

Citadel Park School Council
February 18th, 2025, 6:30pm

In Person and Online

MINUTES

Present - In Person

C. Edwards, Principal	C. Ditto, Chair	Jill W., Events Coordinator
A. Bates-Church, A.P.	Chantell G., Social Coordinator	A. Gadhoke, Treasurer

Present - Online

A. Leslie, Casino	Felicia Y.	Jenna L.
A. Lawrence	Lindsay B.	

1. **Call to Order and Welcome** - Meeting called to order at 6:31 pm by C. Ditto.

2. **Review of the Agenda** – Motion: *to approve the agenda as presented (or as amended)*. Moved by A. Leslie, seconded by A. Lawrence., **CARRIED.**

3. **Approval of the Minutes** – Motion: *to approve the minutes of the meeting held on Jan 14th, 2025, as presented (or as amended)*. Moved by A. Leslie, seconded by A. Lawrence., **CARRIED.**

4. **School Report**, C. Edwards & A. Bates-Church
 - A. School Development Plan
 - a. Every CBE school must have one which is updated annually and align with the:
 - i. CBE Educational Plan
 - ii. Alberta Education
 - iii. School specific data and survey results
 - b. Includes learning goals

- c. Focuses on learning excellence, well-being, truth and reconciliation, diversity and inclusion.
- d. Three year plan centred on literacy and vocabulary development – we are currently in Year 2 of our SDP.
 - i. Year 1 (last year):
 - 1. Staff professional learning about what strong vocabulary instruction looks like and understanding components of a robust vocabulary program.
 - ii. Year 2 (this year):
 - 1. Applying explicit Tier 2 and Tier 3 vocabulary instruction in classrooms.
 - 2. Integrating vocabulary into core subjects, especially Social Studies.
 - iii. Year 3 (next year):
 - 1. Stronger focus on assessing vocabulary and monitoring retention over time.
 - 2. Still teaching and reinforcing vocabulary however assessment becomes focal.
- e. This plan does not replace other curriculum work; it will work in tandem.
- f. Data Informed Vocabulary Focus
 - i. Universal screening of the K-3 students (who are now Gr 1 – 4
 - ii. Students did well on reading regular/decodable and nonsense/phonics words.
 - iii. Students had more challenges with irregular words that do not follow regular English patterns with a significant number “requiring assistance” or “at risk” on those
 - iv. Some students continued the same ranges over multiple years indicating it was not just a one-time dip.
- g. English as Additional Language Learners (ELA)
 - i. Approx 170 ELA students in the school – about 1/3 of students
 - ii. Students are assessed on Language Proficiency (LP) levels 1–5:
 - 1. LP 1: Very limited English.
 - 2. LP 5: Approaching typical English-speaking peers’ proficiency.
 - iii. Large number of students in lower-to-mid LP levels which reinforces the need for structured vocabulary development.
- h. Decision Tree Assessments (Gr 4–5)
 - i. Additional literacy assessments used with older grades.

- ii. Data from these tools also pointed to vocabulary and irregular word needs.
 - i. Student perception data
 - i. CBE student survey and school-level survey.
 - ii. Questions like: What new word did you learn this year?
 - 1. revealed strong engagement with new vocabulary; leadership saw “really rich language” in responses.
 - j. All of this combined data led to the decision to focus on academic vocabulary and specifically irregular words.
 - k. Tier 1 / Tier 2 / Tier 3 Vocabulary
 - i. Tier 1: Everyday words (basic conversational language) – words children learn at home as babies/toddlers and in day-to-day talk.
 - ii. Tier 2: High-utility academic words that appear across many subjects, for example: “explain” – appears in many contexts, test questions, instructions, etc.
 - iii. Tier 3: Content-specific, often complex words:
 - 1. Example: “imperialism” (Gr 4–5 Social Studies), “senate,” and other curriculum-specific terms.
 - l. SDP literacy goal is to improve student understanding and increase the use of Tier 2 and 3 vocabulary words
- B. Instructional Strategies & Classroom Practice - strategies include:
 - a. Frayer Model - Central target word with:
 - i. Definition
 - ii. Example
 - iii. Non-example
 - iv. Picture or representation
 - b. Used to help students see words in multiple ways.
 - c. Explicit teaching routines - Staff PD days used to:
 - i. Explore vocabulary strategies.
 - ii. Share what is working in classrooms.
 - iii. Connect vocabulary instruction to reading/writing tasks and discussions.
 - d. Social Studies Curriculum Integration
 - i. New Social Studies content includes high-level concepts (imperialism, government structures, senate, democracy, etc.).
 - ii. Staff worked through the curriculum mapping, identifying Tier 2 and 3 words.
 - iii. With a goal to scaffold complex concepts for students.

- e. Increase visibility of this at school
 - i. Hallways and classroom boards display new vocabulary students are learning.
 - ii. Parents visiting during March parent-teacher conferences will be able to see vocabulary displays.
- f. Well-Being & Emotional Vocabulary
 - i. Little Spot of Feelings” resource series:
 - 1. Set of books each focused on a specific feeling (e.g., anger, happiness, anxiety, frustration).
 - 2. Used across classrooms to increase emotional vocabulary beyond “bad/sad/glad.”
 - 3. Teachers read aloud, discuss feelings, and integrate into writing and talking circles.
 - ii. Language for emotions
 - 1. Students encouraged to say “I’m frustrated” or “I’m annoyed” instead of “I’m mad.”
 - 2. Carrie and Alison use this language extensively when problem-solving with students.
 - iii. Indigenous ways of knowing, being, doing, belonging
 - 1. Integrated into classroom language and activities.
 - 2. Staff PD in Social Studies incorporates Indigenous perspectives and related vocabulary.

C. SDP Cycle & Reporting

- a. SDP drafted and submitted each November.
- b. Ongoing implementation, monitoring, and professional development through the year.
- c. More assessment in June; results are analyzed in September to adjust the next year’s SDP.
- d. Next year (Year 3) will highlight assessment and evidence of vocabulary learning/retention.

D. School Budget

- a. Overview
 - i. For 2025–26 school year, Citadel Park receives just over \$3.2 million in its resource allocation (RAM).
 - ii. Funding is based on:
 - 1. A base allocation for the school’s size/complexity.
 - 2. A per-student allocation, differing by grade range (K–3 vs. 4–6 vs. higher grades).

- iii. Approximate per-student funding:
 - 1. K–3: around \$5,200/student/year.
 - 2. Gr 4–6: slightly less at about \$5,000.
 - 3. Amounts decrease further in junior/senior high as class sizes typically increase.
- iv. Accurate enrollment counts at the end of September are very important because funding is tied to the number of students recorded.
- v. Please let the school know as soon as possible if your child will not be returning next year.

b. Staffing Costs

- i. CBE messaging often states about 75% of the budget is staffing.
- ii. At Citadel, staffing is about 97% of the budget
 - 1. Teachers: ~22 FTE purchased at an *average* cost of about \$110,000 each (includes benefits, not actual individual salaries).
 - 2. Support staff: ~6.1 FTE total:
 - a. Educational Assistants (EAs)
 - b. EAL assistant
 - c. Office staff
 - d. Lunchroom staff may be classified differently but are part of overall support.
 - 3. Administration: ~4.2 FTE:
 - a. Principal and Assistant Principal (Carrie and Alison).
 - b. Four Learning Leaders – a portion of their stipends/allowances is categorized under administration (e.g., ~\$3,000 extra annually per learning leader).
- c. After that, Citadel has about \$109,000 remaining for all other costs which includes the following:
 - i. Substitute coverage / Additional help:
 - 1. When teachers are released from class for IPP meetings, parent meetings, PD, or to observe instruction at other schools, subs are paid out of this budget (not from the teacher's salary line).
 - ii. Supplies & resources not covered by other sources.
 - iii. Photocopying and paper:

1. Approximate cost: \$10,000 per month for copier contract and paper, about \$100,000/year just to keep photocopying functioning.
 2. By law/policy, schools cannot charge families for paper as part of student supply fees.
- iv. Other incidentals and small equipment, unless funded by Council.
- d. School Fees and Supplies
- i. Instructional supplies & materials fee - \$40 per student per year.
 1. Primarily for purchasing bulk student supplies through the CBE's centralized agreements.
 2. Ensures All students have the same supplies (not dependent on family purchasing ability) and reduces overall costs buying bulk.
 3. Items purchased include:
 - a. Notebooks, pencils, pens, duo-tangs.
 - b. Personal whiteboards and markers, visual journals.
 4. \$40 mostly covers student supplies; school often must add funds for:
 - a. Field trips (especially buses).
 - b. Artists-in-residence, in-school performances and in-school field trips, like inline skating.
 - ii. Activity and field trip fees:
 1. CBE policy: fees must not exceed actual cost; CBE only allows fees to cover expenses where there is no separate government funding.
 2. Examples:
 - a. Field trips (venue + transportation).
 - b. Athletics.
 - c. Special guests / residencies.
 - iii. Any deficit between actual cost and fee revenue must be covered by:
 1. School operating budget (the ~\$109K "other" pot),
 2. School council fundraising support.

E. Deficits and Fee Transparency:

- a. A School Fees Report is completed annually for the previous year and posted on the school's website by Nov 30.
- b. The report lists:
 - i. Planned activities and fees.

- ii. Actual revenue received.
 - iii. Actual expenses for each activity.
- c. It is common and acceptable to show deficits as:
 - i. Not all families can pay; CBE rule: no child is denied participation due to inability to pay.
 - ii. The goal is to break even on service, not to profit.
 - iii. Example from last year - A field trip line showed \$1,100 collected vs. \$14,000+ in actual costs (large week-long residencies. The difference was covered through school budget and/or Council support; families do not subsidize others.

F. Parent Survey

- a. Via the Week at a Glance email, the school will send a short online survey to gather input from the families on topics such as the Awareness of the School Development Plan and what families would like the school to prioritize in their budgeting and field trip fees.
- b. The wider the response from parents, the more informed the school is with planning.

G. Gym Equipment Update

- a. With previously approved council funds, the school purchased about \$5,000 of new gym equipment
- b. Mrs. Cohen and a group of staff created Olympics-themed centers in the gym for students:
 - i. "Luge" using scooters and mats.
 - ii. Cross-country ski style stations.
 - iii. Biathlon-type combinations.
 - iv. Torch relays and other events.

5. Committee Reports

A. Key Communicator

- a. First meeting has taken place with a breakout for the wards.
- b. Goals were explaining the roles of school councils and administration/trustees, direct access to trustees and CBE staff for Q&A as well as sharing best practices in effective meetings and governance (agendas, bylaws, transparent decision making), family engagement, communication and fundraising.

- c. New trustee for Wards 1&2 – Jenny Regal – extensive background with CBE and ATA, expressed interest in visiting Citadel Park possibly next year.
- B. Playground
- a. Many elementary schools are approaching end-of-life on playgrounds.
 - b. Long timelines needed (5–10 years) to raise several hundred thousand dollars and possible grant opportunities:
 - i. Parks Foundation Calgary grant up to ~\$175,000 for playgrounds (note: cannot be combined with casino funds for the same project).
 - ii. EducationMatters can support school fundraising campaigns and provide grant opportunities and donation pathways.
 - c. Importance of early planning and building community support
 - d. Will provide update in Parent Association Meeting
- C. Community Garden Partnership - from Citadel Community Association.
- a. There are five small beds designated for use by the local schools with the Community Association Garden Committee according the garden bylaws.
 - b. Co-chairs will liaise with the teachers and classes.
 - c. Administration will look at tying the gardens to different curriculum points throughout the grades.

6. Key Dates

Meetings: April 9th , May 13th and June 11th (AGM)

7. **Next Meeting** – The next meeting will be on April 9th 2026, at 6:30pm as a hybrid of in-person meeting and streaming on Microsoft Teams.

8. **Adjourned** – Meeting adjourned at 7:28pm

Notes prepared by M. Singh