



**LOCKVIEW SCHOOL ADVISORY
COUNCIL**

Tuesday, November 22, 2022
Meeting- 6:30pm – Lockview
Library/Virtual

SAC Executive Members Present: Trisha Houtby, Kerri Runcan, Kim Browning
Virtual: Ann-Marie Zammit

Parents/Guardians Present: Tiffany Derksen, Christina Donley, Ede Ediger, Colleen Egan, Jenn McKenzie, Debi Ramsay, Thea Schreiber
Virtual: Lauryn McMullen, Melissa Shaw

Staff Members Present: Principal-Miss Findlay, Vice-Principal- Shanna Steenhuis
Teaching Staff: Mrs. Muir & Mrs. Lowden
Secretary: Ms. Allison

Meeting called to order at 6:37 pm

1	<p>Welcome</p> <p>Meeting came to order at 6:37 pm with 18 members (15 in person & 3 virtual)</p>
2	<p>Approval of Previous Meeting Minutes</p> <p>Approval of the October 25th, meeting minutes.</p> <p>Motion made to accept the October 25th, 2022 minutes made by Debi Ramsay, 2nd by Tiffany Derksen.</p> <p>Motion Carried</p>
3	<p>Students' Report</p> <p>We are extremely lucky to be part of our School Council. Thank you for letting us be part of sharing our voice here. There are six Grade 8 students who have volunteered to be part of the meetings. I am Olivia and I am in Mr. Wiebe's class, and I am Morgan and I am in Mr. Elia's class.</p> <p>Here are some updates for the month of November:</p> <ul style="list-style-type: none">• The grade 8 students high school open houses at Laura Secord, Governor Simcoe, Collegiate and Eden. They will be from November 28th to December 1st. Please check our school website for the dates or check out the DSBN website.• The grade 7 and 8 students will be getting hepatitis B combined hepatitis A and B, meningococcal, HPV vaccines tomorrow (November 23) in the gym.• Nov 4 – Youth Prevention Program for Grade 7 and 8 students• The hearing and vision clinic was Tuesday November 8th. I had the hearing clinic and the lady that came and did it for us was really nice and made sure that we were comfortable with what she was doing, she played different sound frequencies to see if we could hear them.

- Remembrance Day was November 11, it was lovely to have different grades in the presentation and hearing all the different voices through songs, poems, story and art work.
- The students have received their progress reports on Thursday November 17. Miss Findlay, Mrs, Steenhuis and our teachers are encouraging us to set goals for Term 1.
- We have the volleyball tournaments, for the boys on November 23 and for the girls on November 30. We also have a junior boys and girls volleyball team as well. It has just begun. We appreciate all the parent/ guardian volunteer drivers.
- Every Thursday, we have instrumental music lessons for juniors and intermediates. There are 24 students participating. It is great to hear the music playing from the rooms.
- We had an odd sock day yesterday to kick off our week. All this week we will be taking time to celebrate what makes us all unique and discuss ways we can spread kindness and stop bullying. Bullying affects millions of lives and can leave us feeling hopeless. But it doesn't have to be this way. If we challenge it we can change it together let's be the change we want to see.
- Today was pink shirt day where we stand up for those who have been or are now victims of bullying, we are reaching out to spread kindness and awareness to bullying and letting them know that it will not be tolerated ever, by wearing pink shirts, we can do this by being kind to everyone and remembering that no person is any more important than another.
- On November 28, there are two presentations. One for the junior students and the other for the intermediate students. The presentation will be learning about the Skill trades.

Upcoming for the month of December:

- "Holiday Cheer" is on Friday, December 9, we will be calling it holiday cheer because there will be students who celebrate in different ways and things.

Community Care Drive December 12-16 Bins arrive on Dec. 9 and NO donations on School Cash this year. Online this year:

- Monday is Macaroni Monday. Food items e.g., pasta, pasta sauce, rice, Kraft Dinner, canned vegetables, and soups are perfect choices for Macaroni Monday.
- Tuesday is Truckload Tuesday. Staple pantry items e.g., peanut butter, canned tuna (or other tin canned items), and sugar are ideal choices for Truckload Tuesday.
- Wednesday is Wash Up. Products e.g., dishwashing liquid, detergent, shampoo, toothpaste, deodorant, baby powder, and lotion.
- Thursday is Thirsty Thursday. Any juice in cans, boxes and bottles would be appreciated. Hot chocolate, tea and coffee would be great additions to Thirsty Thursday.
- The last day of our food drive has a double theme of Fuzzy and Furry Friends Friday. Any hats, scarves, mitts, coats, and other winter wear will be welcome on this day. Let's also not forget about our furry friends by bringing in canned cat or dog food!

Spirit Days in December:

- Monday, December 12 – Ugly Sweater Day– it can be connected to the holiday season or not as any ugly sweater will do!
- Friday, December 16 – Adorable Sweater Day – it can be connected to the holiday season or not as any adorable sweater will do!



December 21 is "The Winter Road show starting at 9:15 am. Laura Secord will be coming to perform their winter road show.

We are going to begin a "student council" which will start in December. Miss Findlay and Mrs. Steenhuis will be organizing it. There will be two student reps from each class that will be part of it. That is all we know for the moment.

4 **Principal's Report**

Parent/Guardian Community

- ★ Reminder to connect with your teacher please to get an update regarding your child's as reported on the progress report card
- ★ Lockview Public School Facebook account (Jessica Manning, French teacher)
- ★ Pizza Draw for November families put in their names. Here are the statistics for the last two newsletters from parent/guardian views

	11/1/2022 November Newsletter 2022	369 Total views	5 min Avg time spent	48% Avg completion	185 glanced 075 quick read 109 deep read
	9/30/2022 October 2022 Newsletter	421 Total views	4 min Avg time spent	47% Avg completion	232 glanced 136 quick read 053 deep read

Operational Items

- ★ Swim to Survive – Grade 3 is coming back. More details to follow.
- ★ November Assembly: Wednesday November 30: 8:45-9:45 a.m. Guest Speaker “Frisbee Rob”

December calendar

- ★ Empowering School Culture/Connections: Building Community and Giving is the theme for the month. Here is just a few of some sample books that go along with this theme.

DECEMBER

EMPOWERING SCHOOL CULTURE & CONNECTIONS

- Building community
- Giving

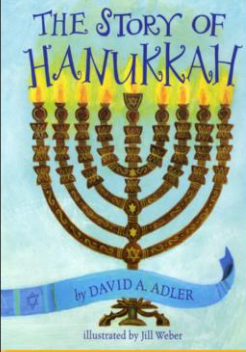


Roll With It by Jamie Sumner

Themes: Overcoming obstacles, main character with Cerebral Palsy
Level: Junior/Intermediate

Ellie's a girl who tells it like it is. That surprises some people, who see a kid in a wheelchair and think she's going to be all sunshine and cuddles. The thing is, Ellie has big dreams: She might be eating Stouffer's for dinner, but one day she's going to be a professional baker. If she's not writing fan letters to her favorite celebrity chefs, she's practicing recipes on her well-meaning, if overworked, mother.

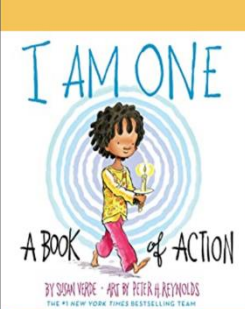
But when Ellie and her mom move so they can help take care of her ailing grandpa, Ellie has to start all over again in a new town at a new school. Except she's not just the new kid—she's the new kid in the wheelchair who lives in the trailer park on the wrong side of town. It all feels like one challenge too many, until Ellie starts to make her first-ever friends. Now she just has to convince her mom that this town might just be the best thing that ever happened to them!



The Story of Hanukkah by David Adler

Theme: Hanukkah
Level: Primary

It's also the celebration of an ancient miracle, and retelling and remembering the story of that miracle is an essential part of the holiday, for young and old. The story of the courageous Maccabees is retold in simple yet dramatic text, accompanied by vibrant paintings of the battle, the Temple of Jerusalem, and the oil which miraculously burned for eight long nights. A traditional recipe for latkes is included, as are directions for the dreidel game, for readers who want to continue the festivities at home.



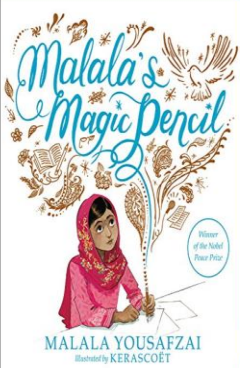
I Am One: A Book of Action by Susan Verde

Theme: Building Community
Level: Primary

Primary students learn it takes one action to start building a better world. Simple phrases and sentences with engaging illustrations allow for discussions on how each person can make a difference.

Malala's Magic Pencil by Malala Yousafzai

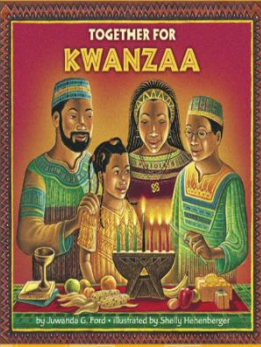
Theme: Human Rights, Freedom, Women's Rights
Level: Primary



Malala's first picture book will inspire young readers everywhere to find the magic all around them. As a child in Pakistan, Malala made a wish for a magic pencil. She would use it to make everyone happy, to erase the smell of garbage from her city, to sleep an extra hour in the morning. But as she grew older, Malala saw that there were more important things to wish for. She saw a world that needed fixing. And even if she never found a magic pencil, Malala realized that she could still work hard every day to make her wishes come true. This beautifully illustrated volume tells Malala's story for a younger audience and shows them the worldview that allowed Malala to hold on to hope even in the most difficult of times.

Together for Kwanzaa by Juwanda G. Ford

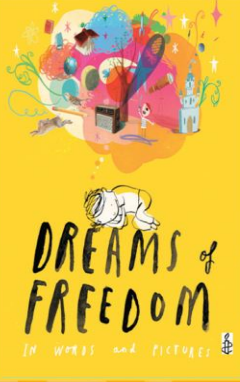
Themes: Kwanzaa, Giving, Family Traditions
Level: Primary/Junior/Intermediate



Kwanzaa is Kayla's favourite time of the year, but this year there is a big snowstorm. Kayla is worried that her brother, Khari, will not be able to get home in time to celebrate. Through the book, the reader will learn about the traditions of Kwanzaa, such as the black, red and green candles and the kinara. The reader will also learn about different traditional Kwanzaa phrases in Swahili, such as "Habari gani?" or "What is happening today?". Through the teaching of the cultural traditions of Kwanzaa, the reader will find out alongside Kayla whether or not her brother will be able to make it - and whether her family will find a way to be together. Juwanda G. Ford has written multiple children's books and centres authentic black protagonists and traditions, her books also include *K* is for Kwanzaa and *Kente Dress for Kenya*.

Dreams of Freedom by Amnesty International

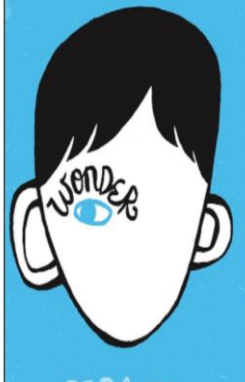
Themes: Human Rights, Overcoming Obstacles, Social Justice
Level: Junior



This inspirational book, following *We Are All Born Free*, contains 17 quotations about many different aspects of freedom, from the freedom to have an education, to not to be hurt or tortured, the freedom to have a home and the freedom to be yourself. All the chosen quotations are in simple words that can be understood by young children. Authors of the quotations include: Nelson Mandela, Martin Luther King, Harriet Tubman, Anne Frank, the Dalai Lama, Aung San Suu Kyi and Malala Yousafzai.

Wonder by R.J. Palacio

Themes: Disabilities, Celebrating Differences, Building Community
Level: Junior



August Pullman was born with a facial difference that, up until now, has prevented him from going to a mainstream school. Starting 5th grade at Beecher Prep, he wants nothing more than to be treated as an ordinary kid—but his new classmates can't get past Auggie's extraordinary face. *Wonder*, begins from Auggie's point of view, but soon switches to include his classmates, his sister, her boyfriend, and others.

Our Little Kitchen by Jillian Tamaki

Themes: Building Community, Giving
Level: Primary



Tie on your apron! Roll up your sleeves! Pans are out, oven is hot, the kitchen's all ready! Where do we start? In this lively, rousing picture book from Caldecott Honoree Jillian Tamaki, a crew of resourceful neighbors comes together to prepare a meal for their community. With a garden full of produce, a joyfully chaotic kitchen, and a friendly meal shared at the table, *Our Little Kitchen* is a celebration of full bellies and looking out for one another. Bonus materials include recipes and an author's note about the volunteering experience that inspired the book.

- ★ Wednesday, December 7 – Pizza Lunch
- ★ Wednesday, December 14 – Subway Lunch
- ★ Wednesday, December 21 – Pasta Lunch
- ★ Friday, December 23 – Last Day before the Winter Break
- ★ We will continue to support several families needing help at Christmas
- ★ Mrs. Otta (Blue Kindergarten Teacher) and Mr. Wiebe (Grade 7/8) are on approved short-term leave.
- ★ We welcome Tamara Kalagian in the Kindergarten class and working on a Grade 7/8 teacher.
- ★ Weeding of the library of older books. Also, there was a rearrangement of the library to be more efficient and effective

Instructional Program

DSBN SYSTEM PRIORITIES

Inclusion: (Equity/Indigenous Education/Special Education) To respect and uphold the importance of sovereignty, equity, inclusion and human rights of learners so that individuals from all social realities and lived experiences are valued.

Math: To nurture a love of mathematics, while developing thinking and reasoning skills, confidence and perseverance, and mathematical understanding that empowers students to solve problems in their current and future lives.

Early Reading: To systematically develop foundational early reading skills within purposeful, meaningful, and inclusive contexts that support student growth as confident and proficient readers who enjoy and understand what they read.

★ School Culture Data – We received our school culture survey (Grade 4-8 results) and we have a small staff committee reviewing the results.

The School Culture is split into 5 categories (see below)

School Culture Discussion: What does it mean to have a positive school culture?

Factors contributing to a Positive School Culture	Question #1	Question #2
<ul style="list-style-type: none"> ★ Well-Being <ul style="list-style-type: none"> ○ Caring: student and staff feel that others are concerned about them ○ Students feel accepted, valued, and appreciated ★ Caring and Safe Schools <ul style="list-style-type: none"> ○ Respect: students and staff have high self-esteem and are considerate of others ○ Trust: a sense that people can be counted on ★ Sense of Belonging <ul style="list-style-type: none"> ○ High morale: students and staff feel good about being part of the school community ○ Inviting to all ★ Equity and Inclusion <ul style="list-style-type: none"> ○ Identities celebrated ○ Cohesiveness: accounting for individual strengths and collaborating in pursuit of a shared goal ○ Opportunities for input: being able to contribute ideas and participate ○ Renewal: an openness to change and improve ★ Teaching and Learning <ul style="list-style-type: none"> ○ Continuous academic and social growth ○ High and appropriate expectations for all students 	<p>What are the areas that we celebrate?</p>	<p>What are the areas we can improve on?</p>

★ See some of the celebrations data and things we need to work on in the “Student Well-Being” and “Caring and Safe Schools Category.

Student Well-being

The graph below shows the proportion of students who “agreed” or “strongly agreed” with each of the following statements:

Statement	%	# of students
I feel safe at this school	85.1%	149
At this school, there is a welcoming environment.	81.1%	142
I feel included when working with others in my class.	73.7%	129
I enjoy being at school	71.4%	125
There is a teacher or another adult at my school who believes I will be a success.	70.3%	123
There is a teacher or another adult at my school who really cares about me.	68.6%	120
When I have a problem with how I am doing at school, I can come up with a way to solve it.	68.6%	120
People at my school care about my well-being.	68.0%	119
I feel like I can share my opinions in the classroom.	63.4%	111
I feel proud of myself.	67.4%	118
I feel like I am important to other people.	61.7%	108
When I need someone, there is an adult at my school who I can talk to.	57.1%	100

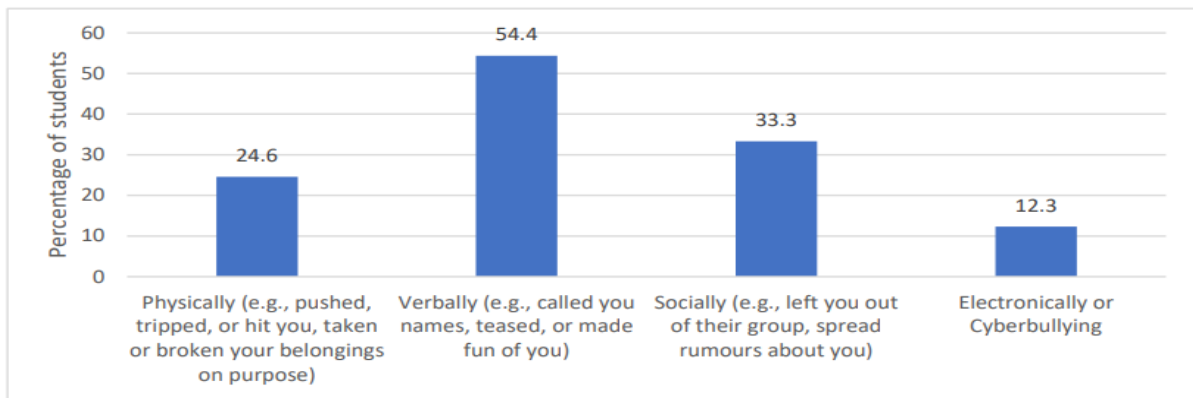
56.6% (n=99) of the students said that they felt they could share their feelings and/or stressors with adults in the school and **61.1%** (n=107) said that they feel the adult they shared their feelings and/or stressors with responded in a supportive way.

We asked students who hid their feelings to tell us their reasons why. The top three reported responses were:

- 1) It is difficult for me to share my feelings with anyone: **40.0%** (n=70)
- 2) I feel people will think I’m just looking for attention: **36.0%** (n=63)
- 3) I am embarrassed: **34.9%** (n=61)

Caring and Safe Schools

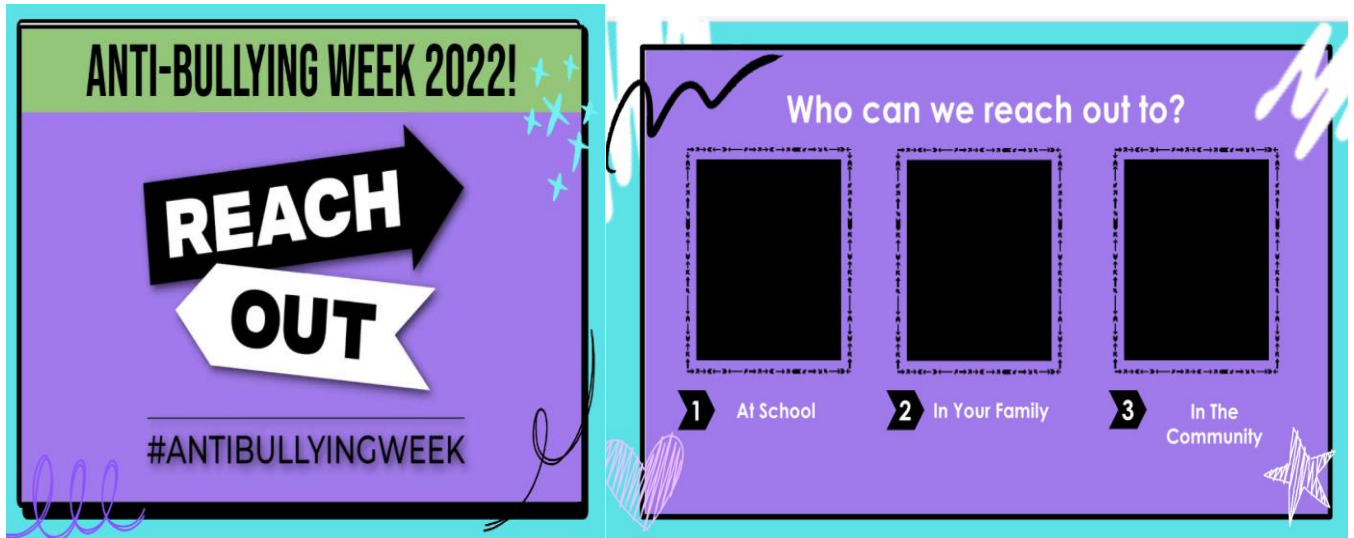
The breakdown of types of bullying reported (of those who said they were bullied: n=57) are seen in this graph and reported below: Physical: n=14 Verbal: n=31; Social: n=19 Cyberbullying: n=7. Students could select all types of bullying they experienced.



Then we asked students to tell us what they thought the reason they were bullied was: **35.1%** (n=20) said the reason was due to their body followed by **31.6%** (n=18) of students said they did not know the reason why they were bullied and **15.8%** (n=9) said it was my learning differences.

Students then told us what they did *after* being bullied. The top three responses were that they “ignored it” (**36.8%**; n=21) followed by I told another student/friend (**24.6%**; n=14) and they told a family member (**19.3%**; n=11).

★ We as a whole school are working on the “Reach Out” hand activity (at school, at home, in the community) to ensure every student in our school has a caring adult at school they can ‘reach out’ to. The staff did the “Hand Bulletin” board to share with our students.



★ EQAO conversations



Grade 3	Lockview	DSBN	Province	LV results over provincial standard
Reading	83.3%	82.1%	73.1%	+10%
Writing	66.7%	74.7%	64.9%	+1.8%
Math	70%	69.5%	59%	+11%

Grade 6	Lockview	DSBN	Province	LV results over provincial standard
Reading	94.4%	90.1%	84.9%	+9.5%
Writing	94.4%	89.7%	84.1%	+10.3%
Math	58.3%	56.8%	47.2%	+11.1%

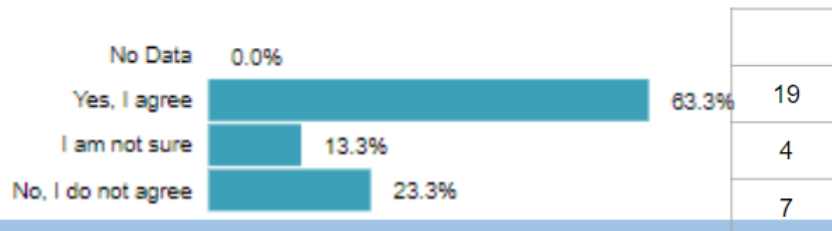
Some key messages:

- ★ EQAO was on pause for the last two years due to the pandemic
- ★ The assessment has changed significantly, including:
 - ★ First time reflecting newly released Math Curriculum (2020)
 - ★ First time using digital platform
 - ★ First time with an adaptive testing model - program changed the questions presented to students based on past responses
- ★ Much shorter and therefore, smaller data set: Total suggested time on the 2022 assessment was 215 minutes compared to 360 minutes from past assessments
- ★ Pandemic Impact: This cohort’s achievement most likely would have been impacted by teaching and learning during the pandemic (i.e., impacted by length of time students learned remotely)
- ★ Data only includes participating students (i.e., students who did not write are not included in achievement scores)
- ★ New benchmarks were created by EQAO to determine the standards in Reading, Writing and Math and information about these benchmarks has not been shared
- ★ DSNB students’ efforts on the 2021/2022 assessments surpassed the provincial standard in every category (see below)
- ★ Data can be viewed within the Public Power BI tool for Achievement, Language Learner, Special Education Needs, and Gender comparisons – it is advised that Administrators take a moment to view the Public sight to be aware of the public facing data for their school
- ★ Data sets that represent fewer than 10 students should not be visible to the public on this platform and are shown as NR (no report)
- ★ Individual schools all have something to celebrate
- ★ Both the Ministry of Education and EQAO have cautioned against comparing this year’s data to that from the past given that last year’s assessments were significantly different (see above)
- ★ As always, we will build school improvement plans based on this and other classroom data
- ★ Our board focus remains math with an additional early reading focus for K – 2

Writing – Grade 3

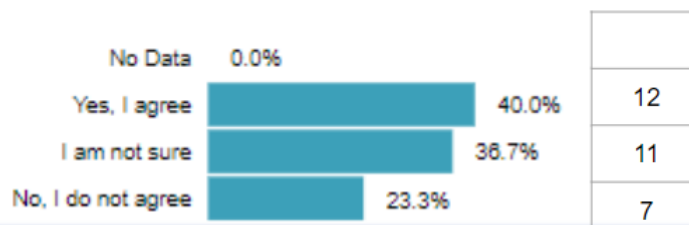
Being a good writer is important to me

Distribution of Student Responses



I like to write

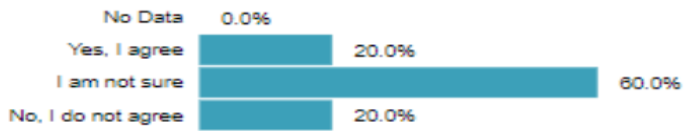
Distribution of Student Responses



Writing – Grade 3

I can communicate difficult ideas in writing

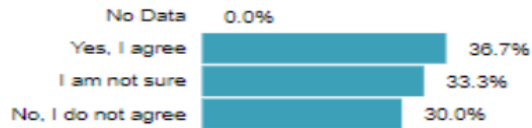
Distribution of Student Responses



6
18
6

I can write easily

Distribution of Student Responses

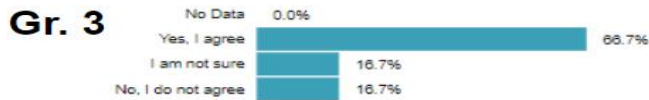


11
10
9

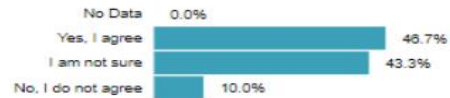
I like math

I am good at math

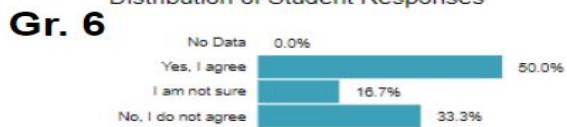
Distribution of Student Responses



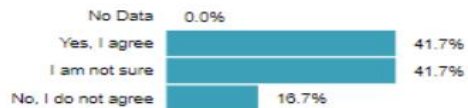
Distribution of Student Responses



Distribution of Student Responses



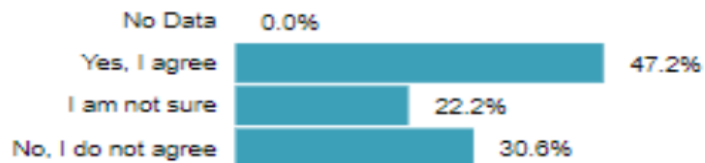
Distribution of Student Responses



Math – Grade 6

I enjoy solving math problems

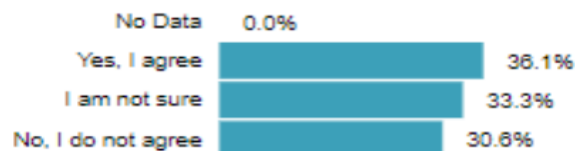
Distribution of Student Responses



17
8
11

I can answer difficult questions

Distribution of Student Responses



13
12
11

Sample EQAO Questions (2021–2022 School Year)

This scale is balanced.

The soccer ball has a mass of 450 g. The mass of each apple is 100 g.



Click the mass of the orange.

100 g	150 g
250 g	350 g

A store has 124 bags of rice that each have a mass of 1.5 kg.

How many kilograms of rice does the store have in total?

62 kg	82.7 kg
125.5 kg	186 kg

★ Math Games: we are putting a cart together with games for kindergarten, primary, junior, and intermediate divisions. WE are just at the beginning stage.

Goals for Math Instruction

**A goal of elementary mathematics education:
To develop life-long mathematicians who have
the knowledge and understanding, thinking and
reasoning skills, confidence and perseverance to
solve problems in their current and future lives.**

Playing games to develop
mathematical thinking

- Choose a game that you have at home
- What math concepts are you engaged in
- What questions might you ask while playing the game? After the game?

Process Expectations

- Which would your students be engaged in during the various games we played?
 - Problem solving
 - Reasoning and proving
 - Reflecting
 - Selecting tools and computational strategies
 - Connecting
 - Representing
 - Communicating
- How can we continue to develop and support our children with regards to the process expectations?

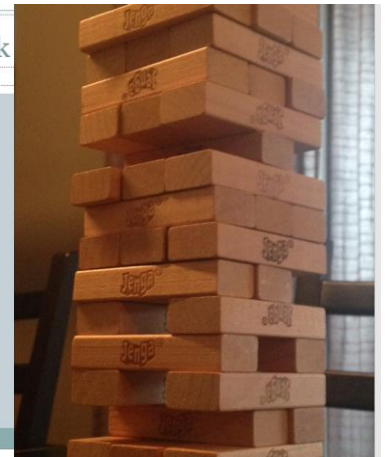
Guess Who?

- What might be a good question to eliminate many of the people?
- Yes – that was a good question! Look how many I was able to put down with that one



Click

- Which piece are you thinking of pulling out? Why that one?
- Be sure to look from different points of view and highlight visualizing & structural strength



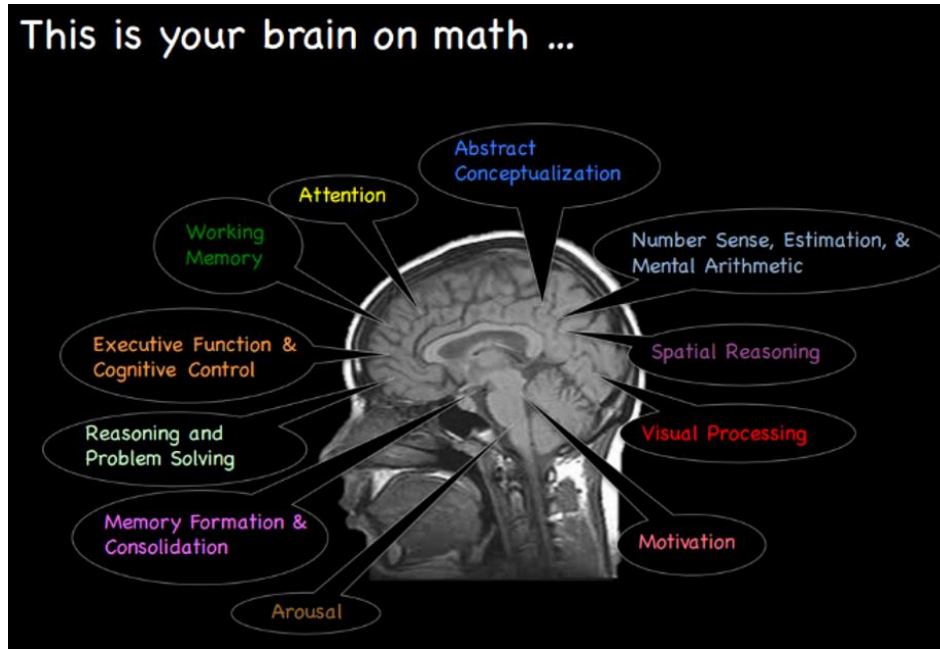
- Do you have any cards that you think you will be able to use?
- Watch how they adjust as the game goes on
- Play together and talk about the why of your decisions



Puzzles

- How did you know that piece went there?
- What part were you looking at?
- Pick the 'right' puzzles for their age (matching images, matching spaces, putting small number of pieces together, many pieces) *perseverance





★ French Immersion video (2 minutes)
 CSS's November Staff Meeting Video.

Safe and Inviting Environment

★ Hearing and Vision Clinic – 92 students screened (23%). 38 students referred (41%)
 Next year's clinic Monday, Oct 23 and Tuesday, Oct 24, 2023

5 **Financial Report**

General Account - \$3,839.58
 Playspace - \$227.08
Total \$4,066.66

BINGO Account Current Balance - \$21,801.89

BINGO Distribution Report October 2022 - \$1,499.13

Expense Pending – Total of \$5,560.00

- Carpets have been ordered – Cheque to be written to DSBN to cover costs (pending invoice) \$5,560

Expenses Paid – Total \$2,790.92

- Bingo shirts - Cheque to be written this week - \$411.76
- Deposit for Jungle Sport - \$1,000.00
- Otter box cases - \$1,379.16

Playground Savings - \$10,000.00

Total Balance of Funds Available from all accounts - \$7,517.63

Future Funds Accounted for from Bingo Account

- \$4,000.00 Jungle Sport (March 2023)
- \$5,000.00 Playground (June 2023)

7	<p>Bingo Report</p> <p>October: $\\$749.57 \times 2 = \\$1,499.13$ \$374.78 earned per volunteer = \$187.38/hr</p> <p>There are currently 12 shifts that need to be filled. The immediate need is for Friday December at 9:30pm.</p> <p>Training: https://www.charitablegaming.com/volunteer-training</p> <p>Sign up: https://www.signupgenius.com/go/8050d4eada929a0fa7-bingo1</p> <p>To get a Lockview branded shirt for your shift, please complete the training and sign up for a shift, and then email lockviewadvisorycouncil@gmail.com with your size.</p>
8	<p>Discussion/Ideas Brought Forward</p> <p>Providing Math Games for the classes/school (18 home rooms) – will have the staff do an inventory to see what they have, and we will discuss needs at the next meeting how the student council can help so all classes have educational games. Some examples are Gravity Maze, Q-bitz, Snakes and Ladders, Uno, Racko, Blockus, Connect 4, Jenga, Sorry, Make 7, and 24 Game.</p> <p>School safety program – to get the students involved (ie, trash, greeting students, shoveling). This is already being done in a variety of ways throughout the day at Lockview</p> <p>Some families enjoy giving gifts to people in the school during this season and we would like to make a few suggestions as one group of parents/guardians to another group of parents/guardians.</p> <p>Gift cards are always appreciated by teachers (especially from: Chapters, Walmart, Dollar Stores, Amazon, The Book Depot) to make purchases for books and classroom resources.</p> <p>A special charity is EFN and any donations made by you on behalf of the staff would also be appreciated. EFN is the Education Foundation of Niagara and this foundation helps students who struggle financially. https://efnniagara.dsbm.org/donate</p> <p>Filling Thursday time slots are harder as they are in the morning – may have to look at switching with another organization for a different time slot. Will add specific dates to the December newsletter to have upcoming shifts filled.</p> <p>Trish will be set up at the Parent-teacher interviews night November 24th with information to try and get the word out for Bing and recruit some new volunteers.</p> <p>Student representatives for the classes to see what they would like to have/or needs they would like to have at Lockview. This would be a student vote</p>
9	<p>Closing Remarks</p> <p>Next Meeting – Tuesday January 24th, 2023, to be held Virtually</p> <p>Meeting adjourned at 8:07 pm</p>