fluency, rubrics, other fact fluency criteria)
- ❖ Ways to gather evidence of student understanding have been shared and explored.
- ❖ Ways to track evidence and monitor student progress have been shared and teachers are finding it helpful.
- ❖ Our focus has been on teachers connecting their understanding of fact fluency to their current instructional practice and what they know about the Math curriculum.
- ❖ Then teachers added new learning of fact fluency and ways of gathering evidence of student learning to their current understanding and instructional practice.
- ❖ Teachers have brought examples of fact fluency tasks and their evidence of student learning. This contributed to professional conversations and sharing what is working well, with learning tasks and the kind of evidence that a teacher can get a better understanding of how each student is thinking and what strategies the student is using.
- ❖ The process of gathering whole school data for fact fluency, has involved teachers making meaningful connections to their practice.
 - By prioritizing fact fluency outcomes helps teachers have an instructional focus.
 - They select tasks to teach these outcomes, concepts and skills.
 - They have whole-class tracking sheets to help monitor student progress of understanding.
 - They have been using Math Running Records and lower elementary learning how to do Math Running Records.

SMBE SAC Meeting #4 Minutes

- They also have been using various other ways to gather evidence of student understanding (exit slips, whiteboards, interviews, paper pencils assessments on Teaching and Learning site)
- ❖ We are now able to collect school wide data in fact fluency in our next SSP cycle. We will continue to desegregate the data, so we can analyze how our students with Indigenous and African Nova Scotian ancestry are doing and identify students who need additional support and develop a plan accordingly.

Well-Being

- ❖ The teachers will be conducting a micro survey with students at each level to see how they are feeling about school, and we will then use the results to determine where our focus will be for the remainder of the school year.

➤ Financial Report

- ❖ We used approximately \$600 of the \$800 spoken about at the last meeting on professional resources but it will go higher as there are a few books on back order.
- ❖ We wish to make a motion to spend \$3500 to purchase a Fountas and Pinnell Reading Kit to support our grade 3-5 students as this is an area of need that has been identified by our ELST and Resource teachers. **Called for motion- All in agreement**

- **New Business**
- **New Business -**

Valentine's Day Communication and Feedback

- For the third consecutive year, the school communicated to families in early January that **only paper valentines were** to be exchanged at school. This early notice was intended to provide clarity before families began purchasing items, as Valentine's products typically appear in stores shortly after the winter break.
- An additional message was included in the **February 11th email**.
- Additionally, **classroom teachers** communicated this information directly to families to ensure consistency across all grades.

SMBE SAC Meeting #4 Minutes

- The decision to restrict candy and other food items was based on several considerations, including **student allergies, health conditions**, and the school's **commitment to inclusivity**. These guidelines were put in place to ensure that all students could participate safely and equitably.
- As SMBE serves a wide **range of age groups**, families rely on the school to ensure that all distributed items comply with both **nutrition policies** and **allergy protocols**. Food items sent in backpacks—particularly on buses—may be opened, consumed, or shared without supervision, presenting a potential **safety concern**.
- The school's approach also aligns with **provincial food guidelines**, which recommend limiting the distribution of highly processed foods such as candy and suckers in school settings.
- It was acknowledged that **not all staff** consistently followed the outlined expectations. These instances have been **addressed directly** with the individuals involved to ensure alignment moving forward.
- One parent raised a concern about their child's suckers being removed and not being permitted to distribute them. No additional concerns were received.

School Advisory Council (SAC) Feedback

- SAC members shared that they felt the communication was **timely and clear**, and that the **expectations were well communicated** to families to help protect student health and safety.
- Suggestions for improvement included:
 - Offering **non-candy alternatives** for families wishing to include something extra with valentines.
 - Including future holiday-related guidelines both in **regular newsletters** and as **standalone communications** to ensure visibility.

Field Communication and Feedback

- We experienced a very icy winter that turned the field into an ice rink, followed by flooding and extreme mud. The field was already in poor condition, with uneven ground and deep holes—some deep enough for a foot to sink to the knee. The freeze-thaw cycle also caused the net rebar to protrude, creating a hazard for students.
- 311 was called and visited a week later. They secured the nets but didn't have enough materials to repair the field and said they would return.

SMBE SAC Meeting #4 Minutes

- The field will remain closed until it's seeded and sectioned off.
- Once reopened, we'll rotate access, like how we manage playground equipment, as many students have expressed interest in using the soccer pitch, which is currently dominated by the same groups.
- A staff member suggested removing the nets entirely and using cones instead to allow more flexible use.
- Please ensure students use appropriate indoor/outdoor footwear.

School Advisory Council (SAC) Feedback

- SAC members want us to ensure that the bins are fully stocked, and that we get the kids on the field as soon as possible, if a schedule will be helpful and can be managed then give it a try for equitable sharing because the kids need to be out and moving.

➤ Any Other Business

- School Counsellor- update...there was a job posting but there were no qualified applicants so where possible, our school psychologist has been counselling for emotional needs. We have been actively trying but there is a shortage throughout HRCE.

For our next meeting, it was agreed to have it on May 20th at 6pm.

- **Meeting Adjourned at 7:32 pm**