

**Fairvale Elementary School  
Parent School Support Committee**

**Date: February 10, 2021**  
**Chair: Joanne Hanson**  
**Secretary:**

**Meeting Time: 7:30pm-9pm**  
**Location: Virtual**

**Attendees**

Jill MacDonald	Brianna Gillis	Angela Little
Nela Ramirez- R	Leah Trevor	Sharf Chowdhury
Patti Scott- R	Melissa Brown	Drew Palmer- R
Bonnie Hierlihy	Sarah Richards	Joanne Hanson
Jonathan Barry- R		

<b>Agenda Items</b>	<b>Responsible</b>
1.0 Call to order	Acceptance and additions to agenda
2.0 Review minutes	Bonnie reviewed the minutes from our meeting on January 13 <sup>h</sup> , 2021. She indicated that FES had purchased books on growth mindset to support our School Improvement Plan. Bonnie also indicated that we have two teachers, Stephanie Curtis and Shonna Martin who are taking a ½ day to plan for teacher PL on growth mindset. They will present again now that we have resources ( <i>Mindset for Learning</i> and picture books on growth mindset).
3.0 Standing Items	<p>3.1 Operational Plan: Bonnie</p> <p style="padding-left: 20px;">a-Updates to school operational plan</p> <p>We only have a few updates. We are currently in the orange phase but the protocols have changed over time with this phase. We received an email from Zoe Watson today highlighting four changes to Orange Phase 1. When students are outside running they can have masks off 2. School photos that were on hold can now take place 3. String and percussion instruments can be used but no singing is permitted 4. Valentine’s cards can be exchanged in bubbles. Mask use in school has not changed. Bonnie asked Zoe Watson if there has been any dialogue at the provincial level that mask use in bubbles will be lessened. At the time of the meeting, she had not received a reply.</p>
	<p>3.2 Curriculum Updates: Bonnie/Sarah</p> <p style="padding-left: 20px;">a-The Science of Reading is a theory developed from research conducted over the past 15- 20 years to identify how we learn to read- what skills do we need to become proficient readers. EECD has developed documents to support teachers’ understanding of the Science of Reading. One document is the</p>

Building Blocks of Reading. This document is laid out as a horizontal continuum detailing the skills students develop over 12 phases. Vertically, this document details the 5 foundational skills (phonological awareness, phonics, comprehension, vocabulary, and fluency) that students need to develop to become proficient readers. Learning these skills in that order will develop the most proficient readers.

Sarah discussed Phonological Awareness and Phonemic Awareness in more detail. She shared that phonological awareness is a general understanding of how language is broken down: we speak in sentences which are then broken down into words. Those words are broken into syllables and then onset and rimes (parts of words). Phonological Awareness also covers rhyming and alliteration. Phonemic Awareness which falls under the umbrella of phonological awareness, is the manipulation of sounds in words right down to the smallest sound called a phoneme. When developing phonemic awareness, students break apart (segment) the sounds (phonemes) in a word and then blend those sounds to make the whole word. Students also work on changing either the beginning, middle or ending sound in a word to make a new word.

Bonnie shared that to support the Science of Reading, we will be purchasing new decodable books from Fly Leaf Publishers. We are very excited about this. One of our kindergarten teachers, Shonna Martin worked very closely with an inner-city school that has the Fly Leaf books. She looked at that program as well as other decodable programs that other schools are using. Although the Fly Leaf books are more expensive, Mrs. Martin indicated that you get what you paid for and she highly recommends getting the more expensive ones.

Sharf asked a clarifying question about how teachers target instruction. How we assess students and what we do for students who come into school already reading. Sarah shared that our literacy curriculum is set up to meet students where they are based on the skills they have already developed rather than the grade they are in. Teachers use assessments such as the Phonological Awareness Screener, the Phonics Screener and Running Records Assessment to determine students' strengths and areas for growth. Instruction is then targeted at either the whole class (if majority of the class requires this skill) or small

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group/individual instruction if only a small number of students require the skill.

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3.3 Improvement Plans:

- a-District Improvement Plan: No new updates
- b-School Improvement Plan: Book study on growth mindset, *A Mindset for Learning* has started with our grade level Professional Learning Communities. A Professional Learning Day is being planned to develop teachers' awareness and skill in creating a classroom culture of growth mindset.

Bonnie/Sarah

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4.0 New Business

4.1 Pink Shirt Week Plans

Pink Shirt Day is Feb 24<sup>th</sup>. Our Guidance Counsellor, Kerry Casey has created three PowerPoint Virtual Assemblies about kindness/anti-bullying which will be shown over three days the week of Feb 22, 2021. We will also hold School-Wide Bingo around being kind and caring. Kerry's puppet, Java will help. Travis Price founder of Pink Shirt Day is hosting a live session through WITS Canada. He is facilitating this with high school students from BC. FES has registered for the 9 am session on Feb 24<sup>th</sup>. We will watch as a school.

Bonnie

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5.0 Once around the table

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Adjournment

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**Next meeting:** April 7<sup>th</sup>, 2021 Virtual meeting