Brookhouse School Advisory Council

Meeting Agenda

09/28/2026

5:30 PM

Virtual

Attendees: Angela Yerxa-Weeks, Lisa MacIsaac, Tracey Grouse, Charmaine Willis, Francina Daigle, Belinda Oxner, Gillian Roseway, Katie Sponagle, Gus Webb

Regrets: D'Arcy Morris-Poultney

Agenda Items:

LAND ACKNOWLEDGEMENT: "I would like to begin by acknowledging that we are in Mi'kma'ki (MEEG-MA-GEE), the traditional, ancestral, and unceded territory of the Mi'kmaq people. Treaties of peace and friendship cover this territory. We all are treaty people".
I also recognize that African Nova Scotians are a distinct people whose histories, legacies and contributions have enriched that part of Mi'kma'ki known as Nova Scotia for over 400 years.

1. Welcome

2. SAC Membership -
   - Introduction of SAC membership
   - Assign chair and secretary; Chair: Gillian Roseway Secretary: Lisa MacIsaac
   - Select meeting months (end of September, November, January, February, April and May)

3. Unfinished business

4. Principal's Report of Recent Activities - Curriculum night, popsicle social, Fire drill #1, Lockdown #1, Hold and Secure #1, Stand up Against Bullying Day, Class Plans for Communicating Student Learning sent home, School Photo Day, Mi'kmaq History Month

5. Student Success Plan Goals:

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

   Strategies:

   - **Model the Idea-Generation Process**: Explicitly demonstrate how to brainstorm writing topics by sharing personal stories, co-creating shared classroom experiences, and thinking aloud to make the pre-writing process visible.
   - **Integrate Culturally Responsive Topics**: Intentionally build opportunities for students to draw upon their cultural backgrounds, lived experiences, family traditions, and personal interests to ensure writing is authentic and engaging.

- **Guide Detail Expansion**: Teach specific strategies (such as graphic organizers, sentence frames, and questioning) that prompt students to expand on their core ideas with relevant supporting details.

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

- **Incorporate Daily Fact Fluency:** Teachers will deliver daily, grade-specific fact fluency instruction following the time allocations outlined in the Time to Learn document.
- **Implement Dynamic Grouping:** Teachers will use flexible, data-driven student groupings that adapt regularly based on ongoing assessments and individual learning needs.
- **Facilitate Collaborative Discourse:** Teachers will utilize Think/Pair/Share strategies during math instruction to promote discussion, peer explanation, and active problem-solving.
- **Provide Multiple Representations:** Teachers will present mathematical concepts using diverse representations, including concrete manipulatives, visual models, and symbolic notation, to support varied learning styles.

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

- **Explicitly teach problem-solving and perseverance** through age-appropriate lessons and daily opportunities to identify problems, consider solutions, manage challenges, and keep trying when things are difficult.
- **Build accountability and ownership** by helping students recognize their choices and their impact on others, take responsibility for mistakes, tell the truth, and identify ways to repair or make things right.
- **Develop social-emotional skills** including emotional regulation, communication, empathy, conflict resolution, and respectful relationships through consistent school-wide language and strategies.
- **Use culturally responsive and inclusive practices** that affirm students' identities, strengths, cultures, histories, and experiences, with particular attention to students of African and/or Mi'kmaw/Indigenous ancestry.

6. Additional items -

Back Playground

Discussion took place regarding the back playground and ways to provide students with additional activities and play opportunities. It was noted that new basketball nets were installed several years ago. The SAC discussed exploring possible grants and other funding opportunities that could support additional playground equipment and activities.

Pre-Primary Playground Access

A concern was raised regarding Pre-Primary students not being able to use the playground located at the side of the school. It was shared that the appropriate city department will be contacted to inquire about zoning/rezoning requirements and possible next steps.

African Nova Scotian Student Support

The African Nova Scotian (ANS) Support Worker; Charmine Willis has identified five students who will receive targeted support through a six-week cycle. The support will focus on academic needs and/or Social-Emotional Learning (SEL), based on individual student needs.

7. Adjournment -