

WBS School Advisory Council

Date: Tuesday, September 16, 2025

Time: 07:00 p.m to 8:00 p.m

Location: WBS Seminar Room

Members Present:

1. Co-Chairs: Julia Spence (Parent of P-3 French Immersion), Vacant
2. Principal: Susan Casey (Principal PP- grade 6)
3. Teacher Representative: Paola Bartolacci (Learning Support, English Program)
4. Teacher Representative: Katelyn McKenzie (Grade 5/6 French Program)
5. Teacher Representative: Joanne Treen (Vice Principal, WBS, Grades 4-6)
6. Support Staff Representative: Vacant
7. Parent Representative: Julia Spence (Parent of P-3 French Immersion)
8. Parent Representative: Haley Flewwelling (Parent of P-3 /4-6 student, French Immersion & Home and School Representative)
9. Parent Representative: Vacant
10. Parent Representative: Vacant
11. Community Members: Tricia Schmeisser
12. Community Member: Janice Aucoin
13. Community Member: Susan Hart
14. Community Member: Vacancy

Regrets: None

Observers:

1. Jacinta Heckman (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, June 10, 2025.

2. Approval of Minutes

The minutes from the June 10, 2025 meeting were approved and distributed.

3. Principal's Report:

September 2025 SAC Principal's Report

1. Population of WBS PP-6 in 2025-2026 is 1120 ; In 2024-2025 the opening population was 1090 students. This year we have noticed that we have many students register and also many students withdraw. We are looking at the various reasons for the leaving.

2. Building Community Spirit- Our Student Ambassadors began the school year off supporting our students in Primary to Grade 2 to learn the routines of morning entry and end of day exit. This was very helpful for all involved.

a. Student Ambassadors

b. Grade 6 Band Camp in the evening- parents came for a short concert

c. Open House/Curriculum Night

d. Friday Funnies and Friday Dance Party

e. We are looking at having 1 or 2 more evening events throughout the fall for families to come into the school in partnership with our Home and School and with the High School

3. Provincial Safe Schools Strategy- we focused on this in our opening; reviewed the changes to the Provincial Code of Conduct and our Student Success Plan.



West Bedford School – Vision, Mission & Core Values

Overarching Belief: At West Bedford School, we are creating a school culture that promotes equity, empathy, belonging, connection, creativity, innovation, and high productivity for our learners to be successful citizens in the 21st Century. Working as an interconnected team and following the Nova Scotia Public School Program, we design learning opportunities that allow all students to find success.

WBS Vision & Mission: At WBS, we are committed to ensuring that 100% of our students reach their full potential. We believe every student—regardless of grade level or individual learning path—can succeed in mastering the key skills and knowledge needed for each subject. Our school will continue to work on ensuring it is a welcoming and inclusive environment where all students feel safe, seen, and heard. By fostering perseverance, we empower students to grow into confident, caring, and accountable learners and citizens. Together, we work to create a community where every learner is supported to thrive.

The Core Values we embody everyday: We love to D.A.N.C.E.

- Dare to Dream
- Accept Responsibility
- Nurture Relationships
- Cultivate Respect
- Embrace Reciprocity

Our Guiding Approaches and Pedagogy: To achieve our vision and mission, we implement:

1. Curriculum Guides: Starting place for what we teach
2. Universal Design for Learning (UDL) with a culturally responsive lens, ensuring multiple pathways for engagement, representation, and expression.
3. Multi-Tiered Systems of Support (MTSS) to proactively and responsively meet student needs through collaborative problem-solving and data-informed planning.
4. Social-Emotional Learning (SEL) to ensure students feel safe, valued, and able to progress academically and emotionally.
5. Executive Function Skill Building embedding skills such as organization, self-regulation, collaboration, and time management into everyday learning.
6. Responsive Teaching where educators co-create innovative, personalized learning experiences that meet students where they are in their learning, bring joy, and challenge all learners. Our Teaching Support Team (TST) is one of our strongest resources because our staff skill set is so deep!

West Bedford WOLVES Matrix

 WEST BEDFORD WOLVES					
	 Learning Spaces	 Shared Spaces	 Transitioning through Spaces	 Outside Spaces	 Travelling to and from School
D Dare to dream and have a growth mindset	- Try to open and take risks, even when it's hard - Believe in yourself and think positively - Ask questions and collaborate mistakes as learning - Show your ideas proudly and inspire others	- Make thoughtful choices in shared areas - Think before you speak or act—your actions matter - Help create spaces where everyone feels safe and welcome	- Move quietly with confidence and purpose to where you need to go - Be patient and set an example for others	- Try new games and make new friends - Learn from your mistakes and apologise if you hurt someone	- Be on time for school - Be positive! Each day is a fresh start - Follow school expectations and be mindful of others between school and home
A Accept Responsibility for our words and actions	- Follow directions and do your best work - Clean-up after yourself and keep your space tidy - Use materials and technology responsibly - Apologise when needed and learn from your choices	- Clean-up after yourself and use materials (like soap, paper towels) responsibly - Use bathrooms respectfully. Flush, tidy up, and wash properly - Be where you're supposed to be - Respect lunch monitors and avoid wasting food	- Walk quietly, facing forward - Keep your feet and hands to yourself - Stay to the RIGHT side of hallway and stairs - Follow the teacher and listen to instructions	- Stay in supervised areas - Take care of school equipment - Play safely and listen to the adults on duty - Report and unsafe actions - Line-up and enter the building when the whistle blows	- Walk crosswalks and bikes in the bus loop - Walk on the sidewalk and watch for cars when crossing the street or parking lot - Stay in your bus seat, keep hands and feet to yourself, and listen to the bus driver
N Nurture positive Relationships with ourselves, peers, adults	- Speak kindly and listen with your whole body - Help and encourage others, even if it feels like a risk - Believe in our classmates and include everyone - Ask and answer questions to support each other's learning	- Include others and make room for everyone - Use kind words and quiet voices - Be open-minded and treat everyone with care and fairness - Listen respectfully to adults and classmates	- Be mindful of others working in the hall - Look forward and greet others with a smile or silent wave - Help others and give gentle reminders	- Use kind words and be polite - Look for others who could use a hand and include them - Play gently, fairly and take turns - Use your hands to help and words to solve problems	- Be kind to the bus driver - Use positive greetings and goodbyes - Talk using a respectful volume
C Cultivate Respect for self and others	- Keep your hands, feet, and belongings to yourself - Use quiet voices and stay focused during learning - Raise your hand and take turns to speak - Respect others' space, work, and property	- Be neat and clean - Respect others' space, property, and meeting - Show appreciation for those who help us - Display calm, respectful behaviour	- Respect others' property and leave their buildings and lockers alone - Pay attention to the person in front of you and respect personal space - Be kind and respectful with your words	- Clean-up your garbage and any litter you find - Respect personal boundaries and others' property, such as toys, equipment, bikes	- Enter and exit building through designated doors - Sit at assigned bus tables and follow bus leaders, to the bus in an orderly line - Keep track of your belongings - Use respectful language when speaking with adults and peers
E Embrace Reciprocity to grow & learn together	- Work cooperatively and share materials - Learn from and with your classmates - Celebrate one another's ideas and successes - Keep the space safe, clean, and ready for learning	- Share space, time, and materials fairly with other classes - Follow expectations to keep shared areas safe/ready for everyone - Work and play cooperatively with others - Help create a positive environment by encouraging respect and kindness	- Walk calmly without arguing or injuring yourself or others - Follow directions to keep everyone safe - Use calm and quiet voices so that others can learn	- Share space and equipment - Be a role model for kind words, positive behaviour and fair play	- Follow the bus rules - Be aware of your surroundings and help to keep everyone safe - Report unsafe actions to adults in charge - Go directly home or where you are supposed to go after school

The school has three goals that we are focusing that guides our professional work. Each year we identify strategies based on where our students are to streamline our focus of our teaching and learning as educators.

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

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

c. Well-Being Goal: We will improve well-being at our school for each of our students, with a specific focus on our students of African and/or Mi'kmaw/Indigenous ancestry.

4. Professional Development for staff-

- September 29th-professional development day. I will find out next week what the focus of this Professional Learning will be. I imagine it will be on our School's Student Success Plan.

5. SAC Funds- Teachers are our best folks to let us know what resources are needed for student learning. Last year we asked staff to use a proposal form to request funds from the SAC. The proposal asks the teachers to tie their request to one of the three SSP goals. Having the proposal form also assists in tracking the funds that are spent. Would we like to continue with this form? (funds \$5000.00 plus \$1.00 for every student as of September 30th)

6. Voting for new SAC Members: We have two parent/guardian spots open and 1 community member spot open.

Parent/Guardian Expressions of Interest: have 7 people who have reached out. Each has been asked for a brief write up sharing the following information:

- why you would like to be a part of the SAC
- What strengths do you see yourself bringing to the SAC
- That you are willing to do commit to 2 years on the SAC

Next step: create a voting form that has each candidate and their bio. It will be sent out to the WBS families, and they will be asked to choose two people. The form will be open for voting for one week. SET A DATE WITH THE SAC

4. Expressions of Interest for School Advisory Council

Voting form – sent out to WBS families and families can choose two people of the 7. Open for one week and done prior to next SAC. Voting will be open October 6-10.

5. Old Business

There was no old business discussed.

6. New Business

1. Review of the June year-end report. This was submitted for members to review.
2. Susan provided an update on the School Success Plan
3. A Co-Chair and Secretary. Paola Bartolacci will be the secretary. A Co-Chair will be selected from new members (community or parent).
4. Meeting dates for the year were set. Meetings will be held on the third Tuesday of each month. There will be no meeting in December or March.

7. Sac Funds and Review of Funding Proposals

There is a carry over from the previous year of \$4200.

8. SAC Members' questions/comments

There were no questions or comments.

9. Future Meetings and Adjournment

Proposed next SAC meeting: Tuesday, October, 21, 2025

Adjournment of the Meeting

