



Meeting Agenda

Videoconference:

<https://us02web.zoom.us/j/85716366168?pwd=OGVhVEpNdHM3N0hGUkd0OFlibU5vQT09>

Wednesday, May 6, 2020

7 p.m.

Time	Agenda	Presented by
7 p.m.	Opening remarks and welcome	Jacque Surgenor, COSC Chair
7:02 p.m.	Additions to the Agenda and Agenda Approval	Jacque Surgenor, COSC Chair
7:03 p.m.	Approval of minutes from April 8, 2020	Jacque Surgenor, COSC Chair
7:05 p.m.	Board Report	Trina Boymook, EIPS Board Chair
7:15 p.m.	ATA Report	Deneen Zielke, President, ATA Local No. 28
7:25 p.m. 7:30 p.m. 7:35 p.m.	For Information: a. ASCA Service Update b. ASCA AGM c. Alternative Learning Toolkit	Jacque Surgenor, COSC Chair Jacque Surgenor, COSC Chair Sandra Stoddard, Associate Superintendent, EIPS
7:40 p.m. 8:10 p.m. 8:25 p.m.	New Business a. Budget Presentation b. Assessment during COVID-19 c. Four-Year Education Plan a. Parent Engagement	Mark Liguori, Superintendent, EIPS Sandra Stoddard, Associate Superintendent, EIPS Trina Boymook, Board Chair EIPS Mark Liguori, Superintendent, EIPS
8:45 p.m.	COSC Sharing a. How school councils are connecting	Jacque Surgenor, COSC chair

Handouts:

COSC Minutes (April 6, 2020)
 Board Highlights (April 23, 2020)
 Budget Presentation (2020-21)
 Four-Year Education Plan
 Parent Engagement

Next Meeting:

Wednesday, Oct. 7, 2020

All COSC information is also available at www.eips.ca/parents/committee-of-school-councils-cosc.



Committee of School Councils

Unratified

Meeting Minutes

Central Office Boardroom, Sherwood Park

April 8, 2020

7 p.m.

In Attendance:

Chair: Jacquie Surgenor, Salisbury Composite High, Sherwood Heights Junior High & Westboro Elementary
Vice-Chair: Krista Scott, Fultonvale Elementary Junior High & SCA Secondary
Secretary: Lesley Bowman, Pine Street Elementary

Melissa Pressé, Davidson Creek Elementary
Jessica Winship, Glen Allan Elementary

School Council Members

Ken Allen, A.L. Horton Elementary
Jackie Anderson, Ardrossan Elementary & Ardrossan Junior Senior High
Aaron Box, SCA Secondary
April Childs, Lakeland Ridge
Curtis Christopher, École Campbelltown
Ginger Hassett-Koza, Fultonvale Elementary Junior High
Cara Kern, Pine Street Elementary
Devon Marshall, SCA Elementary
Robyn Michaelchuk, Fort Saskatchewan Elementary

Board and EIPS

Chair: Trina Boymook
Trustee: Annette Hubick
Trustee: Collen Holowaychuck
Trustee: Don Irwin
Trustee: Jim Seutter
Trustee: Harvey Stadnick

Superintendent: Mark Liguori
Associate Superintendent: Sandra Stoddard
ATA President: Deneen Zielke
Principal: Jon Elizga, SCA Secondary
Consultant: Jon Thomas
Communications: Corrie Fletcher

Welcome

Jacquie Surgenor, the COSC Chair, called the meeting to order at 7:02 p.m.

Additions to the Agenda

Jacquie Surgenor asked if there were any additions to the April 8, 2020 agenda.

- No amendments were made to the agenda.

Motion: To accept the April 8, 2020 agenda as circulated.
Moved: Jackie Anderson
Seconded: Ginger Hassett-Koza
Motion Carried

Approval of the March 4, 2020 Minutes

Jacquie Surgenor asked if there were any changes to the minutes from the March 4, 2020 meeting.

- No changes were made.

Motion: To accept March 4, 2020 minutes as is.
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:

- Currently, the Board is working on the 2020-21 budget. It's particularly challenging given the new funding framework and the freeze on education funding. Both the Board and Superintendent are exploring ways to stabilize learning in the classroom over the next three years.
- On April 16, the agenda for the caucus meeting includes several budget-related reports.
- At the April 23 Board meeting, trustees will review the administration fees and transportation fees for the 2020-21 school year, key budget assumptions, and allocations for schools and departments.
- The Board has held several caucus meetings to deal with the recent decision to reduce education funding while in-school classes are cancelled. The basic education allocation dropped by \$2.3 million. For student transportation, it dropped by \$1.5 million.
- With many upcoming conferences cancelled, including the annual Alberta School Councils' Association Conference, the Board is redirecting funds from its governance budget to help with the decrease in funding, announced on March 28.
- The Board is also exploring ways to deal with school fees and student transportation fees for the 2019-20 school year.
- The Board is reviewing its Four-Year Education Plan and refining the goals within the priorities.
- At the March 26 Board meeting, trustees approved the Three-Year Capital Plan. There are two No. 1 priorities: a replacement school, grades 7-12, for Fort Saskatchewan High and Rudolph Hennig Junior High, and a Sherwood Park placeholder based on results from a future Value Scoping Session. The session will focus on Sherwood Heights Junior High and explore EIPS facilities in the core section of Sherwood Park. The session is tentatively set for September and will include school council representatives from Pine Street Elementary, École Campbelltown, Sherwood Heights Junior High, Clover Bar Junior High, and Salisbury Composite High.
- While social gatherings restrictions are in place, EIPS Board meetings are taking place using Zoom. Work is underway to live stream the meetings. EIPS will share the details before the Board meeting on April 23.
- April is the month, EIPS recognizes its many volunteers. On behalf of the Board of Trustees, Chair Boymook extended thanks to all COSC members for the time they give to their school and the Division, which is vital to its success.

Comments and Questions:

Question: How does the COVID response impact the new funding structure?

Answer: If the question refers to the money moved to the COVID response, it has not affected the funding structure for 2020-21. But the \$200 million pulled from base instructional funding is impacting all school divisions. As a result, there will be temporary layoffs between now and the end of the school year.

Q: I understand the redirection of ASCA funds. Thank you for ensuring they will appear again next year.

A: You're welcome.

Q: There has been a rollback of funding or wage rollback for EAs, is there any indication there will be a wage cut for teachers who are going from 40 hours per week to 10?

A: People's wages will not be impacted in terms of hourly pay. The funding cuts may impact people through temporary layoffs.

Q: How will parents be consulted before the May presentation? Will there be any vehicle for parent input on changing the goals under the Division's priorities?

A: The Board will bring a draft of the Four-Year Education Plan for COSC members to review at the meeting in May.

ATA Report — presented by Deneen Zielke, President, Alberta Teachers' Association Local No. 28

Deneen Zielke presented the ATA Report. Highlights include:

- On March 6-7, the Local executive and Aaron Box, a COSC member, attended a political engagement seminar, which included sessions on how to lobby members of the legislative assembly of Alberta.
- It was good to see the head of the Alberta School Councils' Association (ASCA) at the political engagement seminar.
- On March 13, the Local hosted a Beers and Budget event, which was attended by Sarah Hoffman, the NDP Critic for Education, and COSC members Aaron Box and Lesley Bowman.

For Information

a) ASCA Update — presented by Jacquie Surgenor, COSC Chair

- The 2020 ASCA Conference is cancelled.
- ASCA will still host a modified annual general meeting—a virtual AGM with the bare minimum. There are no resolutions. ASCA is hoping to have a fall AGM, if it's reasonable.
- ASCA isn't sure about proxies. It previously secured ElectionBuddy to do online voting. It's possible, but there is likely not the means to do this for the resolutions.
- The AGM will include voting for the President, one nomination, Vice-President, one nomination, and five Board positions, five nominations, including Jacquie Surgenor and Krista Scott.
- ASCA felt, either way, online voting or not voting, contravene the bylaws. So, it's adjusting.
- Alberta Education is holding a task force on transportation budgeting. Surgenor was nominated for the task force, set for the summer, and she's excited to be a part of it with some help and information from Mark Liguori, Superintendent, and Sandra Stoddard, Associate Superintendent.

b) Communication During COVID – presented by Krista Scott, COSC Vice Chair

- It's a tough time for everyone, and it is a good opportunity for parents to connect and stay connected throughout this situation.
- Fultonvale Elementary Junior High is using its school Facebook page to facilitate some of these conversations.

NEW BUSINESS

a) COSC Operating Procedure – presented by Jacquie Surgenor, COSC Chair

Surgenor asked if there were any questions, comments or changes to the new Operating Procedures.

- No changes were made.

Motion: To accept new Operating Procedures as is.

Moved: Ginger Hassett-Koza

Seconded: Aaron Box

Motion Carried

b) Google Classroom – presented by Jon Thomas, Consultant, Supports for Students, EIPS

- EIPS chose Google Classroom because it's the most common platform used throughout the Division.
- When a student logs on, they can see the classes they are taking.
- Only people with EIPS email addresses are allowed into the classroom—this is for the safety of students.
- For the COSC presentation, EIPS asked three teachers to allow access to their classrooms—teachers who've used the platform for years and are familiar with the system.
- When you go into Google Classroom, there are tabs—this is where the student gets information. Once used to it, it is straight forward to use. Be patient and take your time.
- Students can see complete assignments, see class materials, take quizzes.
- After a few weeks, it becomes easier, and students will gain confidence with the learning that happens through the platform.

Questions and Comments:

Question: My child has a document that has to be graded weekly. Does she have to open a new document each time, or can the teacher see the ongoing document?

Answer: The document can continue to go back and forth. If the teacher wants each answer or response in a new document, the teacher will request this. They can create a new document each time.

Q: What does the “student view” look like?

A: The student view looks similar to the teacher view. For younger students, who are not used to this format, there will likely be more detail. Also, there's no “grading” tab at the top or editing functions.

Q: I have an elementary, junior high and high school student. I am challenged by the lack of communication with the parents. I understand the safety piece of the EIPS emails, for instance, accessing the classrooms. But, I have set it up on my device, and I have to push to my device. Otherwise, I am relying on my child to know what their teachers are sending to them. If I hadn't done that, my children would have to collect and relay email information to me.

A: It's a new system for all of us, and we are all on a steep learning curve. There is an option for a teacher to turn on “guardian summaries.” The parents will receive the updates through email. It gives a good summary of what is going on. Communicate to the teachers to turn on “guardian summaries,” so the parents are getting all the information. There is a concern when you have more parents or people in the classroom it leads to comments and issues in the classroom. The guardian summaries is the optimal way to include families.

Q: Has the expectation that the summaries go to parents been pushed out to school-based leadership?

A: Thank you for asking the question. It's important, and the summaries are critical. EIPS will have a conversation with elementary and secondary administrators to include the summaries in their classrooms. The Division is doing its best, and everyone is on a learning curve as well.

Comment: The summaries always seem to come at the end of the week, like: “this is what we did this week.” It's helpful for high school or more independent students, but it would be more helpful for the younger students throughout the week or perhaps daily so we can continue the information.

C: Students can print off the “To Do” list from teachers and have that on the fridge or something.

C: For elementary students, the daily or weekly summaries are maybe not good enough. The students in elementary receiving information from Gmail is not good enough. They aren't equipped to manage email and move information to parents.

A: Elementary is the toughest. Those students don't really use Google or online platforms. We first focused on diploma examinations as those are critical situations. We're now working on elementary. There is more information on the EIPS website about literacy; numeracy; First Nations, Métis and Inuit; and physical education. It will never compare to face-to-face, but we are doing our best. Email the Division with feedback, as everyone is learning on the fly and trying to do their best. Feedback from parents is valuable.

Q: Do you have a way to update the FAQ on the EIPS website?

A: We can have a conversation about how we can focus on the alternative learning website. We can keep all the resources in one place. There are links on the EIPS website about expectations, resources, consultant and counsellor information. EIPS is contacting at-risk students and vulnerable students and checking in on them. There must be contact and ongoing dialogue as well.

Q: Does the elementary classroom look similar?

A: Yes, the same format.

Q: What are the expectations for curriculum for the rest of the year? What do we feel is successful?

A: The Division started with elementary grades, looking at the curriculum, essential outcomes and what teachers have covered. In the lower grades the focus is on literacy and numeracy. For grades 4-6 it's on literacy, numeracy, social studies and science. For junior high, we're reviewing the essential learning outcomes. We're also focused on high school, those who are working with diploma examinations. And, we're working hard at assessments to understand how assessment in the classroom looks different than online assessments.

Q: Google Meet, when it's updated it doesn't get pushed to the students. Why?

A: Notifications come based on user settings, which parents can help their students figure out.

C: The standardized time for, say, all grade 9 math is helpful, thanks.

C: Thank you so much, Jon, for spending your time with us to help with Google Classroom.

c) COVID-19 Parents as Partners – presented by Sandra Stoddard, Associate Superintendent, EIPS

- EIPS is intentional about parents as partners. The Alternative Learning website is aimed to help families.
- We understand this is a stressful time and understand that we are all in this together. We are here to help, and we are looking for your feedback and ideas.
- EIPS is providing snippets that members can put on their Facebook pages. There are also resources for students who finish their work early who want to do extra work. We need that back-and-forth commentary. The initial plan was to go through the Principal, who can then talk to consultants.

Questions and Comments:

C: There's a need for a variety of resources. At my home, we are both working remotely. There are a lot of resources. But, it isn't working into our workflow at home. That's tough to manage and work into our lives. Maybe some parents have more capacity to work on this with their kids. The more resources, the merrier.

C: We need an approach for different learning styles. My kids each learn differently. I have the benefit of an education background. It's important for parents to know learning looks differently to each child. The Superintendents' messages have been supported and it would be great to hear that from school leadership. The communication has been great. But we need to be mindful about the counter information we hear in the news and from our other information sources.

A: We understand how much positive messaging is needed and will work on schools doing that too.

C: Some of us come from education backgrounds. For those who don't have that same background, it can be intimidating. We need to say to parents it will be OK, teachers are here for you now and know you're doing your best. And, despite all the other struggles we are facing, we need to let parents know EIPS will be there to hold students' hands in September.

COSC Sharing

a) School Councils: Staying active in a time of uncertainty – presented by Jacquie Surgenor, COSC Chair

- In terms of governance—bylaws and operating procedures—look at what your obligations are between now and the end of the year.
- School councils should stay connected and reach out to trustees about the Board Highlights and the Board packages. We're a big part of the school. In the fall, we will have to be actively involved and we need to continue that structure to ensure that continues in the fall.
- What can we do, and how can we do it?
- Ask the Division: Can you help us configure a method for a virtual meeting as a school community?
- Is there a way to facilitate that?
- There are a lot of changes in education and there are a lot of opportunities for trustees to talk about how the Division is working to support our students. Parents are huge supports to their kiddos and that is more important now than ever.
- Just because we are not in school, does not mean we do not need school councils. Schools need to talk to parents. The new budgets will impact school education plans and administrators will need to move that information out to families.
- We have transitioned into the Google Classroom. Can we go ahead in Google Classroom or another platform? Should school council sharing go on during the day or in the evening? The routine shouldn't change because of our situational changes.
- The face-to-face meeting being cancelled might turn out to create more engagement. Parents may come when there is a giant problem, they are invested in. That is the kind of situation we find ourselves in. Perhaps they will continue to join us beyond because they see the kind of work that we do.
- We have to be innovative in the ways we reach out.
- We can provide a forum to meet as a group and none of us have ever been through this either, we are here to support each other.
- We miss having face-to-face meetings. At this COSC meeting, we have six trustees, several system leaders and staff, 14 parents, a principal and Jon. So, virtual meetings hold great opportunities for us.
- We will try again in May and hope that we have a rosier outlook.
- Thank you for coming, and thank you for your participation.

Meeting adjourned at 9:23 p.m.

The next COSC meeting:

Date: Wednesday, May 6, 2020

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

Location: Virtual meeting through the Zoom platform



BOARD HIGHLIGHTS

APRIL 23, 2020

Chair's Report

RECENT EVENTS

Board Chair Trina Boymook highlighted recent events:

- On April 9, Chair Boymook met virtually with the Mayor of Strathcona County to discuss how EIPS is handling the global COVID-19 pandemic. She also discussed the challenges the Board expects to encounter once in-school classes resume, the Three-Year Capital Plan and the work trustees are doing around Sherwood Heights Junior High.
- April 21, Chair Boymook attended a virtual meeting hosted by the Alberta School Boards Association with the Teachers' Employer Bargaining Association. The focus: recent amendments made to the *Public Education Collective Bargaining Act* since the introduction of the *Fiscal Measures and Taxation Act* and the supporting regulation.

Association/Local Reports

ATA LOCAL REPORT

The Board received for information the Alberta Teachers' Association (ATA) Local No. 28 report from president Deneen Zielke:

- With the restrictions placed on public gatherings by Alberta's Chief Medical Officer, the Local is suspending its council meetings and annual general meeting, which include local elections. Once the restrictions are lifted, the Local will reschedule these meetings in preparation for the next school year.
- The ATA has postponed its Annual Representative's Assembly—scheduled for the long weekend in May. The ATA plans to reschedule the assembly in August.
- EIPS employees are anxiously waiting to hear how the provincial government cuts to education funding will affect the budget for the 2020-21 school year.
- Zielke thanked the Board for live streaming the Board meeting on April 23. Many EIPS employees and family members are interested in the meeting and want to watch. The hope: To inspire people to advocate for adequate and sustainable education funding.

New Business

ADVANCED PLACEMENT PROGRAM

The Board approved the recommendation to make the Advanced Placement program at Bev Facey Community High an official EIPS alternative program. Advanced Placement is an internationally recognized and academically rigorous program that allows students to complete first-year equivalent university courses while enrolled in senior high. Salisbury Composite High offers a comparable program, the International Baccalaureate Programme, which is already an EIPS alternative program. Now an official alternative program, Bev Facey will receive an annual allocation (\$30,725) to cover the costs associated with operating Advanced Placement courses.

KEY BUDGET ASSUMPTIONS: 2020-21

The Board approved the key budget assumptions for the 2020-21 school year (see page 13 "2020-21 [Key Budget Assumptions](#)"). The assumptions are based on the 2020 provincial budget announced on Feb. 27, 2020. However, because of the recent in-school class cancellations; related funding cuts for the 2019-20



BOARD HIGHLIGHTS

school year; Bill 5, which places new restrictions on how school divisions use operating reserves; and anticipated impacts from COVID-19, there are still a lot of unknowns related to the 2020-21 budget. As such, EIPS will use the approved assumptions to develop a conservative budget to allow schools and departments to begin planning for the 2020-21 school year. As with all assumptions, any changes such as funding changes, reserve usage, enrolment numbers and standard costs can affect the initial budget.

ASSUMPTION HIGHLIGHTS

In terms of funding, EIPS anticipates it will receive the funding amount outlined in Alberta Education's *Interim Funding Manual*. The manual details several grant changes—including several new grants and the elimination of others—and the new Weighted Moving Average formula for funding enrolment.

Other assumptions for the 2020-21 school year are as follows:

- the full funding amount is received as indicated in the Weighted Moving Average formula for funding—not a reduced amount as a result of COVID-19;
- a 40 per cent increase to insurance premiums;
- provincial funding to cover EIPS lease agreements;
- the Alberta Health Services grants remain in place;
- discontinuing Continuing Education's non-credit and Home Education programs;
- higher costs related to the Federal Carbon Tax;
- a similar school fee collection rate as in 2019-20; and
- The Program Unit Funding assessments are completed by the deadlines imposed by Alberta Education.

In terms of enrolment, the Division expects slightly higher student registration numbers. It also anticipates employee compensation to stay the same—zero per cent increase to staff salaries. The school certificated standard costs are expected to increase by four per cent—mostly because of grid movement and benefit increases. Similarly, classified standard cost changes will range between an increase of 4.2 per cent and a decrease of 1.8 per cent—again based on grid movement and benefits. Lastly, all Board system and administration expenses will stay within the targeted grant amount provided by Alberta Education.

RESERVE USE

The 2020-21 budget will include an estimated one per cent reserve spending by schools and up to one per cent for departments, the use of the Allocated Division Operating Reserve, an increase to the Unallocated Division Operating Reserve and the use of capital reserves.

RESERVE FUND REQUESTS

The Board approved the request to use \$654,499 from the Division's Capital Reserve to purchase vehicles for Facility Services and complete needed wireless improvements. The Board also approved using \$104,000 from the unspent deferred capital contributions to cover the remaining costs for the wireless improvements.

BUDGET ALLOCATIONS: 2020-21

The Board approved the budget allocations for the 2020-21 school year (see page 27 "[2020-21 Budget Allocations](#)"). Originally, based on the province's Budget 2020, the Division projected a \$7.52 million funding shortfall for the 2020-21 school year. However, on April 20, EIPS received updated funding



BOARD HIGHLIGHTS

information, resulting in a funding increase of \$1.2 million. The projected shortfall is now \$6.32 million. Additionally, the accumulated surplus is expected to decrease to \$10.49 million as of Aug. 31, 2021—which includes investment in tangible capital assets (\$6.06 million), operating reserves (\$4.33 million) and capital reserves (\$100,000). Like the 2019-20 school year, the Division Unallocated Reserve is below two per cent of the budget, meaning EIPS can't access its reserves to fund any revenue shortfalls in the 2020-21 school year. Without the ability to draw on operating reserves, EIPS must adjust the programs and services it offers to students to ensure a balanced 2020-21 budget. Strategies the Division will use to deal with the shortfall, include reducing allocation amounts for schools and Central Services departments, restructuring the Supports for Students department, eliminating Continuing Education's non-credit and Home Education programs, and lowering carryforward amounts for schools and departments to one per cent.

2020-21 ADMINISTRATIVE FEES

STUDENT TRANSPORTATION FEES

The Board approved the Student Transportation fees for the 2020-21 school year. New in 2020-21, the Division is introducing a two-tiered, cost-recovery fee structure. As such, all riders—[eligible and ineligible](#)—will pay a fee for student transportation services. For some riders, fees will increase, and for others, fees will decrease (see, [Student Transportation: Transportation Fees](#)). Overall, the approved fees are more equitable for riders and allow EIPS to continue to deliver its current level of service. In addition, Student Transportation will continue to offer a payment-plan option—available to all families with fees of \$300 and more.

SPECIALIZED SUPPORTS FEES

The Board approved the Specialized Supports Fees for the 2020-21 school year. Fees will stay the same as the 2019-20 rates. The fees cover the costs associated with providing specialized supports and services in both inclusive settings and system programs for non-resident students (see pg. 57, [“2020-21 Administrative Fees – Specialized Supports Fees”](#)).

FACILITY RENTAL FEES

The Board approved the school rental and surplus classroom space fee for the 2020-21 school year. Fees are reviewed annually and determined by current market rates and operational cost-recovery analysis. Based on higher expected operational costs and higher insurance rates, fees will increase in September 2020. The new Not-for-Profit Registered Societies Surplus Classroom Space Fee is \$5.16 per square metre, the new For Profit Organization Fee is \$16.50 per square metre, the new after-hours gymnasium rentals is increasing by 10 per cent and the new volleyball equipment rentals rate is \$3.50. The complete list of after-hour rental fees is available at eips.ca/about-us/after-hours-rentals/rental-rates.

PARTNERS FOR SCIENCE

The Board approved the Partners for Science (P4S) fees for the 2020-21 school year. Annually, EIPS supplies its schools and other regional school jurisdictions with P4S kits. Fees aren't charged to EIPS schools but are charged to other school jurisdictions. For the upcoming school year, these fees will remain the same as the 2019-20 rates. The Division will also continue to charge a \$25 restocking fee for any P4S kits returned late. Overall, the fees help offset the costs associated with the P4S program (see page 64, [“2020-21 Partners for Science Fees”](#)).



BOARD HIGHLIGHTS

ALBERTA NON-RESIDENT AND INTERNATIONAL

The Board of Trustees approved the Alberta non-resident and international fees for the 2020-21 school year. Rates for non-Alberta residents and international students will remain unchanged for the 2019-20 school year and are comparable to other Alberta-based school division rates. Currently, there are three international students enrolled in EIPS schools and zero non-Albertan resident students enrolled. The complete list of Alberta non-resident and international fees is available at eips.ca/schools/fees/non-resident-student-fees.

PROPOSED SCHOOL FEES: 2020-21

The Board of Trustees approved the proposed School Fees for 2020-21, which outlines how fees are charged for optional courses, noon supervision, and extracurricular and activity expenses. Now approved, each school will post fees on their individual websites for the 2020-21 school year.

POLICY COMMITTEE

The Board approved amendments to the following policies:

- [Policy 5: Role of the Board Chair](#) – The changes include clarifications about how motions and proposals are submitted to the Board and removing the Teacher Collective Agreement Negotiating Committee from the list of committees of which the Chair is an ex-officio member.
- [Policy 8: Board Committees](#) – The changes include various naming conventions, the addition of the Teacher Collective Agreement Negotiating Committee, edits to the Board Caucus and Policy Committee and the removal of the Transportation Committee.
- [Policy 10: Policy Making](#) – The changes strengthen and clarify the language within the policies.
- [Policy 25: Petitions and Public Notices](#) – Trustees approved the new policy.

ANDREW JUNIOR HIGH PROGRAM

The Board approved the motion: “that administration prepare an information report regarding the possible closure of the junior high program at Andrew School.” The report is due for review before the next Board meeting in May.

ANDREW ALTERNATIVE CALENDAR

The Board approved the motion: “that the Board of Trustees direct the Superintendent to explore an alternative four-day calendar with the stakeholders of Andrew School and provide a report to the Board at the next Board meeting in May.”

Committee Reports

POLICY COMMITTEE

The Board received for information the report from the Policy Committee meeting on April 14. The committee reviewed policies 9, 10, 16, 19 and 22. Policies 9 and 16 require no revisions; the Board approved the recommendations to Policy 10; and policies 19 and 22 require ongoing work.

Reports for Information

FOUR-YEAR EDUCATION PLAN

The Board received for information a report on the Division’s draft Four-Year Education Plan, detailing EIPS’ priorities, goals and outcomes over the next four years. The three key priorities:



BOARD HIGHLIGHTS

- Priority 1: To promote the growth and success of all students.
- Priority 2: To enhance high-quality learning and working environments.
- Priority 3: To enhance public education through engagement.

Once the Board approves the Education Plan, EIPS administration, schools and departments will develop and implement plans to further build on these priorities. Ongoing communication with the Board will also continue throughout the school year to ensure the Division's priorities and goals are met.

Trustee Reports Roundtable

Trustees shared information and highlighted recent events:

- **Vice-Chair Heather Wall** took part in a recent virtual school council meeting. Overall, families are thankful for the work teachers are doing. She thanked staff for the work they are doing to transition to alternative instruction.
- **Trustee Skip Gordon** is looking forward to attending a virtual school council meeting for Ardrossan Junior Senior High.
- **Trustee Colleen Holowaychuk** took part in the April COSC meeting, which was hosted virtually. She also took part in Lamont High's school council meeting and is looking forward to Bruderheim School's school council meeting next week. She thanked all staff for the work they are doing to shift to alternative instruction while in-school classes are cancelled.
- **Trustee Annette Hubick** attended the April COSC meeting, which was hosted virtually. She's also looking forward to taking part in two virtual school council meetings in May.
- **Trustee Don Irwin** attended the April COSC meeting and appreciated the presentation on Goggle Classroom. He also plans to take part in virtual school council meetings for F.R. Haythorne Junior High and Glen Allen Elementary.
- **Trustee Jim Seutter** took part in Fultonvale Elementary Junior High's virtual school council meeting. The meeting was well attended, and parents seemed to like the time of day it was held.
- **Trustee Harvey Stadnick** took part in several school council meetings. Families are all complimentary of the work teachers are doing to educate and communicate with students.

Board Members

Trina Boymook, **Chair** | Heather Wall, **Vice-Chair** | Randy Footz | William (Skip) Gordon
Colleen Holowaychuk | Annette Hubick | Don Irwin | Jim Seutter | Harvey Stadnick

For more information contact:

Trina Boymook | Board Chair | P 780 417 8101

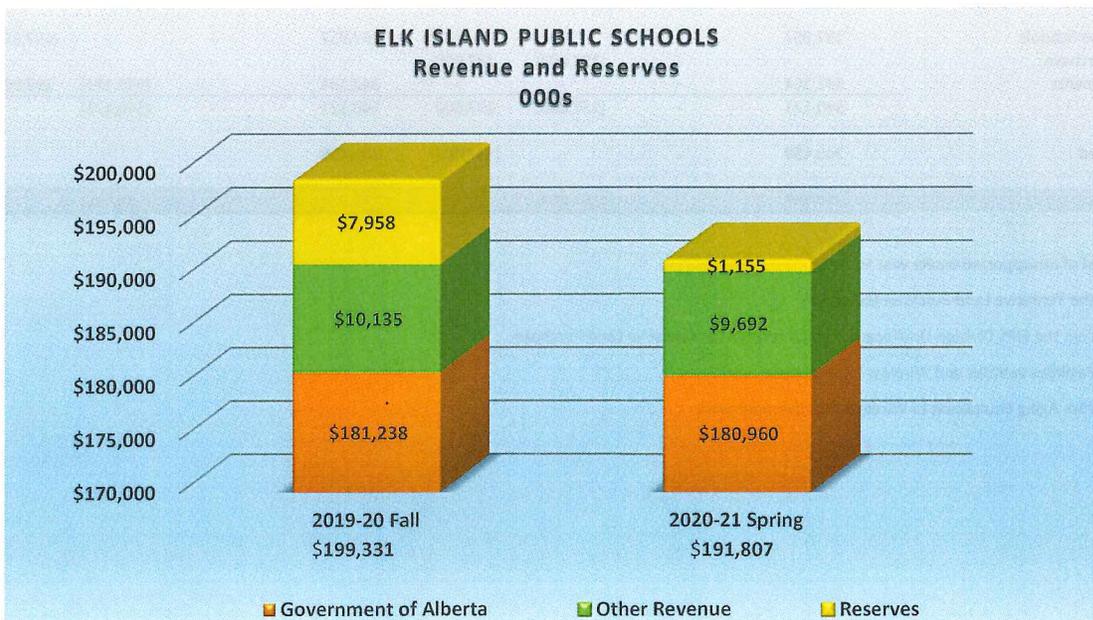
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**ELK ISLAND PUBLIC SCHOOLS
2020-21 Budget Allocations**

REVENUE AND RESERVE SUMMARY				
	2019-20	2020-21	\$	%
	Fall	Spring	Change	Change
Revenue				
Government of Alberta				
Alberta Education (Page 4)	\$ 175,456,242	\$ 175,638,544	\$ 182,302	0.1%
Other Government of Alberta	5,781,726	5,321,480	(460,246)	(8.0%) A*
	<u>181,237,968</u>	<u>180,960,024</u>	<u>(277,944)</u>	<u>(0.2%)</u>
Other Alberta School Authorities	155,684	155,684	-	0.0%
Fees	4,834,636	4,834,636	-	0.0% B
Other Sales and Services	2,995,861	2,709,393	(286,468)	(9.6%) C
Investment Income	359,148	220,148	(139,000)	(38.7%) D
Gifts and Donations	1,167,977	1,150,781	(17,196)	(1.5%)
Rental of Facilities	237,458	237,458	-	0.0%
Fundraising	384,183	384,183	-	0.0%
	<u>191,372,915</u>	<u>190,652,307</u>	<u>(720,608)</u>	<u>(0.4%)</u>
Reserves				
Central Services	710,372	-	(710,372)	(100.0%)
Schools - Operations	1,072,149	-	(1,072,149)	(100.0%)
Schools Generated Funds	-	819,695	819,695	-
	<u>1,782,521</u>	<u>819,695</u>	<u>(962,826)</u>	<u>(54.0%)</u>
EIPS Division Allocated	717,969	335,392	(382,577)	(53.3%)
EIPS Division Unallocated	5,457,094	-	(5,457,094)	(100.0%)
	<u>6,175,063</u>	<u>335,392</u>	<u>(5,839,671)</u>	<u>(94.6%)</u>
	<u>7,957,584</u>	<u>1,155,087</u>	<u>(6,802,497)</u>	<u>(85.5%)</u> E
Total to Allocate	<u><u>\$ 199,330,499</u></u>	<u><u>\$ 191,807,394</u></u>	<u><u>\$ (7,523,105)</u></u>	<u><u>(3.8%)</u></u>

* See Page 5



REVISED FOUR-YEAR EDUCATION PLAN: PRIORITIES, GOALS AND OUTCOMES

PRIORITY 1: PROMOTE GROWTH AND SUCCESS FOR ALL STUDENTS

Goal1: Excellent Start to Learning

- Outcome: More children reach developmental milestones by Grade 1.

Goal2: Success for Every Student

- Outcome: More students are engaged in school and achieve student learning outcomes.
- Outcome: More students achieve a minimum of one year's growth in literacy and numeracy.
- Outcome: Self-identified First Nations, Métis and Inuit students and English Second Language students are demonstrating growth in achievement.
- Outcome: More students are supported and prepared for life beyond high school.

PRIORITY 2: ENHANCE HIGH-QUALITY LEARNING AND WORKING ENVIRONMENTS

Goal1: Positive Learning and Working Environments

- Outcome: The Division's learning and working environments are welcoming, inclusive, respectful and safe.

Goal2: Quality Infrastructure for All

- Outcome: Student learning is supported through the use of effective planning, management and investment in Division infrastructure.

Goal3: A Culture of Excellence and Accountability

- Outcome: The Division uses evidence-based practices to support and enhance the quality of teaching, learning and leading.

PRIORITY 3: ENHANCE PUBLIC EDUCATION THROUGH EFFECTIVE ENGAGEMENT

Goal1: Parent Engagement

- Outcome: Student learning is supported and enhanced by providing meaningful opportunities for parents to be involved in their child's education.

Goal 2: Engaged and Effective Governance

- Outcome: The Division is committed to engagement and advocacy to enhance public education.



Parent Engagement

Effective relationships are built upon
respect, trust and collaboration



Elk Island Public Schools (EIPS) believes parent engagement enhances achievement and success for students, schools and the Division overall. By being involved in their child's education, parents can provide an important perspective; give feedback that helps inform key decisions made by teachers, schools and Division administration; and nurture a positive learning environment, both at home and at school.

There are many ways parents and schools can engage to ensure every child learns and grows:



Take an active role in your child's education.

- ensure homework's complete
- sign agendas
- go through tests and assignments with your child
- read together
- seek out tutoring if needed



Become actively involved with the school.

- school council
- fundraiser society
- volunteer for field trips
- hot lunches and snack days
- help organize, set-up and takedown school events



Provide feedback through surveys.

- Accountability Pillar Survey for grades 4, 7 and 10
- EIPS Parent Survey
- school-generated surveys



Monitor school correspondence.

- newsletters
- websites
- social media
- note important dates on agendas and calendars
- monitor email



Connect with school staff.

- attend parent-teacher-student conferences
- meet the teachers and principal
- ask questions about programming and support
- respectfully address concerns



Prepare your child for success.

- ready to participate
- attends school regularly
- has a nutritious breakfast and lunch
- is physically and emotionally healthy
- contributes to a positive school culture

Ask questions such as:

- How can I support my child or enrich their educational experience?
- How can we work together?
- What's the best approach to assisting with my child's education?

To help facilitate parent engagement schools will:

- Keep parents well informed about student achievement, school activities and enhanced educational opportunities.
- Seek out parent feedback about changes to budgets, school plans, fees, programming and other initiatives by way of meetings and online surveys.
- Collaborate with parents about possible ways to enhance and improve their child's classroom experience.
- Ensure a welcoming, safe, caring and respectful environment in which to address concerns.

Through strong, co-operative relationships with parents, EIPS leaders are better positioned to make well-informed choices that are in the best interests of all students.