PSSC

October 29, 2026



Agenda

Text





Principals Report

Current Enrollment

Current Enrollment: 824

Grade 5:	Grade 6:	Grade 7:	Grade 8:
EFI: 67	EFI: 47	EFI: 52	EFI: 75
English: 126	English: 88	English: 115	English: 116
LFI: NA	LFI: 55	LFI: 42	LFI: 41
193	**190**	**209**	**232**



Current School Reality

Current School Reality

Teaching Staff: 49
Resource: 4
School Counsellors: 2
Educational Assistants: 19
Custodians: 6



System Improvements

System

MAPLEHURST MIDDLE SCHOOL

Our Choices, Our Impact

- BE SAFE
- BE RESPECTFUL
- BE RESPONSIBLE
- BE READY / ENGAGED

SETTING	BE SAFE	BE RESPECTFUL	BE RESPONSIBLE	BE READY / ENGAGED
PLAYGROUND	• stay in playground zones • ice stays on the ground • use appropriate doors	• show **kindness and care** • enter the school calmly and respectfully	• playground is a food/snack free zone	• use the playground appropriately and be ready to transition inside
CAFETERIA	• remain seated at your table • ask permission to leave	• use indoor voices • **face** forward at your table.	• clean up your area—even if it isn't your mess.	• **be attentive** and ready to follow directions
GYM	• wear proper athletic footwear • **respect** equipment • **food** stays outside	• **respect** the equipment and participate appropriately	• **help** with set-up and tear-down • be on time for next class.	• **active** participation • be ready for the next class
CLASSROOM	• keep hands, feet, and objects to yourself • use materials and equipment safely • follow classroom safety procedures	• listen when others are speaking • use respectful language • **respect** personal space and property	• use class time effectively by staying on task • **respect** and adhere to due dates • clean up your workspace	• **be** on time and ready to learn • participate and stay on task • **bring** required materials • **wait** to be dismissed
HALLWAY	• **walk** at all times • keep hands, feet, and objects to yourself • use stairs safely	• **use** quiet voices • **give** others space • **respect** classrooms and displays	• **go** directly to your destination • **keep** belongings with you • **clean** up after yourself	• **be ready** to follow staff directions • arrive at your destination on time • be ready for your next class

REALIZE YOUR IMPACT

System

MAPLEHURST MIDDLE SCHOOL
Behaviour Response Flowchart

Stronger Relationships Brighter Futures

- BE SAFE
- BE RESPECTFUL
- BE RESPONSIBLE
- BE READY / ENGAGED

RESTORATIVE PRACTICES • CLEAR EXPECTATIONS • SAFE AND SUPPORTIVE SCHOOLS

OUR APPROACH

At Maplehurst Middle School, we believe every behaviour is an opportunity for learning, growth, and relationship repair.

Restorative practices and accountability work together to help students understand impact, repair harm, rebuild relationships and successfully re-enter our school community.

Same Approach. Brighter Outcomes.

LEARN BELONG GROW

A BEHAVIOUR OCCURS

Is anyone at immediate risk of harm?
Physical aggression, threats, weapon, serious bullying, sexual behaviour, racial comments, self-harm concerns or unsafe behaviour.

YES → ADMINISTRATIVE RESPONSE IMMEDIATELY

- Ensure safety
- Call TEAM / send to office
- Follow major behaviour protocol
- Address consequences (as required)
- Plan for restorative repair and re-entry

Safety first. Support always.

NO → Can the behaviour be addressed through teaching, coaching, restorative conversation or reflection?

YES → TIER 1 (TEACHER MANAGED)

- Use the 5-step process (Restate, Model, Retry, Choice, Reflect & Re-engage)
- Have a restorative conversation
- Teach / reteach expectations
- Monitor and follow up
- Consider communicating home.

Guide. Support. Grow.

NO / REPEATED OR ESCALATING → TIER 2 (ADDITIONAL SUPPORT)

- Consider a detention
- Collaborate with administration
- Develop a plan (e.g., check-in/out, reflection, supports)
- Continue restorative practices
- Monitor and follow up
- Contact home.
- Consider an ESS-Guidance referral.

More support. A clear plan. A positive path forward.

THE 5-STEP CLASSROOM RESPONSE (MINOR BEHAVIOURS)

1 RESTATE	2 MODEL	3 RETRY	4 CHOICE	5 REFLECT & RE-ENGAGE
Restate the expectation using calm language. Point to the matrix or visual.	Show or describe the expected behaviour.	Give the student a chance to practice the behaviour again. Offer immediate, specific feedback.	Provide two choices for the student based on the task being asked of them.	Briefly name the behaviour, then prompt the student to re-join the task or group. When they do, give positive reinforcement.

REGULATION REMINDER FOR STAFF

- **STAY CALM** – your tone and body language set the tone.
- **CHECK READINESS** – if the student is dysregulated, pause before moving forward.
- **CONNECTION FIRST** – sometimes a quick check-in, space, or regulation strategy is needed.
- **KEEP IT BRIEF & POSITIVE** – less talk, more action.

RESTORATIVE PRACTICE FOCUS

- What happened?
- Who was affected?
- What was the impact?
- What needs to happen to make things right?
- How can we prevent this from happening again?

TIERED LEVELS OF BEHAVIOUR RESPONSE

TIER 1 – HAVE A CONVERSATION (TEACHER MANAGED)

- Unpreparedness for class
- Constant washroom breaks / water breaks
- Work refusal / incompletion of work
- Side conversations during instruction
- Reinforcement of classroom procedures
- Repetitive blurting
- Not following school values in all spaces
- Inappropriate technology usage
- Tardiness (arrival in class after music)
- Shoelaces untied for safety / hoodies
- Physical contact without intent
- Throwing/pushing objects without intent
- Screaming / running in hallway
- Refusal to participate / transition
- Leaving before being dismissed

TEACH REINFORCE RESTORE

Small behaviours. Big learning opportunities.

TIER 2 – ASSIGN A DETENTION (ADDITIONAL SUPPORT)

- After 3 conversations about school values
- Leaving class without permission
- Inappropriate language (non-targeted)
- Anything safety related after 1 conversation (rough housing, using school equipment inappropriately)
- Minor property destruction
- Repetition of minor behaviours
- Continuous minor disruptions after conversation / detention

SUPPORT COLLABORATE PLAN

Increased support. Clear next steps.

TIER 3 – CALL THE OFFICE / SEND STUDENT TO OFFICE (ADMINISTRATIVE RESPONSE)

- Physical or verbal aggression (threat to self or others)
- Self-injury or threat of self-injury/harm
- Elopement / leaving school grounds
- Racial comments
- Sexualized comments or actions
- Inappropriate touching
- Vandalism / severe property destruction
- Continuous swearing
- Physical contact with intent / physical fighting
- Screaming / pervasive crying
- Major behaviours (as listed)

SAFETY ACCOUNTABILITY RE-ENTRY

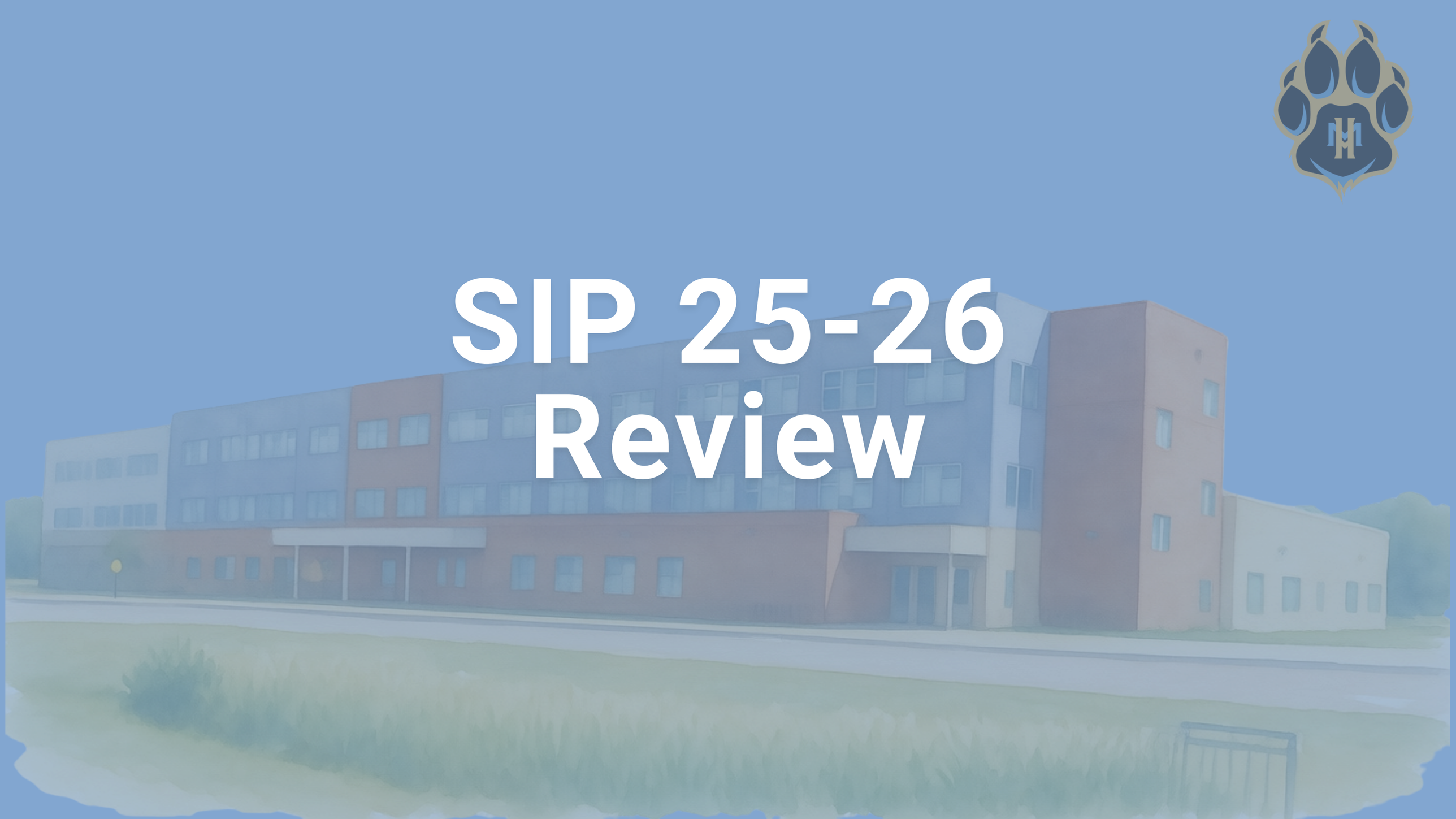
Serious behaviours. Serious support. A pathway back.

***Realize* YOUR IMPACT**

System



Sharepoint Site



SIP 25-26 Review

SIP 25-26

English Literacy

Prioritized Gap: 90% of students were unable to read between 175-200 words per minute on the district grade 6 screener in fall 2025.

Spring 2026: 79% of students were unable to read between 175-200 words per minute on the district grade 6 screener in spring 2026.

SIP 25-26

French Literacy

Prioritized Gap:

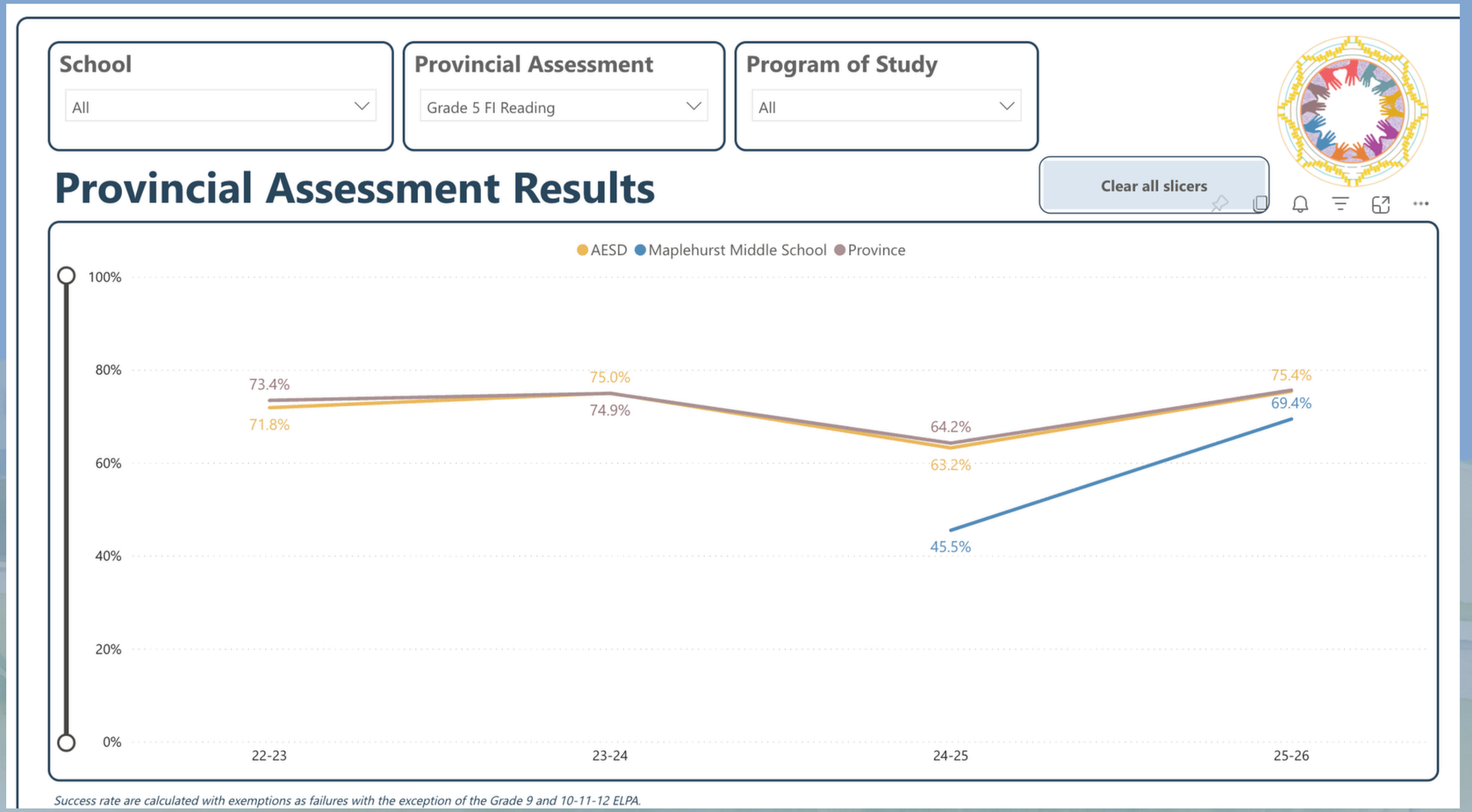
- 81% of grade 6 Early Immersion students scored below grade level on their FILA benchmark for literal comprehension.
- 54% of grade 5 Early Immersion students scored below appropriate on the Provincial Assessment.

Spring 2026:

- 68.1% of grade 6 Early Immersion students scored below grade level on their FILA benchmark for literal comprehension.
- 30.6% of grade 5 Early Immersion students scored below appropriate on the Provincial Assessment.

SIP 25-26

Grade 5 French Literacy



SIP 25-26

Numeracy

Prioritized Gap:

- 40% of students were below appropriate on the Grade 5 provincial numeracy assessment
- 39% of students were below appropriate on the Grade 7 provincial numeracy assessment

Spring Results 2026:

- 23.4% of students were below appropriate on the Grade 5 provincial numeracy assessment
- 28.9% of students were below appropriate on the Grade 7 provincial numeracy assessment

SIP 25-26

Grade 5 Numeracy

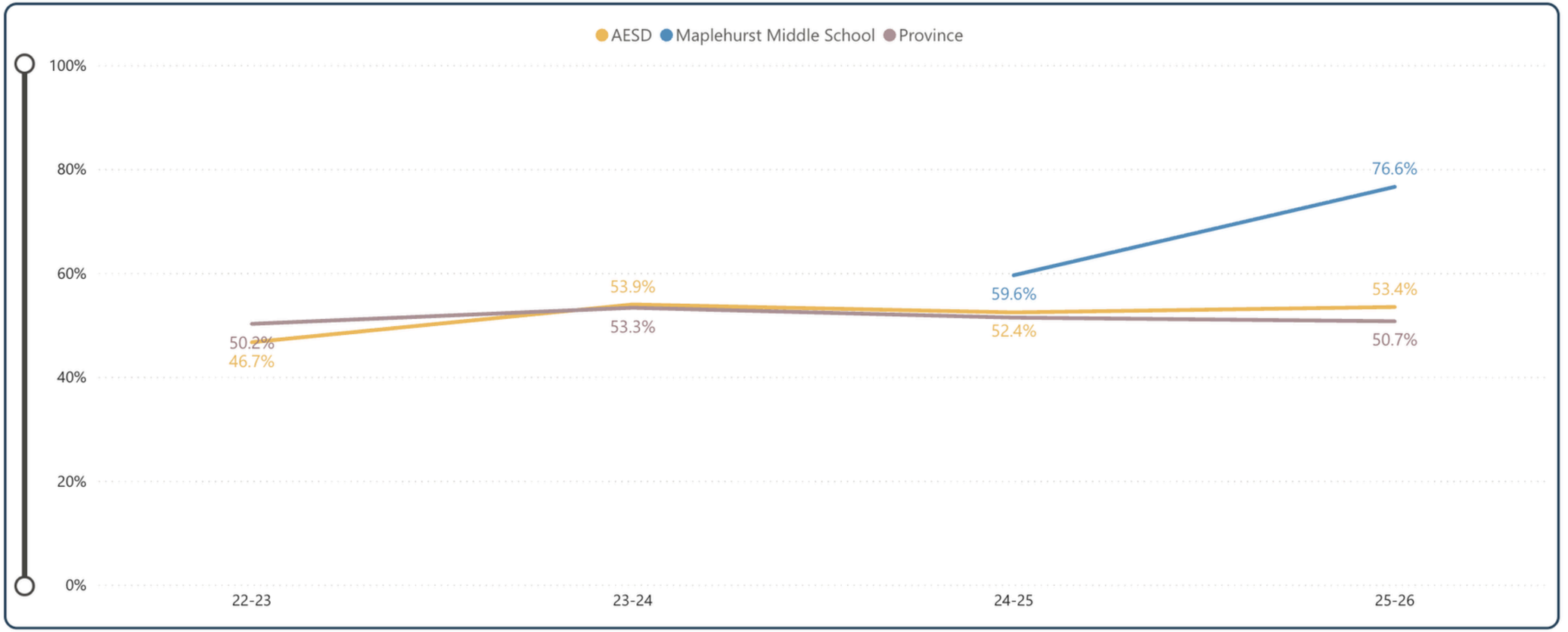
School: All

Provincial Assessment: Grade 5 Math

Program of Study: All

Clear all slicers

Provincial Assessment Results



Success rate are calculated with exemptions as failures with the exception of the Grade 9 and 10-11-12 ELPA.

SIP 25-26

Grade 7 Numeracy

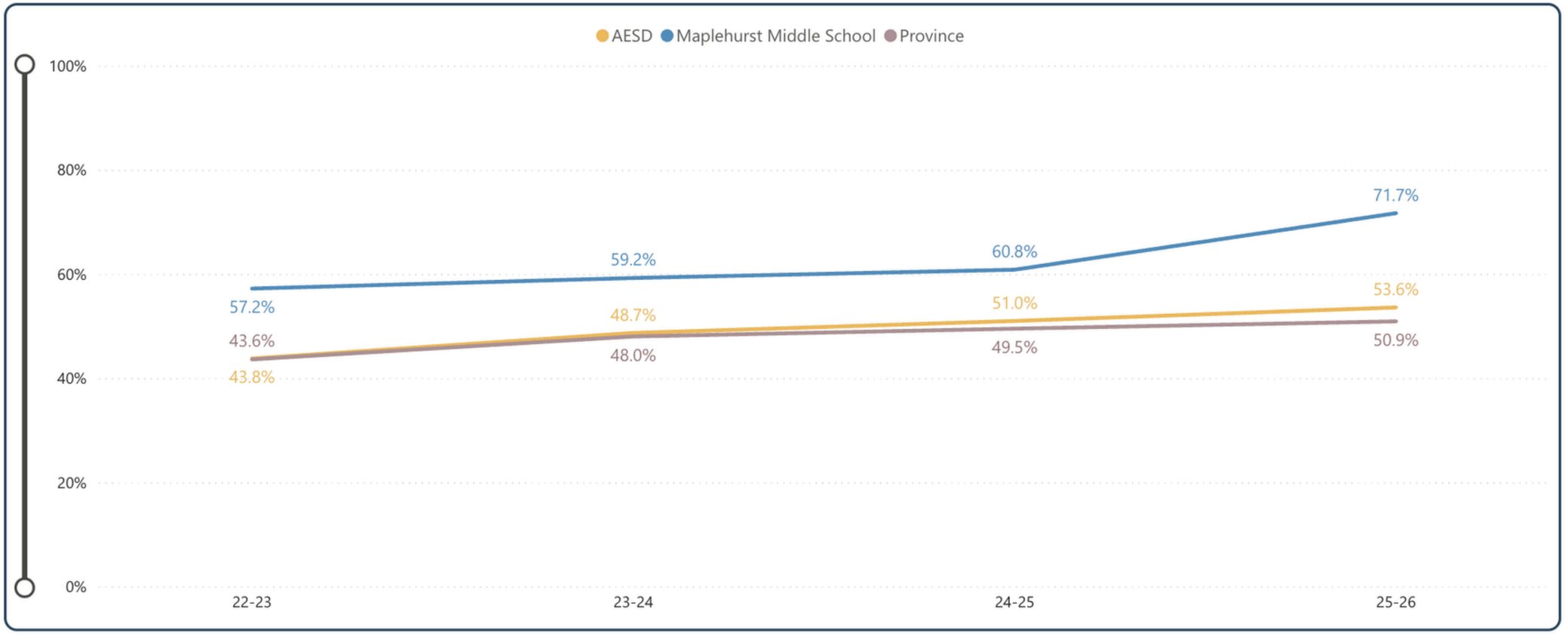
School: All

Provincial Assessment: Grade 7 Math

Program of Study: All

Clear all slicers

Provincial Assessment Results



Success rate are calculated with exemptions as failures with the exception of the Grade 9 and 10-11-12 ELPA.

SIP 26-27



SIP

Literacy (Eng)

All literacy teachers will provide regular opportunities for purposeful repeated reading and fluent oral reading practice to improve students' accuracy, automaticity, prosody, and overall reading fluency, while reading complex, grade level text, which will increase the percentage of students meeting success on question 3 of the AESD English Reading Screener and the Provincial Grade 6 English Reading Assessment.

All classroom teachers will increase the volume, complexity, and variety of texts being used in classrooms to increase teacher efficacy and student reading fluency, increasing the % of students reading at grade level on question 3 of the AESD Grade 6 English Reading Universal Screener.

SIP

Literacy (French)

French Immersion teachers as an FSL PLC, will implement explicit teaching of literal reading strategies and disciplinary vocabulary across FILA and content courses so that FI students strengthen their ability to understand and respond to literal comprehension questions, as evidenced by an increased the # of students meeting or exceeding expectations on CEFR FILA benchmark assessments and in all their literacy provincial assessments.

SIP

Numeracy

All numeracy teachers will integrate digital assessment tools into their classroom practices to increase students' familiarity and understanding of digital formats and strengthen key math skills. This will increase the % of students being successful on the G5 and G7 provincial numeracy assessment.

SIP

Safe and Cared for

All staff will implement Tier 1 best practices using the PBIS framework for responding to student behaviour and will follow the PBIS process map for managing undesired student behaviours. This will result in an increase in the number of students reporting they feel safe on the wellness survey as well as an increase in the number of staff reporting Maplehurst Middle School is a safe and positive learning and working environment. This will also decrease the number of incidents reported in PowerSchool.

SIP

Graduation

All Science, Social Studies, Phys. Ed and Creative Arts teachers will intentionally use cross curricular strategies within their lesson to implement current outcomes from the Numeracy and/ or Literacy curriculum. Creating these authentic links for all students will increase the numbers of students reporting what they learn at school is important to their future and increasing the % of students graduating in 4 or 5 years.

SIP

Maplehurst School Leading English Literacy Measures

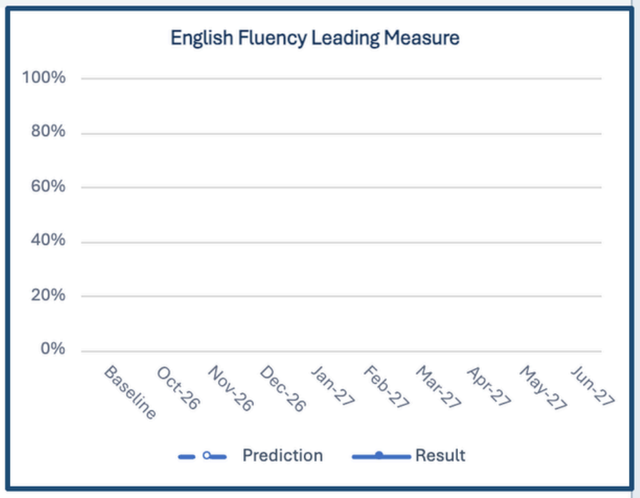
2026–2027 Data Collection

Enter percentages as values or fractions (for example, =10/25).

English Literacy Leading Measure

% of students demonstrating fluency with complex, grade-level text.

Period	Prediction	Result
Baseline		
Oct-26		
Nov-26		
Dec-26		
Jan-27		
Feb-27		
Mar-27		
Apr-27		
May-27		
Jun-27		



Maplehurst School Lagging English Literacy Measures

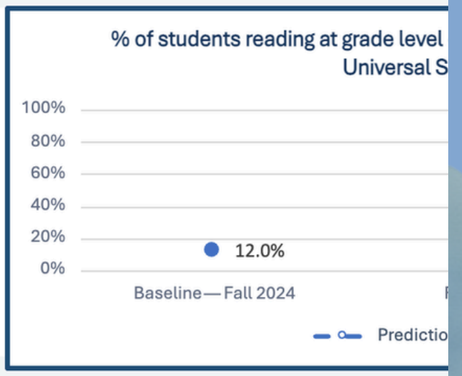
2026–2027 Data Collection

Enter predictions and results as percentages.

English Literacy Lagging Measures

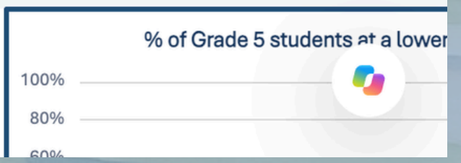
% of students reading at grade level on AESD Grade 6 English Reading Universal Screener

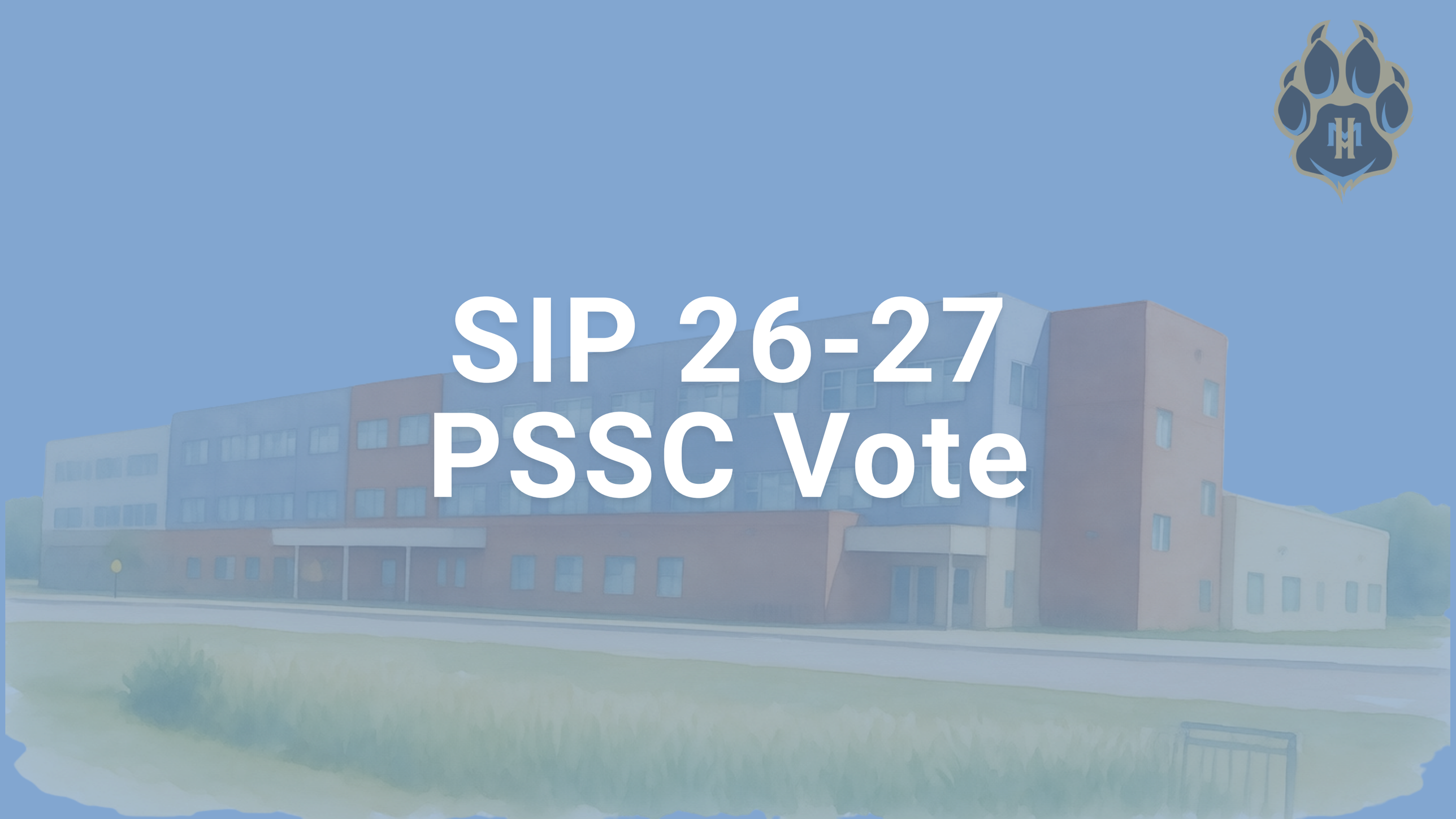
Period	Prediction	Result
Baseline — Fall 2024		12.0%
Fall 2026		
Spring 2027		



% of Grade 5 students at a lower level of risk for reading failure

Period	Prediction	Result
Baseline — to establish		
Fall 2026		
Spring 2027		





SIP 26-27
PSSC Vote