



Meadow Ridge School Council Meeting Minutes

Date: Thursday, Oct 20, 2022

In attendance: Bryce Godenir, Nicole Brockoff, Haley Ray, Sarah Larsen, Kristi Lundquist, Connie Drake,

Administration: Lisa Penzo, Brad Skeet

Meeting called to order: 6:35.

Welcome and Introductions

Still looking for parents to fill the roles of Secretary

Approval of agenda

Motion to approve minutes by Connie. Second by Kristi.

Approval of Sept Meeting Minutes

Motion to approve minutes by Kristi. Second by Nicole

New Security Cameras for the Meadow Ridge School

Asking for new security cameras for the school

- 4 new cameras
 - o According to admin policy AP181.
 - o Gym window broke last year, \$6000 to replace.
 - o Other window panels on the stairwell on the balcony cracked last year without witnesses.
 - o Camera that looks down into the river valley
 - o Camera that looks at the stairwell.
 - o Camera down the hallway that leads to the parking lot and there is vending machine there and will hopefully prevent any theft from the same vending machine.
- Confirm where the funds will come from.
- No supervision will be removed because of new cameras.



Updates – Vice-Principal

Heart of the Grizzly

Like the Grizzly we are brave and resilient. We have the courage to challenge ourselves, to be honest and to be proud of who we are. We are adaptable and are respectfully accepting of those who are different from ourselves. We make wise choices by defending what is right while knowing when to walk away. Although we live in the present, we also gain wisdom by learning from the past. Grizzlies live their best life when they are their true selves.

October is Gratitude

1. Access Minds Matter for a variety of sessions, lessons & resources that focus on Gratitude.
 - a. Giving grace to ourselves
 - b. Giving gratitude to others
 - c. Giving thanks for and to our environment.
2. Gratitude as a Learning Strategy - video
3. Consider how to make "Gratitude" visible
 - a. Within your classrooms
 - b. Within our school community

Evidence of Gratitude living in our school community:

- Grade 1's and Grade 9's: Gratitude Scavenger Hunt
- Grade 3's: Deepening our understanding of what to be grateful for by examining needs and wants. They read the Declaration of the Rights of a Child. They collaboratively created a child and gave them everything they need to lead a happy, healthy life. Then, they had to remove some of the "nice" they have given their child. They then learned the difference between a NEED and a WANT .
- 6W: Making cards and bringing donuts to the Fire Hall to show gratitude to the Fire Fighters.

Portfolios

K-3

Reading:

- Oral reading evidence at the beginning of year and approximately every 3 Months



- Evidence of comprehension of text – may be oral or written approximately every 2-3 months depending on grade level and student development
- Teacher feedback – may be written, video or audio
- Developmental appropriate student reflections: (Ex 3 Stars and a Wish)

Writing:

- Journal writing pre-assessment from the beginning of the year
- Progress of writing approximately every 6 – 8 week cycles
- Post exemplars along with clear criteria for parents** (maybe post on school website?)
- Student reflections:
 - o Area of strength
 - o Area of growth
- Teacher feedback – may be written, video or audio
- Developmental appropriate student reflections: (Ex 3 Stars and a Wish)

Numeracy:

- Videos or pictures showing evidence of concepts (counting, patterns, place value, etc)
- Teacher feedback – may be written, video or audio
- Developmental appropriate student reflections: (Ex 3 Stars and a Wish)

As A Learner:

- Self-Reflection on Competencies of a Learner where developmentally appropriate – may be video, yes/not yet checklist, traffic light checklist, etc

Other:

- Grizzly Pride: student voice and choice from a variety of subject that capture strength/interests and celebrates the whole child

4-6

Reading:

- Oral reading passage at beginning of the year
- Evidence of oral reading progress approximately every 3 months
- Teacher feedback - may be written, video, or audio
- Student reflections:
 - o Area of strength
 - o Area of growth



- Evidence of reading comprehension (ex. journals, signposts)

Writing:

- Paragraph writing pre-assessment for beginning of the year
- Progress of writing approximately every 6-8 week cycles)
- Evidence of different kinds of writing: examples may include persuasive, descriptive, expository, or narrative depending on the learning for the term
- Student reflections:
 - o Area of strength
 - o Area of growth
- Goal setting evidence for next writing samples

Numeracy:

- Videos or pictures of thinking and/or pictorial representation
- Examples of problem-solving
- Math Unit Assessments, as well as a deeper learning question with their reflections attached

As A Learner:

- Self-Evaluation of Competencies
- BIG IDEA evidence of reflections by student example (How am I a difference maker)
- One journal or video reflection on the monthly HEART of the GRIZZLY (What am I grateful for... how do I show gratitude)

Others:

- Projects
- Self-reflections
- Student choice and voice: students choose assessments that show strengths, growths, and progress with reflections about WHY it is there
- Grizzly Pride: Art/Music/Drama/PE/LA/Math/Social/Science examples that make them proud with reflections

Grades 7-9

Reading:

- Student/parent-friendly checklists and/or rubrics
- Student reflections considering areas of strength, areas of growth
- Evidence of comprehension of text (signposts, journals, projects)
- Evidence of kind of texts read in the term

**Writing:**

- Student/parent-friendly checklists instead of rubrics
- Exemplars posted for different levels
- Student reflections considering areas of strength, areas of growth
- Goal setting based on reflections
- Evidence of understanding using kinds of writing along with timely, specific, actionable teacher feedback
- Teacher feedback on Social Studies skills (critical, historical, geographical thinking, etc.)
- 2- 4 samples of writing per term
- Student choice for formative pieces (may show growth, achievement, developing their goal, etc)

Other:

- Summative assessments** with self-reflections or error analysis

Jr High Math/Science:

- Summative assessments** with deeper learning questions and self- reflection or error analysis
- Formative math assessments per strand with student reflection (areas of strength, area for growth, next steps). Minimum number to be determined by each grade level team
- Self-reflection where students explain progress in their understanding (may be written, video, audio)
- Examples of processes of math: problem-solving, reasoning, use of technology, etc

Next Steps

Communicate with parents:

- Pilot project
- Purpose of portfolios
- Parent perspective/needs assessment
- Snapshot vs 'everything'

Create parent focus group and have an initial meeting



Updates – Trustee Report from Lisa Penzo

Policy Review

Board policies are developed to highlight and support the governance function of the Board and are reviewed on a regular basis. The Board of Trustees approved the engagement process for a review of Policy 16, Welcoming, Safe, Caring, Inclusive, and respectful Learning Environments and will be inviting input on the working draft for the policy A Flourishing Foothills Community: A Place for All.

Board Land Acknowledgement / Truth & Reconciliation Actions

The Board and Executive Team with support from Indigenous Learning Facilitator Charity Tegler, began the work to build a land acknowledgement that is more representative of the history of the land on which our division resides and honours the nations and relationships of those who came before us. In the coming months, the Lead Team's learning journey will continue and be guided by the wisdom and experience of Elder and Cultural Representative, Keith Lefthand.

School Council Report – Standing Agenda Item

The School Council Report has been added as a new standing agenda item to Board Meeting agendas where trustees will have the opportunity to share the system-wide issues, trends or concerns that are being brought forward in the school council meetings.

September 30th Enrollment Count

Enrollment Count Report

Letter to Minister LaGrange

Insurance Concerns

CPIP Presentation – Foothills Emergency Services Program

École Secondaire Highwood High School teacher Michael Koehler with support from Administrators Dave Roberts and Michelle Alberts as well as High River Fire Captain Dave Roe and Fire Chief Cody Zebedee shared with the Board the resounding success of the first training cohort to move through the Foothills Emergency Services Program and outlined the plans for the future of the program.

Transportation Services

Director of Transportation Services Wanda Le Roux provided a transportation update to the Board.

Open Public Consultations



Ideas That Make Cents

<https://fsdconnect.com/ideas-that-make-cents>

Meeting Adjourned at 7:50 PM