



Meeting Minutes

Central Office Boardroom, Sherwood Park

Jan. 9, 2019

7 p.m.

In Attendance:

Chair: Jacquie Surgenor, Salisbury Composite High & Sherwood Heights Junior High

Vice-Chair: Krista Scott, Bev Facey Community High & Fultonvale Elementary Junior High

Secretary: Lesley Bowman, Pine Street Elementary

Ginger Hassett-Koza, Fultonvale Elementary Junior High
Devon Marshall, Strathcona Christian Academy Elementary
Robyn Michaelchuk, Fort Saskatchewan Elementary
Denise Stacey, Fort Saskatchewan Christian
Sarah Withholt, Wye Elementary

School Council Members

Jackie Anderson, Ardrossan Elementary & Ardrossan Junior Senior High

Michelle Beck, Wye Elementary

April Childs, Lakeland Ridge

Lareina Dibben, Fort Saskatchewan Christian

Nadine Fricke, James Mowat Elementary

JP Grebenc, Ardrossan Elementary & Ardrossan Junior Senior High

Board and EIPS

Chair: Trina Boymook

Trustee: Annette Hubick

Trustee: Harvey Stadnick

Superintendent: Mark Liguori

Associate Superintendent: Sandra Stoddard

ATA President: Deneen Zielke

Communications: Corrie Fletcher Naylor

Welcome

Jacquie Surgenor, the COSC Chair, called the meeting to order at 7:03 p.m.

Additions to the Agenda

Surgenor asked if there were any additions to the Jan. 9, 2019 agenda.

- No amendments were made to the agenda.

Motion: To accept the Jan. 9, 2019 agenda as presented.

Moved: Jackie Anderson

Seconded: JP Grebenc

Motion Carried

Approval of the Nov. 7, 2018 Minutes

Surgenor asked if there were any changes to the minutes from the Nov. 7, 2018 meeting.

- No changes were made.

Motion: To accept the Nov. 7, 2019 minutes as circulated.

Moved: April Childs

Seconded: Krista Scott

Motion Carried

Board Report – presented by Trina Boymook, Board Chair, EIPS

Board Chair Trina Boymook presented the Board Report. Highlights include:

- Throughout November, the Board held a series of public consultation meetings with the Andrew community to discuss the senior high program at the school. The Board has reviewed the feedback— from students, staff, families, town and county senior administrators and elected officials, and community members. On February 20, the Board is holding a followup consultation meeting to share what was heard from the first round of consultations and seek feedback on options.
- The Results Review process also took place throughout November. Boymook thanked all EIPS families who participated.
- The Board has reviewed results from the recent Wye Elementary Replacement School Renaming Survey. Sixty-seven per cent of respondents said they supported the renaming of Wye Elementary and would like the new name to reflect its new location. As such, the Board shortlisted three possible names— Heritage Hills (School or Elementary), Heritage Hills Park (School or Elementary) and Heritage Point (School or Elementary). Families and community members can submit their preference by participating in a [brief online survey](#). The deadline to do so is February 15.
- The Board is working with senior administration on the 2020-21 Division calendar. It's expected to follow the same format as the current calendar.
- The returning student reregistration process is taking place February 1- 28. Three schools have closed boundaries for the 2019-20 school year: SouthPointe School, F.R. Haythorne Junior High and École Campbelltown.
- The Board is working with senior administration on an engagement process for students, parents and staff to develop a new policy that sets parameters around how and when cellphones and personal devices are used during the school day. A student forum is scheduled on February 28.

ATA Report – presented by Deneen Zielke, president, Alberta Teachers' Association Local No. 28

Deneen Zielke presented the ATA Report. Highlights include:

- The Local continues to work on its political action plan and details for upcoming events. Members are meeting with Jacquie Surgenor to share information that may assist with COSC efforts.
- Zielke extended an invitation to Surgenor to attend the Partners in Education Luncheon at the ATA teachers' convention on Feb. 8, 2019.
- This year's guest speaker is Kurtis Hewson, an author, educator and industry expert on collaborative structures in schools. He'll discuss the essential components schools and school boards must consider when developing a comprehensive system of supports through structured collaborative processes.
 - The Collaborative Response Model is a school framework that values collaborative, action-focused responses, data-informed discussions and timely intervention to ensure all students can experience success.
 - It reinforces the value placed on a teacher's professional expertise and the need to work together to support diverse student needs.
 - The model is established and proven successful in numerous school divisions and schools across the province.

Questions and Comments:

- Surgenor said COSC representatives and the Alberta School Councils' Association (ASCA), continue to work on an advocacy strategy to provide concise information to councils about election engagement.
- The focus: creating easy-to-communicate questions so ensure education is an important election issue.

For Information

- ***Saffron Cyber Second* – presented by Jacquie Surgenor, COSC Chair**
 - The latest [Saffron Cyber Second](#) was included in the meeting materials and is being disseminated electronically through the COSC Followup email.
 - The publication is a valuable resource and an excellent conversation starter for school council meetings and with families and children.
- **ASCA Update – presented by Jacquie Surgenor, COSC Chair**
 - This year's conference theme is Building Bridges. The keynote speaker is Jody Carrington.
 - The event is taking place April 26-28.
 - The list of [awards and the nomination forms](#) are posted on the ASCA website.
 - There is a different process for resolutions this year. Resolutions are due Jan. 15, 2019.
 - Each resolution will have a pre-vote. The pre-vote determines the group resolutions are placed.
 - The resolutions are put in an omnibus group if more than 60 per cent of respondents approve it in the pre-vote.
 - If less than 60 per cent of respondents approve it in the pre-vote then the resolution aren't added to the omnibus group and instead debated individually—as in the past.
 - Resolutions are debated at the AGM—omnibus group or individually.
 - Those passed with more than 50 per cent are used to support ASCA's Advocacy Policies.

Questions:

- How many proposed advocacy resolutions have been put forth so far?
 - So far, ASCA has received around seven or eight proposed advocacy resolutions.
- **Education Terms Glossary – presented by Krista Scott, COSC Vice-Chair**
 - Krista Scott, the COSC Vice-Chair, said a recent results review session led her to create a glossary database of terminology.
 - Education-specific acronyms and language can often be barriers to participation for parents who are new to school councils.
 - The glossary is an online living document that allows COSC members to add terms and definitions and share those with other parents who find the unfamiliar language an impediment.
 - The intent is for everyone to be able to access the document, add to it, edit it as new information or terms come up, and use it at school council meetings to encourage participation.
 - Scott will post a link to the [Google Doc](#) on the COSC Facebook page. She encourages anyone with questions or concerns to contact her.
- ***Combined Education Plan and Annual Education Results Report 2017-18* – presented by Mark Liguori, EIPS Superintendent**
 - The *Combined Education Plan and Annual Education Results Report 2017-18* (AERR) is a document that compiles all EIPS schools results in one report.
 - The AERR Summary is used as a fact sheet in meetings to offer an overview of the Division and how it's performing.
 - Both documents help guide the Division Four-Year Education Plan.

- Overall, the AERR demonstrates the Division’s performing “very well.” However, like most data, it’s important to dig down to see what the details show and what areas need improvement.
- Parents will receive the provincial Accountability Pillar surveys shortly. Responses from that survey form the basis for the data in the AERR.
 - Please encourage families at your school to fill out the survey, the more people who participate in the survey, the better the data.
 - The survey goes to teachers, families and students in grades 4, 7, and 10.
 - If you’re part of an average size elementary school only the grades 4, 7 and 10 students, teachers and families receive the survey. Small schools have all the grades participate; otherwise the data isn’t reliable.
 - EIPS also conducts a Divisionwide Parent Survey, which reaches a larger number of participants and complements the Accountability Pillar Survey.
- An area to look at is Preparation for Lifelong Learning, World of Work and Citizenship, which is an area where the results declined since the last survey.
 - Specifically, the six-year transition rate declined.
 - There are a number of factors that contributed to the decline.
 - The depressed economy in Alberta has resulted in more individuals applying to post-secondary education—including university, college and technical schools.
 - Increased applications create a situation where institutions tighten admission requirements, meaning some students don’t have the marks to get in.
 - Additionally, a slower economy means fewer apprenticeship opportunities for students.
 - We’re likely to see the six-year transition rate continue to decline until there is a change in the province’s economic conditions.
- Another area is Parental Involvement, which the Division maintained at an acceptable level.
 - It’s challenging for this group to understand parents reporting they don’t feel there is an opportunity to be involved in their child’s education—this is a group of like-minded parents who are more likely to be engaged in a specific way.
 - People interpret involved differently.
 - EIPS will continue public engagement going forward at a Division level to try and encourage parents to be involved in whatever capacity they feel most comfortable.
- An area of specific concern is a downward trend for the number of diploma exams written by students.
 - Students are smart and are often aware of the post-secondary requirements for the program they want to attend. If the program only requires two diplomas, students may choose only to write two exams.
 - To understand the decline, one must look deeper into the data to know why students choose not to write more diploma exams.
- Financials
 - The EIPS annual budget is more than \$200 million. Of that, the vast majority, nearly 80 per cent, goes to instruction—teacher and staff salaries.
- The [full AERR](#) is just under 60 pages, which is why it’s not in tonight’s COSC package. It’s available on the EIPS website.
- The Division is required by the province to submit the document annually.

- Superintendent Mark Liguori and Associate Superintendent Sandra Stoddard meet with Alberta Education to review the document and discuss the data, results and use of education funding at the Division level.
- They discuss EIPS' priorities and goals as they relate to the results and the need to serve all the students in Division despite their different needs.
- The overall data help determine strategies for dealing with areas of concern. For example, the decline in the six-year transition rate.
- The AERR identifies areas for growth and strategies to address those growth areas.
 - The AERR helps the Division understand where it improved and identifies challenge areas.
 - Additionally, it outlines how improvement strategies are implemented in each school.
 - The AERR allows the Division to look at the results—for example, a decline in performance in the written portion of the Grade 9 Provincial Achievement Tests—and circle back to provide guidance and supports.
- These reports are the drivers for moving the Division forward.

Questions:

- The information regarding students opting not to write diploma exams is concerning. Is it up to parents and students to decide? Do the teachers or administrators talk to students about this? Do they encourage students to write the diplomas?
 - Yes. We encourage students to be as broad as possible and consider the advice they're getting from post-secondary institutions regarding admission. Admission requirements can change and can leave students without a choice. Some students choose to use other 30-level courses (non-diploma) to fulfill admissions in certain programs. We encourage all students in diploma courses to write the test. The fact is, an unintended consequence of weighting grades more heavily on the course material means some students will try to achieve a 100 per cent in the school awarded mark and not put much effort into the diploma.
- Are post-secondary institutions waiting to see how students score on their diploma exams prior to admission?
 - They look at aggregate marks but put more weight on diplomas. Furthermore, post-secondary admissions departments will likely begin to look more closely at students in International Baccalaureate (IB) or Advance Placement (AP) programs because they know there is a standard of grading in these programs. Universities will also start to look at marks from Grade 11 to get a more accurate assessment of student achievement.
- In reference to the financial graph on the AERR summary page, who gets paid from the instruction piece of the funding?
 - All school staff, teachers, administrators, educational assistants, occupational therapists and all costs associated with instruction. The Superintendent and central services staff salaries are included in the Board and System Administration portion.

School Council Sharing

a) Results Review Experiences and Feedback – presented by Jacquie Surgenor, COSC Chair

- Surgenor invited attendees around the table to share their experiences and thoughts about attending school Results Review sessions.
 - An opportunity for more parents to be involved with the results review.

- Encouragement of more participation in the surveys that determine the results, perhaps more than just Grade 4 and their parents—in the case of elementary schools.
- Frustration with the nomenclature and short form that tends to happen at results review—a hope that we can address this as a barrier to participation.
- This was the first time all the high schools participated together in a Divisionwide, one-day, Results Review.
- Participants were pleased with the collaborative spirit of the discussion and the amount of discussion that had parents in mind—it was a promising example of parents as partners.
- It gives us an opportunity to get outside of our own bubble and begin to understand the challenges faced by some students and how staff and administrators support these kids.
- Strong teacher-student connections at all levels of education.
- Noticed the concern from teachers about the new kindergarten to Grade 4 curriculum and identified a need for supports for teachers in implementation.
- Administration looking to parents for their thoughts and ideas.
- Again, how do you engage parents in meaningful ways while knowing different people engage in different ways that bring value?

b) Don't Walk in the Hallway – presented by Jacquie Surgenor, COSC Chair

- Members watched a video by www.activeforlife.com that encourages physical literacy for students, specifically elementary students, by using decals and encouraging movement in the hallways as a part of daily physical activity (DPA).
- Discussion of resources provided by Ever Active Schools and how to implement it in schools.
- Members watched a [video by CBC](#) about how the school incorporates literacy, numeracy and physical literacy into their days.

Questions

- Could we have some background on the implementation of DPA?
 - According to Alberta Education, the goal of DPA is to increase students' physical activity levels. DPA is based on the belief healthy students are better able to learn and that school communities provide supportive environments for students to develop positive habits needed for a healthy, active lifestyle.
 - The Alberta Education policy states: "School authorities shall ensure that all students in grades 1 to 9 are physically active for a minimum of 30 minutes daily through activities that are organized by the school."
 - Alberta Education based the policy on the belief physical activity helps academic achievement and was hastily implemented.
 - Like many other important facets of the education system, it's considered a need, but it's not funded, the program potentially draws resources from other areas.
- Is it instructional time or not?
 - It looks different for each school; it can be instructional or non-instructional time, it's not mandated within the policy.
- How does indoor recess factor in? Does that count toward DPA?
 - DPA is still a requirement. Sometimes you may see students walking around the school at recess, that's why.

c) What does your school do to promote lifelong physical activity among students? – presented by Jacquie Surgenor, COSC Chair

- A roundtable discussion with all attendees sharing ways their schools promote physical activity.
 - Noon-hour clubs promoted by parents or staff.
 - It's easier to implement if you have active-minded staff and administration.
 - Parent-funded recess buckets—activity items in buckets brought out at recess for students to play with and funded through parent fundraising.
 - Breaks and activity help children concentrate and can make a big difference.
 - Some of the challenges we attempt to overcome with physical literacy are an unintended consequence of increased screen time and sedentary lifestyles.
- How do we have a conversation that increases the value of physical literacy?
 - We realize this is important and can have a positive effect on learning in the classroom and on classroom management for teachers, so why isn't this prioritized?
 - Is there a better way to meet the needs of the children who need the additional physical activity to keep focused?
- There has been a shift in perspective on how to operate in schools.
 - No longer single-file walking in the hallway, but encouraging movement from class to class and incorporating physical literacy throughout the day.
 - It follows the shift on other changes and perceptions on how we do things at school—not just certain ideas of what to do for movement and play.
 - Perhaps shifting back to the “old school” way of unstructured play.
 - It doesn't have to be in huge chunks; you can sprinkle it in.

Questions

- How does the Division support teachers in this?
 - That is a good conversation to have at school council meetings. There are a number of resources available at conferences. It looks different for each school.
- How is it going at Bruderheim School with the additional recess time?
 - It is going well. Children are often used to being sedentary and this is a good opportunity for them. There appears to be a positive difference in student behaviour, but it is too soon to tell if there is any movement on academic achievement.
- We, as parents, send our children to school for literacy and numeracy. At some point, physical activity has to be something that parents share in responsibility. It seems as if this is piling more on the plates of teachers. Anything we choose to do should be easy and simple to implement.
- Mandating these types of initiatives rarely works, it's important to have buy-in from the teachers.
- Has there been any mention of what could have been done differently at Ardrossan Elementary?
 - Putting tiles—similar to the movement stickers from Ever Active Schools—on the floor to promote physical literacy.

d) Social Media Smarts – presented by JP Grebenc, COSC member from Ardrossan

- Grebenc extended an invitation to EIPS families to attend an upcoming parent information session entitled, “Social Media Smarts: Learn how to help kids grow up in the Digital Age.”
- The presentation takes place at Ardrossan Elementary at 6:30 p.m. on Jan. 29, 2019.

Meeting adjourned at 9:01 p.m.

The next COSC meeting:

Date: Wednesday, Feb. 6, 2019

Time: 7 p.m. to 9 p.m.

Location: EIPS Central Services, boardroom, Sherwood Park