

School Statement of Needs – Section 1

Name of School _____ Dovercourt Public School _____

Family of Schools _____ FOS08 _____

Superintendent _____ John Currie _____

Trustee _____ Alexis Dawson _____

School Council Chair/Parent Representative _____ Deborah Aarts & Peggy Gibbons

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

In a new Principal, we seek a person who is a team player who values the input and collaboration of all members of the Dovercourt PS community

We seek a principal who has demonstrated his/her commitment and abilities to:

- be an effective administrator, leader and communicator (interacting with students, staff, parents, community) in a JK-grade 8 school;
- support all students in reaching their potential as learners, leaders, artists, athletes, good citizens and stewards of the environment;
- be committed to developing creative learning opportunities;
- be enthusiastic in supporting initiatives to obtain funding and resources; and
- advocate on issues of importance, including social justice issues, and embrace the communities' key leaders for support.

We anticipate the new principal to show ongoing commitment to supporting the school's green initiatives/Platinum ECO School status, learning through

<p>the arts and enrichment programming, and awareness and participation in social justice issues.</p> <p>We hope she/he would encourage continuity and stability in the school through her/his leadership, management approach, and commitment to the position for at least 3-5 years.</p>	
<p>Equity and Diversity</p> <ul style="list-style-type: none"> - Holds an inclusive philosophy of education that respects religious, cultural, racial and sexual diversity; - Has administrative experience at other downtown Toronto schools with a diverse student body from a wide variety of all socio-economic and cultural backgrounds; - Experience accessing resources from the TDSB, the Ministry of Education and the community that will improve academic achievement for students of all learning abilities and for marginalized or at-risk students; - Is able to identify differences in learning abilities and tap into resources for students; - Is supportive of the TDSB's initiatives to enhance equity in our schools and remove systemic barriers that may be impeding student achievement for all; and - Is committed to working with, and drawing upon, all of the resources and partnerships that the parents/guardians and the community has to offer in enhancing equity. 	
<p>Improving Student Achievement</p> <ul style="list-style-type: none"> - Not merely cognizant of current educational philosophies and pedagogy, but encourages, supports and promotes innovative teaching practices in the classroom; - Uses a variety of assessments and results to review programming for students (for example, weighing EQAO results and LOI indicators with the perspectives provided by the teachers and the community) to identify and put into place programming to improve student achievement; 	

<ul style="list-style-type: none"> - Promotes tools which help students succeed and prepares them for the next stage of learning: time management, organization, setting individual goals, patient problem solving; - Has experience with leading the complex needs of a JK-grade 8 school, including the particular needs of middle-school students who are transitioning to high school; - Encourages all staff to engage in continuous professional learning and development. - Willingness to be open to creative teaching methods (i.e. team teaching, whole school teaching, use of multimedia); - Will be highly visible and interactive with students to create a caring environment; - Promotes and encourages teacher and volunteer-led extracurricular activities within the school; - Develops recognition programs and ceremonies for student achievements; - Knowledge of resources and supports for students with special needs; keen interest in improving available programming, supports and resources for children with special needs and learning disabilities/differences in the school; - Promotes healthy and active living for students and families; - Supports collaborative professionalism within the school community through the establishment of trusting relationships that value the voices of all, encourages reflection, and supports professional growth; and - Continues to support the snack program in school. 	
<p>Parent and Community Engagement</p> <ul style="list-style-type: none"> - Promotes the school as a community "hub;" - Believes in engaging parent community through the School Advisory Council; values the SAC as an important part of the DPS team, ensuring 	<p>Encourages two-way communication so that the parent/guardian community is AS aware of the communication channels reaching <u>out</u> of the school from the principal as they are aware of the communication channels that they can use to reach <u>in</u> to the school.</p>

constructive, respectful dialogue and clear communication with the SAC;

- Provides transparency and shares information, such as School Improvement Plans, School Budget, Staffing Models, etc. and actively seeks the input of the SAC;
- Embraces the wider community members by encouraging the use of the physical plant (permits), and community building events;
- Publishes regular newsletters to parent community;
- Highly visible and interactive with parents;
- Appreciative and supportive of parents' role in the school community;
- Encourages student and school community participation in eco and social justice initiatives;
- Promotes a warm and welcoming tone in the school's main office and throughout the school; and
- Continues to invest in the school's website and collaborative outgoing communications (i.e. Friday File) with parent/guardian community.

Safe and Caring School Culture

- Is high visible and interactive with students;
- Encourages staff involvement in creating rich, diversified extra-curricular programming;
- Acknowledges and appreciates teachers' dedication to providing extra-curricular activities;
- Is experienced with developing senior students to be school role models for younger students and the community at large;
- Ensure that students understand their responsibilities and that there are consequences for unacceptable behaviour, so as to foster an atmosphere of respect and create a safe place of learning;

<ul style="list-style-type: none"> - Has experience with successfully exercising age appropriate and consistent discipline when and if necessary; - Will investigate tools to assist teachers and staff in dealing with behavioural issues such as bullying; and - Understands progressive discipline and partners with parents/guardians to address behaviour management. 	
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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 November 21, 2017
Superintendent (Please Print)	Superintendent (Signature)	Date