

# Ranchlands School Council Meeting Agenda

**Date:** Tuesday, November 18, 2025

**Time:** 6:45 p.m.

**Location:** Room 24 & TEAMS meeting

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## Meeting & Agenda Submission Guidelines

The agenda is finalized in advance with the Principal.

To propose future items, email [ranchlandscouncil@gmail.com](mailto:ranchlandscouncil@gmail.com) at least one week prior.

All proposals must include:

- A clear topic or motion
  - Supporting documents (if applicable)
  - A brief 3-minute summary
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## Ranchlands School Council (RSC) Agenda Call to order at 6:48 by Heather

1. Welcome and Introductions
  - a. In attendance
    - i. In person: Tania Wong (AP), Steve Wigglesworth (Principal), Sydney Macnab (teacher), Heather Tuffnail (President), Matt Kearns (co-President), Camilla Poole (teacher), Erin Mann (teacher), Aleesha Lalani (teacher), Christina Bains, Jesica Eijzinga (treasurer), Kristen Kokura (secretary), Miro Klimsa, Claire Johnston
    - ii. Online: Kamila K, Tetiana Lushpaienko
2. Approval of Agenda
  - a. Motion: Matt
  - b. Second: Jesica
3. Approval of Minutes
  - a. September 9, 2025
    - i. Motion: Matt
    - ii. Second: Christina
    - iii. Jesica - spelling to be corrected on previous minutes (Jesica and Kristen's names are both spelled wrong), and nuance of parent council name
4. Reports:
  - a. Teacher Report
    - i. Erin Mann, Camilla Poole, Sydney Macnab, and Aleesha Lalani read the report, as seen below. The teachers left after this section.

### Music:

- ii. In music, we are working on rhythms. Kindergartens are learning how to use simple percussion instruments like egg shakers. Grades 1-3 are

focusing on reading simple rhythms like ta and titi. Grades 4 are adding in more complex rhythms and are starting to group them. Grades 5 and 6 are really diving into writing rhythms they hear, how to organize beats according to time signatures and making their own complex rhythms.

### Drama

- iii. In drama division 1 students are exploring emotions and how we look and sound when experiencing different emotions like sadness, happiness and anger. Division 2 students are learning the rules of improv through various improv games like "Why are you late?" where they have to create excuses about why they are late for work.

### Kindergarten

- iv. We have spent the beginning of the year establishing our daily routines, getting to know one another and talking about the pillars of care (care for self, others and place).
- v. Students are developing fine and gross motor skills through play and guided activities. We continue to work on proper pencil grasp, and scissor rules while doing activities that help build strength and reinforce these skills.
- vi. In literacy we began exploring the alphabet through our names. Now we have begun a more formal alphabet inquiry looking at individual letters and their corresponding sound starting with the letters A / S / M.
- vii. In math students have plenty of opportunity to sort, make patterns and work with numbers to 5 through guided stories, songs and activities as well as independent play time.

### Grade 1

- viii. We have been establishing our daily routines, and learning how we talk to and treat each other as well as how to problem solve. We are working on sound/letter correspondence and using UFLI and decodable passages to develop our reading skills. In math we have been learning about patterns and are moving into skip counting and number sense. In P.E., we have been learning large group and cooperative games.

### Grade 1/2

- ix. In grade ½ we are working on learning new sound/letter correspondences for grade 1 and review of correspondences learned in grade 1 for the

grade 2s. For writing, we have talked about how having a positive mindset can help us be more successful in writing and brainstormed some positive self talk phrases we can use while we are writing. In math, we are working on place value, up to 100 for grade 1s and 1000 for grade 2s.

- x. We have been learning about the Zones of Regulation and have been spending time learning routines and expectations of being in school.

### Grade 2/3

- xi. In Room 3/4:
- xii. In Literacy we are working on making personal connections to the books we read. In Math we are currently learning about place value Gr. 2's to 1000 and Gr. 3's to 100, 000. In Science we are learning about reversible and irreversible changes. In Social, Gr. 2 are learning about the physical characteristics of Canada, while the Gr. 3's are learning about the physical characteristics of Alberta.

### Grade 3/4 Room 5 and 6

- xiii. In Social Studies, the Grade 3 students have been exploring Alberta's regions and the Grade 2s are comparing regions across Canada. Students have also been learning how to read and create maps. They even designed their own islands, complete with a compass rose, a map legend, and landforms
- xiv. In Math, students are building their understanding of place value as we get ready to move into addition and subtraction strategies next month.
- xv. For Writing, we're becoming experts at procedural writing. Students are practicing teaching others how to do things such as how to dress for the cold, build a paper airplane, and how to make a soda float. We're also connecting this to Science by learning the steps of the scientific method and exploring the states of matter. We recently completed a pumpkin investigation, where students measured, predicted, and explored the inside of a pumpkin. We now have Pumpkin Jack, which will stay in our classroom all year so we can observe how it grows, decomposes, and changes!

### Grade 4

## Math

- xvi. The Grade 4's have been busy working on representing numbers up to the millions a variety of ways: Place Value, Standard Form, Expanded Form, and word form. We have been comparing numbers and looking at important mathematical symbols such as equals, greater than, and less than and putting numbers in order from greatest to least and least to greatest. We are beginning to look at rounding numbers to the nearest ten, hundred, and thousand and are moving into expanding our understanding of place value into decimals.

## Reading

- xvii. In reading we have practiced the comprehension strategies of checking for understanding, backing up and re-reading when it does not make sense, and making deeper connections when we read. We have also been practicing reading non-fiction articles and finding the most important parts of the text in order to correctly answer comprehension questions about what we have read. We will be moving into looking at how to annotate our reading in order to make more meaningful understanding and connections. We also completed a novel study of *The Wish Tree* by Katherine Applegate and did journaling to reflect about the story.

## Grade 5

- xviii. Grade 5s are working on their debating skills. Each group has picked topics such as dogs vs cats and have created 5 reasons why their topic is the best. We have been learning about energy in science and are beginning to research and build our own model of how these energy systems work.

## Grade 6

- xix. The grade 6s have been busy.
- xx. In social studies we recently completed our principles of democracy unit.
- xxi. Students have been planning, drafting, and revising spooky short stories. They are in the midst of recording their stories now.
- xxii. In science and math, we've spent time on improving our programming skills, introducing scripting in python and block coding in scratch. Conceptually, we've been looking at object oriented programming,

abstraction, and making connections between scripting and procedural writing.

### PLP

- xxiii. **Literacy:** some students are working on letter sounds and sight words, others are working on their printing and finally we have students working on how to write a sentence.
- xxiv. **Math:** we are continuing with our number sense - representing numbers up to 100, skip counting and subitizing.
- xxv. **Social:** we are working on learning about the value of self, others and groups and communities at school, home and in the community.
- xxvi. **Science and Art:** we are looking at seasonal changes - Summer to Fall - the cycle of changes.

### Bridges

- xxvii. This month, our class used Halloween candy data to create bar graphs and practice interpreting information. We continued our daily walks and added new observations to our nature journals. In math, students explored place value and worked with decimals through hands-on activities. It's been a great month of learning, movement, and creativity!

- b. Principal Report
  - i. Welcome back, parent support, patience and understanding is appreciated during and after the strike
  - ii. Parent teacher interviews next week Nov 27 & 28, 2025
  - iii. Winter break Dec 20, 2025 - Jan 4, 2026
  - iv. Report card timeline adjustment to Feb 24, 2026
  - v. Questions
    - 1. Heather: How was Terry Fox? Do we have an amount? (Not yet)
- 5. Old Business
  - a. Fall event feedback and volunteer recap
- 6. New Business
  - a. Planning for December and winter activities
    - i. Possible Winter Dance (as Halloween dance was cancelled)
  - b. Council goals for remainder of 2025–26
    - i. “Hug and Go Stop”
      - 1. Transportation Safety - there hasn't been a hug and go spot at our school for a while. They are hard to control (parking restrictions).

We can't do this in front of the school as it is a bus zone. There is also the crosswalk, which is a no parking zone. Beyond the crosswalk, there used to be a hug and go - it was a problem then as we can't control who does/doesn't park there. We can't ask people to not park there/move, etc. This actually created more traffic problems. There are concerns about safety for kids walking at the crosswalk, etc. There is also not the staffing to supervise a hug and go.

- a. Parents: best place to drop your child is further down the street and have them walk across the field.
- b. Parents need to follow the traffic rules and stop doing illegal things (people are doing U turns, the no stopping zones become parking spots)
- c. The bus zones are okay to stop in outside of start/end of the day (there are six buses in the bus zone, this is unsafe and illegal)

2. Social media team will create a PSA for the Facebook page.

7. Question:

- a. Jessica: When will Scholastic Book fair happen?
  - i. Usually in the spring attached to parent conferences
  - ii. Previously has been both Fall and Spring, but it works out to the same amount of money.
  - iii. Volunteers will be needed.
  - iv. Steve to look into this.

8. Date of Next Meeting

- a. January 13, 2026

9. Adjournment – called at 7:25

- a. Motion: Matt
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