

SMBE SAC Meeting #5 Minutes

Date: **April 17, 2026**

Format: Virtual

Present: Kelly Joy, Lynn Wyatt-Reichheld, Ashley Hurshman, Harmonie Chafe-Webber, Katie Foley, Shawna Murray, Roberta Inglis, Kirk Campbell

Regrets: Alanah Kelly

Welcome and call to order.

- **Minutes:** minutes were approved by Shawna and seconded by Kirk
- **Reports**
 - **Principals Report**

Kelly shared the following items:

- Our Report cards went home at the end of March, and we had student led conferences which were well received.
- We hosted two presentations in March. The Earth Rangers came in and had the students meet several animals/birds and they discussed with the students' various aspects of animal conservation. We also had two performances by Neptune Theatre.
- Upcoming in May and June we are still looking to have dance presentations, drumming performances, and an indigenous workshop on land acknowledgements though these are still in the planning stage. However, we have confirmed the Marionettes will be in to share the Oak Island Treasure story and Mad Science will be in for some demonstrations/workshops with the PP-4s. In addition, our grade 5s will be going to the Pottery Lab (total cost of \$2466.96) and as part of their year end celebration/goodbye they will also be going bowling (bussing cost \$1160.06) and tentatively tie dying t-shirts (to be confirmed with the Bayview Family Arts Specialist).
- This week is the Scholastic Book Fair. Families can drop in on Wednesday from 4-6pm to do some additional buying outside the students' doing it during the school day.
- The preparations are underway for the Springo Bingo which will take place on May 6th and 7th.
- As always, our Lost and Found continues to overflow.

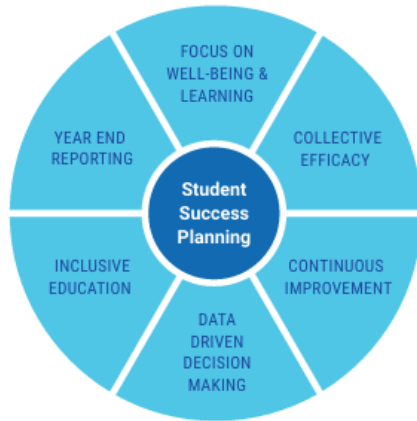
➤ **Student Success Report**

Kelly shared the following:

- ❖ Our Student Success Plan continues to focus on UFLI (P-2) and Fluency/Comprehension (3-5) in Literacy. In Math we are focusing on Numeracy (P-2) and Fact Fluency (3-5). With Well-Being, we continue to build on fostering positive relationships and getting to know our students

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- ❖ As part of our student success plan, we look at all students and then desegregate the data to look carefully at those students who are historically marginalized (those who identify as aboriginal and/or African descent).



❖ **School-Based Literacy Update:**

Our data shows a clear pattern of growth in literacy as students move through the grades Primary to Grade 2, students are still developing foundational reading and writing skills, with Grade 2 showing stronger achievement overall. By Grades 3–5, many students are meeting expectations in both reading comprehension and writing. Our continued focus is strengthening early literacy skills in the primary grades to ensure all students build a strong foundation for long-term success. Those students who are not meeting, there is an adult associated with them to help remediate.

❖ **School-Based Math Update:**

Our data shows that students are increasingly developing flexible thinking and can clearly verbalize their strategies and thinking processes. Many students are also demonstrating their understanding by creating posters and other products to show how they arrive at their answers. End of March 2026 results indicate variation across student groups, with students identifying as Indigenous descent meeting at higher percentages (89%–100%) compared to students of African descent (71%) and students who do not identify as Indigenous or African descent (77%–87%). Our continued focus is to strengthen mathematical thinking and ensure all students are supported in explaining and applying their thinking strategies with confidence.

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Mar 26 CBAS Math				
P-2	Meeting	Not Yet Meeting	% of Stu Meeting	% of Stu Not Meeting
Primary	41	6	87%	13%
1	41	10	80%	20%
2	48	4	92%	8%
P-2 Total All Students	130	20	87%	13%
INS P-2 (9 students)	8	1	89%	11%
ANS P-2 (7 students)	5	2	71%	29%
INS+ANS P-2 (1 student)	1		100%	
Total Other Ancestry	116	17	87%	13%
Gr 3 to 5				
Gr 3 to 5	Meeting	Not Yet Meeting	% of Stu Meeting	% of Stu Not Meeting
3	59	7	89%	11%
4	54	16	77%	23%
5	44	22	67%	33%
3-5 Total All Students	157	45	78%	22%
INS 3-5 (8 students)	8		100%	
ANS 3-5 (7 students)	5	2	71%	29%
INS + ANS 3-5 (2 students)	1	1	50%	50%
Total Other Ancestry	143	42	77%	23%

❖ School-Based Well being Update

Our school continues to focus on student well-being and self-regulation, with students increasingly able to identify strategies that help them feel calm and ready to learn, and a continued next step of supporting independent use of tools such as Reset Bins. Behaviour data shows overall improvement, including a decrease in physical violence and a reduction in incidents compared to two years ago, although physical aggression has increased, highlighting the need for ongoing skill development. We are also seeing fewer incidents occurring on the playground and in classrooms, alongside increased coaching of positive behaviours, stronger communication with students and families, and a continued focus on teaching emotional regulation strategies. Equity data shows encouraging reductions in incidents across Indigenous, African, and African/Indigenous student groups as well as a slight overall decrease. Family engagement remains strong, with 58 families attending the Unplugged session and positive feedback received on counsellor newsletters.

Where we are going next: Next Cycle we will continue to focus on math fluency and our grades 2-5 teachers will work with our Math Consultant Jennifer Maillet. In literacy we will be focusing on writing and have author Ralph Fletcher coming to do a virtual workshop with our teachers. The grade 3 will soon be writing the provincial literacy and math assessment and our grade 4 and 5 students recently did a spelling inventory to help us identify what our students already know, what is missing, which will allow our teachers an area of focus for small group instruction in the weeks ahead (targeted Word Work).

➤ Financial Report

- **Remaining Balance of \$3605.28**

No purchases made in March and we have not heard back about the cost for the projector and the Chromebook we are looking to add to our inventory.

➤ New Business

- **New 3-6 Literacy Curriculum**

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The new updated curriculum is designed to build literacy skills step by step from Primary to Grade 6. Students start with strong basics and gradually take on more complex reading, writing, and communication tasks. As they grow, they work with more challenging texts and ideas, helping them think critically, communicate clearly, and succeed across all subjects.

The strands currently for 3-6 are **Speaking and Listening, Reading and Viewing, Writing and others way of representing.**

The new strands will be

Foundations of Language focuses on building key literacy skills like speaking, reading, and writing. Students learn important basics such as sounds, words, and sentence structure to help them become confident readers and writers.

Comprehension helps students use their reading skills to understand and think about what they read. They learn to make connections, ask questions, and explore different ideas and perspectives. This helps deepen their understanding and builds confidence in engaging with a variety of texts.

Composition focuses on helping students become clear and confident writers. They learn the writing process—from planning and drafting to revising and editing—along with skills like spelling, handwriting, and digital writing. As they grow, students learn to express their ideas clearly and effectively in different types of writing.

Connection to Content Areas means students use reading, writing, speaking, and listening in all subjects, such as Science, Social Studies, and Health. This helps them better understand what they are learning while building strong literacy skills. Students learn to think critically, share their ideas, and communicate in different ways. Literacy is not just part of language arts—it supports success in every subject.

- **April 29th Professional learning Day for Staff**

The day will focus on improving student achievement and well-being, with a strong emphasis on literacy and our school's Student Success Plan. ***Primary to Grade 2 teachers*** will engage in learning centered on the P-2 Language Arts curriculum, early literacy development, and planning responsive instruction for the remainder of the school year. ***Grades 3-6 teachers***, along with resource and support staff, will review the updated Grades 3-6 Language Arts curriculum and supporting resources to strengthen literacy instruction in preparation for future implementation. All staff will also participate in a mandatory virtual session from 11:00 a.m. to noon on Gender-Based Violence Prevention and Bystander Intervention, as required provincially. This learning directly supports stronger classroom teaching and student success.

- **Safe Schools Strategy**

The HRCE Safe Schools Strategy is about creating a safe, caring, and inclusive environment where all students can learn and feel supported. This is a shared effort between staff, students, families, and the community. While some parts of the Code of Conduct can be difficult to hear, our school approaches behaviour in a way that is appropriate for each child's age and stage, focusing on learning, growth, and positive choices. Expectations are guided by the Provincial School Code of Conduct and supported through restorative practices. Our school's behaviour matrix helps set clear, consistent expectations and supports

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students in learning and practicing respectful behaviour.

➤ **Other Business**

• **Field Trips**

We had a brief discussion about field trips and that there is no HRCE policy that requires classes to participate in field trips. Decisions about field trips are made at the school level and are often influenced by practical considerations such as transportation availability, cost, supervision requirements, and scheduling. In recent years, the cost of bussing has increased significantly since COVID, which has made transportation for field trips much more expensive for schools and families. In addition to cost, there are also time restrictions connected to bus availability. Currently, buses are typically scheduled to depart no earlier than 9:30 a.m. and must return to the school by approximately 1:30 p.m. This schedule allows for roughly 1.5 hours at a destination, once travel time is considered. For many potential field trip locations, this very limited window does not allow for a meaningful experience for students.

➤ **Meeting Adjourned** at 7:35 pm.