

## ATTENDANCE

Duke of Connaught: C. Shea, C. Gambacort, K. Helpert

SAC: Tanya Barrett (Chair), Margie Akins (Secretary), Daniela Fermo (Treasurer), Lisa Casino (Parent Rep), Alison Orr (Fundraising), Stacey Iseman (Parent Rep)

Sign-In: unavailable

## **AGENDA**

- 1) Welcome and request for all other business
    - a) Treaty Acknowledgment – Carl Gambacort
    - b) Opening of Parent Rep position – Darcy Ketchum stepped down (2 min): Tanya Barrett
  - 2) Approval of Minutes: Margie Akins
  - 3) Intro of new PIAC Representative (10 min): Tanya Barrett
  - 4) Treasurer’s Report: Daniela Fermo
  - 5) Ward Report (5 min): Kelly Ackerman
  - 6) Committee Report (5 min): Lisa Casino to update on Adult Social
  - 7) Principal’s Report (10 min)
    - Academic review
    - Staffing
    - Extracurricular
    - Facilities
  - 8) Discussion of School Improvement Planning
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### **2) Approval of Minutes**

- Motion to approve minutes from November, seconded, approved.

### **3) Intro of new PIAC Representative**

- Kate Miller is new Parent Involvement Advisory Committee (PIAC) Rep.
- PIAC’s governance is with the Ministry of Education. Elections are held for PIAC representatives within each trustee’s ward.
- Jennifer Story will be holding elections within the next few months because of the reorganization of Wards. PIAC will also be holding re-elections due to municipal reorganization.
- Mandate: to help parents with parent engagement and systemic issues that school councils encounter.
- [www.torontopiac.com](http://www.torontopiac.com) has tons of resources. PIAC Post – 2 page newsletter.
- Currently have 4 policies that are up for public consultation (e.g. dress codes currently being discussed).

- School Improvement Plans – need to engage parents in creating this plan.
- System-wide events are held every year – School Council appreciation dinner, Parents as Partners conference, etc.

#### 4) Treasurers Report

- Daniela's intention moving forward is to present a summary of where the money goes in events and what we're earning, as well as volunteer hours.
- 2 successful events: Dance-a-thon (\$14010 raised, exceeded goal, take-home \$10K); Holiday Breakfast community event (didn't hit our target of \$2k, but it's a great community event, and tickets did not sell out as they usually have); letter writing campaign (\$3k goal, reached 2/3 of that already).
- On-track for our overall goal depending on the next 2 events.
- Movie day was not well attended – perhaps because the weather was much nicer than forecasted. SAC didn't reach goal of \$1k. Need to debrief on how we can improve this.
- Teacher money: very little participation in classroom enrichment (\$100/teacher). Only 5 teachers have presented receipts so we need to reach out again. SAC doesn't have a teacher rep so that may be an issue. **Admin to follow-up on finding a teacher rep.**

#### 5) Ward Report

- Ward Rep not in attendance.

#### 6) Committee Report – Adult Social

- Adult Social – Duke After Dark, March 30th at Redwood, theme: video dance party. Looking for volunteers and donors. **Edward needs to do a sign-up.**

#### 7) Principal's Report

- Thank you to/from community members to Duke Cares. Able to support more than 12 families so far.
- 2 ski-trips and island school.
- Eco-schools platinum audit is Jan. 30<sup>th</sup>.
- Lots of clubs and sports have started. Musical rehearsals are well underway.
- 2<sup>nd</sup> of 2 lice checks starting tomorrow. A few parents have volunteered which should help complete the check in 1 day.
- Tuesdays and Thursdays Arts Express is starting. Grades 1-6 @ lunch.

#### 8) Discussion of School Improvement Planning

- Student census data and parent census has been released – this report is focused on grades JK-Gr 6 parents. 490 families responded to the census. Can find board overall data on tdsb website, and [www.dukesac.ca](http://www.dukesac.ca) shortly, including mini-fact sheets.
  - School achievement goals are based on the overall data findings.
  - Well-being and Equity Position of Responsibility – Annie in attendance.

- Mentor, help with professional learning, develop reading pieces, etc.
- Did an “I noticed, I wondered” exercise with some of the stats from the TDSB census to understand how achievement goals may be developed.
- Parents wanted to see our school in comparison to the TDSB-wide – PIAC member said that school-specific data can be shared with the school community – Carol is waiting to hear back from research before sharing.
- Interesting stats: 62% of Duke responses have \$100K+ income. 18% of Duke responses were under \$50k income. We have a lot of children coming in from outside the neighbourhood for the other streams, so our school data doesn’t necessarily reflect the neighbourhood.
- Kids identified that they don’t like how they feel. Staff needs to learn if it’s the same group of kids that don’t like how they feel and don’t like sharing in classrooms. Figuring out how to address these issues with the right groups is a challenge.
- 24% of Grade 7/8 kids don’t feel comfortable discussing problems with their teachers. How do they perceive a problem? Is it inside or outside of school?
- 25% of intermediate kids don’t eat breakfast before school starts. Not correlated with socio-economic status, could be personal preference.
- EQAO
  - Gender difference – skill set in writing and math between boys and girls, girls are doing better in writing than in math. Boys vice versa. What can help this scenario?
  - There are no exemptions for writing the EQAO but if a child can’t write it then an alternative will be figured out. Don’t want to have to take a day off work because my child won’t be writing the test.
  - Staff will be discussing approaches that have worked and not worked and develop different strategies to help Level 2 students get pushed to Level 3.
  - Focused for 2 years in math and we’ve gone down in math. So something isn’t working. Is the reason because they don’t feel noticed or connected? Need to look at social and emotional development (“student voice”). They’re telling us something through their behaviour.
  - 3 areas of foci:
    - **Achievement:** If we put strategies in place to support our Level 2 learners, we will then be able to improve academic outcomes for a significant number of our students (using 34% at level 2 - EQAO and Report Card data). Specifically: Each teacher (rotary and homeroom), will be focusing on 4 Level 2 students by analysing the support strategies they commonly use with them.
    - **Equity:** If we learn how to gather student voice effectively and use it to inform our decisions, then students will feel that their voice is recognized and supported.
    - **Well-Being:** If we create specific intentions to address children’s understanding and connections to a caring adult(s), then students will recognize support and feel cared for and safe.

Duke of Connaught

SAC MEETING – January 22, 2019 (6:30-8:00 p.m.)

- Any more questions? Reach out to SAC and we can schedule another meeting.

**Meeting adjourned at 7:45 p.m.**

Minutes by SAC Secretary M. Akins