

FAIRVALE ELEMENTARY SCHOOL

PSSC MINUTES



DATE:

10/23/2025

TIME:

7:00PM

LOCATION:

School Conference Room

IN ATTENDANCE

Jessica Carson, Katie Coyle, Stephanie Curtis, Brad Dyer, Ryan LeBlanc, Vanessa MacMullin Ferris, Janis Rodger, Allison Savoy, Amber Smith, Anita Theriault

REGRETS

Jon Barry, Kate-Lynn Holmes

SCHOOL IMPROVEMENT PLAN

Ends Policy #1- Inclusive & Equitable Learning was discussed. The policy was projected for the group and the Smart Goal, the strategies, and the indicators for success were reviewed. The committee was informed about where our school is with each of the indicators.

Flexible seating and how it is being used in our classrooms was discussed with the group. Examples were shared and other tools that foster attention and engagement were discussed. Parents were informed that flexible seating, fidgets, and headphones are all examples of universal accommodation, and all our students have access to these tools.

Minimizing materials in the room and materials displayed on the walls within classrooms is one way we can comply with our Fire Marshall's expectations and reduce the environmental noise in our classrooms. This helps students focus on learning and ensures that items being placed on our walls/boards is relevant and referenced.

Flags that represent our student population have been purchased for our gymnasium. We had the gym painted over the summer and we are waiting for the Fire Marshal to approve our flag display before we have facilities to hang them.

Bonnie shared a touching story about one of our new students from Nigeria gravitating to a doll that looked like him and the importance of our students seeing themselves in the toys we provide and the stories we share.

CALENDAR PILOT UPDATE

We completed our second Pilot PL Day and it was a great success. The focus on the day was Mathematics. The morning PL was attended by all teachers from our school and teachers from Vincent Massey Elementary School, who are the only other elementary school from ASD-S taking part in the project, and teachers dove deep into Fosnot Math kits while connecting them to the new curriculum. The second part of the day had grade level PLC's meet and work together on specific needs based on their grade levels. Both schools appreciated the collaboration and after following up with our teachers the consensus was that welcoming in the St. Andrews school added to the day and allowed for greater collaboration and sharing of information/ideas. This time was also when teachers and EAs attended 30 min planning meetings where students with needs were discussed, plans were updated, needed materials were obtained, teams determined data to collect, data was analyzed, and next steps were planned. The final part of the day allowed teachers to complete independent work required to apply new knowledge/information to their current practice.

In addition to Fosnot training, teachers across all elementary grades focused on differentiating math instruction to meet a wide range of student needs within whole-class lessons, organizing math blocks effectively to maximize student engagement, exploring new curriculum elements, including data management, fractions (halves), and money, developing and refining math centers with ready-to-use resources, and using effective tools for math assessment to guide instruction.

Our specialist teachers were also very busy. Our Music teacher was engaged in continued professional learning on integrating social-emotional learning (SEL) using the book Music Education and SEL.

Our Physical Education teachers participated in virtual training with Para New Brunswick and worked on developing individual PE portfolios for students with diverse needs. They also continued their Outdoor Learning certification work.

Our Educational Assistants completed two PL modules. The first was on de-escalation Basics (Crisis Prevention Institute) and the second was on Hidden Impacts: Understanding how distress and trauma affect learning - and how strong relationships can make a difference.

Our next PL day is October 24th. Based on the data from last year's EGRA, we have Literacy coaches coming to the school to talk to us about Fluency and how our school can work toward teaching Fluency with the same rigor and intentionality that we teach phonological awareness, phonics, vocabulary, and comprehension.

During the morning block, EAs will take part in diabetic training to better support the students in our building with diabetes. They will also participate in PL for supporting EAL (English as an Additional Language) students will additional needs.

The same model as our previous days will be followed and the middle part of the day will allow professionals and paraprofessionals to collaborate, for leads to meet with PLC teams to work on predetermined needs, and for EAs to take part in online professional learning.

School staff have reported that these PL days are extremely beneficial, meeting their specific needs, and have already had positive impacts on their classroom learning.

A member spoke up in support of these days and acknowledged that this time for staff is a great thing for their children.

ASSESSMENT-EGLA RESULTS

Results from the 2024-25 Early Grades Literacy Assessment for our school were shared with the group. Data from Eng. Prime K-2 and French Immersion 1-3 were projected and discussed at great length. The parents were highly engaged and had great questions that allowed us to share a deeper understanding of the assessment, how it was used at different levels within the system, the reasoning behind discrepancies, and what we are doing with it at the school level.

EGLA was briefly explained and the results from our school were shared with the group. It was explained that flat lines in our line graphs were due to unentered data, unassessed skills due to the flight map, or a misunderstanding of the importance of continuous data entry and data pulls. Also, there was discussion around the discrepancy between the FI and English results and the lack of a flight map or an end of year expectation being the reasoning for the discrepancy in our grade 1 FI marks. It was also shared that the learning becomes deeper and more involved as they move through the grades, this is why kindergarten showed the greatest growth and grade 3 showed the least.

It was explained that Mastery (100%) is the goal for all students and with adjustments to the assessment and teaching, we aim to meet that target.

It was shared that this data is the reason behind our discussion to pivot the PL being delivered on October 24th. Our EGRA data shows that, as an entire school, we require a more systematic and intentional plan to teach Fluency.

Several parents on the committee were surprised to learn that New Brunswick is ahead of the curve and is the national model for this type of assessment. They were also surprised to learn how time-consuming and how difficult the constant flow of collecting, analyzing, and using this data to drive instruction is for teaching staff.

BREAKFAST PROGRAM

Our Breakfast Program is up and running. We started with 6 students, and we are now averaging 25 students each morning. The sit-down options are whole wheat toast and/or multigrain Cheerios. Students who do not want either option or who arrive after the bell rings are welcome to have the graband go option- a cereal bar and an apple.

We currently have up to 4 volunteers each day supporting our Behaviour Intervention Mentor, and either the principal or vice principal are included in that number.

One parent asked if there were options for participation if students with allergies wanted to participate. It was shared that we want to be inclusive and any students who wish to participate with allergies will be accommodated. Due to a serious milk allergy, students are not allowed to leave the breakfast room with milk to drink or cereal bowls.

Parents were asked to fill out a form to indicate their child's participation in the program. Teachers have been asked to contact the parents of any students who have been showing up without permission.

PSSC BUDGET

The budget of \$763.20 was shared, and a few ideas were suggested. It was decided that the committee would bring ideas to be decided on at the next meeting. Some of the current suggestions were contributing to the cost of the F.E.S. Family handbook, t-shirts for incoming Kindergarten students, and bringing back the F.E.S. Family Calendar.

ADJOURNMENT & NEXT MEETING

Meeting adjourned at 8:25PM

Next Meeting is scheduled for Nov. 27th.