

## **WBS School Advisory Council**

**Date: Tuesday, January 20, 2026**

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

**Location: WBS Seminar Room**

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### **Members Present:**

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

**Regrets:** Bei Zhou, Susan Hart

### **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, November 18, 2025. Round table introductions were had for new members of the SAC.

### **2. Approval of Minutes**

The minutes from the November 18, 2025 meeting were approved and distributed. The minutes will be posted on the school website under the SAC page. An amendment will be made to reflect a conversation about how cultural celebrations will be celebrated going forward.

### **3. Principal's Report:**

#### **January 20, 2026 SAC Principal's Report**

1. Population of WBS PP-6 in Jan. 2026 is 1137
2. Building Community Spirit-
  - a. Student Ambassadors – continue to deliver lunches to Primary to Grade 2, 2/3 classes each day; organize the breakfast bin carts each day
  - b. Friday Funnies
  - c. Weekly extra-curricular activities have started:
    - i. Ukulele club Grades 4-6
    - ii. Choir Grades 4-6
    - iii. Wolfpack intramurals for Grades 5&6- this cycle is ultimate frisbee
    - iv. Yearbook club Grade 6 students
    - v. Gr. 6 Student Ambassadors
    - vi. Chess club Grade 4-6 students
3. Provincial Safe Schools Strategy- this was a focus during opening and continues to be



## 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

West Bedford WOLVES Matrix



## WEST BEDFORD WOLVES

	Learning Spaces	Shared Spaces	Transitioning through Spaces	Outside Spaces	Travelling to and from School
<b>D</b> Dare to dream and have a growth mindset	<ul style="list-style-type: none"> <li>Try to sign and take risks, even when it's hard</li> <li>Believe in yourself and think positively</li> <li>Ask questions and collaborate mistakes are learning</li> <li>Show your ideas proudly and inspire others</li> </ul>	<ul style="list-style-type: none"> <li>Make thoughtful choices in shared areas</li> <li>Think before you speak or act—your actions matter</li> <li>Help create spaces where everyone feels safe and welcome</li> </ul>	<ul style="list-style-type: none"> <li>Move quietly with confidence and purpose to where you need to go</li> <li>Be patient and set an example for others</li> </ul>	<ul style="list-style-type: none"> <li>Try new games and make new friends</li> <li>Learn from your mistakes and apologize if you hurt someone</li> </ul>	<ul style="list-style-type: none"> <li>Be on time for school</li> <li>Be positive! Each day is a fresh start</li> <li>Follow school expectations and be mindful of others, between school and home</li> </ul>
<b>A</b> Accept Responsibility for our words and actions	<ul style="list-style-type: none"> <li>Follow directions and do your best work</li> <li>Clean-up after yourself and keep your space tidy</li> <li>Use materials and technology responsibly</li> <li>Apologize when needed and learn from your choices</li> </ul>	<ul style="list-style-type: none"> <li>Clean-up after yourself and use materials (like soap, paper towels) responsibly</li> <li>Use bathrooms respectfully. Flush, tidy up, and wash properly</li> <li>Be where you're supposed to be</li> <li>Respect lunch routines and avoid wasting food</li> </ul>	<ul style="list-style-type: none"> <li>Walk quietly, facing forward</li> <li>Keep your feet and hands to yourself</li> <li>Stay to the RIGHT side of hallway and stairs</li> <li>Follow the teacher and listen to instructions</li> </ul>	<ul style="list-style-type: none"> <li>Stay in supervised areas</li> <li>Take care of school equipment</li> <li>Play safely and listen to the adults on duty</li> <li>Report and unsafe actions</li> <li>Line up and enter the building when the whistle blows</li> </ul>	<ul style="list-style-type: none"> <li>Walk scooters and bikes in the bus loop</li> <li>Walk on the sidewalks and watch for cars when crossing the street or parking lot</li> <li>Stay in your bus seat, keep hands and feet to yourself, and listen to the bus driver</li> </ul>
<b>N</b> Nurture positive Relationships with ourselves, peers, adults	<ul style="list-style-type: none"> <li>Speak kindly and listen with your whole body</li> <li>Help and encourage others, even if it feels like a risk</li> <li>Observe new classmates and include everyone</li> <li>Ask and answer questions to support each other's learning</li> </ul>	<ul style="list-style-type: none"> <li>Include others and make room for everyone</li> <li>Use kind words and quiet voices</li> <li>Be open-minded and treat everyone with care and fairness</li> <li>Listen respectfully to adults and classmates</li> </ul>	<ul style="list-style-type: none"> <li>Be mindful of others working in the hall</li> <li>Look forward and greet others with a smile or short wave</li> <li>Help others and give gentle reminders</li> </ul>	<ul style="list-style-type: none"> <li>Use kind words and be polite</li> <li>Look for others who could use a hand and include them</li> <li>Play gently, fairly and take turns</li> <li>Use your hands to help and words to solve problems</li> </ul>	<ul style="list-style-type: none"> <li>Be kind to the bus driver</li> <li>Use positive greetings and goodbyes</li> <li>Talk using a respectful volume</li> </ul>
<b>C</b> Cultivate Respect for self and others	<ul style="list-style-type: none"> <li>Keep your hands, feet, and belongings to yourself</li> <li>Use quiet voices and stay focused during learning</li> <li>Raise your hand and take turns to speak</li> <li>Respect others' space, work, and property</li> </ul>	<ul style="list-style-type: none"> <li>Be neat and clean</li> <li>Respect others' space, property, and reading</li> <li>Show appreciation for those who help us</li> <li>Display calm, respectful behaviour</li> </ul>	<ul style="list-style-type: none"> <li>Respect others' property and leave their lockers and lockers alone</li> <li>Pay attention to the person in front of you and respect personal space</li> <li>Be kind and respectful with your words</li> </ul>	<ul style="list-style-type: none"> <li>Clean-up your garbage and any litter you find</li> <li>Respect personal boundaries and others' property, such as toys, equipment, bikes</li> </ul>	<ul style="list-style-type: none"> <li>Enter and exit building through designated doors</li> <li>Sit at assigned bus tables and follow bus leaders, to the bus in an orderly line</li> <li>Keep track of your belongings</li> <li>Use respectful language when speaking with adults and peers</li> </ul>
<b>E</b> Embrace Reciprocity to grow & learn together	<ul style="list-style-type: none"> <li>Work cooperatively and share materials</li> <li>Learn from and with your classmates</li> <li>Celebrate one another's ideas and successes</li> <li>Keep the space safe, clean, and ready for learning</li> </ul>	<ul style="list-style-type: none"> <li>Share space, time, and materials fairly with other classes</li> <li>Follow expectations to keep shared areas welcoming for everyone</li> <li>Work and play cooperatively with others</li> <li>Help create a positive environment by encouraging respect and kindness</li> </ul>	<ul style="list-style-type: none"> <li>Walk calmly without arguing or tripping yourself or others</li> <li>Follow directions to keep everyone safe</li> <li>Use calm and quiet voices so that others can learn</li> </ul>	<ul style="list-style-type: none"> <li>Share space and equipment</li> <li>Be a role model for kind words, positive behaviour and fair play</li> </ul>	<ul style="list-style-type: none"> <li>Follow the bus rules</li> <li>Be aware of your surroundings and help to keep everyone safe</li> <li>Report unsafe actions to adults in charge</li> <li>Go directly home or where you are supposed to go after school</li> </ul>

Every morning during the announcements the matrix is referred

### Student Success Plan Update:

The school has three goals that are focused on, that guide our professional work. We are currently working on strategies within these goals for Cycle 2.

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. Old Business

There was no old business discussed.

### 5. New Business

#### 1. SAC Conference

Sac Conference- The Principal and one of the co-chairs attended the SAC conference on November 28, 2025. There were sessions on Community engagement, celebrating successes, early years intervention etc. We are being underfunded at WBS. One of the co-chairs wrote to the MLA and the minister, she also had a conversation with Steve Gallagher, This is an HRCE

issue, but the message received was that parents and advocates for the school will have to push for this, the principal and MR. Gallagher himself will not be able to create change. The Department of Education is aware of this.

This is a simple policy change and families need to reach out to politicians to elicit change. The co-chair expressed that action should be taken on this issue as soon as possible.

The Department of Education has a grant that the school can apply for and this year they have increased the amount of the grant. Last year we didn't get it, but we can apply again.

One of our co-Chairs created the following memo below:

## **MEMO**

### **Impact of Provincial School Advisory Council Funding Model on High Population Schools**

#### **SUMMARY:**

- The Co-chair of West Bedford School (“WBS”) (Elementary) analyzed enrollment data and projected School Advisory Council (“SAC”) funds across the province to understand the impact of the SAC funding model on their school.
  - The Rocky Lake Junior High (“RLJH”) SAC were having conversations questioning the funding model and connected with the Co-chair of WBS to discuss the results.
- Results found that the SAC funding model disadvantages large schools and disproportionately affects schools within the Halifax Regional Centre for Education (“HRCE”).
  - When comparing elementary, middle, high, and P-12 schools, the effect of the SAC funding model is felt most greatly by elementary “super schools.” WBS is the most severely affected.
- The Co-chair of WBS and Co-chair of RLJH jointly request that consideration be given to reviewing and revising the funding model to ensure equitable distribution of funds across provincial schools.

#### **KEY FINDINGS:**

The Co-chair of WBS accessed enrollment data from the [Department of Early Education and Child Development](#) for the 2025-26 academic year. Using the SAC Funding formula x school enrollment (removing PP and RG grade levels), SAC funds were projected for all schools in the

province. The full dataset included 365 schools as Alternative, Adult, and Disability & Special Education schools were not included in the analysis. Three key findings were made:

**1. SAC funding for schools in the HRCE is most impacted by funding model.**

The provincial amount of SAC funds per student averages \$31.84, while the median is \$18.79. This indicates that there is skewed distribution of funds across the data set. This could mean projected data for small schools greatly impacts the dataset (e.g. those with less than 100 students); however, these schools only comprise 10% (37/365) schools in the dataset. The results more likely demonstrate that few schools benefit from the funding model more than most schools.

When comparing SAC funds across Regional Centres for Education, the HRCE has the highest average SAC Funds per school and the lowest average amount of dollars per student. The HRCE average is over \$11.00 lower per student than the second lowest average Regional Centre for Education and \$2.55 less when considering median values.

	<b>Amount of \$ per Student* Average (Median)</b>	<b>SAC Funds per School* Average (Median)</b>
Annapolis Valley Regional Centre for Education	\$34.03 (\$22.28)	\$5330 (\$5237)
Cape Breton Victoria Regional Centre for Education	\$35.76 (\$19.73)	\$5328 (\$5267)
Chignecto Central Regional Centre for Education	\$31.65 (\$21.75)	\$5302 (\$5241)
Conseil scolaire acadien provincial	\$31.70 (\$20.46)	\$5285 (\$5257)
Halifax Regional Centre for Education	\$19.99 (\$16.87)	\$5422 (\$5315)
Strait Regional Centre for Education	\$47.78 (\$19.42)	\$5297(\$5272)
South Shore Regional Centre for Education	\$72.56 (\$22.93)	\$5278 (\$5228)
Tri-County Regional Centre for Education	\$38.20 (\$24.64)	\$5262 (\$5212)
<b>Average (Median)</b>	<b>\$31.84 (\$18.79)</b>	<b>\$5348 (\$5281)</b>

**2. The larger the school, the more impacted they are by the funding model. The HRCE is impacted more than other RCEs as they have a higher proportion of large schools.**

HRCE’s median<sup>1</sup> SAC funds per school are higher due to the number of schools above median school populations, compared to those across the province. When taking a provincial perspective, 51% of schools in Nova Scotia with populations greater than 500 are in HRCE and 9/10 schools in Nova Scotia with populations greater than 1000 are in HRCE. In total, 27% of all HRCE schools have populations over 500.

Schools with large populations did not see proportionate SAC funding. The larger the school; the smaller the median amount of SAC funds per student.

Median SAC Funds per Student			
Provincial (All Schools)	Schools with Populations >1000	Schools with Populations 500 - 999	Schools with Populations 100 - 499
\$18.79	\$4.99	\$8.78	\$20.92

**3. Elementary “super schools” are most greatly impacted. WBS is the most severely impacted school in the province.**

In the table below, median SAC funds in elementary schools tend to be highest, given lower median school populations and high schools have the lowest median funds per student given that the median high school population is greater.

P-12 Elementary Middle High				
Median SAC funds in \$ per Student by School Level	\$19.38	\$23.57	\$14.37	\$9.00

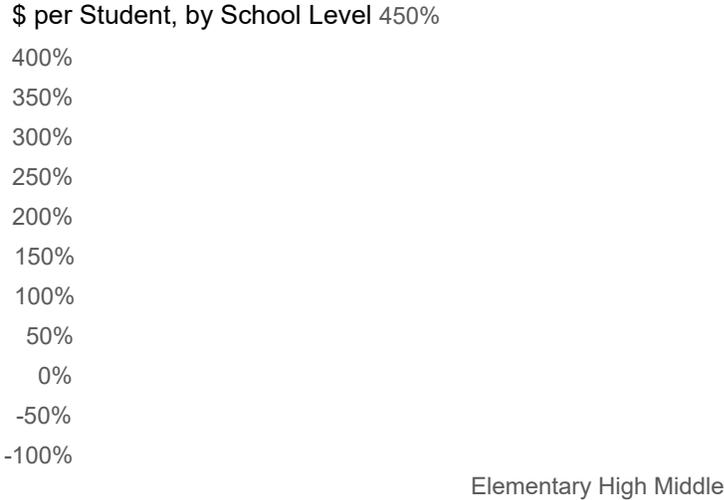
<sup>1</sup> Analysis focused on median SAC funds per student to minimize skewed results.

While all schools with large, outlier enrollment populations were impacted, the proportional impact was felt most by elementary “super schools” with populations over 500.<sup>2</sup> Within elementary schools, the variable difference in enrollment population for schools greater than 500 students was over 125% the provincial median. It should be noted that **WBS is the only elementary school with a population greater than 1000 and is 380% larger than the median Nova Scotian elementary school.**

As seen in the graph below, the variable difference in school population does not translate into proportional funds. The gulf is widest among

elementary schools, where the variability between school population and \$ SAC Funds per Student is -58% compared to middle (-37%) and high (-26%) school levels.

Graph 1: % Variation from Median School Level Population and SAC



% Variance from School Level Population % Variance for School Level \$ per Student

The table below shows the most impacted schools; all of them are in the Halifax Regional Municipality, and all but one is part of HRCE. The table also shows that WBS, along with other HRCE elementary “super schools” experience the greatest variance from the median, in comparison to their peer schools.

Board	School Name	School Level	Total (with out PP)	\$ per Student	% Variance from Median Population by School Level	% Variance from Median \$ per Student by School Level
HRC E	West Bedford	Elementary	1,063	5.70	380%	-76%
HRC E	Bedford South	Elementary	748	7.68	238%	-67%
HRC E	Beechville Lakeside Timberlea Senior Elementary	Elementary	617	9.10	179%	-61%

<sup>2</sup> In 2025-2026, no P-12 schools had populations greater than 500.

Board	School Name	School Level	Total (with out PP)	\$ per Student	% Variance from Median Population by School Level	%Variance from Median \$ per Student by School Level
HRC E	LeMarchant St Thomas Elementary	Elementary	605	9.26	173%	-61%
HRC E	Halifax West High	High	1,770	3.82	183%	-58%
HRC E	Charles P Allen High	High	1,738	3.88	178%	-57%
HRC E	Grosvenor Wentworth Park Elementary	Elementary	536	10.33	142%	-56%
CS AP	École Beaubassin	Elementary	533	10.38	141%	-56%
HRC E	Citadel High	High	1,684	3.97	169%	-56%
HRC E	Sackville Heights Elementary	Elementary	524	10.54	137%	-55%
HRC E	Rocky Lake Junior High	Middle	919	6.44	146%	-55%

### IMPACT:

SACs are integral to promoting student success by bringing together school stakeholders and individuals from local communities and advising on the best interests of students from the point of view of the school community. The funds directed toward students support all students' achievement toward their School Success Plan.

When funding per student is severely reduced, especially in early years, there is less opportunity at large schools for students to access resources they may otherwise have available to them in another HRCE or provincial school. All students should be given relatively equal opportunity, especially at the elementary level where small impacts and interventions can have great and long-lasting impact.

Rapid population growth within Halifax Regional Municipality has put strain on many schools in HRCE and “super schools” for elementary aged children are a new reality in HRCE. It cannot be overlooked that there are unique pressures faced by “super schools”, such as overcrowding both within the schools (e.g. up to 3 classes using the gym at one time) and in outdoor play areas (lack of space and play equipment), that greatly impact students and their wellbeing. Students at WBS, and populous schools in HRCE, should not be further disadvantaged because of the pace at which new schools can be built to accommodate them. Decision makers should consider appropriately resourcing SAC funds for these schools to provide them with the same opportunity to support their students as what is given to schools elsewhere in the province.

#### **BACKGROUND:**

- In alignment with the [School Advisory Council Spending Guidelines](#), an annual funding allocation of \$5,000, plus one dollar per student, is provided to each school with an SAC.
  - If an SAC represents multiple schools, each school will receive its own budget of \$5,000 plus one dollar per student.
- SACs are active participants in the Student Success Planning process and play a key role in the ongoing efforts of schools to improve student achievement and well-being.

4

- SAC expenditure must fit into one of three spending categories below:
  - supporting the school improvement plan (e.g., providing resources to support math and literacy instruction).
  - supporting policy development and implementation (e.g., supporting and promoting new policies).
  - covering SAC operational expenses.

#### **ADVICE:**

As a result of rapid population growth within Nova Scotia, specifically within the Halifax Regional Municipality, the Co-chair of West Bedford School and Co-chair of Rocky Lake Junior High jointly request that consideration is given to reviewing and revising the funding model to ensure equitable distribution of funds across provincial schools.

## 2. Sac Funds and Review of Funding Proposals

A. Physical Education team: Pinnies- [Phys.Ed](#) teachers are looking for \$914.86 for Pinnies for use in the Gym. This request was put on hold for now, as the [phys.ed](#). Team just received \$1300 for Baffle ball barriers.

B. Grade 4: Morgan Woodman-Looking for \$200 to be able to purchase 20 Rubiks cubes to use with her class. The SAC has approved this request.

## **6. SAC Members' questions/comments**

-Open Floor- the question was asked- if the data around academic achievement was split between French and English- the answer was yes, this can be done. The question was asked about how the data is collected, and the response was that teachers submit data on their students and indicate meeting or not meeting. We will bring the LM6 and LM3 data to the next SAC meeting.

The staff memo will remind teachers that SAC fund proposals are due Feb. 7th

## **7. Future Meetings and Adjournment**

**Proposed next SAC meeting: Tuesday, February 17, 2026**

Adjournment of the Meeting

