

Westmount Park Elementary School | Governing Board Minutes

Date: April 16, 2026

Start time: 4:08 pm

Present:

In person: Marco, Jessica (admin), Rony, Shalani, Caitlin (parent rep), Tina, Marie (staff)

Online: Cristina (parent rep), Marjan, Mudjdat (alternates), Deborah (daycare), Joanne (PPO)

Guests: Sophie, Faris, Akolade

Absent: Rachel (community rep), Ward 10 commissioner

Land Acknowledgement:

Westmount Park School (Tiohtiá:ke/Montréal) is situated on the traditional territory of the Kanien'kehà:ka, a place which has long served as a site of meeting and exchange amongst many First Nations including the Kanien'kená:ka of the Haudenosaunee Confederacy, Huron/Wendat, Abénaki, and Anishinaabeg. We recognize and respect the Kanien'kehà:ka as the traditional custodians of the lands and waters on which we meet today. We are grateful to live, learn, and work on this land - home to a diverse population of Indigenous communities and people from around the world. As parents and guardians, we strive to foster communities that embrace diversity, equity, and inclusivity for all.

1. Welcome:

1.1 Additions to the agenda: none

1.2 Approval of Agenda: 1. Marie 2. Deborah, approved.

1.3 Approval of March 2026 minutes: 1. Tina 2. Deborah, approved; Abstention: Shalani, Cristina - not present at the last meeting

1.4 Public Question Period: none

2. Business Arising From The Minutes:

2.1 School website updates relating to formatting issues, follow up: changes are ongoing.

- completed: school fees, GB photo, principal information, supply list, evaluation standards, evaluations per grade, staff, removal of school uniform references, newsletters

- in process: standard and procedures, PPO section

2.2 Update on school fence project: a meeting was held with the project manager. Site, specs and materials were discussed. The inclusion of a sheltered store area was included. Currently waiting for permit from the city and city approval of materials.

- local GB members can attend future city meetings to follow up with application

- the letter was acknowledged during a meeting with admin. It has been forwarded to the Assistant Director who should be following up with GB.

3. Business requiring approval:

3.1 Second VP letter: Discussions were held around formatting. .

- letter will be sent with a letter of support from parents
- letter of support will be discussed at staff council

1.Caitlin, 2. Tina, approved.

4. Items requiring discussion:

4.1 School bus transportation and student safety-related discussion at PC, follow-up:

Questions discussed at March Parent Council:

1: *Do we have cameras on our school buses?* No, Cameras are requested by school principals should there be concerns. Access to the video is strictly limited to a few individuals in order to protect the identity of the students. The bus company has a limited number of cameras in stock.

2: *Are the drivers trained to deal with bullying and fighting on the bus?* Yes, additionally they will have to take the same training video provided to EMSB employees.

3: *If an incident arises, do the drivers report it to the school?* Normally, the driver informs the school, but if they have a second run and don't have time to complete an incident report, they will do it after their second run, give it to their dispatch who will send it to us. We then forward it to the school. (comments: seems likely that some incidents don't get reported)

4: *Are the drivers trained in first aid if a child is hurt on the bus?* Yes

-April meeting - no update from the Transportation committee

-Discuss the recent Montreal bussing incident and await PC discussions on this and resolutions such as cameras on every bus like public transportation systems will benefit all stakeholders.

5. Reports (*not presented in meeting, added to minutes due to time restrictions*)

5.1 Teacher's Report:

Whole School

- As a school-wide cultural event, the *Cabane à Sucre* (Sugar Shack) came to WPS at the end of March. Students had *tire* (maple on a stick), listened to traditional Quebecois music, and interacted with local farm animals.
- In honour of World Down Syndrome Day, students and staff wore silly socks and learned about Down Syndrome, which affects some of our students.
- There are a variety of in-school and family activities occurring this April in honour of Earth Month (please see the Earth Month calendar created by our Green Committee)

Closed Classes

- Special Olympics at McGill University

K4

- In honor of Earth Month, K4 will transform old, broken crayons into fun-shaped crayons for the upcycled art exhibit

- K4 will take a spring walk in April to look for signs of spring

K5

- Students learned about how the following holidays are celebrated: Nowruz, Eid, Passover, Easter
- Students had our bi-weekly guest readers from the law firm BLG

Grade 1

- 1B has been busy learning about a variety of celebrations, including Greek Easter. We ate different Greek desserts and broke Easter Eggs. Our friend Athena's egg did not break. Therefore, she will have good luck for the year.
- 108 has continued to collaborate with Giant Steps School and is working on a collaborative book project, with the hope of meeting in person for a picnic in June.

Grade 2

- Guest author/ illustrator in Room 110 & 115
- McIntyre Art Project
- The Peace by Peace program ended in Room 110

Grade 5

- The Gift of Maple Sugar workshop was given by the Indigenous Consultant to some classes
- Unpacking the N-Word workshop on April 14th
- James Lyng Student for a Day Field Trip at the end of the month (April 29)

Grade 6

- All classes participated in Tim's Camps workshops and worked on team building and communication skills.
- Design competition has begun for grad bags (due April 23rd)
- The Leadership Club had another successful craft sale during Movie Night.
- The Gift of Maple Sugar workshop was given by the Indigenous Consultant.
- Transition to High School workshops have begun with Sharon Klar.
- Unpacking the N-word workshop on the 14th
- Grad photos on the 15th
- The Leadership Club is making banners for the Autism Walk on the 22nd.

5.2 Daycare Report:

- Daycare registrations on Mosaik is no longer available to parents, although parents may contact Ms. Deborah to schedule an appointment until April 30th.
- Daycare enrollment for the 2026-27 school year is looking positive. We currently have approximately 7 groups set up from PK&K to Grade 6 and have 2 potential closed classrooms after school as well. Therefore, we hope to have the same amount of staffing next year as we do this year.

- Welcome two stage students in daycare that will be joining our daycare team to finish their certification in ECE from April 22- May 22 2026. Ms Zongwei will be assisting Ms Veronica (Pre-K&K) and Ms Nithura will be assisting Ms Twylla(Gr.3)
- Upcoming Ped day April 24th, students will be participating in a BINGO PARTY in the gym, where they will be paired up and have the opportunity to win some special prizes. They will also have the opportunity to head out to WESTMOUNT PARK for a picnic and enjoy the play structure.

5.3 Principal's Report:

- April Earth Month Celebrations all month
- Grade 6 Socio-emotional learning workshops for grade 6 students through the Tim Horton's Foundation
- April 14th : Unpacking the N-Word Presentation
- April 13th : Grade 6 Graduation photos
- April 10th : Pizza Treat from Sven's Telemaque
- April 2nd: World Autism Awareness Day
- April 1st : Special Olympics
- March 30th: Cabane a sucre activity at school
- March 26th : Anti-Bullying anti violence presentation with a focus of online awareness from Sven's Telemaque
- March 25th: Curling activity phys ed department
- March 23rd World Down Syndrome day – rock your socks

5.4 PPO Report:

- Movie Night at the end of March was a huge success. We had a sold out event. We were able to fundraise \$510.
 - PPO thanks Ms. Jessica and the teachers who stayed for the whole event. Thank you for your support.
- Tomorrow is Pizza Day, April 17, 2016
- Family Picnic May 22, 2026

5.5 Regional Parent Committee Report: April 9th, 2026, 7:00pm (Fielding building) - Cristina

1. Presentation by student services:

- Elementary self-contained programs: early stimulation (6), welcoming class (1), WINGS program (23)
- Elementary self-contained classes: SEEDS (7), RISE (2), Language class (5)
- High school programs and pathways: individual learning pathway (ILP), extended cycle one (Allongé), work-oriented training pathway (WOTP)
- Presentation of the EHDA codes (Élèveshandicapés ou en difficulté d'adaptation ou d'apprentissage) based on Ministry of Education (MEQ) classifications to identify students with special needs and secure appropriate funding and services and their approximate proportions among EMSB student population

- Presentation of professional-to-student ratios for direct student services for both elementary and high school; examples below:
 - o Psychologists 13.7 (elementary ratio = 708.1)
 - o SLP 18.6 (elementary ratio = 613.9, high school ratio = 2630)
 - o OT 6.9 (both ratio = 1449)
 - o Special education consultants 16 (both ratio = 1422)
 - o Behavior management specialists 4 (both ratio = 4326)
- Availability of consultation to schools for “twice exceptional” students for possible supplementary academic projects
- Professionals work on a consultative basis

2. Budget building 2026-2027 – budget priorities established and voted on:

1- Significantly increase staffing of Professionals (prioritizing but not limited to Psychologists, Speech & Language Pathologists, and Guidance Counselors) Resource Teachers (English & French), Attendants & Technicians and Special Education Technician taking into consideration services to all students with different learning needs.

2- Continue to invest in, develop, and improve programs, professional services and resources to improve mental health by:

- reinstating social workers in school and investment in group or single service Therapists to help students with stress and anxiety;
- implementing programs for anti-bullying (in-person and online);
- educating students on digital literacy and online safety and device addiction;
- providing education and access to all forms of physical activity opportunities as part of students' daily lives.

3- Continue to invest in and improve the physical learning environment for students by increasing funding for security, health and safety, including:

- removal of snow and ice in common areas in a timely manner;
- building maintenance and upgrading projects;
- building adaptations to ensure accessibility to all levels and facilities for students, staff, parents and the public with mobility impairments;
- Board wide Administration lead awareness campaigns to promote/advocate for improvements to road safety on streets to and from schools.

4- Ensure food programs are maintained throughout the year without compromise to nutritional guidelines regardless of the socio-economic decile ranking adjustments to the school and create those programs where needed (including fresh produce).

5- Improved AI literacy initiatives for teachers and students to understand the ethical use as a tool for educational enhancement and to prepare them for a future with AI integration.

6- Invest in and foster transitional programs for students leaving the youth sector, i.e. work stage, trades, vocational and work orientated programs.

7- Continue to improve new technologies to facilitate the learning environment in all schools as a resource for all students.

8- Request additional funds to reimburse public transportation fares for high school students.

3. Climate readiness committee: working on standardizing protocols in case of extreme weather which emphasizes safety while minimizing the impact on educational services; review similar protocols present in other school boards and other relevant third party data

4. Letters sent to EMSB: no response from MEQ regarding concerns expressed in letters regarding budget cuts, use of the EMSB surplus, and emergency home-learning action plan

5. EPCA Spring 2026 workshops:

a. Transitioning to cégep successfully – April 21st 2026

The transition to CEGEP can feel like a big shift, for both students and parents. This change, filled with more freedom, less structure, and increased responsibility, can be exciting but also unsettling for young adults who are still figuring themselves out. This workshop helps parents make sense of that shift and what it may look like in everyday life, from motivation and time management to decision-making and independence. It also focuses on how parents can adapt their support: knowing when to step in, when to step back, and how to stay connected without taking over. The goal is to help parents feel more confident supporting their child as they learn to manage their own life.

b. Transitioning to cégep successfully – May 14th, 2026

This workshop offers a clear and practical look at what is changing for today's adolescents as they enter high school, and why this transition can feel more complex than expected. Parents will gain insight into the key developmental shifts happening at this age, as well as the realities of growing up in a fast-paced, highly connected world.

Rather than focusing only on academics, this session explores the core skills students need to thrive during this stage: how to manage themselves, handle

challenges and distractions, and navigate increasingly complex social dynamics in a digital world.

Parents will leave with a better understanding of their evolving role, along with simple, concrete tools to support their child's growing independence while staying connected and steady through the ups and downs of this transition

c. Talking about substance use with your teens – May 27th, 2026

Substance use among adolescents has changed; from vaping and alcohol, to substances that are easier to access and harder to detect. This workshop gives parents a clear picture of what teens are exposed to today, and why they may feel pressure to experiment. More importantly, it focuses on what parents can do: how to start real conversations without shutting their child down, how to set clear and consistent boundaries, and how to guide their child through peer pressure and decision-making. Parents will also learn how to respond calmly and confidently when concerns arise, so they can remain a steady and trusted support in their child's life

5.6 Community Updates: Rep absent

6. Varia:
7. Date of next meeting: May 21, 2026
8. Adjournment: 6:02pm, 1. Tina, 2. Cristina

