

BPPC Minutes

Location: Virtual
Date: March. 12, 2026
Time: 11:30 a.m.–12:30 p.m.
Facilitator: Charissa Hovdebo
BPPC Chair

Agenda Items


11:30am-11:35am Call to Order


- Welcome
- Approve the Agenda
- Approve Meeting Minutes from Nov. 20, 2025


11:40am-12:10 pm School Business


Rishma Hajee, Principal


- School Development Plan (SDP)
 - School planning - sharing with you and gathering feedback.
 - Surveys are done in Grades 4, 7 and 10.
 - CBE School planning video is in the SDP presentation - AB ed mandates literacy and math goals. Look at PAT, student results and report card results. Assess if there are any gaps need to be filled?
 - Every school does an end of year review.
 - We look at how students do, then plan instruction to the kids in front of us. Not like many years ago, where we just followed a strict curriculum of this outcome this week, etc.
 - We include student wellness, try to close learning gaps. Make data informed decisions.
 - We always post the SDP on the school website each year; making it available to parents to see how things are going.
 - We are currently in year 2 of the 3 year plan. Focus on increased sense of belonging and students knowing themselves better as learners.
 - Outcome - student well being through French and English instruction of social and emotional learning, task design and development and implementation of Tier 2 supports.


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- We found that after covid, with everyone wearing masks during, students weren't always picking up on all language pieces. We are working on catching up now. There is a lot of anxiety, so we are working on social emotional learning. Tier 1 was worked on last year (having supplies, timer, worksheet, putting the agenda up on the board - help lessen anxiety), and now focus is on Tier 2 (things in the classroom to help students succeed, allowing a student to move so they can concentrate, ear plugs to drown out other noise, a dictionary, calculator. Things to assist students (philosophy of: some students, some of the time; not enforcing one thing for all students).
 - o Outcome measures
 - Student survey data (do students feel like they have an adult in the school they can talk to, do they feel safe in the building, etc.)
 - Collaborative team meetings (professional learning communities).
 - Looking at attendance data (absence rate)
 - EAL language proficiency data, achievement data for EAL learners. ELA and FLA report card indicators.
 - PAT tests (Gr. 9), ELA & FLA Part A (written essay part).
 - Professional Learning Communities - tracking student perception data (how they feel about their well-being)
 - Teacher perception data of confidence integrating SEL and Tier 2 supports in task design.
 - EAL Language proficiencies
 - Exit slips of students engaged in intervention work
 - o Learning Excellence Actions
 - High-impact strategies (having words on the walls to help students in EAL or FLA)
 - New formative assessment (checking in with students one on one, do they need help)
 - o Well being actions

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- Does a student need a 3 min. walk, or have they asked friends for help, feeling comfortable asking for help. Develop their own self-advocacy skills.
 - Refresh learning spaces that provide learners with a safe and respectful environment.
 - Comment from Rishma: We would like to give a shout-out to BPPA - Helped create a cub-hub (room for kids who need extra supports). Hired a teacher from Jan - June so teachers can work one-on-one with kids. Support teachers teaching teachers. Non-permanent writing surfaces, training for teachers, etc.
 - Truth & Reconciliation, Diversity & Inclusion
 - Utilize and provide access to inclusive learning resources.
 - Implement authentic opportunities to learn on the land.
 - Scaffolded learning intentions and Tier 2 supports to reflect different learning goals for students.
 - Professional Learning
 - Middle years system professional learning (Professional Development for teachers)
 - System and local sessions of social emotional learning for staff.
 - System training on implementing IROS at the middle school level (IROS - when teachers graduate they may still need some training. Help teach Jr. High teachers how to teach reading. The focus in University is to teach elementary teachers how to teach reading, but we're finding Jr. High teachers need these skills as well.) They teach EAL or FLA learners.
 - System EAL training.
 - Teachers attend evening strategy sessions to learn best practices and then come back and share with all other teachers.
 - Structures and processes
 - Friday teacher meetings include planning, organizing, to better help students, etc.
 - Well-being action team - took part in a well-being symposium. Getting student voices involved.

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- Student leadership activities. - Organizing French week for next week. Hiding pieces of cheese in the school. Fun facts on the tv in the school. Cultural francophonie events. Treats coming, songs, cultural pieces. Fun activities to help build connection between students.
 - Resources
 - Indigenous education, lifelong learning framework
 - Student well-being framework
 - Literacy framework
 - Mathematics framework
 - PLC book studies
 - Any questions from parents?
 1. How do you account for results based on how much kids grow from grade 7 - grade 9?
 - We compare the grade 7 answers to next year grade 8, and next year grade 9, so we follow them through. What we have seen over years is that 14% more students feel like they belong in the school. Students like the pep rallies, and the new home room structure, where they stay with the same home room teacher year after year. We are seeing a dip when students get to gr. 9. Our work now is “How do we keep the grade 9 students engaged?” They are looking forward to grade 10 (high school). Grade 9 students also carry a lot of anxiety about the PATs. We try to help them see that it is just **one** test, that they really don’t have to stress about it, working on strategies around this.
 2. There is an increase in the number of EAL students, and our government doesn’t have Equity, Diversity, Inclusion and Accessibility (EDIA) high on their values; how is that impacting the work you’re doing in the school with EDIA in the classroom and supports needed for students?

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- Yes, there has been an increase, 5 yrs ago we had about 6% EAL, and now we are at about 21%. EAL is also categorized into proficiency level 1-5. Many are LP 1 and 2, so we do need supports to help these students gain their language skills. We continue carrying on, 'Every student, Every day'. But the funding impacts are difficult. Resource allocation management for next year comes out in April, so we are already planning for what we can do with the pot of money we get from the government. We try to maximize the most bang for our buck. We want to support the most students we can. As well, we need and appreciate the BPPA support; it is very important to help us maximize supports for students.
 - School budget
 - We received ~\$3.9M for 2025-26. Our Resource allocation management (RAM) looks like:
 - \$3.2M for teacher salaries
 - \$141K for support staff.
 - \$344K administration
 - \$151K supplies/other
 - Supplies \$64K (photocopying, protractors, pencils, etc)
 - Contract absences (teachers on leave that have to be covered with a sub) have to be paid for by the school.
 - Survey coming to parents - we consult with you about field trips, in-school activities, artist in residence, etc.
 - We post our guide to fees on our website, how we spend the money.
 - Last year's 2024-25 report to parents on fees is also posted on the website.
 - We must keep everything balanced. We don't overcharge for anything, we are not allowed to make revenue. For example: The trip to Quebec; if there is any extra money leftover after the trip, it is divided up and given back to parents.


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- Gathering your feedback survey at BPPC meeting:
 - In what ways have you learned about our SDP?
 - Council meetings, from emails and discussions with Rishma
 - Website
 - School website is very helpful and the BPPC meetings to hear about it are very helpful.
 - Do you agree your child's learning can benefit from goals in SDP?
 - Parents agree
 - School fees and budget: What activities and services are most important to you for next year? E.g. guests, experiences, field-trips
 - I think they are all important, so hard. Maybe some financial literacy would be great to add
 - Yes, guests
 - Yes, experiences
 - Yes, field-trips
 - Career Education and financial literacy - new curriculum next year for this. Rishma is not sure if it will be implemented at all schools, all at once, or a pilot in some schools.
 - School budget and fees: Do you agree activities our school provides are important for your child's learning? And are fees reasonable, considering the benefit it provides your child?
 - Yes, so important. The fees are actually below what I would expect.
 - Yes
 - Yes
 - Next steps: Rishma will collate the results and share them at the May 21 BPPC meeting.
 - The Year 3 of the SDP will be posted by Nov. 30, 2026 on the school website.
 - Parent question: Will this survey we just responded to be sent out to parents in a more broad way than this meeting?
 - We are awaiting to see from CBE if it will be shared out wider.



12:10-12:25 p.m. School Council

Charissa Hovdebo, Chair

- Community of School Councils (COSC) Meetings via CBE
 - [Jan 21, 2026 COSC meeting presentation](#)
- Westgate school spirit wear (donations)
 - If your child has Westgate school spirit wear that they wish to donate, please bring it to the Bishop Pinkham office and someone from Westgate school will pick it up and offer it to families who cannot afford to buy brand new spirit wear. **DEADLINE: April 30, 2026.** Westgate rep will pick up from our office on May 1, 2026.
- BPPC Positions needed next year:
 - Chair
 - Meeting Agendas
 - COSC Meetings
 - Vice Chair
 - Assists with COSC Meetings (if necessary)
 - Assists with BPPC Meetings
 - Secretary
 - Meeting minutes
 - Key Communicator
 - Can attend COSC Meetings
 - Social Media
- [How to Contact the BPPC–Link to Form](#)
- Parent Questions

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1. How can the BPPC and BPPA more intentionally get in front of parents? Get parents involved?
 - a. Suggestions: Upcoming meetings, at events, maybe band events. Having a table at events.
 - b. June 4 there is a spring band concert, maybe we can be there.
 - c. Go to Jenny Elliott & Westgate schools to meet new parents coming to BP next year.
 - d. BPPC will create a document / flyer to share with parents.
 - i. Maybe BPPC and BPPA can do one together.
 - ii. Maybe a video to parents.
 - iii. List all positions to be filled next year.

Any parents wishing to reach out to BPPC, to find out more information about joining the parent council for next year, please contact us via our [BPPC form linked here](#).

12:26 p.m. Adjournment

Next BPPC meeting: May 21, 2026, 11:30 am - 12:15 pm

Next BPPA meeting: May 21, 2026, 12:15 pm - 1:00 pm