

Crichton Park School

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Principal: Ms. Suzanne Hawkes | **Vice-Principal:** Mrs. Tracy MacDonald

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SAC Meeting Minutes: June 24, 2026

Prepared by: Suzanne Hawkes

Call to Order: Suzanne Hawkes called the meeting to order at **3:31 PM**.

Present: Julia Colpitts, Suzanne Hawkes, Nancy Bray, Jane MacKay, Rhonda Gibson, Tracy MacDonald, Nicole Blanchard-Segal, Megan Rolle, Kathleen Hopkins, Jessica Murray

Regrets: Mary-Emma Murphy

1. Role of SAC and Membership

The council reviewed the mandate from the [SAC Handbook](#). Key responsibilities include:

- Providing legislative advice to the Principal and HRCE to improve school performance.
- Active participation in the **Student Success Planning (SSP)** process.
- Determining spending priorities for provincial funds.

Membership Update:

- **Vacancy:** new community member

2. Approvals and Business Arising

- **Agenda:** Approved by Rhonda Gibson and Nicole Blandchard-Segal.
 - **Minutes (April 16, 2026):** Approved by Nancy Bray; seconded by Rhonda Gibson.
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3. Student Success Plan (SSP) – Cycle Three (Suzanne)

The SSP maintains a specific focus on improving achievement and well-being for students of **African and/or Mi'kmaw/Indigenous ancestry**.

Goal	Cycle Three Strategy and Final Reflection
Literacy	Teachers will gain knowledge in building a strong foundation for identifying and crafting high-quality sentences. • Students are demonstrating improved sentence quality • Students are becoming more intentional about revisiting and self-editing their work, including capitalization and ending punctuation • There is increased and more accurate use of periods in student writing • Sentences are becoming more detailed and complete • Students have gained confidence in constructing proper sentences, supporting their ability to create and expand stories • There is increased stamina and engagement throughout the writing process
Mathematics	Teachers will implement targeted instruction for students who are not yet meeting in computational fluency. • Small group instruction is being used to provide repeated practice of specific strategies and targeted support for students. • Revisiting units throughout the year helps to solidify students' number sense and overall mathematical understanding. • This support needs to remain ongoing, as the gaps in foundational skills are significant for some learners. • There is an increased awareness of the specific challenges faced by students who are struggling. • Students demonstrated positive engagement and looked forward to participating in fact fluency activities.
Wellbeing	Staff will continue to build an equitable school culture specifically in areas of personal space, acceptance, comments about appearance, hurtful words and actions that leave lasting impact. • Students experienced daily positive interactions with peers and staff in the Learning Centre • Students demonstrated awareness of others by sharing space, moving safely, and being mindful of peers • Students engaged in collaborative play by talking through plans, entering and exiting play appropriately, and solving problems respectfully • The Learning Centre is viewed positively by students and supports their overall well-being • There is increased awareness of respectful language, personal space, and the impact of words and actions on others

	• Students are more comfortable reporting concerns or issues when they arise • Students regularly comment on enjoying “shout outs” and positive recognition
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4. Admin Report (Suzanne)

- **Financials:** Current SAC balance is **\$155.86**
 - **HSA Update:** Spring Fair raised approx \$5000 after expenses
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5. Priorities (Nancy)

- Review priorities & action items
 - Review and approve, draft Annual Work Plan
 - HRCE Feedback -Feedback was sent to HRCE April 16; Does the SAC want to plan for feedback twice a year (fall/spring)?; New items to discuss from staff feedback
 - Jane MacKay asked about the relationship between HSA and SAC; Nancy shared she attends HSA meetings
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6. New Business (Suzanne)

- **Self Regulated Strategy Development (Releasing Writers) :** SRSD writing is an explicit, evidence-based approach that teaches students writing strategies alongside self-regulation skills like planning, goal-setting, and revising, using modelling and guided practice to support independence, confidence, and clear communication across writing genres.

****recommend pursuing training with support of SAC funds for 2 staff members (Resource and ELST)***

****school is also purchasing Word Origins to support Gr 3-6 Phonics Instruction***
 - **Let’s Grow:** Schools support the Let’s Grow program by embedding structured social-emotional learning into daily practice, using consistent language and strategies across classrooms, and providing ongoing opportunities for students to develop skills in emotional regulation, resilience, and relationship building through regular instruction, discussion, and reflection.

****recommend sharing with staff in September for feedback***
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7. Closing Items

- **Action Items:**

- Write insert for September newsletter (Nancy)
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8. Closing and Adjournment

- **Adjourned:** 4:30 PM by Nancy Bray.

Upcoming Meeting Dates:

- September 24, 2026
- Other dates TBD (6 meeting total)