



**SCHOOL NAME: Assiniboine Avenue Elementary**

**Address: 55 Assiniboine Ave. Oromocto, NB**

**Parent School Support Committee**

**Minutes**

**Date: January 13, 2026 Time: 6:30**

**Location: Assiniboine Ave. School**

<p><b>PSSC Members Present:</b>  Amy Reid, Chair  Tiffany Loft, Vice Chair  Ashley McPhail  Lindsey Palmer  Karen Summerfield  Randy Madsen  Kathy Hennessey</p> <p><b>Others:</b></p> <p><b>PSSC Members Regrets:</b>  Angela Bryden  Danielle Stretch  Ben Churchill  Alyssa Ellis</p>	<p><b>School/DEC Representation Present:</b>  Lori Jones Clark, Principal  Erin James, Teacher Rep.</p> <p><b>School/DEC Representation Regrets:</b>  Thomas Geburt, DEC</p>
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**Call to Order:** By Amy Reid at 6:32

**Approval of the Agenda:**

Motioned by Karen Summerfield, seconded by Tiffany Loft

**Approval of the Minutes from Previous Meeting:**

Motioned by Ashley McPhail, seconded by Kathy Hennessey

**Business Arising from the Minutes:** None

**Principal's Report**

• **SeeSaw Data**

-Engagement so far this year: 18 teachers logged in, 75 students logged in, 286 families logged in, 5.4K student posts.

-This is the third year of a 3-year commitment. It costs the school \$1,900 for the app. Lori has reached out to a district tech lead, to review the program, SpacesEDU. It is supposed to be similar to Seesaw but is free. Currently, 2 teachers have had personal experience with and have different options about its ease of use. More to come on this topic.

• **Read With Me Initiative**

- The number of ballots returned decreased over the course of project ( 125 in September, 119 in October, 110 in November, less in December). The goal for this initiative was to have 85% of students to respond that they are “always” or “sometimes” read to at home. When the question was re-evaluated at the end of December, 83% of students responded to “sometimes” or “always” being read to. School team is hoping that new habits have now been formed in families.

- **Attendance Data**

-Absenteeism data from the last two years was reviewed. The chronic absenteeism rate for the 2023-2024 was 37%. After absenteeism initiative begin, the rate was reduced to 25% for 2024-2025. Spring 2025, the rates climbed slightly higher during May and June. The school team knows that we will need to focus on these months this coming spring. The absenteeism rate in December 2025 was down to 19%, will continue to aim for 20% absenteeism rate.

- **Report Card (December 2025) Data**

**-Reading:** Have seen an increase in most grade levels for reading scores (meeting or exceeding expectations). K – 71%; Gr.1 – 65%; Gr. 1 FI – 70; Gr.2 – 67%; Gr. 2 FI – 86%

Both Gr.1 English and Gr. 1 FI results have decreased from 2024. Academic Support teacher (AST) is providing targeted instruction to small groups in literacy and math and can offer math support to students in FI. It is more challenging to provide support (targeted intervention) to the FI students as it is difficult to find tutors/supply teachers willing to work for the pay offered. The school team is finding creative ways by utilizing other staff members who can speak French to offer support to these students.

**-Math:** As predicted with the release of a new math curriculum, there has been a decrease in the percentage of students who are meeting or exceeding grade level expectations.

K – 88% (down 3%); Gr. 1 – 72% (down 12%) Gr. 1 FI – 85% (down 12%); Gr. 2 – 71% (down from 12%); Gr. 2 FI – 97% (up 4%).

A new school goal has been created to support math outcomes.

- **NEW Math Goal for our School Plan**

-There has been a decrease in math achievement results, in part to the new curriculum that was released this year. To support student learning and achievement, a new school goal has been developed.

While it may seem like a “surface” goal, this learning will help create the foundation for deeper level learning and understanding to occur when students are able to accurately read, recognize and print numbers.

**Goal** – By June 90% of students will be able to recognize and print their grade appropriate numbers with 100% accuracy.

For K: 0-10 (20); Gr. 1: 0-100; Gr. 2: 0-200

Benchmark Assessment for End of Year Expectations

	December	Mid. February	May
K	0-6	0-10	0-20
Gr. 1	0-20	0-50	0-100
Gr. 2	0-50	0-100	0-200

\*As per the curriculum, Kindergarten students are only assessed on numbers to 10. However, the more exposure students have to the “teen” numbers, the better. Students often have a hard time with those numbers.

Current Data shows:

K, 67% cannot yet print numbers accurately; 9% cannot yet identify all numbers.

Gr.1 (English), 20% cannot yet print numbers accurately; 10% cannot yet identify all numbers.

Gr. 1 FI, 32% cannot yet print numbers accurately; 52% cannot yet identify all numbers.

Gr. 2, 20% cannot yet print numbers accurately; 5% cannot yet identify all numbers.

Gr. 2 FI, 10% cannot yet print numbers accurately; 24% cannot yet identify all numbers.

How is this goal going to be achieved and monitored?

-Progress monitoring will take place every 2 weeks with results being reported to admin team through team meeting minutes.

-Benchmarking will take place again mid-February and end of June.

-Daily practice in classroom, with the correction of errors.

-Small group and individual practice in the classrooms for those that need it.

-Academic Support teach, ESST (resource) and Admin monitoring results and providing classroom, small group, or individual support.

-Homework sent home to provide extra practice.

Some students are already noticing when they print errors and can self-correct their mistake.

- **Enhancements to Inclusive Practices – Action List**

Initially had talked about creating a school goal for inclusive practices, however there are already many practices in place. Instead of creating a goal, a list of actionable items has been created and will be completed. These items include:

-Personal hygiene kits – for students who need items like a brush/detangler, hair clips, toothbrush/toothpaste, face wipes, etc. These kits can discretely be used by students who need them.

-More read alouds that represent diversity – school has ordered new books and they've just arrived. They will be stored in the conference room with a sign out sheet for teachers to use.

-Access to swings for students in wheelchairs – the rocks on playground are difficult for wheelchairs. With support from the OT team, traction mats have been purchased and will be delivered to school to use with these students.

-Multicultural toys and toys that represent different bodies/abilities to be purchased.

-ZenDen is a calming area, Flex room is now a space that has activities to bring up energy, when needed.

-Expanding resources for Black History Month

-Wolostoquey word of the week PowerPoint – being created with a grade two student. Will have a new vocabulary word each week in English, French and Wolostoquey, with audio recording of how to say the word.

-Staff being more mindful of conversations they have with students of colour.

-Classmates to engage with students in their alternate learning spaces.

## **DEC Report**

### **1. Update on New Oromocto Schools**

Two documents were shared with the committee members – a news release about funding for school infrastructure projects and the EECD Capital Project Priorities List.

The three new schools designated for the Oromocto area have been added to the Stable Departmental Infrastructure Priority List (SPIP) and are listed as the #6 priority. When projects make this list, the DEC no longer needs to resubmit each year for these projects to be considered for funding. Having the Oromocto schools added to this list and allocating funding for the projects, allows for planning, designs, land allocation, etc., to begin.

The DEC has submitted location suggestion (general area) of where the new schools could be built. 1 in Oromocto West, 2 in Oromocto Proper (Assiniboine/Hubbard area and Gesner/HP area). It is likely that the school in Oromocto West (on new land) would be built first as the other two schools may likely be built where current structures exist.

Q. – Who currently owns the land, town, military, province?

A. – Town owns the land suggested for the Oromocto West school. The schools that were built on DND land, has been transferred to the province. Land can also be negotiated during this process. It is ultimately up to the province where the school will be built.

Q. – Is there a minimum amount of land that is needed to build new school?

A. – Depends on the space that the school needs ie, playground, sports field, etc. Can look to build multileveled school for example, the Hanwell school is 3 levels.

Q. – Will the catchment area change?

A. – Yes, and it is within the superintendent's purview to do so.

Q. – Sustainability study was completed before Federal government announced an increase in military funding. Will this affect the new schools?

A. – Planning committee will review and hopefully make design plans accordingly.

### **2. Consultation for New Education Plan**

Document titled “What we Heard” to be released shortly now that the consultation process has ended. A draft of the new education plan is to be released in the spring/summer with implementation to begin in September 2026.

### **3. DEC Elections**

Elections will be held in conjunction with municipal elections in May 2026.

Nominations will be opened in March and closed in April.

Flyer was provided to school and will be posted with this information.

**Closing Comments:** none

**Date of Next Meeting:** March 17, 2026

**Adjournment:** 7:33