

WBS School Advisory Council

Date: June 10, 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: Susan Hart, Shannon Christie, Corinne Trottier

Observers:

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

1. Opening

- A. Call to order
- B. Approval of agenda

2. Approval of meeting minutes from May SAC meeting

3. Principals Report:

Principal's Report: June 10 2025

1. Safe Schools Strategy prior to the new Provincial Code of Conduct being released.

WBS Matrix of Expectations

SAC- what will their involvement look like? **Collecting feedback from SAC members on June 10 2025**

How to gather information from students? **Currently happening in classrooms with teachers**

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

2. Student Success Plan for WBS:

a. We are wrapping up our short cycle 3 strategies 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.

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?

- *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.*

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

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: *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.

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

Student Data: 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.

Overall Trends from Short Cycle 1 to 3

Focus Area	Student Achievement Growth	Teacher Practice Evolution
Literacy	From basic skill acquisition to independent, complex writing and increased French language fluency.	From data-informed instruction to UDL-driven, scaffolded, and personalized learning strategies.
Math	From foundational fluency and risk-taking to strategic, confident application and representation.	From interactive, differentiated routines to intentional, tech-enhanced, and individualized instruction.
Well Being	From learning self-regulation tools to full engagement, agency, and community connection.	From embedded SEL strategies to school-wide inclusion and culturally responsive teaching.

Next Steps for our Student Success Plan 2025-2026

- Continue to:

- o Embed firm goals and exemplars in all instruction.
- o Strengthen reading-writing reciprocity using mentor texts.
- o Utilize formative assessments to personalize instruction.
- o Expand inclusive practices beyond singular events into year-long planning.
- o Collaborate across teams (teachers, guidance, psychology) to support students' holistic development.
- o Finalize and implement a school-wide Mission, Vision, Core Values, and a PIBS Matrix to promote consistency.

School Matrix of Expectations

- DANCE Acronym: Explained and shared on weekly announcements, with Friday dance participation.
- Development Process: Created collaboratively by students and staff; summarized using AI to retain student voice and reduce redundancies.
- Community Inclusion: SAC (parents/community members) provided a blank template for input. Discussions included:
 - Expectations for behavior in shared spaces, including outdoor areas and when families use the school after hours.
 - Communication to ensure expectations apply to all—students, families, and visitors.
 - Accountability measures for everyone adhering to these expectations.
- Language Updates: Refinement for clarity, such as "Use respectful language when speaking with anyone."
- Cultural Support: Expectations support newcomers to Canada by introducing behavioral norms for WBS/schools in Canada.
- Family Communication: Consider highlighting sections of the matrix in weekly newsletters and including it in new family welcome packages.

- Additional Notes:
 - Review similar matrices from other schools (e.g., WBH) for alignment.
 - Add specific behaviors for traveling to school, such as respecting crossing guards and using sidewalks appropriately on bikes/scooters.
 - SAC feedback deadline: June 18, 2025.
 - Mid-year review in 2025-2026 to assess effectiveness and make necessary adjustments.

4. Old Business

A. Community building WBS/WBH

Whole Building Events: A week of activities planned for December; will revisit planning in September with potential involvement from Home and School.

Cultural Fair: Consider hosting a cultural fair in March, inspired by WBH's event. Grade 6 students could participate or lead in setting up a similar event.

Grade 6 Field Day: WBH to organize a field day for Grade 6 students.

Innovation Grant Proposal:

- Developing a fitness room for Grades 5–7, modeled after Orange Theory with stations suitable for younger students.
- Collaboration with WBH's SAC for a shared \$20,000 Innovation Grant (\$10,000 per school).
- Grant application deadline: June 13.
- Fitness room would be used during Phys. Ed classes or monitored by teachers during recess/lunch

5 . New Business

- SAC report, changes or suggestions welcome. Due on June 16th

6. SAC members questions/comments

- None at this time

7. Future meetings and Adjournment

- A. Next SAC meeting is September 9th, 2025. All following SAC meetings will be held on the 3rd Tuesday of each month from 7pm-8pm
 - Call out for new members is after September meeting, then in October new members will join the SAC
- B. Meeting adjourned