

Suddaby School Council Meeting agenda
Monday, January 21st, 2019
7:00 p.m. School Library

Katherine Akins		Kathryn Blair	y	Katha Broschek	y
Sue Campbell		Amanda DiBattista		Annie Doran	y
Bryan Grimwood	y	Brennan Hardy	y	Karin Korth	y
Carlie Leroux	y	Kate Leslie	y	Stephanie Meyer	y
Wendy Saulesleja	y	Leanne Presenger		Vanessa Schultz	y
Melissa Cressman	y	Karen Barnsness		Meghan Barlen	y
Meghan Reis	y	Wendy Daley	y		

Welcome and Introductions

1. Minutes of previous meeting (approved)

2. Financial Update from Steph Meyer

- * Popcorn Day \$419.75
- * Mistletoe Market \$829.65
- * Christmas Concert: chocolate, stars, and popcorn \$1812.90
- * Playground Fundraiser cache \$352.75
- * Mabels Labels \$35.

Current balance \$12527.33

3. Principal Report

Staffing Update: We would like to congratulate Meghan Reis as she moves to expand her skills as a VP. She will be starting at Manchester and St. Andrew P.S. on February 1, 2019. We would like to welcome Mrs. Samantha Hutchison as our new VP on February 1. She will be joining us from Rockway P.S.

We will also be saying goodbye to one of our Educational Assistants, Mrs. Dittrich, as she prepares for her parental leave. Her final day at Suddaby will be February 15. We welcome Miss Willson to the EA position until the end of the school year. We also welcomed Miss Sparks to our grade 4/5 class for the remainder of the year. Ms. Tortolo is currently on leave with plans to return in September 2019.

School Day: We have achieved over 90% sign up rate for school day. Many thanks to Mrs. Livingston for her continued efforts to have our families sign up for access. We continue to send our weekly updates via school day for our families to help them stay on track with the many school activities.

Valu Mart Picnic: On Thursday, January 17, Valu Mart hosted a BBQ picnic for our school members. With the help of a number of Valu Mart volunteers and Suddaby school staff, our staff and student enjoyed a wonderful lunch meal. This community outreach was truly appreciated by all at Suddaby.

Registration for September 2019: On line registration has begun for both Kindergarten and Grade 1 French Immersion. Registration for French Immersion will be received until midnight of January 31, 2019. Preference will be given to school boundary students until January 31, 2019. Class lists will be created from the information received through a lottery system. A wait list will be developed, if

required, for registrations received after January 31, 2019. Kindergarten registration will be ongoing. When families register on line they will then follow up with an office visit. We will be focusing on Kindergarten registration during the first 2 weeks of February. Kindergarten registrations are accepted on an ongoing basis.

4. Staff Representative Report via Vanessa

* choir, symphony, picture retake, popcorn, We are Silent day, safe space club, movember assembly, Victoria classroom visits, mistletoe market, jam club, steam club, uke club, coding club, choirs, winter concert, kindergarten initiative (self-regulation), Me to We, wacky hair, Rangers,

5. Subcommittee Reports

- Fundraising upcoming (via Wendy S)

* Movie Night on Jan 24 (contact fundraising committee if available to volunteer)

* popcorn end of Jan

* Make it Sow March

* Dance-a-thon April 26

* Garage Sale May 25

* Movie night May 30

* Fun Fair (mini) June 6, three food trucks coming (Fo Cheesy, Frying Dutchman, Candylicious), ideas welcome (e.g., face painting, balloons (Drew), band (Kate to ask Laura MacBride), ArtShine)

- WRAPSC (Kate)

*self-regulation and the importance thereof

*Jeff Outhit (KW Record) reporter came in to talk about interpreting studies

* high school have been counselled about shifting boundaries and bussing

*see our website for Cameron Heights implications

- Playground (via Megan B)

- Natural Playground, evidence supports unstructured play, math and language scores increase with contact with nature, engaging for all ages and abilities, safe place for risk taking, meets them at their level, safer than traditional playground, less injuries, potential for longer season of use as materials are safer than traditional plastic and metal, different aesthetic and structure than others in the neighbourhood, particularly beneficial for lower income and at risk students who might not have as much contact with neighbourhood, hopefully will set us apart when applying for grants, will include monkey bars and slide, a lot of the same functions as previously discussed, but different material.
- Location up in the air, will be assessed in the spring. Tree roots at front in question. Board thinks we may be able to safely go down 15 inches without disturbing the roots. The natural playground may require a deeper than 15 inch dig. So may go in front to replace existing play structure or in the back where the baseball diamond is.
- Moppet play areas still in good condition
- Existing play structure built in 1995. Well beyond life expectancy.
- Projected cost for natural playground similar to traditional play structure. But there may be larger grants available for the natural play structure.
- Space at front 40 feet x 60 feet. If it goes at the front there won't be a "lip" and defined area
- How are we defining classroom vs play area?
- no one wants to interfere with trees. Nothing will go in that location if trees are at risk. We want to enhance the tree area. To put shade in the back, would encroach on the soccer fields, they were highly rated in the community assessment so we don't want to compromise the soccer field. May look at getting rid of some concrete but are keeping in mind space needed by portables should that time come again.

- removal of tarmac not expected to be in kind services
- greening of urban core spaces “should be” possible via grants
- Consider the flyer, which outlines the three stages of renewal. The outdoor classroom might include a staging and sitting area built out of natural material.
- The baseball diamond footprint should be enough to house the classroom and include tree planting
- Stage Three would be the artistic component
- Challenge: Board expects three tenders but there are not three Board-approved vendors of natural play areas. Megan to query the Board about this. Also Wendy D to follow up with Guy Mackie about same.
- Differentiate between natural playground vs natural play structure
- Is the council in favour of moving in this direction? Naturalized structure approved by council
- KB to forward grant table to Wendy D to attach to minutes
- More tree discussion
 - unknown how long their lifespan will be
 - sewer line dig this summer will necessitate some root removal. They are replacing clay pipes

- Parent Workshop – currently on hold for this school year

6. Focus items

-Upcoming council events

-Updates on initiatives & core programs

Strong Start

- Katherine A finishing up assessments for Fall; welcoming volunteers for spring; teachers have identified top three kids

Physica Phantastica’ Program (PI)

- Carlie. May find out in early February if this is a go for later in the spring. Don’t normally do 5s and 6s.

Huddle up: Football squad will start organizing in late February and early March. Will let KB know if Suddaby makes the cut

7. Other

-EQAO scores for 2017-2018 and French Immersion / Core ‘Gap’

*Megan had conducted a study on Fr immersion and EQAO scores at the Board office.

*Wendy and Megan update

*EQAO data was not made to be used to compare schools or students. It was gathered to identify trends at the board and provincial level to see how we are doing as a whole. How is the board doing overall, etc., not meant to compare last year’s grade 6 cohort to this year’s or comparing one class to another because each group of kids have very different needs. Better to look at one cohort and compare how they were doing in grade 3 compared to grade 6.

The data identifies individuals and the school admin figure out how to support those individuals

Math is identified as an area of concern: thinking, application, and knowledge. Kids are doing well on the basics. Suddaby is focusing on how to teach problem solving and application in a better way. Also, the students across the board are struggling with spatial sense, patterning, and measurement.

There has always been an assumption that Fr immersion does better with EQAO scores. We get "0" if a child is exempt or if the parent pulls them from testing; this affects our numbers. The media is given overall data; Suddaby is given the split data. What is the Board doing to address the problem of EQAO distributing skewed data? The Board submits data and it is a consideration for grants that may be available for support.

Also note that Suddaby had students on individual education plans write the EQAOs to see how we could better support them whereas not all schools had students on IEPs write. Our top scores for English and math were actually from the English stream. That was last year. The previous year was the opposite. So it really depends on the group of kids and what the questions were. Suddaby is also looking at report card data to see how the scores align. The grade 4 teachers are given the EQAO grade 3 test data for each child and are encouraged to address problem areas. Scores are also useful for teachers to self-identify areas for PD. Suddaby looking at how to best support struggling students (role of teacher vs role of educational assistant). Provincial issue is how to support academics when there are so many other components (e.g., safety).

How does the Board help families make more informed decisions? Maybe a parent night at local schools rather than having everyone go to the board office when transportation, language, and timing are an issue. Suddaby doesn't have any control over dissemination of board info. The Board is currently conducting another French review. If further concerns please contact the Board so they are aware of issues. Board employees with French portfolios: Wanda West and Kristin Phillips. Also consider going to WRAPSC with these issues.

Split Classes

- Driven by ministry dollars and numbers. School submits enrollment numbers and Board determines school organization. Split classes are part of the organization to meet class caps. Suddaby teachers and administration put students into those classes.
 - late registrations mean that classes have to be realigned to meet board averages.
 - all Wrdsb schools take the population snapshot the last week of April, May, June, and August for any potential changes to class organization

8. Next meetings

All meetings will be on Monday night:

~~October 15~~

~~November 19~~

~~January 21~~

February 11

March 18

April 15

May 13

June 10/17 – to be determined

Meeting adjourned at 9:05 (Karin and Steph motioned)