

Committee of
School Councils

Meeting Agenda

In-Person and [Virtual Meeting](#)

Wednesday, May 4, 2022

6:30 p.m.

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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. 7:11 p.m. 7:12 p.m.	For Information <ul style="list-style-type: none"> a. ASCA Update b. Caregiver Series: May c. School Council Grant Update d. School Council Annual Reports: Due June 28 	Jacquie Surgenor & Krista Scott, COSC members Lesley Bowman, COSC Chair Lesley Bowman, COSC Chair Lesley Bowman, COSC Chair
7:15 p.m.	COSC Sharing ASCA Conference and AGM: Overview and Highlights	Lesley Bowman, COSC Chair
7:30 p.m.	New Business <ul style="list-style-type: none"> a. Draft Spring Budget 2022-23: Highlights 	Sandra Stoddard, EIPS Associate Superintendent
7:45 p.m.	School Council Grant Speaker Series: Part 3 <ul style="list-style-type: none"> a. ASCA Presentation: Assurance Framework 	Brenda Kell, Alberta School Councils' Association

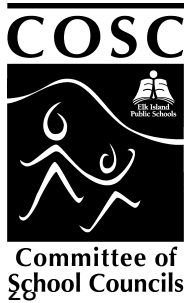
Handouts

COSC Minutes: April 6, 2022
 Board Highlights: April 21, 2022
 Caregiver Series
 School Council Annual Report: Samples
 2022-23 EIPS Budget Highlights
 ASCA Presentation: Handouts

Next Meeting:

Wednesday, May 4, 2022
 EIPS Central Services Office, Boardroom
 Members can also join virtually

[Register to attend](#), by May 4



UNRATIFIED

MEETING MINUTES

Elk Island Public Schools, in-person and virtual meeting

April 6, 2022 | 6:30 p.m.

In Attendance

SCHOOL COUNCIL EXECUTIVE

Chair: Lesley Bowman, Pine Street Elementary

Vice-Chair: Devon Marshall, SCA Elementary

Secretary: Michelle Uytterhagen, Fultonvale Elementary Junior High

Jacque Surgenor, Salisbury Composite High,
Sherwood Heights Junior High

Brian Vick, Brentwood Elementary

Deniene Zaseybida, Vegreville Composite High

SCHOOL COUNCIL MEMBERS

Jackie Anderson, Ardrossan Junior Senior High

Aileen Bozic, SCA Secondary

April Childs, Lakeland Ridge

Karen Green, Davidson Creek Elementary

Cara Kern, Pine Street Elementary

Natalie Manuel, Fort Saskatchewan Elementary

Tracey Neilson, Clover Bar Junior High

Kimberly Scott, Westboro Elementary

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

Amanda Shand, École Parc Élémentaire

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

Ralph Sorochan, Trustee

ELK ISLAND PUBLIC SCHOOLS

Mark Liguori, Superintendent

Deneen Ziekle, ATA Local No. 28 President

Corrie Fletcher, Communications

CALL TO ORDER

The meeting was called to order at 6:33 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 March 2, 2022 meeting minutes.

MOTION | The minutes be approved, as circulated.

Motion CARRIED

Board Report

Board Chair Trina Boymook presented the Board report.

HIGHLIGHTS:

- Throughout March, trustees took part in budget working sessions. More are scheduled throughout April. EIPS will submit a spring budget to Alberta Education by May 31.
- On March 3, Chair Boymook met with Nate Glubish, the Minister of Service Alberta and member of the legislative assembly of Alberta for Strathcona-Sherwood Park. The two discussed the Division's experience dealing with COVID-19, EIPS' recovery plan and the design phase for a new K-9 replacement school in Sherwood Park—replacing Sherwood Heights Junior High and École Campbelltown.
- On March 11, Chair Boymook met with Jordan Walker, the member of the legislative assembly of Alberta for Sherwood Park. The two discussed the province's recent announcement to fund the design work for a K-9 replacement school in Sherwood Park. He also invited Chair Boymook and school council chairs from École Campbelltown, Pine Street Elementary and Sherwood Heights Junior High to attend his Member Statement in the legislature on March 28—about the replacement school and recognizing all those who advocated for it.
- On March 14, Chair Boymook, Vice-Chair Colleen Holowaychuk and Superintendent Mark Liguori attended a meeting with the Town of Mundare. Discussion topics included: EIPS focus areas, achievement results, community facility use, Division plans, and ways for EIPS and Mundare to continue to work together.
- At the March 17 Board meeting, trustees approved the EIPS Three-Year Capital Plan. The top three capital priorities for the Division are:
 - Priority 1:* Construction funding to replace Sherwood Heights Junior High and École Campbelltown
 - Priority 2:* A replacement school for Rudolph Hennig Junior High and Fort Saskatchewan High.
 - Priority 3:* A replacement school for James Mowat Elementary.
- On March 30, Chair Boymook, Vice-Chair Colleen Holowaychuk and Superintendent Liguori attended a meeting with the Village of Andrew Council. The meeting was a followup to a recent Board delegation by the village and a discussion on ways they continue to work together.
- Also, in March, the Board received notice from Education Minister Adriana LaGrange about the 2021-22 diploma examinations and the roll-out of the new curriculum, starting fall 2022. The Board responded by mail to express its concerns and requested the province delay the roll-out. Instead, it asked Alberta Education to continue piloting the curriculum—mathematics (k-3), English language arts and literature (K-3), and physical education and wellness (K-6).
- At the April public Board meeting, trustees will review budget allocations and administrative fees for the 2022-23 school year, including: Facility Rentals, Specialized Support, Partners for Science, Alberta Non-Resident and International, Play and Learn at School and Student Transportation. The recent increase in fuel prices, coupled with rising inflationary costs and higher insurance rates, has school boards struggling provincially. As such, the Board is exploring solutions to best manage the higher costs for Student Transportation.
- National Volunteer Week is April 24-30. This year's theme: Empathy in Action. As such, Chair Boymook thanked COSC members for the time they give to EIPS and Division schools. That empathy, compassion and generosity helps create connected communities and makes the Division and its schools stronger.

ATA Report

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

HIGHLIGHTS

- On March 11-12, ATA hosted a political engagement session. The highlights:
 - Former Calgary mayor, Naheed Nenshi, spoke to an upcoming protest opportunity for those opposed to the new K-6 curriculum—on April 2, 12 p.m. to 2 p.m., at the Alberta Legislature Building.
 - Todd Hirsh, the Vice-President and Chief Economist at ATB Financial, spoke about the current Russia and Ukraine conflict.
 - Janet Brown, a reporter and pollster, discussed political trends and offered election insight.
- Zielke said it's nice to see things return to normal—field trips, extracurriculars—and the warm weather. It will make for a nice end-of-year for students.

For Information

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

- Jacquie Surgenor and Krista Scott attended their final board meeting as directors. They only have meetings left pertaining to the ASCA School Council Conference and annual general meeting.
- ASCA is still in financial crisis. It has tried to be as responsive to school councils as possible with the resources it has. However, expect longer response times for school council requests and less time allocated to customized requests.
- ASCA has three director positions open.
- The ASCA Board decided membership fees will remain the same for next year as most school boards pay the fees for their school councils.
- The theme for this year’s conference is cultivating kindness. The conference is online and includes lots of great speakers. Scott and Surgenor are presenting on staff appreciation ideas they’ve implemented.

ASCA REGISTRATION AND PROXY VOTE – Lesley Bowman, COSC Chair

- If you register for the ASCA annual general meeting, you must submit the credential form.
- Registration and proxy vote must also be completed.
- The registration form must be completed and submitted back to Carol Langford-Pickering.
- By registering through EIPS, fees are covered.

COMMENTS AND QUESTIONS

Question: Can any school council members attend the conference with fees paid by the Board? Is there a limit per school?

Answer: It’s limited to one person, per school council. It doesn’t have to be the Chair.

CAREGIVER SERIES UPDATE – Lesley Bowman, COSC Chair

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

SCHOOL COUNCIL GRANT – Lesley Bowman, COSC Chair

- Fifteen schools allocated their school council grant funding to the collaborative initiative.
- Bowman thanked all school councils who contributed their funds.
- There will be a presentation on the Assurance Framework—scheduled during the May COSC meeting.
- If your school did not allocate your grant dollars to the COSC initiative, there is still time to apply for the funding to cover the cost of a school council initiative.
- Bowman encouraged COSC members to share their thoughts with the Minister of Education about their thoughts on the school council grant—how it was distributed and used.

New Business

WHY DATA MATTERS – Mark Liguori, EIPS Superintendent

- Superintendent Mark Liguori made a presentation on the importance of data and how school boards use it.
- Data helps develop curriculum year-over-year—consistent, coherent curriculum.
- Some data EIPS uses: Provincial Achievement Tests (PAT), grades 3, 6 and 9; diploma examinations, Western Canada Protocol for Collaboration in Basic Education, Programme for International Student Assessment, grade-equivalent tests, socioeconomic status and GAP scores.
- Data can tell school divisions how well students are doing compared to the province, and the world.
 - Alberta is launching the new curriculum in fall 2022. As such, Alberta Education will need to put forward new assessments to see how students are doing relevant to the new curriculum.
- Data helps school boards and divisions look at their practices and determine what needs adjusting.

- Data also reveal trends over time, which divisions can use to find trends and determine predictors.
- Divisions use the trends and predictors to make adjustments to improve outcomes.
- Sometimes too many adjustments can be detrimental, it's a fine line.
- PATs are a good way to assess and see what students have learned over the year.
- Student Learning Assessments (SLAs) help inform teacher instruction and understanding about where each student is relative to rest of the class.
- Superintendent Liguori explained how the Division looks at its data to ensure students within EIPS are as successful as possible.
- Superintendent Liguori also explained how the data looks and how it impacts Division decisions.
 - EIPS also uses data to implement new intervention strategies to ensure as many students as possible graduate from senior high.
- During the pandemic, the province cancelled PATs and diploma examinations. As a result, the province and Division have two years of missing data—there is no way to make up for that missing data.
- The Division also looks at socioeconomic status data—a family's education levels, parental makeup, income, housing—to determine other possible student interventions.
- The province is leaning toward using SLA data. However, SLAs are more diagnostic not summative.
- Analyzing data also helps school boards determine where to focus spending—for example, allocating more funding to specific intervention programming.
- Superintendent Liguori ended with a question for COSC members: Traditionally, Alberta had a world-class data system that demonstrated areas school divisions were doing well and areas requiring improvement. In the absence of quality data, how do families know how the Division is doing and what will families accept?
- In the interest of time, Bowman asked members to direct any questions to Corrie Fletcher.

COSC Sharing

ASCA RESOLUTIONS: 2022 – Lesley Bowman, COSC Chair

Members discussed the [proposed advocacy resolutions](#) for the 2022 ASCA annual general meeting:

- Bowman reviewed the proposed ASCA resolutions. This year, four resolutions being presented.
- Bowman encouraged COSC members to take the resolutions back to their school councils for discussion.
- Comment on P22-01: Universities prefer more weighting on the provincial exams. It's more reliable for applicant comparisons.
- Comment on P22-02: Superintendent Liguori summarized how the province funds operations and maintenance and pointed out the Board usually makes most of the decisions on how funding is spent in this area.

MEETING ADJOURNED AT 8:34 P.M.

Next COSC Meeting

DATE: May 4, 2022

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

LOCATION: EIPS Central Services building, boardroom. To join virtually, see the link available in the May agenda.

APRIL 21, 2022

Chair's Report

RECENT EVENTS

Board Chair Trina Boymook highlighted some recent events:

- On March 25, Chair Boymook attended the Alberta School Boards Association (ASBA) Zone 2/3 meeting—always informative with valuable networking opportunities. At the meeting, she expressed concerns to Marilyn Dennis, the President of ASBA, about a new provincial rule requiring school boards to seek further ministerial approval to access reserves and discussed advocacy efforts to reintroduce the fuel-price contingency fund.
- On March 30, Chair Boymook, Vice-Chair Colleen Holowaychuk and Superintendent Mark Liguori attended a meeting with the Village of Andrew Council. The meeting was a followup to a recent Board delegation and ways the Division and Village can work together.
- On April 6, Chair Boymook, Vice-Chair Holowaychuk, and trustees Ralph Sorochan and Don Irwin attended the Fort Saskatchewan and District Chamber of Commerce luncheon. The highlight: guest speakers Nate Glubish, the Minister of Service Alberta and member of the legislative assembly of Alberta for Strathcona-Sherwood Park, and Jackie Armstrong-Homeniuk, the member of the legislative assembly of Alberta for Fort Saskatchewan-Vegreville. While there, the Board shared its need for processes and supports to transition students arriving from Ukraine effectively.
- On April 8, Chair Boymook attended the 2022 Great Canadian Trade Fair and Sale, hosted by the Sherwood Park and District Chamber of Commerce. The event was well attended and offered an opportunity to meet and network with local decision-makers.
- On April 14, Chair Boymook joined school board chairs across the province in a virtual meeting with Education Minister Adriana LaGrange. The focus: The release of the new curriculum, its implementation, and available supports and resources.
- On April 19, the Board took part in a media training session. The session was excellent and will help trustees hone a skill set that benefits them beyond just media interviews.

STUDENT FORUM

On April 12, close to 80 students in junior high and senior high schools throughout the Division gathered to share ideas at the EIPS Student Forum 2022. Led and facilitated by Elk Island Public Schools, the forum focused on career pathways and student well-being. Last year, the EIPS Board of Trustees surveyed families, staff, students and community members to gauge its progress toward meeting the priorities, goals and outcomes outlined in the Division's [Four-Year Education Plan](#) and help guide future decision-making. The feedback demonstrated two key areas are critically important to all stakeholder groups: preparing students for life beyond high school and student mental health and well-being.

Using the World Café style, students shared their thoughts on those two key areas: how the Division can better prepare and transition students for life after senior high and enhance the supports it provides for student mental health and well-being. EIPS will now review the responses from the Student Forum, along with feedback it solicited from the school community in both areas, and update its priority strategies related to career pathways and student well-being accordingly. It will also use the data to inform the new *EIPS Four-Year Education Plan* and develop individual school education plans.

NATIONAL VOLUNTEER WEEK

National Volunteer Week takes place April 24-30. Within EIPS, hundreds of volunteers offer their time and expertise on an ongoing basis. Collectively, these efforts help support the success of EIPS schools and make a

difference in the lives of students and their learning environments. In recognition of National Volunteer Week, and on behalf of the Board of Trustees, Chair Boymook thanked all EIPS volunteers for the many ways they give their time, skills and resources to the Division.

Superintendent's Report

RECENT EVENTS

Superintendent Mark Liguori highlighted several recent events:

- On March 30, Superintendent Liguori joined Chair Boymook and Vice-Chair Holowaychuk for a meeting with the Village of Andrew Council. The meeting focused on ways the Division and village can continue to work together to help build the community and Andrew School.
- On April 10-12, Superintendent Liguori attended the 2022 uLead Conference in Banff, Alta. The conference focused on education leadership, and the highlight: keynote speaker Chief Cadmus Delorme who offered a powerful message about truth, reconciliation and the pathway forward.
- On April 21, Superintendent Liguori joined the Board for the media-training session, which was excellent, informative and valuable.

Association and Local Report

ASBA ZONE 2/3 REPORT

Trustee Jacqueline Shotbolt attended the Alberta School Boards Association (ASBA) Zone 2/3 meeting on March 25. The meeting included standard business items and two professional learning sessions—parliamentary procedures and system thinking. Professional learning for the next meeting focuses on reconciliation.

ATA LOCAL REPORT

The Board received for information the Alberta Teachers' Association (ATA) report from Maxine Holm, the Communications Officer for Local No. 28:

- On April 2, school board trustees, teachers, parents and concerned Albertans spoke out about their concerns with the new kindergarten to Grade 6 curriculum at rallies provincewide. Those at the rally believe the new curriculum is flawed, rushed and incomplete.
- On May 3, the local is hosting its annual general meeting, which will include the election of table officers and budget approval for the 2022-23 school year.

New Business

POLICY AMENDMENTS

The Board approved an amendment to [Board Policy 2: Role of the Board](#)—changing “Assurance Framework Review” to “Annual Education Results Report.”

2022-23 KEY BUDGET ASSUMPTIONS

The Board approved the key budget assumptions for the 2022-23 school year (see pg. 20, “[2022-23 Key Budget Assumptions](#)”). The assumptions are based on the province’s Budget 2022 and *Funding Manual for School Authorities 2022-23 School Year*. EIPS will use the approved assumptions to develop a conservative 2022-23 spring budget to help schools and departments begin planning for the upcoming school year. As with all assumptions, any changes such as funding, reserve usage, enrolment numbers and standard costs can significantly affect the budget.

ASSUMPTION HIGHLIGHTS

- **General operations:** Operations will focus on increased student-learning opportunities, new curriculum work, a new mental health strategic plan, technology upgrades and public-health best practices.
- **Alberta Education:** Alberta Education plans to introduce three new grants: the Student Well-Being Grant, Curriculum Implementation Grant, and Dual Credit and Enhancements for Career and Technology Studies. However, the province's *Funding Manual for School Authorities 2022-23 School Year* doesn't include details on distributing the grant monies or any associated restrictions.
- **Other Funding:** EIPS expects the funding from the province to cover its lease agreements for Strathcona Christian Academy Elementary and Strathcona Christian Academy Secondary; the Mental Health Capacity Building grant to remain in place; all assessments for Program Unit Funding completed by the deadline set by Alberta Education; School Generated Funds to return to normal—similar to the 2018-19 actuals; and funding for the Division's French programming to continue, albeit with a slight reduction because how the programs are split. However, unlike the fall budget, the spring budget doesn't include funding for the Odyssey Language Program, as it's uncertain if it will be supported in 2022-23.
- **Enrolment:** For the 2022-23 school year, the Division expects slightly lower student registration numbers than in fall 2021—decreasing to 16,942 students from 17,124 students.
- **Compensation:** EIPS anticipates overall employee compensation to remain flat. Benefit expenses will increase. However, certificated standard costs will drop by 1.8%—primarily because of hiring teachers with fewer years of experience to replace those retiring or resigning, and the use of temporary staff to fill leaves. Meanwhile, classified standard-cost changes will increase between 0.4% and 4.3%—based on grid movement and benefits costs.
- **Reserves:** New in 2022-23, the province defined the Operating Reserve Limit parameters. School boards must keep operating reserves within a certain percentage of the operating expenses. Alberta Education will recover any money school boards hold in excess of that set limit—in December 2023. For EIPS, the limit is 3.15%, or an estimated \$6.07 million. Administration will ensure operating reserves are below that number.
- **Expenses:** The Division anticipates overall expenses to increase—mostly because of rising fuel, inflation, insurance and Federal Carbon Tax costs. These increases mainly affect Student Transportation budgets, school fees and utility costs.
- **Inflation:** EIPS anticipates significant increases in non-salary inflationary costs based on the overall consumer price index—furnishings, equipment, supplies for Careers and Technology Studies. Schools and departments will cover all added inflationary expenses.
- **System and Administration:** System and administration expenses will stay below the targeted grant amount, \$6.3 million, provided by Alberta Education. The Division will allocate any unused amount for Board expenditures, such as instruction.

ALLOCATIONS AND USE OF RESERVES: 2022-23

The Board approved the budget allocations and reserve use for the 2022-23 school year (see pg. 31, "[2022-23 Budget Allocations](#)"). The following is a summary of the approved allocations and reserve usage.

ALLOCATION HIGHLIGHTS

For the 2022-23 school year, funding from Alberta Education is relatively the same as the current school year. Although, there are some new funding items, including:

- a 1% increase to base funding for kindergarten and grades 1 to 12;
- a 1% increase to Operations and Maintenance;
- a 4.6% increase for Student Transportation;
- various adjustments between grant categories;
- the introduction of the student well-being grant, curriculum funding and new school grant; and
- a commitment to hold school divisions harmless for enrolment decreases resulting from the pandemic.

Overall, the Division’s projected accumulated deficit is \$2.41 million, as of Aug. 31, 2023. The accumulated deficit comprises investment in tangible capital assets, operating reserves and capital reserves, and asset-retirement obligation. The accumulated deficit is the result of the asset retirement obligation, \$14.94 million, which is a new accounting standard requirement. It represents the costs to abate EIPS buildings for asbestos when the Division retires a building—typically covered by Alberta Education in the year the building is retired. As such, it’s better to look at the accumulated surplus, excluding asset retirement obligations, which is \$12.53 million.

For schools, allocations will slightly drop because of lower standard costs. Meanwhile, allocations for Central Services departments will increase to account for higher utility, insurance, fuel and cleaning costs. EIPS also plans to access \$2.48 million from its operating reserves for schools and departments and \$6.43 million from the Division Allocated Reserves to support Division projects. For the most part, these projects include the Focus on Unfinished Learning initiative, consultants in the areas of assessment, numeracy, early learning, career pathways, the new curriculum and mental health initiatives. Finally, EIPS projects the Division Unallocated Reserve to be \$3.92 million by Aug. 31, 2023, which is well within the Operating Reserve Limit.

RESERVE FUND REQUESTS

The Board approved the following reserve fund requests:

- Transfer \$5.33 million to the Division Allocated Reserves from the Division Unallocated Operating Reserves.
- The use of \$6.43 million from the Division Allocated Operating Reserves to cover costs for the Focus on Unfinished Learning, consultants and other Division project expenses.
- Transfer \$1.37 million to Division Allocated Capital Reserves from the Division Unallocated Capital Reserves.
- Transfer \$1 million to Division Allocated Capital Reserves from the Division Operating Reserves.
- The use of \$1.04 million from Capital Reserves.

SCHOOL FEES: 2022-23

The Board approved the proposed school fees for the 2022-23 school year, which outlines how fees are charged for optional courses; noon supervision; extracurricular and activity expenses, such as field trips; and non-curricular goods and services. Parameters were set by the Board of Trustees to ensure students achieve quality education, but also to ensure fees are not cost-prohibitive for families. Now approved, schools will post fees on their individual websites for the 2022-23 school year. The Division will also update school fees on its website by the end of May 2022 (see pg. 64, “[2022-23 School Fees](#)”).

2022-23 ADMINISTRATIVE FEES

FACILITY RENTAL FEES

The Board approved the facility rental and lease fees for the 2022-23 school year. Fees are reviewed annually and determined by current market rates and operational cost-recovery analysis. Based on higher operational, inflation and insurance costs, fees are increasing in September 2022. The most notable fee changes include the youth weekend Tier 1 gym space, \$60 per hour; youth weekend Tier2 gym space, \$50 per hour; the not-for-profit registered societies lease fee, \$5.68 per square metre, and the for-profit organization lease fee, \$18.15 per square metre. While rental and lease fees are increasing, all EIPS after-hour rentals remain significantly lower than other school boards and other community lease-space providers (see, [After-Hour Fee Schedule:2022-23](#)).

SPECIALIZED SUPPORTS FEES

The Board approved the Specialized Supports Fees for the 2022-23 school year. The fees cover the costs associated with providing specialized supports and services in both inclusive settings and system programs for non-resident students. For 2022-23, fees will increase by 1% to align with the province’s per-student funding—also rising by 1% (see pg. 143, “[2022-23 Specialized Supports Fees](#)”).

PARTNERS FOR SCIENCE

The Board approved the Partners for Science (P4S) fees for the 2022-23 school year. Annually, EIPS supplies its schools and other school jurisdictions with P4S kits. Fees aren't charged to EIPS schools but are charged to other school jurisdictions to cover the proportionate operational costs. For the upcoming school year, these fees will increase by 13.75% to help offset the rising costs associated with the P4S program. The Division will also continue to charge a restocking fee for any P4S kits returned late, rising to \$26.25 (see page 147, "[2022-23 Partners for Science Fees](#)").

ALBERTA NON-RESIDENT AND INTERNATIONAL

The Board approved the Alberta non-resident and international fees for the 2022-23 school year. Rates for non-Alberta residents and international students will increase by 1% to align with the province's per-student funding—also rising by 1%. EIPS fees are comparable to other Alberta-based school division rates. Currently, EIPS has two international students—one full-time and one part-time—and no non-Albertan resident students enrolled in its schools (see [Non-Resident Student Fees](#)).

PLAY AND LEARN AT SCHOOL

The Board approved the Play and Learn at School (PALS) fees for the 2022-23 school year. The fee is for the typically developing twin of a child who meets the criteria for PALS programming—providing programming for a typically developing twin benefits the child with disabilities and the PALS program as a whole. For the 2022-23 school year, fees will increase by 1% to align with the province's per-student funding—also rising by 1% (see pg. 152, "[2022-23 Play and Learn at School Fees](#)").

STUDENT TRANSPORTATION FEES

The Board approved Student Transportation fees for the 2022-23 school year. Student Transportation offers a two-tiered, cost-recovery fee structure. As such, all riders—eligible and ineligible—pay a fee for transportation services. It's an equitable structure for riders and allows EIPS to maintain its current level of service.

The recent increase in fuel prices and rising inflationary costs have the Division, and school boards provincially, struggling with Student Transportation budgets. In fall 2021, EIPS paid \$1.13 per litre for diesel. It's now paying \$1.74 per litre—an increase of \$0.61 per litre. The impact is significant as EIPS serves one of the province's largest geographical areas. Currently, it projects fuel costs to increase by \$543,100 for the upcoming school year. That, coupled with rising inflation costs, insurance rates that have doubled, and the delivery of the legislated Mandatory Entry-Level Training program are substantial and create a significant shortfall for the Division.

Next year, the province is providing school divisions with a 4.6% funding increase for student transportation budgets—to help offset higher costs for fuel, insurance, supplies and services, and training. It's also waving the provincial fuel tax—when oil hits \$90 U.S. However, the added funding and fuel-tax savings still don't cover the expected shortfall. As such, Student Transportation fees will increase by \$21—for eligible, ineligible, non-resident and supplemental busing riders. Fees for replacement passes and administration processing remain unchanged. Student Transportation will also continue to offer a payment-plan option—available to families with fees of \$300 and more—paid over seven months (see, [EIPS Student Transportation Fees](#)).

BUDGET REALLOCATION: 2021-22

The Board approved a budget reallocation of unanticipated surplus. The Division will use the funds to:

- support a divisionwide enhanced kindergarten initiative (\$110,000);
- cover costs related to renovations to the Connections and Play and Learn at School programs at Pine Street Elementary (\$184,000); and
- cover costs at schools divisionwide to enhance student achievement and school supports (\$400,000).

Committee Report

STUDENT EXPULSION COMMITTEE

The Board received for information a report from three Student Expulsion Committee meetings held on April 5 and April 8. The committee reviewed all the submitted information and upheld the recommendation put forward by the school.

POLICY COMMITTEE

The Board received for information a report from the Policy Committee meeting held on April 12. The committee reviewed several policies. Some require minor changes related to housekeeping and gender inclusivity.

ADVOCACY COMMITTEE

The Board received for information a report from the Advocacy Committee meeting held on April 14. Topics discussed: the draft strategic advocacy plan and the communication plan.

Trustee Reports

Trustees shared information and highlighted recent events:

- **Vice-Chair Colleen Holowaychuk** attended the Vegreville and Area Stands with Ukraine meeting, Fort Saskatchewan and District Chamber of Commerce luncheon, her regular school council meetings, the Policy Committee meeting and budget meetings. She also joined Chair Boymook and Superintendent Liguori at the meeting with the Village of Andrew, which was an incredibly worthwhile couple of hours. As well, Vice-Chair Holowaychuk enjoyed the EIPS Student Forum and the media-training session—both were exceptional and valuable. She thanked the organizers for their work putting the events together.
- **Trustee Cathy Allen** attended the media-training session, the EIPS Student Forum and several school council meetings, which is lovely being in person again. Many schools are planning large-group student activities—field trips, picnics, dances. And, a lot of schools are conducting surveys with their caregiver communities to gauge comfort levels, given the pandemic, and what activities families are most comfortable with. Trustee Allen also thanked teachers and school staff for organizing these activities for students and the community. She then took a minute to recognize National Volunteer Week, taking place April 24-30, and thanked the many EIPS volunteers supporting students.
- **Trustee Randy Footz** attended the April Committee of School Councils (COSC) meeting, EIPS Student Forum, media-training session and his regular school council meetings. He thanked all those who helped organize the EIPS Student Forum and media-training session—both were excellent and valuable. He also shared with trustees a card and gift he received from a retiring teacher expressing her gratitude for spending her career at EIPS and being involved in the Ukrainian Bilingual program, which both enrich the lives of others.
- **Trustee Don Irwin** attended his regular school council meetings, various committee meetings, the April COSC meeting, EIPS Student Forum, several budget meetings and a COSC-organized presentation with Jody Carrington. He also enjoyed the professional learning session at the ASBA Zone 2/3 March meeting and the media-training session for trustees. Finally, in recognition of National Volunteer Week, he thanked the many EIPS volunteers who give their time to support the Division, its schools and students.
- **Trustee Jacqueline Shotbolt** attended meetings for ASBA's Edwin Parr award and her regular school council meetings—student transportation was a common discussion topic and she thanked attendees for their feedback. She also attended the March ASBA Zone 2/3 meeting—the professional learning sessions are excellent. In fact, tomorrow, she's taking part in a professional learning session at the April Zone 2/3 meeting. The topic is reconciliation, and all trustees are invited. Also, tomorrow, she's also participating in a governance meeting centred on the funding model for small schools and welcomes ideas and comments from trustees.



BOARD HIGHLIGHTS

- **Trustee Jim Seutter** attended his regular school council meetings and the April COSC meeting. He also enjoyed the EIPS Student Forum and media-training session—both were excellent.
- **Trustee Ralph Sorochan** attended meetings for COSC, Board Caucus, the budget and a number of school council meetings—in person, which he enjoys as it offers the opportunity to speak directly with school families. He also attended the Fort Saskatchewan and District Chamber of Commerce luncheon and the media-training session—which were both excellent. Trustee Sorochan's also looking forward to the month of May for two reasons. One, the Trustees School Tours resume. And, two, May's the month of appreciation—National Volunteer Week, Administrators Appreciation Day, Bus Driver Appreciation Day and the EIPS Long Service and Retiree Banquet. It's during this time, we collectively show gratitude and thank all those who make EIPS a great place to be.

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

Caregiver Education Team Newsletter

May 2022



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

Lunch & Learns 12:00 – 1:00 pm

Parenting Teens in the 21st Century

*Respectful Limit Setting with
Adolescents*

Part 1: Tuesday, May 3

Part 2: Tuesday, May 10

Understanding Anxiety Series

Part 4: Overcoming Avoidance

Wednesday, May 4

Part 1: An Introduction

Wednesday, May 11

Part 2: Calming Our Bodies

Wednesday, May 18

Part 3: Settling Our Minds

Wednesday, May 25

Sessions at a Glance

Lunch & Learns 12:00 – 1:00 pm

Keeping Scattered Kids on Track

*Supporting Children and
Adolescents with ADHD*

Part 1: Thursday, May 5

Part 2: Thursday, May 19

More than Just a Bad Day

*Understanding Depression
in Adolescents*

Monday, May 9

Parenting Strategies that Promote Positive Mental Health

Part 1: Tuesday, May 17

Part 2: Tuesday, May 24

Understanding Self-Injury

Tuesday, May 31

Caregiver Education Sessions

6:00 – 7:30 pm

Body Image and Eating Disorders

Wednesday, May 4

Collaborative Problem Solving

*Helping our Kids Navigate
Challenging Situations*

Thursday, May 12

Test Anxiety

Strategies for Success

Wednesday, May 18

I HAVE, I AM, I CAN

*Building Resilience in
Children and Youth*

Thursday, May 26



Mental Health Foundation



Children, Youth &
Families Addiction
& Mental Health

For more information, visit www.cyfcaregivereducation.ca

Caregiver Education Sessions

May 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.

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

Body Image and Eating Disorders

Struggles with self-esteem, body image and weight control are a common concern for both girls and boys. This session will explore some of the reasons behind these struggles, provide information on disordered eating and eating disorders, as well as discuss strategies for supporting teens towards healthier perspectives and habits.

Date: Wednesday, May 4, 2022

Time: 6:00 – 7:30 pm

For caregivers of youth grades 7-12 for adults only

Collaborative Problem Solving Helping our Kids Navigate Challenging Situations

In this session from our 'Mental Health and Resiliency' Series, 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, May 12, 2022

Time: 6:00 – 7:30 pm

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

Parent Feedback:

“Really enjoyed the session today. The speakers are very engaging and knowledgeable and allowed us to provide feedback and stay connected within the discussion.”

“I am grateful that you provided the opportunity for this learning.”

“This was my first webinar with you, but it won't be my last. Excellent information.”



Mental Health Foundation



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Caregiver Education Sessions

May 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.

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

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: Wednesday, May 18, 2022

Time: 6:00 – 7:30 pm

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

I HAVE, I AM, I CAN

Building Resilience in Children and Youth

In today's world, our children need to feel supported, resourceful, and equipped so that they can foster resilience and 'bounce back' from life's challenges more effectively. In this session, we will look at foundational strategies that help children and youth to engage with supportive relationships and communities ("I have!"), identify their internal strengths and abilities ("I am!"), and access practical skills ("I can!") to help them cope through daily stressors and work towards positive goals.

Date: Thursday, May 26, 2022

Time: 6:00 – 7:30 pm

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

Parent Feedback:

"The session was delivered very well, and my teen enjoyed the interactive aspects of it a lot."

"I enjoyed this. I hope to join more of these."

"This session was so helpful - the presenters were relatable and gave practical advice."

"Virtual delivery is so convenient. The presenters did a wonderful job, and were very knowledgeable. Thank you!"



Mental Health Foundation



Children, Youth & Families
Addiction & Mental Health

For more information, visit www.cyfcaregivereducation.ca

Lunch & Learn Webinars

May 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, 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, May 4, 2022

Time: 12:00 – 1:00 pm

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

Part 1: An Introduction

Date: Wednesday, May 11, 2022

Time: 12:00 – 1:00 pm

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

Part 2: Calming Our Bodies

Date: Wednesday, May 18, 2022

Time: 12:00 – 1:00 pm

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

Part 3: Settling Our Minds

Date: Wednesday, May 25, 2022

Time: 12:00 – 1:00 pm

For caregivers of children and youth grades K-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:

“Thank you for hosting these sessions. Having them on zoom has made it possible to attend the series. Very helpful to have this knowledge.”

“I enjoyed the 'polls' and interactive questions. Time and length was good.”

“I would like to thank you for the amazing presentation and information.”



Mental Health Foundation



For more information, visit www.cyfcaregivereducation.ca

Lunch & Learn Webinars

May 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, participants can attend one or both sessions.

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:

“Excellent topic, simple, and doable. Good information. Thank you for this information in times like these with so much stress to deal with.”

“Great webinar, one of the better ones I have been to.”

“I really appreciated the way manner in which both presenters delivered their material.”

Parenting Teens in the 21st 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, May 3, 2022

Time: 12:00 – 1:00 pm

For caregivers of youth grades 7-12; [for adults only](#).

Part 2: Tuesday, May 10, 2022

Time: 12:00 – 1:00 pm

For caregivers of youth grades 7-12; [for adults only](#).

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, May 17, 2022

Time: 12:00 – 1:00 pm

For caregivers of children grades K-6; [for adults only](#).

Part 2: Tuesday, May 24, 2022

Time: 12:00 – 1:00 pm

For caregivers of children grades K-6; [for adults only](#).



Mental Health Foundation



Children, Youth &
Families Addiction
& Mental Health

For more information, visit www.cyfcaregivereducation.ca

Lunch & Learn Webinars

May 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, participants can attend one or both sessions.

More than Just a Bad Day:

Understanding Depression in Adolescents

This session will help caregivers increase awareness about adolescents who might be experiencing sadness and depression. Strategies for support will be discussed.

Date: Monday, May 9, 2022

Time: 12:00 – 1:00 pm

For caregivers of children grades 7-12; for adults only.

Keeping Scattered Kids on Track

Supporting Children and Adolescents with ADHD

These sessions will discuss common signs and symptoms of Attention Deficit Hyperactivity Disorder (ADHD), ways that ADHD can affect all areas of life, and strategies for supporting success in children and youth with ADHD.

Part 1: Thursday, May 5, 2022

Time: 12:00 – 1:00 pm

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

Part 2: Thursday, May 19, 2022

Time: 12:00 – 1:00 pm

For caregivers of children grades 7-12; 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, May 31, 2022

Time: 12:00 – 1:00 pm

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:

“I enjoyed the presentation. Two different speakers broke it up a bit and the videos that were shared we great.”

“Was very engaging - well done!”

“The facilitators were great, engaging, used great videos to break up the material, and were very responsive to questions. I got a lot out of this session and I'm excited to make some changes.”



Mental Health Foundation



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

For more information, visit www.cyfcaregivereducation.ca

SAMPLE
School Council Annual Report

School: _____

Reporting Year: _____

SCHOOL COUNCIL ACTIVITIES:

Summarize the major activities of the past year. Which goals of the school did each support?

Summarize the engagement opportunities attended by a representative of your School Council. (ie: Board's Annual Stakeholder Engagement Meeting)

Summarize the engagement opportunities your school council hosted

Provide an overview of activities or initiatives planned for the next year.



SAMPLE

School Council Annual Report

Financial Statement (attached): Summarizes the finances handled by the school council, not the registered fund raising association/society, during the past year, if applicable. Yes _____ N/A _____

Executive: List the members who held positions as officers in the past year:

Meeting Dates: List the dates of regular school council meetings:

Date of AGM: _____

School Council Chairperson

Date



SAMPLE

Financial Statement

Name of School Council

For the year _____, 20__ - _____, 20__

Assets

General Bank account	\$770.36
Other (GIC)	<u>\$2,500.00</u>

Total Assets \$3,270.36

Liabilities (cheques issued not yet cleared through the account)

\$0.00

Income

Hot Lunches	\$3,572.90
Spell-a-Thon	\$6,280.00
Valentine’s Candygrams	\$2,280.00
Poinsettias	\$700.00
Silent Auction	\$1,000.00
Interest	<u>\$8.72</u>

Total Income \$13,841.62

Disbursements

Hot Lunch Purchases	\$2,942.55
Library Books	\$6,280.00
Welcome Back BBQ	\$789.15
Family Halloween Event	\$822.68
Winter Celebration	\$875.00
Spring Family Dance	\$756.42
Year End Treats	\$355.46
Staff Appreciation	\$250.00

Total Disbursements \$13,071.26

This financial statement was reviewed and approved by:

Name

Position

Date

Name

Position

Date



COSC Budget Overview

Wednesday, May 4, 2022

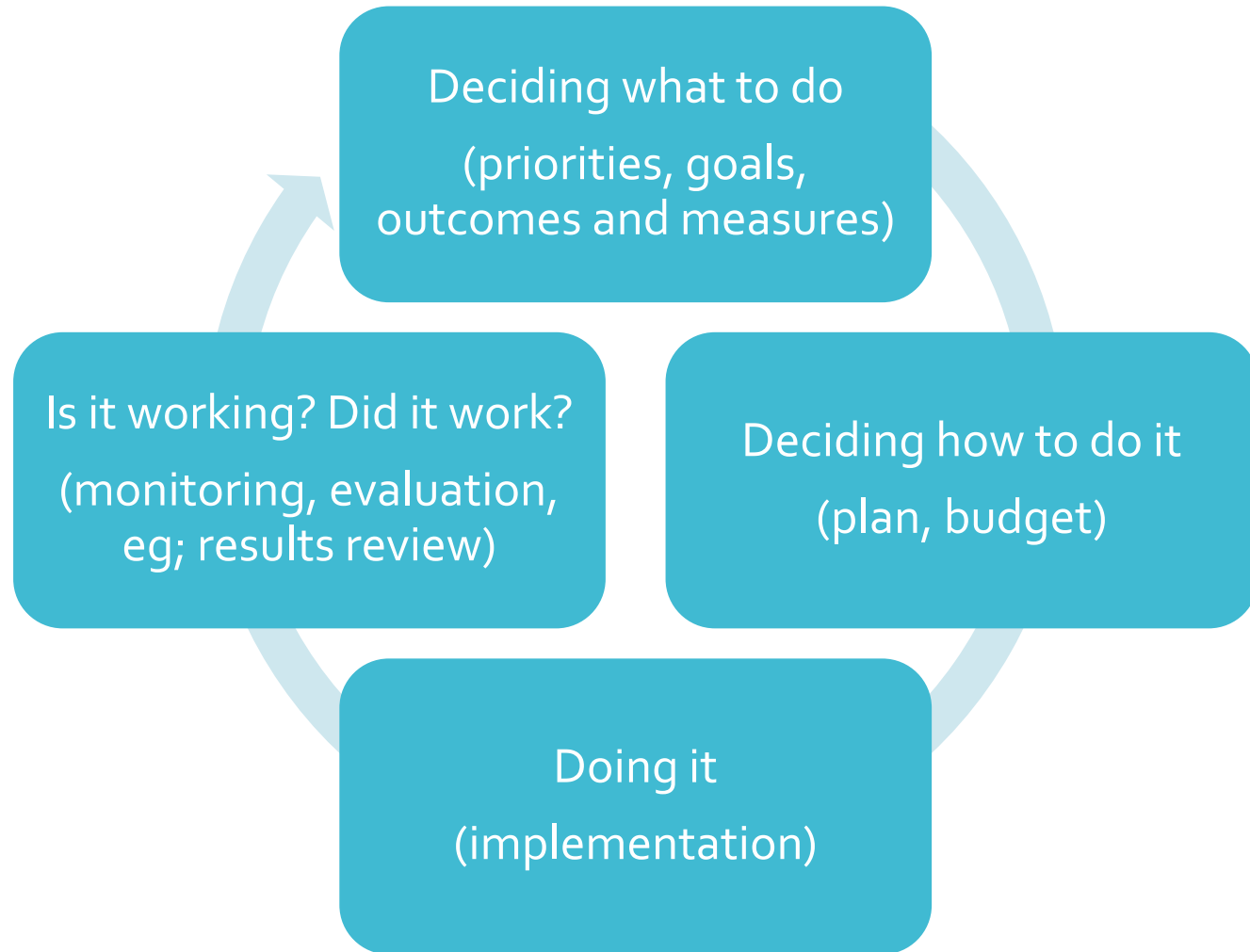
Budget Planning Process

Three Year Cycle

Purpose of Budget

- That the Budget supports the Priorities, Goals and Outcomes set out by the Division
- To ensure that the day to day operations of the Division are carried out

Relationship
between goal
setting, planning,
budgeting and
evaluation



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 in 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 foster 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 ENHANCE HIGH QUALITY 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 through the use of 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.

Budget Announcement Overview

Provincial Budget Highlights

Budget Impact

The 2022-23 funding announcement contained a number of new items that have been summarized below:

- 1% increase to Base Funding for ECS and Gr. 1-12,
- 1% increase to Operations and Maintenance,
- 4.6% increase to Student Transportation,
- Adjustments between grant categories,
- New grants for: Student Wellbeing, Curriculum, and New School Grant,
- School division are 'held harmless' for a second year in a row (2020-21 and 2021-22) due to the continued impact of COVID on enrolment levels.
- The net result of these items is that EIPS' funding envelope is relatively close to that of 2021

Revenue

REVENUE AND RESERVE SUMMARY						
			2021-22	2022-23		%
			Fall	Budget	Change	Change
Revenue						
Government of Alberta						
			\$ 177,297,529	\$ 177,022,024	\$ (275,505)	(0.2%)
			4,980,544	4,438,885	(541,659)	(10.9%)
			182,278,073	181,460,909	(817,164)	(0.4%)
Other Alberta School Authorities						
			536,400	179,666	(356,734)	(66.5%)
Fees						
			5,125,743	5,120,393	(5,350)	(0.1%)
Other Sales and Services						
			2,525,217	2,525,217	-	0.0%
Investment Income						
			260,000	260,000	-	0.0%
Gifts and Donations						
			1,494,030	1,462,392	(31,638)	(2.1%)
Rental of Facilities						
			279,280	271,693	(7,587)	(2.7%)
Fundraising						
			384,000	384,000	-	0.0%
			192,882,743	191,664,270	(1,218,473)	(0.6%)

Budget Assumptions

- Enrolment
 - 16,942 for 2022-2023: decrease from 17,350 in 2021 – 2022 school year.
- Compensation
 - Collective bargaining currently in progress
 - other economic pressures
- Inflation
 - CPI = 5.5% (February 2022)
 - Energy = 31.3% increase
 - Carbon Tax
 - Insurance

Assumptions (cont.)

- That the Division will spend the dollars allocated by Alberta Education in their respective areas:
 - Inclusive Education
 - Student Transportation
 - Lease Support
 - English as a Second Language
 - Hutterite Colony
 - French Language Funding
 - First Nations, Metis and Inuit

Budget 2022 - 2023

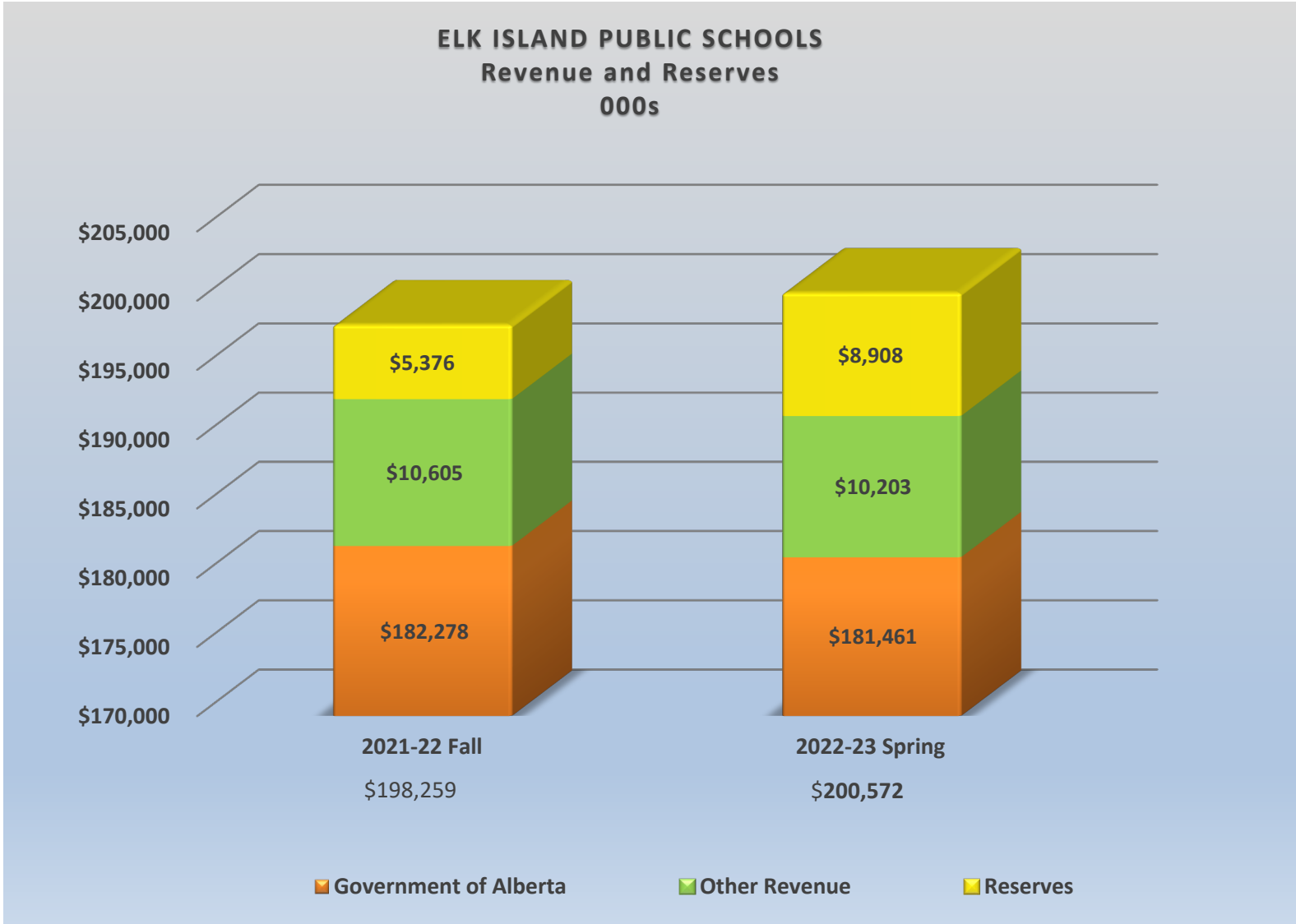
Draft Allocations

Budget Allocations - Draft

- The Budget allocations are based on the budget assumptions previously presented as well as two other factors:
 - Ensuring resources are allocated according to Alberta Education guidelines or regulations
 - Past allocation models, taking into consideration new funding model (WMA)

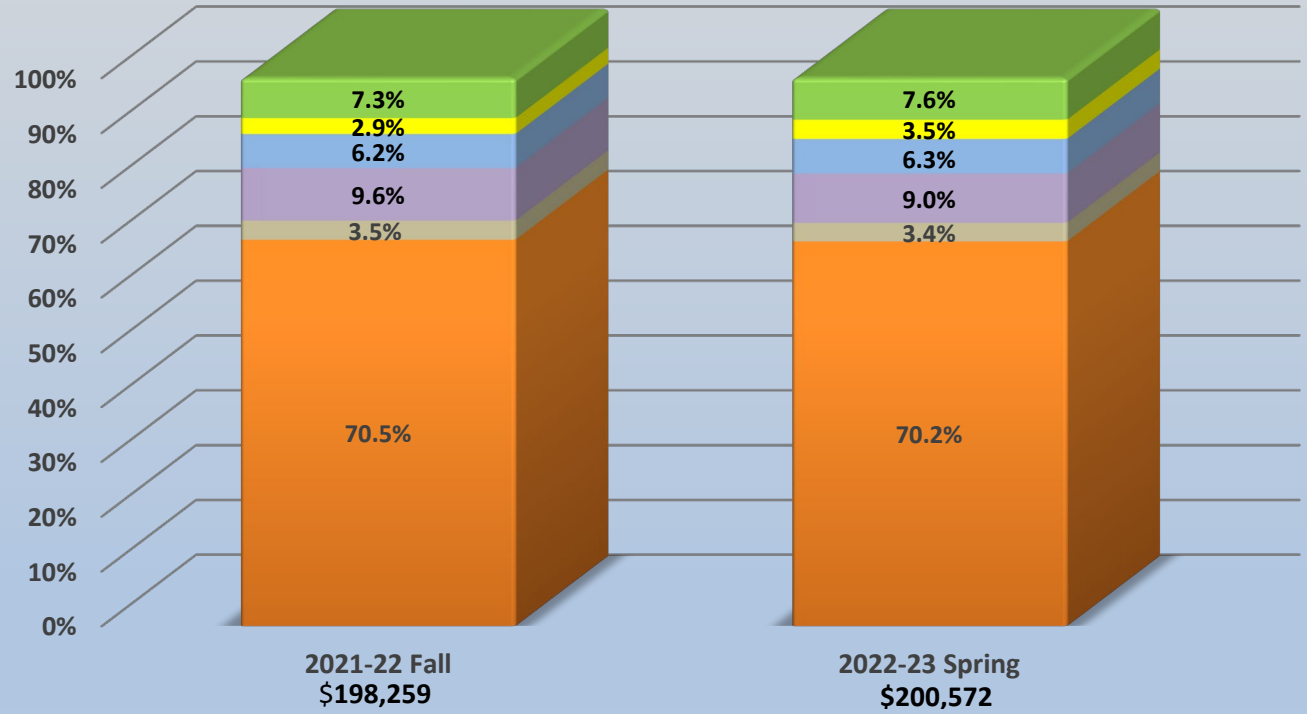
Revenues and Reserves

Use graph



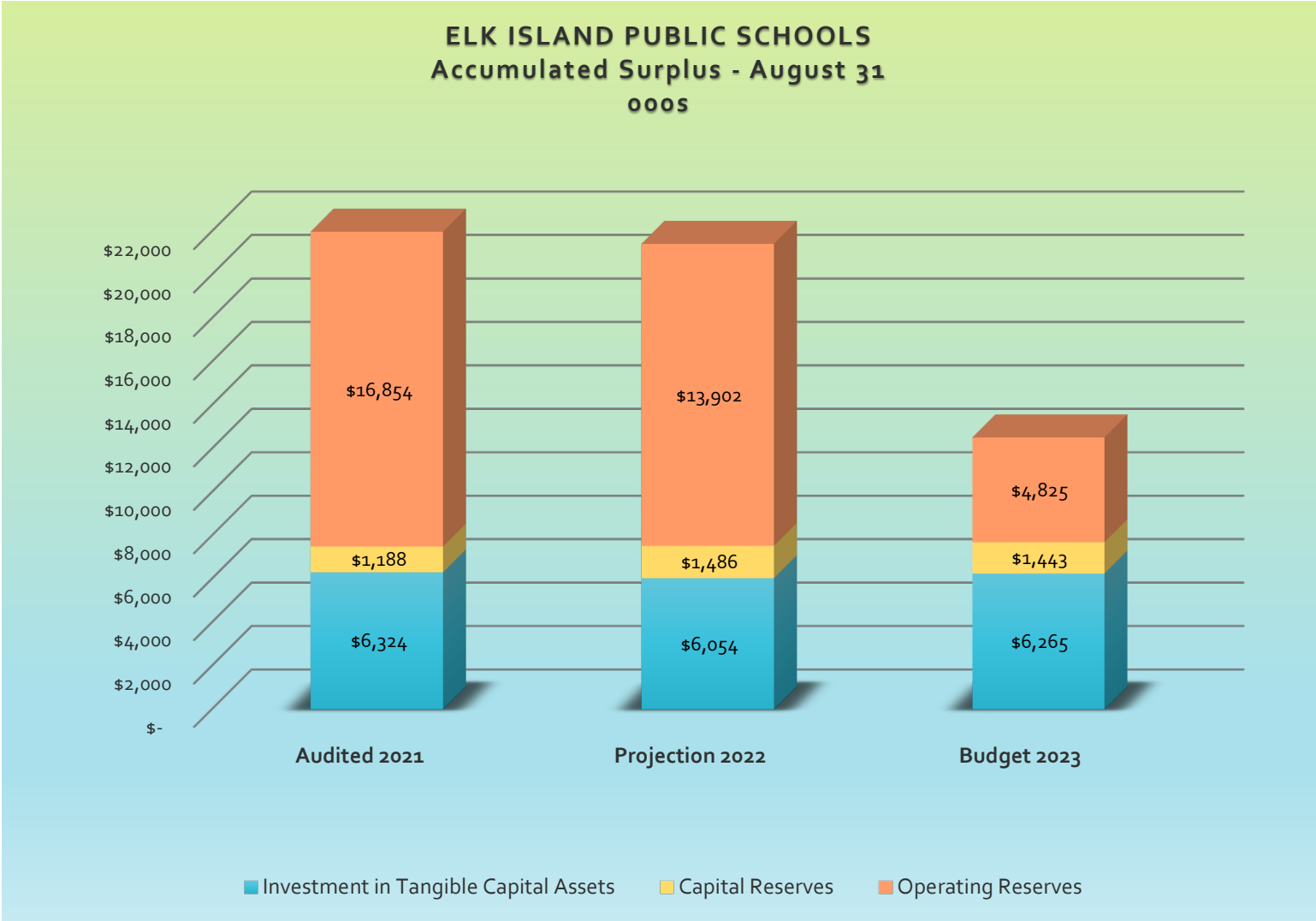
Budget Allocation - Summary

ELK ISLAND PUBLIC SCHOOLS Allocations Summary 000s



- Schools, including SGF
- Capital and Debt Services/Teacher Pensions
- Facilities
- Student Transportation
- IT
- Other

Surplus



Leadership Quality Standard

Alberta Education



Leadership Quality Standard

Whereas Alberta’s teachers, students, parents, educational leaders and members of the public have a strong will to ensure all Alberta students have access to quality learning experiences that enable their achievement of the learning outcomes outlined in programs of study.

Whereas the success of all members of the school community requires inclusive environments in which diversity is respected and members of the school community are welcomed, cared for, respected and safe.

Whereas principals and school jurisdiction leaders play a fundamental role in establishing and supporting the conditions under which the learning aspirations and the potential of First Nations, Métis and Inuit students will be realized.

Whereas principals and school jurisdiction leaders have an important role in fostering collaboration, engagement and empowerment of all partners in the education system to enable all students to achieve their potential.

Whereas principals and school jurisdiction leaders in Alberta schools are accomplished teachers able to create the conditions within which quality teaching and optimum learning can occur and be sustained.

Whereas the *Leadership Quality Standard* provides a framework to support the professional growth, supervision and evaluation of all principals and school jurisdiction leaders.

Whereas students, parents and other partners in education should be confident that Alberta principals and school jurisdiction leaders demonstrate the *Leadership Quality Standard* throughout their careers.

Whereas it is important to recognize the value of a consistent standard of professional practice for all principals and school jurisdiction leaders in the province.

1. In the context of this document:

- a. **“competency”** means an interrelated set of knowledge, skills and attitudes developed over time and drawn upon and applied to a particular leadership context in order to support quality leadership, teaching and optimum learning as required by the *Leadership Quality Standard*;
- b. **“inclusive learning environment”** means a classroom, school, online learning environment or other educational setting structured to anticipate, value and respond to the diverse strengths and needs of all learners;
- c. **“indicators”** means actions that are likely to lead to the achievement of a competency and which, together with the competency, are measurable and observable;
- d. **“leader”** means a principal or school jurisdiction leader;
- e. **“local community”** means community members who have an interest in education and the school community, including neighbouring Métis settlements, First Nations and other members of the public;
- f. **“principal”** means, for the purposes of this standard, principal as defined in the *Education Act*, assistant principal, associate principal or vice principal;
- g. **“reconciliation”** means the process and goal of creating societal change through a fundamental shift in thinking and attitudes, increasing intercultural understanding to build a better society through learning about First Nations, Métis and Inuit perspectives and experiences, including residential schools and treaties;
- h. **“school authority”** means a public school board, separate school board, Francophone regional authority, charter school operator or accredited private school operator;
- i. **“school community”** means the staff of the school authority, along with students, parents/guardians and school council members;
- j. **“school council”** means a school council established under the *Education Act* or a parent advisory council established under the Private Schools Regulation;
- k. **“school jurisdiction”** means a public school board, separate school board, Francophone regional authority, or charter school operator;
- l. **“school jurisdiction leader”** means a central office staff member, other than the superintendent or chief deputy superintendent, required by their leadership position to hold an Alberta teaching certificate;
- m. **“staff”** means all certificated and non-certificated persons whose role in the school is to provide educational and support services to students;
- n. **“student”** means, for the purposes of this standard, an individual enrolled in a school or required by law to attend, and includes a child younger than 6 years of age who is enrolled in an early childhood services program;
- o. **“superintendent”** means a superintendent appointed by a board pursuant to the *Education Act* and the chief deputy superintendent, if any, as referred to in the *Teaching Profession Act*; and
- p. **“teacher”** means an individual who holds a certificate of qualification as a teacher issued under the *Education Act*.

2. The Leadership Quality Standard:

Quality leadership occurs when the leader’s ongoing analysis of the context, and decisions about what leadership knowledge and abilities to apply, result in quality teaching and optimum learning for all school students.

3. The *Leadership Quality Standard* applies to all leaders employed in a school authority. All leaders are expected to meet the *Leadership Quality Standard* throughout their careers. Principals as defined under the *Education Act* are accountable for the demonstration of all the competencies. Other leaders are responsible for the demonstration of competencies directly related to their assigned role. In any given context, reasoned professional judgment must be used to determine whether the *Leadership Quality Standard* is being met.

4. The *Leadership Quality Standard* is described by the following competencies and indicators:

Fostering Effective Relationships

1 | A leader builds positive working relationships with members of the school community and local community.

Achievement of this competency is demonstrated by indicators such as:

- a. acting with fairness, respect and integrity;
- b. demonstrating empathy and a genuine concern for others;
- c. creating a welcoming, caring, respectful and safe learning environment;
- d. creating opportunities for parents/guardians, as partners in education, to take an active role in their children's education;
- e. establishing relationships with First Nations, Métis and Inuit parents/guardians, Elders/knowledge keepers, local leaders and community members;
- f. demonstrating a commitment to the health and well-being of all teachers, staff and students;
- g. acting consistently in the best interests of students;
- h. engaging in collegial relationships while modeling and promoting open, collaborative dialogue;
- i. communicating, facilitating and solving problems effectively; and
- j. implementing processes for improving working relationships and dealing with conflict within the school community.

Modeling Commitment to Professional Learning

2 | A leader engages in career-long professional learning and ongoing critical reflection to identify opportunities for improving leadership, teaching and learning.

Achievement of this competency is demonstrated by indicators such as:

- a. engaging with others such as teachers, principals and other leaders to build personal and collective professional capacities and expertise;

- b. actively seeking out feedback and information from a variety of sources to enhance leadership practice;
- c. seeking, critically reviewing and applying educational research to inform effective practice;
- d. engaging members of the school community to build a shared understanding of current trends and priorities in the education system.

Embodying Visionary Leadership

3 | A leader collaborates with the school community to create and implement a shared vision for student success, engagement, learning and well-being.

Achievement of this competency is demonstrated by indicators such as:

- a. communicating a philosophy of education that is student-centred and based on sound principles of effective teaching and leadership;
- b. recognizing the school community's values and aspirations and demonstrating an appreciation for diversity;
- c. collaborating with other leaders and superintendents to address challenges and priorities;
- d. supporting school community members, including school councils, in fulfilling their roles and responsibilities;
- e. promoting innovation, enabling positive change and fostering commitment to continuous improvement; and
- f. accessing, sharing and using a range of data to determine progress towards achieving goals.

Leading a Learning Community

4 | A leader nurtures and sustains a culture that supports evidence-informed teaching and learning.

Achievement of this competency is demonstrated by indicators such as:

- a. fostering in the school community equality and respect with regard to rights as provided for in the *Alberta Human Rights Act* and the *Canadian Charter of Rights and Freedoms*;
- b. creating an inclusive learning environment in which diversity is embraced, a sense of belonging

is emphasized, and all students and staff are welcomed, cared for, respected and safe;

- c. developing a shared responsibility for the success of all students;
- d. cultivating a culture of high expectations for all students and staff;
- e. creating meaningful, collaborative learning opportunities for teachers and support staff;
- f. establishing opportunities and expectations for the positive involvement of parents/guardians in supporting student learning;
- g. creating an environment for the safe and ethical use of technology;
- h. collaborating with community service agencies to provide wrap-around supports for all students who may require them, including those with mental health needs; and
- i. recognizing student and staff accomplishments.

Supporting the Application of Foundational Knowledge about First Nations, Métis and Inuit

5

A leader supports the school community in acquiring and applying foundational knowledge about First Nations, Métis and Inuit for the benefit of all students.

Achievement of this competency is demonstrated by indicators such as:

- a. understanding the historical, social, economic and political implications of:
 - treaties and agreements with First Nations;
 - legislation and agreements negotiated with Métis; and
 - residential schools and their legacy;
- b. aligning resources and building the capacity of the school community to support First Nations, Métis and Inuit student achievement;
- c. enabling all school staff and students to gain a knowledge and understanding of, and respect for, the histories, cultures, languages, contributions, perspectives, experiences and contemporary contexts of First Nations, Métis and Inuit; and
- d. pursuing opportunities and engaging in practices to facilitate reconciliation within the school community.

Providing Instructional Leadership

6

A leader ensures that every student has access to quality teaching and optimum learning experiences.

Achievement of this competency is demonstrated by indicators such as:

- a. building the capacity of teachers to respond to the learning needs of all students;
- b. implementing professional growth, supervision and evaluation processes to ensure that all teachers meet the *Teaching Quality Standard*;
- c. ensuring that student instruction addresses learning outcomes outlined in programs of study;
- d. facilitating mentorship and induction supports for teachers and principals, as required;
- e. demonstrating a strong understanding of effective pedagogy and curriculum;
- f. facilitating the use of a variety of technologies to support learning for all students;
- g. ensuring that student assessment and evaluation practices are fair, appropriate and evidence-informed;
- h. interpreting a wide range of data to inform school practice and enable success for all students; and
- i. facilitating access to resources, agencies and experts within and outside the school community to enhance student learning and development.

Developing Leadership Capacity

7

A leader provides opportunities for members of the school community to develop leadership capacity and to support others in fulfilling their educational roles.

Achievement of this competency is demonstrated by indicators such as:

- a. demonstrating consultative and collaborative decision-making that is informed by open dialogue and multiple perspectives;
- b. identifying, mentoring and empowering teachers in educational leadership roles;
- c. promoting the engagement of parents in school council(s) and facilitating the constructive involvement of school council(s) in school life;

- d. creating opportunities for students to participate in leadership activities and to exercise their voice in school leadership and decision making; and
- e. promoting team building and shared leadership among members of the school community.

Managing School Operations and Resources

8 | A leader effectively directs operations and manages resources.

Achievement of this competency is demonstrated by indicators such as:

- a. identifying and planning for areas of need;
- b. applying principles of effective teaching and learning, child development and ethical leadership to all decisions;
- c. aligning practices, procedures, policies, decisions and resources with school and school authority visions, goals and priorities;
- d. following through on decisions made by allocating resources (human, physical, technological and financial) to provide the learning environments and supports needed to enable and/or improve learning for all students;
- e. facilitating access to appropriate technology and digital learning environments; and
- f. ensuring operations align with provincial legislation, regulations and policies, and the policies and processes of the school authority.

Understanding and Responding to the Larger Societal Context

9

A leader understands and appropriately responds to the political, social, economic, legal and cultural contexts impacting schools and the school authority.

Achievement of this competency is demonstrated by indicators such as:

- a. supporting the school community in understanding the legal frameworks and policies that provide the foundations for the Alberta education system;
- b. representing the needs of students at the community, school authority and provincial levels;
- c. engaging local community partners to understand local contexts;
- d. demonstrating an understanding of local, provincial, national and international issues and trends and their implications for education; and
- e. facilitating school community members' understanding of local, provincial, national and international issues and trends related to education.

Alberta Education, Office of the Registrar
2nd Floor, 44 Capital Boulevard Building
10044 - 108 Street
Edmonton, Alberta T5J 5E6
(780) 427-2045



Annual School Improvement Planning: Setting the Direction

Alberta Education's Ministry Business Plan:

- Aligns its business plan to the Government of Alberta's Strategic Business Plan and fiscal plans
- The [Alberta Education Business Plan 2021 - 2024](#) provides details on the following 4 education goals in Alberta
 - Alberta's students are successful
 - First Nations, Métis, and Inuit students in Alberta are successful
 - Alberta has excellent teachers, school leaders, and school authority leaders
 - Alberta's K-12 education system is well governed and managed
- Sets direction and focus for all divisions in the province
- Alberta Education goals have strategies and performance measures
- Alberta School Councils' Association is the vehicle for school council input at this level of planning

School Board's Three-year Education Plan:

- Aligns their three-year plan with Alberta Education's Ministry Business Plan
- Sets direction and focus for all the schools in their divisions
- Includes schools' proposed Three-year Education Plans and budgets (mid January – early February)
- Accountability results

- Community Engagement opportunities



School's Three-year Education Plan:

- Aligns the School's Three-year Education Plan with School Board's Three-year Education Plan
- Begins planning process with staff and School Council (late February – mid March)
- Considers 'identified priorities' and 'budget planning' documents from previous year
- Considers the year of the three-year term and the following:
 - Changes in school community demographics
 - Programming needs
 - School Authority (division/jurisdiction/board) focus and priorities
 - School Council input
 - Fiscal realities
 - Accountability results
 - Community Engagement Opportunities

School Council's Three-year Plan:

- Aligns School Council's Three-year Plan with the School's Three-year Education Plan
- Begins planning process with staff and School Council (late February – mid March)
- Considers 'identified priorities' from previous year
- Community Engagement opportunities
- Considers the year of the three-year term and the results of School Council's Needs Assessment Survey to the school community.

School Council Annual Agenda Framework

Creating an Annual Agenda or year-at-a-glance is an important step when planning School Council work for the year. A School Council would adapt the annual agenda to reflect their preferred level of engagement using this sample framework, shown below. A School Council would incorporate the activities and initiatives they decide to undertake for the year into the framework. For example, the planning for the School Council's involvement with a winter carnival may be an agenda item for the October/November meeting.

Ed. Act 55(5): Items in black are activities that pertain to the operation of the school council.

ED. Act 55(4)(a) and (c): Items in blue are areas of parent engagement that will support Alberta Education's Assurance Framework. Processes, opportunities, and timing for participation will vary by School Division.

Leadership Quality Standard & Teaching Quality standard: Items in green relate to competencies identified in these Standards.

ASCA: Items in red relate to opportunities for member school councils.

1st Meeting of the Year (September or October)

- Welcome and orientation of new School Council members
 - Overview of legislation, regulations, policy and School Council operating procedures (addressing governance and the decision-making model), meeting Rules of Order
 - Overview of the current school budget and the process for advising regarding the next school year's budget
 - Refer to ASCA's School Council Resource Guide and ASCA's website as information sources for School Councils and parents
- Review School Council plan (if there is one)
- Discuss ASCA's School Council Engagement Task Force (register or re-register for it on website)
- Principal shares key events of upcoming school year
- Principal and teacher outline areas School Council may be involved, or their advice will be solicited
- Review school community needs assessments results from June
- Discussion of what School Council members would like to work on during the school year and their expectations of the School Council and individual School Council members
- Determine which School Council members will be reps with other education stakeholders and organizations and committee assignments (if any)
- Distribute reading materials or website addresses for School Council members to prepare for discussion at the next meeting

2nd Meeting of the Year (October or November – possible Annual General Meeting)

- Elections of Executive, presentation of School Council report (from previous year)
- Update School Council contact information with ASCA
- Discussion of the Jurisdiction's Three-year Education Plan
- Discussion of the School's Three-year Education Plan
- Create or review and update a School Council plan

3rd Meeting of the Year (November or December)

- Receive highlights of the Division's and School's Results Report
- Discuss assessment practices and/or Diploma Exam Results
- Accountability Pillar information presented as it pertains to the school, when available
- Discuss and submit a provincial education issue to ASCA for consideration at the Annual General Meeting (Proposed Advocacy Resolution)
- Committee reports



School Council Annual Agenda Framework

Ed. Act 55(5): Items in black are activities that pertain to the operation of the school council.

ED. Act 55(4)(a) and (c): Items in blue are areas of parent engagement that will support Alberta Education's Assurance Framework. Processes, opportunities, and timing for participation will vary by School Division.

Leadership Quality Standard & Teaching Quality standard: Items in green relate to competencies identified in these Standards.

ASCA: Items in red relate to opportunities for member school councils.

4th Meeting of the Year *(December or January)*

- Provide input for the next year's school budget (this may be an ongoing agenda item as needed)
- Provide input for the next year of the School's Three-year Education Plan (this may be an ongoing agenda item as needed)
- Committee reports

5th Meeting of the Year *(January or February)*

- Alberta School Councils' Association's Conference and AGM registration
- Committee reports

6th Meeting of the Year *(February or March)*

- Evaluation of any projects School Council is coordinating or involved in (this function is ongoing as projects are completed and reflecting the cycle of the projects undertaken)
- Discussion of ASCA Proposed Advocacy Resolutions

7th Meeting of the Year *(March or April)*

- Recruitment Strategies and Succession Planning for next year
- Prepare needs assessment
- Discussion of ASCA Proposed Advocacy Resolutions; advise voting delegate

8th Meeting of the Year *(May or June – possible Annual General Meeting)*


- Annual General Meeting (AGM) Planning (or being held)
- Share information from ASCA conference
- Renew Alberta School Councils' Association membership and other memberships pertinent to the School Council
- Needs Assessments sent to school community
- Celebrate your successes!!

At any School Council meeting during the year, Alberta School Councils' Association (ASCA) Members may decide to discuss and submit a provincial issue to ASCA for consideration at the Annual General Meeting. Please visit the ASCA website (www.albertaschoolcouncils.ca) for more details.




Slide 1

THE ASSURANCE FRAMEWORK
AN OPPORTUNITY FOR SCHOOL COUNCIL ENGAGEMENT



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School Councils' Association
Promoting parent engagement in public education



Slide 2

TODAY'S OBJECTIVES:

To Understand:

- What is the Assurance Framework
- How Planning and Reporting fit in
- What can your School Council do to participate in the process



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ACCOUNTABILITY:
THE CORNERSTONE OF THE ACCOUNTABILITY PILLAR

Accountability consists of:

- **measurable goals.**
- **performance measures** that provide information on progress toward and achievement of
- **outcomes.** targets that indicate a desired level of performance,
- **strategies** that are implemented and adjusted as necessary to improve results over time,
- **evaluation of results** achieved, including whether improvement has taken place,
- **public performance reports** and consequences for the performance of accountable organizations.

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ASSURANCE AND ACCOUNTABILITY ARE LINKED

Assurance means:

- **demonstrating** to Albertans that the education system is meeting the needs of students and students are successful.
- **building public confidence** in the education system that arises from the combination of funding, policies, processes, actions, and evidence that help achieve
- **relationship-building and engagement** between all education partners and by creating and sustaining a culture of continuous improvement and
- **collective responsibility.**

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ALBERTA EDUCATION ASSURANCE MEASURES

Assurance Domain	Alberta Education Assurance Measures	Local Component
<ul style="list-style-type: none">• Student Growth and Achievement• Teaching and Leading• Learning Supports• Governance• Local and Societal Context	<ul style="list-style-type: none">• Initial measures from the Accountability Pillar	<ul style="list-style-type: none">• Stakeholder engagement processes

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ALBERTA EDUCATION ASSURANCE MEASURES

Assurance Domain	AEAM (Alberta Education Assurance Measures)	Local Component
Teaching and Leading Teachers and leaders apply appropriate knowledge and abilities to make decisions that demonstrate professional practice standards, which result in quality teaching, leading, and optimum learning for all students.	<ul style="list-style-type: none">• Survey measure of Education Quality	<ul style="list-style-type: none">• Local measures/data and information demonstrating teaching & leadership quality

PROFESSIONAL PRACTICE STANDARDS

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LEADERSHIP QUALITY STANDARDS: EXPECTATIONS OF A PRINCIPAL
COMPETENCY 7: DEVELOPING LEADERSHIP CAPACITY

Achievement of this competency is demonstrated by indicators such as:

- a. demonstrating consultative and collaborative decision-making that is informed by open dialogue and multiple perspectives;
- c. promoting the engagement of parents in school councils(s) and facilitating the constructive involvement of school council(s) in school life;
- e. promoting teambuilding and shared leadership among members of the school community.

<https://www.albertaschoolcouncils.ca/public/download/files/180215>

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A COLLABORATIVE PLANNING MODEL

Top-Down Plan

- AB Ed Business Plan
- School Division Plan
- School Plan
- School Council Plan

➔

Collaborative Plan



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PLANNING-REPORTING CYCLES

Schools are expected to:

- Update their education plan and prepare their AERR annually
- Involve their school council in updating the plan and preparing the AERR
- Post their plan and AERR on the school's or division's website

AERR - Annual Education Results Report



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A SCHOOL BOARD MUST...
(NO "IES, ANDS OR BUTS")

12(1) ...provide the School Council with an opportunity to provide advice on the development of the school's

- (a) foundations statements, if any, respecting the school's vision, principles and beliefs,
- (b) policies,
- (c) **annual education plan and annual results report** required by the Minister to be reported under section 67 of the Act, and
- (d) **budget required to be reported** under section 139 of the Act.

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ENGAGING IN THE PLANNING PROCESS

Annual Education Results Report (AERR) reveals a need to focus school budget (\$) on:

- Literacy
- Social-Emotional Learning (SEL)

School (or Division) Staff suggest 4 possible solutions:

- Hire a Literacy EA (\$)
- Hire an SEL Counsellor (\$)
- Literacy and SEL PD for staff (\$)
- Shorten lunch or remove afternoon recess for more instructional and/or counselling time

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SCHOOL COUNCILS ARE LEGISLATED TO ...

Inquire by "Seeking to Understand"

How does this improve our school community?



What does this look like in our school?

How does this help to support student success?


Advise the principal and the board respecting matters relating to the school.

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SOMEWAYS SCHOOL COUNCIL CAN SUPPORT THE ASSURANCE FRAMEWORK: WWW.ALBERTASCHOOLCOUNCILS.CA/EDUCATION-IN-ALBERTA/ASSURANCE-FRAMEWORK

- Become familiar with the Assurance Framework and the related school authority planning and reporting requirements
- Review the School Division's education plan and annual education reports (posted annually on Division's website by November 30 and May 31, respectively) and those of the School (posted annually on either the school or School Division website)
- Participate in engagement opportunities surrounding the development of School and School Division education plan priorities
- Participate in engagement opportunities respecting results and progress towards meeting the School Division's priorities
- Participate in the development of school education plans, annual education results reports, and budget
- Educate Grade 4, 7 and 10 parents about the Alberta Education Assurance parent survey and encourage them to complete it




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BENEFITS OF THE ASSURANCE FRAMEWORK

- **School authorities are more responsive to local needs,**
- **Increasing stakeholder understanding of education matters,**
- **Improved decision making,**
- **Enhanced ownership for decisions.**




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CONCLUSION

- ✓ The Assurance Framework has created a structure for School Councils to exercise their advisory capacity given to them in Section 55 of the Education Act.
- ✓ School Council is the forum for parent engagement in your school.
- ✓ Your School Division now has a requirement to demonstrate engagement with School Councils.
- ✓ Be patient and work with your School Division in developing the "Local Component".



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CONTACT US

- 780.454.9867 or 1.800.661.3470
- parents@albertaschoolcouncils.ca
- Twitter @ABschoolcouncil
- www.albertaschoolcouncils.ca (SCETF, email list, resources, templates)
- Facebook/pages/Alberta-School-Councils-Association

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