



School Advisory Council Annual Report – June 2021

School	Halifax Central Junior High School
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Please list SAC members including names, membership type (i.e., parent, community member, staff), and role (i.e., Chair, Vice Chair).

Clare Bilek, Parent and Chair
Kelly Bower, Parent and Vice Chair
Jennie Colburn, Parent and Secretary
Lorelei Burgess, Community Representative
Denise Smith, Staff Representative
Pheilm Martin, Staff Representative
Tessa Williams and Musa Green, Grade 7 Student Representatives
Michelle Liu, Grade 8 Student Representative
Oula Martin and Alasdair Brown, Grade 9 Student Representatives
Valerie Meers, Principal
Erica Phillips, Vice Principal

Please describe a summary of work undertaken by the SAC to improve student achievement and school performance.

The SAC approved to spend some of the SAC funds this year on hiring substitute teachers so classroom teachers could have focus groups and support students through explicit instruction on areas of challenge and target students with specific challenges.

This support provided the opportunity for teachers to help individual students with improving skills specific to their learning needs. It also provided an excellent opportunity for teachers to observe and discuss academic challenges particular to each student.

The opportunity to have focused one-on-one or small group instruction with students has been valuable in a number of ways:

- The ELA Teacher was able to complete reading assessments with a number of grade 7 students to determine what direction to take instruction. Some of the areas of focus

determined through these one-on-one sessions include making connections and synthesizing. This will inform the teacher's instruction for moving forward.

- Time was spent conferencing with grade 9 students to target skills such as creating a strong thesis, identifying reliable sources when looking for supporting evidence, as well as, paragraph and sentence structure.
- Working one-on-one with students on IPPs was an excellent opportunity to build and strengthen relationships.
- As a staff we identified areas of challenge among the grade 7 students and teachers were able to provide one-on-one support in areas of organization (physical materials, as well as, digital organization on Google Drive and Google Classroom), task initiation, self regulation, time management, and other executive functioning skills. Teachers will be checking in monthly to assess progress and determine if additional instruction is needed in these areas.
- With some grade 7 students, teachers worked on organization (desk, binder, email). They discussed staying on top of organization independently and how to do that (putting papers in the appropriate sections when given them, getting rid of unnecessary papers weekly or monthly, deleting emails when no longer needed).
- With the grade 9 students, who teachers worked with, they worked on general skills such as are adding, subtracting, multiplying, and dividing integer numbers. They discussed reviewing class work nightly (15-20 minutes) and asking for help as soon as difficulties arise (staying on top of their work). They also discussed that these are also good things to do in preparation for High School next year. This helped some students gain confidence during class.
- The support time teachers were able to offer some grade 8 and 9 students depending on their areas of challenge focused on vocabulary development, reading a short story aloud and asking questions throughout the story to check for comprehension. Students worked together in teams to review the meanings of short story vocabulary. Teachers were also able to work with students on reading comprehension. Those students chose non-fiction pieces with targeted practice using reading strategies.
- In grade 9, teachers worked one-on-one with students and facilitated small group instruction. Teachers were able to follow up with resource support time for students to target specific areas to further develop their writing skills.
- The Learning Support Teacher met with twenty grade 9 students to update their interest inventories. In addition to revising interests, for many students this lead to a discussion of their future career and post-secondary educational goals, indicating that as they are approaching high school long term plans are also in the making.

- The specific Documented Adaptation strategies were also reviewed with each of the twenty grade 9 students to help them in their self-advocacy skills when transitioning to high school. As observed, most students were quite confident to discuss the strategies listed and were agreeable to the continuation of Adaptations, moving forward. Several students personally brought up their challenges and indicated that these strategies were well linked to their challenges and aided in their school success. To be noted students seemed relieved that the high school team would be aware of their learning needs as they transferred to grade 10.

Please list any significant milestones and success stories that the SAC would like to highlight.

Please describe any related sub-committee work undertaken by SAC members (e.g., School Options Committee).

N/A

Statements of Revenues and Expenditures:

Expenditures supporting the school improvement plan (e.g., providing resources to support math and literacy instruction).

\$2535 = 13 Sub Days were used to implement the program detailed above
 \$2598 = appliances for our Foods Lab to implement Family Studies course, Science Lab, and Life Skills program (roll over to September 2021, approved by SAC and HRCE Finance, as non-essential visitors are not allowed in schools and businesses are not making deliveries inside buildings due to COVID-19 protocols)
 \$2535 + \$2598 = \$5133 our total SAC fund for 2020-2021

Expenditures supporting policy development and implementation (e.g., supporting and promoting new policies).

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Expenditures covering operational expenses; up to 20 per cent of provincial SAC funding may be used as operational expenses, if necessary, to encourage and support member participation).
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Please return to School Administration Supervisor by Monday, June 14, 2021. Thank you.