

WBS School Advisory Council

Date: Tuesday, April 15, 2025

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:** Tricia Schmeisser
11. **Community Member:** Susan Hart
12. **Community Member:** Janice Aucoin

Regrets: Alex Li, Corinne Trottier, Sarah Hart

Guests: Sean MacDonald, Principal West Bedford High, Sarah Jeans, West Bedford High SAC Co-Chair

Observers:

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

1. Opening

The meeting commenced with the distribution of the agenda and meeting minutes from the previous SAC meeting, February 18, 2025. Agenda minutes were approved.

2. Approval of Minutes

SAC meeting minutes from February 18, 2025 were approved by members.

3. Guest Speakers

Sean MacDonald, WBH Principal & Sarah Jeans, WBH SAC Co –Chair – Building Community Between Schools

Sean and Sarah shared ideas to foster community between the two schools and strengthen ties among students and families. Key points included:

- Exploring a shared event or annual celebration, such as a founding day/ week, possibly tied to the December 2020 groundbreaking of the building.
- Suggestions included a spirit week or an evening/ week of fine arts, such as a gallery walk.
- Collaboration with students, including High School SAC members, who expressed enthusiasm for involving all students.

Discussion Highlights

- This year's hot chocolate event was well-received; similar activities could continue.
- Grade 11 students are considering a legacy project, which could be tied to this initiative.
- Proposals included a collaborative art project or an evening presentation to showcase student achievements.
- Feedback noted December is busy for families, suggesting the event could streamline activities and unify the WBS community under one "rebranded" celebration.
- Emphasis on using shared spaces like the cafeteria to encourage inter-school interaction.
- Positive student feedback about High School involvement in Field Day; continuing such initiatives could further community building.

Next Steps

- Schedule discussions in May to finalize dates for the following year.

- Consider starting with a smaller-scale event to refine and expand in future years.

4. Principals Report

Principal's Report: November 2024

1. Enrollment:

- We continue to welcome new students to WBS. Our enrollment is 1147 students
- Enrollment for 2025 -2026 is at 1080 as of April 9 2025; our class configurations include 44 P -6 classes and 2 PP classes at this time.

2. Professional Learning: Focus of April 30th PL day is: Safe Schools Strategy prior to the new Provincial Code of Conduct being released.

Between Policy Release and the end of June

· Familiarize ourselves through PL opportunities

· work as a full staff on development of school -wide expectations and classroom

Routines

Next September:

- Ensure everyone is informed of the new Code of Conduct
- Share and explain school wide expectations
- Ensure classroom routines are established and consistently applied
- Consistently apply the code of conduct

**** Think about how to involve the voices of the community****

SAC- what will their involvement look like?

How to gather any input from families?

How to gather information from students?

3. Student Success Plan for WBS:

a. We have begun short cycle 3 of our success plan.

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

Short Cycle 2 Reflection:

Clear Learning Goals Provide Direction but Require Student Adaptation -Friendly
Setting firm writing goals and success criteria has improved instructional focus and alignment with outcomes. However, there's a continued need to make goals more accessible —especially for younger students and English language learners — through visual supports and simplified language.

Effective, Multi-Modal Strategies Support Student Understanding and Skill Transfer
Instructional tools such as modeling, rubrics, exemplars, and graphic organizers have deepened students' understanding of writing expectations. Linking reading and writing through mirrored lessons and explicit connections (e.g., paragraphing, summarizing, a author's craft) has supported skill transfer and writing development.

Targeted Support and Flexibility Foster Inclusion but Demand Intentionality
Kinesthetic and phonics -based approaches, peer feedback, and differentiated tools have helped struggling learners. While flexible means of demonstrating learning are valuable, consistent implementation and time/resources remain challenges —highlighting the need for continued intentional planning and scaffolding.

Student Data: Our student data shows that our writing across the grade levels continues to be lower than we would like. This information continues to inform our next cycle focus.

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

We are continuing to focus on the same strategies as short cycle 2 as we are seeing gains in student achievement, but there is still work to be done in ensuring that teacher practice is consistent across all classrooms.

- *Explicitly engage students in firm learning goals for writing, why they are learning it, and the success criteria to meet the outcome. (Firm Goals -Flexible Means)*
- *Develop targeted strategies to further support the reading and writing reciprocity.*

<p>What will it look like when students are succeeding?</p> <ul style="list-style-type: none"> · Classroom data will reflect student progress in reading and writing · Students will be able to speak about the learning goal they are focusing on, why they are learning, and what meeting the outcome will look like for them. · Students will be able to engage in longer periods of independent reading and writing tasks. 	<p>What will our practice look like when teachers are implementing the strategy/actions?</p> <ul style="list-style-type: none"> · Teachers will implement the UDL framework of Firm goals with flexible means to build student agency in learning · Teachers will implement literacy workshop that intentionally highlights the reading/writing connection around the strategies being taught · Teachers will be engaged in collecting formative student data and lesson plan using the data collected
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Mathematics Goal: We will improve student achievement in **mathematics**, with a specific focus on our students of African and/or Mi'kmaw/Indigenous ancestry.

Short Cycle 2 Reflection:

Intentional Teaching & Clear Learning Goals Enhance Focus and Fluency

Teachers are planning more intentionally, using clear goals and success criteria to guide instruction. This has led to more purposeful teaching of math strategies, particularly in fact fluency, with improved student confidence and accountability.

Strategic Supports Foster Problem Solving Stamina and Growth Mindset

Tools like anchor charts, manipulatives, and collaborative strategies (e.g., Think Pair-Share, math talks) are helping students break down problems, take risks, and view mistakes as part of learning —building resilience and perseverance.

Student Engagement Grows Through Collaboration, Choice, and Real-World Connections

Engagement increases when students can collaborate, choose how they learn, and see relevance in their work. Peer interaction, flexible learning formats, and meaningful context in problems all contribute to deeper learning and increased independence.

Student Data: The student data shows that most **students** across the grade levels are meeting expectations or at cusp of meeting the expectations.

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

We are continuing to focus on the same strategies as short cycle 2 as we are seeing gains in student achievement, but there is still work to be done in ensuring that teacher practice is consistent across all classrooms.

- Explicitly engage students in firm learning goals, why they are learning it, and the success criteria to meet the outcome.

Making sure learning goals and success criteria are shared in a clear, student friendly way.

- Develop targeted strategies to further support stamina in problem -solving activities.

Offering different ways for students to practice and show their learning.Helping students move between different strategies and apply them in new situations.

<p>What will it look like when students are succeeding?</p> <ul style="list-style-type: none">· Student classroom data will reflect student progress in math fluency· Students will be able to speak about the learning goal they are focusing on, why they are learning, and what meeting the outcome will look like for them.· Students will be able to engage in longer periods of problem solving activities· Students will be engaged in the learning activities and are active participants in their own learning	<p>What will our practice look like when teachers are implementing the strategy/actions?</p> <ul style="list-style-type: none">· Teachers will implement the UDL framework of Firm goals with flexible means· Classroom data will reflect student progress in math fluency using the document: criteria for determining students' level for computational fluency· Teachers will be engaged in collecting daily formative student· Students will be engaged in the learning activities and are active participants in their own learning. data and lesson plan using the data collected
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	<ul style="list-style-type: none"> Teachers will design lessons and activities that engage students in their learning (foster active participants and build student agency)
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Well-being Goal: We will improve student **well-being**, with a specific focus on our students of African and/or Mi'kmaw/Indigenous ancestry.

Short Cycle 2 Reflection:

Collaborative Practices Strengthen Teaching and Student Support

Ongoing collaboration between classroom teachers and knowledgeable others such as specialists and support staff —has enhanced instructional strategies and student well-being. Shared practices like brain breaks, restorative circles, and flexible learning spaces support engagement, regulation, and achievement.

School -Wide Community Building Fosters Belonging and Engagement

Cross-grade partnerships, cultural celebrations, and school -wide events create a sense of connection and inclusivity. Activities like spirit Buddies, spirit weeks, and collaborative projects help students build relationships, take pride in their school community, and engage more fully

Leadership and Social -Emotional Learning Promote Positive School Culture

Opportunities for mentorship, leadership roles, and intentional SEL practices (e.g., restorative circles, fair play, empathy lessons) empower students to build social skills, take responsibility, and contribute meaningfully to the school environment —enhancing both individual growth and collective well-being.

Student Data: What will you do next to impact the learning for ALL students?

The wellbeing data that we have collected indicates that there needs to be a continued focus on getting to know our students and families as they are known. By doing this, our WBS community will know that they are respected and valued for who they are.

Strategy Actions:

- Continue to support the collaborative work between classroom teachers and knowledgeable others within the building to support student wellbeing.

- Develop a school wide Mission, Vision, and Core Values and draft a PIBS school Matrix of expectations that will inform classroom Norms and expectations.

<p>What will it look like when students are succeeding?</p> <ul style="list-style-type: none"> · Students are actively engaged in school wide activities such as spirit week, food drives, and/or extra curricular activities, etc · Students are actively participating in classroom circles of discussion and learning 	<p>What will our practice look like when teachers are implementing the strategy/actions?</p> <ul style="list-style-type: none"> · Staff are encouraging student participation in school wide and classroom activities; staff are also participating in these initiatives · Staff are working with knowledgeable others, by consulting or co -teaching lessons that focus on the students' social and emotional learning
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5. Old Business: Nothing to report.

6. New Business

Remaining Funds

- \$962.94 in pre-approved but unused funds for trips.
- Funds can carry over to the next school year.
- Teachers can submit proposals for funds by the final meeting in May.
- Proposal submission process with two deadlines will continue next year.

SAC Records Management

- Chair signs off on records for destruction.
- Official digital records are maintained by WBS Admin for 7 years.
- Records can be transferred to a USB for deletion after 7 years.

SAC Annual Survey

- SAC Co-Chair completed and submitted the survey on behalf of SAC
- Moving forward, the survey will be collaboratively reviewed by SAC before submission.

Term Expiration of SAC Members

- Members whose 2 -year term is ending can reapply.
- A call for new co -chair candidates will be issued, including a written statement from interested candidates; voting will be community -based.
- Current chair cannot serve another term.
- Ensure continuity by avoiding simultaneous transitions of both co -chairs.
- Discussion on representation:
 - Consider designated roles for African Nova Scotian (ANS), Indigenous members, and diverse language speakers.
 - Promote inclusivity (e.g., address gaps in understanding of cultural practices like bingo night).
 - Engage YMCA workers to support SAC member recruitment.

7. SAC Members' questions/comments

- WBH is holding auditions for the mascot
- When the mascot is introduced to WBS students the head will be off to show that it is a costume
- Cresco will need to be contacted when we do the first event with the mascot.

8. Future Meetings and Adjournment

- A. Next proposed SAC meeting: Tuesday, May 20, 2025. **Changed to Thursday, May 22, 2025**
- B. Meeting adjourned