

WBS School Advisory Council
Tuesday, October 15, 2024
Meeting Minutes

Time: 07:00 p.m to 8:00 p.m Location: WBS Seminar Room

Members Present:

- 1. Co-Chairs:** Gary Schmeisser (Community Member), Julia Spence (parent of P-3, French Immersion)
- 2. Principal:** Susan Casey (Principal PP- grade 6)
- 3. Support Staff (Library Specialist):** Heather MacIntyre (Support Staff Library) **4. Teacher Representative:** Shannon Christie (Grade 4 teacher, English Program) **5. Teacher Representative:** Corinne Trottier (Grade 5 teacher, English Program) **6. Teacher Representative:** Paola Bartolaccie (Learning Support, English Program)
- 7. Parent Representative:** Alex Li (parent of P-3 student, French Immersion) **8. Parent Representative:** Haley Flewwelling (parent of P-3 /4-6 student, French Immersion & Home and School Representative)
- 9. Parent Representative:** Bei Zhou (parent of P-3 & 4-6 students, English program)
- 10. Community Member:** Susan Hart
- 11. Community Member:** Vacant
- 12. Community Member:** Vacant

Regrets: Corinne Trottier, Bei Zhou, Susan Hart, Krista Beam,

Observers:

1. Joanne Treen (Vice Principal, WBS, Grades 4-6)
2. Jacinta Heckman (ASAP Member)
3. Courtney Smith (Vice Principal, WBS, Grades PP-3)

Meeting Summary

1. Opening

The meeting commenced with the distribution of the agenda and meeting minutes from the last

SAC meeting September, 2024.

2. Approval of Minutes

The minutes of the September 24, 2024, meeting were approved and distributed. One edit to the meeting minutes is in item 7, Julia's name is written as Julie. The minutes will be posted on the school website under the SAC page.

3. October 2024 SAC Principal's Report

1. Enrollment:

a. We continue to welcome new students to WBS. Our enrollment is 1095 students b. Classes continue to be below or at hard cap guidelines

2. Staff Professional Development: Staff participated in professional learning on Friday, October 11, 2024. P-2 staff focused on the new Literacy curriculum to be implemented as of Term 2. Gr. 3-5 staff focused on Math computational fluency and our Grade 6 teachers focused on enhancing their writing practice. Specialists participated in a variety of professional learning that was on site and off site.

3. Student Success Plan for WBS:

Literacy Goal: We will improve student achievement in literacy , with a specific focus on our students of African and/or Mi'kmaw/Indigenous ancestry.	
Literacy Cycle 1: September - November	
Evidence: How are students doing? How do you know? -Use June data for September baseline from CBAS and school data spreadsheet - Use term 1 reading records and writing samples -Anecdotal notes throughout the short cycle -Professional opinion based on formative data collected -Having conferences and conferring with students	Strategy/Actions: What will you do to impact the learning for ALL students? High impact strategy.... Regular small group instruction in response to data Continuing to challenge students to read and write for longer stretches of time, to continue to improve stamina
Determine criteria to measure progress of student achievement/well-being (what will	Determine criteria for instruction and assessment (what will our practice look like when teachers

<p>it look like when students are succeeding?)</p> <p>Students will....</p> <p>Continue to take greater risks in their writing</p> <p>Be more confident as writers</p> <p>Use a wider variety of writing strategies</p>	<p>are implementing the strategy/actions?)</p> <p>Teachers will....</p> <p>Use assessment tools to gather formative information of where students are in their learning</p> <p>Use the information gathered to plan next steps for instruction.</p>
--	---

Mathematics Goal: We will improve student achievement in **mathematics**, with a specific focus on our students of African and/or Mi'kmaw/Indigenous ancestry.

Mathematics Cycle 1: September - November

<p>Evidence: How are students doing? How do you know?</p> <ul style="list-style-type: none"> • observational grids • Use of the math fluency progression chart • Use of Math running record data (Fact fluency) • Anecdotal notes from small group instruction/conversation with students • student self-reflection • exit-ticket • Knowledgehook • interactive games • Building Thinking Classrooms activities 	<p>Strategy/Actions: What will you do to impact the learning for ALL students?</p> <p>High impact strategy....</p> <ul style="list-style-type: none"> • All teachers will gather ongoing evidence of learning for students in relation to the mathematics curriculum and for computational fluency.
---	---

<p>Determine criteria to measure progress of student achievement/well-being (what will it look like when students are succeeding?)</p> <p>Students will.....</p> <p>Be able to demonstrate where they are in their learning for a particular outcome.</p> <p>Feel more confident as math students.</p> <p>Show collaboration when working together in groups.</p>	<p>Determine criteria for instruction and assessment (what will our practice look like when teachers are implementing the strategy/actions?)</p> <p>Teachers will....</p> <ul style="list-style-type: none"> • Be intentional with their instructional strategies; incorporate into distinct 30-minute teaching blocks. • Use observational grids and fluency progression charts to gather evidence of learning during
--	--

Knowing how to set a goal and how to succeed with the next strategy.

the whole class and small group instruction for specific strategies.

- **Use Math running records to gather student data on fact fluency strategies**
- **UDL-approach to allow for student choice of engagement**

Well-being Goal: We will improve student **well-being**, with a specific focus on our students of African and/or Mi'kmaw/Indigenous ancestry.

Well-being Cycle 1: September - November

Evidence: How are students doing? How do you know?

Strategy/Actions: What will you do to impact the learning for ALL students?

- **Micro Survey for students- (P-6)**
- **Student Survey done by EECD (Gr. 4-6)**
- **What Tier 1 workshops have been delivered in classes by support staff**

High impact strategy....

- **We are focused on developing our WBS community and a sense of belonging and emotional safety for all students.**

Determine criteria to measure progress of student achievement/well-being (what will it look like when students are succeeding?)

Determine criteria for instruction and assessment (what will our practice look like when teachers are implementing the strategy/actions?)

Students will...
Express that they feel a sense of belonging at our school (This will be monitored by a school micro survey conducted three times in the school year).

Teachers will...
Plan class meetings / circles to develop a sense of belonging and intentionally giving time for student voice during those

Express they feel social, physical and academic safety at our school. (This will be monitored by a school micro survey).

Plan intentional lessons to navigate safety and what safety can mean in different situations

Have the opportunity to participate in activities that build a sense of safety and belonging (School song premier, spirit weeks, extra-curricular clubs, Home and School activities)

Tap into support staff (school counseling, school psychologist) for Tier 1 lessons on targeted areas

- a. Our School song continues to gain attention- We were showcased on Live at 5 on October 10th 2024.
- b. Home & School are active with different opportunities: Shoe Charms, BINGO night, Pizza Fundraiser night
- c. School Clothing (spirit wear) is getting going and will be sold in the coming weeks

Question: How do teachers connect with families? How do families know what students are learning?

Response: monthly and weekly memos from teachers to families. Ask me about... questions sent to families. Professional teacher X (Twitter) accounts.

4. Old Business

No old business to report.

5. New Business

- Jacinta Heckman will take meeting minutes for all future SAC meetings - Outside lights in parking lot are not coming on at night time
- There are pylons on the school side of the street between the driveway to the school and the driveway to the parking lot. Wondering what their purpose is and who put them there.

School Lunch:

- Families order online at nslunch.ca. They are prompted to set up a profile and order are placed for a 2 week period.
- Families can select the days they want to order
- Each day students can choose from a meat or veggie option. There is also an infusion of some cultural foods
- School Lunch is a pay what you can model with a max of \$6.50 per meal. - Payment is confidential, the school does not know how much families have paid. - Milk will be a purchased separately
- WBS will do a bulk order of extra lunches (15-20) for students who do not have lunch. The cost of the extra lunches is covered the NS Lunch program
- An update will be provided to SAC on how distribution went in the first few weeks. Some bumps and problem solving are anticipated.
- Additional cafeteria staff have been hired for the roll out of the new program. - WBS is connected to WBH, this means some snacks will still be available once the lunch program is smoothly underway.
- Question: How will the lunches be distributed?
- The program is designed to not add extra work for school staff. Administrators do not have all of the answers as they are not the organizers.

Breakfast Program

- All students have access to the food in the breakfast bins. Currently apples are being offered. Next will be cheese strings, fruit, little muffins or cereal

SAC conference update - Gary and Susan attended

- This was a large conference with 2 SAC members per school invited to attend. - The keynote speaker's main topics were mental health (mental health vs mental illness) and loss of the traditional elder effect. Grandparents living with families for example. - An idea shared was a Friendship Bench. There has to be an elder sitting on the bench before you can sit on it. This provides someone for students to talk to and an opportunity to connect with an elder.
- Safe and inclusive schools, code of conduct, cell phone policy, defining violence, it's everywhere, how do school staff respond? Trying to gain consistency across the board in how staff respond to incidents. The response comes down to how the incident is interpreted. Code of conduct, being more proactive, getting ahead of the big behaviours. Pushing on the playground for example. Education pieces are always attached and mentor texts if possible and appropriate. If there is a repeat of behaviour after time has been spent educating, then we use the code of conduct. Need to consider frequent incidents for the same student, vs students who have a one-off incident
- Student Success Planning session - evidence based, decision making system. 3 short cycles, not stagnant like in previous years. Providing relevant PD for teachers is important. Teachers need to identify what they need, then be provided the PD to get there.

Question: are there other ways we can gather SSP data at WBS?

Question: can other schools share their SSP's?

- Lots of collaboration with other schools. Everyone has the same goal for math, literacy & well being, the strategies are what change per school to adapt to the students in front of them. Scott Hickmen, what story do you want your school to tell?
- Well being survey started last year, but ran out of time. Goal: to administer it this year for staff and families
- The SAC conference is going to be an annual event
- Gary and Susan will share the presentations for others to view
- Define community for WBS, every adult you see throughout your day,

6. SAC Funds and Review of Funding Proposals

- One proposal brought forward by Susan Casey. Application will be reviewed once the deadline has passed for all applications to be received.

7. SAC Members' questions/comments

- Alex: Can you see corporate donations come in? No
- Home & School is looking to partner with RBC for their May spring fling. - Gary will approach Cresco to inquire about funds. Will need to present them with a project to focus on.

8. Future Meetings and Adjoinments

- Next meeting set for **Tuesday, November 19, 2024**