

**School Advisory Council**

**Annual Report – June 2023**

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| School | École Grosvenor-Wentworth Park Elementary |

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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). |
| Brendon MacGillivray, Principal / Ashley Matthews, ViceJemima Perks – Parent, ChairMazen Houdroj – ParentZack Swick – Parent Kristen Bishop – Staff, Secretary  Courtney Williams – Staff Megan Brocklehurst – StaffKathryn Morse – Community MemberMarion Gates – Community Member |

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| Please describe a summary of work undertaken by the SAC to improve student achievement and school performance. |
| Please note: Contributions to this report reflect a variety of voices from our council and different individuals submitted components.  Red - Teachers/Admin, Blue – Parents and Community Members**Student Success Planning to Support Student Achievement: Overview** SAC received information on the school improvement plan and monitored progress and improvements under the plan.**Professional Development Focus****Members and principal attended the SAC professional learning session at the beginning of the year.** Gained valuable insight into what other SACs are doing for their schools, how schools are supporting their SSP, and a bit about Mi’kmaq ways of knowing and being.**Participated in Halifax West Family of Schools meeting regarding reconfiguration of student population at different locations within the family of schools.****Members contributed to several conversations through the *ThoughtExchange* portal.****SAC members were part of a series of multi-stakeholder roundtables on Active Transportation in Halifax, specifically around traffic safety around schools.****Participated in the Department of Education and Early Childhood Development’s inaugural Annual SAC Survey.** This allowed us to voice our views on topics such as diversity within our SAC, ideas for SAC professional development, and identify areas of concern for SACs.**School Food and Nutrition Policy review and survey completion in collaboration with school’s breakfast program leaders.** Discussion of our current school food environment and what we’d like to see (and not see) in the next policy**.****Reviewed 2022 Student Success Survey.** Discussion of successes and areas for improvement, as well as how to better prepare students for the next survey. |

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| Please list any significant milestones and success stories that the SAC would like to highlight. |
| **Grew our SAC membership from 6 members to 8 members.** Added more highly capable and diverse parent and staff voices to the council creating an even more effective council. **SAC undertook reviewing proposals (by teachers) for historical PTG funds.** Until 2019 GWP’s Parent Teacher Group (PTG) was a registered charity fundraising to support the school. Since 2019 the PTG has been inactive, unable to staff its executive, and thus unable to distribute a substantial amount of funds raised from prior years. Approximately $25,000 was then moved into the school accounting system and is managed by the school with oversight from the HRCE finance department. However, in a non-binding agreement with the out-going executive of this group, the school administration promised to involve the school community in the spending of said funds. Where the SAC comes in: The administration asked the SAC to assist in the decision making regarding the spending of the historical PTG funds from 2019 and prior. SAC consists of representatives of the school community (i.e., parents, teachers, and community members) – satisfying the agreement. Funds were granted for the breakfast program, school trips, school equipment, extra-curriculars, etc.**Creation of an accessible gender-neutral single stall restroom.** A concerned parent’s compelling letter was brought to the SAC regarding the solely sex-segregated restrooms in our school. The school quickly responded with the conversion of one of the washrooms into an accessible gender-neutral restroom for use by all in accordance with the Department of Education's guidelines for supporting Transgender and Gender-nonconforming Students which states: "Where possible, schools should provide an easily accessible gender-neutral, single-stall washroom for use by any student who desires increased privacy, regardless of the underlying reason (medical, religious, cultural, gender identity, etc.). “Accessible” refers to a non-stigmatizing location within the school, a non-stigmatizing process for access, and physical accessibility for someone with a wheelchair. It is important that the use of a gender-neutral, single-stall washroom is a matter of choice for a student and not a result of continuing harassment. Schools are encouraged to provide, if possible, more than one gender-neutral washroom for use by all." (p. 15). |

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| Please describe any related sub-committee work undertaken by SAC members (e.g., School Options Committee). |
| **Traffic Sub-committee.**  Many members of our SAC have had an active role in this committee devoted to finding solutions to deal with the congestion issues around our school.Grosvenor was built over 50 years ago with the assumption that most students would be walking. This is far from the case now. We currently have 9 buses arriving on a residential cul-de-sac, the single point of vehicular access to the school. Our bustling PP - 6 elementary school of 673 students and 65 staff is located on Downing Street/Julie’s Walk. Downing Street, which lines our school property, is approximately 110m long with accessible parking spots and a sidewalk where the 9 buses wait for space to unload students. A right-angle turn at the end of Downing leads into a 180m street, Julie’s Walk, which has no sidewalk and ends in a cul-de-sac. Buses must drive the length of Downing Street and Julie’s Walk to turn around and come back up to the front of the school.The vehicle congestion and presence of so many children on the single point of access creates serious safety concerns. Drivers routinely pass stopped buses, stop in the middle of the road to let their children run in front of stopped buses and vehicles, block buses with two-point turns, and block driveways. Alarmingly, staff greeting bused students have estimated over 300 vehicles have run the red lights and stop signs of the buses since the beginning of the school year. There have also been countless verbal altercations between parents, and between parents and residents. The structure of this school street is a recipe for disaster. With the school gaining 4 classrooms next year, the traffic congestion issues will only worsen without intervention.School administration, the SAC, Downing Street/Julie’s Walk residents, and concerned parents continue to try to mitigate the safety and congestion issues. They include and are not limited to:1. Educating parents on signage and safety concerns through regular school notices2. Regular visits from HRM traffic enforcement officers to first educate then ticket offenders3. Occasional Police presence4. Pylon placement along bus stop5. Demonstration video of an alternate drop-off location adjacent to the school grounds, and infographic of alternate walking routes (dispersing traffic away from the school streets)6. 2014 Walking School Bus program7. Participated in National School Travel Plan Pilot 2009In the fall, the SAC and administration plan to implement successful Active School Travel programs used in other Canadian cities to help disperse traffic away from the school. We are in communication with active school travel facilitators in Halifax and Waterloo, to help ensure successful roll out of the program.**Newcomer Family Outreach.** Actively exploring ways our school community can further include our newcomer students and families who struggle with English language expression. First, by talking to newcomers and gathering information on what they need to help them thrive in our community. Some ideas in the planning phase include: * complimentary programing: using our breakfast program as a place to gather together over a shared meal, inviting newcomers to occasionally volunteer to learn language skills and contribute to the school community in a meaningful way. A place they can share their stills with others.
* Having a tea or an open forum where families have access to the administration as well as connecting with other students.
* During literacy week have parents from a variety of cultures come in and read books to our students in their language.
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**Statements of Revenues and Expenditures:**

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| Expenditures supporting the school improvement plan (e.g., providing resources to support math and literacy instruction). |
| ~$3500 - English leveled text Library for small group instruction for upper elementary. $365.95 - EAL literacy instruction materials$633.50 - Field trip funding supporting learning outcomes through integrated curriculum $200 - Online music education subscription  |

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| Expenditures supporting policy development and implementation (e.g., supporting and promoting new policies). |
| None |

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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). |
| None |

Please return to School Supervisor by Monday, June \_\_, 2023. Thank you.