

## School Statement of Needs 2019/2020 – Section 1

Name of School: Earl Haig Public School

Family of Schools: ER11

Superintendent: Marc Sprack

Trustee: Michelle Aarts

School Council Chair/Parent Representative: Polly VandenBerg (Chair), Nupur Deonarine (Advocacy Co-Lead), Dara Rawlins (Advocacy Co-Lead)

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](http://www.torontopiac.com).

### To be completed by Parent Rep(s)

School & Community Needs (placed in rank order)	Comments
<p><b>Desired Personal Traits, Professional Knowledge, Skills and Experience</b></p> <ul style="list-style-type: none"> <li>Experience in a K-8 setting in a school with a French as a second language program, especially one that is growing quickly.</li> <li>Lived and/or demonstrated experience working with Indigenous, Black and other POC students, parents and caregivers, as well as LGBTQ+ and disabled students and families, and families with different financial resources. <ul style="list-style-type: none"> <li>Specific and demonstrated experience with implementing updated Black and Indigenous</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Earl Haig needs consistent leadership. We are currently on our fourth principal over a 5-year period. We are hoping that the next principal will possess the personal qualities and professional knowledge, skills and experience noted in the left column as well as being willing to remain the principal of our school for the next 5 years to create some stability in the school environment for children attending Earl Haig.</li> <li>Our school has had a large influx of JKs over the last several years and has an expanding French Immersion program, along with resulting growth of Intermediate class sizes. Earl Haig now houses grades JK to 8 in English and SK to 5 in French Immersion. A principal must be able to support the needs of these two different cohorts.</li> <li>Understanding of how to accommodate growing numbers of students in our century-old school (e.g., more portables, additions).</li> <li>Knowledge of French language would be an asset and the ability to bring cohesion, collaboration and balance between the French and English programs.</li> <li>The diversity of needs in the growing population continues to expand. Our school's population is diverse in ways including: income level, ethnicities, religions, family structures, LGBTQ+, abilities.</li> <li>It is important that our new Principal has significant experience either personally or professionally with BIPOC parents, caregivers and students. The new administrator</li> </ul>

<p>pedagogy for student success, improving representation in the school for BIPOC, queer and disabled students.</p> <ul style="list-style-type: none"> <li>• Experience embedding inclusiveness and equity approaches in all aspects of school life to promote an inclusive and equitable learning environment for all students with a specific focus on supporting Black and Indigenous students in line with the TDSB's Equity policy.</li> <li>• Understands the intricacies of bullying, cyber bullying and mental health issues faced by students. <ul style="list-style-type: none"> <li>o Able to find resources to support teachers, parents and students to navigate these issues with a timely, equity-based lens.</li> <li>o Knowledge of and experience in using restorative justice and other conflict resolution methodologies within a public-school setting.</li> </ul> </li> <li>• Knowledge of, demonstrated experience in, and a proven track record of encouraging all students to reach high levels of achievement using a broad range of methods and achievement measures that are inclusive of learning styles and abilities, such that all students have the tools necessary to become lifelong learners and leaders. <ul style="list-style-type: none"> <li>o Experience facilitating additional support initiatives to promote student success (i.e., learning accommodations, homework supports, access to technology, extra financial supports).</li> </ul> </li> <li>• Experience engaging intermediate students in leadership opportunities to support student involvement in the school community, social/emotional well-being, and their transition to secondary school.</li> <li>• Experience with technology-based learning and equipment.</li> <li>• Experience incorporating outdoor education and "beyond the classroom" learning experiences in curriculum delivery.</li> <li>• Experience promoting ecological engagement within the school.</li> </ul>	<p>should understand that our school has had recent problems with anti-Black racism that need to be addressed. And that equity and representation impact not just BIPOC children, but all children.</p> <ul style="list-style-type: none"> <li>• The TDSB offers many resources and we would like our Principal to take advantage of these resources for professional development. The teams who lead gender-based violence prevention, anti-oppression and equity, safe schools, are all teams we would like to leverage.</li> <li>• Pre-pandemic and especially now, students face a variety of pressures from social media and deal with mental health issues. Principal should have current knowledge on the trends on these issues and be able to get resources for the students when needed and communicate the same to the parent community.</li> <li>• Some parents have expressed concern that supports for children requiring accommodations (e.g., due to differences in learning styles and abilities) have not been consistent.</li> <li>• The grades 7/8 program needs more stability and consistent development. <ul style="list-style-type: none"> <li>o Parents have noted that the grade 7 and 8 students need more resources to ensure they are appropriately prepared when arriving at high school.</li> </ul> </li> </ul>
<p><b>Leadership and Management Style</b></p> <ul style="list-style-type: none"> <li>• Excellent communication and leadership skills and ability to problem solve in a positive, collaborative and respectful manner.</li> <li>• Supportive of student and parent engagement and willing to work closely with a very active and involved parent community. An approach that ensures all students and parents/caregivers are treated in an equitable and inclusive manner is necessary.</li> <li>• Supportive of the SAC's new initiatives on anti-Black racism learning and development.</li> </ul>	<ul style="list-style-type: none"> <li>• Earl Haig has a very involved community of parents/caregivers who actively advocate for their children's needs and opportunities. <ul style="list-style-type: none"> <li>o A leader for our school needs to be willing to work collaboratively with parents/caregivers to find solutions to complex issues that are informed by principles of equity and inclusion.</li> </ul> </li> <li>• The parent/caregiver community is very active in improving children's experience through supplementary</li> </ul>

<ul style="list-style-type: none"> <li>• Involving parent representatives whenever possible in school projects</li> <li>• Able, using a variety of strategies and methods, to communicate effectively with parents, staff and students and to involve parents in meaningful ways in all aspects of school life.</li> </ul>	<p>support.</p> <ul style="list-style-type: none"> <li>• Parents/caregivers would benefit from detailed information on initiatives such as the School Improvement Plans so that they better understand how they can support such initiatives.</li> </ul>
<p><b>Desired Key Focus Areas</b></p> <ul style="list-style-type: none"> <li>• Hire/retain teachers who work collaboratively with the parent and caregiver community and demonstrate a strong understanding of the principles of equity and anti-oppression in their delivery of the curriculum.</li> <li>• Hire/retain more Black and Indigenous teachers to ensure all students at Earl Haig see themselves reflected in the staff make up.</li> <li>• Build and maintain teacher morale at Earl Haig.</li> <li>• Support teachers who may be challenged with virtual school, with using technology in their classrooms with students, or keeping parents informed of classroom work.</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers need to reflect their students and this should be reflected in the teacher population who should be from a diversity of backgrounds to enrich our school community</li> <li>• Support and encourage staff professional development and career planning as well as high levels of staff involvement in all aspects of school life i.e., extra-curricular activities across all grade levels.</li> <li>• Teachers require tools and training in using these tools to prepare students for a tech-based world.</li> </ul>
<p><b>Desired Program Support Areas</b></p> <ul style="list-style-type: none"> <li>• Ensure that the school has resources to support STEAM (Science, Technology, Engineering, Arts, Math) programs.</li> <li>• Work to support and maintain the school's Nutrition Program <ul style="list-style-type: none"> <li>◦ Address the operational issues of the Nutrition program and lunchroom to ensure student and volunteer safety and well-being</li> </ul> </li> <li>• Supports the school's athletic program and other programs/initiatives that build school spirit and pride.</li> <li>• Demonstrates strong commitment to lunchroom management and providing more spaces for children to eat during lunch time, including hiring more supervisors and strategies for managing crowding.</li> <li>• Supports and maintains Platinum Eco School Status.</li> <li>• Earl Haig's building is shared with large, well-established daycare - must be willing to work closely with daycare.</li> <li>• Improving the playground is a commitment to students' well-being. New west yard playground was to be built in Summer 2020. East yard still lacks permanent equipment and track/pitch are sub-par.</li> </ul>	<ul style="list-style-type: none"> <li>• While the music program is thriving, there is no particular focus on visual arts, drama or dance.</li> <li>• Promotion of STEAM based programs is important to the parent community.</li> <li>• School has professional kitchen facilities, and volunteers that deliver an excellent Nutrition program.</li> <li>• The lunch room is extremely loud and busy and, for some children, is a difficult environment in which to eat their lunch. The environment also does not account for developmental differences of older and younger students.</li> <li>• Growing population means building space is an issue; many parents have children in the school as well as the daycare, but it does impact space usage at the school.</li> <li>• The playground has been funded and approved; however, the school has postponed construction for the time being to maximize outdoor space for the children during the COVID-19 pandemic. This will be a high priority when pandemic restrictions subside.</li> </ul>



## 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

Parent Representative (Please Print)

Parent Representative (Signature)

Date

Superintendent (Please Print)

Superintendent (Signature)

Date