

School Statement of Needs – Section 1

Name of School: Dewson Street Junior Public School

Area: WR7 (Learning Centre LC4)

Superintendent: Mike Gallagher

Trustee: Stephanie Donaldson

School Council Chair/Parent Representatives: David Crane (Co-chair) and Joanne Virgo (Co-chair)

The parent section of the School Statement of Needs document is to be developed annually in the fall by the parent representative in consultation with the school community and the trustee (when available). The superintendent will complete his/her section when it becomes known that there may be a principal vacancy. The School Statement of Needs document shall reflect needs that are specific to the school and community. Please see the attached SSON Parent User Guide which is also found at www.torontopiac.com.

To be completed by Parent Rep(s)

School & Community Needs (placed in rank order)

Comments

Note about our process: A poll was circulated to the Dewson community. 32 parents replied to the poll. The values are placed in order based on respondent agreement rate.

We need a principal/VP team who is committed to promoting a physical health and wellness program. They must have demonstrated the ability to foster children's learning in a broad range of ways including promoting outdoor education and offering students "beyond the classroom" learning experiences. They are committed to fostering a safe, respectful, and purposeful learning environment. They are highly visible, friendly and interactive with students, parents, teachers and staff. They excel at leading, motivating and supporting the teaching team and they support continual knowledge-building in the teaching staff. They are strong advocates for Dewson at the school board level including advocating for resources from the TDSB and the Ministry of Education.

Over 90% agreement rate from all respondents

Dewson's principal/VP must have excellent communication and leadership skills. They are able to problem solve in a positive, collaborative and respectful way, set a tone that is fair, foster mutual respect and a positive school climate. They promote student leadership, the improvement of student achievement and well-being and have the ability to deal compassionately and effectively with students facing learning challenges. They are committed to a strong foundation in literacy and numeracy while promoting mental health and wellness, arts and music. They employ collaborative consultation with the school council on School Improvement Plan (SIP), budget, staffing, fundraising, etc.

Over 80% agreement rate

Dewson's principal/VP should welcome and facilitate parent involvement and engagement. In addition they should be dedicated to working in collaboration with our teachers, staff and diverse parent community and actively promote communication between families and classroom teachers. They should be focused on setting and achieving school improvement goals, from developing character (ie. helping students learn and practice positive character attributes), to leading a consultative and proactive approach to Dewson's critical space issue and related challenges. In addition, they should have the ability to maintain consistent culture and programs while a school size changes significantly. This will include ensuring optimal use of our indoor and outdoor space by our large number of students.

Over 70% agreement rate

They promote equity and inclusion, embrace new technology and processes, encourage adoption of new programs and initiatives, promotes ecological responsibility, inclusiveness and equity, creating an environment where everyone is engaged. They demonstrate personal and social responsibility, support the uniqueness and diversity of students, and thoroughly enjoy children. Finally, it is important that they use frequent electronic communication (e.g. teacher blogs) and promote Science, Technology, Engineering and Mathematics (STEM).

We would like Dewson's principal/VP to be able to integrate students with different ways of learning, including special needs students, to promote social justice, spurn ecological engagement within the school, encourages high involvement in extra-curricular activities, to value special education in both English and French Immersion, to encourage staff to be involved in extra-curricular activities, and to ensure that technology is actively used in classrooms to engage, enhance and support learning.

Over 60% agreement rate

Many parents at Dewson feel that it is important that our principal/VP promotes high quality childcare services and prioritizes assessment, evaluation and reporting on student achievement.

Over 40-60% agreement rate

Most parents at Dewson did not believe that homework plans an important part of every child's school experience, are not concerned about prioritizing English as a Second Language (ESL) programs, and did not want frequent print communication.

Less than 30% agreement rate on these values

SCHOOL STATEMENT OF NEEDS – SECTION 2

To be completed by the Superintendent of Education

Academic needs, based on school data and the Vision of Hope	Comments

Verification that School Statement of Needs is developed according to agreed process

Joanne Virgo, Co-Chair  DEC 2, 2019	David Crane, Co-Chair Dec 1, 2019 
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Parent Representative (Please Print)	Parent Representative (Signature)	Date
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Superintendent (Please Print)	Superintendent (Signature)	Date
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What is the School Statement of Needs (SSON)?

- This is the form completed by the school council/parent representative of every school each fall.
- It outlines the parent/community priorities for the school that the superintendent will use to identify a principal if one needs to be appointed. It is a record of the main priorities of the parent community and the school board for that specific school.

What is it used for?

- It is this form that will be used by the superintendent if a different principal needs to be appointed. This new form replaces the previous "Principal Profile" that school councils completed annually, as per the Ministry of Education's "*School Councils – A Guide for Members*" document.

Who completes the SSON?

- Any parent/guardian who has a child in the school and who has been chosen by the school council/parent community can complete the SSON after consulting with the parent community.

When is it completed?

- Every school in the TDSB should complete the SSON and give it to their superintendent by November of each school year.

Where do we find the form?

- Your current principal and/or superintendent will have a copy of the form.
- You can also find the form on the PIAC website at www.torontopiac.com.

What happens if my school community receives a principal new to the school?

- If a principal returning from a leave, or as a result of a central transfer, is appointed to your school (your superintendent will know this), your superintendent will contact the school council chair to confirm the name of the incoming principal.
- If your school has a principal vacancy, and will be receiving a principal through transfer or vice principal promotion (your superintendent will know this), you will need to select 1 – 2 parents to represent the views of the school community.

How do we choose the parent representatives?

- They must be a parent/guardian of a child in the school. Remember, they are not choosing the incoming principal. They are representing the school community's priorities.

What do the parent representatives have to do?

- Review the SSON completed in the fall to ensure it reflects the school community priorities.
- Discuss this with the superintendent before s/he begins the search for a principal.
- Meet with the superintendent who will present a recommended candidate (on paper) to you and describe how s/he meets the school priorities in the SSON. If your trustee is available, s/he can join this meeting.
- If you have concerns that the candidate doesn't meet the school priorities, you should discuss this with the superintendent. It is possible for the superintendent to consider other possibilities.
- Once a candidate has the support of the team, you, the superintendent and your trustee, if s/he is available, meet the candidate to discuss the school priorities.

How do we decide what to put on the form?

The form is just a record of the school community's priorities. Each school has its own culture in addition to the common goals of improving student achievement and well-being, as well as parent and community involvement. Consultation with the parent community can take place at a school council meeting or a meeting specifically designed for this reason. Consider the following suggestions:

- Consult as widely in your community as possible.
- Publicize this item on your school council agenda so parents will know when and where it will be discussed. A fall meeting is recommended.
- Translate this information so non-English speaking members will be aware.
- Consider holding a separate meeting for this task either at the school or in the community.
- Consider inviting your superintendent and trustee to a meeting to discuss your school's priorities.
- Consider including feedback from students and teachers.

What are some examples of school and community needs/priorities that could be listed on this form?

- true parental involvement including innovative ways to promote a diverse School Council
- support for the highly valued range of unique programs (e.g. Arts, health and wellness, student leadership, equity, special education, etc.)
- community partnerships
- communication of School Improvement Plans, school budget, school safety plan and school staffing proposals (elementary) to parents, the School Council and the school community.
- visible administrator who actively interacts with students and school community.
- support and positive change for special needs students within the school including support for implementing IEP's

Do the parent representatives get the final say?

- While parents can suggest the superintendent consider other individuals that might better meet the school priorities, the superintendent makes the final recommendation. Trustees make the final decision, as all transfers and promotions Principals and Vice Principals must be approved at a Board Meeting.

How much time does it take to be the parent representative?

- Probably about 4 – 6 hours over a number of days

Do I need to be available during the day?

- While daytime availability can be helpful, it is NOT mandatory.

What happens if a principal returning from leave or centrally transferred is appointed to my school? Is there a meeting with the principal?

- Yes. As part of the incoming principal's entry plan, there will be a meeting to discuss the school priorities.

How else are parents involved in the new policy?

- Interested parents can volunteer to be on interview teams for teachers applying to become vice-principals. This is NOT for VP for your own school but for the TDSB in general.

How much time does it take to be involved in vice-principal interviews?

- You must be available for one full day from 8:00 until 4:00 (this will usually be in November or February).
- You must attend one training session (once/year, usually in January or February) that will be in the evening for approximately 2 hours.

Why are parents involved in vice-principal interviews?

- Parent involvement in education increases student performance. How VP's and P's include parents in the school is very important.
- Parents do not evaluate a candidate's educational training and experience.
- Parents give feedback to the team about the candidate's inclusion of parent and community involvement.
- Parents do not ask their own questions in the interview. They comment on how the candidate includes parents and community in their answers.

How do I volunteer for vice-principal interviews?

- Email the Parent and Community Involvement Co-ordinator at info@torontopiac.com

Who should I ask if I have other questions?

You can ask your principal, superintendent or your PIAC ward representative. You can also email PIAC at info@torontopiac.com.

Once your school has completed the entire process, please have the parent(s) most involved complete the PIAC survey found on our website at www.torontopiac.com. PIAC will use this information to help advocate for improved parent involvement at the TDSB.