

Committee of  
School Councils

# Meeting Agenda

In-Person and [Virtual Meeting](#)  
 Central Services Office, boardroom  
 683 Wye Rd., Sherwood Park, AB  
 Wednesday, Oct. 2, 2024  
 6:30 p.m.

Time	Agenda	Presented by
6:30 p.m.	<b>Opening Remarks and Welcome</b>	Jacque Surgenor Gaglione, Past COSC Chair
6:31 p.m.	<b>Land Acknowledgement</b>	Jacque Surgenor Gaglione, Past COSC Chair
6:32 p.m.	<b>Introductions</b>	All
6:35 p.m.	<b>COSC Organizational Meeting</b> <ul style="list-style-type: none"> <li>a. election of Chair</li> <li>b. election of Vice-Chair</li> <li>c. election of Secretary</li> <li>d. approval of 2024-25 COSC Executive</li> <li>e. COSC Planning 2024-25</li> </ul>	Jacque Surgenor Gaglione, Past COSC Chair
6:55 p.m.	<b>Motions</b> <ul style="list-style-type: none"> <li>a. additions to the agenda</li> <li>b. agenda approval</li> <li>c. approval of minutes: May 1, 2024</li> </ul>	Jacque Surgenor Gaglione, Past COSC Chair
7 p.m.	<b>New Business</b> <ul style="list-style-type: none"> <li>a. ASCA Presentation: The Work of School Council</li> </ul>	Suzanne Lynch, ASCA Instructor Shelley Odishaw, ASCA Instructor
8 p.m.	<b>Board Report</b>	Cathy Allen, Board Chair, EIPS
8:10 p.m.	<b>ATA Report</b>	Deneen Zielke, President, ATA Local No. 28
8:20 p.m.	<b>For Information</b> <ul style="list-style-type: none"> <li>a. Caregiver Series: October</li> <li>b. COSC Operating Procedures</li> <li>c. School Council Engagement Grant</li> </ul>	Emma Small, COSC Liaison

## Electronic Handouts

COSC Minutes  
 ASCA Presentation Handout  
 Board Highlights  
 Caregiver Series  
 COSC Operating Procedures  
 School Council Engagement Grant Process

## Next Meeting:

Wednesday, Nov. 6, 2024



UNRATIFIED

# MEETING MINUTES

Elk Island Public Schools, in-person and virtual meeting

May 1, 2024 | 6:30 p.m.

Committee of  
School Councils

## In Attendance

### SCHOOL COUNCIL EXECUTIVE

**Chair:** Kendra Roemer, Mills Haven Elementary

### SCHOOL COUNCIL MEMBERS

Aileen Bozic, SCA Secondary  
Amy Prenc-Perry, Clover Bar Junior High  
Anne Wasylyshen, Ardrossan Junior Senior High  
April Childs, Lakeland Ridge  
Brian Vick, Brentwood Elementary  
Charmyn Thompson, F.R. Haythorne Junior High  
Christan Rasmussen, Westboro Elementary  
Janice Mills, Pine Street Elementary  
Jordana Feist, James Mowat Elementary  
Justina Gibson, Fort Saskatchewan Christian  
Kim Scott, Salisbury Composite High  
Krista Scott, Bev Facey Community High  
Leanne Weiss, Woodbridge Farms Elementary  
Lisa Harke, SCA Elementary  
Melissa Manolescu, École Campbelltown

Tawnia McQueen, Wes Hosford Elementary (Interim Secretary)  
Tracey Nielsen, Clover Bar Junior High

### ELK ISLAND PUBLIC SCHOOLS BOARD OF TRUSTEES

Cathy Allen, Chair  
Trina Boymook, Trustee

### ELK ISLAND PUBLIC SCHOOLS

Sandra Stoddard, Superintendent  
Ryan Marshall, Associate Superintendent  
Emma Small, Communication Services

### GUEST SPEAKER

Jacque Surgenor Gaglione, EIPS Parent

## CALL TO ORDER

The meeting was called to order at 6:34 p.m.

### LAND ACKNOWLEDGEMENT

COSC member April Childs provided the land acknowledgement.

### AGENDA

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

MOTION | The agenda be adopted, as circulated.

*MOTION CARRIED*

### APPROVAL OF MINUTES

COSC Chair Roemer called for approval of the April 3, 2024 meeting minutes.

MOTION | The minutes be approved, as circulated.

*MOTION CARRIED*

# Special Presentation

**ASCA DIVISION SCHOOL COUNCIL ENGAGEMENT AWARD** – Krista Scott, COSC member and Jacquie Surgenor Gaglione, EIPS parent

- Scott and Surgenor Gaglione presented EIPS senior administration with the Division School Council Engagement Award from the Alberta School Councils' Association (ASCA). The Division won the award at ASCA's annual conference banquet on April 27. They nominated EIPS near the beginning of the year.
- Scott and Surgenor Gaglione read their nomination letters, and Board Chair Cathy Allen, Superintendent Sandra Stoddard, and Associate Superintendent Ryan Marshall accepted the award on behalf of EIPS.
- Both Scott and Surgenor Gaglione stated that the Division's COSC is the oldest in Alberta and was started in the 1980s. It's continued to be parent-owned and supported by the Division. They noted EIPS' COSC allows authentic questions from parents, keeps families informed and has built trust between school communities and the Division. They're grateful to senior administration for the long-lasting partnership.
- Both gave examples of why the Division deserved the award. They discussed the engagements with families on the budget, fees and program changes, such as French Immersion. Scott and Surgenor Gaglione stated EIPS has gone above and beyond with video messages and data packages.
- Superintendent Stoddard thanked the people around the table and gave credit to the families across the Division, stating, "This is our award."
- COSC members redirected the focus back to the Division, recognizing all the work they do too.

## COMMENTS AND QUESTIONS

**Comment:** We were proud to be from EIPS when we were at the ASCA Conference.

**Comment:** So many people around the table were noticed for their expertise and recognized during the ASCA Conference.

**Comment:** I thought that all school divisions had COSC, but when I mentioned COSC to someone at the conference they had no idea what that was. Shows what we have isn't the norm and is something special.

# Board Report

Board Chair Allen presented the Board Report.

## HIGHLIGHTS:

- The Board of Trustees participated in their Board Retreat from April 8-9, 2024. This was an opportunity to have discussions about future trends in public education for EIPS. The Board looked at research, data and written summaries regarding:
  - Inflation, interest rates and economic trends;
  - Housing availability in EIPS communities;
  - Cybersecurity;
  - Technology trends, including artificial intelligence;
  - Immigration targets of the federal government;
  - Geo-political landscape;
  - Hiring trends;
  - Equity, diversity and inclusion;
  - High demand skills, including critical thinking, data analysis, technological skills, communication and adaptability; and
  - Careers that will be in high demand and those that'll become obsolete.
- Board Chair Allen asked COSC members what trustees asked themselves on their retreat: what will the world look like for the graduating class of 2036—the current kindergarten students? How does EIPS prepare these students over the next 12 years to become citizens of the world?

## COMMENTS AND QUESTIONS

**Question:** Did you discuss [Bill 20: Municipal Affairs Statutes Amendment Act, 2024](#) at the retreat?

**Answer:** No.

**Comment:** Autonomy is very important to EIPS. We'll continue to stick to our [Four-Year Education Plan](#) and support EIPS students.

**Comment:** If sending emails to the provincial government, it's a great idea to copy the opposition in those communications.

## ATA Report

ATA Local No. 28 President Deneen Zielke did not present a report.

## For Information

**CAREGIVER SERIES UPDATE** – Kendra Roemer, COSC Chair

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

**ASCA UPDATE** – Kim Scott, COSC member

- To see the course options for educating school council representatives, see the [ASCA website](#).
- ASCA is hosting a golf tournament fundraiser—anyone can participate.

**SCHOOL COUNCIL ANNUAL REPORTS: DUE JUNE 26** – Kendra Roemer, COSC Chair

- School Council Annual Reports are due on June 26. Reports are sent to the principal at your school. A report template is available in the [May COSC meeting package](#).

## COMMENTS AND QUESTIONS

**Question:** Not sure what the Board does with these reports and how the data is pulled, but would the Board consider a Google form format? Edmonton Public Schools (EPS) gathers the information from school councils in a Google document, so it's easier to organize the data and see patterns between the different school communities.

**Answer:** Confirmed with Communication Services that something like this may be possible.

**Comment:** Suggest the Board connect with EPS to get a copy of what they're doing.

**Comment:** Questions may be changing for this year as the Board feels the current sample will not gain the insight they're wanting from school councils. Stay tuned for more information and details.

**DRAFT AP 538: BUILDING SECURITY AND DOOR LOCKING** – Sandra Stoddard, EIPS Superintendent

- This year, the Division connected with school administration to discuss and consider how to implement door locking in schools.
- This is to keep students safe and the wrong people out—not because students aren't trusted.
- Communication will be key to ensure families and students understand the "why" and that they know when open- and closed-door hours will be.
- There'll be supervision during open door times to ensure unwanted visitors are not entering the school, or if they have, the school is aware and can take precautions.

## COMMENTS AND QUESTIONS

**Question:** Will this include daycares in our schools being required to lock their doors too?

**Answer:** Yes, it will include any rented space.

**Question:** How will this be impacted in the case of a power outage?

**Answer:** We don't know but that's a great question. We'll investigate this.

**Comment:** Very important to share with the older students that this isn't because they aren't trusted.

**Question:** How will this work for sports as people will need to be able to get in and out?

**Answer:** This has been discussed and there'll be a plan for that.

**Question:** Who's paying for this? It shouldn't come out of the individual schools' budgets.

**Answer:** The Division paid for some cameras, door locking, fobs and keys. If the school wants more, it'll be for them to cover. Do not need a camera or access at every door.

## COSC Sharing

### ASCA CONFERENCE AND AGM EXPERIENCES – All COSC members

- COSC members felt they had respectful conversations at the ASCA Conference and AGM. All were proud to represent EIPS.
- Scott and Surgenor Gaglione ran an exercise at the conference. They asked school council representatives what their school parent engagement is like currently and what they hope it will look like five years from now. This is in preparation for ASCA's Walk Along Side initiative to create more family-centric schools across the province.
  - Data was collected through Google forms, and Surgenor Gaglione will share the information with the Board once it has been organized.
- There were valuable sessions held at the conference and AGM.
- Many EIPS COSC members shared tables, allowing them to make connections between each other. Superintendent Stoddard noticed this collaborative spirit had transferred to the boardroom.
- The keynote speaker Barbara Coloroso discussed bullying. She mentioned that a single malicious act should be considered bullying. These instances can have trauma attached to them. Teasing and bugging or one-time issues may not be bullying, but it could be. One act can have ongoing implications and is still bullying.
  - COSC members challenged EIPS to consider the wording of the policies and procedures regarding bullying and the message being shared with students.

## COMMENTS AND QUESTIONS

**Question:** Does the Board get the information about advocacy resolutions that were passed? It'd be good insight to what parents are finding important. For example, playing YouTube videos during lunch to keep students quiet—parents have concerns about screen time.

**Answer:** Not directly from ASCA. However, we'll share this information with the Board when available.

**Comment:** The Education Minister Demetrios Nicolaides indicated that staffing was properly funded and the school divisions have what they need to be able to make decisions about wages regarding educational assistant pay and sustaining well-trained educational assistants. We as parents understand this is not necessarily correct.

### SCHOOL COUNCIL ENGAGEMENT GRANT – All COSC members

- Tabled because of a lack of time.

## OPEN FLOOR – All COSC members

- COSC members discussed ideas for the 2024-25 school year:
  - September Meet and Greet
    - Informal event for COSC members to build connections with each other.
    - Provide support and resources for new school council representatives and chairs to help them get started. Could be the beginning of a mentorship program.
  - October Organizational Meeting
    - Request principals come and stay for the training on the Role and Purpose of School Councils and what this looks like for their schools. Could do it as a joint session.
  - November Meeting
    - A session and group discussion on planning agendas for the year.

## New Business

### DRAFT SPRING EIPS BUDGET 2024-25: HIGHLIGHTS – Sandra Stoddard, EIPS Superintendent

- Because of time constraints, Superintendent Stoddard provided a brief summary of her presentation. She encouraged COSC members to review the [Budget Highlights Presentation](#) and watch the upcoming Board meeting on the [EIPS YouTube channel](#).
- She highlighted how EIPS focused on its priorities when creating the budget and decided to give as much money to the schools as possible now, using reserve funds wisely so they could have more time to plan.
- The draft budget focuses on curriculum, mental health, career pathways, equity and staff retention.
- It also focuses on challenges identified during the Assurance Review process, such as classroom complexity.
- The budget will allow for hiring more full-time educational assistants so they can access benefits.
- There's a surplus in transportation fees for EIPS. Families will receive a 40 per cent rebate back from their 2023-24 transportation fees they can put toward their 2024-25 fees.
  - There's a one-time payment going to the providers to help with their rising costs, such as retaining bus drivers. Providing good service for EIPS families remains important.
  - Remainder of the surplus is being used to improve and increase the video surveillance on buses to benefit safety.
  - There's an incentive for paying [2024-25 transportation fees](#) quickly as they increase after June 30, 2024. There's an option for a payment plan, and EIPS has removed the \$25 finance fee to make it easier for families to afford.

### COMMENTS AND QUESTIONS

**Question:** What does the end of the provincial government's pilot project mean for Reset Rooms? It's been shared through Kudos that the Reset Room is the only reason some kids are able to make it through the day.

**Answer:** It's \$1.9 million to sustain the Reset Rooms so the focus is on counselling supports and professional development for teachers to assist students with regulation.

### EIPS FOUR-YEAR EDUCATION PLAN – Sandra Stoddard, EIPS Superintendent

- The [Four-Year Education Plan](#) was covered in the [Budget Highlights Presentation](#).

MEETING ADJOURNED AT 9 P.M.

## Next COSC Meeting

**DATE:** Oct. 2, 2024

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

**LOCATION:** EIPS Central Services building, boardroom.

# Leadership Quality Standard

Alberta Education







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## 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.

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## Steps for Dealing with Personal Issues



On occasion, personal issues do come up and there are procedures that should be followed. The school council meeting is not the venue for dealing with personal issues. This isn't to say that the teacher or principal doesn't want to hear from you. There are always legitimate personal issues, and there is a chain of command for dealing with them. **What to do with a personal issue?**

- 1) Parent should always talk to the child's teacher first, keep written notes.
- 2) If an acceptable solution is not reached, ask for a meeting with the principal, again keep written notes.
- 3) If again an acceptable solution is not reached, your next step will be at the Superintendent level. Check division guidelines and follow them (guidance from the ASCA office is available to all parents). It is important to remember that the Trustee is not a person who can step in and clear something up for you so best to leave them out of the picture unless you cannot reach a solution at the division administrative level.



## Ideas to Engage the School Community

These ideas will have different applications and success based on your unique school community. The annual cycle of effective engagement includes evaluation, and the School Council should include an evaluative component in every engagement activity (ie. survey or evaluation form). A School Council should also consider its resources and participants' availability when choosing an engagement strategy, to ensure it does not overload the School Council.

- Personally invite people to participate in any or all activities and meetings.
- Host a School Council Booth (Meet the Teacher/Family Night, school registration day, school BBQ, first day of school, coffee with the principal) providing School Council info and extending invitations to attend meetings, receive information, volunteer or provide opinions.
- Publish the agenda 7 – 10 days in advance of the meeting. Email it to parents or post it in the school newsletter asking for people who have thoughts, opinions, or information to attend or e-mail.
- Translate School Council documents into other languages, if necessary.
- Respect every parents' choice and understand that engagement with School Council is not necessarily defined by attending meetings.
- Use Social Media (Twitter, Facebook, etc.) to update your school community (check school board policy first).
- Distribute a Family Engagement Form (see page 2) at any time of the year asking how they would like to be engaged.
- Publish a School Council calendar of events every month including the School Council meeting agenda. Also publish a School Council Annual Agenda (year-at-a-glance).
- Provide a hard copy and on-line access of the School Council's 1-year plan.
- Engage community members: Trustee, alumni, religious figures, political figures (past or present), Elders, leaders in the media, retired people, cultural groups.
- Have a School Council presence at school community events—providing School Council activity sign up sheets at those events illustrating the range of School Council activities.
- Ask parents for short term assistance in areas of interest or expertise.
  - e.g. advising on strategic planning, research, budget, craft fair, library
- Sponsor workshops on topics of interest for parents.
- Provide parents with information and opportunities for training/orientation, skill development which will support student learning.
- Invite parents to become a committee chair.
- Mentor new School Council meeting attendees.
- Make presentations to the kindergarten parents.
- Encourage School Council meeting attendees to bring new parents to the meeting to introduce them to the business of School Council.





# Ideas to Engage the School Community

20\_\_ -20\_\_ School Year

## Engagement Opportunities for Families, Friends and Community Members of \_\_\_\_\_ School

(Including, but not limited to, School Council Members)

There are many engagement opportunities for families, friends, school council and community members throughout the school year. In addition, or as an alternate, to regular meetings, there are other activities that result from our work that you may be able to help with.

As a committed and involved supporter of our children's education, your time and expertise are greatly valued. If you would like to participate in any of the following activities, please check  those of interest and return this form to:

- Committees:** Small committees may be organized throughout the school year, based on the needs identified by our school community. Engagement on these committees provides participants with an opportunity for meaningful contributions while increasing their knowledge of our school.
- Media Requests:** Occasionally, the media is looking for the parent, family or community perspective on stories they are reporting. If you would feel comfortable talking to the media, check here. The school council chairperson or principal will contact you first to determine your interest and availability for each request.
- Surveys:** For those who aren't able to attend additional meetings, online, mail and/or telephone surveys providing input on current or future issues and initiatives is a great opportunity to express your opinions.
- Email or phone updates about School Council, Fundraising Association, or Division events/meetings.**
- Mentorship and Skills Bank:** School Councils are all about people working together to support student learning and school improvement. This is an opportunity for everyone to contribute to the success of our students. Completing this section does not commit your time, but you may be contacted as a valuable resource for potential learning opportunities or special projects in the school. Other family members and friends can complete this, too!
- Skills or interests I can share with students, staff and parents:** (Please list any/all you'd like to share)

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Student(s) Name: \_\_\_\_\_

Parent/Adult Name(s): \_\_\_\_\_

Relationship to Student(s): \_\_\_\_\_

Home Phone: \_\_\_\_\_ Work/Cell Phone: \_\_\_\_\_

Email Address(es): \_\_\_\_\_

Preferred Contact Method:  Phone  Email  Printed Material sent with student(s) listed above

Signature\*: \_\_\_\_\_ Date: \_\_\_\_\_

*\* Permission Release: As a parent/guardian of a student attending this school, I give consent for representatives from the school council to contact me for the purposes of information and input regarding school council business/activities. I understand that I have the right to cancel my consent in the future.*

**We will communicate as much information as possible via email.**





# BEST LEARNING ELEMENTARY SCHOOL COUNCIL

CHAIR: Susan Banker

VICE CHAIR: John Chef

SECRETARY: Randy Writer

[bestlearningschoolcouncil@schooldiv.ab.ca](mailto:bestlearningschoolcouncil@schooldiv.ab.ca)

## Our Purpose:

Advise the Principal and the Board respecting any matter relating to  
Best Learning Elementary School

## ? Who What Why How ?

Who Is A Member of School Council?

What is School Council?

Why Get Engaged In School Council?

How To Get Engaged - How Much Time  
Does Involvement Take?

[\(click for answers\)](#)

**Our Meetings** are held on the  
second Tuesday of each month of the  
school year (except December) in the  
school library at 7:00 pm.

Everyone interested in Best Learning  
Elementary School is welcome to attend!

[\(click to see our\)](#)

**Minutes and Agendas**

## SCHOOL COUNCIL WORK AND RESOURCES (MENU)

- \* [Education Improvement/Annual Plans](#)
- \* [Assurance Framework](#)
- \* [Burning Education/School Topics](#)
- \* [Input/Comment/Advice/Idea Box](#)
- \* [Parent Opportunities](#)
- \* [Newsletters](#)
- \* [Glossary](#)
- \* [School Council Operating Documents](#)

## Page: The Who What Why and How of School Council

(blue indicates hyperlink to the document)

**SCHOOL COUNCILS** were legislated in 1995 under Alberta's Education Act and are **mandatory** for all Albertan schools in the public education system, including charter schools. The Government of Alberta recognizes the value of parents and the community to be engaged in the education of children. It is through school council that parents, community members and school staff have a means of **participating in decisions that impact student learning success**. Legislation relevant to school councils in Alberta is contained in [Section 55 of the Education Act](#) and further defined in the [School Councils Regulation](#) outlining requirements.

**WHO?** School council is a structured group of parents/guardians of the school's students, the principal, teachers, secondary students (if present in the school) and community representatives. It is a means for parents and community members to work together with the school to support and enhance student learning.

**WHAT?** School Council is an important forum whose purpose is to advise the principal and the school board respecting matters relating to the school and school improvement planning.

School Council provides the venue for parents to reflect the wishes of the broader community for the education of its students and to actively participate in giving advice and support to the principal in the operations of the school. Key factors in collaborative relationships are building meaningful, two-way communication and supporting respectful interactions among education partners.

### Core Activities of School Council:

- Advise the principal and board on educational issues that pertain to the school (see [Some Things School Council May Advise About](#))
- Establish and review school council's goals, objectives, action plans and procedures
- Communicate and consult with parents and the school community
- Share ideas and information with other school councils and provincial organizations
- Meet regularly

### Roles that are NOT part of School Council work:

- As the primary role is advisory, school councils are not eligible to incorporate as societies (fundraising associations). It is not the primary intent of school councils to fundraise
- As the primary role is to advise the principal and the board, a school council's primary work is not to lobby at the municipal, provincial, nor federal level
- School governance
- School management
- Employment issues
- Listening to complaints

**WHY?** Research overwhelmingly shows that **parental engagement** in their children's schools significantly increases student achievement, graduation rates, attendance, and will result, overall, in a much happier student. **School Councils give parents and community a voice** in the operations of the school, and the direction of education locally as well as provincially.

**HOW?** All parents/guardians of students in the school are members of school council - you do not have to join. Level of involvement is what you want to give - to taking on the job of Chair of School Council, to heading up the hot lunch program, by volunteering yourself for a one week job, learning about strategies to improve your child's education, or to simply keep yourself educated about issues related to the school. It's all up to you! (see [What Are the Responsibilities of School Council?](#)) [NOTE: wording may need to change if Representative Model is type of governance]



## Hyperlinks that should be provided on the main page:

**Our Meetings** are held on the second Tuesday of each month of the school year (except December) in the school library at 7:00 pm.

Everyone interested in Best Learning Elementary School is welcome to attend!

(click to see our)

**Minutes and Agendas**

List the dates of upcoming meetings if known.

A Link to a page containing copies of the Minutes for School Council's Meetings. These should be kept for 7 years (legislative requirement).

Only keep the **current agenda** posted - once the draft minutes to that meeting are published, remove that agenda. All backgrounders, reports, and information included in the agenda should have hyperlinks to take the reader to them, and these should be transferred to the draft minutes once written.

### SCHOOL COUNCIL WORK AND RESOURCES (MENU)

**Education Improvement/Annual Plans** - a page which lays out links to all education/assurance plans, results reports, budgets, etc. (can include not just School Council's and the school's but those of the School Division and Alberta Education as well)

**Assurance Framework** - a page which discusses the assurance framework, together with how school council work can fit in.

**Burning Education/School Topics** - a repository of information - this page would require more upkeep as it should change with the questions brought to the School Council table, educational topics currently in the public eye, or information relating to Alberta Education initiatives.

**Input/Comment/Advice/Idea Box** - create a form that could be filled out on-line and upon completion is forwarded automatically to the School Council email address.

**Parent Opportunities** - upcoming events geared towards parents such as teacher presentations, guest speakers (hyperlink to registrations), Alberta Education consultation opportunities (hyperlink to the Alberta Education info page), volunteer needs (hyperlink form that gets sent directly to school council email).

**Newsletters** - don't forget to keep current! ... and at least the current year issues.

**Glossary** - see ASCA Glossary handout – add any that you feel are pertinent to your school. School Council Operating Documents – This is where you would hyperlink things like your Operating Procedures, Rules of Order, Code of Conduct.

**School Council Operating Documents** - Post Operating Procedures, Rules of Order, Code of Conduct, Section 55 of Education Act, School Council Regulations, etc.



## Page: Some Things School Council May Advise About

Some things School Council may **advise the principal** about:

- school's overall mission, philosophy, policies, rules and goals
- school's improvement planning, including three-year plans
- school division policies (e.g. school fees, school council policies)
- school budget
- school volunteers
- provincial achievement test results and diploma exam results
- guidelines and principles for the school resource allocations
- fundraising
- training and/or information needs of school council members
- school policy on use of facilities by the larger community
- facility renovations
- ways of reporting student achievement results to parents and public
- methods of communicating with parents and the public
- promotion of the school in the community
- programs offered in the school
- extracurricular activities offered in the school
- student attendance procedures, standards of student conduct and bullying issues
- services for students to improve learning, such as assistance from reading specialists and guidance counsellors
- school calendar and adjustments in school hours
- graduation and other school celebrations

Some things School Council may **advise the Board** about:

- division's three-year plan
- school division budget
- fundraising issues and methods of generating additional revenue
- school council policies
- division-wide programming priorities
- school infrastructure priorities
- safety issues that affect students/schools in the division
- advocacy for students, parents and public education
- transportation issues
- suggested criteria for hiring a school principal

## Page: What Are the Responsibilities of School Council?

While individual members of school council may have specific duties, all members are responsible for creating a culture of respect, collaboration and inclusion. School Council will decide how to fulfill its responsibility in the school community through activities, such as:

- seeking the views of the school community (through questionnaires, informal discussions, topic-specific meetings)
- representing the views of the school community actively and accurately (through consulting as widely as possible with parents, teachers, students and community before making major decisions or providing conclusive advice to the principal or board)
- informing the school community of items such as meetings, committee work, news and surveys (through newsletters, bulletin boards, emails)
- involving the school community (by inviting, supporting, including)
- encouraging and promoting parental engagement and support (by publicizing opportunities for ways to get involved, not just school council meetings)
- becoming well informed (by asking questions, reading, critically examining what is presented)
- focusing on the best interests of all students (by considering a wide variety of students and families when making decisions and formulating advice)
- becoming familiar with the policies of the local school board and understanding how they impact the school community
- maintaining ethical standards and setting ground rules of respect for meetings (adopting a code of conduct for school council members, rules of order for meetings)

# 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.

## 1<sup>st</sup> 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

## 2<sup>nd</sup> 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

## 3<sup>rd</sup> 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.

## 4<sup>th</sup> 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

## 5<sup>th</sup> Meeting of the Year *(January or February)*

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

## 6<sup>th</sup> 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

## 7<sup>th</sup> 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

## 8<sup>th</sup> Meeting of the Year *(May or June – possible Annual General Meeting)*

- Annual General Meeting (AGM) Planning (or being held)
- Share information from ASCA AGM
- 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](http://www.albertaschoolcouncils.ca)) for more details.





## Communication Specialist Duties

The Communication Specialist works under the direct supervision of the School Council and undertakes all responsibilities in consultation and cooperation with the School Council Chair and the School Principal.

In general, the Communication Specialist applies his/her communications expertise to improve the links between the School Council and the School Community and to advance the goals and profile of the School Council.


The Communication Specialist of the School Council, in consultation with the Chair and the Principal, may:

- Assist the School Council in developing, implementing and evaluating a Communication Policy and Communications Plan.
- Prepare School Council Newsletters and the School Council's section of the School Newsletters.
- Provide information for the School Council section of the School website to inform of the purpose and structure of the School Council, highlight activities and accomplishments of the School Council and to promote parental involvement.
- Ensure that the information in the School Council section of the (School Name) Parent's Handbook is updated annually.
- Develop promotional material for the Annual General Meeting, special events, projects and programs and other School Council materials as directed by the School Council and in keeping with the School Council Communications Policy and the Communications Plan.
- Collaborate with Alberta School Councils' Association (ASCA) in obtaining templates and samples for promotional and other School Council materials.
- Assist the Chair and the School Council by proofreading and editing reports, correspondence and other material, to ensure they reflect the School Council in a professional and consistent manner.
- Develop communication strategies which facilitate two-way communication between the School Council and the School Community. (Surveys, discussion groups, social media).
- Promote the School and its activities with the public (local media, community newspapers), as requested by the Principal.
- Assess the effectiveness of School Council publications, distribution systems, etc. and recommend improvements.
- Attend School Council meetings regularly.
- Managing social media platforms (Facebook, Twitter, website).




Slide 1

THE WORK OF SCHOOL COUNCIL:  
IT'S NOT ABOUT THE MEETING!  
FOUNDATION



Alberta  
School Councils' Association  
Promoting parent engagement in public education



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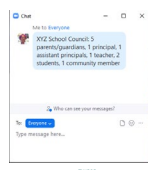
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Slide 2

WELCOME TO THE WORK OF SCHOOL COUNCIL:  
IT'S NOT ABOUT THE MEETING!

- Please use the Chat feature to 'sign in'
- Your Name
- Your role - parent/guardian, principal/admin, teacher, student, community member, others in attendance.



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Slide 3

INTRODUCTIONS

- Presenter
- A bit about me



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Slide 4

**TODAY'S OBJECTIVES:**

To fully understand the **intended purpose** and **intended result** of **school council work** in order to **identify actions** needed to **meet those intentions**.



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Slide 5

**WHAT IS "WORK"?**

➤ **Work:** **activity** involving mental or physical effort done in order to achieve a **purpose or result**.

Source: <https://en.oxforddictionaries.com/definition/work>

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Slide 6

**WHAT IS SCHOOL COUNCIL'S PURPOSE?**

School Council Is:  
A means for parents and community members to work together with the principal and the school community to **support and enhance student learning**.



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Slide 7

**WHAT IS SCHOOL COUNCIL'S ROLE?**

**Role: to advise the principal and the board respecting any matter relating to the school.**

Alberta School Councils' Association  
TASC  
2024

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Slide 8

**WHAT DOES SCHOOL COUNCIL ADVISE ABOUT?**

Advise on the **development** of the school's:

- ✓ Foundation statements respecting vision, principles and beliefs,
- ✓ Policies,
- ✓ Budget
- ✓ Annual Results Reports
- ✓ Education Plans (ABED Business Plan>>>Division Education Plan >>>School Education Plan>>>School Council Plan)

Alberta School Councils' Association  
TASC  
2024

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Slide 9

**MINISTRY OF EDUCATION BUSINESS PLAN 2024 - 2027**

**MINISTRY OUTCOMES:**

- Alberta's students are successful
- First Nations, Métis, and Inuit students in Alberta are successful
- Alberta's students have access to a variety of learning opportunities to enhance competitiveness in the modern economy
- Alberta's K-12 education system and workforce are well-managed

Budget 2024 - Education Business Plan 2024-27:  
<https://open.alberta.ca/dataset/cead5c12-a239-4b-d9-8275-3ab54684f5b3/resource/88289e0a-b014-406b-991e-8370882a818e/download/education-business-plan-2024-27-eng/efsh.pdf>

Alberta School Councils' Association  
TASC  
2024

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Slide 10

**ASSURANCE FRAMEWORK**

The 5 Assurance Areas:

- Student Growth and Achievement
- Teaching and Leading
- Learning Supports
- Governance
- **Local and Societal Context**



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Slide 11

**SOME WAYS SCHOOL COUNCIL CAN SUPPORT THE 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 report (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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Slide 12

**SOME OTHER THINGS SCHOOL COUNCIL CAN ADVISE ABOUT ....**

➤ <b>Professional Practice Standards</b> (TQS, LQS, SQS)	➤ <b>Specific School Items, such as</b>
➤ <b>Alberta Education Initiatives</b>	➤ Start and end times for the school day
➤ <b>Respecting Diversity and Promoting Inclusion</b>	➤ Healthy snacks or lunch options
➤ <b>Advancing Reconciliation</b>	➤ Attendance boundaries and transportation route changes
	➤ Dress policies

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Slide 13

LET'S REFRAME THAT QUESTION

What is NOT on the table for discussion?

Personal  
Personnel  
Legal



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Slide 14

WHO IS SCHOOL COUNCIL?

PARENTS

PRINCIPAL

BOARD

COMMUNITY



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Slide 15

SO...WHAT IS THE WORK OF SCHOOL COUNCIL?

THE  
**WORK  
AHEAD**



Engagement

Listening

Communicating

Fundraising  
Grant Planning  
Chaperoning  
Assisting

Providing  
Advice

Representing

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Slide 16

**THE WORK IS COMMUNICATING**

**Role:** to advise the principal and the board...  
**Purpose:** to support and enhance student learning

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Slide 17

**THE WORK IS LISTENING**

**Purpose:** to advise the principal and the board...  
**Result:** to support and enhance student learning

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Slide 18

**THE WORK IS ENGAGEMENT**

**EN·GAGE** veɪbəl- gəʒ, en- l en+gageden+gag+ing

**A:** to hold the attention of  
**B:** to induce to participate  
(Merriam-Webster Dictionary)

**Purpose:** to advise the principal and the board...  
**Result:** to support and enhance student learning

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Slide 19

**THE WORK IS REPRESENTING**

**REPRESENTATION - GET YOUR VOICE HEARD!**

**Role:** to advise the principal and the board...

**Purpose:** to support and enhance student learning

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Slide 20

**THE WORK IS PROVIDING ADVICE**

**Advising! Matters**

**Role:** to advise the principal and the board...

**Result:** to support and enhance student learning

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Slide 21

**ENHANCEMENT WORK**

**Role:** to advise the principal and the board...

**Purpose:** to support and enhance student learning

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Slide 22

SCHOOL COUNCILS CAN HELP WITH FUNDRAISING



**Role:** to advise the principal and the board...

**Purpose:** to support and enhance student learning

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Slide 23

SCHOOL COUNCILS CAN HELP WITH EVENT PLANNING



**Role:** to advise the principal and the board...

**Purpose:** to support and enhance student learning

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Slide 24

SCHOOL COUNCILS CAN HELP WITH CHAPERONING



**Role:** to advise the principal and the board...

**Purpose:** to support and enhance student learning

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Slide 25

SCHOOL COUNCILS CAN HELP WITH ASSISTING



**Role:** to advise the principal and the board...

**Purpose:** to support and enhance student learning

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Slide 26

THE WORK OF SCHOOL COUNCIL IS:



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Slide 27

THE WORK REQUIRES EFFORT!

To effectively do their work, School Councils need to:

- Realize their true mandate,
- Extend their reach beyond their meetings,
- Inform all parents of topics requiring input,
- Gather multiple opinions, multiple ways
- Represent broad parent perspectives,
- Advise the principal and the board.



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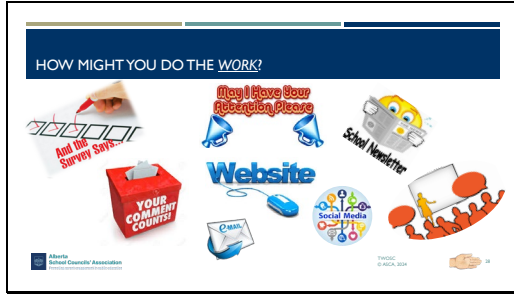
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Slide 28



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Slide 29



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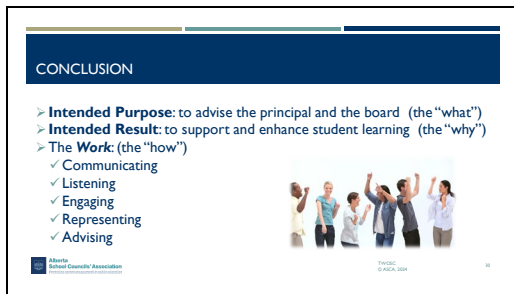
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Slide 30



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**NEXT STEPS**

1. Implement what you've learned today
2. Schedule/register for your next ASCA Learning Opportunity
3. Invite more people (parents, grandparents, teachers, EAs, students, community members) to learn alongside you, and to support your students' learning success



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Slide 32

**CONTACT US**

- [parents@albertaschoolcouncils.ca](mailto:parents@albertaschoolcouncils.ca)
- <https://www.albertaschoolcouncils.ca/contact>
- <https://www.albertaschoolcouncils.ca/school-councils/workshops>
- 1.780.454.9867 / 1.800.661.3497

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# BOARD HIGHLIGHTS

MAY 2024

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## BOARD MEETING: May 2, 2024

### New Business

#### BUDGET ALLOCATIONS AND RESERVES USE: 2024-25

The Board approved the budget allocations and reserve use for the 2024-25 school year. Overall, EIPS’ revenue will increase by 0.4%, or \$769,000, which, for the most part, covers the Division’s anticipated enrolment growth. However, grant rates remain unchanged, meaning it’s a status quo budget, and grant calculations are relatively the same as the 2023-24 school year. For more detailed information, see:

- [Board Recommendation Report: 2024-25 Budget Allocations and the Use of Reserves](#)
- [April 2024 Board Highlights: 2024-25 Key Budget Assumptions](#)

While status-quo, EIPS is working with a tighter budget than the previous year because there is no additional funding to cover rising inflationary costs—such as utilities, employee benefits, custodial supplies and insurance premiums. That, in turn, impacts available student programming and services. As such, Financial Services plans to develop a conservative spring budget that aligns with the funding amount allotted from the province, while also ensuring it supports the mission, belief statements and priorities of EIPS.

#### ACCUMULATED SURPLUS AND RESERVES

Overall, the Division projects an accumulated surplus of \$5.76 million, as of Aug. 31, 2025. The accumulated surplus comprises investment in tangible capital assets (\$8.33 million), operating reserves (\$6.85 million), capital reserves (\$556,350), and asset-retirement obligation (-\$9.98 million). EIPS also plans to access \$1.42 million from its Division allocated operating reserves to support schools and departments—related to classroom complexity, mental health, career pathways, and artificial intelligence and digital tools. Meanwhile, EIPS’ operating reserve limit is \$12.45 million, which its operating reserves will fall well within.

#### SCHOOLS AND DEPARTMENTS: 2024-25

Allocations for schools will increase, by 0.8%, primarily because of higher standard costs. Although, the exact allocations for each school will vary based on enrolment number changes, the weighted moving average funding formula and standard cost adjustments. Similarly, for small rural schools, allocations will align with the funding levels detailed in the province’s *Funding Manual for School Authorities 2024-25 School Year*—with any decreases softened through EIPS’ Equitable Access to Education allocation (see pg. 2, “Equitable Access to Education”). Similarly, allocations for central departments will also increase, by 0.6%—mainly because of higher inflationary and staff benefit costs.

#### ALLOCATION HIGHLIGHTS: Priority areas

*Complexity in Classrooms:* The specialized support total allocation (\$18.06 million) is largely the same as the previous year. To offer administrators greater flexibility in addressing classroom complexity needs, the Division introduced a new model for these allocations—including reduced amounts for inclusive students and system programs—to allow for a new complex classroom allocation. The allocation is based on an algorithm of various factors, such as provincial achievement and diploma test results and socio-economic factors. Schools will use the funds to support student learning needs and programming specific to their school.



# BOARD HIGHLIGHTS

*Curriculum and Resource Development:* The allocation (\$305,000) dropped by roughly half from the year previous. The reason: The new curriculum roll-out only involves grades 4-6 science and French Immersion language arts and literature. The year before, it involved all elementary grades, kindergarten to Grade 6. Schools will use the allocation to cover professional learning and resources.

*Mental Health Strategic Plan:* EIPS will use reserves to fund the allocation (\$30,480), to help support the Division's Mental Health Strategic Plan and related professional learning.

*Career Pathways:* The allocation (\$120,000) remains the same as the last year. EIPS will use the funds to further build and expand Career Pathways opportunities and continue pursuing the secondary collegiate school in Fort Saskatchewan.

*Equitable Access to Education:* EIPS will use the allocation to ensure all students have access to quality education. The allocation will help cover school programming, funding shortfalls for small rural schools and travel allowances for rural-based school staff to attend meetings and professional learning.

*Staff Retention:* EIPS will use the allocation to hire more permanent educational assistants and fewer hourly educational assistants.

*Artificial Intelligence and Digital Tools:* A new allocation (\$163,000) to develop and implement a strategic plan for artificial intelligence and digital tools within EIPS—its use in education and how to best leverage it divisionwide.

## POLICY AMENDMENTS

The Board approved amendments to [Policy 17: Student Transportation Services](#). The changes align with the *Education Act* and the province's *Funding Manual for Schools: 2024-25 School Year*.

## BOARD MEETING: May 30, 2024

### Chair's Report

#### RECENT EVENTS

Board Chair Cathy Allen highlighted information and events trustees attended throughout April and May:

- On April 18, the Board attended a meeting with the Town of Vegreville.
- On May 1, at the May Committee of School Councils meeting, Elk Island Public Schools (EIPS) was presented with the Alberta School Councils' Association Division School Council Engagement Award, an annual award to recognize school divisions that embrace and are committed to engaging parents and caregivers.
- On May 6-12, EIPS recognized Mental Health Awareness Week.
- On May 7, the Board took part in the Division's Long Service and Retirement Event.
- On May 8, the Board attended an engagement event with Alberta's members of the Legislative Assembly—hosted by the Alberta School Boards Association Zone 2/3. At the event, trustees had the opportunity to share information about EIPS' and its advocacy focus area with Education Minister Demetrios Nicolaides and Jackie Armstrong-Homeniuk, the Parliamentary Secretary for Settlement Services and Ukrainian Evacuees and Alberta's member of the Legislative Assembly for Fort Saskatchewan-Vegreville.
- On May 9, trustees attended a school visit at Next Step Sherwood Park with Kyle Kasawski, Alberta's member of the Legislative Assembly for Sherwood Park, and Janis Irwin, Alberta's member of the Legislative Assembly for Edmonton-Highlands-Norwood.
- On May 14, trustees participated in Next Step's inaugural Moosehide Campaign Walk, which aims to end violence against women and children. In addition to the walk, the event also featured several valuable truth and reconciliation learning opportunities for participants.
- On May 16, trustees attended Fort Saskatchewan's Government Update Forum.
- On May 24, trustees attended the Alberta School Boards Association's Annual Awards Banquet, which included the 2024 Edwin Parr Teacher Awards, an annual program honouring first-year teachers.

## ADVOCACY: SCHOOLS IN FORT SASKATCHEWAN

On April 25, trustees attended an EIPS-hosted community conversation to share with school families some of the challenges the Division faces within Fort Saskatchewan—specifically, the limited and ageing infrastructure, the region’s growing population and anticipated capacity challenges. The Division also discussed how it plans to address these and ways the community can help (see, [Let’s Talk About: Schools in Fort Saskatchewan](#)).

## EIPS BUS DRIVER APPRECIATION

On May 3, trustees celebrated EIPS bus operators at an appreciation event to thank operators for the vital role they play within the Division and for keeping student safety their top priority.

## SCHOOL EVENTS

Throughout May, trustees attended various school celebrations and productions, including Davidson Creek Elementary’s speech competition, Rudolph Hennig Junior High’s band concert, Sherwood Heights Junior High’s Wellness Day, Strathcona Christian Academy Elementary’s Volunteers Tea, and graduation ceremonies for Strathcona Christian Academy Secondary and Vegreville Composite High—congratulations to all EIPS students graduating in 2024. The Board also thanks the schools for extending invitations to attend these events. It’s much appreciated, and trustees always look forward to attending these.

## TRUSTEES’ SCHOOL TOURS

On May 6, trustees visited the last four schools of its 2023-24 Trustees’ School Tours—Ardrossan Elementary, Ardrossan Junior Senior High, Bruderheim School and Castle Scotford Colony school. The Board extends thanks to the staff and students at the schools for hosting the tours. Everyone enjoyed learning and hearing about each school and the programs offered.

## Superintendent’s Report

### RECENT EVENTS

Associate Superintendent Ryan Marshall highlighted recent events, which parallel much of the Board’s work:

- On April 18, senior administration joined the Board at the meeting with the Town of Vegreville. The focus: Vegreville’s strategic direction.
- On April 25, the Division hosted a community conversation in Fort Saskatchewan. The focus: how EIPS plans to manage the region’s ageing infrastructure and growing population, and ways for the Division and community to work together to help move forward a new junior-senior high replacement school.
- On May 6, senior administration joined the Board on its final Trustees’ School Tour for 2023-24—it’s always wonderful to see the pride staff and students have in their schools and program offerings.
- On May 7, EIPS hosted the Division’s Long Service and Retirement Event, an annual reception hosted by EIPS to celebrate retirees and employees who’ve worked with the Division for 20, 25, 30, 35 and 40 years.
- On May 16, senior administration attended Fort Saskatchewan’s Government Update Forum, a meet-and-greet with city officials. The focus: updates about what’s taking shape in Fort Saskatchewan and at EIPS.
- On May 24, Superintendent Stoddard attended Davidson Creek Elementary’s annual speech competition—she described both the event and the speeches as excellent.

## MENTAL HEALTH AWARENESS WEEK

Mental Health Awareness Week took place May 6-12. Schools throughout the Division participated in various activities to build mental health awareness and explore positive relationship-building. Mental health is an essential component of the overall well-being of students and staff. As such, EIPS strives to create welcoming, caring, respectful and safe environments that foster student and staff well-being.

## GRADUATION CEREMONIES

Throughout May and June, senior administration is attending senior high graduation ceremonies throughout the Division—something it looks forward to every year. Associate Superintendent Ryan Marshall extends congratulations to all EIPS 2024 graduates.

## Association and Employee Group Reports

### ASBA ZONE 2/3 REPORT

Trustee Jacqueline Shotbolt attended two recent Alberta School Boards Association (ASBA) Zone 2/3 meetings on April 19 and May 24.

Highlights from April 19

- Discussion topics included:
  - the *Real Property Government Act*;
  - an upcoming Alberta Education engagement session on teacher recruitment and retention;
  - Bill 15: Provincial priorities act;
  - dual-credit grants, such as a startup grant and enhancement grant totalling \$4.45 million.
  - the National School Food Program; and
  - the federal carbon tax.
- Zone members also celebrated this year's 12 Honouring Spirit Indigenous Award recipients.
- Zone members also reviewed its position statements, including:
  - to advocate for the federal government to ban flavoured ingredients in vaping products; and
  - to urge the province to index base instruction funding to mitigate inflationary costs.

Highlights from May 24

- Discussion topics included:
  - budget adjustments to meet digital-infrastructure needs in schools; and
  - how to engage the province on the federal carbon tax, school cellphone use and the *Real Property Government Act*.
- The Advocacy Committee will continue to focus efforts to improve inequities for rural-based post-secondary students. The committee also requested feedback from trustees who attended ASBA's engagement event with Alberta's members of the Legislative Assembly on May 8.
- Members celebrated this year's Edwin Parr Teacher Awards. Trustee Shotbolt congratulated EIPS nominee Alexis Kotronis, a first-year teacher at Davidson Creek Elementary.
- Zone 2/3 position statements are due May 31, 2024.

### ATA LOCAL REPORT

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

- On April 18-19, Zielke attended the ATA's Diversity Equity Human Rights Conference, which included a range of speakers and learning sessions. The Local's committee participated in an ethnic dance project that's developing an ethnic dance video library for use by physical education teachers.
- On April 26-27, the ATA hosted its annual Spring Professional Development Area Conference. The conference featured an impressive selection of professional learning opportunities, which the Local plans to share with members throughout the school year.
- On May 3, Zielke attended a political engagement session. Highlights included a session by Janet Brown, an Alberta-based pollster and political commentator, who shared that provincial polling data remains consistent



over the last six months, with significant support for the United Conservative Party of Alberta. There was also a workshop with the NDP leadership candidates—who all shared similar concerns about public education.

- On May 17-20, the ATA hosted its Annual Representative Assembly. There, members passed the ATA's 2024-25 budget and voted on its resolutions, which the ATA uses to guide its work for the upcoming year. Resolutions centred on cellphone use, student safety and diversity, professional learning funding, the new social studies curriculum, political associations in schools and designating schools as places of sanctuary.
- On May 29, the Local, in partnership with EIPS, hosted two artificial intelligence learning sessions for members—both well-received.
- On June 14, the Local will host its annual Retirement Dinner. Zielke looks forward to the Board attending and celebrating those retiring this year.

## EMPLOYEE RELATIONS GROUP REPORT

The Board received for information the Employee Relations Group (ERG) report from Michelle Miller, the committee's Chair:

- EIPS has approved the ERG's recommended amendments to the *Classified Staff Handbook*, including:
  - introducing a second personal day for classified staff; and
  - several text changes to improve the handbook's clarity and readability.
- With schools now working through their 2024-25 budgets, classified staff are working through several reassignments, which can sometimes be challenging.

## New Business

### POLICY AMENDMENTS

The Board approved amendments to:

- [Board Policy 10: Policy Making](#)
- [Board Policy 15: Program Reduction and School Closure](#)
- [Board Policy 16: Recruitment and Selection of Personnel](#)
- [Board Policy 26: School Dispute Resolution](#)

Overall, the approved changes strengthen the policies' clarity, definitions, roles, language and readability.

### PERSONAL COMMUNICATION DEVICES

The Board directed EIPS administration to update [Administrative Procedure 145: Use of Personal Communication Devices](#) to ensure it reflects [Board Policy 24: Personal Communication Devices](#). Once complete, trustees will review the updated AP 145 at a Board Caucus meeting.

### ARTIFICIAL INTELLIGENCE

The Board directed EIPS administration to develop an administrative procedure on artificial intelligence. The new procedure will detail AI use within schools and departments and how to best leverage it divisionwide.

### EIPS FOUR-YEAR EDUCATION PLAN: 2022-26

The Board approved the [EIPS Four-Year Education Plan: 2022-26 \(Year 3\)](#), which details the Division's priorities, goals and outcomes over a four-year period. The Division's three key priorities:

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

The plan also outlines the performance measures and strategies the Division will use to meet each priority, goal and outcome in the 2024-25 school year.

## 2024-25 ADMINISTRATIVE FEES

### FACILITY RENTAL FEES

The Board approved the facility rental and lease fees for the 2024-25 school year. Fees are reviewed annually and determined by current market rates and operational cost-recovery analysis. In September 2023, EIPS modestly increased rental fees to manage higher operational costs. Because of that increase, EIPS is able to keep rental fees unchanged for the 2024-25 school year. However, to maintain a cost-recovery model, the Division is introducing a tournament setup fee of \$100 per event, and increasing lease fees by 3%. Overall, EIPS rental and lease fees remain lower than other community lease-space providers (see pg. 87, "[Facility and Lease Fee Schedule: 2024-25](#)").

### SPECIALIZED SUPPORTS FEES

The Board approved the Specialized Supports Fees for the 2024-25 school year. The fees are charged to a student's resident school division to cover the costs associated with providing specialized supports and services in both inclusive settings and system programs for a non-resident student. For 2024-25, fees will increase by 3% to account for employee benefits, staff grid-salary movements and inflationary increases. EIPS will also introduce a new fee related to its CASA Classrooms, a cross-ministry initiative focused on providing wraparound mental health supports for students and families. The new fee will cover tuition costs for students outside the Division enrolled in CASA Classrooms (see pg. 92, "[2024-25 Specialized Supports Fees](#)").

### PARTNERS FOR SCIENCE

The Board approved the Partners for Science (P4S) fees for the 2024-25 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 3% and introduce a new staffing fee. Collectively, these will 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, at \$26.25 per kit—unchanged from 2023-24 (see page 95, "[2024-25 Partners for Science Fees](#)").

### ALBERTA NON-RESIDENT AND INTERNATIONAL

The Board approved the Alberta non-resident and international fees for the 2024-25 school year. Rates for non-Alberta residents and international students will increase by 3% to account for employee benefits, staff grid-salary movements and inflationary increases. EIPS fees are comparable to other Alberta-based school division rates. In the 2023-24 school year, EIPS had one international student registered and no non-Albertan resident students enrolled in its schools. For 2024-25, three international students are registered—all at the senior high level (see [Non-Resident Student Fees](#)).

### PLAY AND LEARN AT SCHOOL

The Board approved the Play and Learn at School (PALS) fees for the 2024-25 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 2024-25 school year, fees will remain unchanged from the 2023-24 school year—in alignment with the province's Early Childhood Services Base Instruction Grant, as outlined in the *Funding Manual for School Authorities for the 2024-25 School Year* (see pg. 101, "[2024-25 Play and Learn at School Fees](#)").

## Committee Reports

### STUDENT EXPULSION COMMITTEE

The Board received for information a report from four Student Expulsion Committee meetings held on April 25, May 10 and May 23. The committee reviewed all submitted information and upheld the recommendations put forward by the administration of each school.

## POLICY COMMITTEE

The Board received for information a report from the Policy Committee meeting held on May 1. Policies discussed: 10, 15, 16, 18, 20, 24 and 26. The Board approved all recommended amendments to policies 10, 15, 16 and 26. Policies 18 and 20 were deferred to a forthcoming Board meeting. The Board will consider the recommendation for Policy 24 after it reviews updates made to Administrative Procedure 145.

## Reports for Information

### SUMMER PROJECTS: 2023-24

The Board received for information a report from Facility Services highlighting the planned projects for summer 2024. In total, 377 projects are planned, including:

- 18 Infrastructure Maintenance and Renewal projects (\$2.24 million);
- five Capital Maintenance Renewal projects (\$2.84 million);
- three capital reserve projects;
- one modular classroom unit project; and
- 349 operational and maintenance projects.

For the full list of planned summer projects, see pg. 104, "[2023-24 Summer Projects Plan](#)." The 2023-24 summer project highlights include:

#### Infrastructure Maintenance and Renewal

- Completing Phase 2 of the Salisbury Composite High stormwater project.
- Completing Phase 1 of landscape refurbishment at SouthPointe School.
- Replacing part of the roof at Ardrossan Junior Senior High.
- Refinishing the gym floor at Bev Facey Community High.
- Repaving the courtyard asphalt at Uncas Elementary.
- Installing key fobs at various school sites.

#### Capital Maintenance and Renewal

- Replacing exterior doors at Brentwood Elementary.
- Replacing exterior doors and windows at Glen Allan Elementary.
- Replacing the main electrical distribution at Clover Bar Junior High.
- Replacing the air-handling unit at École Parc Élémentaire.
- Replacing the hallway ceiling and LED lighting at Woodbridge Farms Elementary.

#### Operational and Maintenance

The projects range in nature and include improvements to electrical systems, roofing, interiors, exteriors, mechanical equipment and flooring at various EIPS schools.

### IMR AND CMR PROJECTS: 2024-25

The Board received for information the list of projects planned under the Infrastructure Maintenance and Renewal (IMR) and the Capital Maintenance and Renewal (CMR) programs during the 2024-25 school year. Annually, Alberta Education provides school divisions with IMR and CMR funding to ensure school facilities meet the necessary regulations and requirements, offer quality learning environments, improve energy conservation and efficiencies, and remain safe and healthy for students and staff.



# BOARD HIGHLIGHTS

For the 2024-25 school year, EIPS' approved IMR grant is \$2.22 million, and the CMR grant is \$2.83 million, for an overall total of \$5.05 million—\$1.67 million more than last year. Multiple projects are identified for the 2024-25 school year, which was determined through consultations with Facility Services and EIPS schools, the Facility Condition Index, maintenance input and Alberta Infrastructure's audit information. Projects include repairs and upgrades to educational areas and facilities, replacing technology equipment, changing air-handling units and multiple deferred-maintenance projects (see "[2024-25 Infrastructure Maintenance and Renewal and Capital Maintenance and Renewal Project Plan](#)").

## Board Members

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

FOR MORE INFORMATION CONTACT:

**Cathy Allen**, *Board Chair* | P 780 417 8109

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

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# BOARD HIGHLIGHTS

JUNE 2024

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## BOARD MEETING: June 6, 2024

### New Business

#### 2024-25 BUDGET REPORT

The Board approved Elk Island Public Schools’ (EIPS) 2024-25 spring budget, prepared by Financial Services. Every spring, the Division prepares a budget for the upcoming school year—based on provincial funding, Alberta Education’s *Funding Manual for School Authorities: 2024-25 School Year*, projected student-enrolment numbers, corresponding staffing estimates, Board-approved [budget assumptions](#) and [allocations](#), and stakeholder feedback. Overall, for 2024-25, EIPS is working with a tighter budget than the previous year. The reason: There is no additional funding to cover rising inflationary costs—such as utilities, employee benefits, custodial supplies and insurance premiums. That, in turn, impacts available student programming and services. As such, Financial Services developed a conservative spring budget that aligns with the province’s allotted funding and is built around two key principles—equitable distribution of funds and programs, and transparent and understandable allocations. The following is a brief summary of EIPS’ spring 2024-25 Budget Report. The complete report is available at [eips.ca](https://eips.ca).

#### OVERVIEW

EIPS’ operating budget is \$208.07 million from Sept. 1, 2024, to Aug. 31, 2025. Of that, \$206.26 million will come from the Division’s annual revenues. The remaining \$1.81 million will come from the Division’s accumulated surplus. The Division plans to use the added funds to support EIPS schools and departments—related to classroom complexity, mental health, career pathways, and artificial intelligence and digital tools.

#### ACCUMULATED SURPLUS

EIPS projects an accumulated surplus of \$9.56 million by Aug. 31, 2025. The accumulated surplus comprises investment in tangible capital assets (\$8.33 million), operating reserves (\$10.65 million), capital reserves (\$556,000) and asset-retirement obligation (-\$9.98 million). For 2024-25, EIPS’ operating reserve limit is \$12.45 million, which the Division will ensure not to exceed—currently projected at \$1.8 million below the limit. Meanwhile, EIPS plans to use \$951,000 from its capital reserves to fund the following projects:

- \$150,000 for information technology access points;
- \$220,000 to upgrade the VOIP phone system; and
- \$581,000 to purchase school buses.

#### SCHOOL AND DEPARTMENT ALLOCATIONS

School allocations will increase by 0.2% because of higher standard costs, although the exact allocations for each school will vary based on enrolment number changes and standard cost adjustments. And, for small rural schools, allocations will align with the funding levels detailed in the province’s *Funding Manual for School Authorities*. Similarly, allocations for central departments will also increase by 0.1%—primarily because of higher staff benefit costs and inflationary expenses.

## REVENUE AND EXPENSES

Overall revenues are down just slightly by \$190,000. Conversely, total expenses are up by \$290,000, again because of higher staff benefit costs and inflationary expenses—utilities, custodial supplies and insurance premiums. In terms of students and staff, EIPS anticipates a student enrolment of 17,813—up by 53. In contrast, the Division expects a decrease in staffing, dropping by approximately 3.5%, or 48.32 full-time equivalent (FTE) employees—declining to 1,324.26 FTE from 1,372.58 FTE. The reason: mostly because the provincial funding for the Mental Health in Schools Pilot program ended and the Division's decision to hire full-time educational assistants as opposed to hiring on an hourly basis. Compensation will also rise, primarily because of salary grid movement and higher benefit costs. Overall, instructional costs comprise 78% of the total budget, costing \$9,362 per student.

Finally, system administration spending will equate to 2.2% (\$4.49 million) of total expenses, which is below the \$6.55-million grant provided by Alberta Education. All unused funds will go toward instruction, as outlined in the *Funding Manual for School Authorities: 2024-25 School Year*. Similarly, by Aug. 31, 2025, the Division's Unallocated Reserve is projected to be \$6.8 million, which, when combined with other operating reserves, falls within the operating reserve limit (\$12.45 million).

## WHAT THE EIPS SPRING BUDGET MEANS

Overall, the spring EIPS 2024-25 budget supports the mission, values and priorities of EIPS. It also allows the Division to fund its key budget priorities to ensure student success—including classroom complexity, curriculum, mental health, career pathways, equity, staff retention, and artificial intelligence and digital tools. Now approved, schools and departments will use EIPS' spring budget to plan for the upcoming school year. The complete [EIPS 2024-25 Budget Report](#) is available at [eips.ca](#).

*NOTE: As with all budgets, any changes to funding, reserve usage, enrolment numbers and standard costs can affect the initial budget. As such, in the fall, EIPS will update its 2024-25 budget with the final student-enrolment numbers, revenue and expense variations, carryforward amounts and any reserve spending changes.*

## BUDGET REPORT: ALBERTA EDUCATION

The Board also approved the Alberta Education Budget Report for the year ending Aug. 31, 2025 (see pg. 76, "[Alberta Education Budget Report: 2024-25](#)").

## BOARD MEETING: June 20, 2024

### Chair's Report

#### RECENT EVENTS

Board Chair Cathy Allen highlighted information and events trustees attended since the last Board meeting:

- On May 26, trustees and senior administration attended the Alberta School Boards Association's (ASBA) Zone 2/3 Edwin Parr Awards Banquet, an annual celebration that recognizes the work of first-year teachers.
- On June 3-4, trustees attended ASBA's spring general meeting.
- On June 7, Trustee Jacqueline Shotbolt was a judge for James Mowat Elementary's speech competition.
- On June 12, trustees met Jackie Armstrong-Homeniuk, the Parliamentary Secretary for Settlement Services and Ukrainian Evacuees and a member of Alberta's Legislative Assembly for Fort Saskatchewan-Vegreville.
- On June 14, trustees attended the Alberta Teachers' Association Local No. 28's annual retirement dinner.
- On June 17, Chair Allen joined school board chairs and superintendents from across the province to meet with Education Minister Demetrios Nicolaidis. The focus: the new provincial standards for personal mobile devices and social media use in schools.



# BOARD HIGHLIGHTS

## ASBA TRUSTEE GOVERNANCE PROGRAM

Congratulations to Trustee Colleen Holowaychuck, who recently completed ASBA's Trustee Governance Program, offered through the University of Calgary's Continuing Education department. The year-long program focuses on the theory and practice of leadership and effective governance.

## GRADUATION AND SCHOOL EVENTS

It's an exciting time for schools, students and families within EIPS. Senior high schools are busy hosting graduation ceremonies—congratulations to all EIPS 2024 graduates. Meanwhile, elementary and junior high schools are hosting farewells, school awards and performances. Every year, trustees look forward to these events and sincerely appreciate the many invitations to attend.

## UPCOMING EVENTS

The Board looks forward to meeting with Education Minister Nicolaides on June 24.

## Superintendent's Report

### RECENT EVENTS

Superintendent Sandra Stoddard highlighted recent events:

- On June 11, she met with the Strathcona Christian Academy Society about its lease agreement.
- On June 12, she joined the Board to meet with Jackie Armstrong-Homeniuk, the Parliamentary Secretary for Settlement Services and Ukrainian Evacuees and a member of Alberta's Legislative Assembly for Fort Saskatchewan-Vegreville. Also in attendance were representatives from Elk Island Catholic Schools and several community partners. The focus: career pathways and a proposed collegiate in Fort Saskatchewan.
- On June 13, she met with the Elk Island Logos Society President to discuss future programming.
- On June 17, she joined Chair Allen at the board chairs and superintendents meeting with Education Minister Demetrios Nicolaides on the new provincial standards for personal mobile devices and social media use in schools. EIPS administration will soon meet to discuss its implications, which should be minimal—the Division already has a policy in place for personal communication device use.
- On June 24, she looks forward to joining the Board to meet with Education Minister Nicolaides.

### GRADUATIONS AND SCHOOL EVENTS

Throughout May and June, EIPS administration has attended several graduations, farewells, awards and school performances across the Division—a wonderful way to wrap up the school year. Superintendent Stoddard also congratulates all EIPS 2024 graduates.

### YEAR-END MESSAGE

Superintendent Stoddard wishes staff, students, families and community partners a wonderful summer break and thanks everyone for their support, efforts, expertise and dedication to EIPS over the last year. She also thanks the Board for its vision, strategic direction and commitment to ensuring strong public education. She looks forward to seeing everyone back on Aug. 29, 2024.

## Association and Employee Group Reports

### ATA LOCAL REPORT

The Board received for information the Alberta Teachers' Association (ATA) Local No. 28 report from Maxine Holm, on behalf of Deneen Zielke, the president of Local No. 28:

- On June 11, the Local No. 28's Women in Leadership Committee held its final event for the year, which was well-attended. Holm thanked Chair Allen for attending and addressing attendees.

- On June 13, the Local No. 28's Diversity, Equity and Human Rights Committee hosted a booth at the Fort Saskatchewan Pride Week Closing Celebration.
- On June 14, the Local hosted its annual retirement dinner at the University of Alberta's Faculty Club. Holm thanked Chair Allen and trustees Trina Boymook and Randy Footz for attending and sharing in the celebration. It's always a fun event that honours colleagues' long and diverse careers.

## EMPLOYEE RELATIONS GROUP REPORT

The Board received for information the Employee Relations Group (ERG) report from Michelle Miller, the committee's Chair:

- As schools work through their 2024-25 budgets, classified staff are adjusting to their reassignments.
- Many members have asked what the Division plans to do with the Job Information Questionnaire. An update on next steps is expected in early fall 2024.
- The ERG is looking for a new member to represent schools in Vegreville. The reason: Long-time member Marlene Steeves will step down at the end of the school year.
- In August, Miller plans to participate in the Division's Off To A Good Start, an orientation program for new employees. There, she looks forward to meeting EIPS' newest classified staff.
- The ERG wishes everyone a relaxing and enjoyable summer.

## New Business

### SUPERINTENDENT'S EVALUATION REPORT

The Board approved the Superintendent's Evaluation Report, which documents the performance of the Division's Superintendent from July 1, 2023, to June 18, 2024. The Board also authorized the Chair to make any required technical edits and to sign the report on its behalf.

### POLICY AMENDMENTS

The Board approved amendments to:

- [Board Policy 17: Student Transportation](#)—The changes help clarify the provision of mandated and non-mandated student transportation.
- [Board Policy 22: Health and Safety](#) – The change requires an annual report to be presented to the Board to demonstrate continuous improvement of health and safety within the Division.

Amendments were also made to:

- [Board Policy 7: Board Operations](#)
- [Board Policy 13: Appeals and Hearings Regarding Student Matters](#)
- [Board Policy 18: Alternative Programs](#)
- [Board Policy 20: Assessment and Reporting of Student Learning](#)
- [Board Policy 21: Expense Transparency](#)

The approved changes strengthen the policies' clarity, definitions, roles, language and readability.

### SURPLUS PROPERTY DECLARATION: ÉCOLE CAMPBELLTOWN

The Board approved the recommendations to declare the École Campbelltown building, excluding its modular classrooms, surplus to the Board's needs—effective 90 days after occupancy of the Sherwood Park replacement school. Additionally, the Board will offer the building to Alberta Infrastructure—at net book value—in accordance with the *Real Property Governance Act*. If declined, it will ask permission from the Education Minister to transfer the building to Strathcona County.



## Committee Reports

### AUDIT COMMITTEE

The Board received for information a report from the Audit Committee meeting held on June 5. The committee discussed EIPS' 2023-24 financial statements, the audit service plan and upcoming audit reports—slated for November 2024.

### POLICY COMMITTEE

The Board received for information a report from the Policy Committee meeting held on June 10. Policies discussed: 7, 8, 9, 13, 17, 18, 20, 21 and 22. No amendments were required for policies 8 and 9. Amendments to the remaining policies were approved earlier during the June 20 Board meeting (see pg. 4, "Policy Amendments"). That concludes the annual review of Board policies for the 2023-24 school year. The committee will reconvene after the summer break.

## Reports for Information

### ENGAGEMENT PLAN: TRANSITION PLANNING

The Board received for information the EIPS Engagement Plan: Project 1 transition planning. The plan will guide the Division as it develops a transition strategy for secondary students relocating to Salisbury Composite High for French Immersion and Lakeland area students who are redesignated to Bev Facey Community High—effective when the new Sherwood Park replacement school opens in 2026-27. Briefly, EIPS plans to consult with all impacted stakeholders to develop an effective transition plan—starting in fall 2024. Consultations will include working-group meetings, online surveys with staff and school families, student engagements and a public consultation with stakeholders to fine-tune the draft plan. A final transition plan is expected in spring 2025.

### UNAUDITED FINANCIAL REPORT: SEPTEMBER 1 TO MAY 31

The Board received for information the EIPS Unaudited Financial Report for the nine months ending May 31, 2024. Overall, revenues exceeded expenses, resulting in an operating surplus of \$1 million. Revenue for the nine months is \$156.21 million, which represents 78 per cent of the year-to-date budget—an expected percentage at this point in the fiscal year. Meanwhile, total expenses are \$155.2 million, representing 77 per cent of the year-to-date budget. Significant financial developments in the past quarter include the sale of IP addresses (\$3.8 million), new funding (\$150,000) to implement a new provincial digital assessment platform for provincial achievement tests and diploma examinations, and a reallocation of surplus funds (\$1.1 million)—approved by the Board in March. For the complete report, see the Board Package: June 20, 2024, pg. 101, "[Unaudited Financial Report.](#)"

### PLAYGROUND SUMMARY REPORT: 2023-24

The Board received for information the 2023-24 Playground Summary Report:

*STRATHCONA COUNTY* – The county is responsible for monthly inspections, maintenance and annual audits. Both Strathcona County (90 per cent) and EIPS (10 per cent) are responsible for maintenance and reporting costs. For 2023-24, one project is planned: expanding and upgrading Wes Hosford Elementary's playground. Work is expected to start in July 2024 and be completed by August 2024.

*CITY OF FORT SASKATCHEWAN* – The city is responsible for monthly inspections, maintenance and annual audits. All costs for maintenance and reporting are shared equally between EIPS (50 per cent) and the City of Fort Saskatchewan (50 per cent). In 2023-24, no playground projects are planned in the Fort Saskatchewan area.



# BOARD HIGHLIGHTS

**RURAL AREAS**—EIPS staff certified in playground inspections inspect playgrounds monthly. A third-party inspection company is also contracted to perform an annual audit of the playgrounds. EIPS Facility Services pays all costs associated with playground inspections, maintenance and audits using Plant Operations and Maintenance funding. In 2023-24, one project is planned: replacing Lamont Elementary’s south and north playgrounds. Work is expected to start in July 2024 and be completed by August 2024.

*Upcoming projects* – Looking ahead, EIPS anticipates two playground projects in 2024-25—A.L. Horton Elementary’s north playground and Glen Allan Elementary’s east playground. Meanwhile, in 2025-26, EIPS anticipates three projects—A.L. Horton Elementary, James Mowat Elementary and Mundare School.

## **INTERNATIONAL AND NATIONAL FIELD TRIPS: 2023-24**

The Board received for information the International and National Field Trip report for the 2023-24 school year. Throughout the year, schools participated in the following field trips:

- *National field trips*: nine trips and 244 students
- *International field trips*: one trip and 44 students

## **LOCALLY DEVELOPED COURSES**

The Board received for information a report about the locally developed courses available to students in 2024-25. At the senior high level, the Division plans to acquire 11 new locally developed courses and renew four. It’s also waiting on the release of one other course—Mental Health Literacy 15. Meanwhile, at the junior high and elementary level, no newly acquired courses nor renewals are planned for 2024-25 (see pg. 127, “[Locally Developed Courses: 2024-25](#)”).

## **TRUSTEE NOTICES OF MOTIONS AND INFORMATION REQUESTS**

EIPS Board Chair Cathy Allen wishes everyone a relaxing and rejuvenating summer break. She extends a heartfelt thank you to Superintendent Stoddard, EIPS administration and all staff within EIPS for helping move learning forward. She also thanks her fellow trustees for their support and encouragement over the last year.

Trustees also thanked Chair Allen for her hard work and for representing the Board throughout 2023-24.

## **Board Members**

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

FOR MORE INFORMATION CONTACT:

Cathy Allen, *Board Chair* | P 780 417 8109

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

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**AUG. 22, 2024**

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## BOARD MEETING: Aug. 22, 2024

### Chair’s Report

#### RECENT EVENTS

Board Chair Cathy Allen highlighted recent trustee events:

- On June 24, trustees met with Education Minister Demetrios Nicolaidis. The focus: The Division’s No. 1 capital priority—a new collegiate-style junior-senior high replacement school in Fort Saskatchewan. Jackie Armstrong-Homeniuk, the Parliamentary Secretary for Settlement Services and Ukrainian Evacuees and a Member of Alberta’s Legislative Assembly for Fort Saskatchewan-Vegreville, was also in attendance and offered her support for the replacement school, as it will help meet the community’s needs.
- On July 18, trustees attended a Sherwood Park and District Chamber of Commerce Luncheon. The highlight: the provincial update by Premier Danielle Smith. A common theme: The shortage of skilled tradespeople within Alberta and Strathcona County, which further supports the Board’s request for a collegiate-style junior-senior high replacement school.
- On July 25, Chair Allen met with Nate Glubish, the Minister of Technology and Innovation and Member of the Legislative Assembly of Alberta for Strathcona-Sherwood Park. Overall, it was a productive meeting that allowed the pair to discuss recent updates and shared advocacy priorities.

#### NEW EMPLOYEE ORIENTATION

Chair Allen was honoured to meet the Division’s newest employees at the annual Off to a Good Start conference, an orientation program for new EIPS staff and administrators. The orientation ran from August 20-23. Chair Allen brought greetings at the event on behalf of the Board. She’s thrilled to have the new staff joining the EIPS team and wishes them the best in the upcoming school year.

#### WELCOME BACK PANCAKE BREAKFAST

On August 22, the Board hosted a Welcome Back Pancake Breakfast for staff at EIPS Central Services. The breakfast is an annual event trustees put on to kick-start the school year and thank staff for the work they do for the Division. Chair Allen thanked her fellow trustees; Carol Langford-Pickering, the Executive Assistant to the Board of Trustees; and Debbie Oloriz, the Education Executive Administrative Assistant, for helping organize the breakfast.

### Superintendent’s Report

#### STARTUP AND WELCOME

With the 2024-25 school year officially starting on August 29, Superintendent Sandra Stoddard offered a warm welcome to all staff, students and school families, who are either new or returning to the Division. She’s looking forward to the year ahead and is confident it will be another great year for everyone within EIPS.

Over the summer, staff at Central Services were busy planning and preparing for the new school year to ensure students have another successful academic experience. Part of that preparation work included the Off to a Good



# BOARD HIGHLIGHTS

Start conference, an annual orientation program hosted by Human Resources for new principals, assistant principals, teachers and classified staff. The conference took place August 20-23. Superintendent Stoddard said it was exciting to meet with everyone and feel the positive energy. She also thanked the Board for hosting its annual Welcome Back Pancake Breakfast—a tradition staff members look forward to year after year.

## RECENT EVENTS

Superintendent Sandra Stoddard also highlighted recent events:

- On July 18, she joined the Board at the Sherwood Park and District Chamber of Commerce Luncheon, featuring a provincial update by Premier Danielle Smith.
- On July 19, she attended a virtual Strathcona County Community Safety and Well-Being Stewardship Committee meeting. The focus: ways to collaborate and work toward achieving the goals outlined in the Community Safety and Well-Being Strategy.
- On August 12-14, senior administration participated in a planning retreat for the 2024-25 school year. The meeting focused on upcoming projects and developing a long-term vision for the Division to best serve students now, and well into the future.
- On August 20, the Division hosted its first Leadership meeting of the year—with principals, directors, assistant principals and assistant directors. Divisionwide, everyone's looking forward to welcoming students back to class on August 29.

## Association and Employee Relation Reports

### ATA LOCAL REPORT

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

- On behalf of the ATA, Zielke extended condolences to the family, friends and colleagues of Paul Froese, a former teacher and ATA District Representative, who passed away in July. Throughout the course of his career, he served the ATA, taking on various roles and responsibilities, and was seen as a mentor by many. He'll be remembered for his passion for public education and is missed by many.
- On August 12-16, the ATA hosted its Annual Summer Conference. Zielke attended various training and professional learning sessions. The highlight: a political engagement session focused on the upcoming school trustee elections, upcoming engagement campaigns and how members can support the ATA's advocacy efforts for adequate education funding.
- On August 21, Zielke attended EIPS' Off to a Good Start conference to meet with new teachers joining the Division. She thanked EIPS for the invitation to attend—it's something she looks forward to year after year.

### EMPLOYEE RELATIONS GROUP REPORT

The Board received for information the Employee Relations Group (ERG) report from Michelle Miller, the committee's Chair:

- The ERG's first meeting for the 2024-25 school year takes place on September 17.
- On August 20, Miller attended EIPS' Off to a Good Start conference. It was great to meet the Division's newest classified staff. She thanked Human Resources for the initiation.
- ERG members are looking forward to school startup and the year ahead.

## New Business

### TRUSTEE SCHOOL LIAISON REPRESENTATIVE LIST

The Board approved the Trustee School Liaison Representative List for the 2024-25 school year (see pg. 11, "[2024-25 Trustee School Liaison Representative List](#)").



# BOARD HIGHLIGHTS

## TRANSFER TO CAPITAL RESERVES

The Board approved transferring \$1 million to the Division capital reserve from the operating reserve to ensure EIPS' surplus remains under the province's mandated operating reserve limit. The Board also directed administration to provide a report detailing allocations for capital projects before trustees approve the 2024-25 fall budget.

## BOARD ORGANIZATIONAL MEETING: 2024-25

### NOMINATION OF CHAIR AND VICE-CHAIR

The Board held its annual organizational meeting, which included nominations and elections for the Chair and Vice-Chair positions. Trustee Cathy Allen was acclaimed the Chair, and Trustee Susan Miller was acclaimed the Vice-Chair. Both individuals will lead the Board of Trustees throughout the 2024-25 school year.

### BOARD MEETING SCHEDULE

The Board approved the regular Board of Trustees Meeting Schedule for the 2024-25 school year (see, "[Board of Trustees: Meetings](#)").

### BOARD COMMITTEES AND REPRESENTATIVE APPOINTMENTS

The Board reviewed the 2024-25 Board Committees and Representative Appointments list. Individual trustees were asked to indicate to the Chair the committees they want to serve on. The Board will approve the finalized list during the Board meeting on Sept. 19, 2024.

### ALLOCATION OF ONE-TIME FUNDING

The Board approved allocating an additional \$1.6 million to schools for the 2024-25 school year. Over the summer, EIPS received an added \$1.6 million in one-time funding from the province. Of that, \$50,000 will go to Next Step schools, \$66,130 will go to the Educational Assistant Capacity Building Project and the remainder will go to schools throughout the Division—based on a classroom complexity algorithm to ensure equitable access. If there are any other needed adjustments to the 2024-25 budget, including shortfalls, EIPS will fund these through its reserves.

### SUPERINTENDENT COMPENSATION

The Board approved adjustments to the Superintendent's compensation package.

## Board Members

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

### FOR MORE INFORMATION CONTACT:

Cathy Allen, *Board Chair* | P 780 417 8109

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

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SEPT. 19, 2024

## Chair's Report

### RECENT EVENTS

Board Chair Cathy Allen highlighted recent trustee events:

- On September 11, trustees attended a provincial funding announcement at Bev Facey Community High. At the event, the province celebrated the opening of nine new CASA Mental Health classrooms across Alberta, including one at Bev Facey. Another 60 CASA classrooms are expected to open throughout the province over the next three years. Each CASA classroom provides tailored mental health supports and services for students experiencing persistent mental health symptoms.
- On September 12, the Board hosted a groundbreaking ceremony to mark the start of construction on the Sherwood Park replacement school, a new kindergarten to Grade 9 school replacing École Campbelltown and Sherwood Heights Junior High. Chair Allen thanked Communication Services for organizing the event and Trustee Trina Boymook for the extensive work that went into securing funding for the new build.
- On September 17, the province announced new capital funding to address the province's enrolment pressures within schools. The province will use the added money to construct more new schools, modular classroom units and modernizations—over a three-year period.
- On September 18, trustees attended a town hall related to the provincial capital funding announcement—facilitated by Premier Danielle Smith and Education Minister Demetrios Nicolaidis. The meeting gave Alberta-based trustees, school administrators and educators the chance to ask questions and learn more about the new funding.
- On September 18, trustees attended a luncheon and general meeting hosted by the Sherwood Park and District Chamber of Commerce.

## Superintendent's Report

### RECENT EVENTS

Superintendent Sandra Stoddard highlighted several recent events:

- On September 11, Superintendent Stoddard joined trustees at Bev Facey for the CASA classroom provincial funding announcement. Currently, EIPS has two CASA classrooms—one in Sherwood Park and another in Fort Saskatchewan. The hope: To soon add other CASA classrooms in the Division's rural areas.
- On September 12, Superintendent Stoddard joined the Board to celebrate the official groundbreaking ceremony for the new Sherwood Park replacement school. Staff are looking forward to moving into the new building and teaching in a state-of-the-art facility.
- On September 13, Superintendent Stoddard and senior administration attended the College of Alberta School Superintendents Zone 2/3 meeting. The highlights: a presentation by Kindy Joseph, the Assistant Deputy Minister for Alberta Education, who discussed several new Alberta Education initiatives, and a collaborative discussion with attendees about common issues, challenges and potential solutions.
- On September 16, Chair Allen and Superintendent Stoddard recorded two videos in preparation for EIPS' Professional Learning Day on October 4. Chair Allen filmed the Land and Peoples Acknowledgment. Superintendent Stoddard filmed a teaser to get staff excited about the day.
- On September 17, Premier Danielle Smith announced added school construction funding to address recent enrolment growth. Currently, Alberta Education is collecting a list of school divisions with site-ready capital projects. As such, the Board sent a letter to the Education Minister letting him know the Division's capital request for a junior-senior high replacement school in Fort Saskatchewan—the No. 1 priority listed in EIPS' *Three-Year Capital Plan*—is site-ready.

## Association and Employee Relation Reports

### ATA LOCAL REPORT

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

- Recently, the Local completed its executive strategic planning and looks forward to several new initiatives.
- The Local executive for 2024-25 includes:
  - Deneen Zielke, President
  - Dave McKinnon, Vice-President and Local Political Engagement Officer
  - Vanessa Benoit, Treasurer
  - Maxine Holm, Local Communications Officer
  - Naomi Halcrow, Secretary
  - Kim Zapesocki, Women in Leadership Chair
  - Sandy Johnson, Professional Development Chair
  - Jennifer Fredeen, Teacher Welfare Committee Chair
  - Danielle Morin, Teacher-Board Advisory Committee Chair
  - Danielle Booker, Diversity, Equity and Human Rights Chair
- On September 24, the Local held its first council meeting. The focus for 2024-25: adequate public education funding. Various advocacy campaigns are planned to build public and provincial support.
- On November 8, the ATA will host its annual Induction Ceremony, an annual celebration to welcome new teachers to the profession. Holm is looking forward to the event and having the Board there.

### EMPLOYEE RELATIONS GROUP REPORT

The Board received for information the Employee Relations Group (ERG) report from Michelle Miller, the committee's Chair:

- On September 10, the ERG committee held its first meeting for the 2024-25 school year. Members shared their experiences with school startup—always a hectic time but a success overall.
- Throughout the 2023-24 school year, classified staff completed the Job Information Questionnaire. Human Resources is now analyzing the survey data. The ERG looks forward to related updates once the data review is complete.
- The 2024-25 school year is off to a good start, and ERG members look forward to the year ahead.

## New Business

### ACTING CHAIR SCHEDULE

The Board approved the Acting Chair Schedule for 2024-25. The schedule assigns a trustee to serve in the absence of the Chair and Vice-Chair (see pg. 13, "[Acting Chair Schedule 2024-25](#)").

### GOVERNANCE AND EVALUATION COMMITTEE

The Board approved piloting a new committee for the 2024-25 school year—the Governance and Evaluation Committee. Throughout the year, the committee will review the *Board Handbook*, develop the Board retreat agenda, work on the Superintendent evaluation, Board self-evaluation and Board work plan, and prepare for the upcoming trustee election and related onboarding. After the year, trustees will determine whether or not to make Governance and Evaluation a standing committee going forward.

### TRUSTEE REMUNERATION

The Board approved the trustee remuneration for the 2024-25 school year—unchanged from the previous year.



# BOARD HIGHLIGHTS

## **BOARD POLICY 24**

The Board approved rescinding Policy 24: Personal Communication Devices. The guidelines for personal communication device usage in schools are now outlined in an [administrative procedure](#).

## **COLLABORATION AND PROFESSIONAL LEARNING**

The Board reviewed extensive research on the impact collaboration and professional learning have on student achievement. The research clearly demonstrates teacher collaboration enhances collective efficacy, pedagogical practices and student outcomes. Given a key EIPS priority is “enhancing growth and success for all students,” the Board wants to explore alternative Division calendars that embed formal collaboration time.

As such, the Board directed administration to:

1. Develop alternate Division calendar options, 2025-26 and 2026-27, for the Board’s consideration—with collaborative teacher-learning opportunities and a November break embedded within each option.
2. Survey EIPS stakeholders to collect feedback about the possible calendar options.
3. If an alternative calendar is approved, create a new draft administrative procedure, entitled Collaboration and Professional Time, outlining expectations related to professional collaborative learning time.

## **Reports for Information**

### **PROGRAM UPDATE: READ AND LEVERAGING STUDENT ACHIEVEMENT**

The Board received for information an update on two literacy and numeracy intervention pilot projects: the Reading Enrichment and Development (READ) pilot project and a junior high pilot project funded through Leveraging Student Achievement. In 2023, EIPS launched the READ pilot project, a program aimed at improving student reading achievement through targeted intervention based on the science of reading. Seven schools took part in the program—five in Fort Saskatchewan and two rural schools. Each school received two rounds of intervention for a seven-week period, which included pre- and post-intervention assessments. In total, 50 students took part in READ, receiving intervention in four small-group sessions a week, with each session lasting 40 minutes. Post-intervention testing showed significant improvements for learners—specifically in the areas of letter identification, sounds and phoneme manipulation.

EIPS also used Board-allocated Leveraging Student Achievement funding to address learning gaps seen at the junior high level. In 2023-24, four schools were selected for literacy intervention and four schools for numeracy intervention—based on Star Reading, Star Math and Provincial Achievement Test scores. Schools received six weeks of intervention programming, totalling 12 hours of targeted instruction per student. In total, 55 students received literacy support, and 57 received numeracy support. Similar to the READ program, post-intervention testing demonstrated improved outcomes for students.

Thanks to the success of the READ pilot project, the Division has expanded the program to include all elementary schools across the Division. It’s also reviewing next steps for the junior high pilot.

### **FACILITY SERVICES: 2023-24 SUMMER PROJECTS UPDATE**

The Board received for information an update on Facility Services’ summer projects in 2024. Throughout the summer months, Facility Services oversaw a total of 387 projects, including 36 capital projects and 351 maintenance projects—now 92 percent and 95 percent complete, respectively. Collectively, the projects ranged in nature and included improvements to electrical, roofing, interiors, exteriors, mechanical equipment and flooring at various EIPS schools. Project highlights include:





# BOARD HIGHLIGHTS

## GENERAL SUMMER PROJECTS

- Phase 1 of a landscape refurbishment at SouthPointe School.
- Gym floor refinishing at Bev Facey Community High.
- Keying all school entrances and installing fobs at all EIPS schools.
- Modular classroom unit installation at Ardrossan Elementary.
- Vermiculite abatement at eight EIPS schools.

## CAPITAL PROJECTS

- Phase 2 of the Salisbury Composite High Stormwater System Replacement Project.
- Replacement of the exterior doors and windows at Brentwood Elementary and Glen Allan Elementary.
- Replacement of the main electrical distribution system at Clover Bar Junior High.
- Replacement of the air handling unit at École Parc Élémentaire.
- Replacement of the hallway ceiling and LED lighting at Woodbridge Farms Elementary.

## Board Members

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

## FOR MORE INFORMATION CONTACT:

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# Caregiver Education Team Newsletter

October 2024



Recovery Alberta (formerly a part of Alberta Health Services) is proud to offer FREE online programming to caregivers of school-age children and youth as well as adults in the community who want to learn more about addiction and mental health topics.

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 & Learn Sessions

### Understanding Anxiety Series

For adults supporting their own wellness or supporting the wellness of children and youth.

**Part 1:**  
**An Introduction**  
Tuesday, October 8  
12:00 – 1:00 pm

**Part 2:**  
**Calming Our Bodies**  
Tuesday, October 15  
12:00 – 1:00 pm

**Part 3:**  
**Settling Our Minds**  
Tuesday, October 22  
12:00 – 1:00 pm

**Part 4:**  
**Overcoming Avoidance**  
Tuesday, October 29  
12:00 – 1:00 pm

## Evening Sessions

### Wellness Exchange Series

For adults supporting their own wellness or the wellness of a loved one.

**Part 3: Managing Reactions**  
Wednesday, October 9  
6:00 – 7:30 pm

**Part 4: Helpful Thinking**  
Wednesday, October 23  
6:00 – 7:30 pm

## Participant Feedback:

“I am really enjoying these sessions and am finding them helpful.”

“I like the virtual delivery. It’s 100% effective & efficient!”

“Nice session! Thanks for offering!”

“The balance of direct instruction and interaction through a chat that minimized stress was excellent.”

## Sessions at a Glance



Professional Practice & Education Services  
Addiction & Mental Health  
Edmonton

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

# Lunch & Learn Sessions

October 2024



These free sessions are intended to provide parents, caregivers, and community members with information regarding addiction and 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

### Part 1: An Introduction

This session will distinguish between normal worries and anxiety that is no longer helpful or productive and will help participants to identify signs that they or their child/youth may be experiencing anxiety.

**Date: Tuesday, October 8, 2024**

Time: 12:00 – 1:00 pm

For adults supporting their own wellness or the wellness of children and youth.

### Part 2: Calming Our Bodies

In this session, we will review how the body reacts to stress triggers, ways we can start to notice the body's stress responses, and strategies for regulating ourselves, children, and youth.

**Date: Tuesday, October 15, 2024**

Time: 12:00 – 1:00 pm

For adults supporting their own wellness or the wellness of children and youth.

### Part 3: Settling Our Minds

In this session, we will look at how anxiety can lead to negative thoughts and thinking traps that can hold us back. Strategies for encouraging more realistic thinking will be discussed.

**Date: Tuesday, October 22, 2024**

Time: 12:00 – 1:00 pm

For adults supporting their own wellness or the wellness of children and youth.

### Part 4: Overcoming Avoidance

In this session, we will discuss how avoidance of stressors can increase our stress response over time. We will discuss ways to manage stressful situations in steps and effective coping skills.

**Date: Tuesday, October 29, 2024**

Time: 12:00 – 1:00 pm

For adults supporting their own wellness or the wellness of 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](http://www.cyfcaregivereducation.ca)

## Participant Feedback:

“Very informative and helpful”

“The quality of the presentation and the warmth of the presenters, even over Zoom, was really impressive.”

“Thank you...looking forward to the next one.”



Professional Practice & Education Services  
Addiction & Mental Health  
Edmonton

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

# Evening Education Sessions

October 2024



**Wellness Exchange** is a series of skill-building workshops that are modelled after the evidence-informed disaster recovery intervention found in *Skills for Psychological Recovery (SPR)*, applying the same action-oriented approach to non-disaster situations such as managing life's daily stressors.

## Wellness Exchange Series

The goal of Wellness Exchange Workshops is to help increase our ability to cope with change, build resilience, and improve our overall well-being. Each workshop in this series will focus on a new skill for supporting our wellness.

Participants are welcome to join one or more sessions in the series.

### Session 3: Managing Reactions

In this session, we will look at how managing our reactions can help us protect our well-being, maintain our healthy connections, make effective decisions, and respond to stressors in healthy ways.

**Date: Wednesday, October 9, 2024**

Time: 6:00 – 7:30 pm

For adults supporting their own wellness.

### Session 4: Helpful Thinking

In this session, we will practice ways to improve our helpful thinking skills to increase our confidence in coping with stressors, improve our mood, and reduce the intensity of our reactions.

**Date: Wednesday, October 23, 2024**

Time: 6:00 – 7:30 pm

For adults supporting their own wellness.

## 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)

*Wellness Exchange workshops are not group therapy, nor are they a substitute for the advice of a qualified health professional. The material is intended for general information only and is provided on an “as is”, “where is” basis. Although reasonable efforts were made to confirm that accuracy of the information, Alberta Health Services does not make any representation or warranty, express implied or statutory, as to the accuracy, reliability, completeness, applicability, or fitness for a particular purpose of such information. Alberta Health Services expressly disclaims all liability for the use of these materials, and for any claims, actions, demands or suits arising from such use.*



Professional Practice & Education Services  
Addiction & Mental Health  
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For more information, visit [www.cyfcaregivereducation.ca](http://www.cyfcaregivereducation.ca)

# Elk Island Public Schools Committee of School Councils Operating Procedures

## 1. DEFINITIONS

In these Operating Procedures:

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

## 2. HISTORY AND AUTHORITY

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

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

*2.3 The Board shall encourage the formation of a Committee of School Councils (COSC).*

*2.3.1 If a COSC is formed, its primary purpose shall be to enhance communication among the school councils, the Board, the Superintendent and the community.*

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

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

## 3. PURPOSE

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

## 4. OBJECTIVES

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

# Elk Island Public Schools Committee of School Councils Operating Procedures

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

## 5. GOVERNANCE, MEMBERSHIP and DECISION MAKING

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

The membership shall consist of:

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

### Decision Making

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

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

## 6. QUORUM

COSC does not have quorum requirements.

## 7. EXECUTIVE and TERMS OF OFFICE

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

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

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

## 8. DUTIES OF THE EXECUTIVE MEMBERS

### A. Chair

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

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

# Elk Island Public Schools Committee of School Councils Operating Procedures

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

## **B. Vice-Chair**

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

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

## **C. Secretary**

Unless otherwise delegated, the Secretary of COSC will:

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

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

## **9. VACANCIES**

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

## **10. MEETINGS**

### **Regular Meetings**

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

## **11. MEETING AGENDAS**

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

## **12. COMMITTEES**

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

## **13. CODE OF CONDUCT**

### **All School Council Members shall:**

- A. Be guided by the purpose and objectives of COSC;

# Elk Island Public Schools Committee of School Councils Operating Procedures

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

## 14. CONFLICT RESOLUTION

COSC shall abide by the Conflict Resolution Procedures outlined:

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

## 15. PRIVACY

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

## 16. DISSOLUTION

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

## 17. REVIEWS and AMENDMENTS

COSC may make any changes to these Operating Procedures deemed necessary to carry out its functions. These Operating Procedures have been accepted by a majority of the Members entitled to vote at a regularly-scheduled COSC meeting of the School Council.

Date \_\_\_\_\_

\_\_\_\_\_  
Chair's Name

\_\_\_\_\_  
Chair's Signature

\_\_\_\_\_  
Vice Chair's Name

\_\_\_\_\_  
Vice Chair's Signature

\_\_\_\_\_  
Secretary's Name

\_\_\_\_\_  
Secretary's Signature



# ALBERTA SCHOOL COUNCIL ENGAGEMENT GRANT

## PROCESS

# 1

### CONTACT FORM

Elk Island Public Schools (EIPS) collects contact information from school councils by **October 25**. School councils complete a **contact form** with their school name, school council chair, email address and permission to share this information with Alberta Education. Most importantly, this form allows EIPS to make an application to the province for the grant funds.



# 2

### GRANT APPLICATION

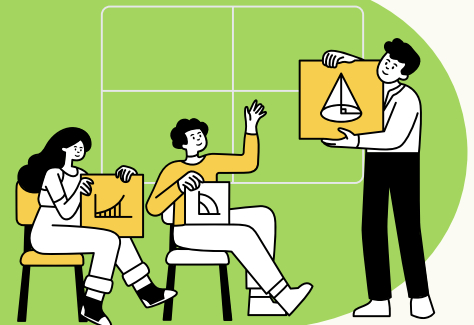
After the November COSC meeting, school councils receive an application directly to the email address provided in the contact form. The application asks for general school council information and how school councils plan to use the grant. School councils are encouraged to complete the application form by **December 31**.

The Alberta School Councils' Association's (ASCA) **learning opportunities** and **support services** are acceptable options for grant money. For 2024-25, councils receive a 25 per cent discount for these learning opportunities.

# 3

### GRANT APPROVAL

After school councils apply, they must wait to receive approval from the Committee of School Councils Chair. School councils receive an email when they have approval. Once approved, councils can go ahead with their plans for the grant.



# 4

### GRANT ACTIVITIES AND PAYMENT REQUEST FORM

School councils use their grant funds. They then complete a payment request form to have invoices paid or receipts reimbursed from these activities. Multiple payment request forms can be completed. Councils will contact COSC Liaison **Emma Small** for a link to the payment request form. Payment should be completed by **June 30**.





# ALBERTA SCHOOL COUNCIL ENGAGEMENT GRANT

## FAQS

### WHAT ACTIVITIES ARE GRANT ELIGIBLE?

- Workshops for parents to increase capacity for school council members;
- Information sessions on how parents can support student learning at home and at school;
- Parent resources and workshops on important topics such as, mental health and well-being, cyber bullying, healthy living, etc.;
- Programs to support multi-cultural and Indigenous families including, English language learners and First Nations, Métis and Inuit learners;
- Parent resources and tools in multiple languages;
- Events to engage parents on important local issues;
- Conference fees;
- Parent engagement in promoting the value of arts; and
- Trainer/facilitator costs for the professional development, workshops or sessions associated with the above.

### WHAT ARE NON-ALLOWABLE GRANT EXPENSES?

- Entertainment costs, meals, snacks, other food;
- No capital asset purchases;
- Activities that took place in a prior school year;
- Organization memberships;
- Fundraising events;
- Prizes or incentives to parents and/or students;
- Payment to school board staff including honoraria, gifts; and
- Entertainment activities such as barbecues, volunteer teas, movie nights, dances, concerts or performances, etc.

### WHAT HAVE COUNCILS USED THE GRANT FOR IN THE PAST?

- ASCA workshops
- ASCA Conference and AGM
- ASCA support services for creating or editing bylaws
- Books for a parent resource library
- Family nights surrounding literacy, numeracy, or First Nations, Métis and Inuit education
- Parent information sessions with subject matter experts on artificial intelligence, mental health, wellness and more
- Saffron Centre workshops
- Website development

### HOW CAN MY COUNCIL PAY FOR A GRANT ACTIVITY?

- Get an invoice from the organization that we'll pay on your behalf.
- Pay out of pocket and we'll reimburse you.
- Have the school pay and we'll reimburse them.

### WHEN WILL AN INVOICE BE PAID OR A RECEIPT REIMBURSED?

- We'll pay an invoice within 30 business days of processing it.
- You'll be reimbursed within 10 business days of us receiving the payment form.