

Committee of  
School Councils

# Meeting Agenda

[Virtual Meeting: Zoom](#)

Wednesday, March 2, 2022

6:30 p.m.

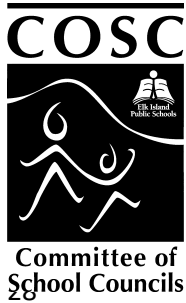
Time	Agenda	Presented by
6:30 p.m.	Opening remarks and welcome	Lesley Bowman, COSC Chair
6:32 p.m.	Introductions	All
6:35 p.m.	Additions to the Agenda and Agenda Approval	Lesley Bowman, COSC Chair
6:38 p.m.	Approval of Minutes	Lesley Bowman, COSC Chair
6:40 p.m.	Board Report	Trina Boymook, EIPS Board Chair
6:50p.m.	ATA Report	Deneen Zielke, President, ATA Local No. 28
7 p.m. 7:05 p.m. 7:10 p.m. 7:12 p.m.	<b>For Information</b> <ul style="list-style-type: none"> <li>a. ASCA Update: Conference</li> <li>b. ASCA Registration and Proxy Vote</li> <li>c. Caregiver Series: March</li> <li>d. School Council Grant Update</li> </ul>	Jacquie Surgenor & Krista Scott, ASCA Directors Lesley Bowman, COSC Chair Lesley Bowman, COSC Chair Lesley Bowman, COSC Chair
7:15 p.m. 7:25 p.m. 7:50 p.m.	<b>New Business</b> <ul style="list-style-type: none"> <li>a. COVID-19 Update</li> <li>b. Draft Four-Year Education Plan: Engagement</li> <li>c. ASCA Resolutions</li> </ul>	Mark Liguori, EIPS Superintendent Trina Boymook, EIPS Board Chair, and Sandra Stoddard, EIPS Associate Superintendent Lesley Bowman, COSC Chair
8:15 p.m.	<b>COSC Sharing</b> <ul style="list-style-type: none"> <li>a. Share the positive work happening in your school</li> </ul>	Devon Marshall, COSC Vice-Chair

## Handouts

COSC Minutes: Feb. 2, 2022  
 Board Highlights: Feb. 17, 2022  
 ASCA Conference and AGM Information  
 EIPS ASCA Registration Form  
 ASCA Proxy Vote Form  
 Caregiver Series  
 Draft Four-Year Education Plan  
 ASCA Resolutions

## Next Meeting:

Wednesday, April 6, 2022  
 virtual meeting



UNRATIFIED

# MEETING MINUTES

Elk Island Public Schools, virtual meeting

Feb. 2, 2022 | 6:30 p.m.

## In Attendance

### SCHOOL COUNCIL EXECUTIVE

**Chair:** Lesley Bowman, Pine Street Elementary

**Vice-Chair:** Devon Marshall, SCA Elementary

### SCHOOL COUNCIL MEMBERS

Ken Allan, A.L. Horton Elementary

Heather Bayne, Ardrossan Junior Senior High

Aileen Bozic, SCA Secondary

April Childs, Lakeland Ridge

Karen Green, Davidson Creek Elementary

Cara Kern, Pine Street Elementary

Lori Lehman, Woodbridge Farms Elementary

Natalie Manuel, Fort Saskatchewan Christian

Jami McLaren, Ardrossan Elementary

Kimberly Scott, Westboro Elementary

Krista Scott, Bev Facey Community High, Fultonvale  
Elementary Junior High

Jacque Surgenor, Salisbury Composite High,  
Sherwood Heights Junior High

Brian Vick, Brentwood Elementary

Sara Witholt, Heritage Hills Elementary

### ELK ISLAND PUBLIC SCHOOLS BOARD OF TRUSTEES

Trina Boymook, Chair

Cathy Allen, Trustee

Randy Footz, Trustee

Don Irwin, Trustee

Susan Miller, Trustee

Jim Seutter, Trustee

Jaqueline Shotbolt, Trustee

Ralph Sorochnan, Trustee

### ELK ISLAND PUBLIC SCHOOLS

Mark Liguori, Superintendent

Sandra Stoddard, Associate Superintendent

Deneen Ziekle, ATA Local No. 28 President

Corrie Fletcher, Communications

Amy von Heyking, Associate Professor, University  
of Lethbridge

## CALL TO ORDER

The meeting was called to order at 6:32 p.m.

### AGENDA

COSC Chair Bowman called for additions or deletions to the agenda.

MOTION | The agenda be adopted, as circulated.

*MOTION CARRIED*

### APPROVAL OF MINUTES

COSC Chair Bowman called for approval of the Jan. 12, 2022 meeting minutes.

MOTION | The minutes be approved, as circulated.

*Motion CARRIED*

# Board Report

Board Chair Trina Boymook presented the Board report.

## HIGHLIGHTS:

- On January 13, trustees took part in another Board retreat to further discuss the Board's direction, foundational statements and draft priorities, which it will share at the next COSC meeting.
- On January 17, Chair Boymook attended a fourth curriculum engagement session, hosted by the Alberta School Boards Association.
- This spring, the Board's hosting a day-long student conference. The first half will focus on enhanced supports for learners preparing for life after senior high. The second half will focus on mental health.
- At the January 20 Board meeting, trustees:
  - approved the Division calendar for the 2022-23 school year;
  - set the school fee parameters for the 2022-23 school year;
  - approved reallocating the unanticipated surplus (\$1.5 million) to support schools, curriculum implementation and Division processes;
  - agreed to request approval from the province to access 1.4 million in unallocated reserves—for its COVID-19 illness fund and various Division initiatives within the 2021-22 school year; and
  - approve the use of capital reserves to allow for office renovations and server upgrades.
- On February 1, registration for kindergarten opened.
- The returning student registration process runs February 1-28. Those who want a boundary exemption must request it during the returning student registration. EIPS won't consider requests after February 28. Schools with closed boundaries for the 2022-23 school year include: Ardrossan Junior Senior High, Davidson Creek Elementary, F.R. Haythorne Junior High, James Mowat Elementary, Sherwood Heights Junior High and SouthPointe School.
- High School Information Sessions run February 8-17—dates and times are posted on each school's website.
- On February 24, the province tables its 2022 budget. As such, the Board will schedule its budget-working sessions at the next Board Caucus meeting.

## COMMENTS AND QUESTIONS

**Question:** The three schools offering Junior High Honours are all closed boundary schools. How will that affect students who want to attend that program who don't live in the attendance area?

**Answer:** It won't impact those students. The programs are adjusted to take out of boundary students.

# ATA Report

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

## HIGHLIGHTS

- School boards provincewide are experiencing serious teacher shortages and student absences related to illness. While teachers are doing their best, time will tell the impact of the fifth wave of COVID-19 and Omicron variant.
- The Local's Diversity, Equity and Human Rights Committee, which promotes diversity, equity and human rights in schools, launched a new interactive inclusion training kit to support teachers in Indigenous and intercultural education, sexual orientation, and gender identity and equity.
- Zielke spoke about her disappointment regarding a series of recent interviews conducted by the Premier and Education Minister, which she says vilify teachers and the ATA.
- The ATA continues to work with Alberta Education and school divisions to find ways to solve problems.
- The ATA recently launched an information campaign to share statistics on education funding.
  - [Education funding for private schools](#)
  - [Education funding over the last seven years](#)
  - [Education funding by provinces](#)

# For Information

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

- The Alberta School Councils' Association (ASCA) School Council Conference shifted from in-person to virtual, taking place April 22-24. The conference theme: School Councils Cultivating Compassion. For more information visit [albertaschoolcouncils.ca](http://albertaschoolcouncils.ca).
- The annual general meeting is on April 24—also virtual.
  - There are three director positions open this year.
  - It will also include advocacy resolutions, but not as many as previous years.
- Krista Scott and Jacquie Surgenor are both done their terms this year. Neither are running again.

**RETURNING STUDENT REGISTRATION** – Mark Liguori, EIPS Superintendent

- The EIPS returning student registration process is now open.
- EIPS families are asked to confirm their child's enrolment in a school for the upcoming year by completing the online Returning Student Registration Form—available on the PowerSchool Parent Portal.
- The process helps EIPS determine staffing levels needed for the next year.
- Using the form, families can indicate the school their child plans to attend and apply to attend a non-designated school.
- All returning EIPS students are required to complete the form by Feb. 28, 2022.
- Already 5,700 forms are complete.
- There are about 800 new registrations, 700 of those are kindergarten registrations.
- COSC members are asked to share the information with their school council groups.

**CAREGIVER SERIES UPDATE** – Lesley Bowman, COSC Chair

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

**SCHOOL COUNCIL GRANT** – Lesley Bowman, COSC Chair

- The province is providing each school council with a \$500 grant. The funds are meant to help with member professional learning and enhance parent engagement.
- School council chairs can apply for funding by filling out the [School Council Grant Form](#).
- So far, eight school councils have submitted the form.
- Some school councils are pooling resources toward a speaker series.
  - **Jody Carrington** – a well-known Alberta-based psychologist, focused on building relationships. Her presentations are engaging and full of passion and laughter. Her talk will focus on mental health and what families can do to support their children, each other and school administrators.
  - **Amy von Heyking** – an Associate Professor at the University of Lethbridge and a member of the Alberta K-12 Curriculum Advisory Panel. In her presentation, her presentation is below
  - **Alberta School Council Association** – ASCA engages directly with Alberta Education and advocates on behalf of school councils. The presentation focuses on the Assurance Framework; the performance measures; and how it supports a responsive and accountable education system.
- All funds must be used within the 2021-22 school year.

COMMENTS AND QUESTIONS

**Question:** If we pool our money, do we get a choice on which speakers?

**Answer:** There are a lot of logistics, so it's difficult to do that. But you could allocate a certain amount towards a speaker.

**Q:** Does Jody Carrington have a not-for-profit price?

**A:** Karen negotiated an excellent price.

# New Business

## COVID-19 UPDATE – Mark Liguori, EIPS Superintendent

- It appears EIPS has missed, or been successful in its efforts to avoid, widespread COVID-19 absences.
- Last week, two classes were temporarily learning online.
- Currently, no classes are temporarily learning online.
- Trends for staff are consistent with previous waves. It was slightly higher, but now declining.
- EIPS continues to do the right things and it's benefiting students and staff.

## COMMENTS AND QUESTIONS

**Comment:** Thank you for quickly re-evaluating and reinstating sports and extracurricular activities.

**C:** Thank you for communication classes learning from home. We appreciate parents asked for it and EIPS communicating it.

**C:** Thank you for the work done on the operating guidelines and how the changes were communicated—specifically the page numbers where changes were made.

**Question:** Are there still restrictions on elementary extracurricular activities or can schools bring back intramurals?

**Answer:** We're taking a staggered approach because this age group is the most vulnerable—some students still aren't fully vaccinated. Older students are doing activities. But the province still recommends avoiding large-group gatherings. The Division will start looking at offering more extracurriculars but want to be cautious.

## ALBERTA K-12 CURRICULUM – Amy von Heyking, Associate Professor, University of Lethbridge

- Amy von Heyking made a presentation about the province's draft curriculum, available on [YouTube](#).
- Recently, Ontario and British Columbia revised their curriculum with little public outcry.
- Curriculum is the course of studies—it's what we teach in school.
- Curriculum answers the question: What must children learn to function in society?
- Curriculum needs to be in the public interest and for the common good.
- The purpose of the presentation is to share information to give valuable feedback on the surveys.
- Curriculum design has been collaborative problem-solving and usually involves subject area expertise, subject-specific students' learning expertise, learning theory, assessment, pedagogy, differentiation and diverse classroom contexts.
- For Alberta's curriculum, only about 24,000, out of 730,000 students, don't follow it.
- Curriculum development has been in the works since 1990s.
  - 2009: Inspiring Education Initiative—What will it mean to be an educated Albertan in 2030? Engaged thinker, ethical citizen, entrepreneurial spirit, and less focus on knowledge instead of competencies, such as critical thinking and problem-solving.
  - 2013: Ministerial order on student learning.
  - 2015: The NDP signed a memorandum of understanding with the ATA to work collaboratively on the draft curriculum.
  - 2018: Work focused on a common framework for all six subject areas and a draft released.
  - 2019: The UCP government was elected and curriculum paused. The Minister of Education's Curriculum Advisory Panel launched.
  - 2020: New ministerial order and program revision by individuals rather than teams.
  - 2021: The draft curriculum was released. Fifty-eight of the 61 school boards did not pilot and several formal reviews were done.
  - 2021-22: 7,800 students in 17 schools are piloting parts of the K-6 draft curriculum. The implementation of English language arts, mathematics, and physical education and wellness will go ahead in fall 2022. The remaining subjects are postponed.
- It's now feedback time.
  - The social studies draft received the most criticism. Feedback is happening on the blueprint for social studies now. Consider instructional time and the purpose and nature of curriculum documents.

- What is a high-quality curriculum?
  - Curriculum for deep understanding.
  - Need to go beyond basic recall.
  - Transform factual information into usable knowledge and be able to apply knowledge and skills in different situations.
- Questions to ask:
  - Will my child be motivated to learn by this program?
  - Can the content be connected to what my child already knows?
  - Does it seem well-sequenced? Will it build my child's understandings logically and coherently?
  - What does education for citizenship mean today and for our children?
  - Is the content of the program reflective of who Albertans are as a community?
  - Will it foster citizens with the knowledge and attributes you think they need?
  - Will my child see and come to value themselves in this program?
- We need a collaborative process to develop great curriculum.

QUESTIONS AND COMMENTS: *Answered by von Heyking*

**Question:** I read the mandate and advisory committee report. As a member, were you given presentations on how an emphasis on foundational knowledge was desirable. The recommendation surprised me.

**Answer:** The panel was diverse and asked to provide input into the 2018 draft curriculum. The framework was interpreted differently across different subjects.

**Q:** I was also shocked by the recommendation there should be more standardized testing. Especially standardized formative assessment. Where did that come from?

**A:** The suggestion was around catching students who were falling behind and not about tests, such as PATs.

**Q:** The recommendation to explore a dual structure, like the Germanic model, where did that come from?

**Q:** The knowledge section includes pieces that seem to be background knowledge for teachers—for example, the definition of Tier 2 words in language arts. Are you satisfied children are expected to memorize everything in the knowledge column? It's a failing this isn't made clear.

**A:** This is a failing in this draft curriculum.

**Q:** What are the key ideas school council chairs should take back to their councils.

**A:** We've never actually been given any reason why we needed to revise all subject levels simultaneously. Trying to express learning across all subjects has been a challenge. It's the reason behind some of the big challenges in the draft. If they want literacy developed across the curriculum, it isn't clear across other subjects. Language arts is focused on reading and writing but not digital or critical literacy. We need students to negotiate digital world, which isn't in the curriculum.

Ask why we need a common framework for all subject areas. For literacy, critical thinking, citizenship, are you satisfied that it's providing students with usable knowledge and personal attributes?

**Q:** The old draft was to have cross-curriculum connections, which are missing in the new draft.

**A:** Yes. There were problems with the 2018 draft and recommendations were about tweaking, not a complete revision. There were things that could have been fixed.

**Q:** As a representative for a high school, can you give me some messaging that I can share with parents that indicate why they should be concerned that this draft precedes and is a precursor to a high school curriculum?

**A:** Principles of a high-quality curriculum are just as applicable for senior high curriculum as for elementary. And looking at that approach, there's concern about the large amount of knowledge required. What do students learn with that information? If assumptions behind this program aren't questioned, then they will roll out in future curriculums

## COSC Sharing

**SHARE THE POSITIVE WORK HAPPENING IN YOUR SCHOOL** – Devon Marshall, COSC Vice-Chair

Members discussed some of the positive work happening in schools. Comments included:

*Lakeland Ridge:* The Principal called families of students affected by an incident at the school to check on them and provide resources.

*SCA Elementary:* Athletics are back on and one of the coaches, who's getting a bachelor of education degree, volunteers her time. She also organized two team nights to watch a Pandas game and The King's University women's team.

*Fultonvale Elementary Junior High:* Every day the Principal and Assistant Principal stand outside and greet students—even when it's freezing rain or buses are cancelled. The school also has a student-leadership group called Student Voice.

*Salisbury Composite High:* The administration and guidance team meet with every student to talk about plans after senior high—and followup with a phone call to the parent.

*Sherwood Heights Junior High:* There's a strong emphasis on student mental health. It's a standing agenda item and the school works with families to host information nights.

*Heritage Hills Elementary:* The school has a separate committee for staff appreciation, which provides staff with cards, personalized gifts, snacks and coffee. The fundraising Society also added a donation option to their hot-lunch program. Additionally, staff donated 40 helmets so all students can use the hockey rink.

*Davidson Creek Elementary:* The school bought small gifts for every student and hid them in each locker.

MEETING ADJOURNED AT 8:46 P.M.

## Next COSC Meeting

**DATE:** March 2, 2022

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

**LOCATION:** Virtual meeting, link available in the February agenda

FEB. 17, 2022

## Chair's Report

### RECENT EVENTS

Board Chair Trina Boymook highlighted some recent events:

- On January 27, Chair Boymook participated in a David Irvine webinar entitled, Turning Yourself into a Leader: By bringing your authentic self to 2022. The webinar focused on leadership, dealing with adversity and developing leadership decision-making skills. Four key takeaways: be accountable, real, generous and clear.
- On January 31, Chair Boymook and trustees took part in a second orientation session, hosted by the Alberta School Boards Association (ASBA). Discussion highlights: Alberta Education's day-to-day operations and the roles and responsibilities of trustees—related to the trustee code of conduct.
- On February 7, Chair Boymook and Superintendent Mark Liguori met with Strathcona County Mayor Rod Frank and Darrell Reid, the CAO of Strathcona County. Topics discussed: future school sites, Sherwood Heights Junior High, Division facilities within Sherwood Park, and priorities and goals for the county and Elk Island Public Schools (EIPS).
- On February 8, a school board chairs meeting was held with Education Minister Adriana LaGrange about changes the province made to its public-health orders, related to COVID-19, and the impact for schools.
- On February 10, Chair Boymook took part in a Partners in Education virtual luncheon, hosted by the Alberta Teachers' Association (ATA). She thoroughly enjoyed keynote speaker Tanya De Mello, a human rights expert who also has a background in finance, economics, management consulting and law. De Mello spoke about equity, diversity and inclusion. Chair Boymook thanked Deneen Zielke, the President of the ATA Local No. 28, for the invitation.
- On February 11, Chair Boymook participated in ASBA's Board Chair Orientation. Topics discussed: budgets and reserve use, Teachers' Employer Bargaining Association and collective bargaining, ASBA's curriculum advocacy strategy, and government relations and school Board chairs—facilitated by Education Minister LaGrange.
- On February 16, Chair Boymook met with Jordan Walker, the member of the legislative assembly of Alberta for Sherwood Park. The two discussed Sherwood Heights Junior High, the Division's experience dealing with COVID-19 and EIPS' recovery plan. This week, she meets with Nate Glubish, the Minister of Service Alberta and member of the legislative assembly of Alberta for Strathcona-Sherwood Park, to discuss the same topics.

## Superintendent's Report

### RECENT EVENTS

Superintendent Mark Liguori highlighted a number of recent events:

- On January 27, Superintendent Liguori took part in a charter school meeting with Alberta Education and other superintendents and secretary treasurers from across the province. Topics discussed: engagement and the recognition process for charter schools.
- On February 7, Superintendent Liguori joined Chair Boymook at a meeting with Strathcona County Mayor Rod Frank and Darrell Reid, the CAO of Strathcona County. Topics discussed: school sites and Division infrastructure needs.
- On February 8, Superintendent Liguori attended a meeting with Deputy Education Minister Andre Tremblay, hosted by the College of Alberta School Superintendents (CASS). The focus: recent changes to the province's public-health orders, related to COVID-19, and how the changes impact school operations.



## Association and Local Report

### ASBA ZONE 2/3 REPORT

Trustee Jacqueline Shotbolt attended the Alberta School Boards Association (ASBA) Zone 2/3 meeting on January 28. Highlights include:

- an Alberta Education update and question and answer period—two key highlights: the province has partnered with the federal government to improve access to broadband Internet services in Alberta, and a member asked for an update on the transportation task force, little is known at this time
- a professional learning session about intelligent presentations, facilitated by Paul Debal, the Founder of Toronto-based Perfect Balance Consulting;
- information about two upcoming community engagement sessions, entitled Have Your Say, which allows community members to share their local perspective on the kindergarten to Grade 6 draft curriculum; and
- various committee updates.

### ATA LOCAL REPORT

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

- On February 10-11, the ATA hosted its virtual North Central Teachers' Convention, which included a Partners in Education virtual luncheon with keynote speaker Tanya De Mello. Zielke thanked the Board for attending and meeting with the Local executive to discuss shared concerns before the luncheon.
- Zielke spoke about her disappointment regarding a series of recent interviews conducted by the Premier and Education Minister, which she says vilify teachers and the ATA.
- The ATA continues to work with Alberta Education and school divisions to find ways to solve problems.

## New Business

### 2022 ASCA SCHOOL COUNCIL CONFERENCE AND AGM: REGISTRATION SPONSORSHIP

The Board approved sponsoring the registration fee for school council members to take part in the 2022 Alberta School Councils' Association (ASCA) School Council Conference and Annual General Meeting. The conference takes place April 22-24. The Board will fund the cost of one registration fee per EIPS school—up to a maximum of \$5,000.

### POLICY AMENDMENTS

The Board approved the following policy amendments:

- [Board Policy 3: Role of the Trustee](#) – several amendments were made, including:
  - edits to strengthen the policy's clarity, language and readability; and
  - clarifications related to professional learning activities.
- [Board Policy 7: Board Operations](#) – several amendments were made, including:
  - various edits to strengthen the policy's clarity, language and readability;
  - updates to reflect current service charges;
  - added information about timelines for archiving Board meeting recordings;
  - clarification about discretionary fund use; and
  - updates about health-benefit provisions.
- [Board Policy 13: Appeals and Hearings Regarding Student Matters](#) – the changes strengthen the policy's clarity, language and readability.
- [Board Policy 23: School Fees](#) – the changes strengthen the policy's clarity, language and readability.

## BOARD POLICY REVISIONS

The Board directed EIPS administration to revise all Board policies and administrative procedures to include gender-inclusive pronouns. The rationale: To support and strengthen the Division's commitment of ensuring its learning and working environments are welcoming, caring, respectful, safe and inclusive.

## BORROWING RESOLUTION: 2021-22

The Board approved the Division's borrowing resolution to meet expenditures during the 2021-22 school year. Annually, the Division submits a borrowing resolution to the Bank of Montreal to support the credit-facility agreements in place.

## Committee Report

### STUDENT EXPULSION COMMITTEE

The Board received for information a report from two Student Expulsion Committee meetings held on January 28 and February 16. The committee reviewed all relevant information and upheld the recommendations put forward by school administration.

### POLICY COMMITTEE

The Board received for information a report from the Policy Committee meeting held on February 8. The committee reviewed six policies. Several will come forward for amendments at the Caucus meeting in March.

## Trustee Reports

### RECENT EVENTS

Trustees shared information and highlighted recent events:

- **Trustee Cathy Allen** attended her regular school council meetings, the February Committee of School Councils' meeting (COSC), the ASBA Zone 2/3 meeting, the ATA's Partners in Education virtual luncheon and Alberta Education's draft curriculum engagement sessions—which included lots of engaged participants made up of families, educators and curriculum experts. She's also looking forward to attending the upcoming Alberta Rural Education Symposium in early March.
- **Trustee Randy Footz** attended a school council meeting for A.L. Horton Elementary and the February COSC meeting.
- **Trustee Don Irwin** attended the ATA's Partners in Education virtual luncheon; the February COSC meeting; and school council meetings for Brentwood Elementary, Salisbury Composite High and Wes Hosford Elementary. He also participated in a virtual engagement session hosted by the EIPS First Nations, Métis and Inuit Education Centre, which was excellent and informative.
- **Trustee Susan Miller** attended school council meetings for Ardrossan Elementary and Ardrossan Junior Senior High and the February COSC meeting.
- **Trustee Jacqueline Shotbolt** attended the February COSC meeting and Board Caucus, meetings about the Division's new Four-Year Education Plan, ASBA's orientation session, and represented the ASBA Zone 2/3 at an Edmonton Regional Learning Consortium stakeholder meeting. She also attended SouthPointe School's school council meeting. At the meeting, school administration highlighted Pink Shirt Day, taking place on February 23. The day also marks the 100th day of learning for students. As such, the school has various activities planned to celebrate.
- **Trustee Jim Seutter** attended the ATA's Partners in Education virtual luncheon, the February COSC meeting and four school council meetings.



# BOARD HIGHLIGHTS

- **Trustee Ralph Sorochan** attended ASBA's orientation session, the Board Caucus meeting, the February COSC meeting and his regular school council meetings. He enjoyed the ATA's Partners in Education virtual luncheon and thanked Deneen Zielke, the President of the Local, the Local's executive for the invitation. As well, he encouraged trustees to wear something pink to mark Pink Shirt Day on February 23. Trustee Sorochan also thanked all EIPS staff for their tireless efforts in navigating the constant changes to guidelines and procedures. As well, he wished everyone a memorable Family Day long weekend.

## Board Members

Trina Boymook, *Chair* | Colleen Holowaychuk, *Vice-Chair* | Cathy Allen | Randy Footz | Don Irwin | Susan Miller | Jim Seutter | Jacqueline Shotbolt | Ralph Sorochan

FOR MORE INFORMATION CONTACT:

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

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

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



April 22, 23, 24, 2022

## School Councils Conference

### Annual General Meeting

Alberta School Councils' Association

*Providing development sessions, information sharing and resources for the school community, the event offers opportunity to engage in provincial education and network with others on school council.*

The Alberta School Councils' Association (ASCA) is pleased to present the 2022 annual conference and general meeting ONLINE, utilizing the Zoom video web platform.

*Suitable for desktop, laptops, tablets, and smart phones, participants can join from a PC, Mac, iOS or Android device.*

The 2022 event will consider “**School Councils: Cultivating Compassion**”, promoting the work of school council and wellbeing in the school community to benefit student success.

*“Compassion promotes meaningful connections, facilitates problem-solving, and improves overall wellbeing.”*

The online event is presented over three days, starting Friday at 12:30 pm until 5:00 pm, Saturday 8:45 am to 4:30 pm, and Sunday 8:30 am to 4:00 pm.

Breakout sessions, keynotes and plenary presentations are scheduled, prior to the business meeting day and election of the ASCA Board of Directors.

Attendees include parents, community members, students, teachers, principals, superintendents, and school board trustees, as well as government and organizations in education.

Vendor sponsors with products, services and resources relevant to schools, communities and fundraising associations will be participating. Prizes are available to be won, by entering draws and contest activities.

Three pre-AGM sessions are scheduled for Saturday evening at 5:00 pm to 6:15 pm.

*Creating a culture of compassion. Building communities of compassion. School Councils Conference 2022.*

Visit [www.albertaschoolcouncils.ca](http://www.albertaschoolcouncils.ca) for schedule details and online registration information.



April 22, 23, 24, 2022

## School Councils Conference

### Annual General Meeting

Alberta School Councils' Association

The 2022 annual conference and general meeting will be presented online utilizing the Zoom web platform.

*Providing development sessions, information sharing and resources for the school community, the event offers opportunity to engage in provincial education and network with others on school council.*

## School Councils: Cultivating Compassion

*"Compassion promotes meaningful connections, facilitates problem-solving, and improves overall wellbeing."*

The 2022 event will consider **"School Councils: Cultivating Compassion"**, promoting the work of school council and wellbeing in the school community to benefit student success.

Sessions will offer elements of inclusion, resilience, student wellbeing, curriculum, assessment, healthy schools, and leadership.

The online event is presented over three days, starting Friday at 12:30 pm until 5 pm, Saturday 8:45 am to 4:30 pm, and Sunday 8:30 am to 4 pm.

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## EVENT SCHEDULE AT A GLANCE\*

### Friday April 22

12:30 pm	Opening, Partner Greetings
1:00 pm	Provincial Education Update
1:45 pm - 2:45 pm	Breakout Sessions
2:45 pm - 3:45 pm	Networking
3:45 pm - 5:00 pm	Conversation Exchange

### Saturday April 23

8:45 am	Welcome
9:00 am - 10:00 am	Breakout Sessions
10:15 am	Keynote Speaker
11:00 am	Networking
12:00 pm - 12:45 pm	Lunch Break
12:45 pm - 1:30 pm	Plenary Presentation
1:45 pm - 2:45 pm	Breakout Sessions
2:45 pm - 3:45 pm	Networking
3:45 pm - 4:30 pm	Closing Plenary
5:00 pm - 6:15 pm	Pre-AGM Sessions

### Sunday April 24

8:30 am - 9:00 am	Opening Address
9:00 am - 12:00 pm	Business Meeting, Board Elections
12:00 pm - 12:45 pm	Lunch Break
12:45 pm - 4:00 pm	Business Meeting, Board Elections

**\*NOTE - schedule may be subject to change.**

Visit [www.albertaschoolcouncils.ca](http://www.albertaschoolcouncils.ca) for schedule details and online registration information.



EIPS Board Sponsored Registration Form  
**Alberta School Councils' Association**  
**School Council Conference and Annual General Meeting**  
**April 22 to 24, 2022**  
**School Councils: Cultivating Compassion**  
**Virtual Conference using Zoom**  
*(suitable for desktops, laptops, tablets and smartphones)*

Name: \_\_\_\_\_

Address (incl. Postal Code): \_\_\_\_\_

Phone: \_\_\_\_\_ Email Address: \_\_\_\_\_

School: \_\_\_\_\_

**Conference Sessions**

April 22, 12:30 p.m. to 5 p.m. Yes  No

April 23, 8:45 a.m. to 4:30 p.m. Yes  No

\*No charge for conference or AGM registrants

**Saturday Pre-AGM Sessions**

April 23, 5 p.m. to 6:15 p.m. Yes  No

\*No charge for conference or AGM registrants

**Annual General Meeting**

April 24, 8 a.m. to 4 p.m. Yes  No

NOTE: The schedule is subject to change.

**Cancellation Policy**

- Cancellations must be submitted by email to: [parents@albertaschoolcouncils.ca](mailto:parents@albertaschoolcouncils.ca)
- Cancellations are subject to a five per cent service charge fee.
- No refunds issued after April 15, 2022.

I agree to the cancellation policy



## Consent for Commercial Electronic Messages

The following represents express consent for the Alberta School Councils' Association (ASCA) to send Commercial Electronic Messages (CEM) to me:

- for the purpose(s) of education news, updates and association business;
- from the Alberta School Councils' Association (ASCA), its employees, directors and general email address of [parents@albertaschoolcouncils.ca](mailto:parents@albertaschoolcouncils.ca); and
- I may withdraw my consent at any time by contacting [jolainek@albertaschoolcouncils.ca](mailto:jolainek@albertaschoolcouncils.ca).

*Privacy Agreement* It is understood the information provided will only be utilized by ASCA, for event management purposes and record(s) keeping as required.

I agree to the above commercial electronic messages (CEM) statement

## Photo Consent: Digital Images

Photos may be taken throughout the event. It is the responsibility of the individual to identify themselves to the staff online if they do not wish photos or images to be taken or released.

I agree to the above photo consent statement.

***The Board will fund the cost of one registration fee per EIPS school—up to a maximum of 15 registrants.***

*Extra pre-session registration costs are the responsibility of the attendee.*

***Complete this form and return it to [carol.langford-pickering@eips.ca](mailto:carol.langford-pickering@eips.ca) before April 8, 2022. Alternatively, phone (780) 417-8203 if you have questions.***

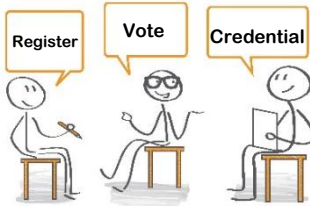


## AGM Pre-Meeting Preparation and Planning



**Decide** how your school council vote will be represented at the AGM – *in one of two ways:*

A. Designate a parent representative from your school council to attend the AGM and vote on behalf of your school council.



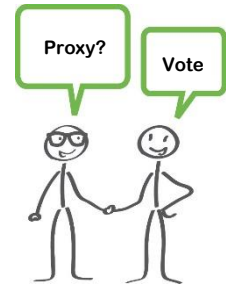
- Complete and submit a **CREDENTIAL** Voting Form authorizing this individual to represent and vote on behalf of your school council.
- Register the voting parent representative to attend the meeting.

*Note – each school council is entitled to hold ONE vote, designating one parent representative (voting delegate) to carry the vote. Additional school council members are encouraged to attend, to assist with decision-making at the meeting.*

**OR**

B. Designate a parent representative from another ASCA member school council already attending the AGM to carry your vote on behalf of your school council.

- Complete and submit a **PROXY** Voting Form authorizing this individual to vote on behalf of your school council.
- Contact the ASCA office if you would like to connect with a school council that is attending and able to carry your school council's vote.



*Note – each school council is entitled to hold ONE vote for their own school council and an additional nine (9) votes by PROXY for other school councils, for a total of ten (10) votes at the meeting.*



**Discuss** all items in the final **AGM package** including:

- the ORDER PAPER - outlining the Advocacy Resolutions, Special Resolutions and Administrative Resolutions.
- the AGENDA outlining the Financials, Budget, Draft Minutes from the previous AGM, New business and the RULES of ORDER.



**Review** the Candidate Profiles of those running for a position on the ASCA Board of Directors. (posted on the ASCA website in March, April)



**Decide** how your school council will vote (FOR or AGAINST) on each of the proposed resolutions.



**Determine** who your school council will vote for in the election for the position(s) available on the ASCA Board of Directors.

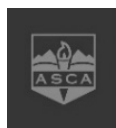


*Note – include discussion about **potential** amendments or changes proposed to resolutions on the floor at the AGM (decision breakers), on speaking to proposed resolution(s) - asking questions or requesting clarification (if required), and **possible** late additions to the Candidate's roster.*

(Amendments common to resolutions may be to include changes for a province-wide scope to benefit all students, but amendments are **not** allowed - if they change the original intent of the resolution request.)



2022 Annual General Meeting (AGM)  
April 24, 2022 8:30 am – 4 pm  
**Zoom ONLINE Webinar, Virtual voting**



**Alberta  
School Councils' Association**  
Promoting parent engagement in public education

## CREDENTIAL VOTING FORM

This form must be completed and submitted for each ASCA Member School Council designating a parent representative (voting delegate) to attend and vote on their behalf at the AGM.

**School Council  
Name:**

School District/Division:

School Council  
Address:

Town/City:

**Parent Designate  
Name:**

Position on school council:

Email:

Phone:

**Authorization  
Name:**

Executive Position:

Email:

Phone:

Signature:

*(Equivalent as printed)*

One VOTING KEY will be provided to the voting delegate indicated on this form.

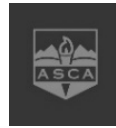
**ElectionBuddy** – a secure, online voting software will be utilized for Virtual voting. Voters use an access key issued to them via email after the start of the meeting.

Please ensure the EMAIL address for the Voter is ACCURATE (and legible), and phone number is provided.

NOTE: Voters are required to manage two browser windows on their device throughout the meeting – one for the Zoom platform, and one for the ElectionBuddy platform.

***Additional members from the school council are encouraged to register (\$35) and attend the meeting.***

Return this form by email to [wendyk@albertaschoolcouncils.ca](mailto:wendyk@albertaschoolcouncils.ca) or via fax at 1-780-455-0167, before 5:00 pm on **April 15, 2022**.



## PROXY VOTING FORM

This form must be completed and submitted for each ASCA Member School Council designating a parent representative from an (alternate) ASCA Member School Council attending the AGM – who is authorized to vote on their behalf.

**School Council  
Name:**

School District/Division:

School Council  
Address:

Town/City:

<b>PROXY HOLDER</b>	Position on school council:
Parent Designate Name:	
Email:	Phone:
School Council Designate Name:	School District/Division:
Address:	Town/City:

**Authorization  
Name:**

Executive Position:

Email:

Phone:

Signature:

*(Equivalent as printed)*

One VOTING KEY will be provided to the representative indicated on this form.

[ElectionBuddy](#) online voting software is utilized for Virtual voting. Voters use an access key issued to them via email after the start of the meeting.

Please ensure the EMAIL address for the Proxy holder is ACCURATE (and legible) and phone number is provided.

**In the ElectionBuddy voting software, Proxy voters are not required to manage additional devices for proxy voting. Proxy voting will be managed within one access key for all votes, on one device.**

*NOTE - It is the responsibility of the authorizing school council to advise the Proxy holder of their voting decisions. If no direction is provided, the Proxy holder is expected to make the voting decision(s) using their own judgement.*

Return this form by email to [wendyk@albertaschoolcouncils.ca](mailto:wendyk@albertaschoolcouncils.ca) or via fax at 1-780-455-0167, before 5:00 pm on **April 15, 2022**.

# Caregiver Education Team Newsletter

March 2022



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.

## Caregiver Education Sessions

6:00 – 7:30 pm

### Understanding Autism

Monday, March 7

### Substance Use: A Harm Reduction Approach

Wednesday, March 9

### Test Anxiety: Strategies for Success

Monday, March 14

### More than Just a Bad Day: Understanding Depression and Self-Injury

Wednesday, March 16

### Mindfulness: Benefits for the Whole Family

Monday, March 21

## Lunch & Learns 12:00 – 1:00 pm

### Understanding Anxiety Series

#### Part 4: Overcoming Avoidance

Wednesday, March 2

#### Part 1: An Introduction

Wednesday, March 9

#### Part 2: Calming Our Bodies

Wednesday, March 16

#### Part 3: Settling Our Minds

Wednesday, March 23

### Parenting Strategies that Promote Positive Mental Health

Part 1: Tuesday, March 1

Part 2: Tuesday, March 8

### Parenting Teens in the 21<sup>st</sup> Century

Part 1: Tuesday, March 15

Part 2: Tuesday, March 22

## Sessions at a Glance

### Drop-In Series 6:00 – 7:30 pm

#### SEEDS Parenting Series

##### Creating Positive Experiences Through Play

Thursday, March 3

##### Supporting Emotional Growth in Children

Thursday, March 10

##### Motivating Your Child Through Praise and Rewards

Thursday, March 17

##### Supporting Your Child with Structure and Routine

Thursday, March 24



Mental Health Foundation



For more information, visit [www.cyfcaregivereducation.ca](http://www.cyfcaregivereducation.ca)

# Caregiver Education Sessions

March 2022



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.

## Understanding Autism

In this introduction to Autism Spectrum Disorder (ASD), participants will learn how ASD affects the way children and adolescents interpret and interact with the rest of the world and the people in it. Once we understand the core characteristics of ASD, we will then discuss strategies to support our child's wellness.

**Date: Monday, March 7, 2022**

Time: 6:00 – 7:30 pm

For caregivers of children/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: Wednesday, March 9, 2022**

Time: 6:00 – 7:30 pm

For caregivers and youth grades 7-12 to attend together.

## 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](http://www.cyfcaregivereducation.ca)

## Parent Feedback:

“The format you provided honoured adult learners need to be active participants as well as people’s privacy...Great job presenters!”

“This was well done, good information, relevant strategies and nice delivery.”

“Excellent session, well organized, interactive and informative...fabulous!”



Mental Health Foundation



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# Caregiver Education Sessions

March 2022



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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](http://www.cyfcaregivereducation.ca)

## Test Anxiety

### Strategies for Success

Does your teen prepare for exams only to freeze up during the test? Test and performance anxiety are very common among students. This session will help teens learn how to succeed despite their anxiety and help caregivers support their teens to reduce test anxiety.

**Date: Monday, March 14, 2022**

Time: 6:00 – 7:30 pm

Note: For caregivers and teens (grades 7-12) to attend together.

## More than Just a Bad Day

### Understanding Depression and Self-Injury

This session will help caregivers increase awareness about adolescents who might be experiencing sadness, depression and/or non-suicidal self-injury. Strategies for support will be discussed.

**Date: Wednesday, March 16, 2022**

Time: 6:00 – 7:30 pm

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

## Mindfulness

### Benefits for the Whole Family

This session will explore mindfulness as an evidence-based way of supporting empathy, optimism, attention, and self-regulation skills in children, teens, and parents.

**Date: Monday, March 21, 2022**

Time: 6:00 – 7:30 pm

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

## Parent Feedback:

“I enjoyed the session and both speakers were very well spoken and I enjoyed listening to them.”

“I thought the presentation was very positive and overall loved how [the topic] was spoken about.”

“Very insightful and helpful. I am leaving with new tools for success in my classroom.”



Mental Health Foundation



For more information, visit [www.cyfcaregivereducation.ca](http://www.cyfcaregivereducation.ca)

# Lunch & Learn Webinars

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 as a series, sessions, participants can attend one or all sessions.

## Understanding Anxiety Series

These sessions will help caregivers better understand the difference between their child's normal worries and anxiety that is no longer productive. Signs that a child or adolescent is experiencing problems with anxiety will be discussed and strategies for reducing the body's stress responses, negative thinking traps, and anxious behaviours will be shared.

This month, we conclude our previous series with Part 4 on Overcoming Avoidance and begin the series again with Part 1, our introduction to anxiety in children and youth.

### Part 4: Overcoming Avoidance

**Date: Wednesday, March 2, 2022**

Time: 12:00 – 1:00 pm

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

### Part 1: An Introduction

**Date: Wednesday, March 9, 2022**

Time: 12:00 – 1:00 pm

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

### Part 2: Calming Our Bodies

**Date: Wednesday, March 16, 2022**

Time: 12:00 – 1:00 pm

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

### Part 3: Settling Our Minds

**Date: Wednesday, March 23, 2022**

Time: 12:00 – 1:00 pm

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

March 2022

## 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](http://www.cyfcaregivereducation.ca)

## Parent Feedback:

“I appreciate the ease of it all. Even if I am 'too busy' to sit, I can listen in and participate when I can.”

“Timing was perfect as the one hour was easy to do without distractions. Able to absorb and maintain more information with the breakdown. Thank you for keeping it useful and interesting!”



Mental Health Foundation



Children, Youth & Families  
Addiction & Mental Health

For more information, visit [www.cyfcaregivereducation.ca](http://www.cyfcaregivereducation.ca)

# Lunch & Learn Webinars

March 2022

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 as a series, sessions, participants can attend one or all sessions.

## Parenting Strategies that Promote Positive Mental Health

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: Tuesday, March 1, 2022

Time: 12:00 – 1:00 pm

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

### Part 2: Tuesday, March 8, 2022

Time: 12:00 – 1:00 pm

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

## Parenting Teens in the 21<sup>st</sup> Century Respectful Limit Setting with Adolescents

In these sessions, we will explore the challenges of being a teenager and the importance of the parent/teen relationship. We will continue to look at ways to increase communication and understanding around healthy boundaries with your teen.

### Part 1: Tuesday, March 15, 2022

Time: 12:00 – 1:00 pm

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

### Part 2: Tuesday, March 22, 2022

Time: 12:00 – 1:00 pm

Notes: For caregivers of youth 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](http://www.cyfcaregivereducation.ca)

## Parent Feedback:

“Thank you for putting the webinars together!”

“The presenters are very knowledgeable and compassionate. Good work.”

“The presenters are very professional and very engaging. It takes a lot of skill to keep an audience engaged virtually and all the presenters I have seen continue to do this”.



Mental Health Foundation



Children, Youth & Families  
Addiction & Mental Health

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# Drop-in Series

March 2022

## 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: Thursday, March 3, 2022**

Time: 6:00 – 7:30 pm

Note: For caregivers of children 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: Thursday, March 10, 2022**

Time: 6:00 – 7:30 pm

Note: For caregivers of children 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](http://www.cyfcaregivereducation.ca)

## Parent Feedback

“Thanks for the extra time you answered our questions.”

“This session was interactive and focused on the intended objectives. Given examples and suggestions were very relevant. The length of the session was appropriate.”

“Thank you for an accessible and informative webinar.”



Mental Health Foundation



Children, Youth & Families  
Addiction & Mental Health

For more information, visit [www.cyfcaregivereducation.ca](http://www.cyfcaregivereducation.ca)



# Drop-in Series

March 2022

## SEEDS Growing Parenting Skills

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## 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: Thursday, March 17, 2022**

Time: 6:00 – 7:30 pm

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

## Supporting Your Child with Structure and Routine

Providing structure and routine is one of the most effective means of promoting healthy development in our children. Learn how to use these strategies in your home and how to assist your child in daily transitions.

**Date: Thursday, March 24, 2022**

Time: 6:00 – 7:30 pm

Note: For caregivers of children 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](http://www.cyfcaregivereducation.ca)

## Parent Feedback

“Lovely course! I’m really enjoying these courses and their online format.”

“I always gain new insights and tools to use with my child. Thank you!”

“Thank you so very much for all the wonderful resources. I am so glad I registered!”

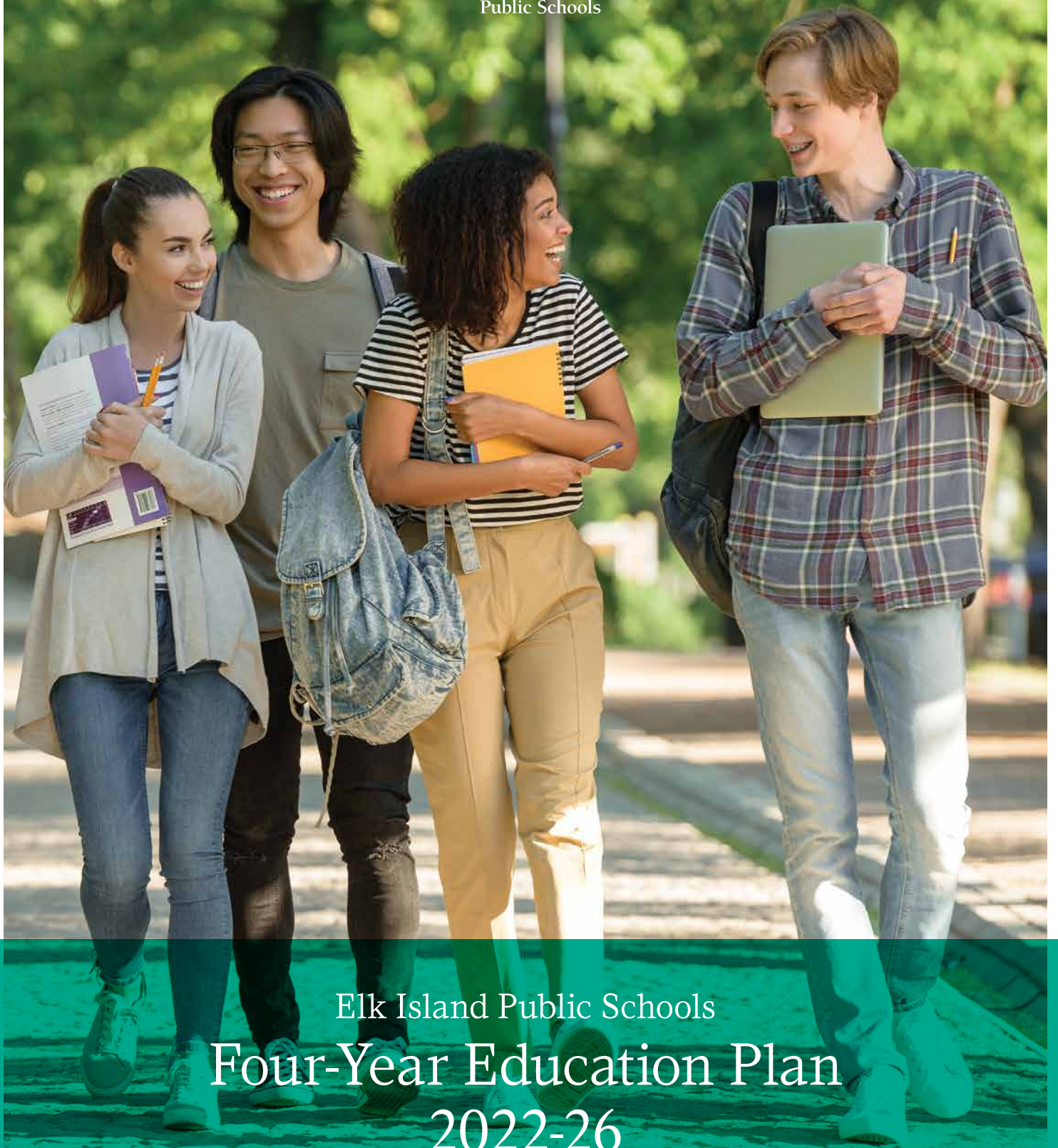


Mental Health Foundation



Children, Youth & Families  
Addiction & Mental Health

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Elk Island Public Schools  
**Four-Year Education Plan**  
2022-26

# Profile and Local Context

Elk Island Public Schools (EIPS) is the sixth-largest school division in Alberta, serving approximately 17,125 students from kindergarten to Grade 12 in 43 schools—in Sherwood Park, the City of Fort Saskatchewan, Strathcona County, Lamont County, the Town of Vegreville and the western portion of Minburn County. The Division also employs 1,497 people—903 teachers and 594 non-teaching staff—all of whom work together to inspire students to learn, grow and succeed.

Every day, staff and students are encouraged to pursue opportunities to discover and develop their passions. They're provided with a range of high-quality educational programs and resources to ensure their success. Core academic subjects, optional courses and complementary programs, such as Career and Technology Studies, off-campus education and second-language courses, take place in inclusive learning environments that form the foundation for whatever they choose to do next. Students also have access to a continuum of classroom

supports and services, including Play And Learn at School pre-kindergarten programming, specialized learning environments; early intervention and counselling services; and consultative services such as speech-language, hearing, vision, occupational therapy and physical therapy.

There are also myriad educational opportunities that take place within, and outside, the classroom. Highlights include five language programs—English, French, German, Ukrainian and Spanish; three academic programs—Advanced Placement, International Baccalaureate and Junior High Honours; faith-based programs—Alternative Christian and Logos Christian; and the Next Step Outreach program. To complement programming, the Division also boasts strong extracurricular opportunities in all its schools—music, drama, special-interest clubs, athletics and more. Collectively, the diverse programming offered throughout EIPS allows for a well-rounded education and develops learners with the skills and knowledge needed to help them succeed and take on the world.

## Mission: To provide high-quality, student-centred education

### BELIEF STATEMENTS

- Student growth and success are the core work of the Division.
- All students deserve equitable access to high-quality teaching and learning.
- Every student can learn and experience success.
- Success is measured by academic growth, social-emotional learning, physical well-being and the competencies required to live a life of dignity and fulfilment.
- Student growth and success are a shared responsibility between all stakeholders.
- Respectful relationships are foundational to creating an environment where teamwork and collaboration thrive.
- Decisions are informed by reliable data and made in the best interest of all students.



# EIPS Four-Year Education Plan: 2022-26

Mission: To provide high-quality, student-centred education

## Priority 1: Promote growth and success for all students

### GOAL 1 EXCELLENT START TO LEARNING

Outcome: Kindergarten children reach developmental milestones by Grade 1.

Outcome: Students develop a strong foundation for learning through reading and doing mathematics at grade level by the end of Grade 3.

### GOAL 2 SUCCESS FOR EVERY STUDENT

Outcome: Students are engaged with their learning and achieve student-learning outcomes.

Outcome: Students achieve a minimum of one year's growth in literacy and numeracy.

Outcome: Self-identified First Nations, Métis and Inuit students are engaged in holistic, lifelong learning that is culturally relevant and fosters success.

Outcome: Students are supported and prepared for life beyond high school.

## Priority 2: Enhance high-quality learning and working environments

### GOAL 1 A CULTURE OF EXCELLENCE AND ACCOUNTABILITY

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

### GOAL 2 POSITIVE LEARNING AND WORKING ENVIRONMENTS

Outcome: The Division's learning and working environments are welcoming, caring, respectful, safe and foster student and staff well-being.

### GOAL 3 QUALITY INFRASTRUCTURE FOR ALL

Outcome: Learning and working environments are supported by effective planning, management and investment in Division infrastructure.

## Priority 3: Enhance public education through effective engagement

### GOAL 1 CAREGIVER ENGAGEMENT

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

### GOAL 2 ENGAGED AND EFFECTIVE GOVERNANCE

Outcome: The Division is committed to engaging stakeholders to augment its decision-making and support student success.

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





***For Member Review, in advance of the ASCA Annual General Meeting (AGM).***

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ASCA Member School Councils participate in the policy setting process of the Association by reviewing the ***Proposed Advocacy Resolutions*** submitted for consideration (discussion and voting on) at the AGM.

In order to prepare for the AGM efficiently, ASCA is asking school council members to review and discuss, determining their support or disapproval of the resolutions proposed.

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Three (3) ***Proposed Advocacy Resolutions*** were submitted by Member School Councils in [SECTION I](#).

***Administrative Resolutions*** are provided in [SECTION II](#) for Member School Council review and discussion to determine how their parent delegate will vote on them at the AGM.

---

*Thank you for your efforts in this important piece of policy development for the ASCA, and your opportunity to make a difference in public education.*

***Related information:***

[ASCA Advocacy Overview](#)

[Types of Resolutions](#)

[AGM Meeting Planning and Preparation](#)

## SECTION I: Proposed Advocacy Resolutions for Member Review

Please review and discuss with your school council members and determine support (yes) or disapproval (no) for the following 3 proposed resolutions, to provide voting direction to your parent voting delegate attending the AGM.

*Note – if additional information or clarification is required – please contact the sponsor of the resolution by email as provided. Resources/references are indicated as applicable.*

### Member School Council and ASCA Board\* proposed Resolutions for the 2022 ASCA AGM

#	Title	Sponsor	Contact
<a href="#">P22-01</a>	Diploma Exam Weighting Change	George McDougall High School Council	Kelli Ellington <a href="mailto:kellielli@mail.com">kellielli@mail.com</a>
<a href="#">P22-02</a>	Policy Review for Operations and Maintenance Funding	Sam Livingston School Council	Cassandra Wyatt <a href="mailto:samlivingstonkeycommunicator@gmail.com">samlivingstonkeycommunicator@gmail.com</a>
<a href="#">P22-03</a>	Restoration of Funding for Alberta School Councils' Association (ASCA)	Gateway Christian School Council	Stephanie VanderLeek <a href="mailto:gcs-schoolcouncil@rdpsd.ab.ca">gcs-schoolcouncil@rdpsd.ab.ca</a>
<a href="#">A22-01</a>	Revise Advocacy Policy: 12-2	ASCA Board of Directors	Wendy Keiver <a href="mailto:wendyk@albertaschoolcouncils.ca">wendyk@albertaschoolcouncils.ca</a>

*\*The ASCA Board of Directors will not present a Board Sponsored Advocacy Resolution for Member School Councils' consideration at the 2022 AGM due to the significant funding shortage resulting in a reduction of staff and Director capacity.*

## P22-01

### Diploma Exam Weighting Change

Sponsor: George McDougall High School

Contact: Kelli Ellington [kellielli@mail.com](mailto:kellielli@mail.com)

#### **Background / Overview:**

ASCA Advocacy Policy 20-02 reads; "That the Minister of Education maintains the weighting of Diploma Exams at 30% for the foreseeable future". This is open to change, 30% is too high of an impact for the students of covid and be changed forever.

**Because:** times are changing, education is changing, learning is changing, and we as advocacy representatives need to understand this.

**Because:** not everything is all black and white.

**Because:** expecting all learners to fit into the one size fits all diploma exam isn't right.

**Because:** data from the province-wide standardized tests can be collected at 10%.

**Because:** money spent writing and marking diploma exams could be better spent elsewhere, for example in the classroom.

**Because:** this pandemic isn't over. As of January 14, 2022, we are still VERY much in it. What about students who haven't had a normal school year in three years? Students and teachers remain on the carousel of covid. Students don't have the knowledge or understanding of writing exams.

**Because:** diploma exams should not unduly erode instructional time. Unfortunately, grade 12's are taught to diploma exams.

**Because:** "Many Alberta students had their education disrupted during this pandemic, which resulted in lost classroom and instruction time. We are committed to addressing this learning loss, and this funding will support students who need extra help to improve their reading, writing, and numeracy skills." February 2021.

~Adrianna LaGrange

**Because:** in a response of feedback from students, parents and education partners about stress and anxiety around academic achievement exams, Alberta Education will temporarily change the weighting of diploma exams to 10 per cent from 30 per cent for the 2021-22 school year.

**Because:** "Alberta students continue to face challenges due to the pandemic and I have heard concerns for our graduating class of 2022. I've heard feedback from students on my Minister's Youth Council as well as from education parties changing the weight of diploma exams will reduce the burden on students while still giving them valuable exam writing experience. We're making this temporary change in recognition of these circumstances, which we hope will place less burden on these students." ~Adriana LaGrange

**We request** that ASCA Advocacy Policy 20-02 be amended to read *That the Minister of Education extends the weighting of Diploma Exams at 10% in perpetuity.*



**Policy Review for Operations and Maintenance Funding**

Sponsor: Sam Livingston

Contact: Cassandra Wyatt [samlivingstonkeycommunicator@gmail.com](mailto:samlivingstonkeycommunicator@gmail.com)

**Background / Overview:**

Sufficiently maintaining public school buildings is the responsibility of the provincial government. Safe, healthy, and well-maintained buildings provide an environment conducive to learning for students and staff. Unfortunately, the current funding policy does not adequately provide for maintenance and operating costs. For example, Edmonton Public School Board’s website notes: “To ensure we invest responsibly and strategically in all our school buildings, it’s important that we clearly understand the condition of our school infrastructure. Audits on 171 school buildings show that the total deferred maintenance is \$757 million. That means we need to spend \$757 million on those schools to keep them in suitable operating condition”.

Many other school boards also have an increasing deferred maintenance challenge. While the factors contributing to this situation are many, part of the problem lies in how operations and maintenance grants are linked to utilization rates.

The Operations and Maintenance (O&M) Grant is provided to school authorities to address the jurisdiction's responsibility for the operation, maintenance, safety, and security of all school buildings. Upon initial review, there is a lack of clarity and certainty as to how all the various formulas related to utilization are defined, calculated, and connected. This is concerning for a topic as important as the maintenance of safe and appropriate school facilities for both the children of this province and the staff who work in those buildings.

The following paragraph, summarizes, to the best of our understanding, how these formulas operate. The table below outlines how operations and maintenance grants are impacted by utilized area which is calculated as Utilized Area = (Gross Area – Exempt Area) x Utilization Rate of the School. The Utilization rate of the school is provided each year by Alberta Education and calculated as Utilization rate = (Total Adjusted Enrollment/Net Capacity)\*100. Net Capacity of a school is determined by dividing the instructional classroom area of the school less any designated exempt areas and designated outreach areas by the Instructional Area per Student, and adding the Rated Capacity for CTS labs, gymnasiums, physical activity rooms and learning commons (libraries).

School-Based Grants		
	<b>Operations &amp; Maintenance Grant</b>	
REVISED	Student Allocation (WMA FTE Rate)	<b>\$213.00</b>
REVISED	Alternative Programs in privately owned space (WMA FTE Rate)	<b>\$639.00</b>
REVISED	Utilized Area (per square meter)	<b>\$62.00</b>
REVISED	Underutilized Area (per square meter)	<b>\$42.00</b>

Source: [Funding Manual for Alberta – Sept 2021](#) Page 55

This linking between O&M grants and utilization rates ignores consideration of building needs and creates fluctuations in funding. It also creates a situation where:

- Older schools get unfairly penalized, as do the students who attend them
- Infrastructure problems grow and get more costly to fix as maintenance continues to be deferred

- Boards are incentivized to close schools prematurely, before allowing for the natural life cycle of population turnover and/or student access to a public school within a reasonable distance is hampered as students are redirected to other schools and costs, such as bussing, increase
- The needs of students become secondary to the utilization rate without necessarily achieving the goal of efficiency
- Some costs are downloaded to parents through requests to parent fundraising associations
- There is no-win because to meet or exceed the government's target of an 85% utilization rate means that most schools do not have sufficient resources to accommodate each class equitably creating educational penalties to students such as overcrowded classrooms and multiple classes sharing the gym, music room and library at the same time.

It is time for a policy review that explores how we might keep up with the maintenance requirements of our schools in a way that centers student needs, promotes learning excellence, and ensures the health and wellbeing of students and staff.

**Because:**

- School buildings will be maintained creating safe and healthy environments for students and staff
- Centering student needs creates equitable access to school facilities such as gyms and libraries
- Class sizes can be smaller without risk of negative consequences of lower utilization rates

**Because:**

- Every school across the province has maintenance needs
- As buildings age, maintenance needs increase
- Multiple school boards across the province have deferred maintenance budgets that are increasing
- Public school infrastructure is the responsibility of the provincial government

**We request** that the Minister of Education Conduct a policy review of the current infrastructure maintenance funding formula to:

- a) address the large deferred maintenance problem facing Alberta schools
- b) ensure Alberta schools receive operations and maintenance funding that considers building needs and allows for efficient, ongoing maintenance of schools into the future
- c) center the needs of students ensuring they have equitable access to safe and healthy schools that are well maintained
- d) remove utilization rates as a factor in operation and maintenance funding

**We further request** that the Minister of Education engage key stakeholders in the education system in the policy review including school boards, school councils, and teachers.

**We further request** that the Minister of Education work with the municipal level of government to coordinate planning and ensure that building new and maintaining old schools are considered as communities grow and change.

**Resources:**

[Funding Manual for Alberta – Sept 2021](#)

[School Capital Manual – July 2021](#)

[EPSB deferred maintenance](#)

[Article on School Closure](#)

**Restoration of Funding for Alberta School Councils' Association (ASCA)**

Sponsored by: Gateway Christian School Council, Red Deer Public School District

Contact: Stephanie VanderLeek [gcs-schoolcouncil@rdpsd.ab.ca](mailto:gcs-schoolcouncil@rdpsd.ab.ca)

***Background / Overview:***

As parents of students in public school education in Alberta we are gravely concerned that the direction this government has taken in **defunding** our Alberta School Councils Association (ASCA) will dramatically weaken the collective voice of parents in this province. This move by the Minister has occurred during a time when the focus of many school councils has been on the Covid-19 pandemic, and both the funding cuts and the creation of the Minister's Parent Advisory Group have been initiated without broader parent consultation.

Alberta's Education Act states: "[education is a shared responsibility and requires collaboration, engagement and empowerment of all partners in the education system . . .](#)" (pg. 11). To that end, the Ministry has legislated school councils as a voice of parents and other stakeholders in education. School Councils represent a truly democratic parent voice. All parents of students in schools under the jurisdiction of Alberta Education are eligible members of school councils. ASCA has then acted as an umbrella organization, a conduit through which information can be shared between school councils and between school councils and the Minister. In addition, ASCA provides vital training to assist school councils in meeting their legislated role. The selected Minister's Advisory Group stands in opposition to this democratic voice and provides no reciprocal service to school councils.

***Because:*** ALL parents of students in Alberta schools will have the continued strong voice in education that ASCA provides.

***Because:*** School Councils will continue to have the professional development and training services provided by ASCA in order to ensure they can best accomplish their legislated role, and that School Councils will continue to have an effective conduit of information sharing.

***Because:*** As an umbrella organization, ASCA represents over 1300 school councils in the province.

***We request*** that the Minister of Education provide a full and public explanation for the decisions to de-fund ASCA and to create the 35-Member Minister's Parent Advisory Group.

***We further request*** that the Minister of Education initiate a full and broad consultation into the decision to de-fund ASCA

***We further request*** that the Minister of Education reconsider the function of the 35-Member Minister's Parent Advisory Council.

***We further request*** that the Minister of Education validate the important role of ASCA in supporting school councils by reinstating reasonable funding.

In order to ensure the continued strong and democratic, non-partisan voice of parents in education.

**SECTION II: Proposed Administrative Resolutions for Member Review**

Please review and discuss with your school council members to determine how your parent delegate is to vote on the following items at the AGM on **April 24, 2022**:

Board proposed **Administrative Resolutions** for the 2021 ASCA AGM

#	Title	Sponsor	Contact
<a href="#">A22 -01</a>	Revise Advocacy Policy: 12-2	ASCA Board of Directors	Wendy Keiver <a href="mailto:wendyk@albertaschoolcouncils.ca">wendyk@albertaschoolcouncils.ca</a>

**Administrative (or Housekeeping) Resolutions:**

**Background**

As per the approved Management of Advocacy Policies policy at the 2019 AGM, any Advocacy Policy which has not been reaffirmed, or amended and subsequently approved, by ASCA Member School Councils after its tenth (10<sup>th</sup>) anniversary, will be removed by the Board, and maintained within a public document for historical reference.

The ASCA Board of Directors recommends policies be **revised** if the policy is **still relevant to the current education climate but requires minor changes to keep it relevant. Rationale is provided such as updates to titles of current ministries, deleting timelines, current terminology, practice, or understandings, etc.**

**A22-01 Motion to REVISE**

*(Proposed revised or added language is in red; proposed deleted language is struck through.)*

Existing Policy	Amended Policy	Rationale
<p><b>12-2 High Risk Bus Stop Awareness and Signage</b></p> <p>That Alberta Education and Alberta Transportation collaborate to develop universally recognized signage and make this signage available to school boards to be placed at higher risk bus stops.</p> <p>That Alberta School Boards Association develop a policy advisory to ensure that school boards across the province have information relevant to appropriate steps that may be taken to ensure student safety at high-risk school bus stops.</p>	<p><b>12-2 High Risk Bus Stop Awareness and Signage</b></p> <p>That Alberta Education and Alberta Transportation collaborate to develop universally recognized signage and make this signage available to school boards to be placed at higher risk bus stops.</p> <p><del>That Alberta School Boards Association develop a policy advisory to ensure that school boards across the province have information relevant to appropriate steps that may be taken to ensure student safety at high-risk school bus stops.</del></p>	<p>Student safety is paramount. Alberta Education and Alberta Transportation continue to have a shared responsibility to implement provincial policies and expectations that will ensure student safety at high-risk bus stops. The intent of this statement remains relevant.</p> <p>The ASCA Board believes directing the operations of an education partner is ineffective advocacy, and its advocacy efforts should be focused on the ministerial level.</p>