Marion Carson School
School Council Meeting
Tuesday, Oct 20, 2026 - 6:30pm Online

Attendance:
Jenn A., Ali O., Alice L., Alina K., Andrea D., Andrew C., Anna, Anna C., Ariful, D. Breton, Carly M., Corey D., Deb S., Dickson, Eric O., Estee L., A. Fletcher, C. Ford, Margaret K., Jennifer L., Jenny H., J. Regal, Jessica, Joey A., Kelsey W., Kim H., Leanne L., Laura C., Vanesse L., H. Ly, M, Matthew W., Michelle, Nadine P., Raymond D., Shannon C., A. Wilcox

1. **Call to Order at 6:30pm and Land Acknowledgement**
    a. Introductions
        i. Guests : CBE School Trustee Jenny Regal, Education Director at CBE Aubrey Fletcher, Superintendent Facilities and Environmental Services at CBE Dany Breton, and Director Planning at CBE Catherine Ford
    b. Housekeeping
        i. Purpose of School Council and Parent Association
        ii. Online meeting protocol

2. **Approval of the Minutes**
    a. **Motion:** Does the School Council approve the presented minutes from the Sep 15, 2026 meeting?
        i. Moves: Jenny H.
        ii. No objections

3. **Approval of the Agenda**
    a. No changes were made to the agenda.

4. **Executive Update**
    a. Introduction of Ms. Wilcox our new Acting Assistant Principal
        i. Comes from Mackenzie Lake school and Riverbend school
        ii. 11th year with CBE
        iii. 15 years teaching in UK (Wales) involved heavily with special needs and child protection

5. **Principal's Report**
    a. FEO principal, Dr. Cutler, to attend Nov School Council meeting
    b. School Development Plan Draft / School Improvement Results Reporting Draft
        i. Celebrations:
            1. Students completed self-assessments of their confidence in sharing their learning in both Mandarin and English. The results indicated an increase in students' confidence in communicating their understanding in both languages.

2. Teachers reported increased confidence and effectiveness in implementing instructional strategies to support students' oral language development.
3. Literacy report card indicators in Chinese Language Arts (Understands and Responds to Oral Language) and English Language Arts and Literature (Makes Meaning and Connections Through Oral Language) demonstrate growth in students' oral language development in both Chinese and English.
4. The letter sound assessment (LeNS) indicated a decrease while the word reading assessment (CC3) indicated a significant decrease from November 2025 to June 2026 in the number of students requiring additional support.
5. Student numeracy improved according to a decrease in the number of students requiring additional support in Numeracy diagnostic government assessment in grade 1-3. Stronger improvement levels were noted for numeracy assessments in grade 4-6 students.
6. Student consistent use of common vocabulary and targeted strategies in support of their wellbeing (positive relationships, sense of belonging and social emotional awareness) has increased over the last year.
7. On the Alberta Education Assurance Measures, there was an increase in the percentage of positive perception around Access to Supports and Services (satisfaction level of 83.1%). Improvement levels continued to be maintained at the excellent level for Citizenship (88.2%); Education Quality (92.6%); Welcoming, Caring, Respectful and Safe Learning Environments (91.5%); and Parental Involvement (83.7%) measures.

ii. Areas for Growth:
1. Improving students' continued ability to use learned common vocabulary in math, literacy and well-being, and into science.
2. Support students identified as requiring additional support from the universal screeners to reach grade level success in literacy and numeracy.
3. Building and using oral language vocabulary to share understanding in disciplinary literacy.
4. Focus on well-being to build students' self-regulation skills and to encourage and foster independence when using these strategies.

iii. Next Steps:
1. Three PLC learning sprint cycles focusing on oral language development through vocabulary instruction across disciplines and utilizing the Classroom Complexity Team (CCT) Grade Band Inquiry model (a process where teachers work together with their grade team and CCT team to support complex learners).

2. Provide targeted intervention for students identified as requiring additional support in literacy, math, and well-being through school learning team meetings and collaborative response.
3. Implement common whole school wellness curriculum that supports positive relationships and problem solving evidenced through student surveys and teacher shared documentation.

c. Summary of upcoming events

6. Teacher's Education Report

a. Key themes
   i. Recognizing patterns in nature and mathematics
   ii. Activities associated with seasonal holidays/events (autumn, Thanksgiving, Orange Shirt Day, Mid-Autumn Moon Festival, Halloween, and Remembrance Day)
   iii. Learning about and integrating social emotional wellness into our behaviours

7. Q&A with CBE Trustee Jenny Regal, CBE Planning & Transportation, and CBE Area 1 Director Aubrey Fletcher

a. Two notices came out, one aimed at the Community English program and one aimed at the Mandarin Bilingual program. There is a link to the other program notice included in each.
b. In 2027/28 Marion Carson grade configuration changes from K-6 to K-5. Aligned with Silver Springs School changes. FEO changes from 7-9 to 6-9 for regular program. Starting in 2027/28 Marion Carson Mandarin program changes from K-4 to K-5. Boundary change for Mandarin program will allow students to attend closer to home and balance wait lists for elementary and middle schools.
c. Question: With respect to boundary changes, we have been redesignated to Highwood school. If my older child remains at Marion Carson, my younger child will be lotteried in as priority 3 at Highwood instead of priority 2 at Marion Carson. If my older child moves to Highwood, they will be leaving behind friends. Now children are attending different schools. Can we appeal to anyone?
   i. Answer from C. Ford: If students want to attend together, older student would have to go to Highwood. There is a concerns and complaints process. Not aware of avenue to ensure younger student can attend Marion Carson. There isn't much of a recourse.
   ii. Answer from D. Breton: Concern and complaint process found under admin regulation 5007 on CBE website. It would be highly unusual for any deviation from boundary redesignation to be accepted.
   iii. Followup question: Could priority listing be changed for younger siblings?
   iv. Answer from C. Ford: No.
   v. Followup question: Why no consideration to grandfathering? In order to guarantee one child gets into Highwood, have to move older child to Highwood.

vi. Answer: Grandfathering consideration is allowing current students to stay at current out of boundary school. Operationally too difficult to implement grandfathering for new incoming students that have older siblings in the program.

d. Question: What changes will be implemented at FEO to accommodate grade 6s?
    i. Answer from A. Fletcher: FEO has had grade 6 french immersion students for some time. There is a dedicated grade 6 hallway. Grade 6 has 2 core teachers (math/science and english/socials) plus music and phys ed. Closed campus for grade 6. Lunchroom supervision for grade 6. Ms. Fletcher has had significant conversations with Dr. Cutler regarding the transition of new grade 6s (students currently in grade 5). Dr. Cutler will attend Marion Carson's Nov School Council meeting to answer questions.
    ii. Followup comment: We felt blindsided by lack of communication. Need to have a very comprehensive student development plan accessible to students. Communication to students was not handled well.
    iii. Answer from A. Fletcher: Opportunity for student voice and choice is important at FEO as well. Point is well taken.
e. Question: What is the anticipated class size at FEO and how does it compare to Marion Carson?
    i. Answer from A. Fletcher: Anticipating 96 students coming over into grade 6. Class size depends on funding model. Maybe 3 classes of 32 kids, which is not unusual, or 4 classes of 25 students. This year we received class size funding that reduced class sizes. This funding is not predictable.
    ii. Answer from J. Regal: Board met at the end of September with Minister Nicolaides. Board members shared the need for sustained funding (predictable funding). Board advocacy message - please continue with money and make sure all the money comes at the same time, not piece meal.
f. Question: What are the projected class sizes under the new configurations? What enrollment threshold do you look at for adding a new teacher or creating a new classroom?
    i. Answer from A. Fletcher: Any class around 30 students was considered high and received class size funding to hire additional teachers. The older the students are, the larger the class size (for div 2, 27-30 students is not unusual). We always try to minimize class size while still providing music and phys ed.
g. Question: Given the specialized nature of the Chinese (Mandarin) Bilingual Program, how does the Calgary Board of Education plan to recruit and secure qualified, fluent bilingual teachers if enrollment increases significantly at receiving schools?
    i. Answer from A. Fletcher: Recruiters are targeting language programs across the country. Existing staff can request assessment of their

language skills through languages team. Offer FIT contracts (full year temporary teacher) for mandarin speaking subs. Prioritize areas of need , such as mandarin speaking, when interviewing. Targeted professional learning for mandarin teachers improves connection among mandarin teachers. Programs across Canada that promote language teaching are targeted by recruitment.

h. Question: With Marion Carson already over capacity (currently 2 portables), why are we adding grade 5 mandarin program to the school and bringing in kids from out of district instead of putting community English program students back in the building and making room for an additional playground space so students don't have to be limited to one day a week on the playground?
    i. Answer from C. Ford: Modulars are not a marker for over capacity. Adding modular spaces increases capacity of the school. We will see an overall decline in the number of students at the school before it stabilizes.
i. Question: We live in Livingston. Can we choose to stay at Marion Carson instead of switching to Highwood?
    i. Answer from D. Breton: Yes, current students of Marion Carson are allowed to stay until graduation. Transportation will be available for those kids (grade 4 going into grade 5). Anyone not in grade 4 would not have that eligibility, but if there is space on the bus you can apply for conditional ridership (first come first serve).
j. Question: Why was removing the grade 6 program from Marion Carson the preferred solution considering the Education Act states that capacity needs to exist in a school in order to increase or create an alternative program? It seems removal of an entire grade signals lack of capacity.
    i. Answer from C. Ford: The move of the regular program grade 6s from Marion Carson to FEO and bringing the grade 5 Mandarin program into Marion Carson will slightly lower the number of students at Marion Carson and results in a more ideal utilization rate. The additional benefit will be that both programs will enter and leave Marion Carson at the same time which strengthens the overall school community.
    ii. Followup question: So the act doesn't apply because it is operational flexibility?
    iii. Answer from D. Breton: We are looking at space and resources across the system to improve allocation.
    iv. Answer from C. Ford: Moving grade 6 into FEO will help fill FEO.
k. Question: The Board has a mandate to consider evidence. Evidence shows students are worse off moving into jr high program. How will deficit be addressed?
    i. Answer from A. Fletcher: It is important to understand what students need to feel welcomed. Significant work is happening around how to help students. We are working with Dr. Cutler and staff at FEO on well being data around the middle school model and how to bring kids together. We

are working on social emotional learning competencies at FEO, such as Eagle Time at FEO, which was introduced recently.

l. Question: Many grade 6 students at Marion Carson School look forward to going to Camp Chief Hector. With the change in configuration, will grade 6 students get this opportunity at FEO?
    i. Answer from A. Fletcher: The Camp Chief Hector experience depends on having a teacher in charge. Dr. Cutler is very aware that outdoor school is a prideful moment for grade 6s and is open to that. FEO has done sailing, a Quebec trip, and a Disney band trip. All of these opportunities depend on teacher engagement and parent support.

m. Question: Speaking of transition challenges for our children, there has not been a discussion of children in the regular English program at Marion Carson who plan to attend Late French immersion in Grade 7. With the new change, this will have students attending three different schools in three years (gr 5 Marion Carson, gr 6 FEO English, gr 7 Branton late French). Has this been considered?
    i. Answer from C. Ford: We apologize that there is not a great transition for that program. Traditionally there hasn't been enough space at FEO for a late french immersion program. We will investigate space for a late french immersion program at FEO. There is not a late french immersion program at FEO for 2027/28.

n. Question: From the marked bullet in the email from CBE, I interpreted that other grades outside of grade 4 students would have access to the school bus for another school year. I want to clarify this again as we just discussed this topic and it sounded like only grade 4s would have access to bussing.
    i. Answer from D. Breton: That is correct, and it is connected to allowing the grade 4s to complete grade 5, explaining why it ends June 2028.

o. Question: How should I notify my Principal if I'd like my child to remain at Marion Carson school? Should I send an email directly to the school's general email address?
    i. Answer: You must notify your principal by March 12, otherwise your child will be automatically registered at the new school. Email Marion Carson general email (marioncarson@cbe.ab.ca). Out of attendance area students impact staffing. Staffing budget is determined in March, which is why the deadline is March 12.
    ii. Answer from H. Ly: We will incorporate this into this year's "intent to return" form for Marion Carson.

p. Question: Are there enough classrooms at FEO to accommodate the students after these changes so that classes are not sharing rooms and other spaces are not being used as classrooms?
    i. Answer from A. Fletcher: There are a lot of interesting spaces at FEO that could become learning spaces. There are empty classrooms at FEO. Grade 6 will have a designated hallway and possibly designated entrance.

q. Question: I am struggling to understand why the grade 6 move is considered when it seems the catchment area is the main driver of the congestion. Increasing grade 5 in the mandarin program seems counterintuitive in that scenario.
    i. Answer: The number of students per grade in Mandarin will remain the same. The current grade 6 and grade 5 regular program cohorts are larger than the cohorts in the years coming up K-4. As such, the overall number of students in the school will decline.
r. Question: Is there a way parents can get involved to influence or advocate for things at FEO (e.g. playground)?
    i. Answer from A. Fletcher: Middle school module looks different in terms of unstructured time. We don't typically see playgrounds at middle schools. What will be offered to grade 6 students at lunchtime is a question for Dr. Cutler. New MC playground is a community playground after hours.
s. Question: Why are you trying to move the grade 6s? By shifting the catchment and not increasing the 5th grade [Mandarin program] you would not need to move the grade 6s.
    i. Answer: This is so that we can balance enrollment with FEO. They would have a low number of students in the regular program and ensuring a better balance between the French and English ensures better stability of both programs. This change will also allow the grade configuration between programs to be the same at Marion Carson.
t. Question: I've familiarized myself with AR 5007 and 5008 of the Education Act. Was the decision to not allow younger siblings to still enroll in Marion Carson made at the superintendent level/your decision? If so, would a decision to override only be possible by the Chief Superintendent?
    i. Answer: The decision was made by Director Catherine Ford and Director Aubrey Fletcher.
u. Comment from J. Regal: Based on my experience, this will all work out. There are concerns around communication. Communication is always a challenge. We appreciate concerns from parents and the answers from our operations team.
v. Question: What is the best way for parents to ask questions not addressed today?
    i. Answer from A. Fletcher: Submit your questions to the school.

8. Meeting Adjourned at 8:02pm

Marion Carson School
Parent Association Meeting
Tuesday, Oct 20, 2026 - 8:00pm

Attendance:
Jenn A., Alice L., Alina K., Andrea D., Andrew C., Anna C., Ariful, Corey D., Deb S., Dickson, Eric O., Estee L., Margaret K., Jennifer L., Jenny H., J. Regal, Jessica, Joey A., Kelsey W., Kim H., Leanne L., Laura C., Vanesse L., H. Ly, M, Matthew W., Michelle, Nadine P., Raymond D., Shannon C., A. Wilcox, Holly M.

1. **Call to Order at 8:03pm and Approval of the Minutes**
    a. **Motion:** Does the Parent Association approve the presented minutes from the Sep 15, 2026 meeting?
        i. Moves: Laura C.
        ii. No objections

2. **Approval of the Agenda**
    a. No changes were made to the agenda.

3. **Committee Updates**
    a. Special Events
        i. Feedback has been that it is the same parents organizing/donating to teacher/staff appreciation potlucks every year. So we are trying a different approach of asking for donations and planning the following appreciation events:
            1. Holiday lunch Dec 18 of sandwiches, fruit, veggies and treats from Costco
            2. Lunar New Year lunch Feb 18 from Peking Garden
            3. Spring Break lunch Mar 18 from Matador Pizza (one of the donors to our playground)
            4. Year End lunch Jun 24 from Chipotle
        ii. Potluck treats and drinks around Valentine's Day.
        iii. Ms. Ly can expense a lunch on conference days.
        iv. Aim is for a meal or treat every month of the year. Looked at overall cost, effort to organize, dietary needs. Collection of money through Zeffy.
        v. Feedback has been that we love recognizing teachers and want to reduce the need for setup and cleanup.
        vi. Group agreed that $5 seems reasonable. Suggestion to give a range as some families won't be able to contribute and some will want to contribute more. Suggestion to include an avenue on Zeffy for families who prefer to contribute a snack or drink instead of a cash donation.
    b. Fundraising
        i. Purdy's fundraiser is live with orders due Nov 6th by 11:59 pm and pick up during Teacher Conferences on Nov 26th and 27th. Flyers were sent home with a QR code to order. The link can also be found in the Oct 16 Principal's email or on the poster at the west doors of the school. Sign up link coming soon for volunteers to hand out orders during conferences.
    c. Apparel
        i. Sept sale was not as successful as anticipated. We advertised on social

media, door posters, and in the Principal's email. Not sure if poor sales were due to lack of a flyer sent home or lack of demand.

ii. Should we do a campaign in November?

1. Suggestion to have a table at conferences selling apparel.
    a. Open to having a table at Conferences, but new vendor is only online. We could sell old apparel at conferences.
2. Suggestion to order samples to put on a table at conferences.
    a. Have done that in the past and still trying to sell old stock. Could have pictures at table at book fair and conferences so no one has to sit there and have a QR code and deadline for no shipping. **Action Item:** connect offline to organize for Nov.

d. Fun Lunch

i. Oct 29 Little Caesers fun lunch. Order by Oct 24 at midnight. It's easy to set up a Healthy Hunger account.

e. Book Fair

i. In contact with Scholastics account rep to confirm book fair. Requested flyers based on numbers from Olga. Planning to set up Thurs Nov 26 4:30 to 8:15 and Fri Nov 27 8:30am to 1:30 pm. Attended Scholastic webinar training seminar. Looking for volunteers soon for Nov 26 & 27.

4. Treasurer Update

a. Casino account

i. Opportunity to host a casino every 1.5 to 2 years
ii. Last year received ~$90k
iii. Left with $25k
iv. Key expenses include
    1. $4k to Variety to be reimbursed by Kal Tire grant to be received in July
    2. Insurance $837
    3. Homeroom bussing $8750
    4. Lunar New Year Residency $5000 (not slated for anything, could be moved toward a dance residency). Marion Carson is planning a spring school based concert this year (not a residency).
    5. IXL reading program $6000
    6. Need feedback from AGLC on sod/soil to be covered (expense of $980)
v. Ending balance ~$7k

b. General account

i. Key revenues include
    1. Fitset ninja $175
    2. Apparel $99
    3. Apple fundraiser $1841
    4. Mabels Labels $105
    5. Pedalheads $300
ii. Key expenses include:
    1. Playground opening $742
    2. Playground landscaping $527
    3. Trees $453 expense
    4. Patroller party $331
iii. Ending balance ~$22k

c. Suggestion to move Grade 4MB funding to Grade 5CE graduation celebration. No objections.

d. **Motion:** Pending AGLC approval, motion to approve $5000 from Casino account for stage curtain from Principal's Proposals from Sep meeting.
    i. Moved to Nov meeting.
e. **Motion:** Jenny H. moves to approve $482.90 from the general account to cover the cost of mulch for the newly planted trees.
    i. Second: Alina K.
    ii. No objections. Approved
f. Parent Association Exec approved an additional $150 for Carson's College increasing amount from $500 to $650
g. Previously approved $350 for juice boxes for Oscar awards. 2-3 classes receive juice every month. Goal is to have every class win an Oscar award.
h. Carson's College came in under by $50. Juice boxes came in over by $50. No objections.
i. Observed a lot of garbage on playground. Please use trash cans in outside areas.

5. **Meeting adjourned at 8:35pm**