

SAC Minutes
Beaver Bank Kinsac
February 3, 2021

Attendees: Kelly Clarke (Principal), Candra MacKeen (Vice Principal), Lynne MacKinnon (teacher/secretary), Liesl Newman (parent rep), Sheryl Crosby (EPA), Bob Crosby (Community Member), Stacy Allen (teacher), Patricia Sabourin (parent rep)
 Regrets: Katelyn Gillis (Parent Rep)

Supporting Student Success

Literacy Goal: Students will demonstrate an improvement in writing with a focus on ideas and conventions.
Math Goal: Students will demonstrate an improvement in problem solving with a focus on number sense.
Safe and Inclusive Learning Environment Goal: We will improve student well-being at our school.

Discussion Items	Minutes
Call to order - WE ACKNOWLEDGE THAT WE ARE IN MI'KMA'KI, THE TRADITIONAL ANCESTRAL TERRITORY OF THE MI'KMAQ PEOPLE.	Kelly acknowledged that we are in Mi'Kma'Ki, the traditional ancestral territory of the Mi'Kmaq people.
Approval of agenda	The agenda was approved by Bob Crosby and seconded by Patricia Sabourin.
Approval of meeting minutes	The minutes dated January 13, 2021 were approved as distributed by Liesl Newman and seconded by Bob Crosby.
Business arising from the meeting minutes <ul style="list-style-type: none"> • Lifetouch 	<u>Lifetouch Photograph</u> – Kelly will take a photo of the school for the cards. The catalogue was in U.S. dollars and the representative will give Kelly the Canadian equivalent costs.
Principal's Report <ul style="list-style-type: none"> • Valentine's Day 	<u>Valentine's Day</u> – Due to COVID-19, we will not have Valentines from home come to BBK. Some teachers are opting to do virtual Valentines. Some teachers plan to do a "Secret Santa" type exchange. Teachers will do something fun in the classroom.

<ul style="list-style-type: none"> • Literacy Week • Registration 	<p><u>Literacy Week</u> – Due to Covid, BBK was not able to do the book swap. Our librarian, Bev Gaudet, ran two different contests, P-2 and 3-5. Activities included: stop-drop-and read, dress as your favourite story book character, guest readers, and shared reading. It was a successful week.</p> <p><u>Registration</u> – Registration occurs every February across the HRCE, beginning on February 1, 2021. This is for Pre-primary and Primary. The BBK website has a link to HRCE for instructions on how to register. The link is https://www.hrce.ca/registration</p> <p>BBK encourages all potential students to contact the school directly if they have questions.</p> <p>A question was raised about how families will be aware of the registration. Families are asked to reach out to local schools or visit the HRCE website. The registration is posted on our sign. The SAC discussed that a HRCE driven registration advertising blitz would be beneficial.</p>
<p>Student Success Planning</p>	<p>Discussion of the Student Success Plan was embedded within other areas of the minutes.</p>
<p>Finance</p> <ul style="list-style-type: none"> • iPad’s • Chromebooks • Classroom Library Books 	<p><u>iPads</u> – grade primary to 1 received 10 iPads, including an Otterbox case</p> <p><u>Chromebooks</u> – We received 50 Chromebooks from HRCE for Chromebooks, plus the Windmill Grant has allowed us to purchase several Chromebooks. There are several students on documented adaptations who require Chromebooks to support their learning and each one of those students has received a personal Chromebook. Each classroom now has 9 Chromebooks. We have 2 carts. One is a large cart and the other is a composed of 2-wheeling carts. <i>Our goal at BBK is to have one Chromebook per student.</i></p> <p><u>Classroom Inclusive Library Books</u> – We are in the process of finalizing the list of books that are grade appropriate. Books will be ordered shortly.</p>
<p>Policy Input</p>	<p>Today’s policy focus was on the Special Education Policy. See below.</p> <p>https://www.ednet.ns.ca/docs/inclusiveeducationpolicyen.pdf</p>

**Special reports
and/or
presentations**

Inclusive Education Policy – Kelly shared her screen of the policy. Kelly reviewed the role of the SAC and the importance of parents/guardians contributions on programs such as adaptation/IPP's etc. and their input on the students strengths, challenges, and interests.

Kelly pointed out the difference of the Special Education Policy and the Inclusive Education Policy, in that the Inclusive Education Policy is geared for all students while the Special Education Policy is focused on students with special needs and exceptionalities.

One step forward BBK is making in relation to the policy is purchasing inclusive education books for all classrooms.

BBK is in contact with community stakeholders including professionals and paraprofessionals to support our students.

The guiding principles were reviewed.

Highlights included:

- The student's strengths, needs, and challenges are first and foremost when considering programming for students.
- We are working on learning about a student's culture and how to teach children best by understanding their culture.
- Specific curriculum can be found at <https://curriculum.novascotia.ca/>
- Teachers also reviewed curriculum during Curriculum Night. Teachers are a good place for parents/guardians to start if they need information.

A question was asked regarding what supports will be offered to schools and if Kelly has received any information. Discussion was held regarding the tiered system of student support. Kelly referred to the Student's First Report found at <https://www.inclusiveedns.ca/final-report/>. She has not heard of new funding directly related to the report but staffing regarding School's Plus support and Guidance has increased HRCE wide.

Kelly discussed the new student well being goal at BBK: *We will be more proficient at technology, so we are better able to connect with and support our students and families. And help our families and students become more proficient in technology so they are better able to connect with us as a staff.* As a staff, we need to look at how we will measure this goal.

	<ul style="list-style-type: none"> • We have 2 learning centre teachers and 1 resource teacher, have had, a math coach and a behavioural support consultant. Our speech-language pathologist and psychologist have provided professional development to staff as well as classroom-based instruction. • The student and parent/guardian roles were outlined. • Roles of all staff were reviewed as well as administrator, HRCE, and Department of Education and Early Childhood Development were reviewed. <p>A comment was raised by SAC regarding support for teachers to meet the needs of the students and the policy requirements. Discussions were held regarding parents/guardians advocating to their local politicians, questions on measuring how this policy will be measured, schools creating wellness goals and math and literacy goals. Progress takes place within conversations, goal settings, and increasing in funding (guidance counselors, Schools Plus staff). Seeing small success for each student is celebrated by teachers.</p>
Other	There was no new business.
Next Meeting: Date, time	<p>The next meeting is scheduled for via Google Meet for March 3, 2021 at 6:00.</p> <p>The meeting was adjourned.</p>