

Meeting Agenda

[Virtual Meeting: Zoom](#)

Wednesday, Oct. 6, 2021

6:30 p.m.

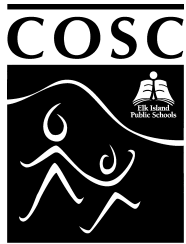
Time	Agenda	Presented by
6:30 p.m.	Opening remarks and welcome	Lesley Bowman, past COSC Chair
6:32 p.m.	Introductions	All
6:33 p.m.	COSC Organizational Meeting <ul style="list-style-type: none"> a. Election of Chair b. Election of Vice-Chair c. Election of Secretary d. Approval of 2021-22 COSC Executive e. COSC Planning 2021-22 	Lesley Bowman, past COSC Chair COSC Chair Elect COSC Chair Elect COSC Chair Elect Leslie Bowman, past COSC Chair
6:45 p.m.	Additions to the Agenda and Agenda Approval	COSC Chair Elect
6:47 p.m.	Approval of Minutes: May 5, 2021	COSC Chair Elect
6:50 p.m.	Board Report	Trina Boymook, Board Chair, EIPS
7 p.m.	ATA Report	Deneen Zielke, President, ATA Local No. 28
7:05 p.m. 7:15 p.m. 7:20 p.m. 7:25 p.m. 7:27 p.m.	For Information <ul style="list-style-type: none"> a. ASCA update b. Upcoming municipal election c. COSC Operational procedures d. Caregiver Series update e. <i>Saffron Cyber Second</i> 	Jacque Surgenor & Krista Scott, ASCA Directors Lesley Bowman, past COSC Chair Lesley Bowman, past COSC Chair Lesley Bowman, past COSC Chair Lesley Bowman, past COSC Chair
7:30 p.m. 7:40 p.m.	New Business <ul style="list-style-type: none"> a. COVID-19 update b. EIPS Operations Guidelines 	Mark Liguori, Superintendent Mark Liguori, Superintendent
8 p.m.	COSC Engagement <ul style="list-style-type: none"> a. Engage with the EIPS Board on the new draft K-6 curriculum 	Trina Boymook, Board Chair, and Mark Liguori, Superintendent

Electronic Handouts

COSC Minutes
Board Highlights
Operational procedures
Caregiver Series
Saffron Cyber Second
EIPS Operations Guidelines

Next Meeting:

Wednesday, Nov. 3, 2021
Virtual Meeting: Zoom



UNRATIFIED

MEETING MINUTES

Elk Island Public Schools, virtual meeting

May 5, 2021 | 6:30 p.m.

Committee of School Councils

In Attendance

SCHOOL COUNCIL EXECUTIVE

Chair: Lesley Bowman, Pine Street Elementary

Vice-Chair: Devon Marshall, SCA Elementary

Secretary: Brian Vick, Brentwood Elementary

Michelle Uytterhagen, Fultonvale Elementary
Junior High

Sara Witholt, Heritage Hills Elementary &
Woodbridge Farms Elementary

SCHOOL COUNCIL MEMBERS

Ken Allan, A.L. Horton Elementary

Jackie Anderson, Ardrossan Elementary & Ardrossan
Junior Senior High

April Childs, Lakeland Ridge

Jen Fraser, Salisbury Composite High

JP Grebenc, Ardrossan Elementary & Ardrossan Junior
Senior High

Cara Kern, Pine Street Elementary

Cassandra Levitt, Fort Saskatchewan Christian

Theresa MacKenzie, Westboro Elementary

Rammi Pandher, Sherwood Heights Junior High

Melissa Pressé, Davidson Creek Elementary

Krista Scott, Bev Facey Community High, Fultonvale
Elementary Junior High & SCA Secondary

Jacque Surgenor, Westboro Elementary &
Salisbury Composite High School

ELK ISLAND PUBLIC SCHOOLS BOARD OF TRUSTEES

Trina Boymook, Chair

Colleen Holowaychuk, Vice-Chair

Randy Footz, Trustee

Skip Gordon, Trustee

Annette Hubick, Trustee

Don Irwin, Trustee

Jim Seutter, Trustee

Harvey Stadnick, Trustee

ELK ISLAND PUBLIC SCHOOLS

Mark Liguori, Superintendent

Sandra Stoddard, Associate Superintendent

Deneen Zielke, ATA Local No. 28 President

Corrie Fletcher, Communication Services

CALL TO ORDER

The meeting was called to order at 6:30 p.m.

APPROVAL OF AGENDA

COSC Chair Bowman called for additions or deletions to the agenda for May 5, 2021.

MOTION | The agenda be adopted, as circulated.

MOTION CARRIED

APPROVAL OF MINUTES

Bowman called for confirmation of the meeting minutes for April 7, 2021.

MOTION | The minutes be adopted, as circulated.

MOTION CARRIED

Board Report

Board Chair Trina Boymook presented the Board report.

HIGHLIGHTS

- In April, the Board approved a two-year reserve plan for the Division, which addresses the Division's COVID-19 recovery plan, and mission, values and priorities. The total reserve plan totals \$5.76 million—\$4.66 million for year one and the remaining \$1.1 million for year two. Highlights include:
 - \$2.1 million for COVID-19 response costs—personal protective equipment and sanitization;
 - \$500,000 for the Focus on Learning Loss initiative;
 - \$500,000 to develop social and emotional support plans for students;
 - \$130,000 to hire a Career Pathways Consultant;
 - \$393,000 to hire consultants in the areas of numeracy, early learning and assessment;
 - \$175,000 to implement Alberta Education's new curriculum;
 - \$20,000 for the Junior High Honours program;
 - \$116,000 to offer the Home Education program; and
 - \$250,000 for year three of the modular mechanical cooling program.
- At the April 22 public Board meeting, trustees:
 - approved the key budget assumptions for the 2021-22 school year;
 - approved the key budget allocations and reserve use for the 2021-22 school year;
 - approved the administrative fees and school fees for the 2021-22 school year.
 - approved changes to the budget estimates for costs related to COVID-19—medical illness costs related to COVID-19 and personal protective equipment costs are lower than estimated.
 - approved an adjustment to the Division's To Be Allocated budget to cover expenses for the upcoming election, furniture and equipment of four modular unit classrooms, curriculum costs, evergreening student computers at schools with need, and emergency-notification systems; and
 - approved a change to Student Transportation eligibility for senior high students living in the Andrew School attendance boundary.
- Next year, EIPS isn't offering the out-of-school learning option. However, a Home Education option is available through Next Step—open to learners currently registered in out-of-school learning. The Home Education option requires the full-year commitment, meaning there's no option to transition back to in-school classes in the 2021-22 school year.

ATA Report

ATA Local No. 28 President Deneen Zielke presented the ATA report.

HIGHLIGHTS

- Zielke thanked COSC members for including her in the meetings this year—children benefit when stakeholders come together to discuss educational topics and shared experiences. She hopes the relationship continues next year.
- The Local's selling lawn signs to families, school council groups and community members who want to show support for public education. To order a sign, contact Kern Topma, the Local's Administrative Assistant, at 587-988-3993. Each sign is \$4.
- Alberta's municipal elections take place this October. Some trustees will seek re-election, and some will not. Trustees provide governance to the Division. As such, it's important to help support and elevate the election to ensure people vote for candidates who support their philosophies about education. The ATA and Local are working on several initiatives to engage trustee candidates and inform voters.

For Information

ASCA UPDATE – Krista Scott and Jacquie Surgenor, COSC members and ASCA Board directors

- Krista Scott and Jacquie Surgenor thanked the Board for sponsoring COSC members to attend the Alberta School Councils' Association (ASCA) Conference and Annual General Meeting (AGM).
- They also thanked the school council groups who participated in this year's conference and AGM.
- Continue to visit the ASCA website for the latest school council information and news.
- Both Scott and Surgenor look forward to meeting again in the new school year.

CAREGIVER SERIES UPDATE – Lesley Bowman, COSC Chair

- The [May Caregiver Series](#) schedule is now available.
- Offered through Alberta Health Services, the sessions are informative and valuable.
- Bowman encouraged members to review the May Caregiver Series calendar.

SAFFRON CYBER SECOND – Lesley Bowman, COSC Chair

- The May issue of the [Saffron Cyber Second](#) is now available.
- The newsletter offers tips, tools and strategies to help ensure healthy and safe online experiences.
- Consider distributing the issue in a school council newsletter, the school newsletter or on social media.

SAFFRON PRESENTATION – Lesley Bowman, COSC Chair

- Ardrossan Junior Senior High is hosting a virtual Saffron presentation entitled, "Cyber World: Keeping children safe in a virtual world."
- The session takes place on May 10 at 7:30 p.m.

SHERWOOD HEIGHTS JUNIOR HIGH – Lesley Bowman, COSC Chair, and Jacquie Surgenor, COSC member

- The province has yet to announce a replacement school for Sherwood Heights Junior High.
- School families and community members are disappointed, given the age and condition of the school.
- All stakeholders have to work with Alberta Education to help them understand the importance of a replacement for Sherwood Heights.
- Surgenor and Bowman are working with Sherwood Heights' school council to address the issue and develop a website (replacesherwoodheights.ca) highlighting important information and resources.
- The No. 1 priority on EIPS' Three-Year Capital Plan is a K-9 replacement school for Sherwood Heights Junior High and École Campbelltown, which was submitted to Alberta Education earlier this year.
- Replacesherwoodheights.ca plans to host two or three engagement sessions over the next year.
- A concerted effort from all stakeholders—emails and letters—is needed to engage local members of the legislative assembly of Alberta, the Minister of Education and the Premier.
- The current enrolment at Sherwood Heights is close to 650 students.

New Business

COVID UPDATE— Mark Liguori, Superintendent, EIPS

- The last two weeks, especially the last two days, have been busy in terms of COVID-19 cases.
- Schools do an outstanding job dealing with COVID-19.
- From an instructional point of view, in-class learning is the best way to deliver instruction.
- Interacting with other students and adults is good for a child's overall mental health and well-being.
- With the latest provincial public-health restrictions, all EIPS schools will transition to online learning—May 10-20.
- Students return to in-school learning on May 25.
- Currently, the Division has 37 active COVID-19 cases, 15 schools on alert status, and five schools on outbreak status.
- COVID-19 is taking a foothold, but the Division has a solid plan for the temporary online learning.

COMMENTS AND QUESTIONS

Question: As we're moving back to the two-semester system in the fall, have you seen any information, from the junior high perspective, that helped in your decision to move back to the two-semester system?

Answer: We're constantly reflecting. Certainly, a compact schedule helps mitigate the overall amount of exposure students may have. Right now, though, we feel the two-semester system is the right choice for students. As we head into the summer, we'll again look at the best information to move forward. If there's evidence to do something else, then, we will do that.

Q: Is there any way for parents to get their hands on information related to what courses were negatively affected by the quarter-semester system?

A: We'd need to present that information to the Board of Trustees first. There are courses at the senior high level that are historically difficult to implement regardless of when they are offered.

Q: What are the chances the temporary online learning schedule gets extended beyond May 25?

A: What I believe will happen is the province will come up with a metric, whereby if we are below the metric, we will return to in-school classes on May 25.

Q: Why is the Impact program not exempt from the temporary online learning this time?

A: Given COVID-19's status, we need to minimize the number of people in a building. If one person gets sick, then the entire program must shut down. Before a decision was made, the Division worked closely with the Specialized Supports team to determine who can and can't transition to temporary online learning.

Q: What will graduation look like? Will EIPS follow the provincial guidelines or have extra measures?

A: EIPS will follow the provincial public-health guidelines.

Comment: We are very grateful for the hard work EIPS has done in relation to dealing with COVID-19. Your handling of the situation fills us with confidence that EIPS is doing a good job.

DRAFT BUDGET HIGHLIGHTS: 2021-22 – Mark Liguori, Superintendent, EIPS

- It's budget time for EIPS.
- Superintendent Mark Liguori thanked the Board for their patience and work on the 2021-22 budget—it's an excellent budget to move forward with.
- School boards receive money from a variety of sources—the main source is the provincial government.
- The province now uses a moving three-year weighted average to determine funding, which is based on the Division's enrolment numbers over a three-year period.
- EIPS enrolment declined slightly because of COVID-19 and the province's current economic climate.
- Other revenue sources include school fees, administrative fees and after-hour rental fees.

NOTE: The rest of the presentation focused on Division's projected revenue and reserves for the 2021-22 school year, which is highlighted in the following [Revenue and Reserves Summary](#).

COMMENTS AND QUESTIONS

Question: The provincial government said earlier it was going to increase funding for special education support. Do we know how that worked out?

Answer: Funding did increase for special education—funding was taken from another area to put more money into special education. **NOTE:** A discussion followed about rough allocations for various budget lines.

Q: Is the fundraising line presented in the budget for the entire Division?

A: Yes, it is.

Q: Can you explain the difference between operating reserves and capital reserves.?

A: Operating reserves typically have no strings attached, and the Board decides how the Division spends these. Capital reserves are for the purchase of capital equipment, and only accessible by the Board.

Q: Do school divisions require permission from the Minister of Education to spend its reserves?

A: Yes. We do need approval from the Minister of Education to spend reserves.

Comment: I appreciate the time and effort put in by the Board in presenting budget numbers to school councils. It's important we have these conversations, so we can better understand what's happening within the overall scope of the budget.

SCHOOL COUNCIL ANNUAL REPORTS – Lesley Bowman, COSC Chair

- It's the responsibility of each school council to submit an annual report by June 25.
- The report is submitted to the Principal, who then sends it to the Superintendent for review.
- The report summarizes the school council's activities, engagements and participation during the school year. It also includes any plans for the upcoming school year.
- An example of an annual school council report: [School Council Annual Report Sample](#)

COMMENTS AND QUESTIONS

Question: What does the Division do with the school council reports? If they are used, what are they used for and do they have any bearing on future planning?

Answer: We read through each report and then archived it, so we have a record. If there are any areas of concern, these are addressed directly with the school council Chair and school Principal.

COSC Sharing

ASCA CONFERENCE AND AGM – Lesley Bowman, COSC Chair

Bowman thanked the Board for sponsoring the registration fee for members to take part in the 2020-21 ASCA Conference and AGM. Members then discussed their experience at the conference and AGM:

- The online platform worked quite well. We're very grateful for the work done by Krista for this event.
- It was my first time attending the AGM. I really enjoyed it. I also attended three breakout sessions, which had some great ideas presented.

NOTE: The remaining comments focused on sessions offered through the conference and presenters.

ASCA RESOLUTIONS NO. 11 – Lesley Bowman, COSC Chair

- At the ASCA AGM, Resolution No. 11 was ruled "out of order" because it conflicts with ASCA's objects of incorporation.
- The [outcome of the resolutions](#) debated at the AGM are available online.

MEETING ADJOURNED AT 8:39 p.m.

Next COSC Meeting

DATE: Oct. 6, 2021

TIME: 6:30 p.m. to 8:30 p.m.

LOCATION: virtual

MAY 20, 2021

2021-22 Budget Report

The 2021-22 Budget Report for Elk Island Public Schools (EIPS) was presented to the Board of Trustees for information. Every spring, the Division prepares a budget for the upcoming school year—based on funding from the province, the *Funding Manual for School Authorities 2021-22 School Year*, projected student-enrolment numbers and corresponding staffing estimates. For the most part, the 2021-22 budget is similar to the 2020-21 spring budget, except it does include cost estimates for COVID-19. Overall, it's a conservative budget—because of the ongoing pandemic and uncertainty about enrolment and other external factors—that supports the mission, values and priorities of EIPS.

REVENUE AND EXPENSES

In total, EIPS' operating budget is \$197.18 million for the 2021-22 school year—a \$4.36 million decrease from the previous year's fall budget. Of that, \$190.33 million is projected to come from the Division's annual revenue and \$6.85 million from operating reserves (see pg. 1, "EIPS Reserves"). Overall, EIPS' annual revenue is down by \$6.49 million from the previous year. The main budget changes are detailed below.

KEY REVENUE AND EXPENSES HIGHLIGHTS

- In the 2020-21 school year, EIPS received significant funding from the federal government to help manage costs related to COVID-19—a \$6.11 million on-time Safe Return for Class grant. Because it was a one-time grant, it's not included in the 2021-22 budget.
- Expenses will drop by \$5.23 million—primarily because of the completion of the Wye Elementary demolition project and changes to Infrastructure Maintenance and Renewal (IMR) funding. Essentially, IMR carryforward amounts are lower, and Alberta Education converted some of the money to capital funding, which isn't considered an expense.
- Funding for services and supports will increase by \$1.09 million, earmarked for Program Unit Funding and First Nation, Métis and Inuit education. Plus, Alberta Education launched a new grant for moderate language delays (\$412,000).
- The Bridge Funding for New Framework grant increased by \$790,000. It's uncertain if the grant will continue in the 2022-23 school year.
- School Generated Funds and facility rental revenue will return to normal, similar to the 2018-19 actuals. As a result, fees, gifts, donations, and sales and services will also increase by roughly \$4.2 million.

EIPS RESERVES

The Division's accumulated surplus is projected to be \$14 million as of Aug. 31, 2022—which includes operating reserves (\$7.53 million), capital reserves (\$690,000) and investment in tangible capital assets (\$5.78 million).

Last year, the province introduced *Bill 5: Fiscal Measures and Taxation Act*. The act requires ministerial approval before school divisions access operating reserves—including School Generated Funds (SGF), schools and departments reserves, allocated reserves and unallocated reserves. What



BOARD HIGHLIGHTS

that means is EIPS can't access its operating reserves beyond what's submitted in the spring budget. As such, the Board's developed a thorough two-year plan for the Division's reserve usage.

As mentioned above, for operating reserves, the Division plans to use \$6.85 million during the 2021-22 school year. Of that, \$2.19 million will help support schools and departments. Another \$4.66 million will help cover costs for professional learning; consultant support; mechanical coolers; non-recurring supplies, services and equipment; and pandemic-related costs, such as a Focus on Learning Loss initiative, developing social-emotional supports for those negatively impacted by COVID-19 and continued COVID-19 cleaning measures.

In terms of capital reserves, the Division anticipates using \$400,000 for ageing equipment at schools and needed information technology. As well, the projected Division Unallocated Reserve is \$1.72 million more than the recommended 2% of operating expenses.

SCHOOLS AND DEPARTMENTS

Looking ahead, EIPS projects a higher student enrolment in September 2021. The Division anticipates a total student count of 17,204, which is up 235 students from the previous year. Meanwhile, it also projects a slight drop in the number of full-time equivalent (FTE) employees working within the Division—dropping to 1,319.57 FTEs from 1,316.84 FTE.

Turning to schools, allocations will change. The reason: increased standard costs, benefit expenses, and changes to Program Unit Funding. Additionally, School Generated Funds will return to more normal levels, similar to the 2018-19 actuals—and will include extracurricular activities. As well, with operations returning to normal, EIPS will no longer offer the out-of-school learning option.

New in 2021-22, schools will use reserves to develop support plans for students negatively affected by COVID-19. Specifically, the Division's launching two new initiatives, each earmarked with \$500,000. The first is a Focus on Learning Loss project. Schools will develop plans to address achievement gaps resulting from the disruption in learning throughout the pandemic. The other initiative involves developing plans to support the social and emotional well-being of students impacted by the pandemic.

For EIPS departments, allocations are also changing. Like with schools, the change is primarily the result of increased benefit expenses and reserve support. Specifically, departments will use reserves to hire consultants to better support students; offer professional learning; conduct work related to Alberta Education's new curriculum; build teacher capacity in literacy; and complete mechanical cooling system in EIPS modular unit classrooms.

In terms of compensation, EIPS anticipates employee costs to stay the same—a 0% increase to staff salaries. However, certificated standard costs will increase by 1.7%—primarily because of grid movement and increases to benefit costs. Similarly, classified standard-cost changes will increase again because of grid movement and benefits costs. As well, the 2021-22 budget projects a slight increase in non-salary inflationary costs for both schools and departments.



BOARD HIGHLIGHTS

Overall, instructional costs comprise 79% of the total budget, equating to \$9,370 per student. Meanwhile, system administration spending will equate to 2.3% (\$4.45 million) of total expenses, which is below the \$6.30-million targeted grant provided by Alberta Education. All unused funds will go toward other Divisional uses—as per guidelines listed within the *Funding Manual for School Authorities 2021-22 School Year*.

BUDGET APPROVAL

On May 26, at the regular Board meeting, trustees will discuss the 2021-22 Budget Report further and vote to approve or amend it. Once approved by the Board, schools and departments can begin planning for the upcoming school year. The complete [EIPS 2021-22 Budget Report](#) is available at eips.ca.

NOTE: As with all budgets, any changes to funding, reserve usage, enrolment numbers and standard costs can affect the initial budget. As such, in the fall, EIPS will update its 2021-22 budget—no longer a provincial requirement—with the final student-enrolment numbers, revenue and expense variations, carryforward amounts and any reserve spending changes.

Budget Report: Alberta Education

The Board received for information the Alberta Education Budget Report 2021-22. The report takes the 2021-22 Budget information and consolidates it into a standardized format, which is submitted to the province (see pg. 59, "[Budget Report for the Year Ending August 31, 2022](#)").

Board Members

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

FOR MORE INFORMATION CONTACT:

Trina Boymook, *Board Chair* | P 780 417 8101

Laura McNabb, *Director, Communication Services* | P 780 417 8204

www.eips.ca | Twitter: [@eips](#) | Facebook: [elkislandpublicschools](#)

MAY 26, 2021

Chair's Report

RECENT EVENTS

Board Chair Trina Boymook highlighted some recent events:

- On April 27, Chair Boymook and Superintendent Mark Liguori virtually attended a Strathcona County public hearing on the Cambrian Crossing area structure plan. At the hearing, EIPS raised its concerns about the proposed joint school site and overall size.
- On May 4, Chair Boymook took part in Fort Saskatchewan's School-Site Agreement Taskforce.
- On May 14, Chair Boymook virtually attended a Sherwood Park and District Chamber of Commerce event. The highlight was keynote speaker Doug Schweitzer, Alberta's Minister of Jobs, Economy and Innovation, who spoke about the province's economic outlook for the coming year. During the question-and-answer period, Chair Boymook discussed the need for all communities to have reliable and equitable access to the internet.

Superintendent's Report

RECENT EVENTS

Superintendent Mark Liguori highlighted some recent events:

- On April 27, Superintendent Liguori joined Chair Boymook virtually at the Strathcona County public hearing. The hearing was on the Cambrian Crossing area structure plan, which details how the county plans to develop and use the land.
- On May 4, Superintendent Liguori also took part in Fort Saskatchewan's School-Site Agreement Taskforce. Established by the City of Fort Saskatchewan, the taskforce determines how school lands are designated, acquired and disposed of.

Association/Local Reports

ASBA ZONE 2/3 REPORT

Trustee Heather Wall attended the ASBA Zone 2/3 meeting on April 23, 2021. The meeting included fulsome discussions about matters of education. Trustee Wall also thanked Vice-Chair Colleen Holowaychuk, the Chair of ASBA Zone 2/3, for her hard work over the last year. She made the meetings invaluable—particularly the professional learning.

ATA LOCAL REPORT

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

- On May 22-24, ATA members across the province met virtually for the 2021 Annual Representatives Assembly. Members brought forward many resolutions. Some of the resolutions, passing with approximately 95 per cent support, include:
 - Express to Education Minister Adriana LaGrange a lack of confidence in the content and design of Alberta Education's draft kindergarten to Grade 6 curriculum.
 - Call on the province to place a moratorium on piloting and implementing the draft K-6 curriculum until submitted for an independent and open review. As well, that the rewriting process include certificated Alberta teachers and faculty from post-secondary institutions.

- Call on the province to delegate responsibility for the redevelopment of the kindergarten to Grade 12 programs of studies to an independent and apolitical provincial curriculum development authority—supported by subject-based program managers from Alberta Education and Alberta-based universities, ATA representatives, teachers and Alberta School Councils' Association representatives.
- Urge the province to include in the K-12 curriculum specific learning outcomes addressing concepts related to gender expression, gender identity, sexual orientation, LGBTQ2S+ perspectives and historical events.
- Members also supported, by 99 per cent, a vote of non-confidence in Alberta's Education Minister.

New Business

2021-22 BUDGET REPORT

The Board approved the 2021-22 budget based on decisions and discussions put forward by administration and the Board during the [detailed budget presentation](#) on May 20, 2021. The Board approved an operating budget of \$197.18 million for the period of Sept. 1, 2021 to Aug. 31, 2022. Of that, \$190.33 million will come from the Division's annual revenue and \$6.85 million from operating reserves. EIPS will use the operating reserves to cover costs to support schools and departments; professional learning; consultant support; mechanical coolers; non-recurring supplies, services and equipment; and pandemic-related costs.

Briefly, the Division's accumulated surplus is projected to be \$14 million as of Aug. 31, 2022—which includes operating reserves (\$7.53 million), capital reserves (\$690,000) and investment in tangible capital assets (\$5.78 million). Instructional costs comprise 79% of the total budget, equating to \$9,370 per student. System administration spending equates to 2.3% (\$4.45 million) of total expenses, which is below the \$6.30-million targeted grant provided by Alberta Education. And, the Division's Unallocated Reserve is \$1.72 million more than the recommended two per cent of operating expenses. EIPS will use the unused funds for other Divisional uses—as per guidelines listed within the *Funding Manual for School Authorities 2021-22 School Year*.

Overall, the EIPS 2020-21 budget supports the mission, values and priorities of EIPS. Now approved, schools and departments will use EIPS' spring budget to begin planning for the upcoming school year. The complete [EIPS 2021-22 Budget Report](#) is available at eips.ca.

BUDGET REPORT: ALBERTA EDUCATION

The Board also approved the Alberta Education Budget Report for the year ending Aug. 31, 2022 (see pg. 71, "[Budget Report for the Year Ending Aug. 31, 2022](#)").

BOARD POLICIES: AMENDMENTS

The Board approved the following Board Policy amendments:

- [Policy 2: Role of the Board](#) – The changes strengthen the language and clarity of the policy.
- [Policy 8: Board Committees](#) – The changes include a strengthened definition of "Ad Hoc Committees," and removing the reference of a recording secretary from the Advocacy Committee section.

- [Policy 18: Alternative Programs](#) – The changes made improve the policy’s readability, make reference to the *Education Act* and include the Advanced Placement program as an Alternative Program within EIPS.

EIPS FOUR-YEAR EDUCATION PLAN: 2018-22

The Board approved the [EIPS Four-Year Education Plan: 2018-22](#), which details the Division’s priorities, goals and outcomes over a four-year period. The Division’s three key priorities:

- 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 effective engagement.

The plan also outlines the performance measures and strategies the Division will use to meet each priority, goal and outcome in the 2021-22 school year.

The 2021-22 school year is the last year of the four-year plan, as the current Board developed it. This fall, EIPS will form a newly elected Board. Once elected, that Board will then begin developing another Division four-year plan using comprehensive stakeholder feedback. EIPS administration, schools and departments use the *EIPS Four-Year Education Plan* to develop and implement strategies that build on the Division's key priorities.

2020-21 CAPITAL RESERVES: CONNECTING LINKS

The Board approved using capital reserves to construct connecting links for six modular units relocating to Ardrossan Junior Senior High (\$30,000) and SouthPointe School (\$50,000). The connecting links are required for the modular units at both schools and not an expense covered by the province. Now approved, construction will start almost immediately using capital reserves earmarked for the 2020-21 school year.

STUDENT TRANSPORTATION: 2020-21 PANDEMIC FEE CREDIT

The Board approved a credit for riders who accessed Student Transportation services throughout the entire 2020-21 school year. The reason: Pandemic-related in-school class closures and quarantine requirements resulted in riders not accessing Student Transportation services at the normal frequency. Riders in kindergarten to Grade 6 will receive a five per cent credit of the total transportation fee. Meanwhile, riders in grades 7 through 12 will receive a 10 per cent credit of the total transportation fee. Student Transportation will credit each rider’s PowerSchool Parent Portal account, which families can use toward EIPS fees for the 2021-22 school year.

Committee Reports

STUDENT EXPULSION COMMITTEE

The Board received for information a report from the Student Expulsion Committee, which held three hearings on April 26. For all three cases, the recommendation for expulsion was upheld.

Reports for Information

2020-21 SUMMER PROJECTS

The Board received for information a report from Facility Services highlighting its projects for summer 2021. In total, 564 projects are planned, which includes 231 Infrastructure Maintenance and Renewal projects (\$7.87 million), seven Capital Maintenance Renewal projects (\$2.46 million), and 326 Operational and Maintenance projects. The 2021 summer project highlights include:

INFRASTRUCTURE MAINTENANCE AND RENEWAL

- Relocating Next Step Sherwood Park and Next Step Vegreville to Salisbury Composite High and Vegreville Composite High, respectively;
- replacing and preparing roof sections at Fort Saskatchewan High;
- monitoring water flow at all EIPS schools;
- upgrading and repairing the front entrance of Salisbury Composite High;
- replacing or upgrading air-handling units at Ardrossan Junior Senior High, Bev Facey Community High and Brentwood Elementary;
- installing close-circuit television surveillance cameras at schools throughout the Division;
- upgrading the data cabling to CAT 6 at Ardrossan Junior Senior High and Rudolph Hennig Junior High;
- upgrading the heating, ventilating and air-conditioning system at Fort Saskatchewan High; and
- upgrading the kitchen exhaust system at Lamont High.

CAPITAL MAINTENANCE RENEWAL

- Replacing the acoustic ceiling and lighting at École Campbelltown and James Mowat Elementary;
- replacing the electrical distribution at Lamont Elementary and Vegreville Composite High;
- replacing the unit ventilator, pump and fire-alarm at Sherwood Heights Junior High; and
- upgrading the air distribution, micro-duct and ceiling at Wes Hosford Elementary.

In addition, Facility Services continues its closeout work on Heritage Hills Elementary, the demolition and reclamation of the former Wye Elementary, and the relocation of six modular units—two at Ardrossan Junior Senior High and four at SouthPointe School (see pg. 151, [“2020-21 Summer Projects,”](#) for the full list of projects planned in summer 2021).

Trustee Reports Roundtable

Trustees shared information and highlighted recent events:

- **Vice-Chair Colleen Holowaychuk** attended a recent ASBA Speakers’ Corner featuring Kevin Cameron, the Executive Director of the North American Center for Threat Assessment and Trauma Response Inc. She also took part in the May Committee of School Councils (COSC) meeting and her regular school council meetings.
- **Trustee Randy Footz** attended the May COSC meeting and school council meetings for A.L. Horton and Vegreville Composite High.
- **Trustee Skip Gordon** attended virtual school council meetings for Ardrossan Elementary, Ardrossan Junior Senior High and Uncas Elementary.



BOARD HIGHLIGHTS

- **Trustee Annette Hubick** attended the May COSC meeting and three school council meetings, which all featured two key themes. The first: The Division's recent independent review of Alberta Education's draft curriculum. Overall, school families appreciate having access to the review and describe it as dispassionate, professional and clear. The second was a general sense of gratitude for the collective efforts of staff, students and families in meeting the challenges schools faced this year.
- **Trustee Don Irwin** attended the May COSC meeting and virtual school council meetings for F.R. Haythorne Junior High, Glen Allan Elementary and Westboro Elementary. He also attended the LOGOs Society meeting and Wes Hosford Elementary's annual Senior Tea, which was virtual and included student presentations from each class.
- **Trustee Jim Seutter** attended the May COSC meeting and four school council meetings.
- **Trustee Harvey Stadnick** attended his regular school council meetings. He also mentioned the Division's recent independent review of the draft K-6 curriculum. It's an excellent document, and he hopes all EIPS families review it.
- **Trustee Heather Wall** attended her regular school council meetings.

Board Members

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

FOR MORE INFORMATION CONTACT:

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Laura McNabb, *Director, Communication Services* | P 780 417 8204

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JUNE 17, 2021

Special Presentation: First Nations, Metis and Inuit

Board Chair Trina Boymook started the meeting with the Land and People Acknowledgement and a statement from EIPS: "... As a Division, we stand in solidarity with everyone who suffered, and continues to suffer, because of trauma inflicted by Canada's residential school system. Elk Island Public Schools (EIPS) has undertaken programs and initiatives based on respect, co-operation and partnership that embrace Indigenous teachings, heritage and contributions to enhance our understandings ... More work is needed to fully understand the full truth of what occurred at residential schools and to move forward with meaningful reconciliation."

Chair Boymook then introduced Cheryl Devin and Jeremy Albert, a consultant and advisor with EIPS' First Nation, Métis and Inuit Education Centre. Both Devin and Albert thanked the Board and Division for its support over the years and the recent public acknowledgement of the mass grave site found in Kamloops, B.C. They also thanked all First Nations, Métis and Inuit lead teachers within the Division. Through that collective effort, the centre is better positioned to engage students and staff about Indigenous histories, perspectives and cultures.

Highlights of the First Nation, Métis and Inuit Education Centre's work this year includes:

- supported teachers in meeting the First Nations, Métis and Inuit competencies, as outlined in the teaching and leadership quality standards;
- helped schools, teachers and students create ethical spaces where Indigenous and non-Indigenous can gather in friendship and dialogue, and that act as pathways for truth-telling and reconciliation;
- developed outdoor learning spaces for teachers and students to learn from the land—supported by a grant from Shell Canada;
- loaned out EduKits, which contain cross-cultural connections—the kits are so popular the centre created a second set to keep up with demand;
- purchased a second Indigenous Peoples Giant Floor Map—used to teach students about the history of the land from an Indigenous perspective;
- hosted a series of engagement sessions for school families—three sessions for families who want to learn more about Indigenous cultures, perspectives and histories, and three for self-identified First Nations, Métis and Inuit families to engage in conversation with the centre's team; and
- for National Indigenous History Month, the Centre's supporting schools throughout EIPS as they co-ordinate activities and lesson plans that celebrate Indigenous history and the beauty, diversity and strength of Indigenous Peoples and cultures.

Chair's Report

RECENT EVENTS

Board Chair Trina Boymook highlighted recent events:

- On June 1, the Board of Trustees and the Alberta Teachers' Association (ATA) Local No. 28 met virtually to discuss matters of mutual interest.
- On June 2, Chair Boymook and Superintendent Mark Liguori participated in a Fort Saskatchewan school-site agreement taskforce meeting. Topics discussed: processes and the taskforce structure.

- On June 2, Chair Boymook attended the virtual Alberta School Boards Association's (ASBA) Edwin Parr Awards. She congratulated Haven Wong, a first-year special education mathematics teacher at Sherwood Heights Junior High, who was EIPS' nominee this year.
- On June 7-8, trustees took part in ASBA's virtual spring general meeting and professional development sessions. Over the two days, trustees met with Education Minister Adriana LaGrange; discussed several bylaw amendments, the 2021-22 ASBA budget, the K-6 draft curriculum, and emergent matters; and participated in various professional learning sessions.
- On June 10, Chair Boymook virtually attended a Parents Empowering Parents (PEP) event entitled, Let's Break to Educate. PEP is a local organization that provides support to families with children struggling with addiction.
- On June 18, Chair Boymook and Superintendent Liguori plan to meet Strathcona County Mayor Rod Frank to discuss the potential school site in Cambrian Crossing and other related issues.

GRADUATION AND FAREWELL CEREMONIES

It's an exciting time for schools, students and families within EIPS. Senior high schools are busy hosting graduation ceremonies. Meanwhile, elementary and junior high schools are hosting farewell celebrations for students in grades 6 and 9. The Board congratulates all EIPS 2021 graduates and wishes everyone the best as they move to this next stage in life.

Superintendent's report

RECENT EVENTS

Superintendent Mark Liguori highlighted recent events:

- On May 28, Superintendent Liguori met with Strathcona County RCMP Superintendent Dale Kendall for a brief meet and greet.
- On June 2, Superintendent Liguori joined Chair Boymook at a Fort Saskatchewan school-site agreement taskforce meeting. The focus: school-site allocations for all schools in the city.
- On June 2, Superintendent Liguori and Associate Superintendent Brent Billey attended ASBA's virtual Edwin Parr Awards. He congratulated EIPS' Haven Wong, who received one of the awards.
- On June 7, Superintendent Liguori joined trustees at the virtual ASBA's spring general meeting, which included great conversations—from a governance perspective.
- On June 10, Superintendent Liguori attended PEP's Let's Break to Educate event. It was a great event and an opportunity to hear stories about families and their children affected, and empowered, by addiction.
- On June 18, Superintendent Liguori and Chair Boymook plan to meet with Strathcona County Mayor Rod Frank—as part of its ongoing quarterly meetings—to discuss land use, school-site allocations and school-related information.
- Superintendent Liguori extended congratulations to all EIPS 2021 graduates. It's been a difficult year for everyone. He thanked: students for the perseverance, energy and excellence demonstrated throughout the year; families for walking alongside students and EIPS throughout the pandemic; and EIPS employees who collectively ensured all students were supported and progressed academically.

Association and 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 year coming to an end, Zielke's report reflected on the pandemic and the last 16 months. It's been a challenging year that's tested, everyone. Despite that, staff, students and families all came together to support and lean on one another. Teachers, in particular, demonstrated incredible resiliency, professionalism and regard for the value of their work. With summer just around the corner, it's now time to rest and recharge. She wishes everyone—trustees, administration, staff, students and families—a wonderful summer break.

New Business

BOARD POLICIES

The Board approved an amendment to [Policy 9: Board Representatives](#). Under the updated policy, membership of the Committee of School Councils now includes: "1. Board Chair, and 2. Minimum of two trustees." The change ensures consistent messaging and better support for the Board's engagement work.

AUDIT ENGAGEMENT LETTER

The Board approved the 2021 financial audit engagement letter and LAPP audit engagement letter. Both outline the services the Division's auditor will provide and related terms. The financial audit letter is for the fiscal year ending Aug. 31, 2021. Meanwhile, the LAPP audit letter is for the calendar year ending Dec. 31, 2021—completed every three years.

STEPS SYSTEM PROGRAM

The Board approved creating a new school site in the Provincial Approach to Student Information (PASI) system for students, grades 7-12, enrolled in the Steps to Enhanced Personal Success (STEPS) program. Previously, EIPS registered secondary students enrolled in the STEPS program at Salisbury Composite High, even those in grades 7-9. Grade 7 students register in PASI as a Grade 10 student, the following year as a Grade 11 student and then a Grade 12 student until completing their programming. Changes to Alberta Education's funding manual no longer make this possible. That's because after these students reach their actual Grade 10 year, they're considered in their fourth year of senior high school and only receive 25 per cent of provincial funding. Going forward, the Division will register all STEPS students, grades 7-12, at Salisbury STEPS Junior Senior High.

FRIENDS OF EDUCATION: 2021

The Board approved nominating Dow Chemical Canada for the 2021 Friends of Education Award, an annual event hosted by the Alberta School Boards Association (ASBA). The award's purpose: To recognize and thank the many Alberta-based organizations that contribute to education in their community. Every year, Dow Chemical Canada makes a significant financial contribution to EIPS, including a \$20,000 annual donation to maintain the Partners For Science program, an innovative science and technology program founded on the principle that students learn best by doing. In addition, this year, Dow Chemical Canada generously donated funds to support First Nations, Métis and Inuit students, and provided several volunteer employees to enhance learning within EIPS classrooms. Other recent contributions include a \$50,000 donation to the Partners In Education program to fund junior high STEM and Career and Technology Foundations courses. It also provided \$140,000 to help implement the new curriculum. Collectively, Dow's ongoing support offers students a huge advantage, enhances student learning, makes a lasting difference in schools and has a lifelong impact.

Committee Reports

POLICY COMMITTEE

The Board received for information the report from the Policy Committee meeting on June 2. Policies discussed: 9, 16, 22, 24, 25, and 26. The Board approved the recommended amendments to Policy 9 during this meeting (see pg. 3, “Board Policies”). Minor grammar edits are needed to policies 24 and 25. Policies 16, 22 and 26 remain unchanged.

AUDIT COMMITTEE

The Board received for information the report from the Audit Committee meeting on June 10. Topics discussed: the 2021 financial audit engagement letter, LAPP audit engagement letter and internal audit report. Vice-Chair Colleen Holowaychuck thanked the committee’s two external members for their continued service and Financial Services for its ongoing work to ensure the Division stays compliant and on track.

Reports for Information

UNAUDITED FINANCIAL REPORT: SEPTEMBER 1 TO MAY 31

The Board received for information the EIPS Unaudited Financial Report for the nine-month period ending May 31, 2021. Overall, revenues exceeded expenses resulting in an operating surplus of \$3.73 million. Revenue for the nine months is \$145.74 million, which represents 75 per cent of the year-to-date budget—an expected percentage at this point in the fiscal year. Meanwhile, total expenses are \$142.01 million, which represents 72 per cent of the year-to-date budget—slightly lower than anticipated (see pg. 32, “[Unaudited Financial Report for Sept. 1, 2020 to May 31, 2021](#)”).

IMR AND CMR PROJECT PLANS: 2021-22

The Board received for information the list of projects planned under the Infrastructure Maintenance and Renewal (IMR) program and the Capital Maintenance and Renewal (CMR) program during the 2021-22 school year. Annually, Alberta Education provides school divisions with IMR funding to ensure school facilities meet the necessary regulations and requirements, offer quality learning environments, and improve energy conservation and efficiencies. New this year, it also provides school divisions with CMR funding to ensure schools remain safe and healthy for students and staff.

For the 2021-22 school year, EIPS’ approved IMR grant is \$2.27 million and CRM grant is \$2.46 million for a total amount of \$4.72 million—\$348,000 less than the Division’s total IMR funding last year. Multiple projects are identified for the 2021-22 school year—determined through consultations with Facility Services and EIPS schools, the Facility Condition Index, maintenance input and Alberta Infrastructure’s audit information. Projects planned: the installation of carbon monoxide detection devices in schools, the installation of CCTV cameras in schools, upgrades to educational areas and facilities, the replacement of several air-handling units and multiple deferred-maintenance projects (see pg. 53, “[2021-22 Infrastructure Maintenance and Renewal—IMR and CMR—Project Plans](#)”).

PLAYGROUND SUMMARY REPORT: 2020-21

The Board received for information the 2020-21 Playground Summary Report:

STRATHCONA COUNTY – The county is responsible for monthly inspections, maintenance and annual audits. Costs for maintenance and reporting is the responsibility of both Strathcona County (90 per cent) and EIPS (10 per cent). In 2020-21, projects included a replacement playground at Ardrossan Elementary and a playground expansion at Wes Hosford Elementary—currently in the planning phase.

CITY OF FORT SASKATCHEWAN – The city is responsible for monthly inspections, maintenance and annual audits. All costs for maintenance and reporting are shared equally between EIPS (50 per cent) and the City of Fort Saskatchewan (50 per cent). In 2020-21, projects included a replacement playground structure at James Mowat Elementary.

RURAL AREAS – Playgrounds are inspected monthly by a certified playground inspection company contracted by EIPS. All costs associated with playground inspections (\$40,320) and playground maintenance (\$26,344) are paid by Facility Services using the Plant Operations and Maintenance funding. In 2020-21, projects included maintenance upgrades at A.L. Horton Elementary, Bruderheim School and Lamont Elementary.

LOCALLY DEVELOPED COURSES REPORT

The Board received for information a report about the locally developed courses available to students in 2021-22. At the senior high level, the Division's renewing 11 locally developed courses—zero courses were acquired, and 20 courses expired. Meanwhile, at the junior high level, the Division has no new locally developed courses or renewals planned for the upcoming school year (see pg. 61, "[Locally Developed Courses](#)").

Trustee Reports Roundtable

Trustees shared information and highlighted recent events:

- **Vice-Chair Colleen Holowaychuk** attended the remaining school council meetings, the Board's meeting with the ATA Local No. 28 and ASBA's spring general meeting. Trustee Holowaychuk also thanked EIPS staff for their work during what was a challenging year and congratulated all EIPS 2021 graduates. She hopes everyone has a wonderful and restful summer.
- **Trustee Randy Footz** attended A.L. Horton Elementary's school council meeting, the Board's meeting with the ATA Local and ASBA's spring general meeting. He also thanked EIPS counsellors for their work helping staff and students at Vegreville Composite High deal with the passing of a young man. Lastly, he thanked all EIPS staff, students and families for all their work to make this year successful. He hopes everyone has an enjoyable summer break.
- **Trustee Annette Hubick** attended the Board's meeting with the ATA Local; ASBA's spring general meeting; and school council meetings for Brentwood Elementary, Clover Bar Junior High, Davidson Creek Elementary, Mills Haven Elementary and Salisbury Composite High—all of which included discussions about parent concerns with the new K-6 draft curriculum. She then extended thanks to all EIPS staff, students and families for their collective efforts to face and overcome the many challenges posed by the pandemic. Trustee Hubick also thanked Board Chair Trina Boymook for her ongoing leadership representing EIPS, and all school boards as the Vice-President of ASBA—both especially demanding this past year. She wishes everyone a restorative, relaxing and fun summer, and looks forward to seeing everyone back in September.
- **Trustee Don Irwin** attended school council meetings for Woodbridge Farms Elementary and Wes Hosford Elementary, the Board's meeting with the ATA Local, and ASBA's spring general meeting. He also thanked all EIPS staff for all their work in what was a challenging and difficult year. Trustee Irwin wishes everyone an enjoyable summer.
- **Trustee Jim Seutter** attended ASBA's spring general meetings, the Audit Committee meeting, and has one more school council meeting to attend for Heritage Hills Elementary. He also thanked everyone within the Division for helping EIPS survive and thrive during this pandemic. Trustee Seutter wishes everyone the best over the summer break.
- **Trustee Harvey Stadnick** attended the remaining school council meeting for the year. He also thanked senior administration, EIPS Central Services and all school staff for their work throughout the pandemic—ensuring schools were operational and able to offer education programming during an incredibly unique and challenging year. He hopes everyone has a wonderful summer.



BOARD HIGHLIGHTS

- **Trustee Heather Wall** thanked everyone within EIPS for their commitment to students during the pandemic. It was a challenging two years, to say the least. And yet, the strength shown by the EIPS leadership team, staff, students and families was remarkable. She wishes everyone a great summer.

Board Members

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

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Laura McNabb, *Director, Communication Services* | P 780 417 8204

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Special Meeting: Re-Entry Plan

AUG. 18, 2021

New Business

EIPS OPERATIONS GUIDELINE 2021-22: MASKING REQUIREMENT

The Board approved the second of the four options put forward regarding the Division's masking requirement for students, staff and visitors for the *EIPS Operations Guidelines 2021-22*:

- Require the wearing of masks for all children, staff and visitors in kindergarten to Grade 6 divisionwide, except those with medical exemptions. Students, staff and visitors in grades 7-12 aren't required to wear masks if the percentage of fully vaccinated youth (ages 12-19) in the community is greater than 70 per cent. If the percentage of fully vaccinated youth (ages 12-19) is less than 70 per cent masking is mandatory, in all grades (kindergarten to Grade 12) for staff, students and visitors.

The Board passed a motion to revisit the decision on or before Jan.20, 2022.

Board Members

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

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AUG. 26, 2021

Chair's Report

CHILD AND YOUTH WELL-BEING

On June 30, Chair Boymook attended a youth mental health town hall, as part of the province's Child and Youth Well-Being Review. The town hall was specifically aimed at school boards, focusing on the school experience during the pandemic and what supports divisions need for the upcoming school year. Chair Boymook shared Elk Island Public Schools' (EIPS) experience and the need for more family school liaison workers, particularly in the rural areas.

NEW STAFF ORIENTATION

Chair Boymook had the honour of meeting the Division's newest classified employees at the annual Off To A Good Start conference, an orientation program for new EIPS staff on August 24. The Division's hosting another orientation for new certificated staff on August 27. Chair Boymook's pleased to have the new employees joining the EIPS team and wishes them the best in the upcoming school year.

STRATHCONA COUNTY FOOD BANK

Over the summer, the Board received a letter from the Strathcona County Food Bank thanking the Division and its schools for the tremendous support over the last year. Collectively, the ongoing food and cash donations make a significant impact in the community.

Superintendent's Report

STARTUP AND WELCOME

Superintendent Mark Liguori welcomed staff and students to another school year. Elk Island Public Schools (EIPS) is thrilled to have more than 17,000 students returning to school this year. He also thanked EIPS staff for all the work done over the summer, behind the scenes, preparing for the school startup and ensuring operations takes place in the safest way possible.

RECENT EVENTS

Superintendent Liguori also highlighted recent events:

- On August 5, Superintendent Liguori attended a luncheon hosted by the Sherwood Park and District Chamber of Commerce. The keynote speaker: Premier Jason Kenney, who discussed the province's economy and projects planned within Strathcona County.
- On August 23, Superintendent Liguori met with EIPS' leadership team at the Division's annual opening school meeting. It was great to see everyone in person again.
- On August 24, EIPS hosted its annual Off To A Good Start, an orientation program for new employees. The August 24 event was for classified staff. The Division's hosting the Off to a Good Start for certificated employees on August 27.

Comments from the Public

MASK MANDATE

The Board heard three delegations regarding its recent decision to make masks mandatory in all EIPS elementary schools and all schools if the percentage of fully vaccinated youth (ages 12-19) in the community is less than 70 per cent. The delegations included:

- Delegation 1:** Courtney Liddle, a teacher and a parent of children attending EIPS, voiced her concerns about mandatory mask use in some Division schools—citing the use can have negative effects on children—physically, socially and mentally. She asked the Board to reconsider its decision by making masks optional to the student and families.
- Delegation 2:** Heidi Andruchow, a parent of children attending EIPS, voiced her concerns about mandatory mask use in some Division schools—citing possible adverse effects, parent choice, a low risk of severe COVID-19 outcomes in children, potential of improper use of masks and disfavoured using a community’s immunization rate to determine mask protocols. She asked the Board to reverse its mask mandate.
- Delegation 3:** Maggie Sinfield and D’Arcy Vermette, both parents of children attending EIPS, voiced their support for the Division’s mask protocol. Both expressed their appreciation—citing it protects students and their families who aren’t eligible to be vaccinated or at risk of severe outcomes, ensures fewer learning interruptions throughout the school year, and makes sense to link it to vaccination rates in the community. They asked the Board to keep the mask mandate until most school-aged children are fully vaccinated.

The Board thanked all four individuals for taking the time to present feedback to trustees.

Association and Local Reports

ATA LOCAL REPORT

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

- Teachers look forward to a more normal school year. However, many are concerned about students and staff, given the rise in COVID-19 cases, the more contagious Delta variant, and the number of children still ineligible for the vaccine.
- Zielke thanked the Board and senior administration for their work developing the *EIPS Operations Guidelines 2021-22*. While some people are upset about the Board’s decision about mandating masks in some Division schools, most of the feedback received by the ATA Local is positive. It’s important public-health measures are in place to provide a safe and stable learning environment to students.

New Business

BUSINESS ARISING FROM IN CAMERA

The Board approved the motion: “that the Board of Trustees approve the use of \$200,000 from reserves for the expansion of the Home Education program for additional student registration through Next Step for the 2021-22 school year, conditional on the approval of the Minister of Education.”

2020-21 BOARD MEETING SCHEDULE: AMENDED

The Board approved the amended Board of Trustees Meeting Schedule for the 2020-21 school year. The schedule now includes September and October of 2021 (see pg. 12, [“2020-21 Board of Trustees Meeting Schedule”](#)).

Committee Reports

ADVOCACY COMMITTEE

The Board received for information a report about the Advocacy Committee meeting held on June 28. Topics discussed: strategies for the Board’s advocacy efforts, including a new campaign focused on the value of public education, launching in September.

Trustee Reports Roundtable

Trustees shared information and highlighted recent events:

- **Vice-Chair Colleen Holowaychuk** attended the virtual Canadian School Boards Association's annual congress in July. She hopes everyone had a nice summer and is looking forward to a wonderful year ahead.
- **Trustee Randy Footz** wishes everyone, staff and students, within EIPS a safe and successful school year.
- **Trustee Annette Hubick** attended the virtual Canadian School Boards Association's annual congress in July. The highlight: a student panel focused on mental health. She wishes everyone a safe and more joyous and engaging education experience this year.
- **Trustee Jim Seutter** looks forward to a normal school year.
- **Trustee Harvey Stadnick** mentioned trustees received several emails from concerned families. What he hopes for is a school year much better than last year.
- **Trustee Heather Wall** wishes all EIPS students, staff and families a healthy, happy and safe school year.

EIPS Bereavements

On behalf of the Board, Chair Boymook extended condolences to the family, friends, colleagues and students of Jill Hayduk, who passed away on July 21. For the last eight years, Hayduk worked at A.L. Horton Elementary as an educational assistant helping the teaching team and supporting students. She's remembered for her passion, dedication and as a caring educator and colleague. She'll be missed by all.

Board Members

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

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SEPT. 24, 2020

Chair's Report

RECENT EVENTS

Board Chair Trina Boymook highlighted recent events:

- On August 31, Chair Boymook attended an Alberta School Boards Association (ASBA) Board Chairs meeting. The focus: The College of Alberta School Superintendents' (CASS) request for recognition as a professional regulatory body. Education Minister Adriana LaGrange and CASS executive members were also in attendance.
- On September 15-16, trustees took part in a Board Retreat to discuss goals and plans for the 2020-21 school year. The Board's priorities for the 2020-21 school year include the school re-entry, budget and finances, a resolution for the Sherwood Heights Junior High building and public education value.
- On September 17, Chair Boymook attended an ASBA special general meeting, which focused on CASS' request for recognition as a professional regulatory body. Members discussed their support for the request, legislation requirements and the terms of reference.
- On September 21-23, Chair Boymook and trustees Annette Hubick and Don Irwin attended a Sherwood Park Value Scoping Session, organized by the OPNA Architects Inc. The session focused on the Sherwood Height Junior High facility and will help guide the Division's short-term and long-term facility needs in Sherwood Park.

GRAND OPENING: HERITAGE HILLS ELEMENTARY

On September 18, trustees celebrated the grand opening of Heritage Hills Elementary, a new K-6 replacement school in Sherwood Park offering dual-track English and French Immersion programming. The school features state-of-the-art classrooms equipped with the latest technology; a collaborative learning commons; breakout spaces, open-concept music room, and solar-energy technology capable of powering 35 per cent of the school. The school can accommodate 650 students and is expandable to 700, which will serve the community—now, and well into the future.

Chair Boymook also thanked the following people for attending and bringing greetings at the ceremony: Jeremy Albert, an EIPS First Nations, Métis and Inuit Education Advisor; Nate Glubish, the Minister of Service Alberta and a Member of the Legislative Assembly of Alberta for Strathcona-Sherwood Park; Rod Frank, Mayor of Strathcona County; and Bill Schlacht, the Principal of Heritage Hills Elementary.

Superintendent's Report

STARTUP UPDATE

Superintendent Mark Liguori thanked all EIPS staff, students and families for the strong school startup—despite the challenges COVID-19 presents. Staff are adjusting to the new reality and making sure students are safe. It's also great to see students back in school and face to face again. Out-of-school learning is going well, thanks to the hard work by Supports for Students. Superintendent Liguori also thanked the Board of Trustees for allocating additional funds, from the federal government and the Division. The money represents a critical investment in education and offers significant relief to teachers facing challenging conditions.

Association/Local Reports

ATA LOCAL REPORT

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

- Zielke thanked the Board, senior administration and school administration for all the work done to ensure a safe school re-entry—including the additional investment in personal protective equipment.
- The Local's disappointed by the province's lack of funding to prepare for the school re-entry. Teachers have heightened anxiety and are doing their best to cope.
- On September 25-27, the Local is hosting a strategic planning meeting. The focus: key objectives for the 2020-21 school year.
- On September 29, the Local is hosting its Annual General Meeting. The meeting will include the election of the executive's table officers.
- Zielke looks forward to working with the Board over the 2020-21 school year.

New Business

BOARD COMMITTEE REPRESENTATIVE LIST 2020-21

The Board approved the 2020-21 Board Committee Representative List. The Board assigns trustees to committees for liaison purposes. Trustee interests are considered for the committee placements (see page 14, "[Board Committee Representatives 2020-21](#)").

ACTING CHAIR SCHEDULE: 2020-21

The Board approved the Acting Chair Schedule for 2020-21. The schedule assigns a trustee to serve in the absence of the Chair and Vice-Chair (see page 16, "[Acting Chair Schedule 2020-21](#)").

BOARD EVALUATION

The Board approved the Board Self-Evaluation Report, which was developed on Sept. 3, 2020. The Board also authorized the Board Chair to monitor the agreed priorities and suggestions and to bring items forward for the Board's consideration as deemed appropriate.

TRUSTEE REMUNERATION: 2020-21

The Board approved the trustee remuneration for the 2020-21 school year. Rates remain unchanged from the previous year.

READ IN WEEK

Associate Superintendent Sandra Stoddard shared with the Board plans for this year's Read In Week, taking place October 5-9. Read In Week is a Divisionwide initiative held annually to encourage a lifelong love of reading and to enhance literacy awareness among students, staff, families and community members. This year's theme: "Read Around the World."

Through various activities, students—in-school learners and out-of-school learners—will spend the week learning how stories have the power to teach lessons, broaden perspectives and foster empathy. Some of the activities planned include book giveaways, virtual book-club readings, and talking about stories. Chair Boymook read and signed a resolution committing EIPS' support for Read In Week 2020. She encourages all schools and departments to participate by reading to a child, grandchild, student or someone in the community.

WYE SCHOOL: REMOVAL FROM ALBERTA EDUCATION'S SCHOOL AUTHORITY LIST

The Board approved removing Wye School from Alberta Education's School Authority list, effective Sept. 1, 2020. In March 2017, the province approved funding for a replacement building for Wye School. At that time, Wye School was in need of repair and nearing the end of its lifespan. The Division was also facing significant student capacity issues within Sherwood Park—mostly at the elementary level and in the French Immersion program. The replacement school was relocated to the Heritage Hills area of Sherwood Park and renamed Heritage Hills Elementary. With construction complete, Heritage Hills Elementary is now open to students. As such, EIPS will retire the Wye School name.

Trustee Reports Roundtable

Trustees shared information and highlighted recent events:

- **Vice-Chair Colleen Holowaychuk** attended various school council meetings—a common message heard by school staff was the positive difference students make to the building. She also attended ASBA's Zone 2/3 special general meeting and the Heritage Hills Elementary grand opening ceremony.
- **Trustee Randy Footz** attended ASBA's Zone 2/3 special general meeting and the grand opening ceremony for Heritage Hills Elementary. He thanked Facility Services for the excellent job project managing the replacement school, which is a wonderful facility. He also enjoyed the Board Retreat—especially the working sessions—and met with school administration at both A.L. Horton Elementary and Vegreville Composite High.
- **Trustee Annette Hubick** attended the Sherwood Park Value Scoping Sessions and school council meetings for Brentwood Elementary, Davidson Creek Elementary and Mills Haven Elementary. Tonight, she's attending meetings for Clover Bar Junior High and Salisbury Composite High. It's great to reconnect with all the schools.
- **Trustee Don Irwin** attended school council meetings for F.R. Haythorne Junior High, Glen Allan Elementary, Wes Hosford Elementary and Woodbridge Farms Elementary. He also took part in the Heritage Hills Elementary grand opening, the Board Retreat and the Sherwood Park Value Scoping sessions, which were all valuable.
- **Trustee Jim Seutter** attended the Heritage Hills Elementary grand opening. It's great to see the building complete and students in it.
- **Trustee Harvey Stadnick** attended three school council meetings. Overall, parents and administration are positive about the re-entry and feel safe. There was one parent who shared concerns about the out-of-school learning option. Parents also thanked the Division for the extensive communication sent to families throughout the pandemic.

Board Members

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

FOR MORE INFORMATION CONTACT:

Trina Boymook, *Board Chair* | P 780 417 8101

Laura McNabb, *Director, Communication Services* | P 780 417 8204

www.eips.ca | Twitter: [@eips](https://twitter.com/eips) | Facebook: [elkislandpublicschools](https://www.facebook.com/elkislandpublicschools)

Elk Island Public Schools Committee of School Councils Operating Procedures

1. DEFINITIONS

In these Operating Procedures:

- A. "EIPS" means Elk Island Public Schools
- B. "COSC" means the Committee of School Councils
- C. "Representative" means an individual member chosen by their school council to attend COSC
- D. "Parents" means parent, guardian or primary caregiver of any child enrolled in an educational program in EIPS;
- E. "Operating Procedures" means the governing document serving the same purpose as Bylaws referenced in the Regulations.

2. HISTORY AND AUTHORITY

Strathcona County Committee of School Advisory Councils (COSAC) formed in the late 1980s under Strathcona County Public Schools to bring together partners in education. As the group evolved, ownership transferred to parents who held the executive positions. When amalgamation occurred in 1993, Strathcona County Schools became part of Elk Island Public Schools. School Councils also became mandated under the School Act in 1995 and COSAC became the EIPS COSC. COSC was the first group of this nature in Alberta and has been a model for other divisions.

COSC operates with autonomy and is supported by Board Policy 2 which states:

1.10 Encourage the formation of a Committee of School Councils (COSC).

1.10.1 If a COSC is formed, its primary purpose shall be to enhance communications among the School Councils (SCs), the Board, the Superintendent and the community.

1.10.2 Parents with concerns are encouraged to present their concerns directly to the teacher/Principal. School personnel or individual student concerns shall not be discussed at COSC meetings.

1.10.3 Further terms of reference and operating procedures shall be as determined by COSC.

3. PURPOSE

COSC exists for the purpose of empowering, engaging and supporting school council representatives.

4. OBJECTIVES

- Receive timely presentations by EIPS representatives and education partners on provincial and district education initiatives
- Share best practices and perspectives from school councils throughout the district
- Understand our legislated role as school councils and how parents can make an impact provincially.
- Understand the role of fundraising societies.
- Support and empower school council representatives through support and mentorship opportunities
- Create opportunities for meaningful discussion which can then inform discussion at the school level.
- Build relationships with other school council representatives and education partners.
- Understand district priorities, goals and outcomes, and their role in the District Education Plan and School Education Plans

Elk Island Public Schools Committee of School Councils Operating Procedures

- Share content from individual school councils
- Foster the collaborative spirit of Parents as Partners
- Broaden perspectives to include the full K-12 educational experience
- Encourage participation in and understanding of the role of Alberta School Councils Association
- Resource and equip healthy school councils and fundraising societies.

5. GOVERNANCE, MEMBERSHIP and DECISION MAKING

The Committee of School Councils encourages engagement, providing participation falls within the purpose and objectives.

The membership shall consist of:

- A. School council representative(s) as defined in 1(c)
- B. The Superintendent and/or designate
- C. EIPS COSC liaison
- D. ATA Local President and/or designate
- E. Board of Trustee Chair and/or designate(s)
- F. Additional Trustee(s)
- G. Other invited guests
- H. Past Chair (for a term of one year)

Decision Making

Most decisions shall be made by consensus by school council representatives.

Decisions requiring a vote, such as elections, or dissolution, shall be made by school councils through their appointed representative. Each attending school councils shall be granted one vote. Proxy votes will not be counted. Votes shall be simple majority, with the exception of dissolution which shall require 75% approval.

6. QUORUM

COSC does not have quorum requirements.

7. EXECUTIVE and TERMS OF OFFICE

Term of office shall be one year beginning at our October meeting.

The positions of the Executive shall consist of: Chair, Vice-Chair, and Secretary

- A. All Executive positions must be filled by representatives as defined in 1C above.
- B. Every representative is eligible to be elected to an Executive position on the COSC.
- C. Any Executive member may resign their position by providing written notice to the other executive members.
- D. Any Executive member may be removed from the Executive at any time with cause by a majority vote voting members at a regularly-scheduled COSC meeting.
- E. The Executive will carry out the day-to-day operation of the COSC.

8. DUTIES OF THE EXECUTIVE MEMBERS

A. Chair

It is expected that the COSC Chair will be a representative as described in 1 (c). Unless otherwise delegated, the Chair of COSC will:

- 1) Chair all meetings of the COSC;
- 2) Coordinate with the EIPS liaison to establish meeting agendas;
- 3) Decide all matters relating to rules of order at the meetings;

Elk Island Public Schools Committee of School Councils Operating Procedures

- 4) Ensure that COSC Operating Procedures are current and followed;
- 5) Be the official spokesperson of the COSC;
- 6) Ensure that there is regular communication with the whole COSC community;
- 7) Review any communication to the COSC community prior to distribution
- 8) Have general responsibility for all activities of COSC;

B. Vice-Chair

Unless otherwise delegated, the Vice-Chair of COSC will:

- 1) In the event of resignation, incapacity or leave of absence of the Chair, fulfill the Chair's responsibilities;
- 2) In the absence of the Chair, supervise the affairs and preside at any meetings of COSC;
- 3) Work with and support the Chair in agenda preparation;
- 4) Promote teamwork and assist the Chair in the smooth running of the meetings;
- 5) Assist the Chair and undertake tasks assigned by the Chair.

C. Secretary

Unless otherwise delegated, the Secretary of COSC will:

- 1) Act as a recorder at each meeting and ensure that the minutes are prepared accurately to reflect the directions agreed to at the meeting;
- 2) Work together with the EIPS liaison to maintain a dated record of all meetings and members of COSC and their information, in compliance with PIPA;
- 3) Work together with the EIPS liaison to distribute, as determined by COSC, agendas, minutes, notices of meetings and notices of other events;

In the absence of the Secretary, COSC shall choose a recording Secretary for the meeting.

9. VACANCIES

Elections for a vacant position will be held at subsequent meetings of COSC until the vacancy is filled.

10. MEETINGS

Regular Meetings

A minimum of 7 scheduled meetings will be held per school year or as called by the Executive. It will be decided when these meetings will take place at the October meeting. The meetings will take place in the EIPS Board Room or at an alternate location as decided by the members or the Executive.

13. MEETING AGENDAS

The Chair will work in partnership with EIPS liaison to create the agendas for all meetings. Agenda item requests must be made through the Chair, who will, if necessary, consult with the Executive as to the appropriateness of the item requested.

14. COMMITTEES

COSC may appoint committees that consist of COSC Representatives and other appropriate community partners. Committees meet outside of COSC meetings to complete their assigned tasks as per the direction of the COSC and present a report of their activities at COSC meetings.

Elk Island Public Schools Committee of School Councils Operating Procedures

18. CODE OF CONDUCT

All School Council Members shall:

- A. Be guided by the purpose and objectives of COSC.
- B. Act within the intent of the COSC Operating Procedures and EIPS Board Policies and Administrative Procedures. Practice the highest standards of honesty, accuracy, integrity and truth;
- C. Recognize and respect the personal integrity of each COSC member
- D. Declare any conflict of interest;
- E. Encourage a positive atmosphere in which individual contributions are encouraged and valued;
- F. Apply democratic principles;
- G. Consider the best interests of all students;
- H. Use the appropriate communication channels when questions or concerns arise;
- I. Practice respectful meeting etiquette (as specified on the back of the meeting nameplates);

19. CONFLICT RESOLUTION

COSC shall abide by the Conflict Resolution Procedures outlined in the School Board's policies and procedures.

- A. If at any time, 75% of the representatives of the prior month's meeting are of the opinion that COSC is in a state of conflict such that its operation is significantly impaired, they may deliver a signed statement of conflict to all Executive Members and the statement of conflict shall be added to the agenda of the next meeting.
 - 1. All COSC representatives present will have an opportunity to hear and discuss the issues causing conflict.
 - 2. On motion, a vote shall be taken respecting a proposed resolution to the conflict.
 - 3. If the majority of voting Members present vote in favour of the resolution proposed, the COSC will immediately act upon it.
- B. Interpersonal conflict shall not be addressed in the public meeting, but rather, privately between the parties involved. Informal and collegial resolution of problems is the preferred approach.

20. PRIVACY

COSC shall adhere to the Personal Information Protection Act (PIPA), and shall not use or share personal information for purposes other than those of COSC business.

21. DISSOLUTION

If due to legislation, COSC becomes redundant or loses its autonomy, COSC may choose to dissolve with a minimum 75% approval of COSC representatives.

22. REVIEWS and AMENDMENTS

COSC may make any changes to these Operating Procedures deemed necessary to carry out its functions.

These Operating Procedures have been accepted by a majority of the Members entitled to vote at a regularly-scheduled COSC meeting of the School Council.

Date _____

Chair's Name

Chair's Signature

Elk Island Public Schools Committee of School Councils Operating Procedures

Vice Chair's Name

Vice Chair's Signature

Secretary's Name

Secretary's Signature

Caregiver Education Team Newsletter

October 2021



AHS, in collaboration with [The Mental Health Foundation](#), is proud to offer FREE online programming for parents and caregivers of children and youth.

Sessions are offered online through the Zoom conferencing application. A link to access the online session will be sent by email to those who have registered for the session.

Drop-In Series

**Understanding Anxiety
Part 4: Overcoming Avoidance**
Wednesday, October 6
6:00 – 7:30 pm

**Mental Health and
Resiliency**

**Positive Communication That
Promotes Growth**
Thursday, October 7
6:00 – 7:30 pm

**Calming Our Bodies and
Minds**
Thursday, October 14
6:00 – 7:30 pm

Resilient Mindsets
Thursday, October 21
6:00 – 7:30 pm

Collaborative Problem Solving
Thursday, October 28
6:00 – 7:30 pm

Lunch & Learns

**Parenting Strategies that
Promote Positive Mental
Health**

Part 1:
Tuesday, October 12
12:00 – 1:00 pm

Part 2:
Wednesday, October 20
12:00 – 1:00 pm

Understanding Self-Injury
Tuesday, October 26
12:00 – 1:00 pm

SEEDS Series

**Creating Positive
Experiences Through Play**
Wednesday, October 13
6:00 – 7:30 pm

**Supporting Emotional
Growth in Children**
Wednesday, October 20
6:00 – 7:30 pm

**Motivating Your Child
Through Praise and Reward**
Wednesday, October 27
6:00 – 7:30 pm

Sessions at a Glance

Caregiver Education Sessions

**Keeping Scattered Kids on
Track: Supporting Children
and Adolescents with ADHD**
Monday, October 4
6:00 – 7:30 pm

**Resilience in Parenting
Caring for the Caregiver**
Monday, October 18
6:00 – 7:30 pm

**Substance Use
A Harm Reduction Approach**
Monday, October 25
6:00 – 7:30 pm



Mental Health Foundation

**Alberta Health
Services**
Children, Youth &
Families Addiction
& Mental Health

For more information, visit www.cyfcaregivereducation.ca

Caregiver Education Sessions

October 2021



These free 90 minute online sessions are intended to provide parents, caregivers, teachers, and community members with introductory information regarding mental health challenges that can affect children and youth.

Registration

Sessions are offered online through the Zoom conferencing application.

A link to access the online session will be sent by email to those who have registered for the session.

To register, click [HERE](#) or go to:

www.cyfcaregivereducation.ca

Keeping Scattered Kids on Track Supporting Children and Adolescents with ADHD

Attention deficit Hyperactivity Disorder (ADHD) is one of the most common mental health conditions diagnosed in children. Come and learn about the signs and symptoms of ADHD, ways that ADHD impacts academic achievement, self-worth, and relationships. You will leave with new strategies (not solutions) and resources for supporting success in children and adolescents with ADHD.

Date: Monday, October 4, 2021

Time: 6:00 – 7:30 pm

Notes: For caregivers of children and youth grades K-12 for adults only.

Resilience in Parenting Caring for the Caregiver

Being a parent or caregiver is both fulfilling and stressful. Our time, energy, and resources are spent ensuring that our children and youth are taken care of, but who takes care of the caregiver? In this session, we will learn more about parental stress and burnout, explore resilient parenting, and discuss why parental self-compassion and self-care are essential to your family's well-being. Strategies such as mindfulness and positive coping skills will be discussed.

Date: Monday, October 18, 2021

Time: 6:00 – 7:30 pm

Notes: For caregivers of children and youth grades K-12; for adults only.

Substance Use A Harm Reduction Approach

The experience of substance use is different for each person. Learn about some common substances used by youth, the spectrum of use, and the science behind addiction. Discover the basic principles of harm reduction and why it is beneficial for those who use substances. Learn strategies to support youth who may be using substances through courageous conversations and harm reduction strategies.

Date: Monday, October 25, 2021

Time: 6:00 – 7:30 pm

Notes: For caregivers of youth grades 7-12; for adults only.

Parent Feedback:

“I loved how interactive it was. Ideas of other participants sparked things in me that I had not thought of.”

“The facilitators did a fantastic job keeping the information engaging, especially in a virtual setting.”

“The session time was great and being able to add our info in as the session was progressing made me feel connected. I am not the only one dealing with some of these issue.”



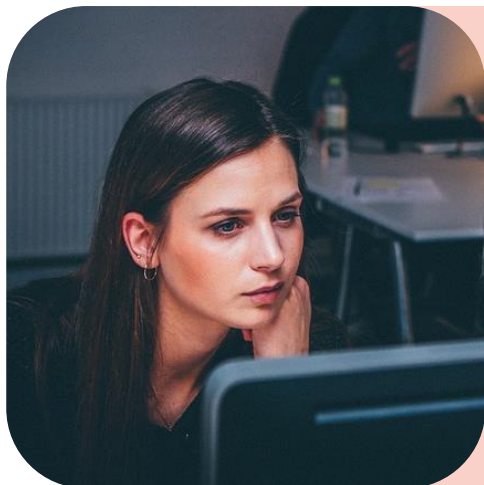
Mental Health Foundation



For more information, visit www.cyfcaregivereducation.ca

Lunch & Learn Webinars

October 2021



These free 60 minute sessions are intended to provide parents, caregivers, and community members with information regarding mental health challenges that can affect children and youth. When topics are presented over two sessions, participants can attend one or both sessions.

Parenting Strategies that Promote Positive Mental Health

In this two part series, we will explore factors that contribute to your child's mental health and wellness and learn how you can be your child's greatest mental health asset.

Part 1

Date: Tuesday, October 12, 2021

Time: 12:00 – 1:00 pm

Notes: For caregivers of children in grades K-6; for adults only.

Part 2

Date: Wednesday, October 20, 2021

Time: 12:00 – 1:00 pm

Notes: For caregivers of children in grades K-6; for adults only.

Understanding Self-Injury

In this session, we will explore various motivations in youth who are intentionally harming themselves and factors behind self-injurious behaviour. Strategies to support youth who may be engaging in self-injury will be discussed.

Date: Tuesday, October 26, 2021

Time: 12:00 – 1:00 pm

Notes: For caregivers of youth in grades 7-12; for adults only.

Registration:

Sessions are offered online through the Zoom conferencing application.

A link to access the online session will be sent by email to those who have registered for the session.

To register, click [HERE](#) or go to:

www.cyfcaregivereducation.ca

Parent Feedback:

“Great session, lots of helpful tools and inspiration. Thanks!”

“I appreciate every session. Hope we can get more chances [to get] more information in the future. Thank you!”

“Thank you for continuing to provide helpful information and education during this different times.”



Mental Health Foundation



Children, Youth & Families
Addiction & Mental Health

For more information, visit www.cyfcaregivereducation.ca

Drop-in Series

October 2021

Anxiety: Overcoming Avoidance

In this final session of our fall anxiety series, we will discuss how avoidance of stressors can increase our child's stress responses. By encouraging our children to face manageable stressors, caregivers can help their child foster effective coping skills.

Date: Wednesday, October 6, 2021

Time: 6:00 – 7:30 pm

Note: For caregivers of children and youth in grades K-12; for adults only.

SEEDS Growing Parenting Skills

The Support, Education, and Engagement Drop-In Sessions (S.E.E.D.S) are 90-minute drop-in online interactive workshops for parents and caregivers who are looking to strengthen their foundational parenting skills, address parenting challenges, and support their child's social and emotional development. Caregivers will receive practical information, share tips, and participate in group discussion.

Creating Positive Experiences Through Play

Join us in a session on how we can develop positive relationships with our children. As one of the most foundational parenting strategies, other strategies are more effective when you discover the connection that can be built through child-directed play.

Date: Wednesday, October 13, 2021

Time: 6:00 – 7:30 pm

Note: For caregivers of children in grades K-6; for adults only.

Supporting Emotional Growth in Children

This session is designed to help parents learn ways they can support their child's development and relationships through social and emotional coaching.

Date: Wednesday, October 20, 2021

Time: 6:00 – 7:30 pm

Note: For caregivers of children in grades K-6; for adults only.

Motivating Your Child through Praise and Rewards

This session will demonstrate how the offering of simple social rewards and tangible incentives can be effective in encouraging children to behave in helpful ways, build essential life skills, and reach goals.

Date: Wednesday, October 27, 2021

Time: 6:00 – 7:30 pm

Note: For caregivers of children in grades K-6; for adults only.

Registration

Sessions are offered online through the Zoom conferencing application.

A link to access the online session will be sent by email to those who have registered for the session.

To register, click [HERE](#) or go to:

www.cyfcaregivereducation.ca

Parent Feedback

"The delivery method was mindful of confidentiality and was conducted in a respectful and interactive manner. Well done!"

"Thank you! The duration was perfect and the content was extremely helpful!"

"The presenters immediately read out the messages and tied it to the topics. This made me feel heard and I thought it created a safe space to share ideas."



Mental Health Foundation



For more information, visit www.cyfcaregivereducation.ca

Drop-in Series

October 2021

Mental Health and Resiliency Series

We continue in this free parenting series for parents and caregivers who are looking to strengthen their family's ability to 'bounce back' from life's challenges. In these 90-minute introductory-level information sessions, you will learn strategies that can help you and your children learn to be more resilient in the face of stress and anxiety. As part of a multi-session series, parents are welcome to attend one session or join us each week.

Positive Communication That Promotes Growth

In this session, we will look at how we can use the communication tool of praise to support our child's healthy need for attention, reinforce helpful behaviours, and encourage our child to engage with others in positive ways that foster resilience.

Date: Thursday, October 7, 2021

Time: 6:00 – 7:30 pm

Notes: For caregivers of children and youth in grades K-9; for adults only.

Calming Our Bodies and Minds

In this online session, we will discuss the ways that our bodies and minds respond to stress and learn strategies for equipping our children to regain a sense of calm and control in the midst of life's stressors.

Date: Thursday, October 14, 2021

Time: 6:00 -7:30 pm

Note: For caregivers of children and youth in grades K-9; for adults only.

Resilient Mindsets

In this online session, we will look at specific behaviours and habits that parents can encourage in the home to develop a more positive mindset in their child for reducing stress, increasing empathy, and equipping our child to tackle new challenges.

Date: Thursday, October 21, 2021

Time: 6:00 -7:30 pm

Note: For caregivers of children and youth in grades K-9; for adults only.

Collaborative Problem Solving

In this online session, we will explore ways that parents can foster effective problem solving in their child through empathy, clear communication, and collaboration in a way that reduce struggles when challenges arise.

Date: Thursday, October 28, 2021

Time: 6:00 -7:30 pm

Note: For caregivers of children and youth in grades K-9; for adults only.

Registration

Sessions are offered online through the Zoom conferencing application.

A link to access the online session will be sent by email to those who have registered for the session.

To register, click [HERE](#) or go to:

www.cyfcaregivereducation.ca

Parent Feedback

“Both presenters were engaging and informative. It flowed well by having the questions separate at the end.”

“I always learn a lot from the sessions, to practice and to share the knowledge with my friends and students...”

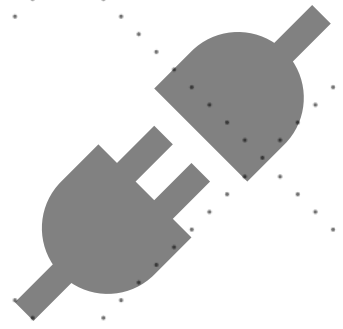
“A lot of things were new and very interesting...in terms of my understanding and implementation.”



Mental Health Foundation



For more information, visit www.cyfcaregivereducation.ca



Internet News

Uber reaches agreement in California sexual assault data request

This article briefly discusses Uber's reluctance to release the private information of survivors of sexual assault to a government agency.

<https://www.reuters.com/business/autos-transportation/uber-reaches-agreement-california-sexual-assault-data-request-2021-07-16/>

Facebook and Twitter under fire after England soccer players face racial abuse online

This article discusses the reactions to racist abuse of athletes and raises questions about whether the social media companies are effectively managing hate online.

<https://www.cnn.com/2021/07/12/facebook-twitter-under-fire-after-england-players-face-racial-abuse.html>

How to Build Digital Literacy for your K-8 Child

This article is full of helpful tips that we at Saffron tell people ourselves. These tips are all helpful, and remember to build a positive relationship with your kid so they are encouraged to talk to you about any concerns.

<https://www.usnews.com/education/k12/articles/how-to-build-digital-literacy-for-your-k-8-child>

Saffron's Tips

Do Research!

The internet is a constantly changing place, new apps, websites, and services come along all the time. Not to mention new trends popular content. It's important to try and stay up to date as much as possible. Here are some resources to help you do that!

Media Smarts: Canada's Centre for Digital and Media Literacy. <https://mediasmarts.ca/>

Protect Kids Online by the Canadian Centre for Child Protection. <https://protectkidsonline.ca/app/en/>

Get Cyber Safe by the Government of Canada. <https://www.getcybersafe.gc.ca/en/home>

Check in Regularly

Make sure to keep up with kids about what is going on in their life on the internet. Ask what they like doing, make sure everything is okay, ask if they have any questions about anything.

Resources



Google Family Link is a free service that allows you to monitor and control usage on your devices and your kids devices.

It can be used to see what apps they use and for how long, lock their devices for a certain time, and get notifications about their activity.

<https://families.google.com/familylink/>

Get in touch with Saffron if you have any questions!



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EIPS Operations Guidelines 2021-22

A RESOURCE FOR STUDENTS, STAFF AND FAMILIES

NOTE: Information contained within this document reflects current best practices for preventing and controlling COVID-19 and other respiratory illnesses. New directives and restrictions from the province or Alberta's Chief Medical Officer of Health may shift how EIPS conducts its operations at any time during the school year. EIPS will continue to monitor the COVID-19 situation, including ongoing risks related to new variants of concern, and adjust the operating guidelines, as necessary.

LAST UPDATED: Sept. 29, 2021



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EIPS OPERATIONS GUIDELINES 2021-22

A RESOURCE FOR STUDENTS, STAFF AND FAMILIES

For the 2021-22 school year, the Government of Alberta expects school operations to return to as normal as possible, which it outlines on [Alberta Education's website](#). The province also developed a series of recommendations and best practices for school divisions to use, as a minimum standard, to help prevent the spread of COVID-19 and other respiratory illnesses. It also encourages, and recommends, school divisions implement additional measures when deemed appropriate.

Using the province's [guidance documents](#), public-health data, a working-group committee, family feedback and operational data from last year, the Division developed its own operations plan entitled *EIPS Operations Guidelines 2021-22: A resource for students, staff and families*. The document outlines how EIPS schools are operating and the public-health measures in place to prevent the spread of COVID-19 and other respiratory illnesses during the 2021-22 school year.

Core preventive measures:

Personal hygiene: Continue to practice good hand hygiene and respiratory etiquette.

Screening: Daily screening for symptoms and testing for symptomatic individuals.

Stay home when sick: Anyone who feels unwell cannot attend school or work.

Personal Protective Equipment: Use of personal protective equipment—masks, face shields and gloves.

Physical Distancing: All individuals continue to physically distance whenever possible.

Immunization: Promote vaccination and work with Alberta Health Services to host temporary immunization clinics.

Enhanced cleaning: Routine and targeted cleaning and disinfection of all buildings and buses.

Ventilation: Measures in place to improve ventilation in schools and classrooms.

Rapid response plans: Strategies to deal with staff or students who become symptomatic or ill

Absentee rates: Report to AHS illness absence rates—10 per cent or more.

Overall, the *EIPS Operations Guidelines 2021-22* ensures schools run smoothly, and operations take place in the safest way possible. It's essential families, and students understand and adhere to the guidelines, so the risk of illness transmission is low, and students continue learning and working in a safe classroom setting. Through a combined effort, everyone within EIPS is safer, healthier and better prepared for success throughout this stage of the pandemic.

NOTE: Information contained within this document reflects current best practices for preventing and controlling COVID-19 and other respiratory illnesses. New directives and restrictions from the province or Alberta's Chief Medical Officer of Health may shift how EIPS conducts its operations at any time during the school year. EIPS will continue to monitor the COVID-19 situation, including ongoing risks related to new variants of concern, and adjust the operating guidelines, as necessary.

MINIMIZING RISK

Ensuring Safety and Academic Success

The *EIPS Operations Guidelines*, developed by a working-group committee made up of EIPS principals, directors and senior administration, is the result of ongoing consultations with Alberta Education, Alberta Health Services, Alberta’s Chief Medical Officer of Health, Alberta Teachers’ Association, and feedback from EIPS families and staff. The document includes various measures—public health, hygiene and [provincial guidelines](#)—to ensure everyone continues to learn and work in a safe environment that supports each individual’s physical, social and emotional well-being. Throughout the year, EIPS will continue to work with all five groups and adjust measures as needed.

Even with all the measures in place, COVID-19 numbers may increase or fluctuate within the region—there is no one public-health measure to stop the transmission of the virus. However, transmission is less likely to occur with a combination of public-health measures in place. For that reason, it’s imperative to have complete co-operation—from staff, students, families, partners and community members—to mitigate the impact of COVID-19 and other respiratory illnesses.

NOTE: EIPS has the authority to implement local measures that exceed provincial restrictions and guidelines, when deemed appropriate.

CONTINGENCY PLANS

Currently, schools across Alberta are operating as close to normal as possible, while still incorporating good public-health practices. At EIPS, students are learning in school, senior high schools return to the two-semester system and optional courses continue under the regular programming model and following provincial guidance, as much as possible.

However, if there’s a resurgence of the COVID-19 pandemic that impacts the province and the education system, Alberta Education has two possible [contingency plans](#). All school divisions must be prepared to transition to either contingency plan at any given time.

CONTINGENCY PLAN 1: NEAR-NORMAL OPERATIONS, WITH HEALTH MEASURES

- Regular in-school classes for K-12 students with near-normal operations.
- Continued assessment of student learning.
- School divisions implement and follow public-health measures and best practices.
- Additional public-health measures for learners and extracurricular activities for those unable to receive immunization.
- Outbreak management similar to influenza outbreak response.

CONTINGENCY PLAN 2: AT-HOME LEARNING

- In-school classes suspended.
- All school divisions offer out-of-school learning opportunities.
- School divisions follow provincial public-health measures.
- School divisions work with families to ensure student learning continues.
- Continued assessment of student learning.

HEALTH AND SAFETY

Guiding Principles

All EIPS schools and departments are guided by the following health and safety principles:

- Every student, staff and visitor completes the COVID-19 [Alberta Health Daily Checklist](#) before entering an EIPS building or bus (see pg. 10, “Daily Screening”).
- No one can enter an EIPS building or bus if experiencing respiratory illness symptoms.
- Report illness absentee rates of 10 per cent or more.
- Practice ongoing hand hygiene.
- Practice physical distancing, whenever possible.
- Reduce congestion in high-traffic areas.
- Avoid shared-use items, supplies and equipment, where practical.
- Follow protocols in place for food handling and food sharing (see pg. 15, “Food Handling”).
- Provide access to mental health supports for students and families.
- Routine and enhanced cleaning and disinfecting of all EIPS facilities and high-touch surfaces.
- Mandatory mask use—applicable to all staff, students in kindergarten to Grade 12, and visitors.
- Encourage COVID-19 immunization for all those eligible—mandatory for school volunteers.

Physical Health and Screening

Before entering an EIPS building, students, staff and visitors must assess whether they feel well enough to attend school or work using the COVID-19 [Alberta Health Daily Checklist](#). If the person answers “YES” to any checklist question, they need to stay home, follow its instructions and use the [COVID-19 self-assessment tool](#) to determine next steps.

Any [individual who becomes symptomatic](#) during the school day or workday must leave the EIPS building immediately. Students who can’t leave right away must go to the school’s isolation room and wear a face mask until an emergency contact picks them up. Families must ensure the school has current [emergency contact information](#) on file.

Students with core symptoms—fever, cough, shortness of breath, loss of smell or taste—must isolate for 10 days, or until receiving a [negative COVID-19 test result](#) and symptoms resolve. Students with *ONE* secondary symptom—chills, sore throat, runny nose, fatigue, nausea, diarrhea, aches, headache, pink-eye—must stay home and monitor symptoms for 24 hours. If symptoms improve after 24 hours, they can return to school. If symptoms don’t improve, or worsen, they must stay home until resolved. Students with *TWO* or more secondary symptoms must stay home until resolved. In all scenarios, use the [COVID-19 self-assessment tool](#) for health-related advice.

Meanwhile, individuals, 18 years and older, with core symptoms—fever, cough, shortness of breath, runny nose, sore throat, loss of tastes or smell—must isolate for 10 days, or until receiving a negative PCR COVID-19 test result and symptoms resolve. For secondary symptoms—chills; painful swallowing; nasal congestion; fatigue; feeling unwell; nausea; diarrhea; loss of smell, taste or appetite; aches; headache; pink-eye—the person must stay home until symptoms resolve—use the COVID-19 self-assessment tool for further health-related advice. Testing is recommended for anyone who experiences core or secondary symptoms.

DOES YOUR CHILD HAVE A PRE-EXISTING MEDICAL CONDITION?

A child showing [COVID-19 symptoms](#) because of a pre-existing medical condition, such as allergies, can attend school if the symptoms stay the same. If symptoms change, or worsen, complete the [COVID-19 self-assessment tool](#) for further advice. Remember to also inform the school about the pre-existing medical condition for its records.

Illness and COVID-19 Cases

The Division deals with COVID-19 cases confidentially and on a case-by-case basis. AHS no longer informs schools or school divisions about individual COVID-19 cases. So, anyone who tests positive for COVID-19 is asked to notify the school or Division to assist with illness monitoring and ensure the proper public-health protocols are followed.

Individuals who test positive for COVID-19 must isolate for a minimum of 10 days or until symptoms resolve, whichever is longer. Proof of a negative COVID-19 test isn't required to return to school or work once the isolation period is complete. Anyone not fully vaccinated who is a household contact of a COVID-19 case should not attend school, work or other activities for 14 days from the last day of exposure—defined as the last day of the household COVID-19 case's 10-day isolation period.

AHS also no longer requires close contacts to quarantine. That means, whole classes don't need to quarantine if there's a positive case at school—unless directed to do so by a public-health official. While quarantining isn't required, when a case is reported to the school, EIPS still provides general notification to affected staff, students and families to let them know about the case, advise to monitor for symptoms and stay home if feeling unwell. AHS does strongly recommends anyone exposed to COVID-19, who isn't fully vaccinated, to monitor for symptoms and avoid high-risk locations, such as continuing-care facilities and crowded indoor spaces.

WHAT IS A HOUSEHOLD CONTACT?

Household contact: A person who lives in the same residence as a COVID-19 case *OR* in frequent, long or close interaction with the case—siblings, sleepover contact, partner, care provider.

If exposed within the last 14 days: monitor for symptoms, follow public-health restrictions and take additional precautions—physical distancing, wearing a mask and washing or sanitizing hands often.

If not fully immunized, AHS strongly recommends staying home, for 14 days from last exposure to the COVID-19 case, and to monitor for symptoms.

For more information visit [Alberta Health Services: Household contacts](#).

ILLNESS OUTBREAK AT SCHOOLS: MONITORING AND MEASURES

While AHS no longer reports COVID-19 cases to EIPS, the Division advises AHS and Alberta Education when there's an illness absentee rate of 10 per cent or more. AHS then investigates and determines next steps. If an outbreak's declared, schools often add temporary public-health measures to manage and control the outbreak—cohorts, masking, physical distancing, gathering and extracurricular restrictions, enhanced cleaning or, possibly, at-home learning.

To help schools remain healthy and safe, EIPS asks families to always inform school staff when a child is absent and if the reason is related to an illness. If related to an illness, also describe the symptoms. Doing so allows the school to monitor and report illness trends accurately.

HELP PREVENT THE SPREAD OF COVID-19 AND RESPIRATORY ILLNESS

Take steps to protect yourself and others:

- Practice [physical distancing](#) when gathering with others.
- Wear a mask indoors and when gathering with others.
- Get vaccinated, if eligible.
- Avoid carpooling, whenever possible.
- Practice good hygiene and respiratory etiquette.
- Stay home if feeling unwell, and advise the school.
- Monitor for symptoms related to [COVID-19](#), or other respiratory illnesses.
- Self-isolate for 10 days if you have any [core COVID-19 symptoms](#), or until receiving a negative COVID-19 test and feeling better.
- Take the [COVID-19 self-assessment tool](#) to access health-care advice and testing.

Vaccination

All Albertans, born in 2009 or before are now eligible to receive their first and second COVID-19 vaccine. The vaccines are safe, effective and help prevent individuals from getting infected with COVID-19 and against severe outcomes. In fact, a [single dose](#) of an approved vaccine offers 80 per cent protection against severe outcomes, such as hospitalization and death. Meanwhile, the [second dose](#) is needed for further and long-lasting protection.

EIPS encourages all eligible EIPS staff and students to get vaccinated against COVID-19. Doing so creates the safest environment possible, reduces learning and working disruptions, and allows schools to safely and quickly resume activities that were postponed last year—extracurricular activities, field trips, sports, intramurals. AHS is hosting temporary COVID-19 immunization clinics within EIPS schools to assist with vaccine accessibility. The clinics are open to all eligible students and staff—parent permission is required for anyone under the age of 18. As well, all eligible Albertans can [book a COVID-19 vaccine](#) appointment online.

“As children born in 2010 or later, 11 and under, are currently not eligible to receive the COVID-19 vaccine, it is important that those around them, including parents and guardians, older students and school staff, receive the vaccine to reduce community transmission and protect this age group” — Alberta Health

PROOF OF VACCINATION

Unvaccinated staff may be required, under occupational health and safety requirements, to take additional precautions. Additionally, all EIPS schools require [proof of vaccination](#), or a negative COVID-19 test result, from volunteers. The negative COVID-19 test must be a privately paid COVID-19 PCR or rapid test and completed within 72 hours. No school will accept a test result from Alberta Health Services or Alberta Precision Laboratories.

Physical Distancing

Students, staff and visitors are encouraged to physically distance—maintaining a two-metre space between two or more people, even when wearing a mask. As much as possible, schools have rearranged classrooms to encourage space between students. That said, physical distancing is challenging, particularly in the lower grades. Like last year, some schools may stagger breaks, recesses and transition times, designate entrances and exits, and post foot-flow traffic markings in hallways to encourage physical distancing. They may also maintain occupancy limits for common areas, such as washrooms, meeting rooms and lunchrooms.

When schools use cohorting, all individuals must physically distance themselves from those who aren't part of their cohort—two metres or more, whenever possible. The exception: during physical education and performance activities, if it inhibits providing guidance or instruction, and when it's not possible to maintain a distance of two metres.

STRATEGIES TO LIMITING CLOSE CONTACT WITHIN SCHOOLS

- Rearranged classrooms to encourage maximum space between students.
- Maintain physical distancing, whenever possible.
- Staggered pickup and drop-off, recess and break times.
- Occupancy limits in washrooms, common areas and elevators.
- Restricted and directional hallway use.
- Restrictions for higher-risk activities and group gatherings.
- Wear masks, even when physical distancing is possible.
- Avoid large-group gatherings.
- Switch meetings to a virtual platform

Cohorts

A cohort is a group whose members are always the same and stay together throughout the school day. Last year, all schools used cohorting for contact-tracing purposes and to limit the number of people congregating together. The province now only requires elementary schools to use cohorting as a strategy to mitigate the spread of COVID-19. However, some junior high and senior high schools may choose to continue to use this strategy for operational purposes. When cohorting is used, staff and students are encouraged to stay within that cohort as much as possible throughout the school day—including during recess and breaks, and on field trips. If an illness outbreak is declared at a school, it's possible, Alberta Health Services will also require cohorting as a temporary enhanced measure for all schools to prevent widespread transmission.

Elementary cohorts are based on classroom schedules. Most elementary staff members are also assigned to one cohort, unless more is required for operational purposes. Anyone not assigned to a cohort should attempt to physically distance from others

Masks and Use of Personal Protective Equipment

Globally, governments and medical experts [recommend wearing masks](#) when gathering indoors as a tool to help prevent the spread of COVID-19 and other respiratory illnesses. For the 2021-22 school year, EIPS' goal is to ensure everyone's health and safety and transmission rates stay low. Given the provincial mask mandate, that the Division can't guarantee physical distancing indoors at all times, the absence of COVID-19 vaccines for elementary students, the circulating and highly contagious Delta variant and the growing number of COVID-19 cases, EIPS requires all individuals—students, staff, volunteers, visitors and contractors—in all schools kindergarten to Grade 12—to wear a mask in all indoor shared areas and on all EIPS buses.

MASKS A MANDATORY IN THE FOLLOWING CIRCUMSTANCES:

- on all EIPS school buses;
- in all EIPS elementary schools;
- in all junior high school; and
- all senior high school.

Masking in these circumstances helps ensure students and staff are protected and allow schools to safely and quickly resume activities that were suspended last year—extracurricular activities, field trips, sports, intramurals. EIPS recommends three-layer masks. And, all masks must fit close to the face and cover the nose and chin. Face coverings not permitted: Neck gators, bandanas, mangle masks and masks with one-way valves or vents. Transparent masks are OK to use with students who are hearing impaired or rely on facial cues for communication.

Masks are not mandatory when eating and drinking, during physical and performance activity and outside, unless directed (see pg. 15, "Gymnasiums"). Additionally, employees, working outside a classroom, can remove their mask at a workstation separated from others by at least two metres. As well, mask breaks are encouraged. Teachers will advise students to change their mask two or three times a day—make sure your child has spare masks, reusable or disposable, with them at school every day. EIPS reviews its mask protocol on an ongoing basis throughout the year. The next review will take place on or before Jan. 20, 2022.

Masks aren't required when eating and drinking, during physical and performance activity and outside

WHO IS EXEMPT FROM WEARING A MASK?

Children in pre-kindergarten or certain specialized programs: They may not understand the reason behind wearing a mask, and have a hard time putting it on, removing it, keeping it on and not touching it.

Those with underlying health or mental conditions: A [medical exemption](#) note is required from an authorizing health professional indicating the individual's condition inhibits their ability to wear a mask—an exemption is valid for a one-year period.

Administrators work with staff and families to accommodate mask exemptions. While the school will do everything possible to maintain the dignity of the mask-exempt person, some compromises and additional preventative controls, such as PPE, physical distancing, hand hygiene and cohorting, may be required, depending on the program and activity.

FACE SHIELDS

Face shields are a form of eye protection for the person wearing it. They do not prevent the spread of respiratory droplets from the wearer. As such, face shields are not considered masks. When used, a mask is also required, unless the individual has a mask exemption.

Cleaning and Hygiene

To ensure the health and safety of all students and staff, enhanced cleaning and hygiene protocols are in place at each EIPS building—all of which follow public-health best practices for illness infection control. Cleaning supplies are readily available in each classroom and office area.

CLEANING PROTOCOLS

- use of Health Canada’s approved cleaning and disinfection products;
- ongoing cleaning and disinfection of common surfaces;
- ongoing cleaning and disinfection of buses;
- cleaning and disinfection of desks between users (see pg. 14, “Shared-Use Items”).
- frequent day-time cleaning of high-touch areas and shared-use items;
- frequent cleaning and disinfection of washrooms and sink faucets; and
- removal of items that are difficult to clean.

HYGIENE PROTOCOLS

- ongoing reinforcement of hand hygiene and respiratory etiquette.
- ongoing hand-hygiene breaks (see pg. 9, “Hand Hygiene”);
- hand-sanitizing stations placed within or near every classroom and building entrance;
- hand sanitizer on every bus;
- ongoing refilling of soap, towel and hand-sanitizer stations; and
- occupancy limits for staff rooms, work rooms, meeting rooms and elevators.

HAND HYGIENE

One of the most reliable measures to prevent illness is regular hand hygiene. As such, students, staff and EIPS visitors should practice good hand hygiene throughout the school day or workday—washing hands with soap and water for at least 20 seconds or using hand sanitizer. Learn more about [proper hand-hygiene practices](#).

PRACTICING PROPER HAND HYGIENE

Throughout the day, EIPS recommends students and staff practice ongoing hand hygiene when:

- entering and exiting a school or building
- entering and exiting a classroom
- before and after using personal protective equipment—masks and face shields
- after using the washroom or a tissue
- after coughing or sneezing
- before and after eating
- after a physical education class or outdoor play
- after using a shared-use or high-touch surface

Ventilation

Proper ventilation and airflow are other strategies EIPS uses to maintain safe and healthy learning and working environments for students and staff. Ongoing best practices include:

- regular preventative maintenance on all heating, ventilation and air-conditioning (HVAC) equipment to enhance building filtration;
- quarterly filter inspections and replacements;
- bi-annual boiler inspections;
- annual inspections—furnace, exhaust-fan, air-handling, air-conditioning, startup, shutdown;
- upgrades to the HVAC equipment to meet or exceed the recommended American Society of Heating, Refrigeration and Air-Conditioning Engineers (ASHRAE) standards for respiratory illnesses; and
- running ventilation systems for extra hours during the day.

As well, EIPS exchanges the air in its buildings three times an hour and encourages schools to open windows and doors to assist with airflow and fresh-air circulation, when possible.

Mental Health and Well-Being

A virus such as COVID-19 can create anxiety and fear about the present and future. It becomes especially difficult if someone you know is sick or hears troubling messages on the radio, internet or television. Changes in routines and the continued precautions in place to limit the spread of the virus can also give rise to unexpected emotions and exacerbate pre-existing mental health conditions such as anxiety, depression or substance abuse. Therefore, mental health and wellness are critical aspects of the *EIPS Operations Guidelines 2021-22*.

Key Mental Health and Well-Being Strategies

- Counsellors and school-based support teams continue to reach out to staff, students and families to share mental health resources, information and academic support.
- EIPS staff have access to resources and supports—Family and Community Services and AHS—for students who require intensive assessment and intervention services.
- Staff professional learning focuses on self-care, wellness and supporting students.

MENTAL HEALTH RESOURCES

EIPS Students and Families – Counsellors and school-based support teams continue to reach out to students and families to share mental health resources and information. For more information visit [EIPS Mental Health Resources for Students, Staff and Families](#).

EIPS Staff – EIPS employees can access a variety of supports, including access to information, resources and professional services. For more information visit StaffConnect’s [COVID-19 Mental Health Support web page](#), [Homewood Health](#), or contact EIPS Central Services at 780-464-3477.

Community Supports – Students, staff and EIPS families can also access various community-specific supports: [Strathcona County: Mental Health Supports](#), [Strathcona County: Choose Kind](#), [Family and Community Services Contact Line](#), [Strathcona County: Staying Active and Healthy](#), [Fort Saskatchewan Supports](#), [Lamont County Supports](#), [Vegreville Supports](#).

For more information and support visit AHS’s [Help in Tough Times](#) website.

DAILY SCREENING

COVID-19 Alberta Health Daily Checklist: For students

To ensure schools are safe, all students, pre-kindergarten to Grade 12, must complete the COVID-19 [Alberta Health Daily Checklist](#) before going to school every day.

1.	Has your child been a household contact of a COVID-19 case in the last 14 days? <i>Household contact:</i> A person who lives in the same place as the case <i>OR</i> in frequent, long-duration or close-range interaction with the case—siblings, sleepover contact, care provider	YES	NO
	<p>If the child answered “YES” to Question 1, and NOT fully immunized:</p> <ul style="list-style-type: none"> stay home and <i>DON’T</i> attend school or other activities for 14 days—from the last day of exposure. Monitor for symptoms and use the COVID-19 self-assessment tool additional information. <p>If the child answered “NO” to Question 1, or is fully immunized, proceed to Question 2.</p>		
2.	Does the child have any new onset, or worsening, of the following core symptoms:		
	Fever – temperature of 38 C or higher	YES	NO
	Cough – continuous, more than usual, unrelated to known causes such as asthma	YES	NO
	Shortness of breath – continuous and unable to breathe deeply, unrelated to known causes such as asthma	YES	NO
	Loss of sense of smell or taste – unrelated to known causes such as allergies or neurological disorders	YES	NO
<p>If the child answered “YES” to any symptom in Question 1:</p> <ul style="list-style-type: none"> The child is to isolate for 10 days from onset of symptoms OR until receiving a negative COVID-19 test and symptoms resolve. Use the COVID-19 self-assessment tool to arrange for testing and additional information. <p>If the child answered “NO” to all core symptoms, proceed to Question 3.</p>			
3.	Does the child have any new onset, or worsening, of the following other symptoms:		
	Chills – without fever, not related to being outside in cold weather	YES	NO
	Sore throat or painful swallowing – unrelated to a pre-existing condition	YES	NO
	Runny nose or congestion – unrelated to known causes such as seasonal allergies or being in cold weather	YES	NO
	Feeling unwell or fatigued – lack of energy unrelated to known causes such as depression or sudden injury	YES	NO
	Nausea, vomiting or diarrhea – unrelated to pre-existing condition	YES	NO
	Unexplained loss of appetite – unrelated to known causes such as anxiety or medication	YES	NO
	Muscle or joint aches – unrelated to known causes such as arthritis or injury	YES	NO
	Headache – unrelated to known causes such as tension-type headaches or chronic migraines	YES	NO
	conjunctivitis (pink-eye)	YES	NO
<p>If the child answered “YES” to <i>ONE</i> symptom in Question 2:</p> <ul style="list-style-type: none"> The child must stay home and monitor for symptoms for 24 hours. The child can return to school if symptoms improve after 24 hours—testing isn’t necessary. If symptom doesn’t improve, or worsens, after 24 hours—or, if additional symptoms emerge—use the COVID-19 assessment tool for further health-care advice. <p>If the child answered “YES” to <i>TWO OR MORE</i> symptoms in question 4:</p> <ul style="list-style-type: none"> The child must stay home. Use the COVID-19 self-assessment tool to determine if testing is recommended. The child can return to school once symptoms resolve and 24 hours pass since symptoms started. <p>If the child answers “No” to all the above questions, they can attend school.</p>			

COVID-19 Alberta Health Daily Checklist: For adults

To ensure schools and Division offices are safe, all EIPS employees and families must complete the COVID-19 [Alberta Health Daily Checklist](#) before entering an EIPS building.

1.	Has you been a household contact of a COVID-19 case in the last 14 days? <i>Household contact: A person who lives in the same place as the case OR in frequent, long-duration or close-range interaction with the case.</i>	YES	NO
If the you answered “YES” to Question 1, and NOT fully immunized: <ul style="list-style-type: none"> • stay home for 14 days—from the last day of exposure. • Monitor for symptoms and use the COVID-19 self-assessment tool additional information. If the child answered “NO” to Question 1, or is fully immunized, proceed to Question 2.			
2.	Do you have any new onset, or worsening, of the following symptoms:		
	fever	YES	NO
	cough	YES	NO
	shortness of breath	YES	NO
	runny nose	YES	NO
	sore throat	YES	NO
	chills	YES	NO
	painful swallowing	YES	NO
	nasal congestion	YES	NO
	feeling unwell or fatigued	YES	NO
	nausea, vomiting or diarrhea	YES	NO
	unexplained loss of appetite	YES	NO
	loss of sense of taste or smell	YES	NO
	muscle or joint aches	YES	NO
	headache	YES	NO
	conjunctivitis (pink-eye)	YES	NO
If you answer “Yes” to any symptom in Questions 2: <ul style="list-style-type: none"> • DO NOT enter the school or an EIPS building at this time. • Stay home and use the COVID-19 Self-Assessment Tool to determine whether you need to be tested for COVID-19 and for further advice. • Individuals with fever, cough, shortness of breath, runny nose or sore throat are required to isolate for 10 days from the onset of symptoms OR until receiving a negative COVID-19 test and symptoms resolve. If you answer “No” to all the above symptoms, you can attend work and enter an EIPS building or bus.			

NOTE 1: If you or your child travelled outside Canada in the last 14 days, follow the [Government of Canada Travel, Testing, Quarantine and Borders](#) instructions, including requirements for exempt travellers related to attending high-risk environments.

NOTE 2: If you or your child is experiencing any symptoms from the lists above, do not visit a continuing care or acute care facility for 10 days from the onset of symptoms OR until receiving a negative COVID-19 test and symptoms resolve.

NOTE 3: The COVID-19 [Alberta Health Daily Checklist](#) continually changes as the situation in Alberta evolves. Regularly refer to the online questionnaire to ensure you’re using the most up-to-date version.

OPERATIONS

Classrooms

PRE-KINDERGARTEN (PALS)

Children are assigned to a classroom with a teacher to support their learning. Children enrolled in an EIPS Play And Learn at School program aren't required to wear a mask or physically distance. Instead, they're grouped in cohorts in classrooms are organized to encourage physical distancing.

General classroom protocols

- All individuals practice good hygiene (see pg. 9, "Cleaning and Hygiene").
- The classroom is organized to encourage maximum space between children.
- The mixing of cohorts avoided, whenever possible.
- Personal bins provided for supplies.
- Personal materials stored on a hook or in a locker.
- No sharing of food and utensils.
- All eating takes place in a designated classroom.
- Avoid toys and items difficult to clean and disinfect.
- Regular cleaning and disinfection of classrooms, desks, play centres and shared-use items.
- Mandatory mask use for staff.

KINDERGARTEN TO GRADE 6

Students are assigned to a classroom cohort with a teacher to support their learning. Maintaining physical distance is often challenging, given the age of the students and the number of students in a classroom. As such, students aren't required to physically distance. However, learners are grouped in cohorts, masks are mandatory and classrooms are organized to encourage physical distancing, when possible.

General classroom protocols

- All individuals practice good hygiene (see pg. 9, "Cleaning and Hygiene").
- Classrooms encourage maximum space between students with forward facing desks.
- The mixing of cohorts avoided, whenever possible.
- All individuals practice physical distancing, whenever possible
- Personal materials stored on a hook or in a locker.
- No sharing of food and utensils.
- Eating takes place in a designated classroom.
- Some schools have staggered break times.
- Regular cleaning and disinfection of classrooms, desks, play centres and shared-use items.
- Avoid toys and items difficult to clean and disinfect.
- Mandatory mask use for students and staff.

STORING PERSONAL ITEMS AND SUPPLIES

Storing items: Students can access a hook or locker to store personal materials. Students are encouraged to maintain physical distancing and stay within their cohort group, when applicable.

Personal items: Students and staff can continue to bring essential personal items to school. However, sharing items is still discouraged—food, drinks, utensils, wind instruments.

GRADES 7 TO 12

For each course, students are assigned to a classroom with a teacher to support their learning. Unlike last year, junior high and senior high students aren't cohorting in specific groups. However, masks are mandatory and, whenever feasible, students are required to physically distance.

General classroom

- All individuals practice physical distancing, whenever possible
- All individuals practice good hygiene (see pg. 9, "Cleaning and Hygiene").
- Personal materials stored in a locker.
- No sharing of food and utensils.
- Eating only takes place in designated areas.
- Regular cleaning and disinfecting of classrooms and desks between user.
- Some schools have staggered break times and transitions.
- Mandatory mask use for students and staff.

SYSTEM PROGRAMS AND STUDENTS WITH SPECIAL EDUCATION NEEDS

While EIPS schools are operating as close to normal as possible, unique challenges remain for students within system special-education programs. As such, school staff continue to consult with families to ensure operations take place smoothly and accommodate more individualized needs. All classrooms are also organized to encourage maximum distance between students and have protocols to reinforce good hygiene practices (see pg. 7, "Who is Exempt from Wearing a Mask?"). When small-group instruction is required, students and staff remain masked and physically distance at all times or separated by a physical barrier.

Shared-Use Equipment

The use of shared-use items is discouraged as much possible. Share-use items are cleaned on an ongoing basis. Desks and equipment are cleaned and disinfected between users. And, materials difficult to clean—books, papers—are taken out of circulation for 24-hours before being reused by another person or cohort group. And, as always, before and after using any shared item, students and staff must wash or sanitize their hands. (see pg. 9, "Cleaning and Hygiene").

SHARE-USE EQUIPMENT

What's in operation and what's not

- ✗ **water fountains:** out of operation
- ✗ **microwaves:** out of operation, in student settings
- ✓ **locker rooms and dressing rooms:** in operation, with physical distancing
- ✓ **bottle-filling stations:** in operation
- ✓ **vending machines:** in operation
- ✓ **photocopiers:** in operation
- ✓ **cafeterias:** in operation, using public-health guidelines
- ✓ **elevators:** in operation

Washrooms

All EIPS washrooms are regularly cleaned and disinfected throughout the day. Schools may limit occupancy and assign specific student groups to designated restrooms.

Breaks and Recess

Some schools are staggering breaks, recesses and transition times to minimize the number of people using the outside grounds at any one time. All students can use the playground and school equipment provided they clean their hands before and after use. Additionally, students are encouraged to gather in small groups outside and physically distance. Elementary students are encouraged to stay within their cohort group, as much as possible. Students must also practice proper hand hygiene when entering and exiting an EIPS building.

Large-Group Gatherings

For 2021-22, EIPS operations return to as normal as possible. Large-group gatherings—assemblies, convocations, banquets, performances and concerts with audiences, team activities, field trips and other social get-togethers—is dependent on the current provincial public-health orders. The Division reviews restrictions on all large-group gatherings on an ongoing basis. If there's an outbreak reported at a school or the province introduces new public-health measures to control or manage COVID-19 cases, the Division may need to suspend large-group gatherings temporarily.

SPECTATORS: NOT PERMITTED AT THIS TIME

- Spectators aren't permitted at indoor practices, games or performance event.
- When dropping off or picking up students stay outside and maintain physical distance.
- EIPS reviews its protocols for spectators on an ongoing basis throughout the school year.

EXTRACURRICULAR SPORTS AND SCHOOL SPORTS TEAMS

Extracurricular sports and school sports teams—elementary, junior high and senior high—resume in 2021-22. The Division may modify or suspend these if an illness outbreak's declared at a school. All activities must follow the province's [public-health orders](#) and [guidance documents](#), Alberta Schools' Athletic Association's [COVID-19 guidelines](#), and any external facility's protocols. Masks are always mandatory, except during physical activity. As well, each school's responsible for determining the timing, frequency and what these activities look like based on curriculum needs and staff resources.

PERFORMING ARTS, BAND AND CHOIR

Performing arts, band, music and choral activities continue with almost normal operations, using public-health best practices—the Division may modify or suspend these if an illness outbreak's declared at a school. Unlike last year, shared dressing rooms are permitted with public-health measures and best practices in place. Masks aren't mandatory for educational activities that can't be done using a mask, such as playing wind instruments. Masks are mandatory for all singing and performance activities. During the playing of wind instruments, physical distancing is mandatory. Limit indoor singing and wind instrumentation to 30 minutes with a 10-minute break.

FIELD TRIPS

Class and school field trips resume in the 2021-22 school year. As much as possible, these take place outside. Each school's responsible for ensuring the proper public-health guidelines are followed and co-ordinating the proper safety protocols with the host venue. Schools maintain cohorts for students in kindergarten through Grade 6 during the transportation to and from an external field trip site, and at the field trip location. If two cohorts share a bus, each cohort is separated by two metres. Additionally, school administration's responsible for determining the timing, frequency and activities based on curriculum needs and staff resources. National and international field trips are still prohibited for the 2021-22 school year.

CELEBRATORY EVENTS

During a state of public-health emergency or illness outbreak at a school, celebratory events— assemblies and graduations—are prohibited. However, these activities can occur when a public-health emergency isn't in place. All celebratory events must follow public-health orders, guidelines and best practices, such as occupancy limits, physical distancing and masking, when required.

SCHOOL-BASED MEETINGS

During a state of public-health emergency or illness outbreak at a school, school-based meetings take place virtually. Meetings can return to in-person, when the emergency or outbreak ends— schools have the discretion to hold meetings in-person or online. Staff are responsible for communicating details and facilitating the meetings. All meetings must follow public-health orders and best practices, such as occupancy limits, physical distancing and masking, when required.

High-Traffic Areas

Schools have controls in place to promote physical distancing in high-traffic areas—main office, hallways, washrooms, staff room, common areas. These can include: staggered breaks and recesses; mandatory mask use; physical-distancing signs, floor markings and educational posters; organizing seating to promote physical distancing; occupancy limits for elevators, staff rooms and meeting rooms; and directional traffic flows.

LIBRARIES AND LEARNING COMMONS

All learning commons and libraries are open with operations as close to normal as possible. Schools must follow all public-health orders, guidelines and best practices, including mask use, hand hygiene, physical distancing whenever possible, and regular cleaning and disinfection of the space.

RECESS

Playgrounds are open for use and masks are not required while outside. Before and after recess, students must wash or sanitize their hands. Elementary students are encouraged to stay within their cohort group, as much as possible.

GYMNASIUMS

Gymnasiums are open for physical education programming, with [public-health orders](#) and best practices in place. When possible, activities take place outside and promote physical distancing. During physical activities de-masking is permitted (see pg. 18, "Physical education and fitness programming"). Before and after all physical activity, students must wash or sanitize their hands.

FITNESS CENTRES

School fitness centres are open for programming purposes. Schools operating one must follow all [public-health orders](#), best practices and EIPS' guidelines for [Fitness Centre Cleaning](#) and masks are mandatory. Use masks and physical distancing whenever possible or when directed.

WHY ARE MASKS NOT REQUIRED DURING PHYSICAL ACTIVITY?

During physical activity, respiration rates increase, resulting in a wet mask. That makes it more difficult to breathe for the wearer and more likely to touch the face to adjust the mask frequently—lessening the protective value a mask may offer.

Assessment and Programming

DIPLOMA EXAMINATIONS

Diploma examinations are required by the province and continue to count for 30 per cent of a student's final diploma course mark. For the 2021-22 school year, diploma examinations take place, in all relevant subject areas, in November, January, April and June.

PROVINCIAL ACHIEVEMENT TESTS (PATS)

Schools throughout EIPS are administering Provincial Achievement Tests to students in grades 6 and 9. In Grade 6, tests occur in May and June. In Grade 9, tests occur in January, May and June.

OFF-CAMPUS EDUCATION

The Registered Apprenticeship Program and work-experience programs are operational, with public-health guidelines in place. As well, students are expected to follow the health and safety protocols set out by the employer. And, EIPS inspects all worksites to ensure they meet the appropriate public-health measures.

CAREER AND TECHNOLOGY FOUNDATIONS AND CAREER AND TECHNOLOGY STUDIES

Career and Technology Foundations and Career and Technology Studies classes continue, using public-health orders and best practices. Masks are mandatory and physical distance distancing encouraged, as much as possible. Shared-use items, are cleaned and disinfected between users. And, as always, ongoing hand hygiene is mandatory—before, during and after.

PHYSICAL EDUCATION AND FITNESS PROGRAMS

Physical education and fitness programs are operational, using provincial [public-health orders](#) and best practices. Activities take place outside and support physical distancing, as much as possible. During physical activity de-masking is permitted, unless directed otherwise during an illness outbreak. During low-intensity physical activity—sitting, standing—masks are mandatory. Before and after all physical activity, students must wash or sanitize their hands. Schools also continue to conduct enhanced cleaning and disinfection of these areas.

“Individuals must follow the school guidance regarding cohorting (K-6), physical distancing, hand hygiene and respiratory etiquette and use of non-medical masks when students are not physically active” — Alberta Health

SPECIALIZED SUPPORTS

All schools have detailed plans in place to ensure specialized supports and services continue for children in system programs and with individual needs. Teachers who have students with Instructional Support Plans (ISPs) continue to differentiate lessons and have protocols to work around physical-distancing limitations, including enhanced cleaning measures and personal protective equipment. During small-group instruction, students and staff remain masked and physically distance when possible.

SPECIALIZED SUPPORT PROTOCOLS

For teachers, educational assistants, speech-language pathologists, occupational therapists, physical therapists, school psychologists, audiologists and specialized support consultants

- practice respiratory etiquette good hand hygiene before and after working with a student;
- practice physical distancing or use physical barriers, whenever possible;
- use a face mask—clear masks available;
- clean and disinfect assessment and treatment surfaces;
- clean and disinfect assessment and treatment supplies between user;
- follow all additional requirements mandated by the profession.

INTERNATIONAL STUDENTS

International student programs and international education programs are still prohibited for the 2021-22 school year.

STUDENT TEACHERS

Student teachers are permitted to work within EIPS—provided the completion of the health-and-safety orientation and public-health best practices are followed.

Food Handling

EIPS follows the below food-handling protocols—consistent with public-health best practices.

- No sharing of food, utensils, dishes or drink containers.
- Mandatory mask use.
- Practice physical distancing, whenever possible.
- Practice good hand hygiene and respiratory etiquette (see pg.9, “Cleaning and Hygiene”).
- Consume snacks and lunches in designated areas, and maintain physical distance.
- Clean desks before eating, or use a disposable towel or napkin.
- Place snacks and lunches with belongings.
- Everyone properly disposes of their own recycling, wrappers and food waste.
- Schools offer prepackaged meals or assign designated staff or student to serve provided food.
- All buffet-style or potluck meals are prohibited.

All students must wash or sanitize their hands before and after eating

FOOD-RELATED COURSES:

- operational following all public-health legislation, guidelines and best practices;
- clean kitchen utensils and appliances between users;
- no sharing of food or cutlery;
- consume food in a designated area and ensure physical distancing;
- proper mask use, hand hygiene and respiratory etiquette; and
- regular cleaning and disinfection of high-touch areas.

CAFETERIAS AND CANTEENS:

- operational following all public-health legislation, guidelines and best practices;
- designated staff or students to serve food;
- designated staff or students to distribute utensils, napkins and condiments;
- mandatory mask use;
- all food consumed in designated areas;
- regular cleaning and disinfection of high-touch areas;
- all individuals practice good hand hygiene and respiratory etiquette;
- staggered lunch times and additional dining spaces—determined by schools; and
- physically distance at tables during eating—adapt additional areas for extra dining spaces.

PERMITTED FOOD SERVICE: 2021-22

- ✓ cafeterias and canteens
- ✓ family or vendor-provided snacks or treats on special occasions—designated server required
- ✓ lunch drop-off—if entering the school, ensure to follow protocols for visitors (see pg. 19, “Visitors, Volunteers and Service Providers Entering EIPS”)
- ✓ staff lunches and hot-lunch service—designated server required
- ✗ activities involving food sharing—such as serving food buffet or potluck style

NOTE: When AHS declares an illness outbreak at a school, some non-essential food services, such as hot lunch programming, are suspended.

Visitors, Volunteers and Service Providers Entering EIPS

Visitors, volunteers and contractors are permitted in the school or workplace as long as they have a specific reason for being there and follow the site-visitor protocol—appointments are recommended. As well, anyone entering an EIPS school or building must complete the [COVID-19 Alberta Health Daily Checklist](#), sign the visitor log and sanitize hands. Masks are mandatory in all schools, buses and EIPS-operated buildings. For deliveries, offload at the designated location.

All EIPS schools require [proof of vaccination](#), or a negative COVID-19 test result, from volunteers. The negative COVID-19 test must be a privately paid COVID-19 PCR or rapid test and completed within 72 hours. No school will accept a test result from Alberta Health Services or Alberta Precision Laboratories.

School Councils

During a public-health emergency, school council meetings take place virtually. Meetings can return to in-person, when a public-health emergency isn't in place—schools have the discretion to hold meetings in-person or online. For specific times and details contact the school directly.

Emergency and Evacuation Drills

All EIPS schools continue to practice emergency procedures. These include conducting lock-down drills and six school fire evacuations drills—an annual requirement. Some drills are modified to follow public-health best practices.

Communication

EIPS will continue to keep families informed as information becomes available, evolves and influences operations. In addition, eips.ca is continually updated with the most up-to-date information about school operations for the 2021-22 school year. The website includes details about Division operations, protocols, busing, health screening, best practices, and much more. The No. 1 priority: To ensure operations run smoothly and take place in the safest way possible. For more information about the *EIPS Operations Guidelines* contact [Communications Services](#).

BUSING

EIPS has various protocols in place for Student Transportation, which adhere to public-health best practices. Throughout the year, riders have assigned routes, assigned seating and are expected to scan their bus pass when they enter and exit a bus. Each bus also has hand sanitizer, which riders must use when boarding.

As mandated by the province, all riders and bus operators must wear a mask at all times. Students who choose not to wear a mask have two options: not board the bus or wear a disposable mask supplied by EIPS. Individuals who do not wear a mask are prohibited from boarding until a mask is worn. Riders who have a face-mask exemption must wear a face shield instead (see pg. 8, “Masks and Use of Personal Protective Equipment”). After every morning and afternoon route, the bus is thoroughly cleaned—high-touch areas are cleaned at transfer sites—and disinfected with electrostatic sprayers after each morning run.

HEALTH AND SAFETY: ON EIPS BUSES

Before sending a rider to the bus stop, families are required to complete the COVID-19 [Alberta Health Daily Checklist](#) (see pg. 10, “Daily Screening”). If the rider answers “Yes” to any checklist question, they CAN'T board an EIPS bus. Instead, they need to stay home and complete the [COVID-19 self-assessment tool](#) for further advice. EIPS encourages riders to notify Student Transportation if they test positive for COVID-19 to ensure the proper public-health measures are followed.

Any rider who develops COVID-19 symptoms or feels unwell in any way is separated from the rest of the passengers. The student is then seated by themselves until arriving at the school or bus stop. If on route to school, staff contact the family to make arrangements for pickup. Families must ensure the Division has current emergency contact information on file who can respond immediately. To review or update the contact information visit the [EIPS PowerSchool Parent Portal](#) and complete the Correction and Verification Form.

LEARNING WHILE ISOLATING

To ensure students successfully transition to the next grade level, the following protocols are in place for learners who miss school relating to isolation requirements.

INDIVIDUAL STUDENT ISOLATING

- The student stays at home for the legally required time.
- The student learns at home—if a student can't access the internet, a computer, a Chromebook or an iPad, school staff will provide an alternative to meet the child's needs.
- During this time, the student uses [Brightspace](#), an online learning platform. Brightspace is compatible with Google and includes teacher updates, calendar information and various learning materials. It also allows students to submit assignments, conduct quizzes, and see grades and teacher feedback.
- The student returns to in-school classes following the required isolation time.

WHOLE-CLASS QUARANTINE OR AT-HOME LEARNING

- If an illness outbreak's declared at a school, AHS may instruct a whole class to quarantine or learn from home as a temporary measure to prevent widespread transmission.
- If this happens, the class will collectively transition to a temporary online learning, under the teacher's guidance, for the quarantine or at-home learning period—similar to temporary online learning in 2020-21.
- Students will transition to online learning using [Brightspace](#), an online learning platform. Brightspace is compatible with Google and includes teacher updates, calendar information and various learning materials. It also allows students to submit assignments, conduct quizzes, and see grades and teacher feedback.
- Junior high or senior high students follow their regular bell schedule.
- Elementary students follow a school schedule focused on literacy and numeracy.

Out-of-School Learning

EIPS believes strongly students learn best in school. As such, it no longer offers the out-of-school learning program. However, [Next Step](#) offers an outreach program for students in grades 10-12. It's a supportive, alternative senior high option for students who require non-traditional, individualized programming. As well, students, kindergarten to Grade 9, do have the option to enrol in Next Step's Home Education program—a parent-directed programming option—in the 2021-22 school year only. To learn more contact Next Step at 780-464-1899.

EIPS FACILITIES

Out-of-School and Preschool Programs

Out-of-school and preschool programs continue to operate within EIPS facilities. All programs must adhere to Alberta's [health standards for childcare operations](#) and EIPS protocols. Unlike last year, families can enter an EIPS building when picking up or dropping off a child—screening, mask use and hand sanitization are mandatory.

After-Hours Rentals

EIPS after-hours facility rentals are operational. Rental groups must adhere to the Division's operational guidelines and the province's [public-health orders](#):

- no adult group classes, activities or competition;
- physical distancing;
- mask use;
- screening for symptoms; and
- spectator attendance restricted to 1/3 the fire code capacity, and limited to a single household or two close contact if living alone. All attendees must mask and physically distance.

Rental groups for adult, 18-plus, that opt into the [Restrictions Exemption Program](#), can operate without most of the public-health restrictions outlined in [Order 43-2021](#). Masks are still mandatory, except during physical activity. Before patrons can enter, the rental group must collect proof of vaccination or a privately paid negative COVID-19 test completed within 72 hours—test result from Alberta Health Services or Alberta Precision Laboratories not acceptable.

Rental groups for youth, under 18, are considered out-of-scope for [Restrictions Exemption Program](#). As such, these groups must adhere to all public-health restrictions. To book a facility, complete and submit the [Rental Request Form](#). For more information visit [EIPS after-hours rentals](#).

RESOURCES FOR FAMILIES AND STAFF

GENERAL INFORMATION:

[Alberta Education: Guidance documents and resources](#)

[Alberta Health Daily Checklist](#)

[Alberta Health: Order 42-2021](#)

[Alberta Health: Order 43-2021](#)

[COVID-19 Information for Albertans](#)

[EIPS Mental Health Resources for Families](#)

[Guidance for Schools \(K-12\)](#)

[Homewood Health](#)

[Mask Wearing for Kids Guide](#)

[A Mental Health and Well-Being Continuum of Supports and Services](#)

[Parent Guide: 2021-22 School Year](#)

[Stay-at-Home Guide for Parents](#)

POSTERS:

[Cover Your Cough](#)

[Do Not Enter](#)

[Healthy Distance](#)

[Personal Items](#)

[Stay Safe](#)

[Wash Your Hands](#)

[Wash and Sanitize Your Hands](#)