

Woodbine Parent Council - Oct 17, 2024

6:00pm

Teacher report

Ms. Bignell

- Gaga ball
- Frisbee and football
- Rookie rugby residency
- Skating - coming up again this year
- Fit Foundation - this is also a potential for this year

Elections

President - Tina Wheeler - Motioned by Christine, seconded by Brittany

Vice-President - Vacant

Treasurer - Sara Mcardy - - Motioned by Christine, seconded by Brittany

Secretary - Brittany Warren - Motioned by Christine, seconded by Nicole.

Director at Large - Jasmin Alano - Motioned by Christine, seconded by Brittany

Principal report - see attached

- Please note that the Safety Survey data is preliminary data as the survey closes Oct 18, 2024
- Final results will be posted to the school website
- School Development Plan is draft - once finalized it will be posted to the website

Upcoming meeting dates

- Nov 14, 2024
- Dec 5, 2024
- Jan 16, 2025
- Feb 20, 2025
- Apr 3, 2025
- May 8, 2025
- Jun 12, 2025

Adjourned - 6:54pm

October School Council/Association Meeting –Principal Report



- **Welcome and Introduction**

- **School Updates**

- **Enrollment Numbers**

- Projected to be 418 students, as of September 30 we are at 397. Drop due to many moving out of the community, city or province
 - Operating Budget of \$5600.00 when it should be \$31,000.00.
 - Applying for CBRF funding to support our learners
 - Learning Disruption funding will come out later in the year

- **Staffing Updates**

- Kayla King-Grade 3, Rylee Young-Grade 6
 - In our ongoing commitment to ensuring a positive and stable learning environment, we want to acknowledge that a few of our teachers are currently on leave due to a variety of reasons, including medical.

- **New Alberta Curriculum Updates**

- K-3-ELAL, Math, Science, Social (piloting)
 - 4-6-ELAL, Math, Science

- **School Initiatives**

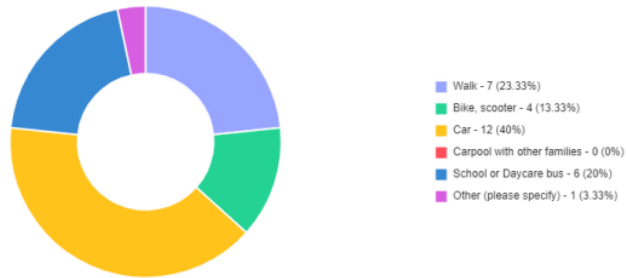
- Gaga Ball Pit
 - Art Club
 - Coding Club
 - Swiftie Club
 - Yoga Club
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3. Data Review

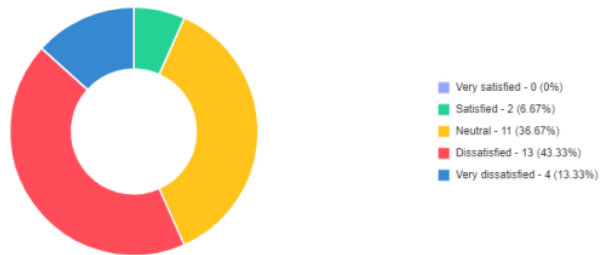
- **Alberta Education Assessments:** Assessing early learning in children is crucial for providing teachers, parents, and Alberta's government with insights to ensure students receive timely support. The main objective of assessments from Kindergarten to Grade 3 is to identify students needing extra help to develop essential literacy and numeracy skills.
 - **Phonological Awareness Screening Test (PAST)** assess phonemic awareness.
 - **Rapid Automatized Naming (RAN)** evaluate cognitive automaticity and speed in recognizing alphanumeric characters.
 - **Letter Name-Sound (LeNS)** test ensure foundational phonics skills.
 - **Castles and Coltheart 3 (CC3)** identifies reading difficulties by testing word recognition and decoding of non-words, with a French version also available.
- **Internal Assessments:** As a staff we decided to assess all students, including Grade 4-6
 - **DIBELS ® (Dynamic Indicators of Basic Early Literacy Skills)** is a set of procedures and measures for assessing the acquisition of literacy skills. They are designed to be short (one minute) fluency measures that can be used to regularly detect risk and monitor the development of early literacy and early reading skills in kindergarten through eighth grade.
 - **Numeracy Screener from Alberta Education K-4**
 - **School Wide Writing Prompt**
 - Results will drive our Intervention Groups, and Professional Development

- Survey Data

How does your child usually travel to school?



How satisfied are you with the current parking and drop-off zones around the school?



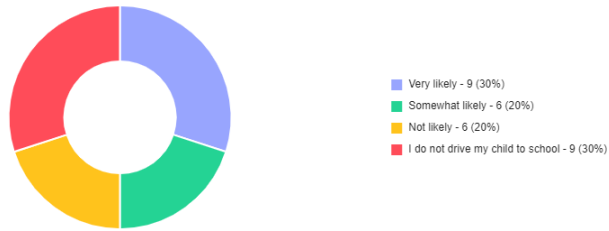
Have you experienced any safety concerns during drop-off or pick-up times?



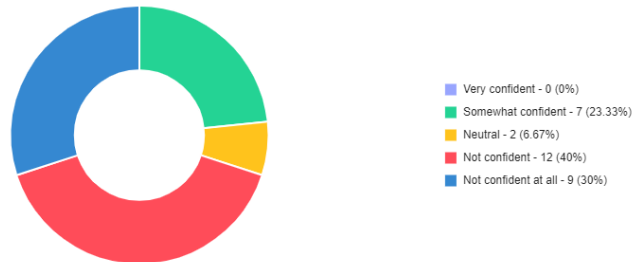
Do you support the creation of a "Hug and Go" zone (a designated area where parents can safely drop off students without parking) near the school, even though the signs have not yet been installed?



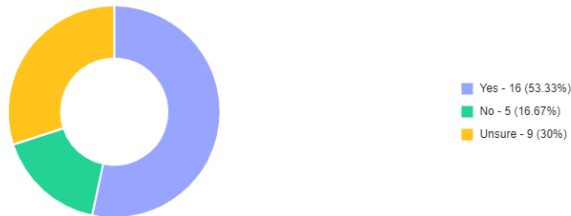
Once the "Hug and Go" zone signs are installed, how likely are you to use it?



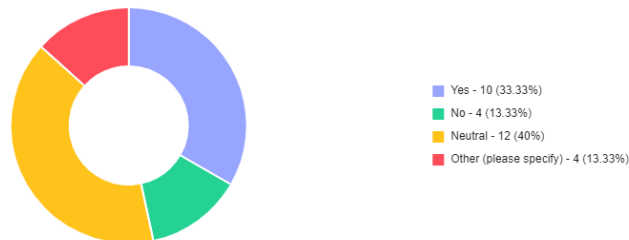
How confident are you that drivers follow traffic rules (e.g., speed limits, stopping at crosswalks) around the school during drop-off and pick-up times?



Now that Woodbine School has a morning supervisor by the double crosswalks, do you feel that the crosswalks are adequately monitored and safe for students to use?



Would you want the implementation of student safety patrols (Grade 6 students only) at the crosswalk near the staff parking lot?



i think patrols are an excellent idea but i don't trust the parents and the current driver attitude there in the morning with the safety of the grade 6 children yet

1

i think the bigger issue is the crosswalk on the blvd

1

please provide details.

1

these are needed on woodbine blvd not in the already designated playground zone

1

Have you or your child experienced any "near-miss" situations involving vehicles near the school?



- **Written Responses for Open ended Survey Questions:**

- **Active Travel Promotion (Walking/Biking to School)**

- **More walk/bike days:** Support for increasing the frequency of walk/bike-to-school events, especially in warmer weather.
 - **Climate concerns:** Several respondents noted biking is not feasible in winter conditions and suggested alternatives like carpooling.

- **Challenges with biking:** Safety concerns related to biking, with requests for designated bike entry points, rules for bike flow, and clear signage to prevent accidents.
- **Inclusivity:** Acknowledgment that not all families can participate due to factors like distance, weather, work schedules, or mobility issues. Initiatives should be inclusive.
- **Incentive systems:** Ideas like a point system to encourage walking or biking while being mindful of fairness to those who must drive.
- **Traffic Safety and Infrastructure:**
 - **Improved signage and crosswalks:** Suggestions to petition the city for more stop signs, better lights, and marked crosswalks for increased safety. Concerns about cars parking too close to crosswalks.
 - **CPS presence:** Requests for increased police presence to enforce traffic laws, especially around busy roads and crosswalks.
 - **Safety patrols:** Several respondents advocated for student or parent patrols at key intersections to ensure safe crossings and manage traffic flow.
 - **Crosswalk signals:** Requests for lighted crosswalk signals to improve visibility and safety at intersections, especially on roads near the school.
- **Hug-and-Go Zone Improvements**
 - **Better organization:** Suggestions for reorganizing the hug-and-go zone, with ideas such as moving school buses, creating designated drop-off lanes, and improving traffic flow with clear rules.
 - **Safety monitoring:** Calls for staff or parent volunteers to monitor the hug-and-go area, ensuring smoother operations and preventing dangerous parking behaviors.
 - **Concerns about fairness:** Some respondents felt the current hug-and-go system rewards irresponsible driving behavior by allowing proximity parking for those who don't follow rules, while proactive parents are penalized.
- **Inclusivity and Fairness Concerns**
 - **Active travel limitations:** Some families can't participate in walking/biking initiatives due to logistical challenges, and they expressed concern that promotions of these initiatives could exclude or disadvantage them.
 - **Adapting to different needs:** Ideas like carpool systems and staggered parking for parents with younger children were suggested to address the varying needs of families.

• School Development Plan

<p>†</p> <p>School Goal: Student achievement in literacy will improve.</p>		
<p>Outcome:</p> <p>To improve student achievement and engagement in literacy, with a focus on explicitly teaching writing and reading strategies through multiple disciplines.</p>		
<p>Outcome (Optional) Through task design and building teacher capacity, teachers will include diagnostic and screening assessments to support the alignment and calibration of assessment practices, ensuring consistency across classrooms.</p>		
<p>Outcome Measures</p> <ul style="list-style-type: none"> ▪ Alberta Mandated Assessments: CC3, LeNS, RAN, PAST ▪ Internal Assessments: DIBELS, BDS, school-wide writing prompt ▪ Report Card Data – Reading 	<p>Data for Monitoring Progress</p> <ul style="list-style-type: none"> ▪ University of Florida Literacy Institute (UFLI) student check-ins ▪ Intervention Flexible group – data sheet ▪ EAL Benchmarks Analytics ▪ Teacher perception data – Teacher confidence in implementing UFLI 	
<p>Learning Excellence Actions</p> <ul style="list-style-type: none"> ▪ Build, share and use writing exemplars with students to enrich student understanding of success criteria for identified writing outcomes ▪ Utilize high-impact strategies for reading, vocabulary, and word learning across all disciplines ▪ Structure learning around key disciplinary questions to guide students in meaningful inquiries into issues relevant to both the students and the discipline ▪ Include structured writing lessons and writing opportunities within content areas that reflect authentic writing opportunities within the discipline ▪ Ensure meaningful daily reading and writing tasks in all content areas 	<p>Well-Being Actions</p> <ul style="list-style-type: none"> ▪ Use technologies intentionally and purposefully that support literacy practices and represent learning ▪ Provide repeated opportunities for learners to practice and consolidate literacy skills and knowledge within different disciplines ▪ Activate students as owners of their own learning by engaging learners in goal setting, self-assessment, and/or reflection ▪ Provide feedback that moves learners forward (regular and timely). 	<p>Truth & Reconciliation, Diversity and Inclusion Actions</p> <ul style="list-style-type: none"> ▪ Utilize scaffolding strategies to support multilingual learners ▪ Utilize and provide access to inclusive, linguistically diverse, culturally diverse, and inviting texts ▪ Consider relevancy and representation when selecting texts ▪ Design student and staff learning tasks that intentionally activate the spirit, heart, body, and mind ▪ Empower students to have voice in learning, assessment, and decision making ▪ Consider student identity in task design and text selection. ▪ Create interdisciplinary learning opportunities. ▪ Make connections to learners' first language when possible

5. Other

- **Fee Concerns:** Our attempts to collect in the field trip money are: teacher blog, weekly update, specific emails to those who didn't pay, hard copy account statements, text message to those who didn't pay the night before the event. Unpaid fees for field trips end up being paid from school funds (our depleting school bank account) which we cannot sustain each school year.
 - **2023-24:** We attended 15 field trips/in-school experiences – 14 of these experiences took us into deficit in (currently) uncollected fees totalling: \$4,000 uncollected fees.
 - **2024-25** We have attended two field trips as follows:
 - Okotoks Erratic (Gr 3) - \$5.18 per child – currently \$62.16 in uncollected fees. (9 Oct 2024)
 - Blackfoot Crossing (Gr 3) - \$37.37 per child – currently \$485.81 in uncollected fees. (16 Oct 2024)

- **Wish List:**
 - ELAL: “Droppin Knowledge with Heidi”-decodable resource to support reading and reading intervention (\$330.97)
 - Math:
 - Science: Mystery Science subscription- an innovative, standards-aligned, hands-on curriculum that teaches children how to think like scientists (\$1999.00/school)
 - Social Studies:
 - Fine Arts: Orf membership (\$70), Tempra Paint (\$195.44), Paper (\$700-ten boxes)
 - Resource: Lesson Pix subscription (\$49.64), wiggle cushions, reading bars(\$8.95/18), chewies (\$15.95/4pack), sensory materials (\$45.96/125pcs), etc.
 - Learning Experiences: support for field trips (\$1000.00/grade group)
 - **Apparel:**Just wondering if you will be offering it again or should the school?
 - **Fundraising:** Art Show- hoping to raise money for the schools bank account
 - **Learning Celebrations**
 - This year, instead of hosting two large concerts (Winter and Spring), we will focus on enhancing teaching and leaning through Monthly Learning Celebrations. These events will offer a variety of experiences for families to attend, with 2 showings, afternoon or evening, and may include interactive stations, singing performances, art shows, math or literacy events. This will also open up the opportunity to have extended family and friends to view our performance. Each grade will have the opportunity to showcase their learning, and the following grades will be hosting:
 - Kindergarten: December 12, 2024
 - Grade 1: May 15, 2025
 - Grade 2: March 13, 2025
 - Grade 3: November 28, 2024
 - Grade 4: April 24, 2025
 - Grade 5: February 27, 2025
 - Grade 6: June 19, 2025
 - Admin Team: January 9, 2025
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